

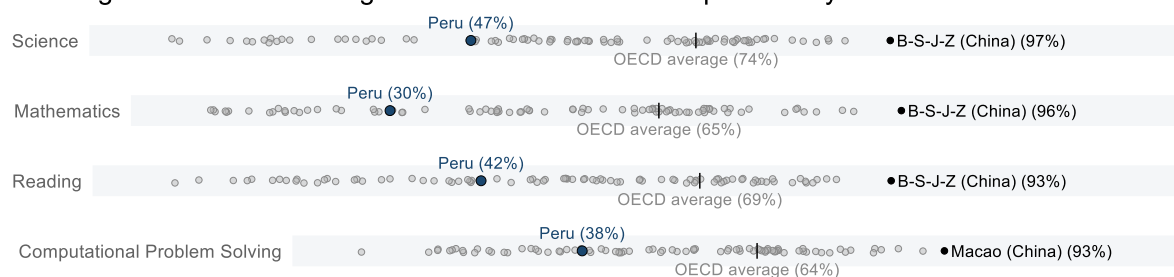
Peru

The Programme for International Student Assessment (PISA) assesses the knowledge, skills and attitudes of 15-year-old students. The tests explore how well students can solve complex problems, think critically and communicate effectively; data collected through questionnaires describe the context in which students learn. This gives insights into how well education systems are preparing students for real life challenges and future success. Peru participated for the first time in PISA in 2001. By comparing results internationally, policy makers and educators in Peru can learn from other countries' policies and practices.

Fifteen-year-old students in Peru and the context in which they learn

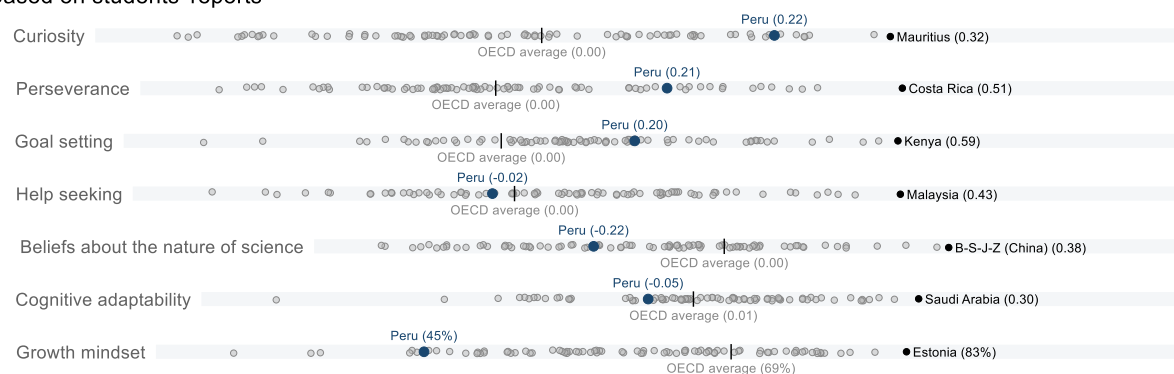
Figure 1. A multi-dimensional dashboard of student learning

Percentage of students scoring above a baseline level of proficiency



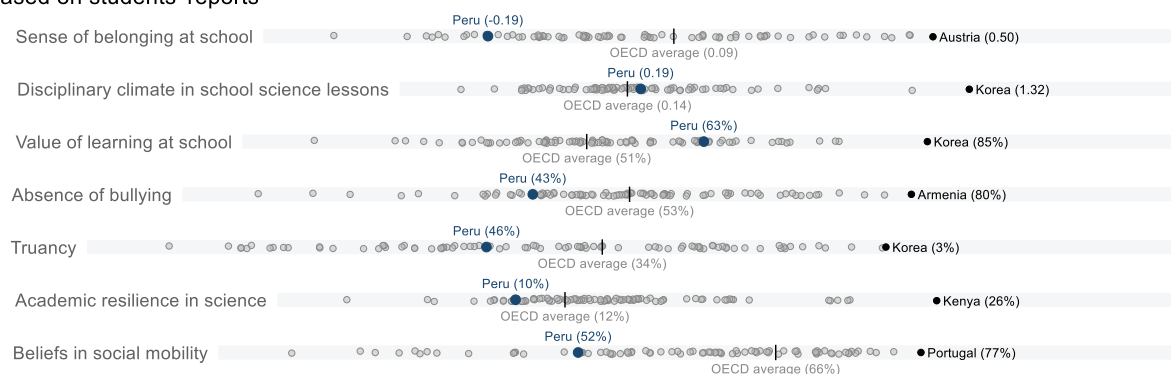
Student engagement: attitudes towards learning and school

Based on students' reports



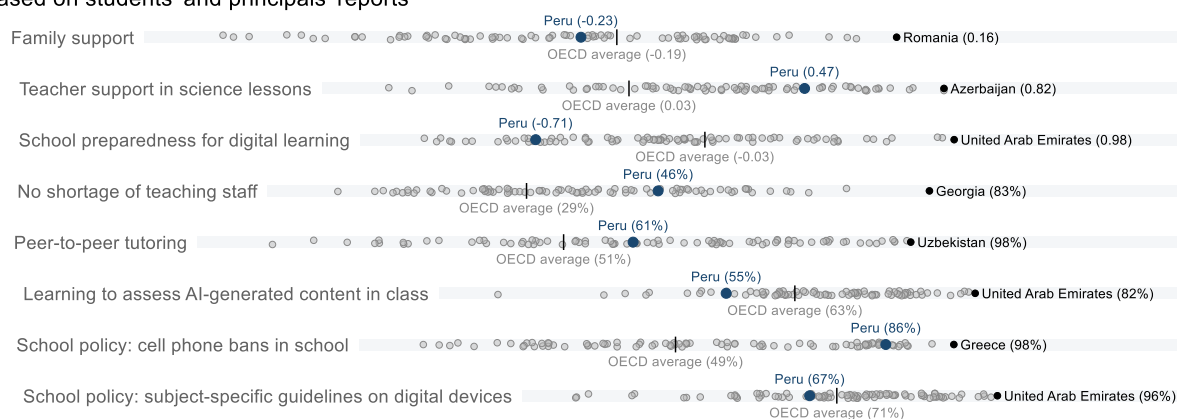
Safe and fair learning environments

Based on students' reports



Supportive families and schools

Based on students' and principals' reports



Notes: Due to missing data, not all countries and economies are included in every dimension. For each dimension, the top country/economy and the OECD average are highlighted; truancy values are sorted in descending order, so that values shown to the right correspond to lower levels of truancy.

For indicators derived from students' and principals' reports, differences between countries and economies should be interpreted with caution, as they may reflect variations in response behaviour rather than true underlying differences. Non-response to questionnaires, cultural norms, as well as differing interpretations of questions can influence these indicators.

Definitions: Values that are not reported as percentages correspond to mean values of the corresponding questionnaire indices. Percentages are defined as follows: *Percentage of students scoring above a baseline level of proficiency*: students scoring at or above Level 2 in science, mathematics and reading; at or above Level 3 in computational problem solving; *Growth mindset*: Percentage of students who disagree or strongly disagree with the statement "You have a certain amount of intelligence, and you really can't do much to change it"; *Value of learning at school*: Percentage of students who disagree or strongly disagree that "School has done little to prepare me for adult life when I leave school"; *Absence of bullying*: Percentage of students who reported never or almost never being victim of any type of bullying act (among a list of five different types of acts); *Truancy*: Percentage of students who reported that in the two weeks prior to the PISA test they had skipped at least one class or day of school; *Academic resilience in science*: Percentage of students from the bottom quarter of socio-economic status (disadvantaged students) who scored in the top quarter of performance amongst students in their own country/economy; *Beliefs in social mobility*: Percentage of students who disagree or strongly disagree with the statement "Your status in society is something that you can't really change very much"; *No shortage of teaching staff*: Percentage of students in schools whose principal reported that the school's capacity to provide instruction is not at all hindered by a lack of teaching staff; *Peer-to-peer tutoring*: Percentage of students in schools whose principal reported that peer-to-peer tutoring is provided; *Learning to assess AI-generated content in class*: Percentage of students who reported that, in their school lessons, they assess the quality of information generated by Artificial Intelligence chatbots (e.g. ChatGPT) sometimes, often or very often; *School policy: cell phone bans in school*: Percentage of students in schools whose principal reported that the use of cell phones is not allowed on the school premises; *School policy: subject-specific guidelines on digital devices*: Percentage of students in schools whose principal reported that the school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.

Source: [Figure I.1.2](#).

An interactive dashboard is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html>

Notes on data quality in PISA 2025

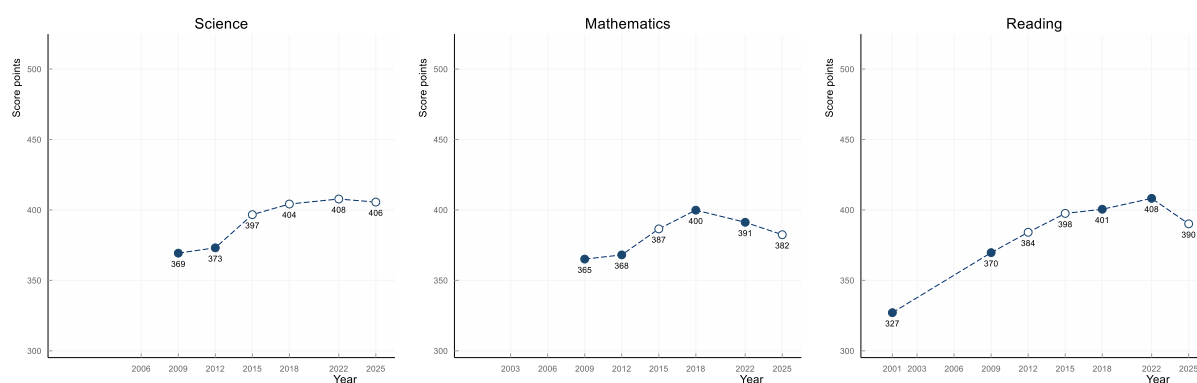
This edition of PISA includes data from 91 countries and economies. While the vast majority of countries and economies met PISA's technical standards, a small number did not. In particular, caution is required when interpreting results of countries and economies mentioned in this note with an asterisk (*) next to their names: their results could be affected by greater uncertainty, or even be biased, because one or more PISA sampling standards were not met. For more information, see the Reader's Guide in *PISA 2025 Results, Volume I* and Chapter 18 (Data Adjudication) in the *PISA 2025 Technical Report*.

In Peru, all data met the quality standards set by PISA and were considered fit for reporting.

How well did 15-year-old students in Peru do on the test?

Trends in science, mathematics and reading performance

Figure 2. Trends in performance in science, mathematics and reading



Note: White dots indicate mean scores that are not statistically significantly above/below PISA 2025 mean scores. An interactive version of this figure is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills/performance-trends.html>.

Source: [Tables I.B1.2a.36-38](#)

- Average 2025 results in Peru were lower than in 2022 in mathematics and reading, and about the same as in 2022 in science.
- In all three subjects, results were close to those observed in 2015; in science, this reflects a stable trend since 2015, whereas in mathematics and reading, the recent drop reversed any gains made after 2015.
- Over the most recent period (2022 to 2025), the gap between the highest-scoring students (10% with the highest scores) and the weakest students (10% with the lowest scores) did not change significantly in mathematics and reading, while it narrowed in science.
- Compared to 2015 the proportion of low-performing students (scoring below proficiency Level 2) did not change significantly in mathematics; did not change significantly in reading; and decreased by six percentage points in science.

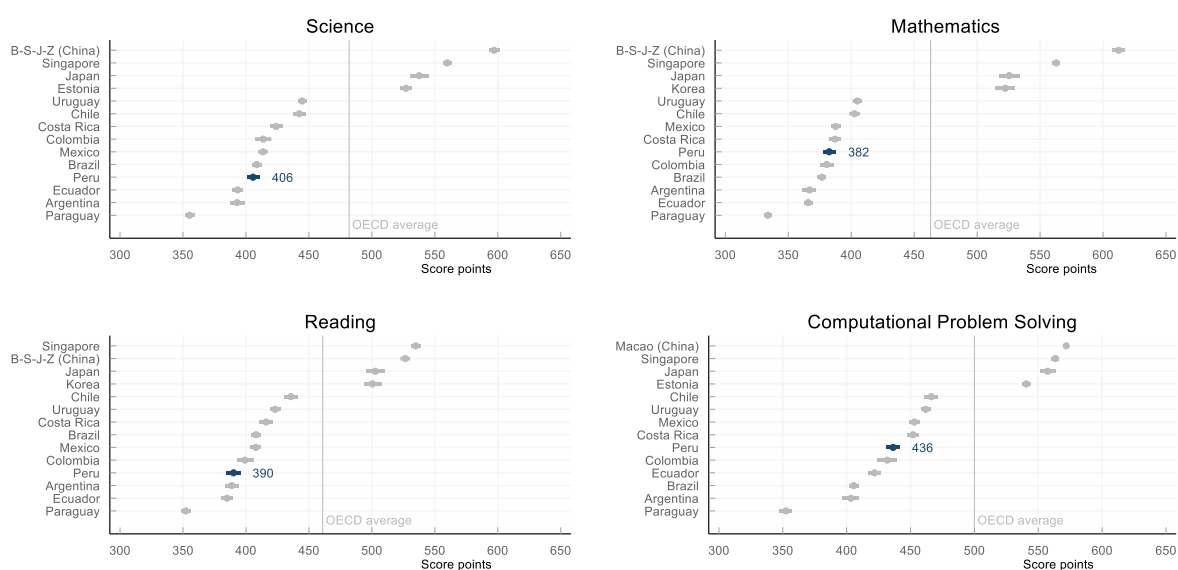
How does Peru compare?

- Students in Peru scored less than the OECD average in mathematics, reading and science (Figure 3).

- A smaller proportion of students in Peru than on average across OECD countries were top performers (Level 5 or 6) in at least one subject. At the same time, a smaller proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects (Figure 4).
- In computational problem solving, the mean score of students in Peru was lower than the OECD average (Figure 3).

Figure 3. Mean performance in science, mathematics, reading and computational problem solving

Peru, OECD average and selected comparison countries/economies



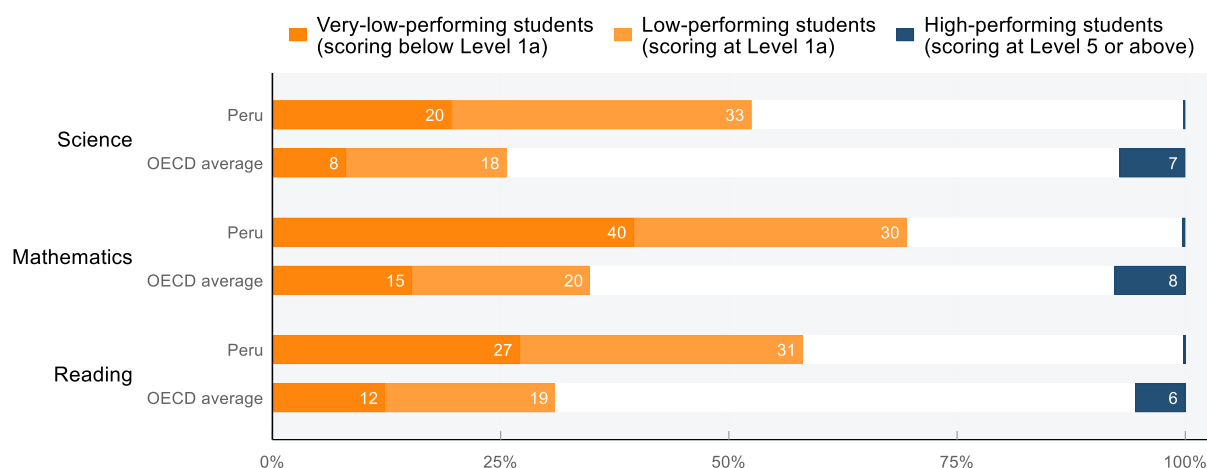
Notes: Comparison countries/economies include the highest-performing countries and economies overall and the highest-performing OECD countries; for comparisons with all remaining PISA 2025 participants, see source Tables and Figures. Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean scores (the 95% confidence interval).

Source: [Tables I.B1.2a.1-3](#) and [Tables I.2.1, I.2.4, I.2.o1 and I.2.o2](#)

What students know and can do in science

Figure 4. Proficiency in science, mathematics and reading among 15-year-old students

Peru and OECD average



Source: [Tables I.B1.2a.10-12](#)

- Some 47% of students in Peru attained Level 2 or higher in science (OECD average: 74%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided. Over 85% of students in top performers B-S-J-Z (China), Macao (China), Singapore, Estonia, Japan, Chinese Taipei and Korea (in descending order of that share) performed at this level or above.
- In Peru, almost no students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

What students know and can do in mathematics

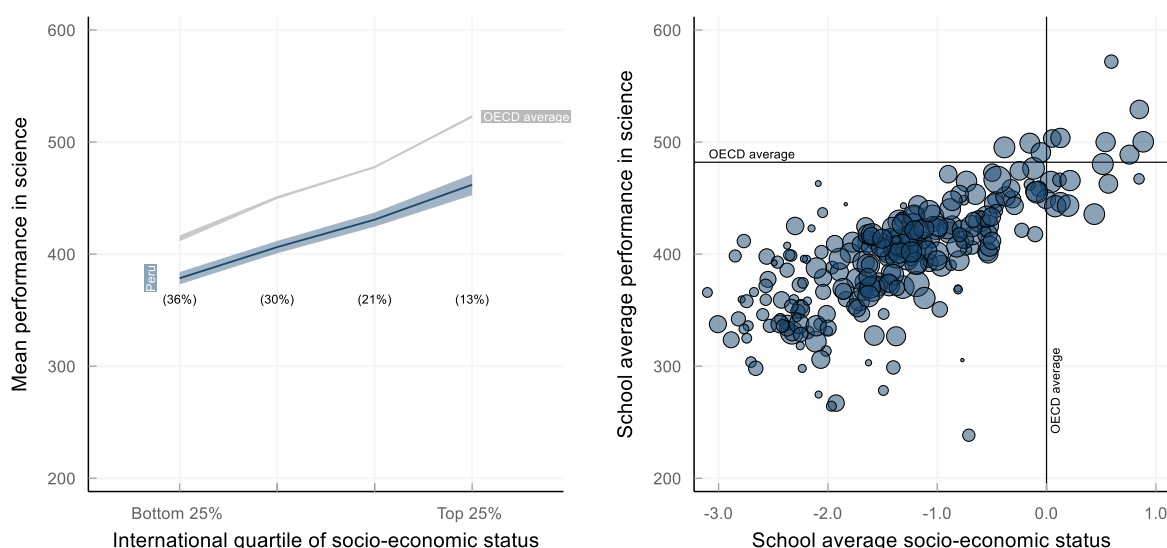
- In Peru, 30% of students attained at least Level 2 proficiency in mathematics (OECD average: 65%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).
- Almost no students in Peru were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 8%). The largest shares of students attaining Level 5 or 6 were observed in Seven Asian countries and economies: B-S-J-Z (China) (54%), Singapore (37%), Chinese Taipei (32%), Macao (China) (29%), Korea (23%), Japan (22%) and Hong Kong (China) (21%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them. In 13 countries and economies participating in PISA 2025, more than 10% of students attained Level 5 or 6 proficiency.

What students know and can do in reading

- Some 42% of students in Peru attained Level 2 or higher in reading (OECD average: 69%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 93% in B-S-J-Z (China) to 4% in Rwanda.
- In Peru, almost no students scored at Level 5 or higher in reading (OECD average: 6%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Performance gaps within Peru

Figure 5. Science performance and socio-economic status of students and schools



Source: [Tables I.B1.2b.7 and Table I.B1.2b.11](#); and [OECD, PISA 2025 Database](#).

Notes: The left-hand chart shows how the performance of students at different levels of socio-economic status compares to the performance of students with similar socio-economic background across OECD countries on average. The shaded area represents a measure of uncertainty (the 95% confidence interval). Percentages reported on the chart correspond to the percentage of students in Peru that are in each international quartile of socio-economic status.

The right-hand chart plots the performance and average socio-economic status of schools that participated in PISA (only schools with students in the modal grade for 15-year-olds are shown). The size of dots is proportional to the population of 15-year-old students that each school represents.

Socio-economic disparities

- The PISA index of economic, social and cultural status is computed in such a way that all students taking the PISA test, regardless of the country where they live, can be placed on the same socio-economic scale. This means that it is possible to use this index to compare the performance of students of similar socio-economic background in different countries. In Peru, 36% of students (the

largest share) were in the bottom international quartile of the socio-economic scale, meaning that they were among the most disadvantaged students who took the PISA test in 2025. Their average score in science was 379 score points (Figure 5, left chart). In B-S-J-Z (China) and Türkiye, students of similar socio-economic background tend to score significantly higher.

- The PISA index of economic, social and cultural status can also be used to order students from the most disadvantaged to the most advantaged within each country and economy, and to create four groups of students of equal size (each comprising 25% of the population of 15-year-old students in each country/economy). In Peru socio-economically advantaged students (the top 25% in terms of socio-economic status) outperformed disadvantaged students (the bottom 25%) by 78 score points in science. This is similar to the average difference between the two groups (85 score points) across OECD countries.
- Between 2015 and 2025, the gap in science performance between the top and the bottom 25% of students in terms of socio-economic status narrowed in Peru, as well as across OECD countries on average. Over this period, performance improved among disadvantaged students, but remained stable among advantaged students.
- Socio-economic status was a predictor of performance in science in all PISA-participating countries and economies. It accounted for 14% of the variation in science performance in PISA 2025 in Peru (compared to 12% on average across OECD countries).
- Some 10% of disadvantaged students in Peru were able to score in the top quarter of science performance. These students can be considered academically resilient because, despite their socio-economic disadvantage, they have attained educational excellence by comparison with students in their own country. On average across OECD countries, 12% of disadvantaged students scored in the top quarter of science performance in their own countries.

Student attitudes towards school and learning in Peru

Student curiosity, perseverance and perceived value of school

- In Peru, 81% of students agree or strongly agree that they are curious about many different things, compared to 73% across OECD countries. Moreover, 74% of students reported that they apply additional effort when work becomes challenging (OECD average 60%). At the same time, 14% agree or strongly agree that school has been a waste of time (OECD average: 24%).
- Between 2022 and 2025, these attitudes changed somewhat in Peru. The share of students who reported being curious about many different things decreased by 2.3 percentage points; the proportion who reported applying additional effort when work becomes challenging decreased by 5.4 percentage points; and the percentage of students who agreed that school had been a waste of time remained stable during this period.
- Curiosity, perseverance and valuing school are most often associated with higher science performance. In Peru, after accounting for students' and schools' socio-economic profile, a one-unit increase in the curiosity index is associated with a difference of 11 score points in science performance, compared to an average of 19 score points across OECD countries; a one-unit increase in the perseverance index is associated with a difference of 11 score points in science performance (OECD average: 13 score points); students who perceive greater value in school and disagree that it is a waste of time tend to achieve higher scores in science (by 12 score points) than their peers who feel they are wasting their time at school (OECD average: 27 score points).

Student attitudes towards learning

- PISA 2025 also asked students about other attitudes towards learning. For example, 45% of students in Peru have a growth mindset (OECD average: 69%), i.e. hold the belief that intelligence can be cultivated through work, effort and feedback. On average across OECD countries, students with a growth mindset score 28 score points higher in science than those with a fixed mindset. In Peru, this difference is 17 score points, after accounting for students' and schools' socio-economic profile.
- PISA 2025 data show that there is still room for improvement in terms of students' self-regulation and goal-setting behaviours. For example, only about 44% of students in Peru report that they often or very often plan their approach to studying. Furthermore, 48% of students ask themselves questions about the material to check if they have understood everything (OECD averages: 37% and 49%, respectively).
- An autonomous self-regulated learner knows when and where to ask for help. PISA 2025 data show that, in most countries, students tend to rely on their teachers and classmates for support with their schoolwork. In Peru, 79% of students ask their teachers for help when they need it and 81% ask their classmates when they do not fully understand something (OECD averages: 77% and 82%, respectively).
- In Peru self-regulated goal setting is positively related to science performance, after accounting for students' and schools' socio-economic profile. A one-unit increase in the index of goal-setting is associated with a difference of 4 score points (OECD average: 3 score points).

How is school life in Peru?

Perceived shortages of human and material resources

- In 2025, 27% of students in Peru were in schools whose principals reported that instruction was hindered, at least to some extent, by a perceived lack of teaching staff (OECD average: 39%); the corresponding share for a perceived lack of assisting staff was 49% (OECD average: 39%). The prevalence of perceived teaching staff shortages in Peru increased compared to 2022 (18%).
- PISA 2025 data reveal that perceived shortages of material resources remain a concern in most countries and economies. Some 54% of students in Peru attended schools whose principals reported that a lack of educational material (e.g. textbooks, IT equipment, library or laboratory material) hindered instruction, at least to some extent, and 42% were in schools where a lack of physical infrastructure (e.g. buildings, grounds, heating/cooling systems, lighting and acoustic systems) was perceived to hinder instruction. In 2022, the corresponding shares were 55% and 33%, respectively.

Digital resources

- In Peru, students reported spending on average 1.4 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours). At the same time, a non-negligible share of students' device use on school days is dedicated to non-learning activities: students in Peru reported spending 1.0 hours per day using digital devices at school for leisure (OECD average: 1.1 hours).
- In Peru, 24% of students reported that their peers are often distracted by the use of digital devices during most or all science lessons (OECD average: 28%). On average across OECD countries, students who reported digital distraction in their science classes score 11 points lower in science

than those who reported no digital distraction (after accounting for students' and schools' socio-economic profile). In Peru they score 9 points lower.

- On average across OECD countries, students in schools where cell phone use is not allowed on school premises are about 13% less likely to report digital distraction. In 2025, 86% of students in Peru attended schools with such a ban (OECD average: 49%), up from PISA 2022 (64%; OECD average in PISA 2022: 34%). This indicates a substantial increase in the implementation of cell phone bans during this period.
- Students in most education systems use AI chatbots for schoolwork, creating new challenges and opportunities for their learning. In Peru, 54% of students reported using AI chatbots to help them learn at least once a week (OECD average: 46%). Students also frequently use AI to conduct preliminary research on a new topic (Peru: 43%; OECD average: 31%), to summarise a text they had to read (Peru: 40%; OECD average: 30%), and to draft text for writing assignments (Peru: 36%; OECD average: 29%). Only 8% of students reported never or almost never using AI chatbots for any of the schoolwork tasks examined in PISA (OECD average: 14%).

Bullying and cyberbullying

- In Peru, 24% of students reported being victims of at least one form of bullying a few times per month or more in 2025 (OECD average: 20%). The prevalence of bullying increased between PISA 2022 and PISA 2025, as it did in a large majority of participating countries and economies.
- Cyberbullying is relatively uncommon compared with other forms of bullying, but its victims tend to experience significant achievement deficits. In Peru, 4% of students reported that upsetting information about them was published online, without their consent, at least a few times a month during the 12 months prior to the PISA test (OECD average: 3%). These students scored, on average, 36 points lower in science than their peers.

Teacher support and disciplinary climate in science lessons

- In Peru, 84% of students reported that, in most science lessons, the teacher shows an interest in every student's learning (OECD average: 69%), 77% that the teacher continues teaching until the students understand (OECD average: 66%), 84% that the teacher gives extra help when students need it (OECD average: 73%). In 2015, the corresponding shares were 84%, 76% and 78%.
- Disciplinary climate in science lessons in 2025 remains a concern in many countries and economies: about 18% of students in Peru reported that they cannot work well in most or all lessons (OECD average: 19%); 30% reported noise and disorder disrupted most or every science lesson (OECD average: 31%); 23% of students reported that their classmates do not listen to what the teacher says (OECD average: 29%).
- Disciplinary climate and teacher support in science lessons improved between 2015 and 2025 on average across OECD countries. In Peru, only teacher support improved; disciplinary climate did not change significantly over the period. Countries and economies with an improved disciplinary climate tend to show stability or an increase in their average science performance compared to 2015.

Parental involvement and support

- Student reports of family support substantially decreased in almost all PISA-participating countries and economies between 2022 and 2025. This was also the case in Peru. In 2025, 58% of students in Peru reported that their parents or guardians asked them, at least once per week, what they did at school, while 45% reported having at least weekly discussions about problems they might have at school. In 2022, the corresponding shares were 69% and 59%, respectively.

Truancy and lateness

- In 2025, around 39% of students in Peru reported having skipped at least one day of school in the two weeks prior to the test (OECD average: 22%); 27% reported skipping at least one class (OECD average: 24%); 69% reported arriving late for school (OECD average: 50%). In previous years, the corresponding shares were 28%, 20% and 61% (in 2022); 49%, 46% and 62% (in 2018).

Student readiness for environmental challenges

- In Peru, 48% of students reached at least baseline proficiency (Level 2) in environmental science. On average across OECD countries, 74% of students achieve this level, with more than 85% reaching it in seven countries and economies.
- PISA 2025 shows that students in most education systems report strong pro-environmental attitudes, although fewer feel confident about how to collaborate effectively. In Peru, 81% of students believe that they can positively impact the environment (OECD average: 81%); 87% believe that collective action can address environmental problems (OECD average: 82%); 74% report knowing how to work with others to positively impact the environment (OECD average: 68%).
- In Peru, 86% of students reported that they are somewhat or very interested in contributing to protecting the environment in their future jobs (OECD average: 62%).
- Most students engaged in environment-related activities at least once over the 12 months prior to the PISA test. On average across OECD countries, the most common forms of engagement are discussing with friends and family how to have a positive impact on the environment (Peru: 73%; OECD average: 56%) and making purchasing decisions based on the sustainability of products (OECD average: 54%; 52% in Peru).

Key Features of PISA 2025 in Peru

The content

- The PISA 2025 survey focused on science, with mathematics and reading as minor areas; an assessment of learning in the digital world measured students' computational problem-solving skills and their ability to self-direct their learning in a digital environment. PISA 2025 also included an assessment of young people's communicative skills in English, which was optional and available only for countries and economies where English is a foreign language; Peru participated in this assessment. Results for science, mathematics, reading and computational problem solving are released on 8 September 2026; results for English as a foreign language and analyses of students' self-directed learning in 2027.

The students

- Over 760 000 students took the assessment in 2025, representing about 33 million 15-year-olds in the schools of the 91 participating countries and economies.
- In Peru, 6 991 students, in 260 schools, completed the assessment, representing about 519 700 15-year-old students (an estimated 86% of the total population of 15-year-olds). An additional sample of students, from the same schools, completed the assessment of English as a foreign language.

- PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and they have completed at least 6 years of formal schooling. In this note, they are referred to as 15-year-old students.

The assessment

- Students took a two hour test, and each student was tested in two subjects. Different students were given different test questions and different combinations of subjects (e.g. science followed by reading, or mathematics followed by science, etc.). Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses.
- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire about school management, organisation, and the learning environment.
- Some countries/economies also distributed additional questionnaires, to students, parents and/or teachers, to elicit more information. The findings from these optional questionnaires are not covered by this note.

Contact

For more information about PISA 2025 visit www.oecd.org/pisa

Explore, compare and visualise more data and analysis using <http://gpseducation.oecd.org>.

Questions can be directed to the PISA team at the Directorate for Education and Skills: edu.pisa@oecd.org.

This note was written by Francesco Avvisati (OECD Directorate for Education and Skills).

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Note by the Republic of Türkiye

The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Türkiye recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Türkiye shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union

The Republic of Cyprus is recognised by all members of the United Nations with the exception of Türkiye. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Kosovo: This designation is without prejudice to positions on status, and is in line with United Nations Security Council Resolution 1244/99 and the Advisory Opinion of the International Court of Justice on Kosovo’s declaration of independence.

The full book is available in English: OECD (2026), *PISA 2025 Results (Volume I): Future-Ready Students*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/73451bc5-en>.

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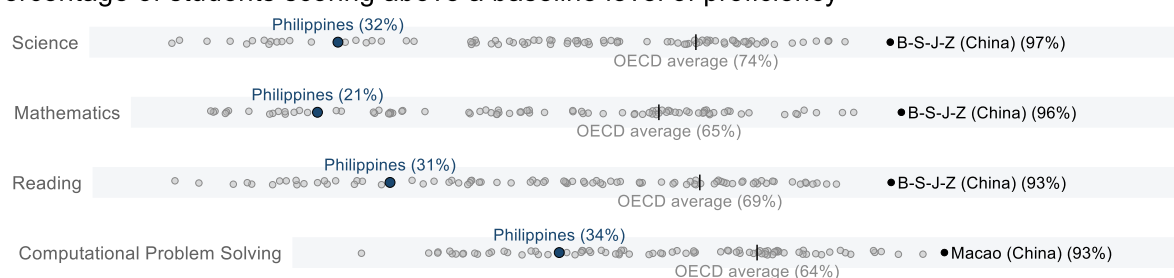
Philippines

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Fifteen-year-old students in Philippines and the context in which they learn

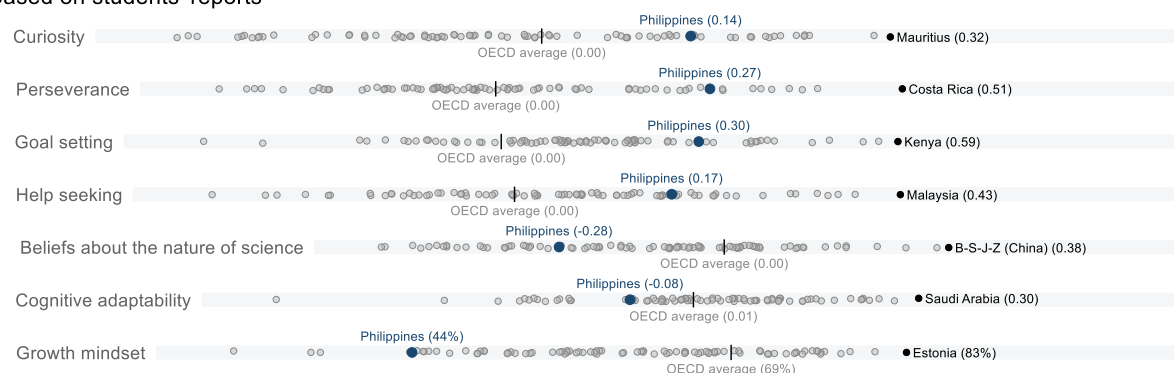
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Percentage of students scoring above a baseline level of proficiency



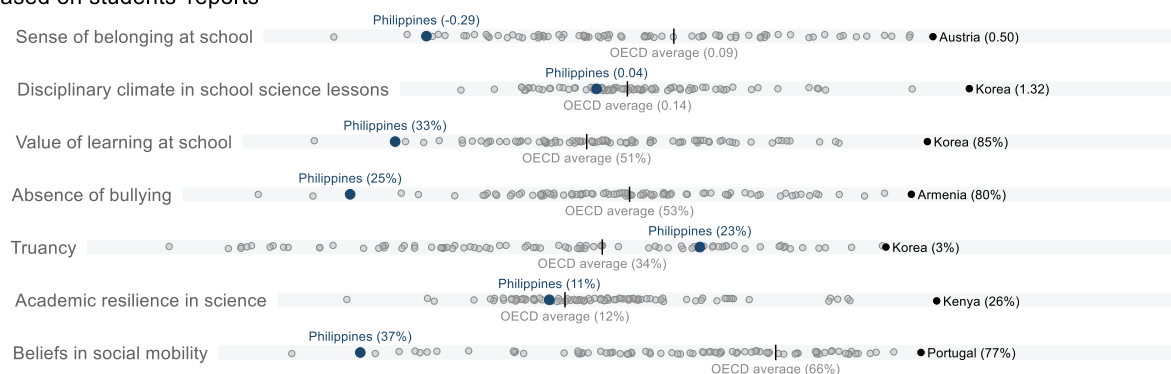
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Definitions: Values that are not reported as percentages correspond to mean values of the corresponding questionnaire indices. Percentages are defined as follows: *Percentage of students scoring above a baseline level of proficiency*: students scoring at or above Level 2 in science, mathematics and reading; at or above Level 3 in computational problem solving; *Growth mindset*: Percentage of students who disagree or strongly disagree with the statement "You have a certain amount of intelligence, and you really can't do much to change it"; *Value of learning at school*: Percentage of students who disagree or strongly disagree that "School has done little to prepare me for adult life when I leave school"; *Absence of bullying*: Percentage of students who reported never or almost never being victim of any type of bullying act (among a list of five different types of acts); *Truancy*: Percentage of students who reported that in the two weeks prior to the PISA test they had skipped at least one class or day of school; *Academic resilience in science*: Percentage of students from the bottom quarter of socio-economic status (disadvantaged students) who scored in the top quarter of performance amongst students in their own country/economy; *Beliefs in social mobility*: Percentage of students who disagree or strongly disagree with the statement "Your status in society is something that you can't really change very much"; *No shortage of teaching staff*: Percentage of students in schools whose principal reported that the school's capacity to provide instruction is not at all hindered by a lack of teaching staff; *Peer-to-peer tutoring*: Percentage of students in schools whose principal reported that peer-to-peer tutoring is provided; *Learning to assess AI-generated content in class*: Percentage of students who reported that, in their school lessons, they assess the quality of information generated by Artificial Intelligence chatbots (e.g. ChatGPT) sometimes, often or very often; *School policy: cell phone bans in school*: Percentage of students in schools whose principal reported that the use of cell phones is not allowed on the school premises; *School policy: subject-specific guidelines on digital devices*: Percentage of students in schools whose principal reported that the school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.

Source: [Figure I.1.2](#).

An interactive dashboard is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html>

Notes on data quality in PISA 2025

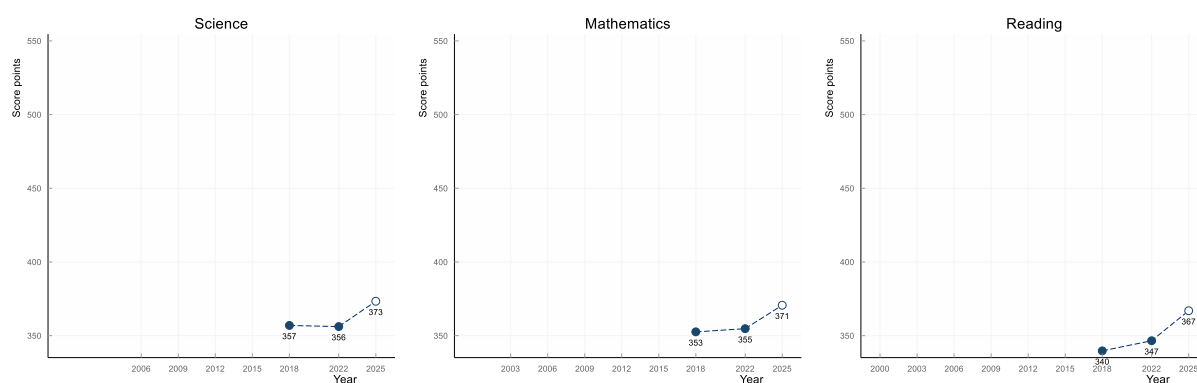
This edition of PISA includes data from 91 countries and economies. While the vast majority of countries and economies met PISA's technical standards, a small number did not. In particular, caution is required when interpreting results of countries and economies mentioned in this note with an asterisk (*) next to their names: their results could be affected by greater uncertainty, or even be biased, because one or more PISA sampling standards were not met. For more information, see the Reader's Guide in *PISA 2025 Results, Volume I* and Chapter 18 (Data Adjudication) in the *PISA 2025 Technical Report*.

In Philippines, all data met the quality standards set by PISA and were considered fit for reporting.

How well did 15-year-old students in Philippines do on the test?

Trends in science, mathematics and reading performance

Figure 2. Trends in performance in science, mathematics and reading



Note: White dots indicate mean scores that are not statistically significantly above/below PISA 2025 mean scores. An interactive version of this figure is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills/performance-trends.html>.

Source: [Tables I.B1.2a.36-38](#)

- Average 2025 results in Philippines were up compared to 2022 in mathematics, reading and science.
- Results were also up in all three subjects compared to 2018.
- Over the most recent period (2022 to 2025), the gap between the highest-scoring students (10% with the highest scores) and the weakest students (10% with the lowest scores) did not change significantly in mathematics and reading, while it widened in science.
- Compared to 2018 the proportion of low-performing students (scoring below proficiency Level 2) did not change significantly in mathematics; decreased by 11 percentage points in reading; and decreased by ten percentage points in science.

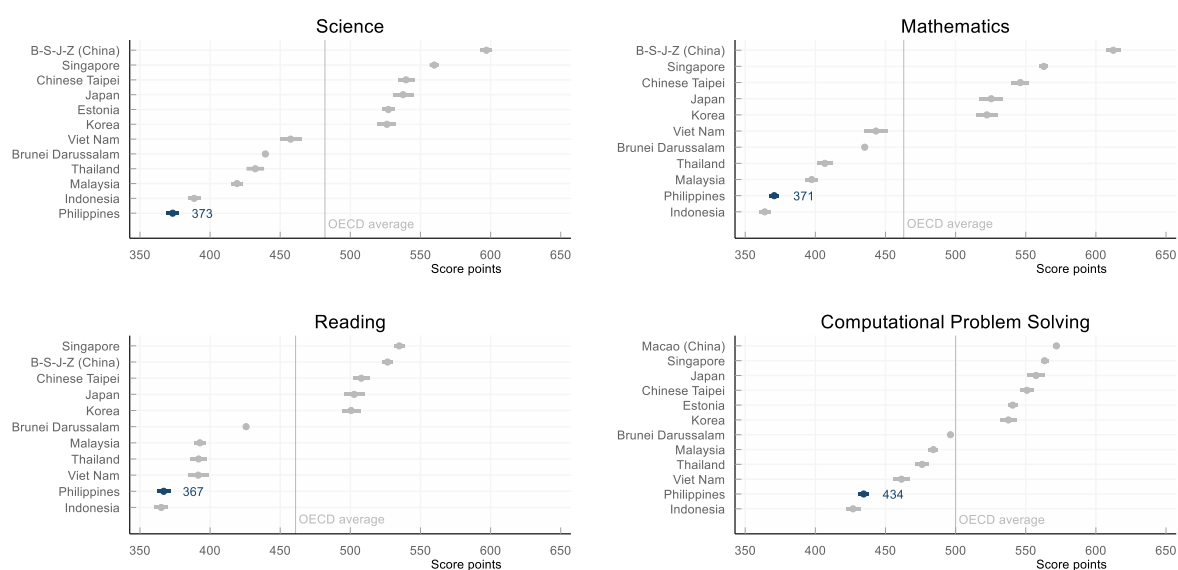
How does Philippines compare?

- Students in Philippines scored less than the OECD average in mathematics, reading and science (Figure 3).

- A smaller proportion of students in Philippines than on average across OECD countries were top performers (Level 5 or 6) in at least one subject. At the same time, a smaller proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects (Figure 4).
- In computational problem solving, the mean score of students in Philippines was lower than the OECD average (Figure 3).

Figure 3. Mean performance in science, mathematics, reading and computational problem solving

Philippines, OECD average and selected comparison countries/economies



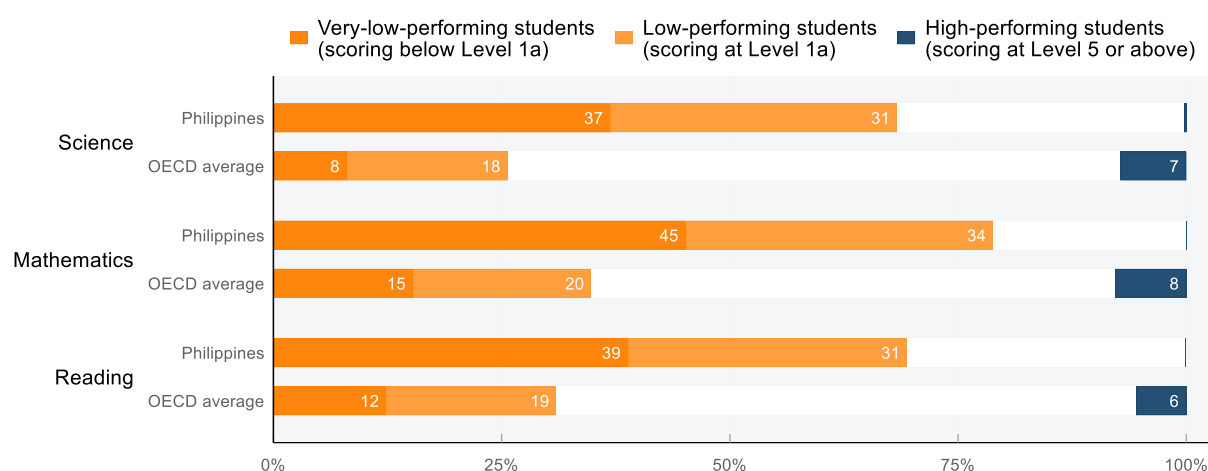
Notes: Comparison countries/economies include the highest-performing countries and economies overall and the highest-performing OECD countries; for comparisons with all remaining PISA 2025 participants, see source Tables and Figures. Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean scores (the 95% confidence interval).

Source: [Tables I.B1.2a.1-3](#) and [Tables I.2.1, I.2.4, I.2.o1 and I.2.o2](#)

What students know and can do in science

Figure 4. Proficiency in science, mathematics and reading among 15-year-old students

Philippines and OECD average



Source: [Tables I.B1.2a.10-12](#)

- Some 32% of students in Philippines attained Level 2 or higher in science (OECD average: 74%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided. Over 85% of students in top performers B-S-J-Z (China), Macao (China), Singapore, Estonia, Japan, Chinese Taipei and Korea (in descending order of that share) performed at this level or above.
- In Philippines, almost no students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

What students know and can do in mathematics

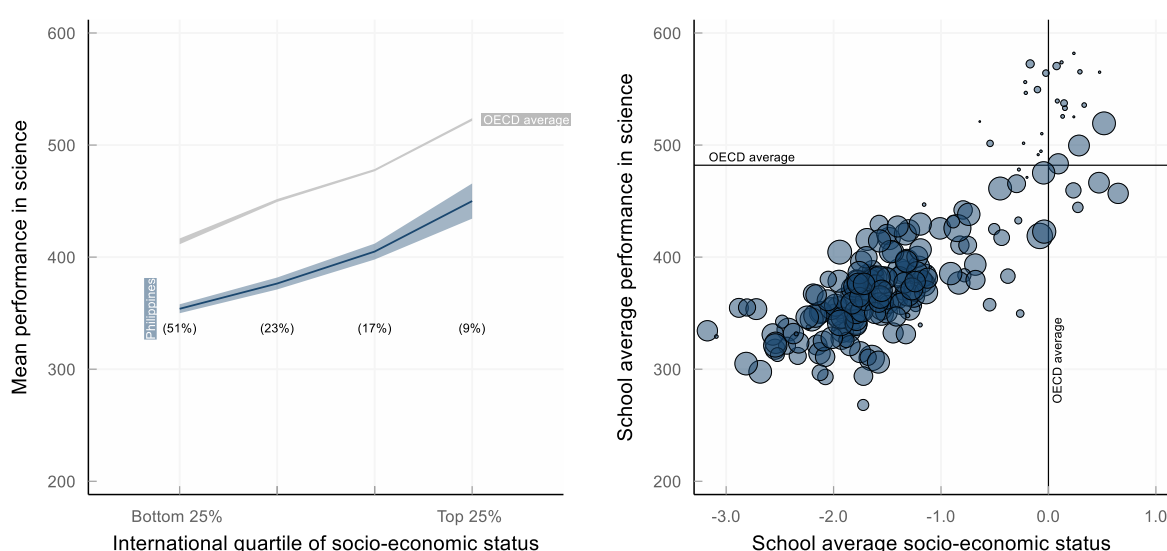
- In Philippines, 21% of students attained at least Level 2 proficiency in mathematics (OECD average: 65%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).
- Almost no students in Philippines were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 8%). The largest shares of students attaining Level 5 or 6 were observed in Seven Asian countries and economies: B-S-J-Z (China) (54%), Singapore (37%), Chinese Taipei (32%), Macao (China) (29%), Korea (23%), Japan (22%) and Hong Kong (China) (21%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them. In 13 countries and economies participating in PISA 2025, more than 10% of students attained Level 5 or 6 proficiency.

What students know and can do in reading

- Some 31% of students in Philippines attained Level 2 or higher in reading (OECD average: 69%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 93% in B-S-J-Z (China) to 4% in Rwanda.
- In Philippines, almost no students scored at Level 5 or higher in reading (OECD average: 6%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Performance gaps within Philippines

Figure 5. Science performance and socio-economic status of students and schools



Source: [Tables I.B1.2b.7 and Table I.B1.2b.11](#); and [OECD, PISA 2025 Database](#).

Notes: The left-hand chart shows how the performance of students at different levels of socio-economic status compares to the performance of students with similar socio-economic background across OECD countries on average. The shaded area represents a measure of uncertainty (the 95% confidence interval). Percentages reported on the chart correspond to the percentage of students in Philippines that are in each international quartile of socio-economic status.

The right-hand chart plots the performance and average socio-economic status of schools that participated in PISA (only schools with students in the modal grade for 15-year-olds are shown). The size of dots is proportional to the population of 15-year-old students that each school represents.

Socio-economic disparities

- The PISA index of economic, social and cultural status is computed in such a way that all students taking the PISA test, regardless of the country where they live, can be placed on the same socio-economic scale. This means that it is possible to use this index to compare the performance of students of similar socio-economic background in different countries. In Philippines, 51% of

students (the largest share) were in the bottom international quartile of the socio-economic scale, meaning that they were among the most disadvantaged students who took the PISA test in 2025. Their average score in science was 354 score points (Figure 5, left chart). In B-S-J-Z (China) and Türkiye, students of similar socio-economic background tend to score significantly higher.

- The PISA index of economic, social and cultural status can also be used to order students from the most disadvantaged to the most advantaged within each country and economy, and to create four groups of students of equal size (each comprising 25% of the population of 15-year-old students in each country/economy). In Philippines socio-economically advantaged students (the top 25% in terms of socio-economic status) outperformed disadvantaged students (the bottom 25%) by 76 score points in science. This is similar to the average difference between the two groups (85 score points) across OECD countries.
- Between 2018 and 2025, the gap in science performance between the top and the bottom 25% of students in terms of socio-economic status remained stable in Philippines, as well as across OECD countries on average. Over this period, performance improved to a similar extent among advantaged and disadvantaged students.
- Socio-economic status was a predictor of performance in science in all PISA-participating countries and economies. It accounted for 13% of the variation in science performance in PISA 2025 in Philippines (compared to 12% on average across OECD countries).
- Some 11% of disadvantaged students in Philippines were able to score in the top quarter of science performance. These students can be considered academically resilient because, despite their socio-economic disadvantage, they have attained educational excellence by comparison with students in their own country. On average across OECD countries, 12% of disadvantaged students scored in the top quarter of science performance in their own countries.

Student attitudes towards school and learning in Philippines

Student curiosity, perseverance and perceived value of school

- In Philippines, 79% of students agree or strongly agree that they are curious about many different things, compared to 73% across OECD countries. Moreover, 78% of students reported that they apply additional effort when work becomes challenging (OECD average 60%). At the same time, 22% agree or strongly agree that school has been a waste of time (OECD average: 24%).
- Between 2022 and 2025, these attitudes changed somewhat in Philippines. The share of students who reported being curious about many different things increased by 8.1 percentage points; the proportion who reported applying additional effort when work becomes challenging increased by 6.7 percentage points; and the percentage of students who agreed that school had been a waste of time decreased by 7.6 percentage points during this period.
- Curiosity, perseverance and valuing school are most often associated with higher science performance. In Philippines, after accounting for students' and schools' socio-economic profile, a one-unit increase in the curiosity index is associated with a difference of 29 score points in science performance, compared to an average of 19 score points across OECD countries; a one-unit increase in the perseverance index is associated with a difference of 19 score points in science performance (OECD average: 13 score points); students who perceive greater value in school and disagree that it is a waste of time tend to achieve higher scores in science (by 57 score points) than their peers who feel they are wasting their time at school (OECD average: 27 score points).

Student attitudes towards learning

- PISA 2025 also asked students about other attitudes towards learning. For example, 44% of students in Philippines have a growth mindset (OECD average: 69%), i.e. hold the belief that intelligence can be cultivated through work, effort and feedback. On average across OECD countries, students with a growth mindset score 28 score points higher in science than those with a fixed mindset. In Philippines, this difference is 33 score points, after accounting for students' and schools' socio-economic profile.
- PISA 2025 data further describe students' self-regulation and goal-setting behaviours. For example, in Philippines about 50% of students reported that they often or very often plan their approach to studying. Furthermore, 53% of students ask themselves questions about the material to check if they have understood everything (OECD averages: 37% and 49%, respectively).
- An autonomous self-regulated learner knows when and where to ask for help. PISA 2025 data show that, in most countries, students tend to rely on their teachers and classmates for support with their schoolwork. In Philippines, 89% of students ask their teachers for help when they need it and 90% ask their classmates when they do not fully understand something (OECD averages: 77% and 82%, respectively).
- In Philippines self-regulated goal-setting and help-seeking are positively related to science performance, after accounting for students' and schools' socio-economic profile. A one-unit increase in the index of goal-setting is associated with a difference of 19 score points (OECD average: 3 score points). A one-unit increase in the index of help-seeking is associated with a difference of 11 score points (OECD average: 6 score points).

How is school life in Philippines?

Perceived shortages of human and material resources

- In 2025, 19% of students in Philippines were in schools whose principals reported that instruction was hindered, at least to some extent, by a perceived lack of teaching staff (OECD average: 39%); the corresponding share for a perceived lack of assisting staff was 25% (OECD average: 39%). The prevalence of perceived teaching staff shortages in Philippines decreased compared to 2022 (43%).
- PISA 2025 data reveal that perceived shortages of material resources remain a concern in most countries and economies. Some 48% of students in Philippines attended schools whose principals reported that a lack of educational material (e.g. textbooks, IT equipment, library or laboratory material) hindered instruction, at least to some extent, and 58% were in schools where a lack of physical infrastructure (e.g. buildings, grounds, heating/cooling systems, lighting and acoustic systems) was perceived to hinder instruction. In 2022, the corresponding shares were 55% and 51%, respectively.

Digital resources

- In Philippines, students reported spending on average 1.7 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours). At the same time, a non-negligible share of students' device use on school days is dedicated to non-learning activities: students in Philippines reported spending 1.3 hours per day using digital devices at school for leisure (OECD average: 1.1 hours).
- In Philippines, 39% of students reported that their peers are often distracted by the use of digital devices during most or all science lessons (OECD average: 28%). On average across OECD

countries, students who reported digital distraction in their science classes score 11 points lower in science than those who reported no digital distraction (after accounting for students' and schools' socio-economic profile). In Philippines they score 11 points lower.

- On average across OECD countries, students in schools where cell phone use is not allowed on school premises are about 13% less likely to report digital distraction. In 2025, 21% of students in Philippines attended schools with such a ban (OECD average: 49%), down from PISA 2022 (30%; OECD average in PISA 2022: 34%).
- Students in most education systems use AI chatbots for schoolwork, creating new challenges and opportunities for their learning. In Philippines, 55% of students reported using AI chatbots to help them learn at least once a week (OECD average: 46%). Students also frequently use AI to conduct preliminary research on a new topic (Philippines: 37%; OECD average: 31%), to summarise a text they had to read (Philippines: 45%; OECD average: 30%), and to draft text for writing assignments (Philippines: 42%; OECD average: 29%). Only 5% of students reported never or almost never using AI chatbots for any of the schoolwork tasks examined in PISA (OECD average: 14%).

Bullying and cyberbullying

- In Philippines, 47% of students reported being victims of at least one form of bullying a few times per month or more in 2025 (OECD average: 20%). The prevalence of bullying increased between PISA 2022 and PISA 2025, as it did in a large majority of participating countries and economies. This rise contrasts with the decline in bullying recorded in Philippines between 2018 and 2022, which was likely linked to the lingering effects of COVID-19 disruptions.
- Cyberbullying is relatively uncommon compared with other forms of bullying, but its victims tend to experience significant achievement deficits. In Philippines, 14% of students reported that upsetting information about them was published online, without their consent, at least a few times a month during the 12 months prior to the PISA test (OECD average: 3%). These students scored, on average, 49 points lower in science than their peers.

Teacher support and disciplinary climate in science lessons

- In Philippines, 86% of students reported that, in most science lessons, the teacher shows an interest in every student's learning (OECD average: 69%), 88% that the teacher continues teaching until the students understand (OECD average: 66%), 87% that the teacher gives extra help when students need it (OECD average: 73%).
- Disciplinary climate in science lessons in 2025 remains a concern in many countries and economies: about 19% of students in Philippines reported that they cannot work well in most or all lessons (OECD average: 19%); 30% reported noise and disorder disrupted most or every science lesson (OECD average: 31%); 21% of students reported that their classmates do not listen to what the teacher says (OECD average: 29%).

Parental involvement and support

- Student reports of family support substantially decreased in almost all PISA-participating countries and economies between 2022 and 2025. This was also the case in Philippines. In 2025, 54% of students in Philippines reported that their parents or guardians asked them, at least once per week, what they did at school, while 38% reported having at least weekly discussions about problems they might have at school. In 2022, the corresponding shares were 57% and 45%, respectively.

Truancy and lateness

- In 2025, around 16% of students in Philippines reported having skipped at least one day of school in the two weeks prior to the test (OECD average: 22%); 15% reported skipping at least one class (OECD average: 24%); 53% reported arriving late for school (OECD average: 50%). In previous years, the corresponding shares were 25%, 30% and 56% (in 2022); 29%, 34% and 61% (in 2018).

Student readiness for environmental challenges

- In Philippines, 32% of students reached at least baseline proficiency (Level 2) in environmental science. On average across OECD countries, 74% of students achieve this level, with more than 85% reaching it in seven countries and economies.
- PISA 2025 shows that students in most education systems report strong pro-environmental attitudes, although fewer feel confident about how to collaborate effectively. In Philippines, 82% of students believe that they can positively impact the environment (OECD average: 81%); 83% believe that collective action can address environmental problems (OECD average: 82%); 78% report knowing how to work with others to positively impact the environment (OECD average: 68%).
- In Philippines, 65% of students reported that they are somewhat or very interested in contributing to protecting the environment in their future jobs (OECD average: 62%).
- Most students engaged in environment-related activities at least once over the 12 months prior to the PISA test. On average across OECD countries, the most common forms of engagement are discussing with friends and family how to have a positive impact on the environment (Philippines: 80%; OECD average: 56%) and making purchasing decisions based on the sustainability of products (OECD average: 54%; 64% in Philippines).

Key Features of PISA 2025 in Philippines

The content

- The PISA 2025 survey focused on science, with mathematics and reading as minor areas; an assessment of learning in the digital world measured students' computational problem-solving skills and their ability to self-direct their learning in a digital environment. Results for science, mathematics, reading and computational problem solving are released on 8 September 2026 and analyses of students' self-directed learning in 2027.

The students

- Over 760 000 students took the assessment in 2025, representing about 33 million 15-year-olds in the schools of the 91 participating countries and economies.
- In Philippines, 8 072 students, in 208 schools, completed the assessment, representing about 1 750 000 15-year-old students (an estimated 82% of the total population of 15-year-olds).
- PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and they have completed at least 6 years of formal schooling. In this note, they are referred to as 15-year-old students.

The assessment

- Students took a two hour test, and each student was tested in two subjects. Different students were given different test questions and different combinations of subjects (e.g. science followed by reading, or mathematics followed by science, etc.). Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses.
- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire about school management, organisation, and the learning environment.
- Some countries/economies also distributed additional questionnaires, to students, parents and/or teachers, to elicit more information. The findings from these optional questionnaires are not covered by this note.

Contact

For more information about PISA 2025 visit www.oecd.org/pisa

Explore, compare and visualise more data and analysis using <http://gpseducation.oecd.org>.

Questions can be directed to the PISA team at the Directorate for Education and Skills: edu.pisa@oecd.org.

This note was written by Francesco Avvisati (OECD Directorate for Education and Skills).

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The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Note by the Republic of Türkiye

The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Türkiye recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Türkiye shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union

The Republic of Cyprus is recognised by all members of the United Nations with the exception of Türkiye. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Kosovo: This designation is without prejudice to positions on status, and is in line with United Nations Security Council Resolution 1244/99 and the Advisory Opinion of the International Court of Justice on Kosovo’s declaration of independence.

The full book is available in English: OECD (2026), *PISA 2025 Results (Volume I): Future-Ready Students*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/73451bc5-en>.

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Poland

The Programme for International Student Assessment (PISA) assesses the knowledge, skills and attitudes of 15-year-old students. The tests explore how well students can solve complex problems, think critically and communicate effectively; data collected through questionnaires describe the context in which students learn. This gives insights into how well education systems are preparing students for real life challenges and future success. Poland has participated in PISA since 2000. By comparing results internationally, policy makers and educators in Poland can learn from other countries' policies and practices.

Fifteen-year-old students in Poland and the context in which they learn

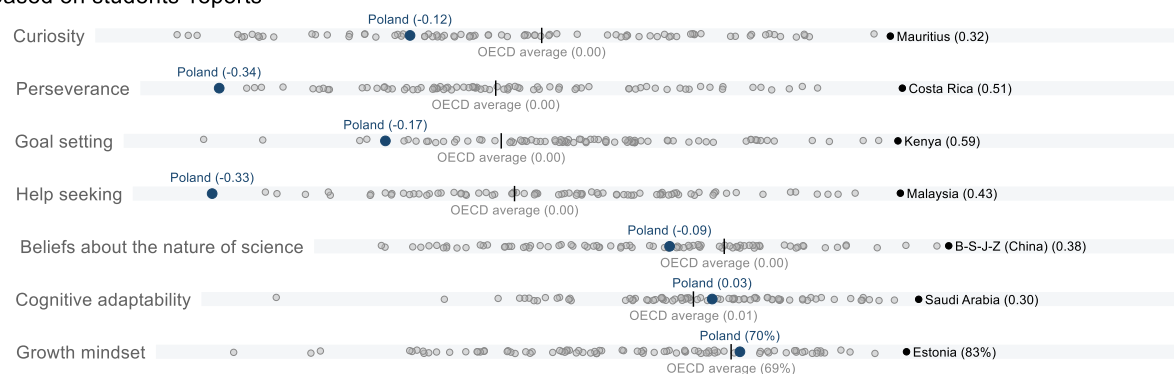
Figure 1. A multi-dimensional dashboard of student learning

Percentage of students scoring above a baseline level of proficiency



Student engagement: attitudes towards learning and school

Based on students' reports



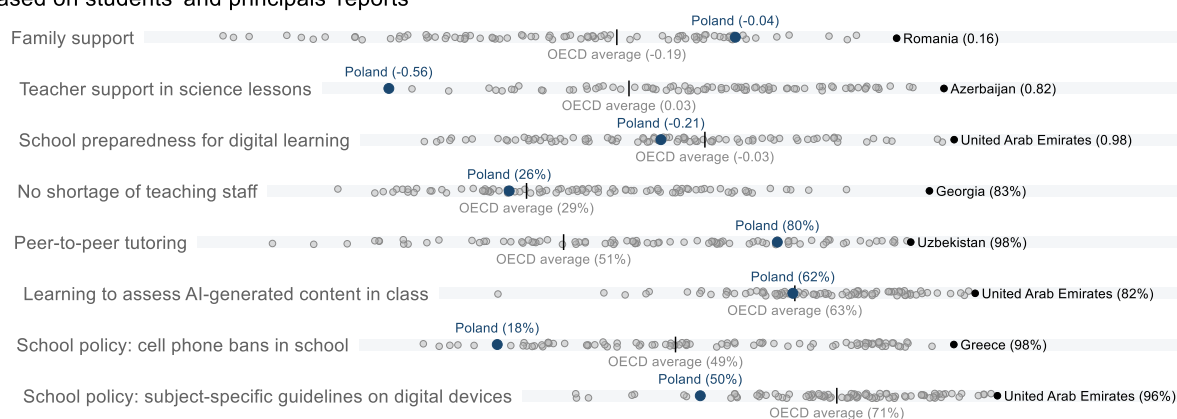
Safe and fair learning environments

Based on students' reports



Supportive families and schools

Based on students' and principals' reports



Notes: Due to missing data, not all countries and economies are included in every dimension. For each dimension, the top country/economy and the OECD average are highlighted; truancy values are sorted in descending order, so that values shown to the right correspond to lower levels of truancy.

For indicators derived from students' and principals' reports, differences between countries and economies should be interpreted with caution, as they may reflect variations in response behaviour rather than true underlying differences. Non-response to questionnaires, cultural norms, as well as differing interpretations of questions can influence these indicators.

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Source: [Figure I.1.2](#).

An interactive dashboard is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html>

Notes on data quality in PISA 2025

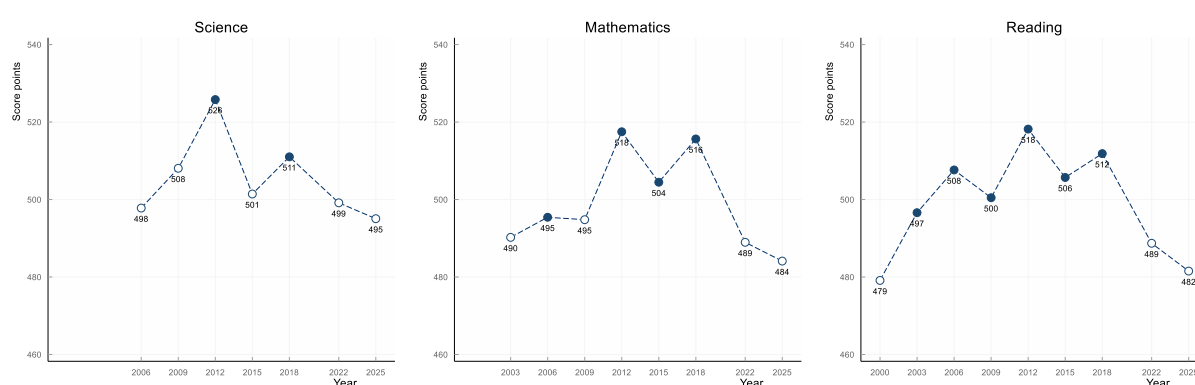
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In Poland, overall exclusions (7.3%) exceeded the tolerance set by PISA technical standards, and were higher than in 2022 (4.8%). Nevertheless, all data were considered fit for reporting.

How well did 15-year-old students in Poland do on the test?

Trends in science, mathematics and reading performance

Figure 2. Trends in performance in science, mathematics and reading



Note: White dots indicate mean scores that are not statistically significantly above/below PISA 2025 mean scores. An interactive version of this figure is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills/performance-trends.html>.

Source: [Tables I.B1.2a.36-38](#)

- Average 2025 results in Poland were about the same as in 2022 in mathematics, reading and science.
- Overall, 2025 results remained below those observed in 2018 in all three subjects - and even farther below those observed in 2012, when Poland reached its highest results.
- Over the most recent period (2022 to 2025), the gap between the highest-scoring students (10% with the highest scores) and the weakest students (10% with the lowest scores) did not change significantly in mathematics, reading and science.
- Compared to 2015 the proportion of low-performing students (scoring below proficiency Level 2) increased by eight percentage points in mathematics; by nine percentage points in reading; and by four percentage points in science.

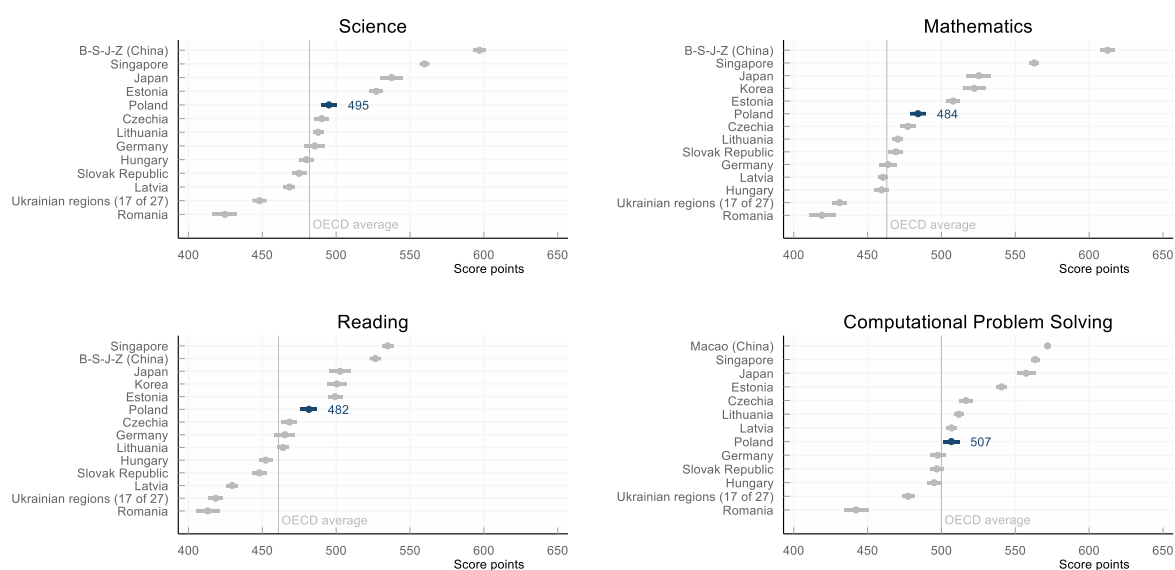
How does Poland compare?

- Students in Poland scored higher than the OECD average in mathematics, reading and science (Figure 3).

- More students in Poland than on average across OECD countries were top performers (Level 5 or 6) in at least one subject. At the same time, a larger proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects (Figure 4).
- In computational problem solving, the mean score of students in Poland was higher than the OECD average (Figure 3).

Figure 3. Mean performance in science, mathematics, reading and computational problem solving

Poland, OECD average and selected comparison countries/economies



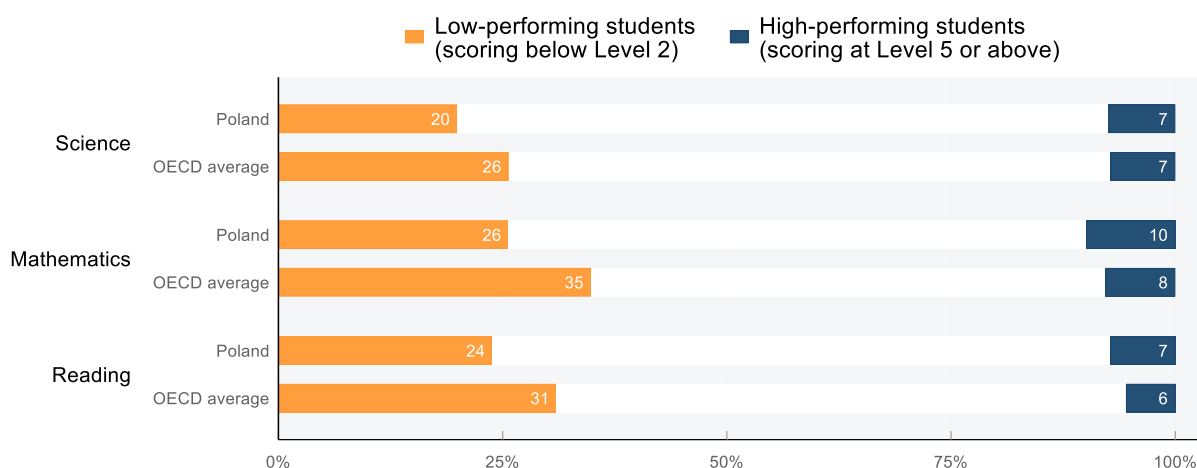
Notes: Comparison countries/economies include the highest-performing countries and economies overall and the highest-performing OECD countries; for comparisons with all remaining PISA 2025 participants, see source Tables and Figures. Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean scores (the 95% confidence interval).

Source: [Tables I.B1.2a.1-3](#) and [Tables I.2.1, I.2.4, I.2.o1 and I.2.o2](#)

What students know and can do in science

Figure 4. Proficiency in science, mathematics and reading among 15-year-old students

Poland and OECD average



Source: [Tables I.B1.2a.10-12](#)

- Some 80% of students in Poland attained Level 2 or higher in science (OECD average: 74%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided. Over 85% of students in top performers B-S-J-Z (China), Macao (China), Singapore, Estonia, Japan, Chinese Taipei and Korea (in descending order of that share) performed at this level or above.
- In Poland, 7% of students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

What students know and can do in mathematics

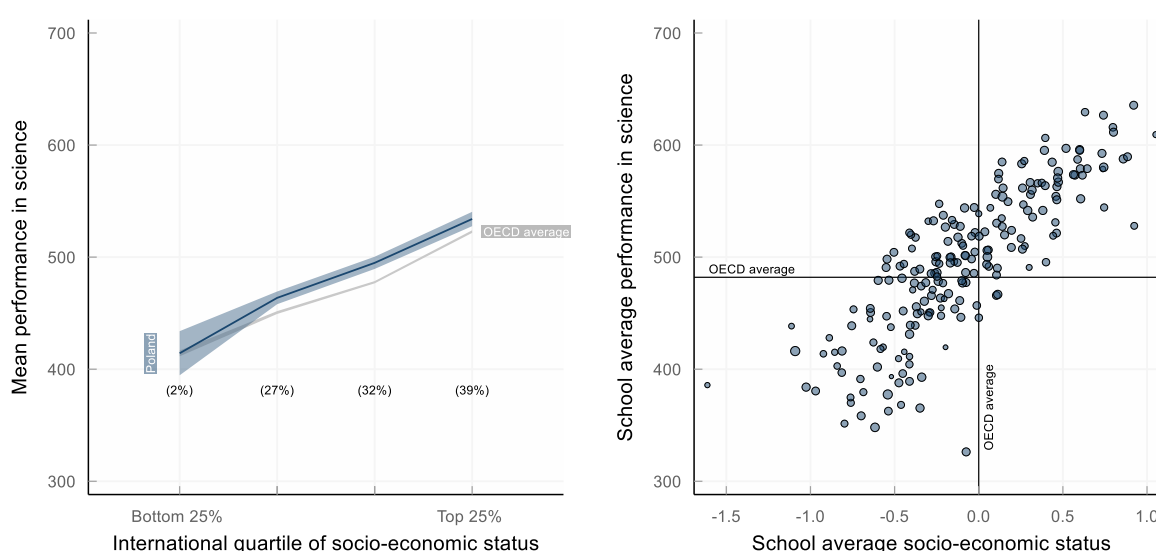
- In Poland, 74% of students attained at least Level 2 proficiency in mathematics (OECD average: 65%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).
- Some 10% of students in Poland were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 8%). The largest shares of students attaining Level 5 or 6 were observed in Seven Asian countries and economies: B-S-J-Z (China) (54%), Singapore (37%), Chinese Taipei (32%), Macao (China) (29%), Korea (23%), Japan (22%) and Hong Kong (China) (21%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them. In 13 countries and economies participating in PISA 2025, more than 10% of students attained Level 5 or 6 proficiency.

What students know and can do in reading

- Some 76% of students in Poland attained Level 2 or higher in reading (OECD average: 69%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 93% in B-S-J-Z (China) to 4% in Rwanda.
- In Poland, 7% of students scored at Level 5 or higher in reading (OECD average: 6%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Performance gaps within Poland

Figure 5. Science performance and socio-economic status of students and schools



Source: [Tables I.B1.2b.7 and Table I.B1.2b.11](#); and [OECD, PISA 2025 Database](#).

Notes: The left-hand chart shows how the performance of students at different levels of socio-economic status compares to the performance of students with similar socio-economic background across OECD countries on average. The shaded area represents a measure of uncertainty (the 95% confidence interval). Percentages reported on the chart correspond to the percentage of students in Poland that are in each international quartile of socio-economic status.

The right-hand chart plots the performance and average socio-economic status of schools that participated in PISA (only schools with students in the modal grade for 15-year-olds are shown). The size of dots is proportional to the population of 15-year-old students that each school represents.

Socio-economic disparities

- The PISA index of economic, social and cultural status is computed in such a way that all students taking the PISA test, regardless of the country where they live, can be placed on the same socio-economic scale. This means that it is possible to use this index to compare the performance of students of similar socio-economic background in different countries. In Poland, 39% of students

(the largest share) were in the top international quartile of the socio-economic scale, meaning that they were among the most advantaged students who took the PISA test in 2025. Their average score in science was 534 score points (Figure 5, left chart); one of the highest for students of similar socio-economic background.

- The PISA index of economic, social and cultural status can also be used to order students from the most disadvantaged to the most advantaged within each country and economy, and to create four groups of students of equal size (each comprising 25% of the population of 15-year-old students in each country/economy). In Poland socio-economically advantaged students (the top 25% in terms of socio-economic status) outperformed disadvantaged students (the bottom 25%) by 82 score points in science. This is similar to the average difference between the two groups (85 score points) across OECD countries.
- Between 2015 and 2025, the gap in science performance between the top and the bottom 25% of students in terms of socio-economic status remained stable in Poland, while the average gap across OECD countries narrowed. Over this period, performance remained stable both among advantaged and disadvantaged students.
- Socio-economic status was a predictor of performance in science in all PISA-participating countries and economies. It accounted for 11% of the variation in science performance in PISA 2025 in Poland (compared to 12% on average across OECD countries).
- Some 12% of disadvantaged students in Poland were able to score in the top quarter of science performance. These students can be considered academically resilient because, despite their socio-economic disadvantage, they have attained educational excellence by comparison with students in their own country. On average across OECD countries, 12% of disadvantaged students scored in the top quarter of science performance in their own countries.

Student attitudes towards school and learning in Poland

Student curiosity, perseverance and perceived value of school

- In Poland, 74% of students agree or strongly agree that they are curious about many different things, compared to 73% across OECD countries. Moreover, 50% of students reported that they apply additional effort when work becomes challenging (OECD average 60%). At the same time, 38% agree or strongly agree that school has been a waste of time (OECD average: 24%).
- Between 2022 and 2025, these attitudes changed somewhat in Poland. The share of students who reported being curious about many different things decreased by 4.4 percentage points; the proportion who reported applying additional effort when work becomes challenging decreased by 2.5 percentage points; and the percentage of students who agreed that school had been a waste of time remained stable during this period.
- Curiosity, perseverance and valuing school are most often associated with higher science performance. In Poland, after accounting for students' and schools' socio-economic profile, a one-unit increase in the curiosity index is associated with a difference of 15 score points in science performance, compared to an average of 19 score points across OECD countries; a one-unit increase in the perseverance index is associated with a difference of 9 score points in science performance (OECD average: 13 score points); students who perceive greater value in school and disagree that it is a waste of time tend to achieve higher scores in science (by 7 score points) than their peers who feel they are wasting their time at school (OECD average: 27 score points).

Student attitudes towards learning

- PISA 2025 also asked students about other attitudes towards learning. For example, 70% of students in Poland have a growth mindset (OECD average: 69%), i.e. hold the belief that intelligence can be cultivated through work, effort and feedback. On average across OECD countries, students with a growth mindset score 28 score points higher in science than those with a fixed mindset. In Poland, this difference is not significant.
- PISA 2025 data show that there is still room for improvement in terms of students' self-regulation and goal-setting behaviours. For example, only about 29% of students in Poland report that they often or very often plan their approach to studying. Furthermore, 45% of students ask themselves questions about the material to check if they have understood everything (OECD averages: 37% and 49%, respectively).
- An autonomous self-regulated learner knows when and where to ask for help. PISA 2025 data show that, in most countries, students tend to rely on their teachers and classmates for support with their schoolwork. In Poland, 61% of students ask their teachers for help when they need it and 77% ask their classmates when they do not fully understand something (OECD averages: 77% and 82%, respectively).

How is school life in Poland?

Perceived shortages of human and material resources

- In 2025, 43% of students in Poland were in schools whose principals reported that instruction was hindered, at least to some extent, by a perceived lack of teaching staff (OECD average: 39%); the corresponding share for a perceived lack of assisting staff was 14% (OECD average: 39%). The prevalence of perceived teaching staff shortages in Poland did not change significantly compared to 2022.
- PISA 2025 data reveal that perceived shortages of material resources remain a concern in most countries and economies. Some 26% of students in Poland attended schools whose principals reported that a lack of educational material (e.g. textbooks, IT equipment, library or laboratory material) hindered instruction, at least to some extent, and 22% were in schools where a lack of physical infrastructure (e.g. buildings, grounds, heating/cooling systems, lighting and acoustic systems) was perceived to hinder instruction. In 2022, the corresponding shares were 20% and 18%, respectively.

Digital resources

- In Poland, students reported spending on average 1.4 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours). At the same time, a non-negligible share of students' device use on school days is dedicated to non-learning activities: students in Poland reported spending 1.6 hours per day using digital devices at school for leisure (OECD average: 1.1 hours).
- In Poland, 41% of students reported that their peers are often distracted by the use of digital devices during most or all science lessons (OECD average: 28%). On average across OECD countries, students who reported digital distraction in their science classes score 11 points lower in science than those who reported no digital distraction (after accounting for students' and schools' socio-economic profile). Poland is among the minority of countries and economies in which digital distraction is not associated with significant differences in student performance.

- On average across OECD countries, students in schools where cell phone use is not allowed on school premises are about 13% less likely to report digital distraction. In 2025, 18% of students in Poland attended schools with such a ban (OECD average: 49%), close to the level observed in PISA 2022 (15%; OECD average in PISA 2022: 34%).
- Students in most education systems use AI chatbots for schoolwork, creating new challenges and opportunities for their learning. In Poland, 55% of students reported using AI chatbots to help them learn at least once a week (OECD average: 46%). Students also frequently use AI to conduct preliminary research on a new topic (Poland: 36%; OECD average: 31%), to summarise a text they had to read (Poland: 37%; OECD average: 30%), and to draft text for writing assignments (Poland: 37%; OECD average: 29%). Only 10% of students reported never or almost never using AI chatbots for any of the schoolwork tasks examined in PISA (OECD average: 14%).

Bullying and cyberbullying

- In Poland, 17% of students reported being victims of at least one form of bullying a few times per month or more in 2025 (OECD average: 20%). The prevalence of bullying increased between PISA 2022 and PISA 2025, as it did in a large majority of participating countries and economies. This rise contrasts with the decline in bullying recorded in Poland between 2018 and 2022, which was likely linked to the lingering effects of COVID-19 disruptions.
- Cyberbullying is relatively uncommon compared with other forms of bullying, but its victims tend to experience significant achievement deficits. In Poland, 3% of students reported that upsetting information about them was published online, without their consent, at least a few times a month during the 12 months prior to the PISA test (OECD average: 3%). These students scored, on average, 46 points lower in science than their peers.

Teacher support and disciplinary climate in science lessons

- In Poland, 51% of students reported that, in most science lessons, the teacher shows an interest in every student's learning (OECD average: 69%), 48% that the teacher continues teaching until the students understand (OECD average: 66%), 41% that the teacher gives extra help when students need it (OECD average: 73%). In 2015, the corresponding shares were 62%, 62% and 68%.
- Disciplinary climate in science lessons in 2025 remains a concern in many countries and economies: about 21% of students in Poland reported that they cannot work well in most or all lessons (OECD average: 19%); 25% reported noise and disorder disrupted most or every science lesson (OECD average: 31%); 34% of students reported that their classmates do not listen to what the teacher says (OECD average: 29%).
- Disciplinary climate and teacher support in science lessons improved between 2015 and 2025 on average across OECD countries. In Poland, only disciplinary climate improved; teacher support declined over the period. Countries and economies with an improved disciplinary climate tend to show stability or an increase in their average science performance compared to 2015.

Parental involvement and support

- Student reports of family support substantially decreased in almost all PISA-participating countries and economies between 2022 and 2025. This was however not the case in Poland. In 2025, 74% of students in Poland reported that their parents or guardians asked them, at least once per week, what they did at school, while 53% reported having at least weekly discussions about problems they might have at school. In 2022, the corresponding shares were 76% and 51%, respectively.

Truancy and lateness

- In 2025, around 31% of students in Poland reported having skipped at least one day of school in the two weeks prior to the test (OECD average: 22%); 45% reported skipping at least one class (OECD average: 24%); 61% reported arriving late for school (OECD average: 50%). In previous years, the corresponding shares were 29%, 44% and 60% (in 2022); 24%, 35% and 55% (in 2018).

Student readiness for environmental challenges

- In Poland, 79% of students reached at least baseline proficiency (Level 2) in environmental science. On average across OECD countries, 74% of students achieve this level, with more than 85% reaching it in seven countries and economies.
- PISA 2025 shows that students in most education systems report strong pro-environmental attitudes, although fewer feel confident about how to collaborate effectively. In Poland, 74% of students believe that they can positively impact the environment (OECD average: 81%); 74% believe that collective action can address environmental problems (OECD average: 82%); 58% report knowing how to work with others to positively impact the environment (OECD average: 68%).
- In Poland, 59% of students reported that they are somewhat or very interested in contributing to protecting the environment in their future jobs (OECD average: 62%).
- Most students engaged in environment-related activities at least once over the 12 months prior to the PISA test. On average across OECD countries, the most common forms of engagement are discussing with friends and family how to have a positive impact on the environment (Poland: 45%; OECD average: 56%) and making purchasing decisions based on the sustainability of products (OECD average: 54%; 51% in Poland).

Key Features of PISA 2025 in Poland

The content

- The PISA 2025 survey focused on science, with mathematics and reading as minor areas; an assessment of learning in the digital world measured students' computational problem-solving skills and their ability to self-direct their learning in a digital environment. Results for science, mathematics, reading and computational problem solving are released on 8 September 2026 and analyses of students' self-directed learning in 2027.

The students

- Over 760 000 students took the assessment in 2025, representing about 33 million 15-year-olds in the schools of the 91 participating countries and economies.
- In Poland, 7 103 students, in 217 schools, completed the assessment, representing about 384 700 15-year-old students (an estimated 89% of the total population of 15-year-olds).
- PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and they have completed at least 6 years of formal schooling. In this note, they are referred to as 15-year-old students.

The assessment

- Students took a two hour test, and each student was tested in two subjects. Different students were given different test questions and different combinations of subjects (e.g. science followed by reading, or mathematics followed by science, etc.). Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses.
- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire about school management, organisation, and the learning environment.
- Some countries/economies also distributed additional questionnaires, to students, parents and/or teachers, to elicit more information. The findings from these optional questionnaires are not covered by this note.

Contact

For more information about PISA 2025 visit www.oecd.org/pisa

Explore, compare and visualise more data and analysis using <http://gpseducation.oecd.org>.

Questions can be directed to the PISA team at the Directorate for Education and Skills: edu.pisa@oecd.org.

This note was written by Francesco Avvisati (OECD Directorate for Education and Skills).

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The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Note by the Republic of Türkiye

The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Türkiye recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Türkiye shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union

The Republic of Cyprus is recognised by all members of the United Nations with the exception of Türkiye. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Kosovo: This designation is without prejudice to positions on status, and is in line with United Nations Security Council Resolution 1244/99 and the Advisory Opinion of the International Court of Justice on Kosovo’s declaration of independence.

The full book is available in English: OECD (2026), *PISA 2025 Results (Volume I): Future-Ready Students*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/73451bc5-en>.

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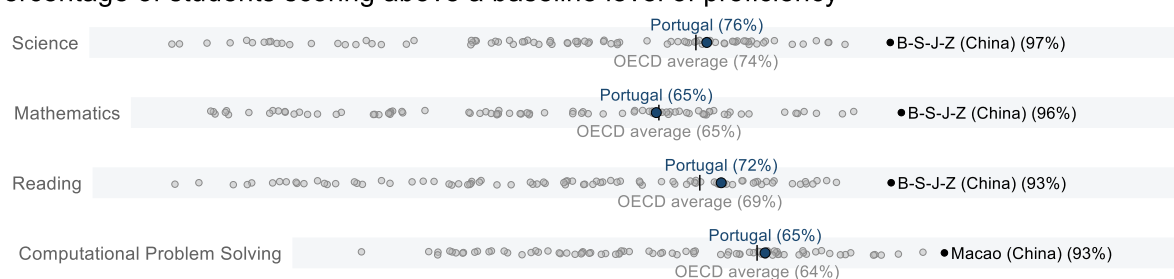
Portugal

The Programme for International Student Assessment (PISA) assesses the knowledge, skills and attitudes of 15-year-old students. The tests explore how well students can solve complex problems, think critically and communicate effectively; data collected through questionnaires describe the context in which students learn. This gives insights into how well education systems are preparing students for real life challenges and future success. Portugal has participated in PISA since 2000. By comparing results internationally, policy makers and educators in Portugal can learn from other countries' policies and practices.

Fifteen-year-old students in Portugal and the context in which they learn

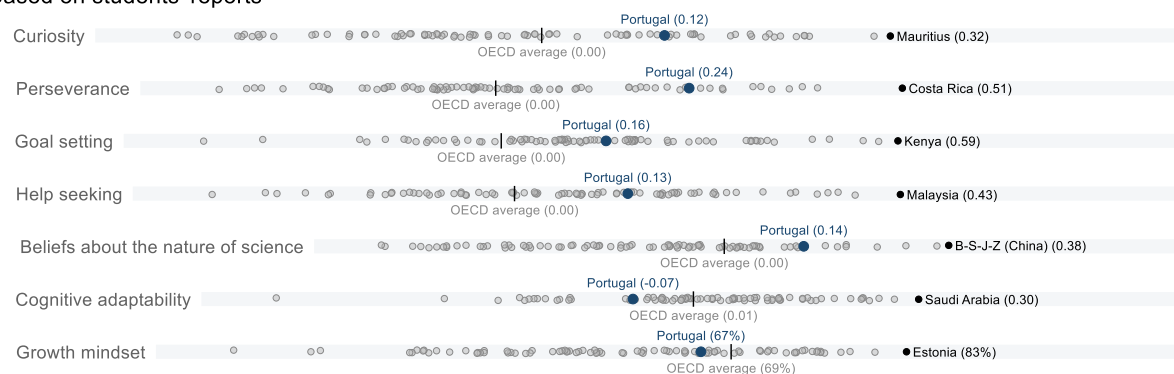
Figure 1. A multi-dimensional dashboard of student learning

Percentage of students scoring above a baseline level of proficiency



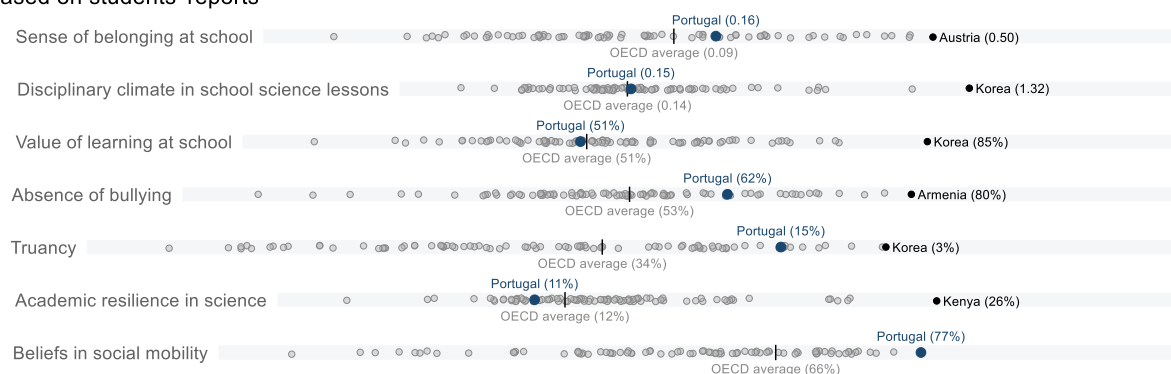
Student engagement: attitudes towards learning and school

Based on students' reports



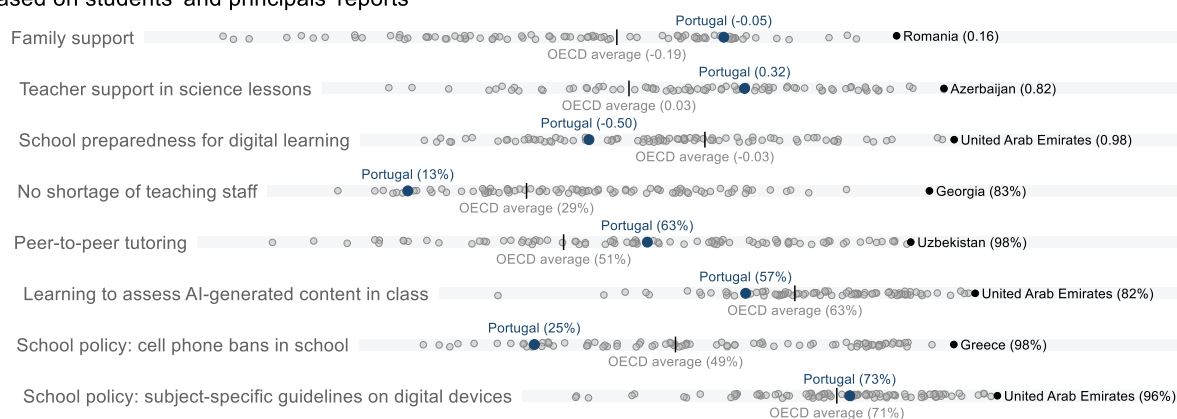
Safe and fair learning environments

Based on students' reports



Supportive families and schools

Based on students' and principals' reports



Notes: Due to missing data, not all countries and economies are included in every dimension. For each dimension, the top country/economy and the OECD average are highlighted; truancy values are sorted in descending order, so that values shown to the right correspond to lower levels of truancy.

For indicators derived from students' and principals' reports, differences between countries and economies should be interpreted with caution, as they may reflect variations in response behaviour rather than true underlying differences. Non-response to questionnaires, cultural norms, as well as differing interpretations of questions can influence these indicators.

Definitions: Values that are not reported as percentages correspond to mean values of the corresponding questionnaire indices. Percentages are defined as follows: *Percentage of students scoring above a baseline level of proficiency*: students scoring at or above Level 2 in science, mathematics and reading; at or above Level 3 in computational problem solving; *Growth mindset*: Percentage of students who disagree or strongly disagree with the statement "You have a certain amount of intelligence, and you really can't do much to change it"; *Value of learning at school*: Percentage of students who disagree or strongly disagree that "School has done little to prepare me for adult life when I leave school"; *Absence of bullying*: Percentage of students who reported never or almost never being victim of any type of bullying act (among a list of five different types of acts); *Truancy*: Percentage of students who reported that in the two weeks prior to the PISA test they had skipped at least one class or day of school; *Academic resilience in science*: Percentage of students from the bottom quarter of socio-economic status (disadvantaged students) who scored in the top quarter of performance amongst students in their own country/economy; *Beliefs in social mobility*: Percentage of students who disagree or strongly disagree with the statement "Your status in society is something that you can't really change very much"; *No shortage of teaching staff*: Percentage of students in schools whose principal reported that the school's capacity to provide instruction is not at all hindered by a lack of teaching staff; *Peer-to-peer tutoring*: Percentage of students in schools whose principal reported that peer-to-peer tutoring is provided; *Learning to assess AI-generated content in class*: Percentage of students who reported that, in their school lessons, they assess the quality of information generated by Artificial Intelligence chatbots (e.g. ChatGPT) sometimes, often or very often; *School policy: cell phone bans in school*: Percentage of students in schools whose principal reported that the use of cell phones is not allowed on the school premises; *School policy: subject-specific guidelines on digital devices*: Percentage of students in schools whose principal reported that the school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.

Source: [Figure I.1.2](#).

An interactive dashboard is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html>

Notes on data quality in PISA 2025

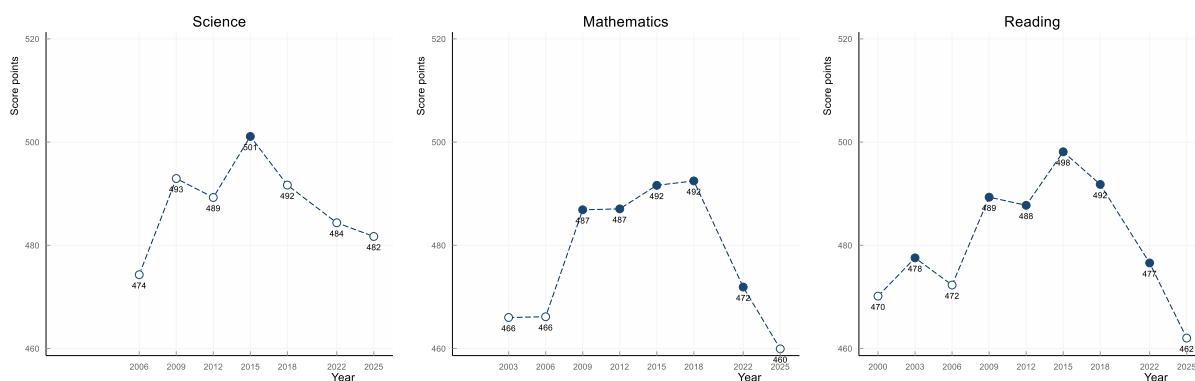
This edition of PISA includes data from 91 countries and economies. While the vast majority of countries and economies met PISA's technical standards, a small number did not. In particular, caution is required when interpreting results of countries and economies mentioned in this note with an asterisk (*) next to their names: their results could be affected by greater uncertainty, or even be biased, because one or more PISA sampling standards were not met. For more information, see the Reader's Guide in *PISA 2025 Results, Volume I* and Chapter 18 (Data Adjudication) in the *PISA 2025 Technical Report*.

In Portugal, all data met the quality standards set by PISA and were considered fit for reporting.

How well did 15-year-old students in Portugal do on the test?

Trends in science, mathematics and reading performance

Figure 2. Trends in performance in science, mathematics and reading



Note: White dots indicate mean scores that are not statistically significantly above/below PISA 2025 mean scores. An interactive version of this figure is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills/performance-trends.html>.

Source: [Tables I.B1.2a.36-38](#)

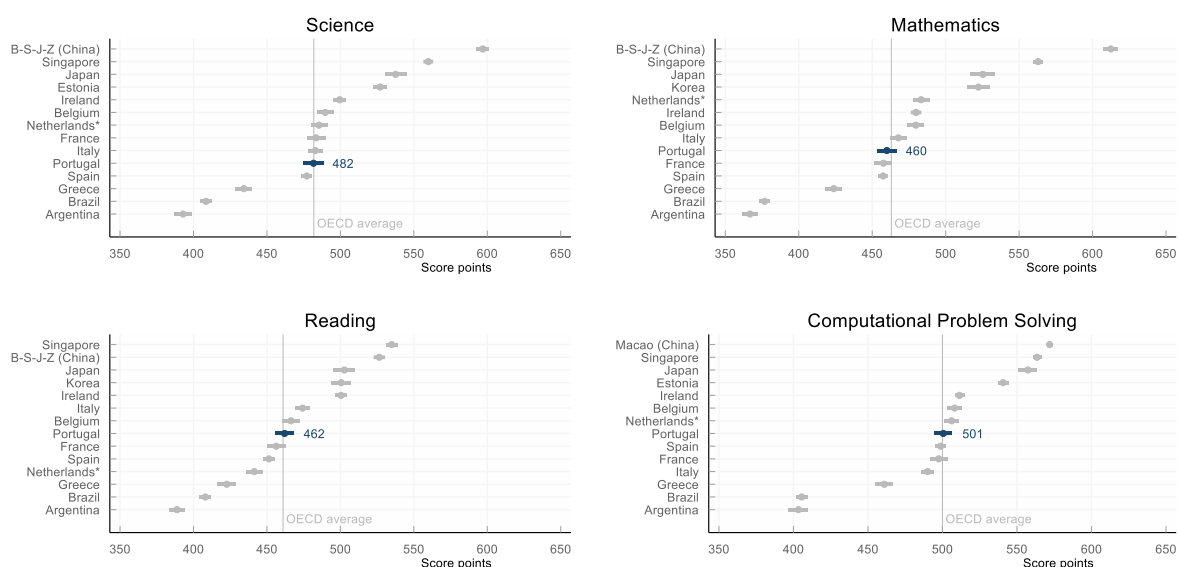
- Average 2025 results in Portugal were lower than in 2022 in mathematics and reading, and about the same as in 2022 in science.
- In science, results were nevertheless significantly below those observed in 2015. In reading and mathematics, recent losses extended earlier losses observed between 2015 and 2022. As a result, the most recent results returned close to the level observed in 2006 in all three subjects, completely reversing earlier gains.
- Over the most recent period (2022 to 2025), the gap between the highest-scoring students (10% with the highest scores) and the weakest students (10% with the lowest scores) did not change significantly in mathematics and reading, while it widened in science.
- Compared to 2015 the proportion of low-performing students (scoring below proficiency Level 2) increased by 11 percentage points in mathematics; by 11 percentage points in reading; and by seven percentage points in science.

How does Portugal compare?

- Students in Portugal scored close to the OECD average in mathematics, reading and science (Figure 3).
- A smaller proportion of students in Portugal than on average across OECD countries were top performers (Level 5 or 6) in at least one subject. At the same time, a similar proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects (Figure 4).
- In computational problem solving, the mean score of students in Portugal was close to the OECD average (Figure 3).

Figure 3. Mean performance in science, mathematics, reading and computational problem solving

Portugal, OECD average and selected comparison countries/economies



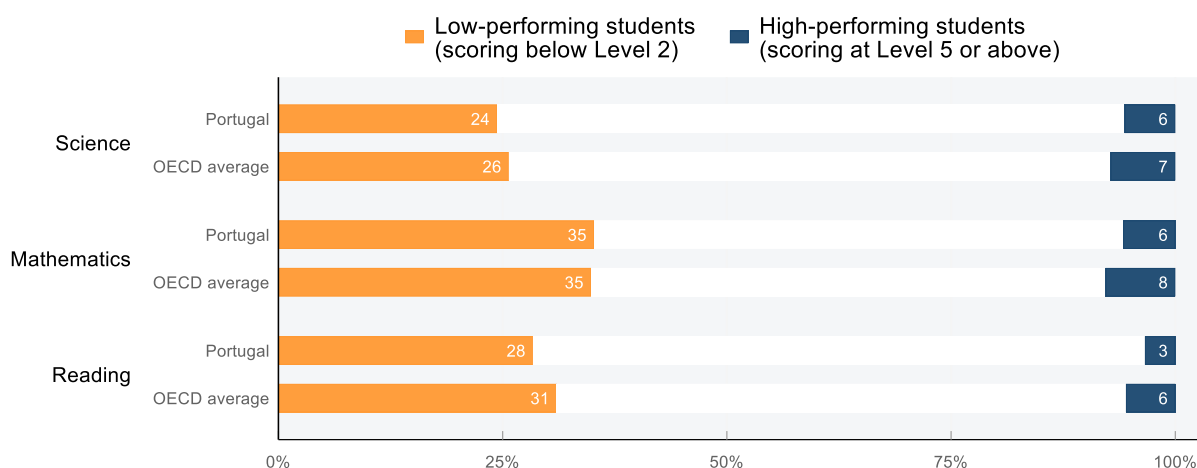
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Source: [Tables I.B1.2a.1-3](#) and [Tables I.2.1, I.2.4, I.2.o1 and I.2.o2](#)

What students know and can do in science

Figure 4. Proficiency in science, mathematics and reading among 15-year-old students

Portugal and OECD average



Source: [Tables I.B1.2a.10-12](#)

- Some 76% of students in Portugal attained Level 2 or higher in science (OECD average: 74%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided. Over 85% of students in top performers B-S-J-Z (China), Macao (China), Singapore, Estonia, Japan, Chinese Taipei and Korea (in descending order of that share) performed at this level or above.
- In Portugal, 6% of students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

What students know and can do in mathematics

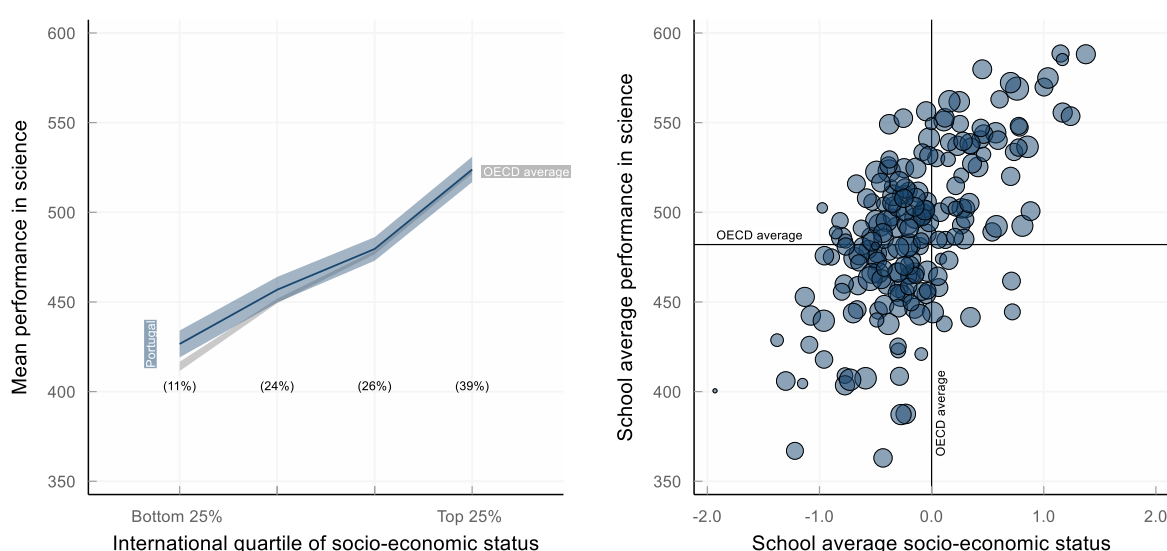
- In Portugal, 65% of students attained at least Level 2 proficiency in mathematics (OECD average: 65%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).
- Some 6% of students in Portugal were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 8%). The largest shares of students attaining Level 5 or 6 were observed in Seven Asian countries and economies: B-S-J-Z (China) (54%), Singapore (37%), Chinese Taipei (32%), Macao (China) (29%), Korea (23%), Japan (22%) and Hong Kong (China) (21%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them. In 13 countries and economies participating in PISA 2025, more than 10% of students attained Level 5 or 6 proficiency.

What students know and can do in reading

- Some 72% of students in Portugal attained Level 2 or higher in reading (OECD average: 69%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 93% in B-S-J-Z (China) to 4% in Rwanda.
- In Portugal, 3% of students scored at Level 5 or higher in reading (OECD average: 6%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Performance gaps within Portugal

Figure 5. Science performance and socio-economic status of students and schools



Source: [Tables I.B1.2b.7 and Table I.B1.2b.11](#); and [OECD, PISA 2025 Database](#).

Notes: The left-hand chart shows how the performance of students at different levels of socio-economic status compares to the performance of students with similar socio-economic background across OECD countries on average. The shaded area represents a measure of uncertainty (the 95% confidence interval). Percentages reported on the chart correspond to the percentage of students in Portugal that are in each international quartile of socio-economic status.

The right-hand chart plots the performance and average socio-economic status of schools that participated in PISA (only schools with students in the modal grade for 15-year-olds are shown). The size of dots is proportional to the population of 15-year-old students that each school represents.

Socio-economic disparities

- The PISA index of economic, social and cultural status is computed in such a way that all students taking the PISA test, regardless of the country where they live, can be placed on the same socio-economic scale. This means that it is possible to use this index to compare the performance of students of similar socio-economic background in different countries. In Portugal, 39% of students

(the largest share) were in the top international quartile of the socio-economic scale, meaning that they were among the most advantaged students who took the PISA test in 2025. Their average score in science was 524 score points (Figure 5, left chart). In Singapore, Chinese Taipei and Macao (China), students of similar socio-economic background tend to score significantly higher.

- The PISA index of economic, social and cultural status can also be used to order students from the most disadvantaged to the most advantaged within each country and economy, and to create four groups of students of equal size (each comprising 25% of the population of 15-year-old students in each country/economy). In Portugal socio-economically advantaged students (the top 25% in terms of socio-economic status) outperformed disadvantaged students (the bottom 25%) by 92 score points in science. This is similar to the average difference between the two groups (85 score points) across OECD countries.
- Between 2015 and 2025, the gap in science performance between the top and the bottom 25% of students in terms of socio-economic status remained stable in Portugal, while the average gap across OECD countries narrowed. Over this period, performance declined to a similar extent among advantaged and disadvantaged students.
- Socio-economic status was a predictor of performance in science in all PISA-participating countries and economies. It accounted for 13% of the variation in science performance in PISA 2025 in Portugal (compared to 12% on average across OECD countries).
- Some 11% of disadvantaged students in Portugal were able to score in the top quarter of science performance. These students can be considered academically resilient because, despite their socio-economic disadvantage, they have attained educational excellence by comparison with students in their own country. On average across OECD countries, 12% of disadvantaged students scored in the top quarter of science performance in their own countries.

Student attitudes towards school and learning in Portugal

Student curiosity, perseverance and perceived value of school

- In Portugal, 77% of students agree or strongly agree that they are curious about many different things, compared to 73% across OECD countries. Moreover, 69% of students reported that they apply additional effort when work becomes challenging (OECD average 60%). At the same time, 20% agree or strongly agree that school has been a waste of time (OECD average: 24%).
- Between 2022 and 2025, these attitudes changed somewhat in Portugal. The share of students who reported being curious about many different things decreased by 5.1 percentage points; the proportion who reported applying additional effort when work becomes challenging remained stable; and the percentage of students who agreed that school had been a waste of time remained stable during this period.
- Curiosity, perseverance and valuing school are most often associated with higher science performance. In Portugal, after accounting for students' and schools' socio-economic profile, a one-unit increase in the curiosity index is associated with a difference of 19 score points in science performance, compared to an average of 19 score points across OECD countries; a one-unit increase in the perseverance index is associated with a difference of 12 score points in science performance (OECD average: 13 score points); students who perceive greater value in school and disagree that it is a waste of time tend to achieve higher scores in science (by 34 score points) than their peers who feel they are wasting their time at school (OECD average: 27 score points).

Student attitudes towards learning

- PISA 2025 also asked students about other attitudes towards learning. For example, 67% of students in Portugal have a growth mindset (OECD average: 69%), i.e. hold the belief that intelligence can be cultivated through work, effort and feedback. On average across OECD countries, students with a growth mindset score 28 score points higher in science than those with a fixed mindset. In Portugal, this difference is 33 score points, after accounting for students' and schools' socio-economic profile.
- PISA 2025 data further describe students' self-regulation and goal-setting behaviours. For example, in Portugal about 40% of students reported that they often or very often plan their approach to studying. Furthermore, 54% of students ask themselves questions about the material to check if they have understood everything (OECD averages: 37% and 49%, respectively).
- An autonomous self-regulated learner knows when and where to ask for help. PISA 2025 data show that, in most countries, students tend to rely on their teachers and classmates for support with their schoolwork. In Portugal, 82% of students ask their teachers for help when they need it and 85% ask their classmates when they do not fully understand something (OECD averages: 77% and 82%, respectively).
- In Portugal self-regulated goal-setting and help-seeking are positively related to science performance, after accounting for students' and schools' socio-economic profile. A one-unit increase in the index of goal-setting is associated with a difference of 5 score points (OECD average: 3 score points). A one-unit increase in the index of help-seeking is associated with a difference of 11 score points (OECD average: 6 score points).

How is school life in Portugal?

Perceived shortages of human and material resources

- In 2025, 44% of students in Portugal were in schools whose principals reported that instruction was hindered, at least to some extent, by a perceived lack of teaching staff (OECD average: 39%); the corresponding share for a perceived lack of assisting staff was 64% (OECD average: 39%). The prevalence of perceived teaching staff shortages in Portugal decreased compared to 2022 (62%).
- PISA 2025 data reveal that perceived shortages of material resources remain a concern in most countries and economies. Some 29% of students in Portugal attended schools whose principals reported that a lack of educational material (e.g. textbooks, IT equipment, library or laboratory material) hindered instruction, at least to some extent, and 37% were in schools where a lack of physical infrastructure (e.g. buildings, grounds, heating/cooling systems, lighting and acoustic systems) was perceived to hinder instruction. In 2022, the corresponding shares were 30% and 41%, respectively.

Digital resources

- In Portugal, students reported spending on average 1.4 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours). At the same time, a non-negligible share of students' device use on school days is dedicated to non-learning activities: students in Portugal reported spending 1.2 hours per day using digital devices at school for leisure (OECD average: 1.1 hours).
- In Portugal, 31% of students reported that their peers are often distracted by the use of digital devices during most or all science lessons (OECD average: 28%). On average across OECD countries, students who reported digital distraction in their science classes score 11 points lower

in science than those who reported no digital distraction (after accounting for students' and schools' socio-economic profile). In Portugal they score 12 points lower.

- On average across OECD countries, students in schools where cell phone use is not allowed on school premises are about 13% less likely to report digital distraction. In 2025, 25% of students in Portugal attended schools with such a ban (OECD average: 49%), close to the level observed in PISA 2022 (22%; OECD average in PISA 2022: 34%).
- Students in most education systems use AI chatbots for schoolwork, creating new challenges and opportunities for their learning. In Portugal, 48% of students reported using AI chatbots to help them learn at least once a week (OECD average: 46%). Students also frequently use AI to conduct preliminary research on a new topic (Portugal: 35%; OECD average: 31%), to summarise a text they had to read (Portugal: 32%; OECD average: 30%), and to draft text for writing assignments (Portugal: 34%; OECD average: 29%). Only 8% of students reported never or almost never using AI chatbots for any of the schoolwork tasks examined in PISA (OECD average: 14%).

Bullying and cyberbullying

- In Portugal, 14% of students reported being victims of at least one form of bullying a few times per month or more in 2025 (OECD average: 20%). The prevalence of bullying increased between PISA 2022 and PISA 2025, as it did in a large majority of participating countries and economies. This rise contrasts with the decline in bullying recorded in Portugal between 2018 and 2022, which was likely linked to the lingering effects of COVID-19 disruptions.
- Cyberbullying is relatively uncommon compared with other forms of bullying. In Portugal, 2% of students reported that upsetting information about them was published online, without their consent, at least a few times a month during the 12 months prior to the PISA test (OECD average: 3%).

Teacher support and disciplinary climate in science lessons

- In Portugal, 80% of students reported that, in most science lessons, the teacher shows an interest in every student's learning (OECD average: 69%), 77% that the teacher continues teaching until the students understand (OECD average: 66%), 83% that the teacher gives extra help when students need it (OECD average: 73%). In 2015, the corresponding shares were 83%, 83% and 83%.
- Disciplinary climate in science lessons in 2025 remains a concern in many countries and economies: about 16% of students in Portugal reported that they cannot work well in most or all lessons (OECD average: 19%); 30% reported noise and disorder disrupted most or every science lesson (OECD average: 31%); 25% of students reported that their classmates do not listen to what the teacher says (OECD average: 29%).
- Disciplinary climate and teacher support in science lessons improved between 2015 and 2025 on average across OECD countries. In Portugal, only disciplinary climate improved; teacher support declined over the period. Countries and economies with an improved disciplinary climate tend to show stability or an increase in their average science performance compared to 2015.

Parental involvement and support

- Student reports of family support substantially decreased in almost all PISA-participating countries and economies between 2022 and 2025. This was also the case in Portugal. In 2025, 73% of students in Portugal reported that their parents or guardians asked them, at least once per week, what they did at school, while 53% reported having at least weekly discussions about problems they might have at school. In 2022, the corresponding shares were 84% and 69%, respectively.

Truancy and lateness

- In 2025, around 7% of students in Portugal reported having skipped at least one day of school in the two weeks prior to the test (OECD average: 22%); 12% reported skipping at least one class (OECD average: 24%); 56% reported arriving late for school (OECD average: 50%). In previous years, the corresponding shares were 5%, 11% and 48% (in 2022); 28%, 40% and 50% (in 2018).

Student readiness for environmental challenges

- In Portugal, 75% of students reached at least baseline proficiency (Level 2) in environmental science. On average across OECD countries, 74% of students achieve this level, with more than 85% reaching it in seven countries and economies.
- PISA 2025 shows that students in most education systems report strong pro-environmental attitudes, although fewer feel confident about how to collaborate effectively. In Portugal, 91% of students believe that they can positively impact the environment (OECD average: 81%); 90% believe that collective action can address environmental problems (OECD average: 82%); 84% report knowing how to work with others to positively impact the environment (OECD average: 68%).
- In Portugal, 76% of students reported that they are somewhat or very interested in contributing to protecting the environment in their future jobs (OECD average: 62%).
- Most students engaged in environment-related activities at least once over the 12 months prior to the PISA test. On average across OECD countries, the most common forms of engagement are discussing with friends and family how to have a positive impact on the environment (Portugal: 63%; OECD average: 56%) and making purchasing decisions based on the sustainability of products (OECD average: 54%; 56% in Portugal).

Key Features of PISA 2025 in Portugal

The content

- The PISA 2025 survey focused on science, with mathematics and reading as minor areas; an assessment of learning in the digital world measured students' computational problem-solving skills and their ability to self-direct their learning in a digital environment. PISA 2025 also included an assessment of young people's communicative skills in English, which was optional and available only for countries and economies where English is a foreign language; Portugal participated in this assessment. Results for science, mathematics, reading and computational problem solving are released on 8 September 2026; results for English as a foreign language and analyses of students' self-directed learning in 2027.

The students

- Over 760 000 students took the assessment in 2025, representing about 33 million 15-year-olds in the schools of the 91 participating countries and economies.
- In Portugal, 6 945 students, in 225 schools, completed the assessment, representing about 97 400 15-year-old students (an estimated 94% of the total population of 15-year-olds). An additional sample of students, from the same schools, completed the assessment of English as a foreign language.

- PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and they have completed at least 6 years of formal schooling. In this note, they are referred to as 15-year-old students.

The assessment

- Students took a two hour test, and each student was tested in two subjects. Different students were given different test questions and different combinations of subjects (e.g. science followed by reading, or mathematics followed by science, etc.). Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses.
- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire about school management, organisation, and the learning environment.
- Some countries/economies also distributed additional questionnaires, to students, parents and/or teachers, to elicit more information. The findings from these optional questionnaires are not covered by this note.

Contact

For more information about PISA 2025 visit www.oecd.org/pisa

Explore, compare and visualise more data and analysis using <http://gpseducation.oecd.org>.

Questions can be directed to the PISA team at the Directorate for Education and Skills: edu.pisa@oecd.org.

This note was written by Francesco Avvisati (OECD Directorate for Education and Skills).

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The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Note by the Republic of Türkiye

The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Türkiye recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Türkiye shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union

The Republic of Cyprus is recognised by all members of the United Nations with the exception of Türkiye. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Kosovo: This designation is without prejudice to positions on status, and is in line with United Nations Security Council Resolution 1244/99 and the Advisory Opinion of the International Court of Justice on Kosovo’s declaration of independence.

The full book is available in English: OECD (2026), *PISA 2025 Results (Volume I): Future-Ready Students*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/73451bc5-en>.

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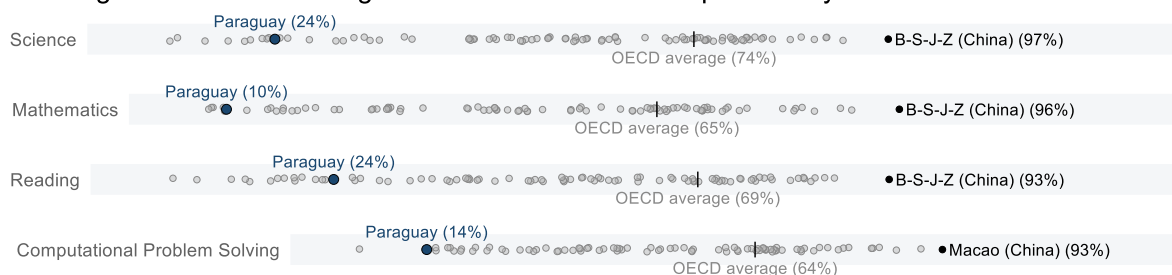
Paraguay

The Programme for International Student Assessment (PISA) assesses the knowledge, skills and attitudes of 15-year-old students. The tests explore how well students can solve complex problems, think critically and communicate effectively; data collected through questionnaires describe the context in which students learn. This gives insights into how well education systems are preparing students for real life challenges and future success. Paraguay participated for the first time in PISA in 2017, through the PISA for Development initiative. By comparing results internationally, policy makers and educators in Paraguay can learn from other countries' policies and practices.

Fifteen-year-old students in Paraguay and the context in which they learn

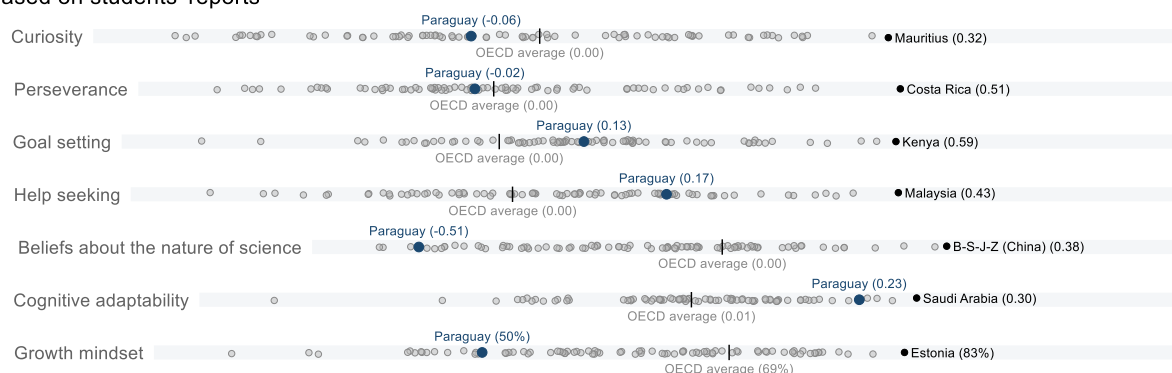
Figure 1. A multi-dimensional dashboard of student learning

Percentage of students scoring above a baseline level of proficiency



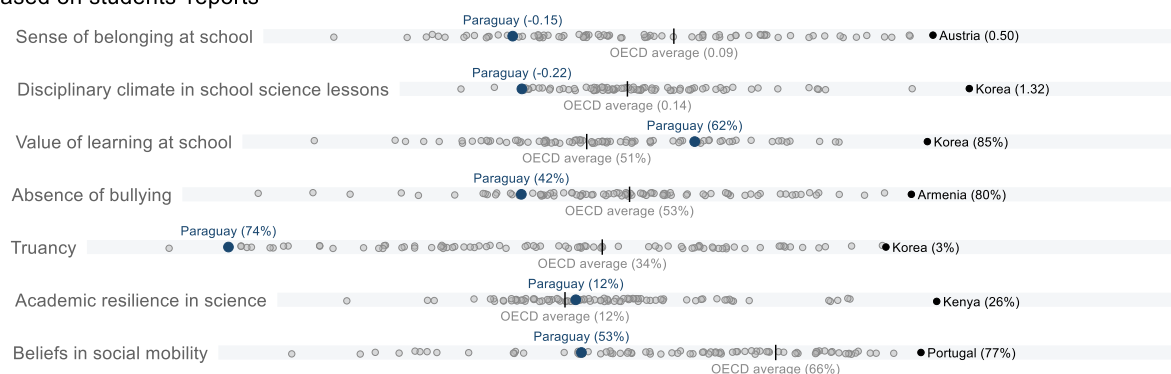
Student engagement: attitudes towards learning and school

Based on students' reports



Safe and fair learning environments

Based on students' reports



Supportive families and schools

Based on students' and principals' reports



Notes: Due to missing data, not all countries and economies are included in every dimension. For each dimension, the top country/economy and the OECD average are highlighted; truancy values are sorted in descending order, so that values shown to the right correspond to lower levels of truancy.

For indicators derived from students' and principals' reports, differences between countries and economies should be interpreted with caution, as they may reflect variations in response behaviour rather than true underlying differences. Non-response to questionnaires, cultural norms, as well as differing interpretations of questions can influence these indicators.

Definitions: Values that are not reported as percentages correspond to mean values of the corresponding questionnaire indices. Percentages are defined as follows: *Percentage of students scoring above a baseline level of proficiency*: students scoring at or above Level 2 in science, mathematics and reading; at or above Level 3 in computational problem solving; *Growth mindset*: Percentage of students who disagree or strongly disagree with the statement "You have a certain amount of intelligence, and you really can't do much to change it"; *Value of learning at school*: Percentage of students who disagree or strongly disagree that "School has done little to prepare me for adult life when I leave school"; *Absence of bullying*: Percentage of students who reported never or almost never being victim of any type of bullying act (among a list of five different types of acts); *Truancy*: Percentage of students who reported that in the two weeks prior to the PISA test they had skipped at least one class or day of school; *Academic resilience in science*: Percentage of students from the bottom quarter of socio-economic status (disadvantaged students) who scored in the top quarter of performance amongst students in their own country/economy; *Beliefs in social mobility*: Percentage of students who disagree or strongly disagree with the statement "Your status in society is something that you can't really change very much"; *No shortage of teaching staff*: Percentage of students in schools whose principal reported that the school's capacity to provide instruction is not at all hindered by a lack of teaching staff; *Peer-to-peer tutoring*: Percentage of students in schools whose principal reported that peer-to-peer tutoring is provided; *Learning to assess AI-generated content in class*: Percentage of students who reported that, in their school lessons, they assess the quality of information generated by Artificial Intelligence chatbots (e.g. ChatGPT) sometimes, often or very often; *School policy: cell phone bans in school*: Percentage of students in schools whose principal reported that the use of cell phones is not allowed on the school premises; *School policy: subject-specific guidelines on digital devices*: Percentage of students in schools whose principal reported that the school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.

Source: [Figure I.1.2](#).

An interactive dashboard is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html>

Notes on data quality in PISA 2025

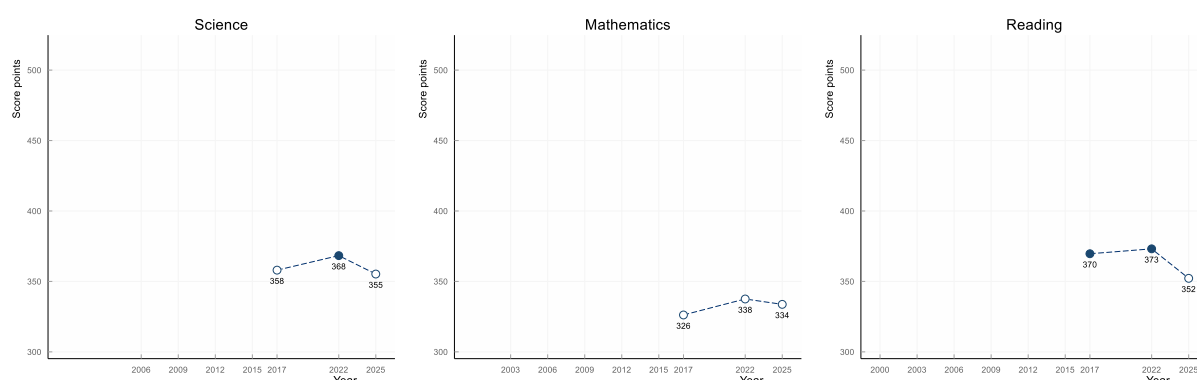
This edition of PISA includes data from 91 countries and economies. While the vast majority of countries and economies met PISA's technical standards, a small number did not. In particular, caution is required when interpreting results of countries and economies mentioned in this note with an asterisk (*) next to their names: their results could be affected by greater uncertainty, or even be biased, because one or more PISA sampling standards were not met. For more information, see the Reader's Guide in *PISA 2025 Results, Volume I* and Chapter 18 (Data Adjudication) in the *PISA 2025 Technical Report*.

Paraguay transitioned from paper-based to computer-based assessment in 2025. While trend comparisons are possible, they must be interpreted with caution: the uncertainty associated with these comparisons extends beyond what is captured in confidence intervals used to test for their statistical significance.

How well did 15-year-old students in Paraguay do on the test?

Trends in science, mathematics and reading performance

Figure 2. Trends in performance in science, mathematics and reading



Note: White dots indicate mean scores that are not statistically significantly above/below PISA 2025 mean scores. An interactive version of this figure is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills/performance-trends.html>.

Source: [Tables I.B1.2a.36-38](#)

- Average 2025 results in Paraguay were about the same as in 2022 in mathematics, and lower than in 2022 in reading and science.
- Compared to 2017, results were similar in science and mathematics, but lower in reading. Part of the recent declines in science and reading scores could be related to the expansion of secondary education to previously marginalised populations. Indeed, between 2022 and 2025, the number of 15-year-olds eligible to sit the PISA test increased in Paraguay, despite a shrinking population of 15-year-olds. This suggests that secondary school enrolment increased over this period.
- Over the most recent period (2022 to 2025), the gap between the highest-scoring students (10% with the highest scores) and the weakest students (10% with the lowest scores) narrowed in mathematics and reading, while it widened in science.

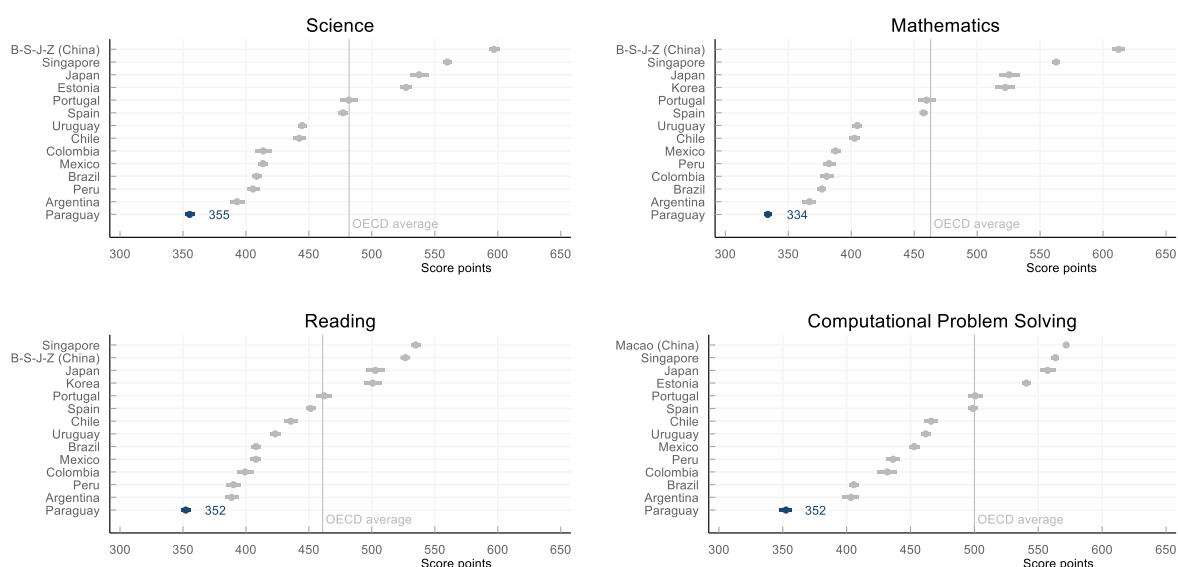
- Compared to 2017 the proportion of low-performing students (scoring below proficiency Level 2) did not change significantly in mathematics; increased by eight percentage points in reading; and did not change significantly in science.

How does Paraguay compare?

- Students in Paraguay scored less than the OECD average in mathematics, reading and science (Figure 3).
- A smaller proportion of students in Paraguay than on average across OECD countries were top performers (Level 5 or 6) in at least one subject. At the same time, a smaller proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects (Figure 4).
- In computational problem solving, the mean score of students in Paraguay was lower than the OECD average (Figure 3).

Figure 3. Mean performance in science, mathematics, reading and computational problem solving

Paraguay, OECD average and selected comparison countries/economies



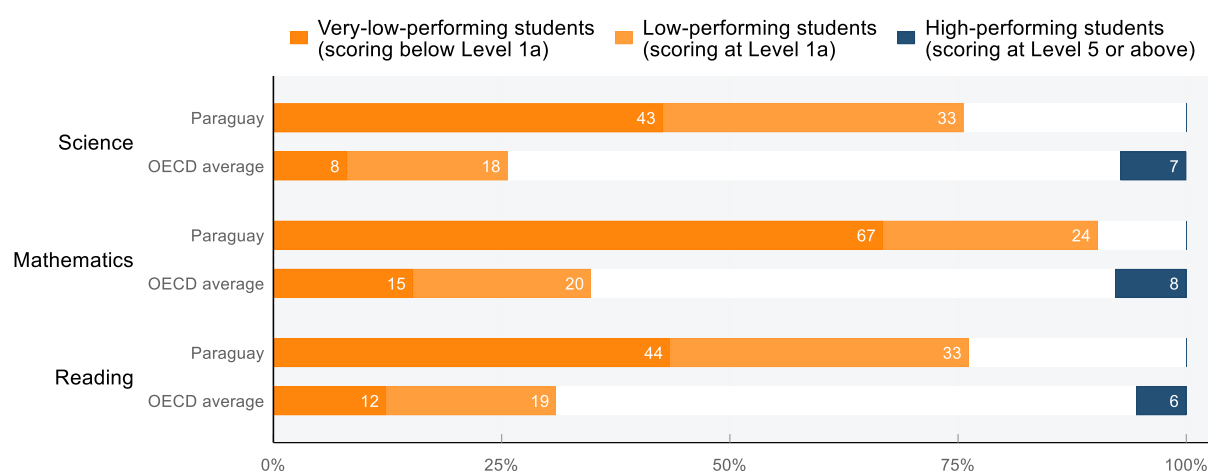
Notes: Comparison countries/economies include the highest-performing countries and economies overall and the highest-performing OECD countries; for comparisons with all remaining PISA 2025 participants, see source Tables and Figures. Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean scores (the 95% confidence interval).

Source: [Tables I.B1.2a.1-3](#) and [Tables I.2.1, I.2.4, I.2.o1 and I.2.o2](#)

What students know and can do in science

Figure 4. Proficiency in science, mathematics and reading among 15-year-old students

Paraguay and OECD average



Source: [Tables I.B1.2a.10-12](#)

- Some 24% of students in Paraguay attained Level 2 or higher in science (OECD average: 74%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided. Over 85% of students in top performers B-S-J-Z (China), Macao (China), Singapore, Estonia, Japan, Chinese Taipei and Korea (in descending order of that share) performed at this level or above.
- In Paraguay, almost no students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

What students know and can do in mathematics

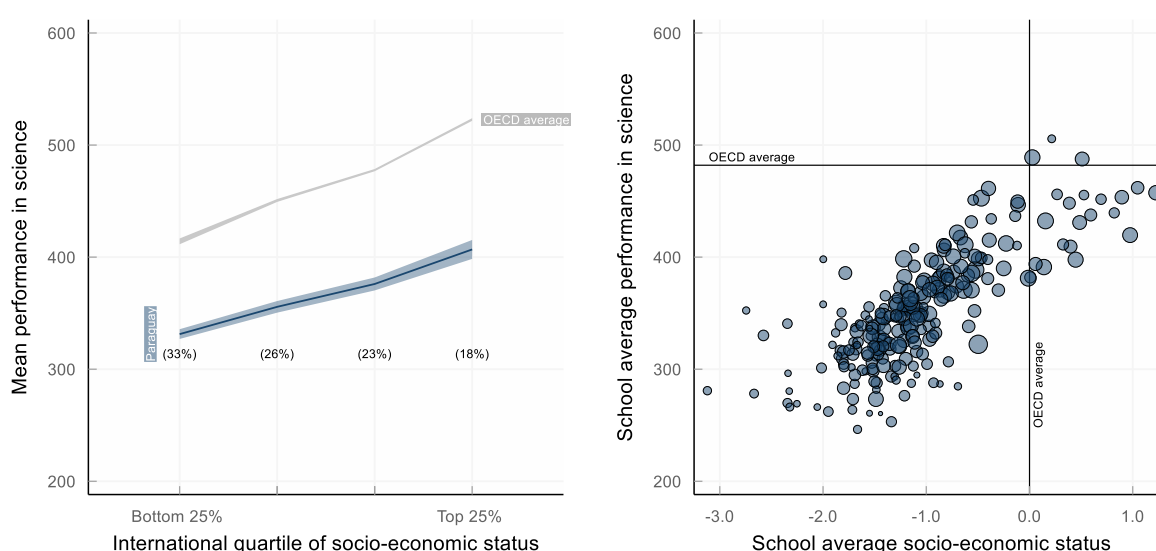
- In Paraguay, 10% of students attained at least Level 2 proficiency in mathematics (OECD average: 65%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).
- Almost no students in Paraguay were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 8%). The largest shares of students attaining Level 5 or 6 were observed in Seven Asian countries and economies: B-S-J-Z (China) (54%), Singapore (37%), Chinese Taipei (32%), Macao (China) (29%), Korea (23%), Japan (22%) and Hong Kong (China) (21%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them. In 13 countries and economies participating in PISA 2025, more than 10% of students attained Level 5 or 6 proficiency.

What students know and can do in reading

- Some 24% of students in Paraguay attained Level 2 or higher in reading (OECD average: 69%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 93% in B-S-J-Z (China) to 4% in Rwanda.
- In Paraguay, almost no students scored at Level 5 or higher in reading (OECD average: 6%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Performance gaps within Paraguay

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(the largest share) were in the bottom international quartile of the socio-economic scale, meaning that they were among the most disadvantaged students who took the PISA test in 2025. Their average score in science was 331 score points (Figure 5, left chart). In B-S-J-Z (China) and Türkiye, students of similar socio-economic background tend to score significantly higher.

- The PISA index of economic, social and cultural status can also be used to order students from the most disadvantaged to the most advantaged within each country and economy, and to create four groups of students of equal size (each comprising 25% of the population of 15-year-old students in each country/economy). In Paraguay socio-economically advantaged students (the top 25% in terms of socio-economic status) outperformed disadvantaged students (the bottom 25%) by 72 score points in science. This is smaller than the average difference between the two groups (85 score points) across OECD countries.
- Between 2017 and 2025, the gap in science performance between the top and the bottom 25% of students in terms of socio-economic status remained stable in Paraguay, as well as across OECD countries on average. Over this period, performance declined to a similar extent among advantaged and disadvantaged students.
- Socio-economic status was a predictor of performance in science in all PISA-participating countries and economies. It accounted for 12% of the variation in science performance in PISA 2025 in Paraguay (compared to 12% on average across OECD countries).
- Some 12% of disadvantaged students in Paraguay were able to score in the top quarter of science performance. These students can be considered academically resilient because, despite their socio-economic disadvantage, they have attained educational excellence by comparison with students in their own country. On average across OECD countries, 12% of disadvantaged students scored in the top quarter of science performance in their own countries.

Student attitudes towards school and learning in Paraguay

Student curiosity, perseverance and perceived value of school

- In Paraguay, 71% of students agree or strongly agree that they are curious about many different things, compared to 73% across OECD countries. Moreover, 64% of students reported that they apply additional effort when work becomes challenging (OECD average 60%). At the same time, 20% agree or strongly agree that school has been a waste of time (OECD average: 24%).
- Curiosity, perseverance and valuing school are most often associated with higher science performance. In Paraguay, after accounting for students' and schools' socio-economic profile, a one-unit increase in the curiosity index is associated with a difference of 14 score points in science performance, compared to an average of 19 score points across OECD countries; a one-unit increase in the perseverance index is associated with a difference of 11 score points in science performance (OECD average: 13 score points); students who perceive greater value in school and disagree that it is a waste of time tend to achieve higher scores in science (by 24 score points) than their peers who feel they are wasting their time at school (OECD average: 27 score points).

Student attitudes towards learning

- PISA 2025 also asked students about other attitudes towards learning. For example, 50% of students in Paraguay have a growth mindset (OECD average: 69%), i.e. hold the belief that intelligence can be cultivated through work, effort and feedback. On average across OECD countries, students with a growth mindset score 28 score points higher in science than those with a fixed mindset. In Paraguay, this difference is 19 score points, after accounting for students' and schools' socio-economic profile.

- PISA 2025 data show that there is still room for improvement in terms of students' self-regulation and goal-setting behaviours. For example, only about 39% of students in Paraguay report that they often or very often plan their approach to studying. Furthermore, 47% of students ask themselves questions about the material to check if they have understood everything (OECD averages: 37% and 49%, respectively).
- An autonomous self-regulated learner knows when and where to ask for help. PISA 2025 data show that, in most countries, students tend to rely on their teachers and classmates for support with their schoolwork. In Paraguay, 81% of students ask their teachers for help when they need it and 81% ask their classmates when they do not fully understand something (OECD averages: 77% and 82%, respectively).
- In Paraguay self-regulated goal setting is positively related to science performance, after accounting for students' and schools' socio-economic profile. A one-unit increase in the index of goal-setting is associated with a difference of 6 score points (OECD average: 3 score points).

How is school life in Paraguay?

Perceived shortages of human and material resources

- In 2025, 16% of students in Paraguay were in schools whose principals reported that instruction was hindered, at least to some extent, by a perceived lack of teaching staff (OECD average: 39%); the corresponding share for a perceived lack of assisting staff was 44% (OECD average: 39%). The prevalence of perceived teaching staff shortages in Paraguay did not change significantly compared to 2022.
- PISA 2025 data reveal that perceived shortages of material resources remain a concern in most countries and economies. Some 42% of students in Paraguay attended schools whose principals reported that a lack of educational material (e.g. textbooks, IT equipment, library or laboratory material) hindered instruction, at least to some extent, and 42% were in schools where a lack of physical infrastructure (e.g. buildings, grounds, heating/cooling systems, lighting and acoustic systems) was perceived to hinder instruction. In 2022, the corresponding shares were 53% and 44%, respectively.

Digital resources

- In Paraguay, students reported spending on average 1.3 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours). At the same time, a non-negligible share of students' device use on school days is dedicated to non-learning activities: students in Paraguay reported spending 1.8 hours per day using digital devices at school for leisure (OECD average: 1.1 hours).
- In Paraguay, 38% of students reported that their peers are often distracted by the use of digital devices during most or all science lessons (OECD average: 28%). On average across OECD countries, students who reported digital distraction in their science classes score 11 points lower in science than those who reported no digital distraction (after accounting for students' and schools' socio-economic profile). In Paraguay they score 10 points lower.
- In Paraguay, students in schools where cell phone use is not allowed on school premises are about 25% less likely to report digital distraction (OECD average: 13% less likely). In 2025, 43% of students in Paraguay attended schools with such a ban (OECD average: 49%), up from PISA 2022 (30%; OECD average in PISA 2022: 34%). This indicates a substantial increase in the implementation of cell phone bans during this period.

- Students in most education systems use AI chatbots for schoolwork, creating new challenges and opportunities for their learning. In Paraguay, 45% of students reported using AI chatbots to help them learn at least once a week (OECD average: 46%). Students also frequently use AI to conduct preliminary research on a new topic (Paraguay: 36%; OECD average: 31%), to summarise a text they had to read (Paraguay: 35%; OECD average: 30%), and to draft text for writing assignments (Paraguay: 29%; OECD average: 29%). Only 10% of students reported never or almost never using AI chatbots for any of the schoolwork tasks examined in PISA (OECD average: 14%).

Bullying and cyberbullying

- In Paraguay, 28% of students reported being victims of at least one form of bullying a few times per month or more in 2025 (OECD average: 20%). The prevalence of bullying increased between PISA 2022 and PISA 2025, as it did in a large majority of participating countries and economies.
- Cyberbullying is relatively uncommon compared with other forms of bullying, but its victims tend to experience significant achievement deficits. In Paraguay, 5% of students reported that upsetting information about them was published online, without their consent, at least a few times a month during the 12 months prior to the PISA test (OECD average: 3%). These students scored, on average, 25 points lower in science than their peers.

Teacher support and disciplinary climate in science lessons

- In Paraguay, 86% of students reported that, in most science lessons, the teacher shows an interest in every student's learning (OECD average: 69%), 80% that the teacher continues teaching until the students understand (OECD average: 66%), 85% that the teacher gives extra help when students need it (OECD average: 73%).
- Disciplinary climate in science lessons in 2025 remains a concern in many countries and economies: about 27% of students in Paraguay reported that they cannot work well in most or all lessons (OECD average: 19%); 48% reported noise and disorder disrupted most or every science lesson (OECD average: 31%); 44% of students reported that their classmates do not listen to what the teacher says (OECD average: 29%).

Parental involvement and support

- Student reports of family support substantially decreased in almost all PISA-participating countries and economies between 2022 and 2025. This was also the case in Paraguay. In 2025, 49% of students in Paraguay reported that their parents or guardians asked them, at least once per week, what they did at school, while 39% reported having at least weekly discussions about problems they might have at school. In 2022, the corresponding shares were 65% and 64%, respectively.

Truancy and lateness

- In 2025, around 59% of students in Paraguay reported having skipped at least one day of school in the two weeks prior to the test (OECD average: 22%); 59% reported skipping at least one class (OECD average: 24%); 55% reported arriving late for school (OECD average: 50%). In previous years, the corresponding shares were 51%, 52% and 45% (in 2022); 36%, 24% and 16% (in 2018).

Student readiness for environmental challenges

- In Paraguay, 25% of students reached at least baseline proficiency (Level 2) in environmental science. On average across OECD countries, 74% of students achieve this level, with more than 85% reaching it in seven countries and economies.
- PISA 2025 shows that students in most education systems report strong pro-environmental attitudes, although fewer feel confident about how to collaborate effectively. In Paraguay, 75% of students believe that they can positively impact the environment (OECD average: 81%); 80% believe that collective action can address environmental problems (OECD average: 82%); 69% report knowing how to work with others to positively impact the environment (OECD average: 68%).
- In Paraguay, 79% of students reported that they are somewhat or very interested in contributing to protecting the environment in their future jobs (OECD average: 62%).
- Most students engaged in environment-related activities at least once over the 12 months prior to the PISA test. On average across OECD countries, the most common forms of engagement are discussing with friends and family how to have a positive impact on the environment (Paraguay: 56%; OECD average: 56%) and making purchasing decisions based on the sustainability of products (OECD average: 54%; 58% in Paraguay).

Key Features of PISA 2025 in Paraguay

The content

- The PISA 2025 survey focused on science, with mathematics and reading as minor areas; an assessment of learning in the digital world measured students' computational problem-solving skills and their ability to self-direct their learning in a digital environment. Results for science, mathematics, reading and computational problem solving are released on 8 September 2026 and analyses of students' self-directed learning in 2027.

The students

- Over 760 000 students took the assessment in 2025, representing about 33 million 15-year-olds in the schools of the 91 participating countries and economies.
- In Paraguay, 6 510 students, in 293 schools, completed the assessment, representing about 82 400 15-year-old students (an estimated 80% of the total population of 15-year-olds).
- PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and they have completed at least 6 years of formal schooling. In this note, they are referred to as 15-year-old students.

The assessment

- Students took a two hour test, and each student was tested in two subjects. Different students were given different test questions and different combinations of subjects (e.g. science followed by reading, or mathematics followed by science, etc.). Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses.
- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire about school management, organisation, and the learning environment.

- Some countries/economies also distributed additional questionnaires, to students, parents and/or teachers, to elicit more information. The findings from these optional questionnaires are not covered by this note.

Contact

For more information about PISA 2025 visit www.oecd.org/pisa

Explore, compare and visualise more data and analysis using <http://gpseducation.oecd.org>.

Questions can be directed to the PISA team at the Directorate for Education and Skills: edu.pisa@oecd.org.

This note was written by Francesco Avvisati (OECD Directorate for Education and Skills).

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The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Note by the Republic of Türkiye

The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Türkiye recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Türkiye shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union

The Republic of Cyprus is recognised by all members of the United Nations with the exception of Türkiye. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Kosovo: This designation is without prejudice to positions on status, and is in line with United Nations Security Council Resolution 1244/99 and the Advisory Opinion of the International Court of Justice on Kosovo’s declaration of independence.

The full book is available in English: OECD (2026), *PISA 2025 Results (Volume I): Future-Ready Students*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/73451bc5-en>.

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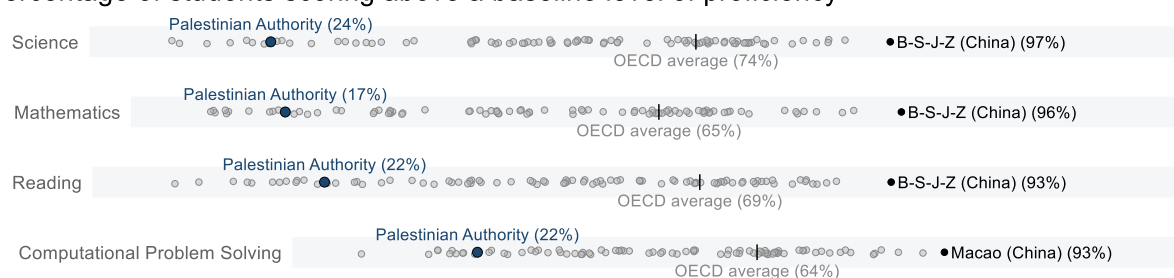
Palestinian Authority

The Programme for International Student Assessment (PISA) assesses the knowledge, skills and attitudes of 15-year-old students. The tests explore how well students can solve complex problems, think critically and communicate effectively; data collected through questionnaires describe the context in which students learn. This gives insights into how well education systems are preparing students for real life challenges and future success. The Palestinian Authority participated for the first time in PISA in 2022. By comparing results internationally, policy makers and educators in the Palestinian Authority can learn from other countries' policies and practices.

Fifteen-year-old students in the Palestinian Authority and the context in which they learn

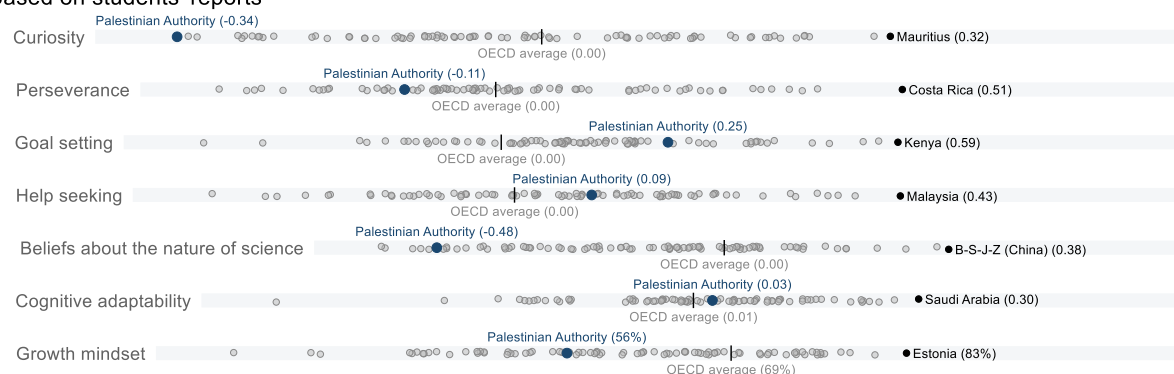
Figure 1. A multi-dimensional dashboard of student learning

Percentage of students scoring above a baseline level of proficiency



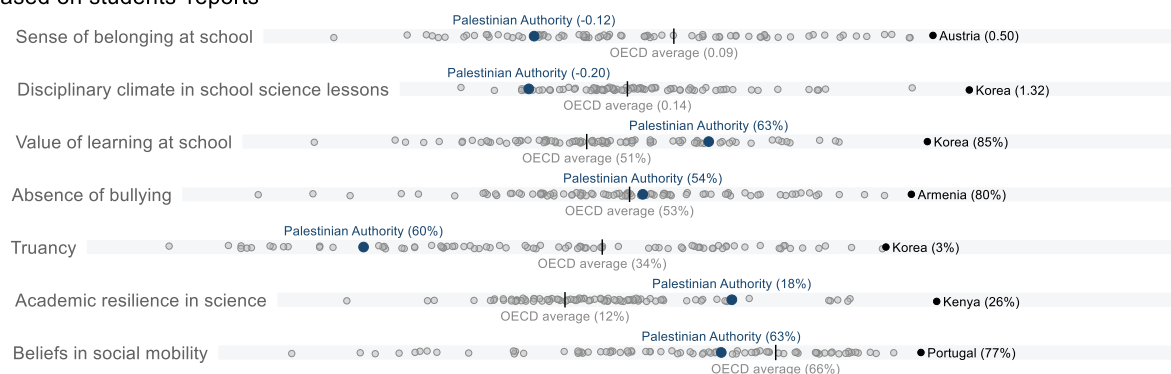
Student engagement: attitudes towards learning and school

Based on students' reports



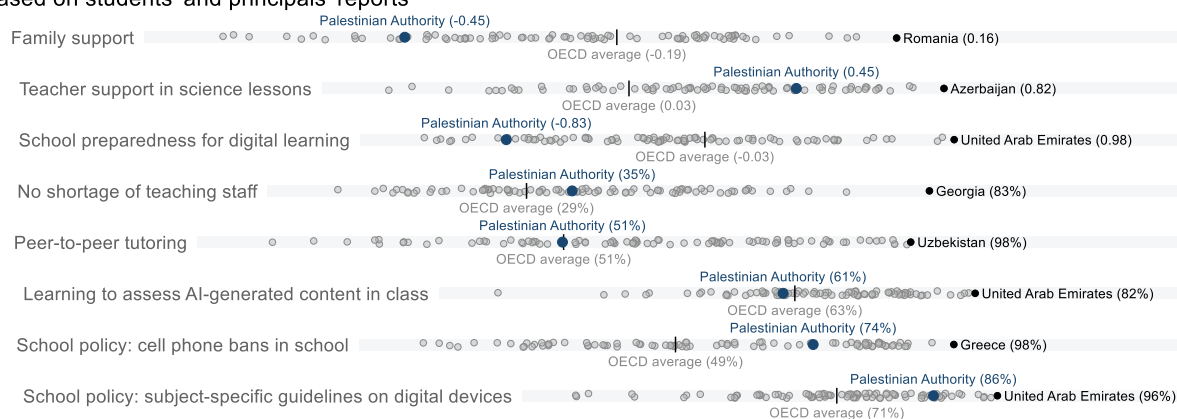
Safe and fair learning environments

Based on students' reports



Supportive families and schools

Based on students' and principals' reports



Notes: Due to missing data, not all countries and economies are included in every dimension. For each dimension, the top country/economy and the OECD average are highlighted; truancy values are sorted in descending order, so that values shown to the right correspond to lower levels of truancy.

For indicators derived from students' and principals' reports, differences between countries and economies should be interpreted with caution, as they may reflect variations in response behaviour rather than true underlying differences. Non-response to questionnaires, cultural norms, as well as differing interpretations of questions can influence these indicators.

Definitions: Values that are not reported as percentages correspond to mean values of the corresponding questionnaire indices. Percentages are defined as follows: *Percentage of students scoring above a baseline level of proficiency*: students scoring at or above Level 2 in science, mathematics and reading; at or above Level 3 in computational problem solving; *Growth mindset*: Percentage of students who disagree or strongly disagree with the statement "You have a certain amount of intelligence, and you really can't do much to change it"; *Value of learning at school*: Percentage of students who disagree or strongly disagree that "School has done little to prepare me for adult life when I leave school"; *Absence of bullying*: Percentage of students who reported never or almost never being victim of any type of bullying act (among a list of five different types of acts); *Truancy*: Percentage of students who reported that in the two weeks prior to the PISA test they had skipped at least one class or day of school; *Academic resilience in science*: Percentage of students from the bottom quarter of socio-economic status (disadvantaged students) who scored in the top quarter of performance amongst students in their own country/economy; *Beliefs in social mobility*: Percentage of students who disagree or strongly disagree with the statement "Your status in society is something that you can't really change very much"; *No shortage of teaching staff*: Percentage of students in schools whose principal reported that the school's capacity to provide instruction is not at all hindered by a lack of teaching staff; *Peer-to-peer tutoring*: Percentage of students in schools whose principal reported that peer-to-peer tutoring is provided; *Learning to assess AI-generated content in class*: Percentage of students who reported that, in their school lessons, they assess the quality of information generated by Artificial Intelligence chatbots (e.g. ChatGPT) sometimes, often or very often; *School policy: cell phone bans in school*: Percentage of students in schools whose principal reported that the use of cell phones is not allowed on the school premises; *School policy: subject-specific guidelines on digital devices*: Percentage of students in schools whose principal reported that the school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.

Source: [Figure I.1.2](#).

An interactive dashboard is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html>

Notes on data quality in PISA 2025

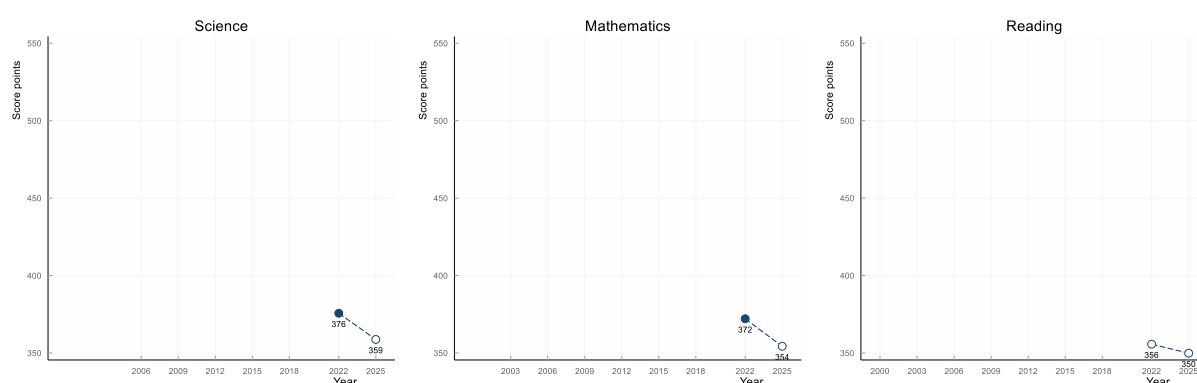
This edition of PISA includes data from 91 countries and economies. While the vast majority of countries and economies met PISA's technical standards, a small number did not. In particular, caution is required when interpreting results of countries and economies mentioned in this note with an asterisk (*) next to their names: their results could be affected by greater uncertainty, or even be biased, because one or more PISA sampling standards were not met. For more information, see the Reader's Guide in *PISA 2025 Results, Volume I* and Chapter 18 (Data Adjudication) in the *PISA 2025 Technical Report*.

In the Palestinian Authority, results do not cover schools most affected by the evolving conflicts in the Middle East. For the purpose of trend analyses in this note, PISA 2022 results were recalculated to match the same coverage as PISA 2025. All data were considered fit for reporting.

How well did 15-year-old students in the Palestinian Authority do on the test?

Trends in science, mathematics and reading performance

Figure 2. Trends in performance in science, mathematics and reading



Note: White dots indicate mean scores that are not statistically significantly above/below PISA 2025 mean scores. An interactive version of this figure is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills/performance-trends.html>.

Source: Tables I.B1.2a.36-38

- Average 2025 results in the Palestinian Authority were lower than in 2022 in mathematics and science, and about the same as in 2022 in reading.
- Over the most recent period (2022 to 2025), the gap between the highest-scoring students (10% with the highest scores) and the weakest students (10% with the lowest scores) did not change significantly in mathematics, reading and science.
- Compared to 2022 the proportion of low-performing students (scoring below proficiency Level 2) increased by seven percentage points in mathematics; by four percentage points in reading; and by eight percentage points in science.

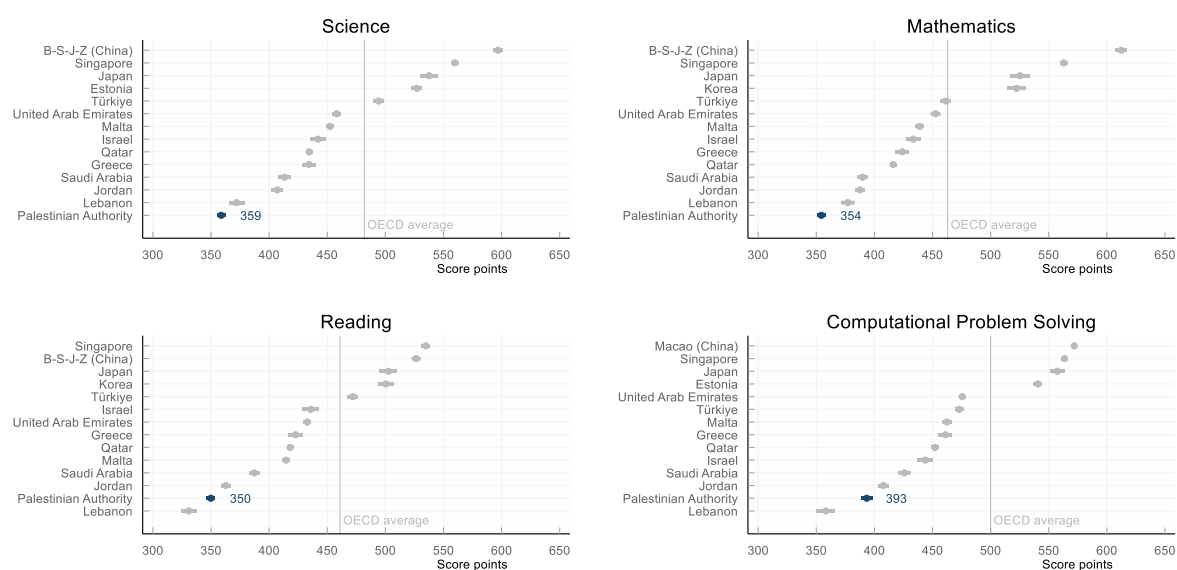
How does the Palestinian Authority compare?

- Students in the Palestinian Authority scored less than the OECD average in mathematics, reading and science (Figure 3).

- A smaller proportion of students in the Palestinian Authority than on average across OECD countries were top performers (Level 5 or 6) in at least one subject. At the same time, a smaller proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects (Figure 4).
- In computational problem solving, the mean score of students in the Palestinian Authority was lower than the OECD average (Figure 3).

Figure 3. Mean performance in science, mathematics, reading and computational problem solving

The Palestinian Authority, OECD average and selected comparison countries/economies



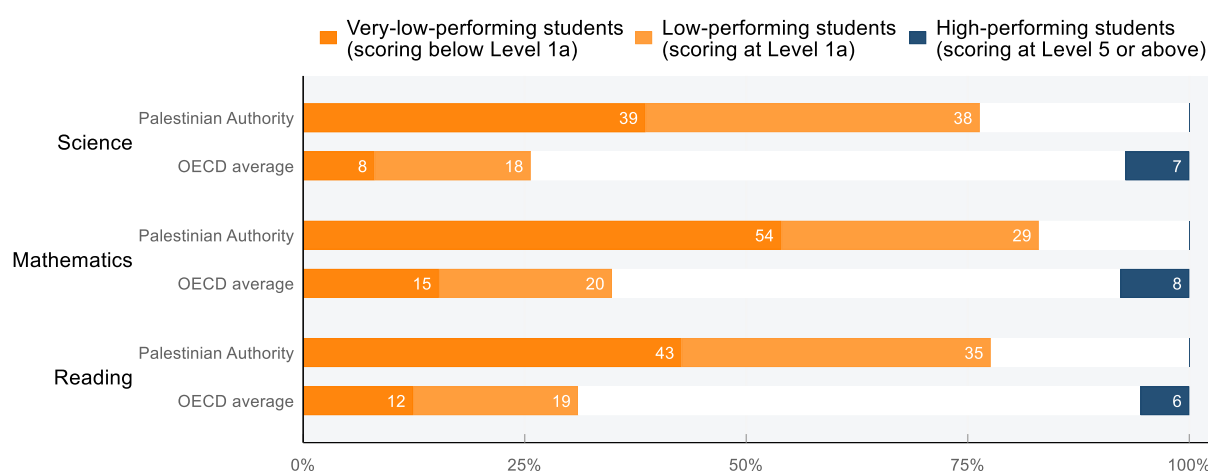
Notes: Comparison countries/economies include the highest-performing countries and economies overall and the highest-performing OECD countries; for comparisons with all remaining PISA 2025 participants, see source Tables and Figures. Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean scores (the 95% confidence interval).

Source: [Tables I.B1.2a.1-3](#) and [Tables I.2.1, I.2.4, I.2.o1 and I.2.o2](#)

What students know and can do in science

Figure 4. Proficiency in science, mathematics and reading among 15-year-old students

The Palestinian Authority and OECD average



Source: [Tables I.B1.2a.10-12](#)

- Some 24% of students in the Palestinian Authority attained Level 2 or higher in science (OECD average: 74%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided. Over 85% of students in top performers B-S-J-Z (China), Macao (China), Singapore, Estonia, Japan, Chinese Taipei and Korea (in descending order of that share) performed at this level or above.
- In the Palestinian Authority, almost no students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

What students know and can do in mathematics

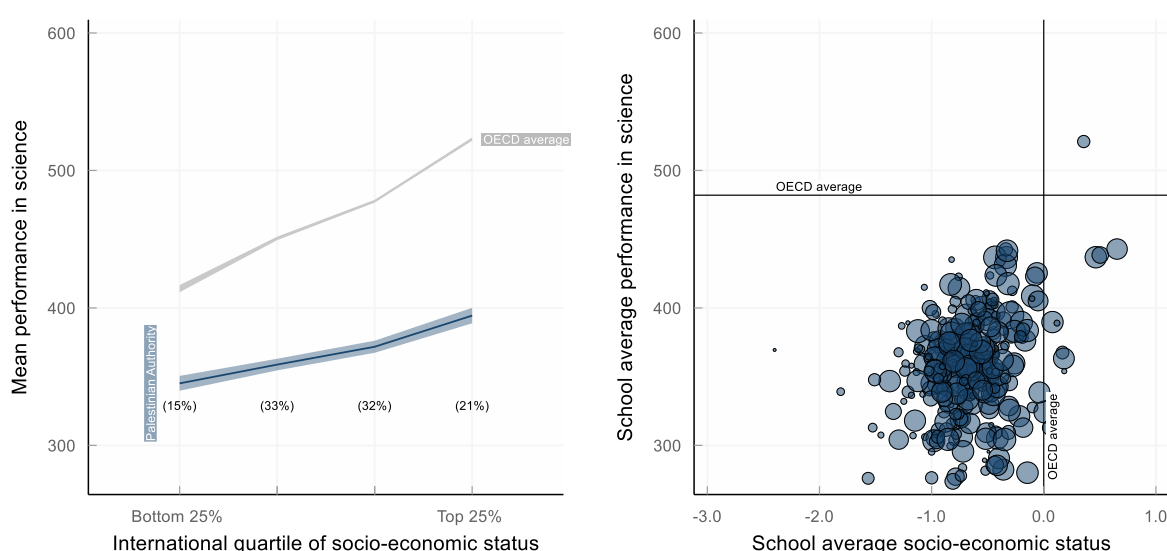
- In the Palestinian Authority, 17% of students attained at least Level 2 proficiency in mathematics (OECD average: 65%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).
- Almost no students in the Palestinian Authority were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 8%). The largest shares of students attaining Level 5 or 6 were observed in Seven Asian countries and economies: B-S-J-Z (China) (54%), Singapore (37%), Chinese Taipei (32%), Macao (China) (29%), Korea (23%), Japan (22%) and Hong Kong (China) (21%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them. In 13 countries and economies participating in PISA 2025, more than 10% of students attained Level 5 or 6 proficiency.

What students know and can do in reading

- Some 22% of students in the Palestinian Authority attained Level 2 or higher in reading (OECD average: 69%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 93% in B-S-J-Z (China) to 4% in Rwanda.
- In the Palestinian Authority, almost no students scored at Level 5 or higher in reading (OECD average: 6%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Performance gaps within the Palestinian Authority

Figure 5. Science performance and socio-economic status of students and schools



Source: [Tables I.B1.2b.7 and Table I.B1.2b.11](#); and [OECD, PISA 2025 Database](#).

Notes: The left-hand chart shows how the performance of students at different levels of socio-economic status compares to the performance of students with similar socio-economic background across OECD countries on average. The shaded area represents a measure of uncertainty (the 95% confidence interval). Percentages reported on the chart correspond to the percentage of students in the Palestinian Authority that are in each international quartile of socio-economic status.

The right-hand chart plots the performance and average socio-economic status of schools that participated in PISA (only schools with students in the modal grade for 15-year-olds are shown). The size of dots is proportional to the population of 15-year-old students that each school represents.

Socio-economic disparities

- The PISA index of economic, social and cultural status is computed in such a way that all students taking the PISA test, regardless of the country where they live, can be placed on the same socio-economic scale. This means that it is possible to use this index to compare the performance of students of similar socio-economic background in different countries. In the Palestinian Authority,

33% of students (the largest share) were in the 2nd international quartile of the socio-economic scale, meaning that they were neither among the most disadvantaged, nor among the most advantaged students who took the PISA test in 2025. Their average score in science was 359 score points (Figure 5, left chart). In B-S-J-Z (China) and Türkiye, students of similar socio-economic background tend to score significantly higher.

- The PISA index of economic, social and cultural status can also be used to order students from the most disadvantaged to the most advantaged within each country and economy, and to create four groups of students of equal size (each comprising 25% of the population of 15-year-old students in each country/economy). In the Palestinian Authority socio-economically advantaged students (the top 25% in terms of socio-economic status) outperformed disadvantaged students (the bottom 25%) by 43 score points in science. This is smaller than the average difference between the two groups (85 score points) across OECD countries.
- Between 2022 and 2025, the gap in science performance between the top and the bottom 25% of students in terms of socio-economic status remained stable in the Palestinian Authority, while the average gap across OECD countries narrowed. Over this period, performance remained stable both among advantaged and disadvantaged students.
- Socio-economic status was a predictor of performance in science in all PISA-participating countries and economies. It accounted for 5% of the variation in science performance in PISA 2025 in the Palestinian Authority (compared to 12% on average across OECD countries).
- Some 18% of disadvantaged students in the Palestinian Authority were able to score in the top quarter of science performance. These students can be considered academically resilient because, despite their socio-economic disadvantage, they have attained educational excellence by comparison with students in their own country. On average across OECD countries, 12% of disadvantaged students scored in the top quarter of science performance in their own countries.

Student attitudes towards school and learning in the Palestinian Authority

Student curiosity, perseverance and perceived value of school

- In the Palestinian Authority, 51% of students agree or strongly agree that they are curious about many different things, compared to 73% across OECD countries. Moreover, 60% of students reported that they apply additional effort when work becomes challenging (OECD average 60%). At the same time, 26% agree or strongly agree that school has been a waste of time (OECD average: 24%).
- Between 2022 and 2025, these attitudes changed somewhat in the Palestinian Authority. The share of students who reported being curious about many different things remained stable; the proportion who reported applying additional effort when work becomes challenging decreased by 4.7 percentage points; and the percentage of students who agreed that school had been a waste of time decreased by 8.1 percentage points during this period.
- Curiosity, perseverance and valuing school are most often associated with higher science performance. In the Palestinian Authority, after accounting for students' and schools' socio-economic profile, a one-unit increase in the curiosity index is associated with a difference of 14 score points in science performance, compared to an average of 19 score points across OECD countries; a one-unit increase in the perseverance index is associated with a difference of 15 score points in science performance (OECD average: 13 score points); students who perceive greater value in school and disagree that it is a waste of time tend to achieve higher scores in science (by 16 score points) than their peers who feel they are wasting their time at school (OECD average: 27 score points).

Student attitudes towards learning

- PISA 2025 also asked students about other attitudes towards learning. For example, 56% of students in the Palestinian Authority have a growth mindset (OECD average: 69%), i.e. hold the belief that intelligence can be cultivated through work, effort and feedback. On average across OECD countries, students with a growth mindset score 28 score points higher in science than those with a fixed mindset. In the Palestinian Authority, this difference is 26 score points, after accounting for students' and schools' socio-economic profile.
- PISA 2025 data further describe students' self-regulation and goal-setting behaviours. For example, in the Palestinian Authority about 48% of students reported that they often or very often plan their approach to studying. Furthermore, 53% of students ask themselves questions about the material to check if they have understood everything (OECD averages: 37% and 49%, respectively).
- An autonomous self-regulated learner knows when and where to ask for help. PISA 2025 data show that, in most countries, students tend to rely on their teachers and classmates for support with their schoolwork. In the Palestinian Authority, 78% of students ask their teachers for help when they need it and 80% ask their classmates when they do not fully understand something (OECD averages: 77% and 82%, respectively).
- In the Palestinian Authority self-regulated goal-setting and help-seeking are positively related to science performance, after accounting for students' and schools' socio-economic profile. A one-unit increase in the index of goal-setting is associated with a difference of 11 score points (OECD average: 3 score points). A one-unit increase in the index of help-seeking is associated with a difference of 5 score points (OECD average: 6 score points).

How is school life in the Palestinian Authority?

Perceived shortages of human and material resources

- In 2025, 42% of students in the Palestinian Authority were in schools whose principals reported that instruction was hindered, at least to some extent, by a perceived lack of teaching staff (OECD average: 39%); the corresponding share for a perceived lack of assisting staff was 46% (OECD average: 39%). The prevalence of perceived teaching staff shortages in the Palestinian Authority decreased compared to 2022 (65%).
- PISA 2025 data reveal that perceived shortages of material resources remain a concern in most countries and economies. Some 45% of students in the Palestinian Authority attended schools whose principals reported that a lack of educational material (e.g. textbooks, IT equipment, library or laboratory material) hindered instruction, at least to some extent, and 54% were in schools where a lack of physical infrastructure (e.g. buildings, grounds, heating/cooling systems, lighting and acoustic systems) was perceived to hinder instruction. In 2022, the corresponding shares were 59% and 58%, respectively.

Digital resources

- In the Palestinian Authority, students reported spending on average 1.1 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours). At the same time, a non-negligible share of students' device use on school days is dedicated to non-learning activities: students in the Palestinian Authority reported spending 1.2 hours per day using digital devices at school for leisure (OECD average: 1.1 hours).

- In the Palestinian Authority, 26% of students reported that their peers are often distracted by the use of digital devices during most or all science lessons (OECD average: 28%). On average across OECD countries, students who reported digital distraction in their science classes score 11 points lower in science than those who reported no digital distraction (after accounting for students' and schools' socio-economic profile). In the Palestinian Authority they score 38 points lower.
- On average across OECD countries, students in schools where cell phone use is not allowed on school premises are about 13% less likely to report digital distraction. In 2025, 74% of students in the Palestinian Authority attended schools with such a ban (OECD average: 49%), down from PISA 2022 (84%; OECD average in PISA 2022: 34%).
- Students in most education systems use AI chatbots for schoolwork, creating new challenges and opportunities for their learning. In the Palestinian Authority, 45% of students reported using AI chatbots to help them learn at least once a week (OECD average: 46%). Students also frequently use AI to conduct preliminary research on a new topic (Palestinian Authority: 33%; OECD average: 31%), to summarise a text they had to read (Palestinian Authority: 32%; OECD average: 30%), and to draft text for writing assignments (Palestinian Authority: 35%; OECD average: 29%). Only 12% of students reported never or almost never using AI chatbots for any of the schoolwork tasks examined in PISA (OECD average: 14%).

Bullying and cyberbullying

- In the Palestinian Authority, 22% of students reported being victims of at least one form of bullying a few times per month or more in 2025 (OECD average: 20%). The prevalence of bullying increased between PISA 2022 and PISA 2025, as it did in a large majority of participating countries and economies.
- Cyberbullying is relatively uncommon compared with other forms of bullying, but its victims tend to experience significant achievement deficits. In the Palestinian Authority, 6% of students reported that upsetting information about them was published online, without their consent, at least a few times a month during the 12 months prior to the PISA test (OECD average: 3%). These students scored, on average, 52 points lower in science than their peers.

Teacher support and disciplinary climate in science lessons

- In the Palestinian Authority, 80% of students reported that, in most science lessons, the teacher shows an interest in every student's learning (OECD average: 69%), 81% that the teacher continues teaching until the students understand (OECD average: 66%), 82% that the teacher gives extra help when students need it (OECD average: 73%).
- Disciplinary climate in science lessons in 2025 remains a concern in many countries and economies: about 37% of students in the Palestinian Authority reported that they cannot work well in most or all lessons (OECD average: 19%); 45% reported noise and disorder disrupted most or every science lesson (OECD average: 31%); 40% of students reported that their classmates do not listen to what the teacher says (OECD average: 29%).

Parental involvement and support

- Student reports of family support substantially decreased in almost all PISA-participating countries and economies between 2022 and 2025. This was also the case in the Palestinian Authority. In 2025, 52% of students in the Palestinian Authority reported that their parents or guardians asked them, at least once per week, what they did at school, while 40% reported having at least weekly discussions about problems they might have at school. In 2022, the corresponding shares were 62% and 53%, respectively.

Truancy and lateness

- In 2025, around 46% of students in the Palestinian Authority reported having skipped at least one day of school in the two weeks prior to the test (OECD average: 22%); 38% reported skipping at least one class (OECD average: 24%); 52% reported arriving late for school (OECD average: 50%). In previous years, the corresponding shares were 18%, 24% and 60% (in 2022).

Student readiness for environmental challenges

- In the Palestinian Authority, 23% of students reached at least baseline proficiency (Level 2) in environmental science. On average across OECD countries, 74% of students achieve this level, with more than 85% reaching it in seven countries and economies.
- PISA 2025 shows that students in most education systems report strong pro-environmental attitudes, although fewer feel confident about how to collaborate effectively. In the Palestinian Authority, 73% of students believe that they can positively impact the environment (OECD average: 81%); 79% believe that collective action can address environmental problems (OECD average: 82%); 70% report knowing how to work with others to positively impact the environment (OECD average: 68%).
- In the Palestinian Authority, 66% of students reported that they are somewhat or very interested in contributing to protecting the environment in their future jobs (OECD average: 62%).
- Most students engaged in environment-related activities at least once over the 12 months prior to the PISA test. On average across OECD countries, the most common forms of engagement are discussing with friends and family how to have a positive impact on the environment (the Palestinian Authority: 63%; OECD average: 56%) and making purchasing decisions based on the sustainability of products (OECD average: 54%; 54% in the Palestinian Authority).

Key Features of PISA 2025 in the Palestinian Authority

The content

- The PISA 2025 survey focused on science, with mathematics and reading as minor areas; an assessment of learning in the digital world measured students' computational problem-solving skills and their ability to self-direct their learning in a digital environment. Results for science, mathematics, reading and computational problem solving are released on 8 September 2026 and analyses of students' self-directed learning in 2027.

The students

- Over 760 000 students took the assessment in 2025, representing about 33 million 15-year-olds in the schools of the 91 participating countries and economies.
- In the Palestinian Authority, 9 648 students, in 319 schools, completed the assessment, representing about 50 400 15-year-old students (an estimated 54% of the total population of 15-year-olds).
- PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and they have completed at least 6 years of formal schooling. In this note, they are referred to as 15-year-old students.

The assessment

- Students took a two hour test, and each student was tested in two subjects. Different students were given different test questions and different combinations of subjects (e.g. science followed by reading, or mathematics followed by science, etc.). Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses.
- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire about school management, organisation, and the learning environment.
- Some countries/economies also distributed additional questionnaires, to students, parents and/or teachers, to elicit more information. The findings from these optional questionnaires are not covered by this note.

Contact

For more information about PISA 2025 visit www.oecd.org/pisa

Explore, compare and visualise more data and analysis using <http://gpseducation.oecd.org>.

Questions can be directed to the PISA team at the Directorate for Education and Skills: edu.pisa@oecd.org.

This note was written by Francesco Avvisati (OECD Directorate for Education and Skills).

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Note by the Republic of Türkiye

The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Türkiye recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Türkiye shall preserve its position concerning the “Cyprus issue”.

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The Republic of Cyprus is recognised by all members of the United Nations with the exception of Türkiye. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Kosovo: This designation is without prejudice to positions on status, and is in line with United Nations Security Council Resolution 1244/99 and the Advisory Opinion of the International Court of Justice on Kosovo’s declaration of independence.

The full book is available in English: OECD (2026), *PISA 2025 Results (Volume I): Future-Ready Students*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/73451bc5-en>.

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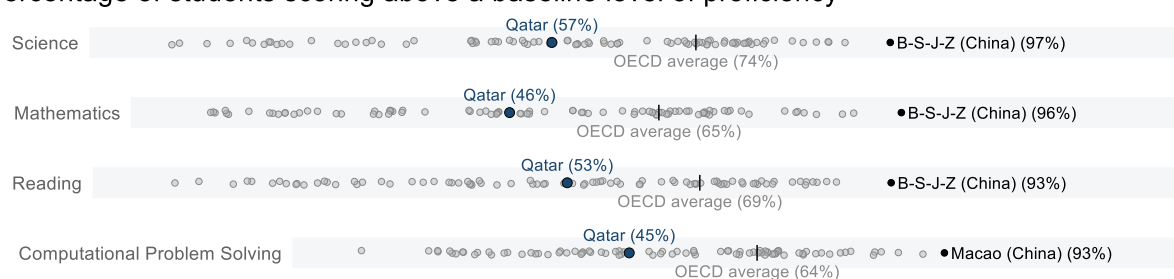
Qatar

The Programme for International Student Assessment (PISA) assesses the knowledge, skills and attitudes of 15-year-old students. The tests explore how well students can solve complex problems, think critically and communicate effectively; data collected through questionnaires describe the context in which students learn. This gives insights into how well education systems are preparing students for real life challenges and future success. Qatar participated for the first time in PISA in 2006. By comparing results internationally, policy makers and educators in Qatar can learn from other countries' policies and practices.

Fifteen-year-old students in Qatar and the context in which they learn

Figure 1. A multi-dimensional dashboard of student learning

Percentage of students scoring above a baseline level of proficiency



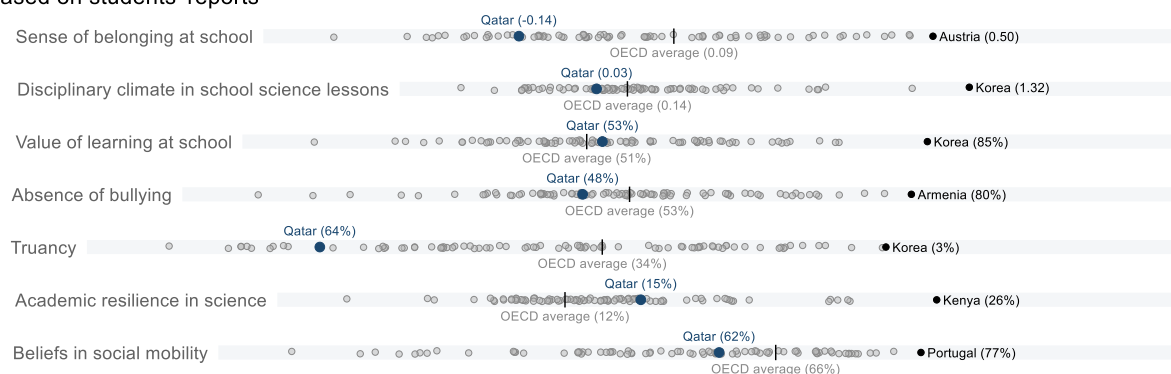
Student engagement: attitudes towards learning and school

Based on students' reports



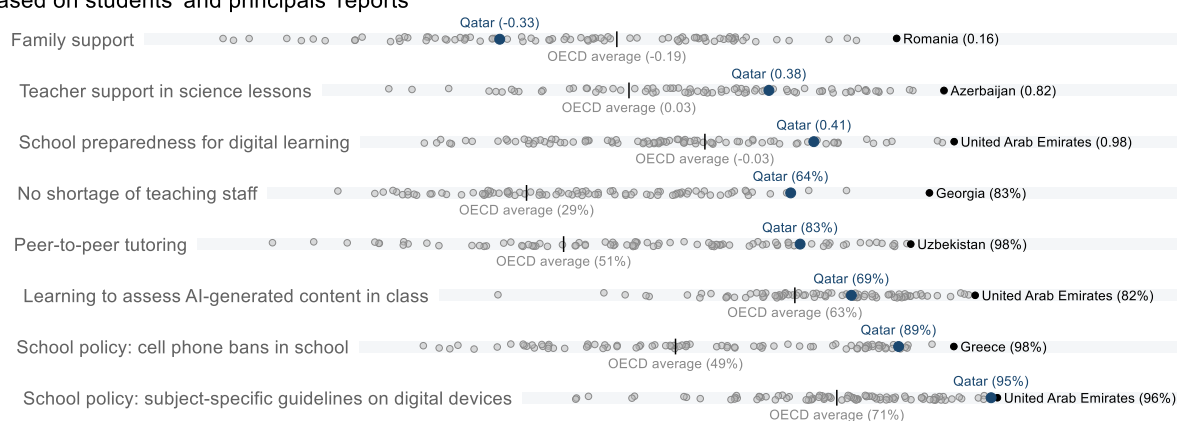
Safe and fair learning environments

Based on students' reports



Supportive families and schools

Based on students' and principals' reports



Notes: Due to missing data, not all countries and economies are included in every dimension. For each dimension, the top country/economy and the OECD average are highlighted; truancy values are sorted in descending order, so that values shown to the right correspond to lower levels of truancy.

For indicators derived from students' and principals' reports, differences between countries and economies should be interpreted with caution, as they may reflect variations in response behaviour rather than true underlying differences. Non-response to questionnaires, cultural norms, as well as differing interpretations of questions can influence these indicators.

Definitions: Values that are not reported as percentages correspond to mean values of the corresponding questionnaire indices. Percentages are defined as follows: *Percentage of students scoring above a baseline level of proficiency*: students scoring at or above Level 2 in science, mathematics and reading; at or above Level 3 in computational problem solving; *Growth mindset*: Percentage of students who disagree or strongly disagree with the statement "You have a certain amount of intelligence, and you really can't do much to change it"; *Value of learning at school*: Percentage of students who disagree or strongly disagree that "School has done little to prepare me for adult life when I leave school"; *Absence of bullying*: Percentage of students who reported never or almost never being victim of any type of bullying act (among a list of five different types of acts); *Truancy*: Percentage of students who reported that in the two weeks prior to the PISA test they had skipped at least one class or day of school; *Academic resilience in science*: Percentage of students from the bottom quarter of socio-economic status (disadvantaged students) who scored in the top quarter of performance amongst students in their own country/economy; *Beliefs in social mobility*: Percentage of students who disagree or strongly disagree with the statement "Your status in society is something that you can't really change very much"; *No shortage of teaching staff*: Percentage of students in schools whose principal reported that the school's capacity to provide instruction is not at all hindered by a lack of teaching staff; *Peer-to-peer tutoring*: Percentage of students in schools whose principal reported that peer-to-peer tutoring is provided; *Learning to assess AI-generated content in class*: Percentage of students who reported that, in their school lessons, they assess the quality of information generated by Artificial Intelligence chatbots (e.g. ChatGPT) sometimes, often or very often; *School policy: cell phone bans in school*: Percentage of students in schools whose principal reported that the use of cell phones is not allowed on the school premises; *School policy: subject-specific guidelines on digital devices*: Percentage of students in schools whose principal reported that the school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.

Source: [Figure I.1.2](#).

An interactive dashboard is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html>

Notes on data quality in PISA 2025

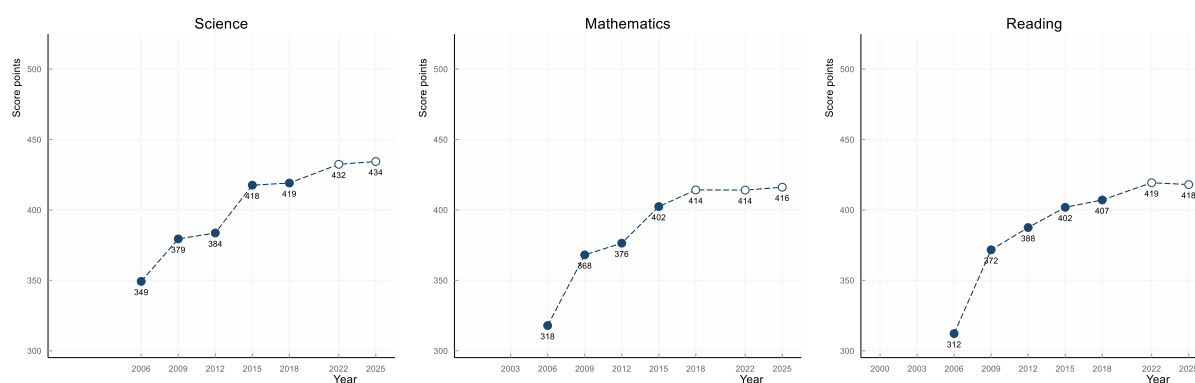
This edition of PISA includes data from 91 countries and economies. While the vast majority of countries and economies met PISA's technical standards, a small number did not. In particular, caution is required when interpreting results of countries and economies mentioned in this note with an asterisk (*) next to their names: their results could be affected by greater uncertainty, or even be biased, because one or more PISA sampling standards were not met. For more information, see the Reader's Guide in *PISA 2025 Results, Volume I* and Chapter 18 (Data Adjudication) in the *PISA 2025 Technical Report*.

In Qatar, all data met the quality standards set by PISA and were considered fit for reporting.

How well did 15-year-old students in Qatar do on the test?

Trends in science, mathematics and reading performance

Figure 2. Trends in performance in science, mathematics and reading



Note: White dots indicate mean scores that are not statistically significantly above/below PISA 2025 mean scores. An interactive version of this figure is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills/performance-trends.html>.

Source: [Tables I.B1.2a.36-38](#)

- Average 2025 results in Qatar were about the same as in 2022 in mathematics, reading and science.
- PISA 2025 results are among the highest ever measured by PISA in all three subjects. The most recent results continued and consolidated a positive trend, and are, in all three subjects, significantly above the results observed some 10 years before, in 2015.
- Over the most recent period (2022 to 2025), the gap between the highest-scoring students (10% with the highest scores) and the weakest students (10% with the lowest scores) widened in mathematics and science, while it did not change significantly in reading.
- Compared to 2015 the proportion of low-performing students (scoring below proficiency Level 2) decreased by five percentage points in mathematics; by four percentage points in reading; and by seven percentage points in science.

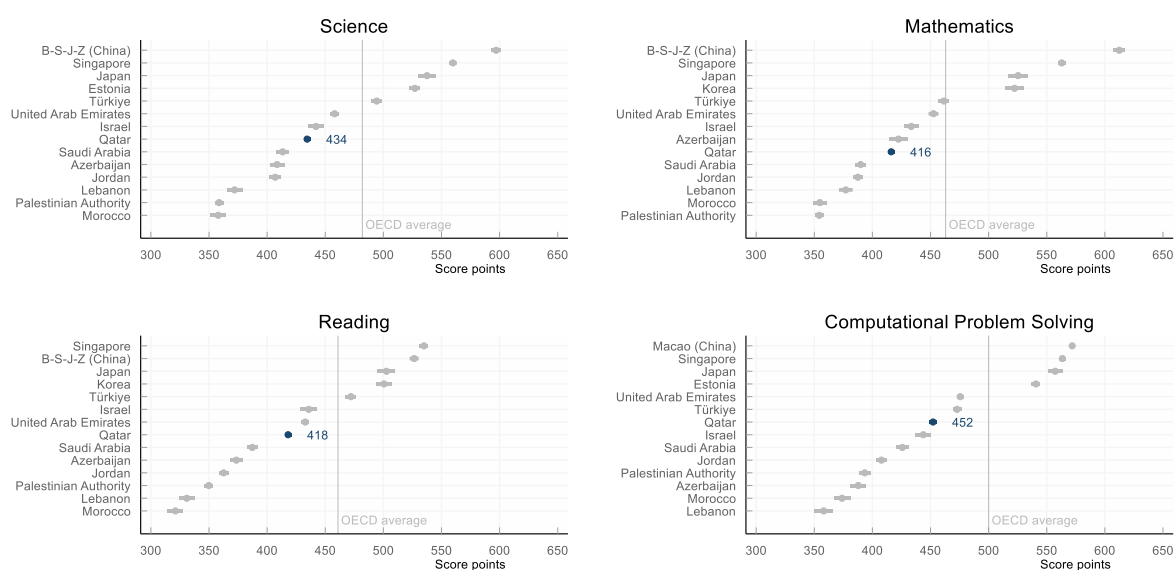
How does Qatar compare?

- Students in Qatar scored less than the OECD average in mathematics, reading and science (Figure 3).

- A smaller proportion of students in Qatar than on average across OECD countries were top performers (Level 5 or 6) in at least one subject. At the same time, a smaller proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects (Figure 4).
- In computational problem solving, the mean score of students in Qatar was lower than the OECD average (Figure 3).

Figure 3. Mean performance in science, mathematics, reading and computational problem solving

Qatar, OECD average and selected comparison countries/economies



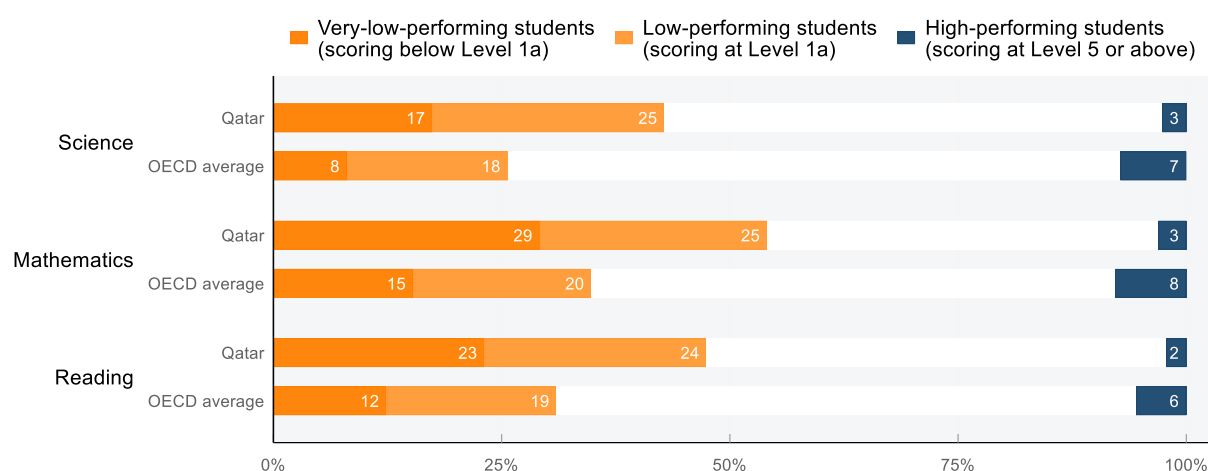
Notes: Comparison countries/economies include the highest-performing countries and economies overall and the highest-performing OECD countries; for comparisons with all remaining PISA 2025 participants, see source Tables and Figures. Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean scores (the 95% confidence interval).

Source: [Tables I.B1.2a.1-3](#) and [Tables I.2.1, I.2.4, I.2.o1 and I.2.o2](#)

What students know and can do in science

Figure 4. Proficiency in science, mathematics and reading among 15-year-old students

Qatar and OECD average



Source: [Tables I.B1.2a.10-12](#)

- Some 57% of students in Qatar attained Level 2 or higher in science (OECD average: 74%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided. Over 85% of students in top performers B-S-J-Z (China), Macao (China), Singapore, Estonia, Japan, Chinese Taipei and Korea (in descending order of that share) performed at this level or above.
- In Qatar, 3% of students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

What students know and can do in mathematics

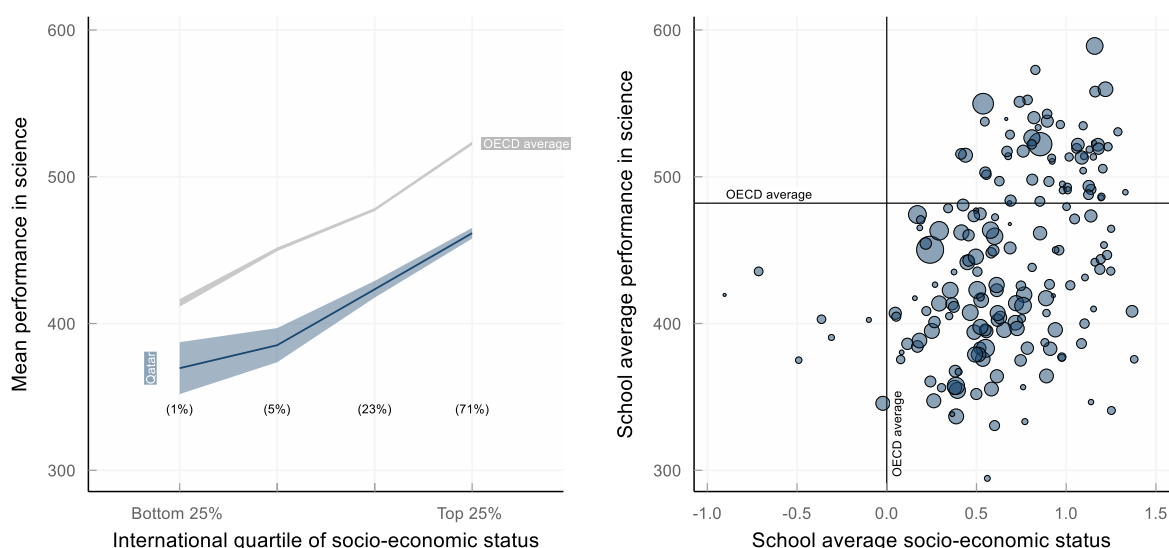
- In Qatar, 46% of students attained at least Level 2 proficiency in mathematics (OECD average: 65%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).
- Some 3% of students in Qatar were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 8%). The largest shares of students attaining Level 5 or 6 were observed in Seven Asian countries and economies: B-S-J-Z (China) (54%), Singapore (37%), Chinese Taipei (32%), Macao (China) (29%), Korea (23%), Japan (22%) and Hong Kong (China) (21%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them. In 13 countries and economies participating in PISA 2025, more than 10% of students attained Level 5 or 6 proficiency.

What students know and can do in reading

- Some 53% of students in Qatar attained Level 2 or higher in reading (OECD average: 69%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 93% in B-S-J-Z (China) to 4% in Rwanda.
- In Qatar, 2% of students scored at Level 5 or higher in reading (OECD average: 6%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Performance gaps within Qatar

Figure 5. Science performance and socio-economic status of students and schools



Source: [Tables I.B1.2b.7 and Table I.B1.2b.11](#); and [OECD, PISA 2025 Database](#).

Notes: The left-hand chart shows how the performance of students at different levels of socio-economic status compares to the performance of students with similar socio-economic background across OECD countries on average. The shaded area represents a measure of uncertainty (the 95% confidence interval). Percentages reported on the chart correspond to the percentage of students in Qatar that are in each international quartile of socio-economic status.

The right-hand chart plots the performance and average socio-economic status of schools that participated in PISA (only schools with students in the modal grade for 15-year-olds are shown). The size of dots is proportional to the population of 15-year-old students that each school represents.

Socio-economic disparities

- The PISA index of economic, social and cultural status is computed in such a way that all students taking the PISA test, regardless of the country where they live, can be placed on the same socio-economic scale. This means that it is possible to use this index to compare the performance of students of similar socio-economic background in different countries. In Qatar, 71% of students

(the largest share) were in the top international quartile of the socio-economic scale, meaning that they were among the most advantaged students who took the PISA test in 2025. Their average score in science was 462 score points (Figure 5, left chart). In Singapore, Chinese Taipei and Macao (China), students of similar socio-economic background tend to score significantly higher.

- The PISA index of economic, social and cultural status can also be used to order students from the most disadvantaged to the most advantaged within each country and economy, and to create four groups of students of equal size (each comprising 25% of the population of 15-year-old students in each country/economy). In Qatar socio-economically advantaged students (the top 25% in terms of socio-economic status) outperformed disadvantaged students (the bottom 25%) by 50 score points in science. This is smaller than the average difference between the two groups (85 score points) across OECD countries.
- Between 2015 and 2025, the gap in science performance between the top and the bottom 25% of students in terms of socio-economic status remained stable in Qatar, while the average gap across OECD countries narrowed. Over this period, performance improved to a similar extent among advantaged and disadvantaged students.
- Socio-economic status was a predictor of performance in science in all PISA-participating countries and economies. It accounted for 4% of the variation in science performance in PISA 2025 in Qatar (compared to 12% on average across OECD countries).
- Some 15% of disadvantaged students in Qatar were able to score in the top quarter of science performance. These students can be considered academically resilient because, despite their socio-economic disadvantage, they have attained educational excellence by comparison with students in their own country. On average across OECD countries, 12% of disadvantaged students scored in the top quarter of science performance in their own countries.

Student attitudes towards school and learning in Qatar

Student curiosity, perseverance and perceived value of school

- In Qatar, 68% of students agree or strongly agree that they are curious about many different things, compared to 73% across OECD countries. Moreover, 65% of students reported that they apply additional effort when work becomes challenging (OECD average 60%). At the same time, 27% agree or strongly agree that school has been a waste of time (OECD average: 24%).
- Between 2022 and 2025, these attitudes changed somewhat in Qatar. The share of students who reported being curious about many different things remained stable; the proportion who reported applying additional effort when work becomes challenging remained stable; and the percentage of students who agreed that school had been a waste of time decreased by 4.9 percentage points during this period.
- Curiosity, perseverance and valuing school are most often associated with higher science performance. In Qatar, after accounting for students' and schools' socio-economic profile, a one-unit increase in the curiosity index is associated with a difference of 23 score points in science performance, compared to an average of 19 score points across OECD countries; a one-unit increase in the perseverance index is associated with a difference of 16 score points in science performance (OECD average: 13 score points); students who perceive greater value in school and disagree that it is a waste of time tend to achieve higher scores in science (by 23 score points) than their peers who feel they are wasting their time at school (OECD average: 27 score points).

Student attitudes towards learning

- PISA 2025 also asked students about other attitudes towards learning. For example, 65% of students in Qatar have a growth mindset (OECD average: 69%), i.e. hold the belief that intelligence can be cultivated through work, effort and feedback. On average across OECD countries, students with a growth mindset score 28 score points higher in science than those with a fixed mindset. In Qatar, this difference is 47 score points, after accounting for students' and schools' socio-economic profile.
- PISA 2025 data further describe students' self-regulation and goal-setting behaviours. For example, in Qatar about 53% of students reported that they often or very often plan their approach to studying. Furthermore, 60% of students ask themselves questions about the material to check if they have understood everything (OECD averages: 37% and 49%, respectively).
- An autonomous self-regulated learner knows when and where to ask for help. PISA 2025 data show that, in most countries, students tend to rely on their teachers and classmates for support with their schoolwork. In Qatar, 80% of students ask their teachers for help when they need it and 82% ask their classmates when they do not fully understand something (OECD averages: 77% and 82%, respectively).
- In Qatar self-regulated goal-setting and help-seeking are positively related to science performance, after accounting for students' and schools' socio-economic profile. A one-unit increase in the index of goal-setting is associated with a difference of 7 score points (OECD average: 3 score points). A one-unit increase in the index of help-seeking is associated with a difference of 7 score points (OECD average: 6 score points).

How is school life in Qatar?

Perceived shortages of human and material resources

- In 2025, 16% of students in Qatar were in schools whose principals reported that instruction was hindered, at least to some extent, by a perceived lack of teaching staff (OECD average: 39%); the corresponding share for a perceived lack of assisting staff was 15% (OECD average: 39%). The prevalence of perceived teaching staff shortages in Qatar decreased compared to 2022 (16%).
- PISA 2025 data reveal that perceived shortages of material resources remain a concern in most countries and economies. Some 9% of students in Qatar attended schools whose principals reported that a lack of educational material (e.g. textbooks, IT equipment, library or laboratory material) hindered instruction, at least to some extent, and 9% were in schools where a lack of physical infrastructure (e.g. buildings, grounds, heating/cooling systems, lighting and acoustic systems) was perceived to hinder instruction. In 2022, the corresponding shares were 8% and 12%, respectively.

Digital resources

- In Qatar, students reported spending on average 1.2 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours). At the same time, a non-negligible share of students' device use on school days is dedicated to non-learning activities: students in Qatar reported spending 1.3 hours per day using digital devices at school for leisure (OECD average: 1.1 hours).
- In Qatar, 20% of students reported that their peers are often distracted by the use of digital devices during most or all science lessons (OECD average: 28%). On average across OECD countries, students who reported digital distraction in their science classes score 11 points lower in science

than those who reported no digital distraction (after accounting for students' and schools' socio-economic profile). In Qatar they score 43 points lower.

- On average across OECD countries, students in schools where cell phone use is not allowed on school premises are about 13% less likely to report digital distraction. In 2025, 89% of students in Qatar attended schools with such a ban (OECD average: 49%), up from PISA 2022 (68%; OECD average in PISA 2022: 34%). This indicates a substantial increase in the implementation of cell phone bans during this period.
- Students in most education systems use AI chatbots for schoolwork, creating new challenges and opportunities for their learning. In Qatar, 46% of students reported using AI chatbots to help them learn at least once a week (OECD average: 46%). Students also frequently use AI to conduct preliminary research on a new topic (Qatar: 34%; OECD average: 31%), to summarise a text they had to read (Qatar: 34%; OECD average: 30%), and to draft text for writing assignments (Qatar: 30%; OECD average: 29%). Only 10% of students reported never or almost never using AI chatbots for any of the schoolwork tasks examined in PISA (OECD average: 14%).

Bullying and cyberbullying

- In Qatar, 22% of students reported being victims of at least one form of bullying a few times per month or more in 2025 (OECD average: 20%). The prevalence of bullying increased between PISA 2022 and PISA 2025, as it did in a large majority of participating countries and economies. This rise contrasts with the decline in bullying recorded in Qatar between 2018 and 2022, which was likely linked to the lingering effects of COVID-19 disruptions.
- Cyberbullying is relatively uncommon compared with other forms of bullying, but its victims tend to experience significant achievement deficits. In Qatar, 5% of students reported that upsetting information about them was published online, without their consent, at least a few times a month during the 12 months prior to the PISA test (OECD average: 3%). These students scored, on average, 69 points lower in science than their peers.

Teacher support and disciplinary climate in science lessons

- In Qatar, 80% of students reported that, in most science lessons, the teacher shows an interest in every student's learning (OECD average: 69%), 79% that the teacher continues teaching until the students understand (OECD average: 66%), 81% that the teacher gives extra help when students need it (OECD average: 73%). In 2015, the corresponding shares were 79%, 78% and 80%.
- Disciplinary climate in science lessons in 2025 remains a concern in many countries and economies: about 26% of students in Qatar reported that they cannot work well in most or all lessons (OECD average: 19%); 37% reported noise and disorder disrupted most or every science lesson (OECD average: 31%); 33% of students reported that their classmates do not listen to what the teacher says (OECD average: 29%).
- Disciplinary climate and teacher support in science lessons improved between 2015 and 2025 on average across OECD countries. This was also the case in Qatar. Countries and economies with an improved disciplinary climate tend to show stability or an increase in their average science performance compared to 2015.

Parental involvement and support

- Student reports of family support substantially decreased in almost all PISA-participating countries and economies between 2022 and 2025. This was also the case in Qatar. In 2025, 57% of students in Qatar reported that their parents or guardians asked them, at least once per week, what they did

at school, while 42% reported having at least weekly discussions about problems they might have at school. In 2022, the corresponding shares were 66% and 55%, respectively.

Truancy and lateness

- In 2025, around 55% of students in Qatar reported having skipped at least one day of school in the two weeks prior to the test (OECD average: 22%); 33% reported skipping at least one class (OECD average: 24%); 49% reported arriving late for school (OECD average: 50%). In previous years, the corresponding shares were 49%, 31% and 47% (in 2022); 47%, 46% and 53% (in 2018).

Student readiness for environmental challenges

- In Qatar, 56% of students reached at least baseline proficiency (Level 2) in environmental science. On average across OECD countries, 74% of students achieve this level, with more than 85% reaching it in seven countries and economies.
- PISA 2025 shows that students in most education systems report strong pro-environmental attitudes, although fewer feel confident about how to collaborate effectively. In Qatar, 80% of students believe that they can positively impact the environment (OECD average: 81%); 83% believe that collective action can address environmental problems (OECD average: 82%); 73% report knowing how to work with others to positively impact the environment (OECD average: 68%).
- In Qatar, 71% of students reported that they are somewhat or very interested in contributing to protecting the environment in their future jobs (OECD average: 62%).
- Most students engaged in environment-related activities at least once over the 12 months prior to the PISA test. On average across OECD countries, the most common forms of engagement are discussing with friends and family how to have a positive impact on the environment (Qatar: 60%; OECD average: 56%) and making purchasing decisions based on the sustainability of products (OECD average: 54%; 56% in Qatar).

Key Features of PISA 2025 in Qatar

The content

- The PISA 2025 survey focused on science, with mathematics and reading as minor areas; an assessment of learning in the digital world measured students' computational problem-solving skills and their ability to self-direct their learning in a digital environment. PISA 2025 also included an assessment of young people's communicative skills in English, which was optional and available only for countries and economies where English is a foreign language; Qatar participated in this assessment. Results for science, mathematics, reading and computational problem solving are released on 8 September 2026; results for English as a foreign language and analyses of students' self-directed learning in 2027.

The students

- Over 760 000 students took the assessment in 2025, representing about 33 million 15-year-olds in the schools of the 91 participating countries and economies.
- In Qatar, 6 674 students, in 246 schools, completed the assessment, representing about 22 300 15-year-old students (an estimated 94% of the total population of 15-year-olds). An additional

sample of students, from the same schools, completed the assessment of English as a foreign language.

- PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and they have completed at least 6 years of formal schooling. In this note, they are referred to as 15-year-old students.

The assessment

- Students took a two hour test, and each student was tested in two subjects. Different students were given different test questions and different combinations of subjects (e.g. science followed by reading, or mathematics followed by science, etc.). Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses.
- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire about school management, organisation, and the learning environment.
- Some countries/economies also distributed additional questionnaires, to students, parents and/or teachers, to elicit more information. The findings from these optional questionnaires are not covered by this note.

Contact

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Explore, compare and visualise more data and analysis using <http://gpseducation.oecd.org>.

Questions can be directed to the PISA team at the Directorate for Education and Skills: edu.pisa@oecd.org.

This note was written by Francesco Avvisati (OECD Directorate for Education and Skills).

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The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Türkiye recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Türkiye shall preserve its position concerning the “Cyprus issue”.

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Kosovo: This designation is without prejudice to positions on status, and is in line with United Nations Security Council Resolution 1244/99 and the Advisory Opinion of the International Court of Justice on Kosovo’s declaration of independence.

The full book is available in English: OECD (2026), *PISA 2025 Results (Volume I): Future-Ready Students*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/73451bc5-en>.

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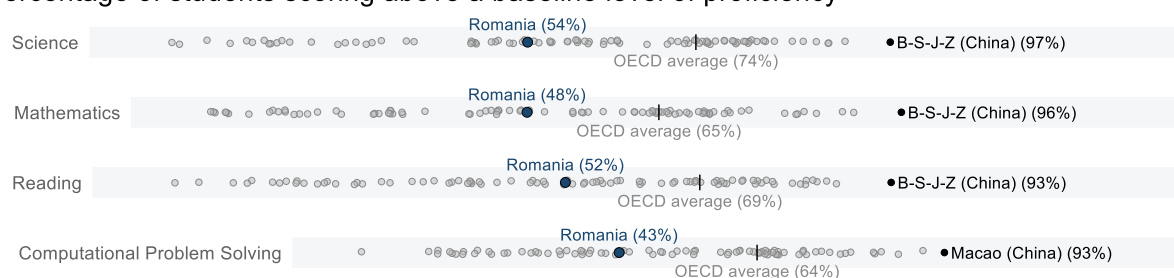
Romania

The Programme for International Student Assessment (PISA) assesses the knowledge, skills and attitudes of 15-year-old students. The tests explore how well students can solve complex problems, think critically and communicate effectively; data collected through questionnaires describe the context in which students learn. This gives insights into how well education systems are preparing students for real life challenges and future success. Romania participated for the first time in PISA in 2002. By comparing results internationally, policy makers and educators in Romania can learn from other countries' policies and practices.

Fifteen-year-old students in Romania and the context in which they learn

Figure 1. A multi-dimensional dashboard of student learning

Percentage of students scoring above a baseline level of proficiency



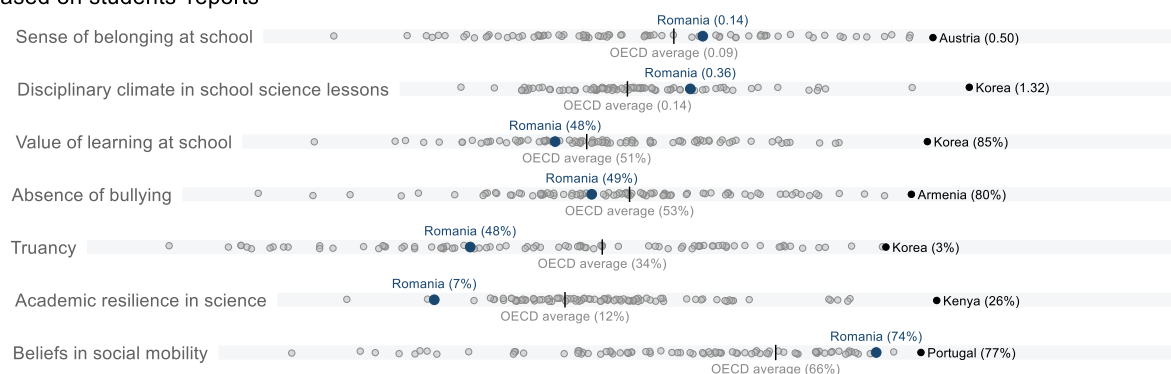
Student engagement: attitudes towards learning and school

Based on students' reports



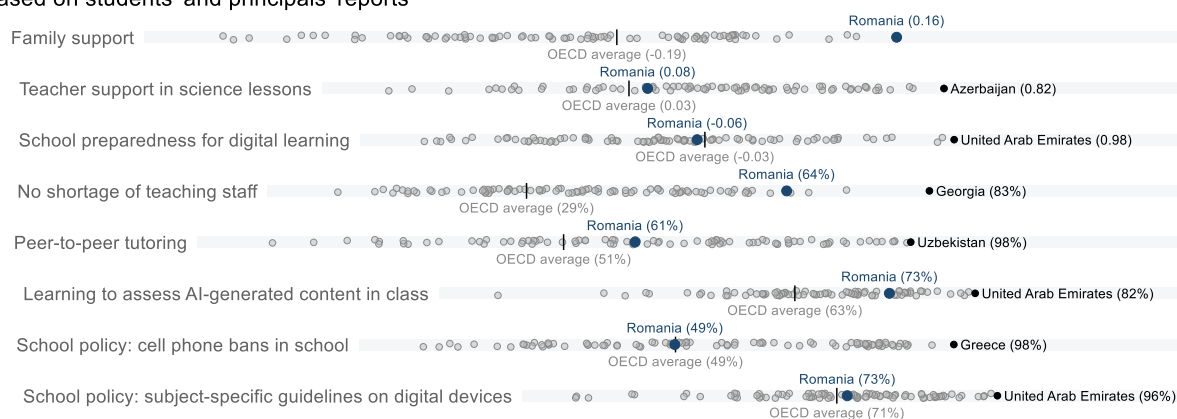
Safe and fair learning environments

Based on students' reports



Supportive families and schools

Based on students' and principals' reports



Notes: Due to missing data, not all countries and economies are included in every dimension. For each dimension, the top country/economy and the OECD average are highlighted; truancy values are sorted in descending order, so that values shown to the right correspond to lower levels of truancy.

For indicators derived from students' and principals' reports, differences between countries and economies should be interpreted with caution, as they may reflect variations in response behaviour rather than true underlying differences. Non-response to questionnaires, cultural norms, as well as differing interpretations of questions can influence these indicators.

Definitions: Values that are not reported as percentages correspond to mean values of the corresponding questionnaire indices. Percentages are defined as follows: *Percentage of students scoring above a baseline level of proficiency*: students scoring at or above Level 2 in science, mathematics and reading; at or above Level 3 in computational problem solving; *Growth mindset*: Percentage of students who disagree or strongly disagree with the statement "You have a certain amount of intelligence, and you really can't do much to change it"; *Value of learning at school*: Percentage of students who disagree or strongly disagree that "School has done little to prepare me for adult life when I leave school"; *Absence of bullying*: Percentage of students who reported never or almost never being victim of any type of bullying act (among a list of five different types of acts); *Truancy*: Percentage of students who reported that in the two weeks prior to the PISA test they had skipped at least one class or day of school; *Academic resilience in science*: Percentage of students from the bottom quarter of socio-economic status (disadvantaged students) who scored in the top quarter of performance amongst students in their own country/economy; *Beliefs in social mobility*: Percentage of students who disagree or strongly disagree with the statement "Your status in society is something that you can't really change very much"; *No shortage of teaching staff*: Percentage of students in schools whose principal reported that the school's capacity to provide instruction is not at all hindered by a lack of teaching staff; *Peer-to-peer tutoring*: Percentage of students in schools whose principal reported that peer-to-peer tutoring is provided; *Learning to assess AI-generated content in class*: Percentage of students who reported that, in their school lessons, they assess the quality of information generated by Artificial Intelligence chatbots (e.g. ChatGPT) sometimes, often or very often; *School policy: cell phone bans in school*: Percentage of students in schools whose principal reported that the use of cell phones is not allowed on the school premises; *School policy: subject-specific guidelines on digital devices*: Percentage of students in schools whose principal reported that the school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.

Source: [Figure I.1.2](#).

An interactive dashboard is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html>

Notes on data quality in PISA 2025

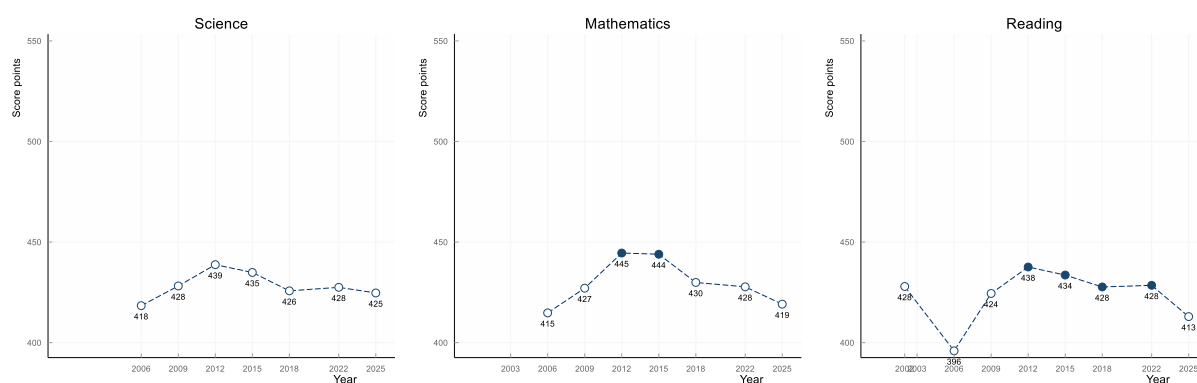
This edition of PISA includes data from 91 countries and economies. While the vast majority of countries and economies met PISA's technical standards, a small number did not. In particular, caution is required when interpreting results of countries and economies mentioned in this note with an asterisk (*) next to their names: their results could be affected by greater uncertainty, or even be biased, because one or more PISA sampling standards were not met. For more information, see the Reader's Guide in *PISA 2025 Results, Volume I* and Chapter 18 (Data Adjudication) in the *PISA 2025 Technical Report*.

In Romania, all data met the quality standards set by PISA and were considered fit for reporting.

How well did 15-year-old students in Romania do on the test?

Trends in science, mathematics and reading performance

Figure 2. Trends in performance in science, mathematics and reading



Note: White dots indicate mean scores that are not statistically significantly above/below PISA 2025 mean scores. An interactive version of this figure is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills/performance-trends.html>.

Source: [Tables I.B1.2a.36-38](#)

- Average 2025 results in Romania were about the same as in 2022 in mathematics and science, and lower than in 2022 in reading.
- In science, results were also close to those of all PISA assessments before 2022, indicating a flat trend. In contrast, in mathematics and reading, and when considering a longer period of time, results were lower in 2025 than some 10 years before, in 2015.
- Over the most recent period (2022 to 2025), the gap between the highest-scoring students (10% with the highest scores) and the weakest students (10% with the lowest scores) did not change significantly in mathematics, reading and science.
- Compared to 2015 the proportion of low-performing students (scoring below proficiency Level 2) increased by 12 percentage points in mathematics; by nine percentage points in reading; and by seven percentage points in science.

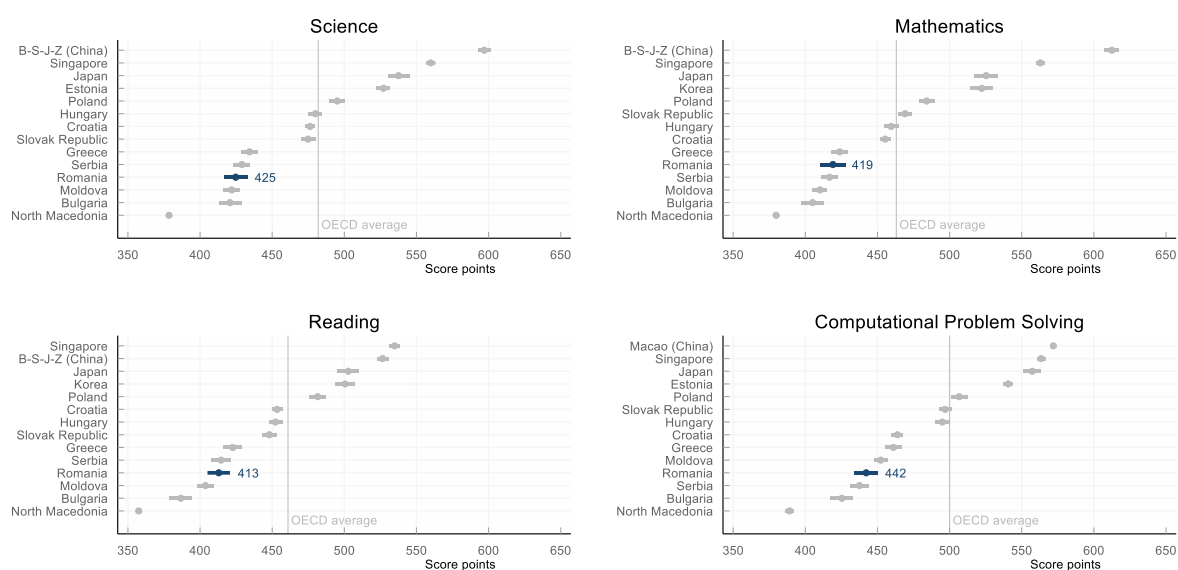
How does Romania compare?

- Students in Romania scored less than the OECD average in mathematics, reading and science (Figure 3).

- A smaller proportion of students in Romania than on average across OECD countries were top performers (Level 5 or 6) in at least one subject. At the same time, a smaller proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects (Figure 4).
- In computational problem solving, the mean score of students in Romania was lower than the OECD average (Figure 3).

Figure 3. Mean performance in science, mathematics, reading and computational problem solving

Romania, OECD average and selected comparison countries/economies



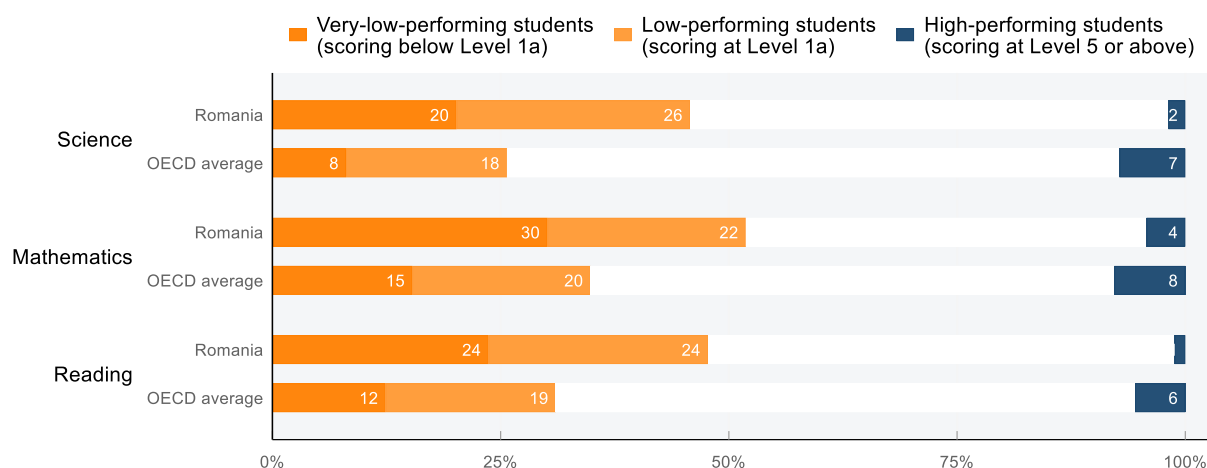
Notes: Comparison countries/economies include the highest-performing countries and economies overall and the highest-performing OECD countries; for comparisons with all remaining PISA 2025 participants, see source Tables and Figures. Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean scores (the 95% confidence interval).

Source: [Tables I.B1.2a.1-3](#) and [Tables I.2.1, I.2.4, I.2.o1 and I.2.o2](#)

What students know and can do in science

Figure 4. Proficiency in science, mathematics and reading among 15-year-old students

Romania and OECD average



Source: [Tables I.B1.2a.10-12](#)

- Some 54% of students in Romania attained Level 2 or higher in science (OECD average: 74%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided. Over 85% of students in top performers B-S-J-Z (China), Macao (China), Singapore, Estonia, Japan, Chinese Taipei and Korea (in descending order of that share) performed at this level or above.
- In Romania, 2% of students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

What students know and can do in mathematics

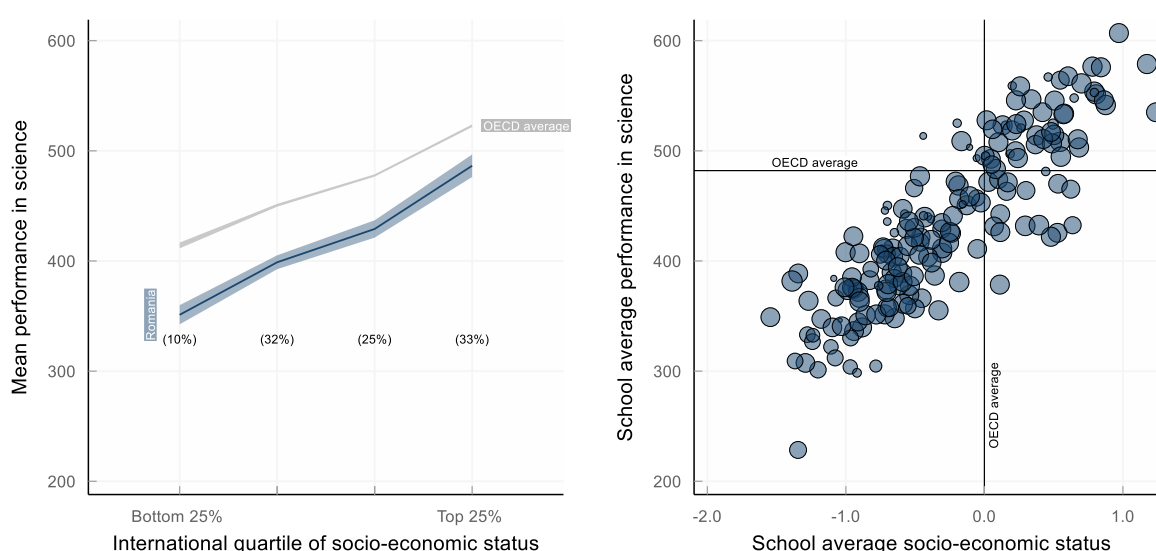
- In Romania, 48% of students attained at least Level 2 proficiency in mathematics (OECD average: 65%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).
- Some 4% of students in Romania were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 8%). The largest shares of students attaining Level 5 or 6 were observed in Seven Asian countries and economies: B-S-J-Z (China) (54%), Singapore (37%), Chinese Taipei (32%), Macao (China) (29%), Korea (23%), Japan (22%) and Hong Kong (China) (21%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them. In 13 countries and economies participating in PISA 2025, more than 10% of students attained Level 5 or 6 proficiency.

What students know and can do in reading

- Some 52% of students in Romania attained Level 2 or higher in reading (OECD average: 69%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 93% in B-S-J-Z (China) to 4% in Rwanda.
- In Romania, 1% of students scored at Level 5 or higher in reading (OECD average: 6%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Performance gaps within Romania

Figure 5. Science performance and socio-economic status of students and schools



Source: [Tables I.B1.2b.7 and Table I.B1.2b.11](#); and [OECD, PISA 2025 Database](#).

Notes: The left-hand chart shows how the performance of students at different levels of socio-economic status compares to the performance of students with similar socio-economic background across OECD countries on average. The shaded area represents a measure of uncertainty (the 95% confidence interval). Percentages reported on the chart correspond to the percentage of students in Romania that are in each international quartile of socio-economic status.

The right-hand chart plots the performance and average socio-economic status of schools that participated in PISA (only schools with students in the modal grade for 15-year-olds are shown). The size of dots is proportional to the population of 15-year-old students that each school represents.

Socio-economic disparities

- The PISA index of economic, social and cultural status is computed in such a way that all students taking the PISA test, regardless of the country where they live, can be placed on the same socio-economic scale. This means that it is possible to use this index to compare the performance of students of similar socio-economic background in different countries. In Romania, 33% of students

(the largest share) were in the top international quartile of the socio-economic scale, meaning that they were among the most advantaged students who took the PISA test in 2025. Their average score in science was 486 score points (Figure 5, left chart). In Singapore, Chinese Taipei and Macao (China), students of similar socio-economic background tend to score significantly higher.

- The PISA index of economic, social and cultural status can also be used to order students from the most disadvantaged to the most advantaged within each country and economy, and to create four groups of students of equal size (each comprising 25% of the population of 15-year-old students in each country/economy). In Romania socio-economically advantaged students (the top 25% in terms of socio-economic status) outperformed disadvantaged students (the bottom 25%) by 122 score points in science. This is larger than the average difference between the two groups (85 score points) across OECD countries.
- Between 2015 and 2025, the gap in science performance between the top and the bottom 25% of students in terms of socio-economic status widened in Romania, while the average gap across OECD countries narrowed. Over this period, performance declined among disadvantaged students, but remained stable among advantaged students.
- Socio-economic status was a predictor of performance in science in all PISA-participating countries and economies. It accounted for 22% of the variation in science performance in PISA 2025 in Romania (compared to 12% on average across OECD countries).
- Some 7% of disadvantaged students in Romania were able to score in the top quarter of science performance. These students can be considered academically resilient because, despite their socio-economic disadvantage, they have attained educational excellence by comparison with students in their own country. On average across OECD countries, 12% of disadvantaged students scored in the top quarter of science performance in their own countries.

Student attitudes towards school and learning in Romania

Student curiosity, perseverance and perceived value of school

- In Romania, 77% of students agree or strongly agree that they are curious about many different things, compared to 73% across OECD countries. Moreover, 63% of students reported that they apply additional effort when work becomes challenging (OECD average 60%). At the same time, 22% agree or strongly agree that school has been a waste of time (OECD average: 24%).
- Between 2022 and 2025, these attitudes changed somewhat in Romania. The share of students who reported being curious about many different things decreased by 4.8 percentage points; the proportion who reported applying additional effort when work becomes challenging increased by 2.6 percentage points; and the percentage of students who agreed that school had been a waste of time decreased by 7.8 percentage points during this period.
- Curiosity, perseverance and valuing school are most often associated with higher science performance. In Romania, after accounting for students' and schools' socio-economic profile, a one-unit increase in the curiosity index is associated with a difference of 15 score points in science performance, compared to an average of 19 score points across OECD countries; a one-unit increase in the perseverance index is associated with a difference of 6 score points in science performance (OECD average: 13 score points); students who perceive greater value in school and disagree that it is a waste of time tend to achieve higher scores in science (by 21 score points) than their peers who feel they are wasting their time at school (OECD average: 27 score points).

Student attitudes towards learning

- PISA 2025 also asked students about other attitudes towards learning. For example, 61% of students in Romania have a growth mindset (OECD average: 69%), i.e. hold the belief that intelligence can be cultivated through work, effort and feedback. On average across OECD countries, students with a growth mindset score 28 score points higher in science than those with a fixed mindset. In Romania, this difference is 17 score points, after accounting for students' and schools' socio-economic profile.
- PISA 2025 data further describe students' self-regulation and goal-setting behaviours. For example, in Romania about 45% of students reported that they often or very often plan their approach to studying. Furthermore, 53% of students ask themselves questions about the material to check if they have understood everything (OECD averages: 37% and 49%, respectively).
- An autonomous self-regulated learner knows when and where to ask for help. PISA 2025 data show that, in most countries, students tend to rely on their teachers and classmates for support with their schoolwork. In Romania, 75% of students ask their teachers for help when they need it and 82% ask their classmates when they do not fully understand something (OECD averages: 77% and 82%, respectively).
- In Romania self-regulated goal setting is positively related to science performance, after accounting for students' and schools' socio-economic profile. A one-unit increase in the index of goal-setting is associated with a difference of 5 score points (OECD average: 3 score points).

How is school life in Romania?

Perceived shortages of human and material resources

- In 2025, 13% of students in Romania were in schools whose principals reported that instruction was hindered, at least to some extent, by a perceived lack of teaching staff (OECD average: 39%); the corresponding share for a perceived lack of assisting staff was 21% (OECD average: 39%). The prevalence of perceived teaching staff shortages in Romania did not change significantly compared to 2022.
- PISA 2025 data reveal that perceived shortages of material resources remain a concern in most countries and economies. Some 24% of students in Romania attended schools whose principals reported that a lack of educational material (e.g. textbooks, IT equipment, library or laboratory material) hindered instruction, at least to some extent, and 24% were in schools where a lack of physical infrastructure (e.g. buildings, grounds, heating/cooling systems, lighting and acoustic systems) was perceived to hinder instruction. In 2022, the corresponding shares were 38% and 28%, respectively.

Digital resources

- In Romania, students reported spending on average 1.6 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours). At the same time, a non-negligible share of students' device use on school days is dedicated to non-learning activities: students in Romania reported spending 1.7 hours per day using digital devices at school for leisure (OECD average: 1.1 hours).
- In Romania, 29% of students reported that their peers are often distracted by the use of digital devices during most or all science lessons (OECD average: 28%). On average across OECD countries, students who reported digital distraction in their science classes score 11 points lower

in science than those who reported no digital distraction (after accounting for students' and schools' socio-economic profile). In Romania they score 18 points lower.

- On average across OECD countries, students in schools where cell phone use is not allowed on school premises are about 13% less likely to report digital distraction. In 2025, 49% of students in Romania attended schools with such a ban (OECD average: 49%), up from PISA 2022 (22%; OECD average in PISA 2022: 34%). This indicates a substantial increase in the implementation of cell phone bans during this period.
- Students in most education systems use AI chatbots for schoolwork, creating new challenges and opportunities for their learning. In Romania, 40% of students reported using AI chatbots to help them learn at least once a week (OECD average: 46%). Students also frequently use AI to conduct preliminary research on a new topic (Romania: 33%; OECD average: 31%), to summarise a text they had to read (Romania: 31%; OECD average: 30%), and to draft text for writing assignments (Romania: 33%; OECD average: 29%). Only 9% of students reported never or almost never using AI chatbots for any of the schoolwork tasks examined in PISA (OECD average: 14%).

Bullying and cyberbullying

- In Romania, 21% of students reported being victims of at least one form of bullying a few times per month or more in 2025 (OECD average: 20%). The prevalence of bullying did not change significantly between PISA 2022 and PISA 2025, whereas it increased in a large majority of participating countries and economies.
- Cyberbullying is relatively uncommon compared with other forms of bullying, but its victims tend to experience significant achievement deficits. In Romania, 3% of students reported that upsetting information about them was published online, without their consent, at least a few times a month during the 12 months prior to the PISA test (OECD average: 3%). These students scored, on average, 48 points lower in science than their peers.

Teacher support and disciplinary climate in science lessons

- In Romania, 68% of students reported that, in most science lessons, the teacher shows an interest in every student's learning (OECD average: 69%), 69% that the teacher continues teaching until the students understand (OECD average: 66%), 68% that the teacher gives extra help when students need it (OECD average: 73%). In 2015, the corresponding shares were 70%, 73% and 71%.
- Disciplinary climate in science lessons in 2025 remains a concern in many countries and economies: about 16% of students in Romania reported that they cannot work well in most or all lessons (OECD average: 19%); 22% reported noise and disorder disrupted most or every science lesson (OECD average: 31%); 24% of students reported that their classmates do not listen to what the teacher says (OECD average: 29%).
- Disciplinary climate and teacher support in science lessons improved between 2015 and 2025 on average across OECD countries. In Romania, only disciplinary climate improved; teacher support did not change significantly. Countries and economies with an improved disciplinary climate tend to show stability or an increase in their average science performance compared to 2015.

Parental involvement and support

- Student reports of family support substantially decreased in almost all PISA-participating countries and economies between 2022 and 2025. This was however not the case in Romania. In 2025, 76% of students in Romania reported that their parents or guardians asked them, at least once per week, what they did at school, while 63% reported having at least weekly discussions about

problems they might have at school. In 2022, the corresponding shares were 75% and 65%, respectively.

Truancy and lateness

- In 2025, around 33% of students in Romania reported having skipped at least one day of school in the two weeks prior to the test (OECD average: 22%); 39% reported skipping at least one class (OECD average: 24%); 65% reported arriving late for school (OECD average: 50%). In previous years, the corresponding shares were 46%, 60% and 57% (in 2022); 50%, 60% and 58% (in 2018).

Student readiness for environmental challenges

- In Romania, 55% of students reached at least baseline proficiency (Level 2) in environmental science. On average across OECD countries, 74% of students achieve this level, with more than 85% reaching it in seven countries and economies.
- PISA 2025 shows that students in most education systems report strong pro-environmental attitudes, although fewer feel confident about how to collaborate effectively. In Romania, 83% of students believe that they can positively impact the environment (OECD average: 81%); 85% believe that collective action can address environmental problems (OECD average: 82%); 77% report knowing how to work with others to positively impact the environment (OECD average: 68%).
- In Romania, 73% of students reported that they are somewhat or very interested in contributing to protecting the environment in their future jobs (OECD average: 62%).
- Most students engaged in environment-related activities at least once over the 12 months prior to the PISA test. On average across OECD countries, the most common forms of engagement are discussing with friends and family how to have a positive impact on the environment (Romania: 68%; OECD average: 56%) and making purchasing decisions based on the sustainability of products (OECD average: 54%; 64% in Romania).

Key Features of PISA 2025 in Romania

The content

- The PISA 2025 survey focused on science, with mathematics and reading as minor areas; an assessment of learning in the digital world measured students' computational problem-solving skills and their ability to self-direct their learning in a digital environment. PISA 2025 also included an assessment of young people's communicative skills in English, which was optional and available only for countries and economies where English is a foreign language; Romania participated in this assessment. Results for science, mathematics, reading and computational problem solving are released on 8 September 2026; results for English as a foreign language and analyses of students' self-directed learning in 2027.

The students

- Over 760 000 students took the assessment in 2025, representing about 33 million 15-year-olds in the schools of the 91 participating countries and economies.
- In Romania, 7 725 students, in 322 schools, completed the assessment, representing about 172 000 15-year-old students (an estimated 76% of the total population of 15-year-olds). An

additional sample of students, from the same schools, completed the assessment of English as a foreign language.

- PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and they have completed at least 6 years of formal schooling. In this note, they are referred to as 15-year-old students.

The assessment

- Students took a two hour test, and each student was tested in two subjects. Different students were given different test questions and different combinations of subjects (e.g. science followed by reading, or mathematics followed by science, etc.). Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses.
- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire about school management, organisation, and the learning environment.
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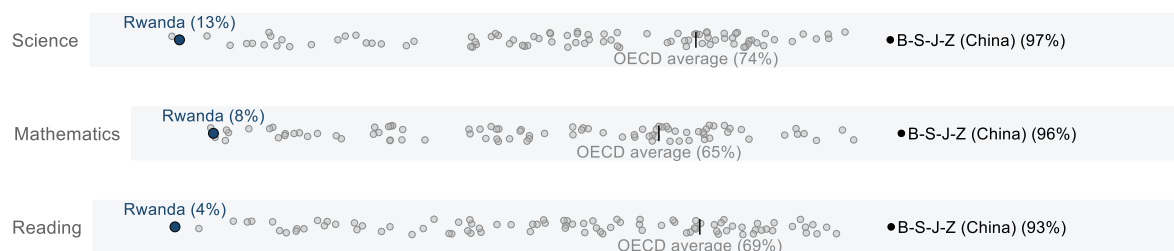
Rwanda

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Fifteen-year-old students in Rwanda and the context in which they learn

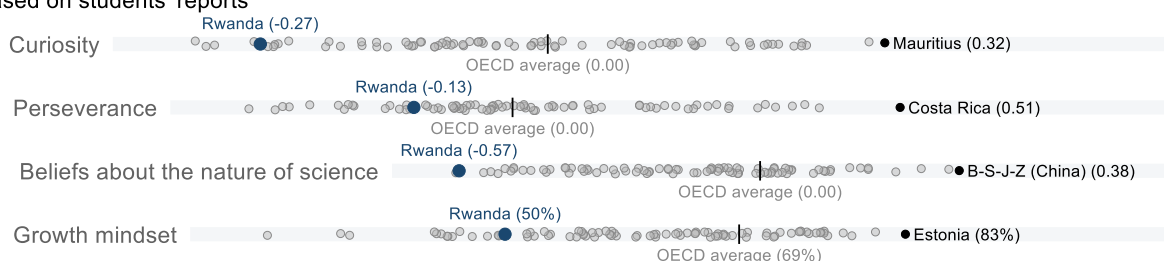
Figure 1. A multi-dimensional dashboard of student learning

Percentage of students scoring above a baseline level of proficiency



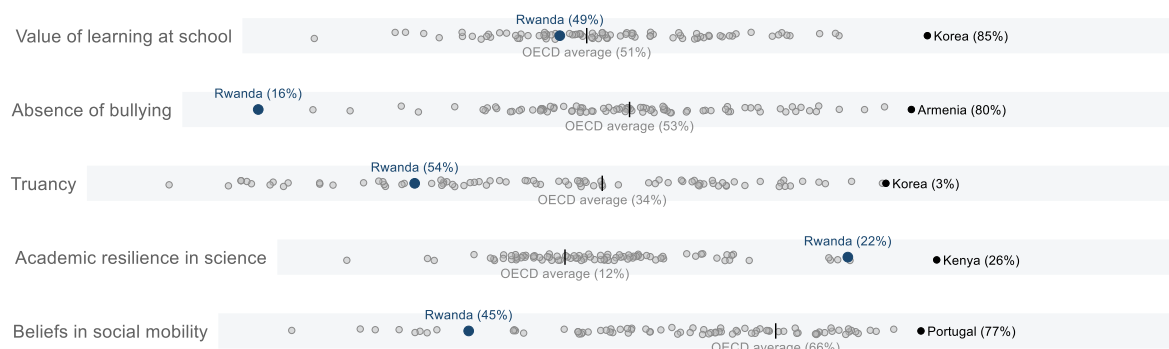
Student engagement: attitudes towards learning and school

Based on students' reports



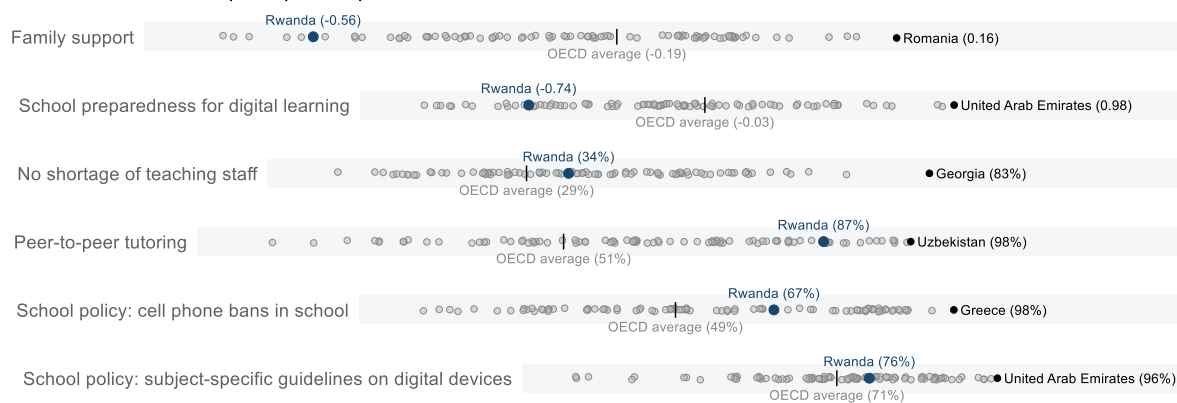
Safe and fair learning environments

Based on students' reports



Supportive families and schools

Based on students' and principals' reports



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Definitions: Values that are not reported as percentages correspond to mean values of the corresponding questionnaire indices. Percentages are defined as follows: *Percentage of students scoring above a baseline level of proficiency*: students scoring at or above Level 2 in science, mathematics and reading; *Growth mindset*: Percentage of students who disagree or strongly disagree with the statement "You have a certain amount of intelligence, and you really can't do much to change it"; *Value of learning at school*: Percentage of students who disagree or strongly disagree that "School has done little to prepare me for adult life when I leave school"; *Absence of bullying*: Percentage of students who reported never or almost never being victim of any type of bullying act (among a list of five different types of acts); *Truancy*: Percentage of students who reported that in the two weeks prior to the PISA test they had skipped at least one class or day of school; *Academic resilience in science*: Percentage of students from the bottom quarter of socio-economic status (disadvantaged students) who scored in the top quarter of performance amongst students in their own country/economy; *Beliefs in social mobility*: Percentage of students who disagree or strongly disagree with the statement "Your status in society is something that you can't really change very much"; *No shortage of teaching staff*: Percentage of students in schools whose principal reported that the school's capacity to provide instruction is not at all hindered by a lack of teaching staff; *Peer-to-peer tutoring*: Percentage of students in schools whose principal reported that peer-to-peer tutoring is provided; *School policy: cell phone bans in school*: Percentage of students in schools whose principal reported that the use of cell phones is not allowed on the school premises; *School policy: subject-specific guidelines on digital devices*: Percentage of students in schools whose principal reported that the school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.

Source: [Figure I.1.2](#).

An interactive dashboard is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html>

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In Rwanda, all data met the quality standards set by PISA and were considered fit for reporting.

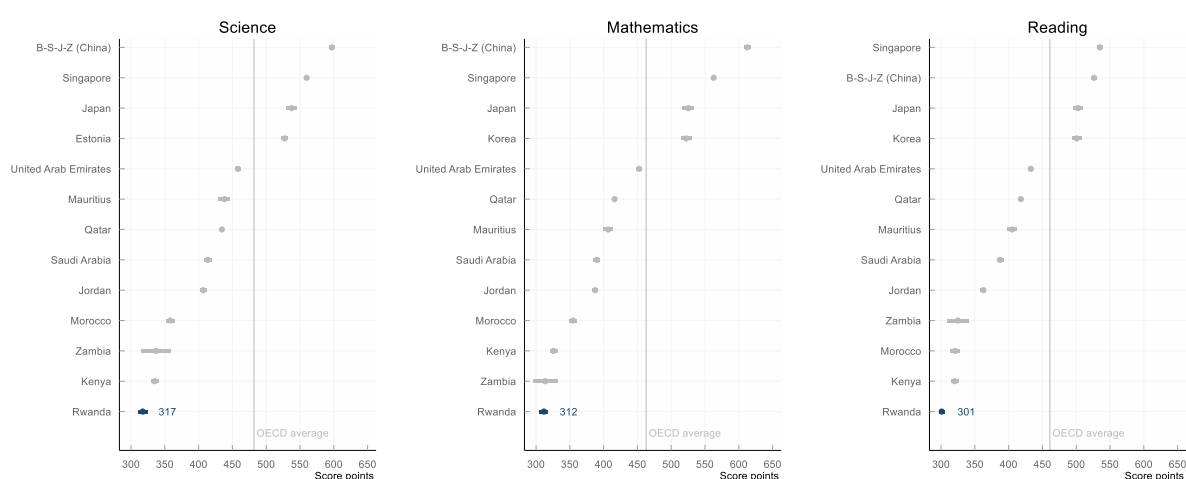
How well did 15-year-old students in Rwanda do on the test?

How does Rwanda compare?

- Students in Rwanda scored less than the OECD average in mathematics, reading and science (Figure 2).
- A smaller proportion of students in Rwanda than on average across OECD countries were top performers (Level 5 or 6) in at least one subject. At the same time, a smaller proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects (Figure 3).

Figure 2. Mean performance in science, mathematics and reading

Rwanda, OECD average and selected comparison countries/economies



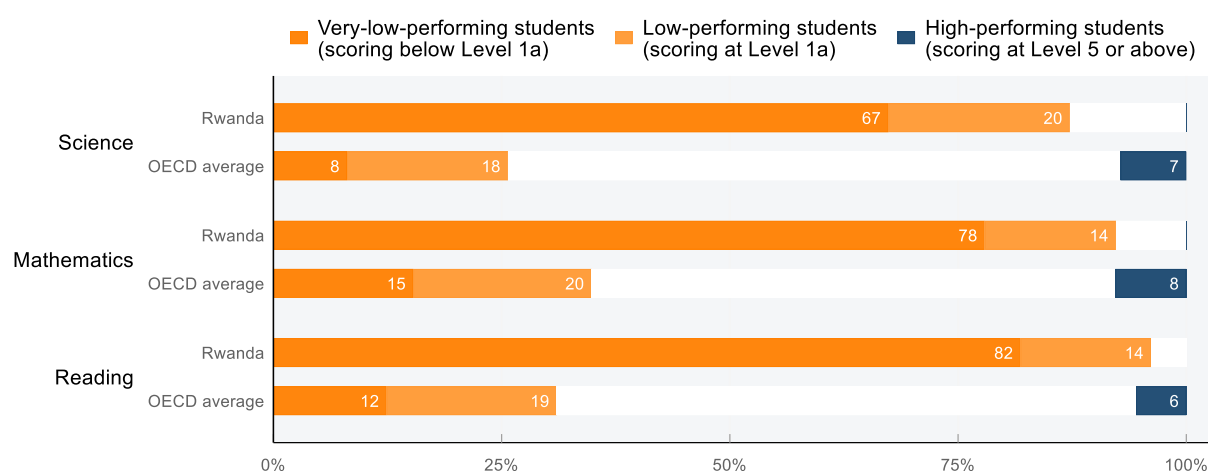
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Source: [Tables I.B1.2a.1-3](#) and [Tables I.2.1, I.2.4, I.2.o1 and I.2.o2](#)

What students know and can do in science

Figure 3. Proficiency in science, mathematics and reading among 15-year-old students

Rwanda and OECD average



Source: [Tables I.B1.2a.10-12](#)

- Some 13% of students in Rwanda attained Level 2 or higher in science (OECD average: 74%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided. Over 85% of students in top performers B-S-J-Z (China), Macao (China), Singapore, Estonia, Japan, Chinese Taipei and Korea (in descending order of that share) performed at this level or above.
- In Rwanda, almost no students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

What students know and can do in mathematics

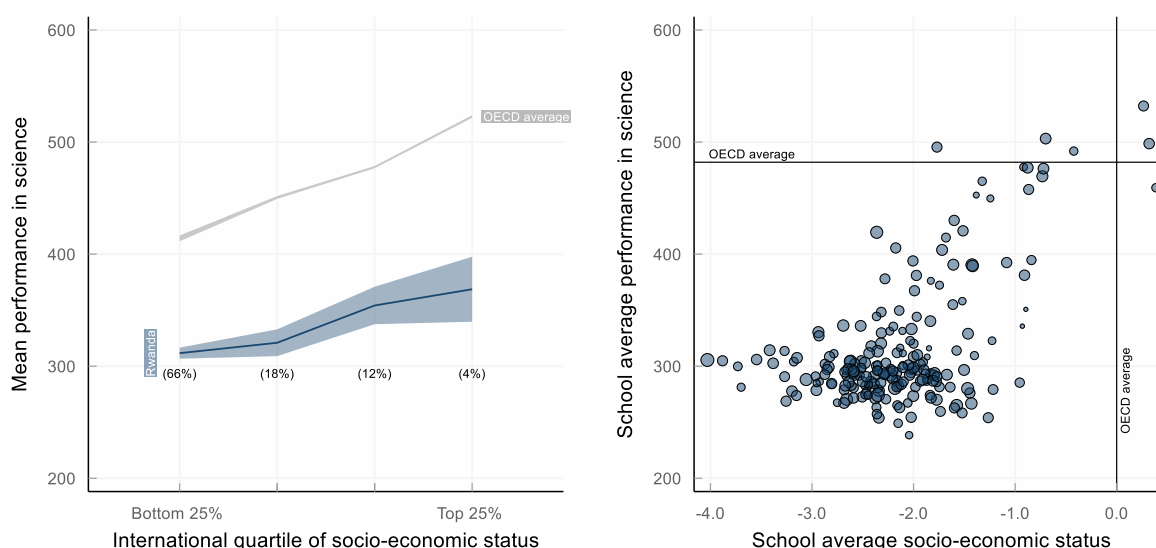
- In Rwanda, 8% of students attained at least Level 2 proficiency in mathematics (OECD average: 65%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).
- Almost no students in Rwanda were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 8%). The largest shares of students attaining Level 5 or 6 were observed in Seven Asian countries and economies: B-S-J-Z (China) (54%), Singapore (37%), Chinese Taipei (32%), Macao (China) (29%), Korea (23%), Japan (22%) and Hong Kong (China) (21%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them. In 13 countries and economies participating in PISA 2025, more than 10% of students attained Level 5 or 6 proficiency.

What students know and can do in reading

- Some 4% of students in Rwanda attained Level 2 or higher in reading (OECD average: 69%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 93% in B-S-J-Z (China) to 4% in Rwanda.
- In Rwanda, almost no students scored at Level 5 or higher in reading (OECD average: 6%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Performance gaps within Rwanda

Figure 4. Science performance and socio-economic status of students and schools



Source: [Tables I.B1.2b.7 and Table I.B1.2b.11](#); and [OECD, PISA 2025 Database](#).

Notes: The left-hand chart shows how the performance of students at different levels of socio-economic status compares to the performance of students with similar socio-economic background across OECD countries on average. The shaded area represents a measure of uncertainty (the 95% confidence interval). Percentages reported on the chart correspond to the percentage of students in Rwanda that are in each international quartile of socio-economic status.

The right-hand chart plots the performance and average socio-economic status of schools that participated in PISA (only schools with students in the modal grade for 15-year-olds are shown). The size of dots is proportional to the population of 15-year-old students that each school represents.

Socio-economic disparities

- The PISA index of economic, social and cultural status is computed in such a way that all students taking the PISA test, regardless of the country where they live, can be placed on the same socio-economic scale. This means that it is possible to use this index to compare the performance of students of similar socio-economic background in different countries. In Rwanda, 66% of students

(the largest share) were in the bottom international quartile of the socio-economic scale, meaning that they were among the most disadvantaged students who took the PISA test in 2025. Their average score in science was 312 score points (Figure 4, left chart). In B-S-J-Z (China) and Türkiye, students of similar socio-economic background tend to score significantly higher.

- The PISA index of economic, social and cultural status can also be used to order students from the most disadvantaged to the most advantaged within each country and economy, and to create four groups of students of equal size (each comprising 25% of the population of 15-year-old students in each country/economy). In Rwanda socio-economically advantaged students (the top 25% in terms of socio-economic status) outperformed disadvantaged students (the bottom 25%) by 30 score points in science. This is smaller than the average difference between the two groups (85 score points) across OECD countries.
- Socio-economic status was a predictor of performance in science in all PISA-participating countries and economies. It accounted for 3% of the variation in science performance in PISA 2025 in Rwanda (compared to 12% on average across OECD countries).
- Some 22% of disadvantaged students in Rwanda were able to score in the top quarter of science performance. These students can be considered academically resilient because, despite their socio-economic disadvantage, they have attained educational excellence by comparison with students in their own country. On average across OECD countries, 12% of disadvantaged students scored in the top quarter of science performance in their own countries.

Student attitudes towards school and learning in Rwanda

Student curiosity, perseverance and perceived value of school

- In Rwanda, 57% of students agree or strongly agree that they are curious about many different things, compared to 73% across OECD countries. Moreover, 56% of students reported that they apply additional effort when work becomes challenging (OECD average 60%). At the same time, 33% agree or strongly agree that school has been a waste of time (OECD average: 24%).
- Curiosity, perseverance and valuing school are most often associated with higher science performance. In Rwanda, after accounting for students' and schools' socio-economic profile, a one-unit increase in the curiosity index is associated with a difference of 24 score points in science performance, compared to an average of 19 score points across OECD countries; a one-unit increase in the perseverance index is associated with a difference of 22 score points in science performance (OECD average: 13 score points); students who perceive greater value in school and disagree that it is a waste of time tend to achieve higher scores in science (by 36 score points) than their peers who feel they are wasting their time at school (OECD average: 27 score points).

Student attitudes towards learning

- PISA 2025 also asked students about other attitudes towards learning. For example, 50% of students in Rwanda have a growth mindset (OECD average: 69%), i.e. hold the belief that intelligence can be cultivated through work, effort and feedback. On average across OECD countries, students with a growth mindset score 28 score points higher in science than those with a fixed mindset. In Rwanda, this difference is 8 score points, after accounting for students' and schools' socio-economic profile.

How is school life in Rwanda?

Perceived shortages of human and material resources

- In 2025, 32% of students in Rwanda were in schools whose principals reported that instruction was hindered, at least to some extent, by a perceived lack of teaching staff (OECD average: 39%); the corresponding share for a perceived lack of assisting staff was 39% (OECD average: 39%).
- PISA 2025 data reveal that perceived shortages of material resources remain a concern in most countries and economies. Some 57% of students in Rwanda attended schools whose principals reported that a lack of educational material (e.g. textbooks, IT equipment, library or laboratory material) hindered instruction, at least to some extent, and 54% were in schools where a lack of physical infrastructure (e.g. buildings, grounds, heating/cooling systems, lighting and acoustic systems) was perceived to hinder instruction.

Digital resources

- In Rwanda, students reported spending on average 3.2 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours). At the same time, a non-negligible share of students' device use on school days is dedicated to non-learning activities: students in Rwanda reported spending 2.9 hours per day using digital devices at school for leisure (OECD average: 1.1 hours).
- In 2025, 67% of students in Rwanda attended schools where cell phone use is not allowed on school premises (OECD average: 49%).

Bullying and cyberbullying

- In Rwanda, 57% of students reported being victims of at least one form of bullying a few times per month or more in 2025 (OECD average: 20%).
- Cyberbullying is relatively uncommon compared with other forms of bullying, but its victims tend to experience significant achievement deficits. In Rwanda, 22% of students reported that upsetting information about them was published online, without their consent, at least a few times a month during the 12 months prior to the PISA test (OECD average: 3%). These students scored, on average, 36 points lower in science than their peers.

Parental involvement and support

- In 2025, 43% of students in Rwanda reported that their parents or guardians asked them, at least once per week, what they did at school, while 36% reported having at least weekly discussions about problems they might have at school.

Truancy and lateness

- In 2025, around 40% of students in Rwanda reported having skipped at least one day of school in the two weeks prior to the test (OECD average: 22%); 42% reported skipping at least one class (OECD average: 24%); 48% reported arriving late for school (OECD average: 50%).

Student readiness for environmental challenges

- PISA 2025 shows that students in most education systems report strong pro-environmental attitudes, although fewer feel confident about how to collaborate effectively. In Rwanda, 71% of

students believe that they can positively impact the environment (OECD average: 81%); 73% believe that collective action can address environmental problems (OECD average: 82%); 70% report knowing how to work with others to positively impact the environment (OECD average: 68%).

- Most students engaged in environment-related activities at least once over the 12 months prior to the PISA test. On average across OECD countries, the most common forms of engagement are discussing with friends and family how to have a positive impact on the environment (Rwanda: 80%; OECD average: 56%) and making purchasing decisions based on the sustainability of products (OECD average: 54%; 67% in Rwanda).

Key Features of PISA 2025 in Rwanda

The content

- The PISA 2025 survey focused on science, with mathematics and reading as minor areas; an assessment of learning in the digital world measured students' computational problem-solving skills and their ability to self-direct their learning in a digital environment; Rwanda did not participate in this assessment. Results for science, mathematics, reading and computational problem solving are released on 8 September 2026 and analyses of students' self-directed learning in 2027.

The students

- Over 760 000 students took the assessment in 2025, representing about 33 million 15-year-olds in the schools of the 91 participating countries and economies.
- In Rwanda, 6 622 students, in 213 schools, completed the assessment, representing about 99 000 15-year-old students (an estimated 32% of the total population of 15-year-olds).
- PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and they have completed at least 6 years of formal schooling. In this note, they are referred to as 15-year-old students.

The assessment

- Students took a two hour test in mathematics, reading and science, using paper and pencil. Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses.
- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire about school management, organisation, and the learning environment.
- Some countries/economies also distributed additional questionnaires, to students, parents and/or teachers, to elicit more information. The findings from these optional questionnaires are not covered by this note.

Contact

For more information about PISA 2025 visit www.oecd.org/pisa

Explore, compare and visualise more data and analysis using <http://gpseducation.oecd.org>.

Questions can be directed to the PISA team at the Directorate for Education and Skills: edu.pisa@oecd.org.

This note was written by Francesco Avvisati (OECD Directorate for Education and Skills).

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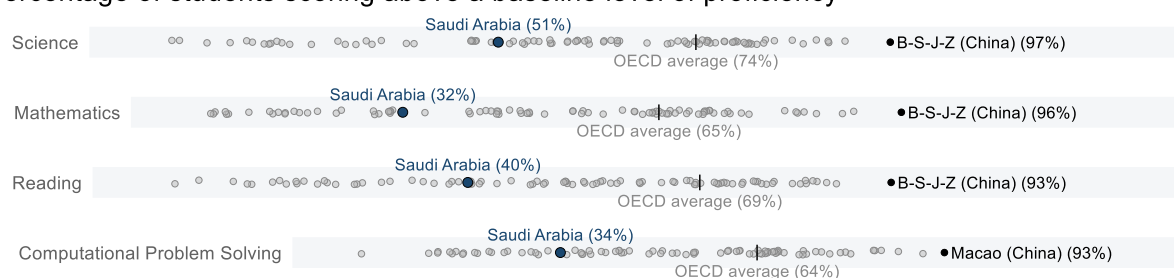
Saudi Arabia

The Programme for International Student Assessment (PISA) assesses the knowledge, skills and attitudes of 15-year-old students. The tests explore how well students can solve complex problems, think critically and communicate effectively; data collected through questionnaires describe the context in which students learn. This gives insights into how well education systems are preparing students for real life challenges and future success. Saudi Arabia participated for the first time in PISA in 2018. By comparing results internationally, policy makers and educators in Saudi Arabia can learn from other countries' policies and practices.

Fifteen-year-old students in Saudi Arabia and the context in which they learn

Figure 1. A multi-dimensional dashboard of student learning

Percentage of students scoring above a baseline level of proficiency



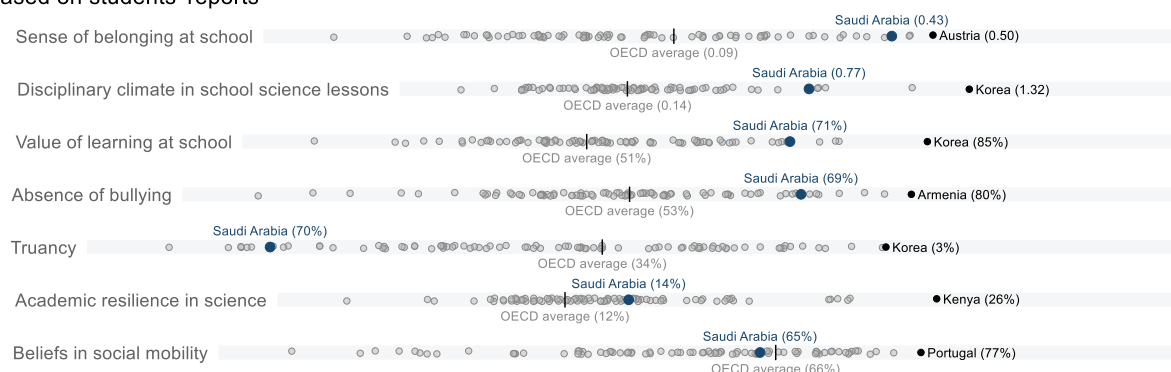
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Safe and fair learning environments

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Supportive families and schools

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Source: [Figure I.1.2](#).

An interactive dashboard is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html>

Notes on data quality in PISA 2025

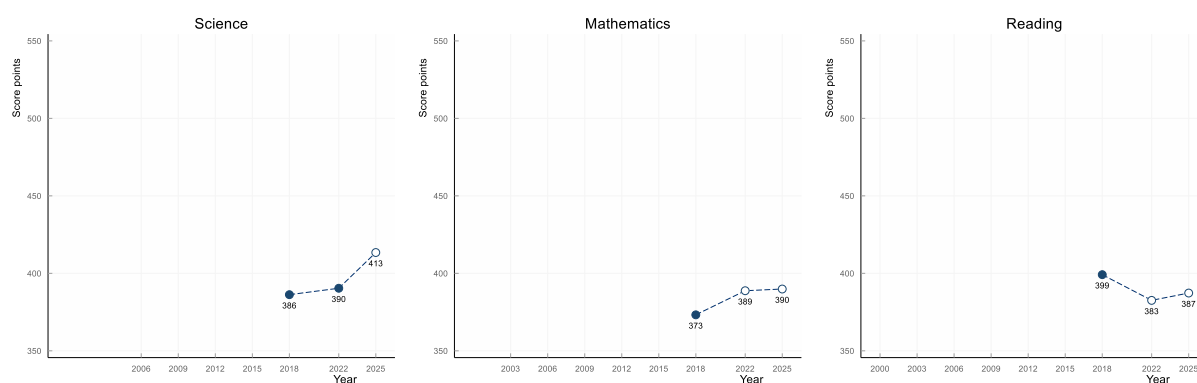
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In Saudi Arabia, all data met the quality standards set by PISA and were considered fit for reporting.

How well did 15-year-old students in Saudi Arabia do on the test?

Trends in science, mathematics and reading performance

Figure 2. Trends in performance in science, mathematics and reading



Note: White dots indicate mean scores that are not statistically significantly above/below PISA 2025 mean scores. An interactive version of this figure is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills/performance-trends.html>.

Source: [Tables I.B1.2a.36-38](#)

- Average 2025 results in Saudi Arabia were about the same as in 2022 in mathematics and reading, and up compared to 2022 in science.
- Compared to 2018, Saudi Arabia saw significant improvements in mathematics and science, but worse results in reading.
- Over the most recent period (2022 to 2025), the gap between the highest-scoring students (10% with the highest scores) and the weakest students (10% with the lowest scores) widened in mathematics and science, while it did not change significantly in reading.
- Compared to 2018 the proportion of low-performing students (scoring below proficiency Level 2) decreased by five percentage points in mathematics; increased by seven percentage points in reading; and decreased by 13 percentage points in science.

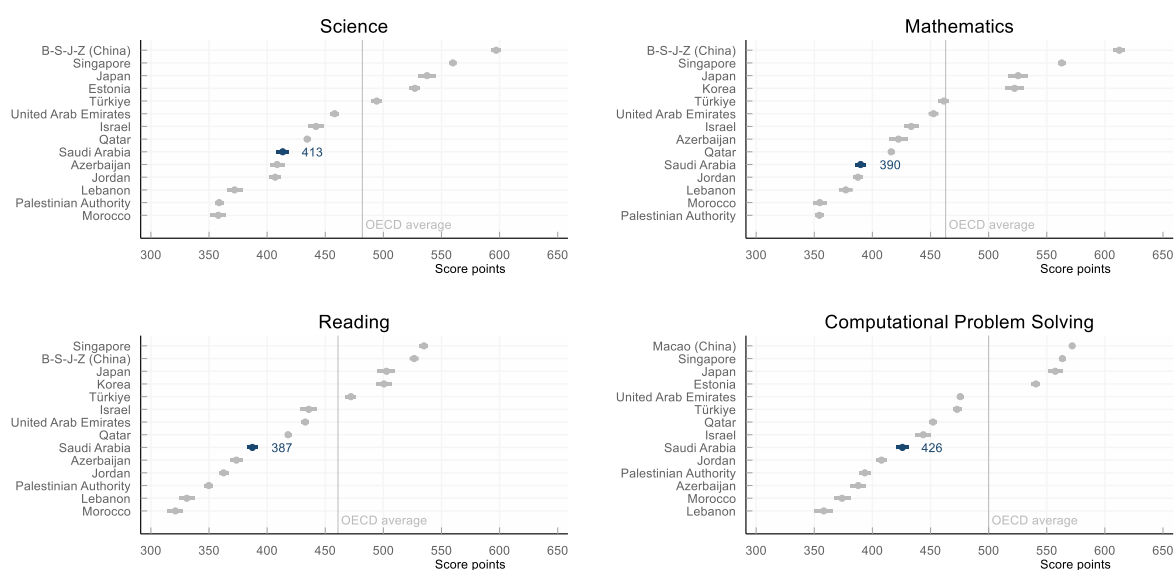
How does Saudi Arabia compare?

- Students in Saudi Arabia scored less than the OECD average in mathematics, reading and science (Figure 3).

- A smaller proportion of students in Saudi Arabia than on average across OECD countries were top performers (Level 5 or 6) in at least one subject. At the same time, a smaller proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects (Figure 4).
- In computational problem solving, the mean score of students in Saudi Arabia was lower than the OECD average (Figure 3).

Figure 3. Mean performance in science, mathematics, reading and computational problem solving

Saudi Arabia, OECD average and selected comparison countries/economies



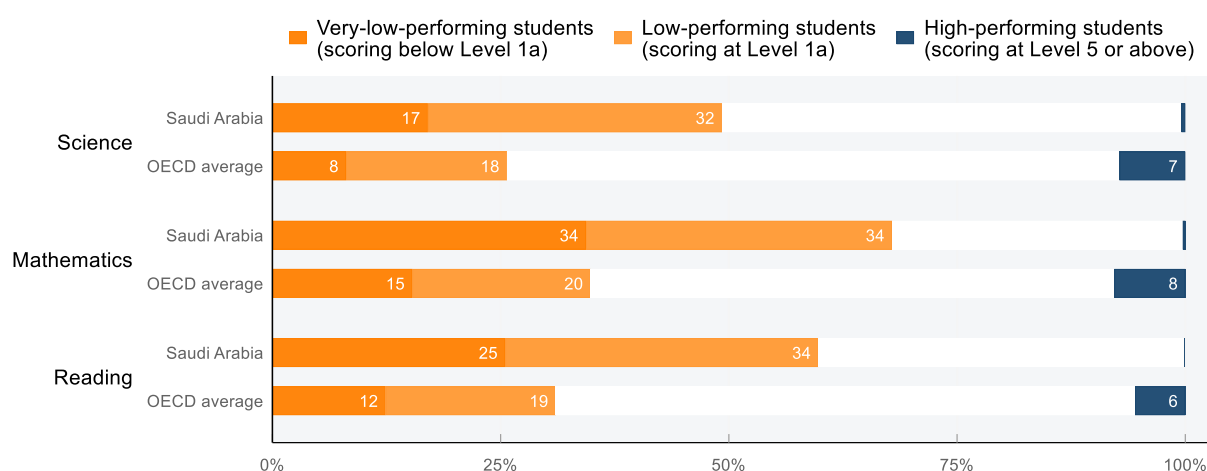
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Source: [Tables I.B1.2a.1-3](#) and [Tables I.2.1, I.2.4, I.2.o1 and I.2.o2](#)

What students know and can do in science

Figure 4. Proficiency in science, mathematics and reading among 15-year-old students

Saudi Arabia and OECD average



Source: [Tables I.B1.2a.10-12](#)

- Some 51% of students in Saudi Arabia attained Level 2 or higher in science (OECD average: 74%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided. Over 85% of students in top performers B-S-J-Z (China), Macao (China), Singapore, Estonia, Japan, Chinese Taipei and Korea (in descending order of that share) performed at this level or above.
- In Saudi Arabia, almost no students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

What students know and can do in mathematics

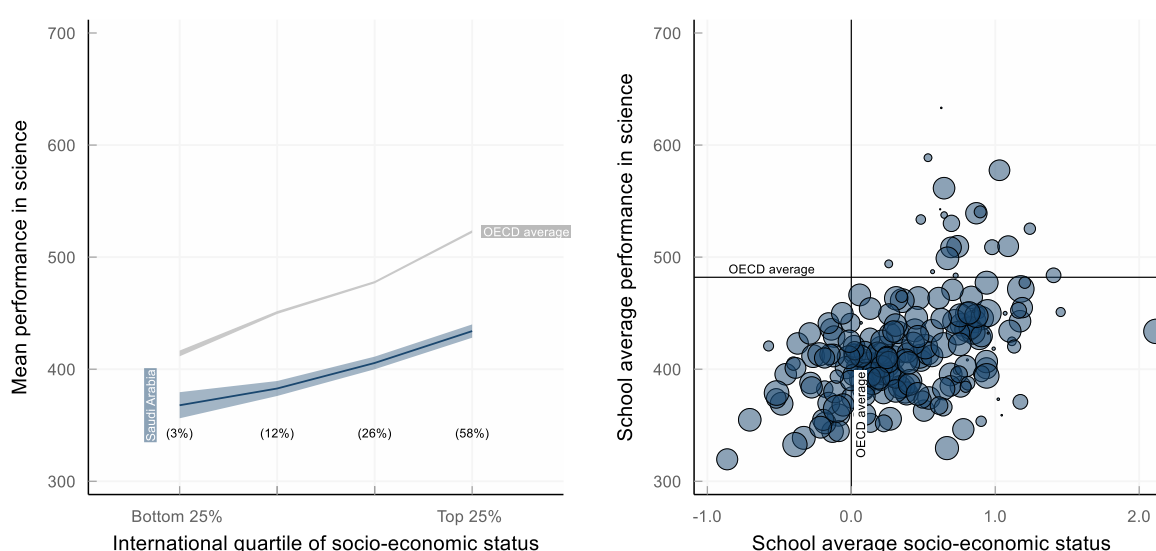
- In Saudi Arabia, 32% of students attained at least Level 2 proficiency in mathematics (OECD average: 65%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).
- Almost no students in Saudi Arabia were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 8%). The largest shares of students attaining Level 5 or 6 were observed in Seven Asian countries and economies: B-S-J-Z (China) (54%), Singapore (37%), Chinese Taipei (32%), Macao (China) (29%), Korea (23%), Japan (22%) and Hong Kong (China) (21%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them. In 13 countries and economies participating in PISA 2025, more than 10% of students attained Level 5 or 6 proficiency.

What students know and can do in reading

- Some 40% of students in Saudi Arabia attained Level 2 or higher in reading (OECD average: 69%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 93% in B-S-J-Z (China) to 4% in Rwanda.
- In Saudi Arabia, almost no students scored at Level 5 or higher in reading (OECD average: 6%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Performance gaps within Saudi Arabia

Figure 5. Science performance and socio-economic status of students and schools



Source: [Tables I.B1.2b.7 and Table I.B1.2b.11](#); and [OECD, PISA 2025 Database](#).

Notes: The left-hand chart shows how the performance of students at different levels of socio-economic status compares to the performance of students with similar socio-economic background across OECD countries on average. The shaded area represents a measure of uncertainty (the 95% confidence interval). Percentages reported on the chart correspond to the percentage of students in Saudi Arabia that are in each international quartile of socio-economic status.

The right-hand chart plots the performance and average socio-economic status of schools that participated in PISA (only schools with students in the modal grade for 15-year-olds are shown). The size of dots is proportional to the population of 15-year-old students that each school represents.

Socio-economic disparities

- The PISA index of economic, social and cultural status is computed in such a way that all students taking the PISA test, regardless of the country where they live, can be placed on the same socio-economic scale. This means that it is possible to use this index to compare the performance of students of similar socio-economic background in different countries. In Saudi Arabia, 58% of

students (the largest share) were in the top international quartile of the socio-economic scale, meaning that they were among the most advantaged students who took the PISA test in 2025. Their average score in science was 434 score points (Figure 5, left chart). In Singapore, Chinese Taipei and Macao (China), students of similar socio-economic background tend to score significantly higher.

- The PISA index of economic, social and cultural status can also be used to order students from the most disadvantaged to the most advantaged within each country and economy, and to create four groups of students of equal size (each comprising 25% of the population of 15-year-old students in each country/economy). In Saudi Arabia socio-economically advantaged students (the top 25% in terms of socio-economic status) outperformed disadvantaged students (the bottom 25%) by 47 score points in science. This is smaller than the average difference between the two groups (85 score points) across OECD countries.
- Between 2018 and 2025, the gap in science performance between the top and the bottom 25% of students in terms of socio-economic status narrowed in Saudi Arabia, while the average gap across OECD countries remained stable. Over this period, performance improved among disadvantaged students, but remained stable among advantaged students.
- Socio-economic status was a predictor of performance in science in all PISA-participating countries and economies. It accounted for 6% of the variation in science performance in PISA 2025 in Saudi Arabia (compared to 12% on average across OECD countries).
- Some 14% of disadvantaged students in Saudi Arabia were able to score in the top quarter of science performance. These students can be considered academically resilient because, despite their socio-economic disadvantage, they have attained educational excellence by comparison with students in their own country. On average across OECD countries, 12% of disadvantaged students scored in the top quarter of science performance in their own countries.

Student attitudes towards school and learning in Saudi Arabia

Student curiosity, perseverance and perceived value of school

- In Saudi Arabia, 65% of students agree or strongly agree that they are curious about many different things, compared to 73% across OECD countries. Moreover, 68% of students reported that they apply additional effort when work becomes challenging (OECD average 60%). At the same time, 16% agree or strongly agree that school has been a waste of time (OECD average: 24%).
- Between 2022 and 2025, these attitudes changed somewhat in Saudi Arabia. The share of students who reported being curious about many different things remained stable; the proportion who reported applying additional effort when work becomes challenging remained stable; and the percentage of students who agreed that school had been a waste of time decreased by 11.2 percentage points during this period.
- Curiosity, perseverance and valuing school are most often associated with higher science performance. In Saudi Arabia, after accounting for students' and schools' socio-economic profile, a one-unit increase in the curiosity index is associated with a difference of 14 score points in science performance, compared to an average of 19 score points across OECD countries; a one-unit increase in the perseverance index is associated with a difference of 12 score points in science performance (OECD average: 13 score points); students who perceive greater value in school and disagree that it is a waste of time tend to achieve higher scores in science (by 22 score points) than their peers who feel they are wasting their time at school (OECD average: 27 score points).

Student attitudes towards learning

- PISA 2025 also asked students about other attitudes towards learning. For example, 64% of students in Saudi Arabia have a growth mindset (OECD average: 69%), i.e. hold the belief that intelligence can be cultivated through work, effort and feedback. On average across OECD countries, students with a growth mindset score 28 score points higher in science than those with a fixed mindset. In Saudi Arabia, this difference is 45 score points, after accounting for students' and schools' socio-economic profile.
- PISA 2025 data further describe students' self-regulation and goal-setting behaviours. For example, in Saudi Arabia about 61% of students reported that they often or very often plan their approach to studying. Furthermore, 64% of students ask themselves questions about the material to check if they have understood everything (OECD averages: 37% and 49%, respectively).
- An autonomous self-regulated learner knows when and where to ask for help. PISA 2025 data show that, in most countries, students tend to rely on their teachers and classmates for support with their schoolwork. In Saudi Arabia, 85% of students ask their teachers for help when they need it and 85% ask their classmates when they do not fully understand something (OECD averages: 77% and 82%, respectively).
- In Saudi Arabia self-regulated goal setting is positively related to science performance, after accounting for students' and schools' socio-economic profile. A one-unit increase in the index of goal-setting is associated with a difference of 12 score points (OECD average: 3 score points).

How is school life in Saudi Arabia?

Perceived shortages of human and material resources

- In 2025, 21% of students in Saudi Arabia were in schools whose principals reported that instruction was hindered, at least to some extent, by a perceived lack of teaching staff (OECD average: 39%); the corresponding share for a perceived lack of assisting staff was 36% (OECD average: 39%). The prevalence of perceived teaching staff shortages in Saudi Arabia decreased compared to 2022 (55%).
- PISA 2025 data reveal that perceived shortages of material resources remain a concern in most countries and economies. Some 34% of students in Saudi Arabia attended schools whose principals reported that a lack of educational material (e.g. textbooks, IT equipment, library or laboratory material) hindered instruction, at least to some extent, and 24% were in schools where a lack of physical infrastructure (e.g. buildings, grounds, heating/cooling systems, lighting and acoustic systems) was perceived to hinder instruction. In 2022, the corresponding shares were 43% and 46%, respectively.

Digital resources

- In Saudi Arabia, students reported spending on average 1.3 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours). At the same time, a non-negligible share of students' device use on school days is dedicated to non-learning activities: students in Saudi Arabia reported spending 1.1 hours per day using digital devices at school for leisure (OECD average: 1.1 hours).
- In Saudi Arabia, 11% of students reported that their peers are often distracted by the use of digital devices during most or all science lessons (OECD average: 28%). On average across OECD countries, students who reported digital distraction in their science classes score 11 points lower

in science than those who reported no digital distraction (after accounting for students' and schools' socio-economic profile). In Saudi Arabia they score 35 points lower.

- In Saudi Arabia, students in schools where cell phone use is not allowed on school premises are about 29% less likely to report digital distraction (OECD average: 13% less likely). In 2025, 84% of students in Saudi Arabia attended schools with such a ban (OECD average: 49%), up from PISA 2022 (72%; OECD average in PISA 2022: 34%). This indicates a substantial increase in the implementation of cell phone bans during this period.
- Students in most education systems use AI chatbots for schoolwork, creating new challenges and opportunities for their learning. In Saudi Arabia, 54% of students reported using AI chatbots to help them learn at least once a week (OECD average: 46%). Students also frequently use AI to conduct preliminary research on a new topic (Saudi Arabia: 45%; OECD average: 31%), to summarise a text they had to read (Saudi Arabia: 43%; OECD average: 30%), and to draft text for writing assignments (Saudi Arabia: 44%; OECD average: 29%). Only 8% of students reported never or almost never using AI chatbots for any of the schoolwork tasks examined in PISA (OECD average: 14%).

Bullying and cyberbullying

- In Saudi Arabia, 12% of students reported being victims of at least one form of bullying a few times per month or more in 2025 (OECD average: 20%). The prevalence of bullying increased between PISA 2022 and PISA 2025, as it did in a large majority of participating countries and economies. This rise contrasts with the decline in bullying recorded in Saudi Arabia between 2018 and 2022, which was likely linked to the lingering effects of COVID-19 disruptions.
- Cyberbullying is relatively uncommon compared with other forms of bullying. In Saudi Arabia, 3% of students reported that upsetting information about them was published online, without their consent, at least a few times a month during the 12 months prior to the PISA test (OECD average: 3%).

Teacher support and disciplinary climate in science lessons

- In Saudi Arabia, 88% of students reported that, in most science lessons, the teacher shows an interest in every student's learning (OECD average: 69%), 90% that the teacher continues teaching until the students understand (OECD average: 66%), 89% that the teacher gives extra help when students need it (OECD average: 73%).
- Disciplinary climate in science lessons in 2025 remains a concern in many countries and economies: about 15% of students in Saudi Arabia reported that they cannot work well in most or all lessons (OECD average: 19%); 21% reported noise and disorder disrupted most or every science lesson (OECD average: 31%); 15% of students reported that their classmates do not listen to what the teacher says (OECD average: 29%).

Parental involvement and support

- Student reports of family support substantially decreased in almost all PISA-participating countries and economies between 2022 and 2025. This was however not the case in Saudi Arabia. In 2025, 67% of students in Saudi Arabia reported that their parents or guardians asked them, at least once per week, what they did at school, while 53% reported having at least weekly discussions about problems they might have at school. In 2022, the corresponding shares were 65% and 55%, respectively.

Truancy and lateness

- In 2025, around 66% of students in Saudi Arabia reported having skipped at least one day of school in the two weeks prior to the test (OECD average: 22%); 22% reported skipping at least one class (OECD average: 24%); 48% reported arriving late for school (OECD average: 50%). In previous years, the corresponding shares were 61%, 42% and 47% (in 2022); 56%, 56% and 55% (in 2018).

Student readiness for environmental challenges

- In Saudi Arabia, 51% of students reached at least baseline proficiency (Level 2) in environmental science. On average across OECD countries, 74% of students achieve this level, with more than 85% reaching it in seven countries and economies.
- PISA 2025 shows that students in most education systems report strong pro-environmental attitudes, although fewer feel confident about how to collaborate effectively. In Saudi Arabia, 85% of students believe that they can positively impact the environment (OECD average: 81%); 89% believe that collective action can address environmental problems (OECD average: 82%); 81% report knowing how to work with others to positively impact the environment (OECD average: 68%).
- In Saudi Arabia, 79% of students reported that they are somewhat or very interested in contributing to protecting the environment in their future jobs (OECD average: 62%).
- Most students engaged in environment-related activities at least once over the 12 months prior to the PISA test. On average across OECD countries, the most common forms of engagement are discussing with friends and family how to have a positive impact on the environment (Saudi Arabia: 67%; OECD average: 56%) and making purchasing decisions based on the sustainability of products (OECD average: 54%; 58% in Saudi Arabia).

Key Features of PISA 2025 in Saudi Arabia

The content

- The PISA 2025 survey focused on science, with mathematics and reading as minor areas; an assessment of learning in the digital world measured students' computational problem-solving skills and their ability to self-direct their learning in a digital environment. Results for science, mathematics, reading and computational problem solving are released on 8 September 2026 and analyses of students' self-directed learning in 2027.

The students

- Over 760 000 students took the assessment in 2025, representing about 33 million 15-year-olds in the schools of the 91 participating countries and economies.
- In Saudi Arabia, 7 272 students, in 203 schools, completed the assessment, representing about 348 200 15-year-old students (an estimated 77% of the total population of 15-year-olds).
- PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and they have completed at least 6 years of formal schooling. In this note, they are referred to as 15-year-old students.

The assessment

- Students took a two hour test, and each student was tested in two subjects. Different students were given different test questions and different combinations of subjects (e.g. science followed by reading, or mathematics followed by science, etc.). Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses.
- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire about school management, organisation, and the learning environment.
- Some countries/economies also distributed additional questionnaires, to students, parents and/or teachers, to elicit more information. The findings from these optional questionnaires are not covered by this note.

Contact

For more information about PISA 2025 visit www.oecd.org/pisa

Explore, compare and visualise more data and analysis using <http://gpseducation.oecd.org>.

Questions can be directed to the PISA team at the Directorate for Education and Skills: edu.pisa@oecd.org.

This note was written by Francesco Avvisati (OECD Directorate for Education and Skills).

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The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Note by the Republic of Türkiye

The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Türkiye recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Türkiye shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union

The Republic of Cyprus is recognised by all members of the United Nations with the exception of Türkiye. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Kosovo: This designation is without prejudice to positions on status, and is in line with United Nations Security Council Resolution 1244/99 and the Advisory Opinion of the International Court of Justice on Kosovo’s declaration of independence.

The full book is available in English: OECD (2026), *PISA 2025 Results (Volume I): Future-Ready Students*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/73451bc5-en>.

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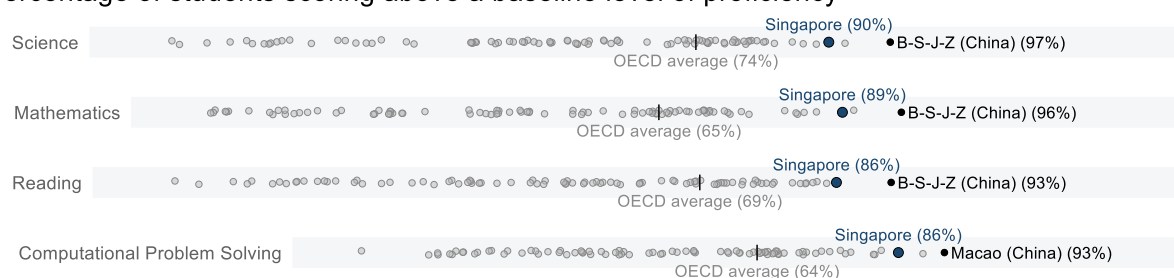
Singapore

The Programme for International Student Assessment (PISA) assesses the knowledge, skills and attitudes of 15-year-old students. The tests explore how well students can solve complex problems, think critically and communicate effectively; data collected through questionnaires describe the context in which students learn. This gives insights into how well education systems are preparing students for real life challenges and future success. Singapore participated for the first time in PISA in 2009. By comparing results internationally, policy makers and educators in Singapore can learn from other countries' policies and practices.

Fifteen-year-old students in Singapore and the context in which they learn

Figure 1. A multi-dimensional dashboard of student learning

Percentage of students scoring above a baseline level of proficiency



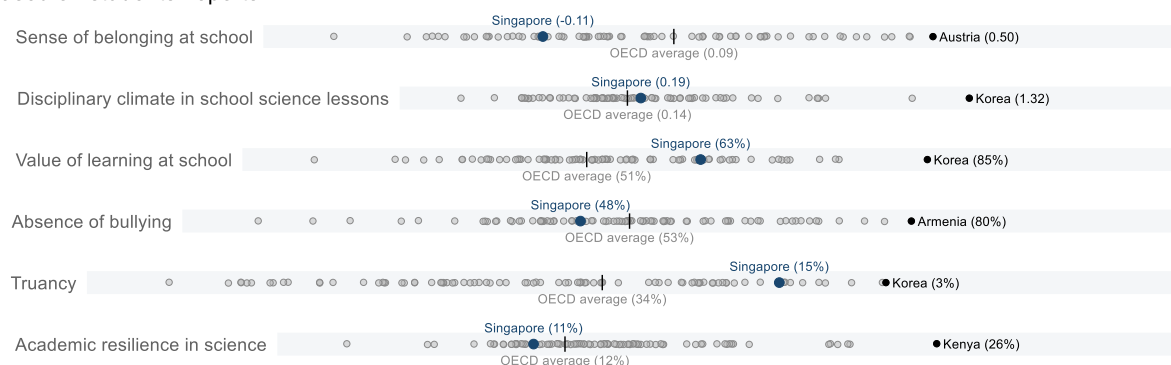
Student engagement: attitudes towards learning and school

Based on students' reports



Safe and fair learning environments

Based on students' reports



Supportive families and schools

Based on students' and principals' reports



Notes: Due to missing data, not all countries and economies are included in every dimension. For each dimension, the top country/economy and the OECD average are highlighted; truancy values are sorted in descending order, so that values shown to the right correspond to lower levels of truancy.

For indicators derived from students' and principals' reports, differences between countries and economies should be interpreted with caution, as they may reflect variations in response behaviour rather than true underlying differences. Non-response to questionnaires, cultural norms, as well as differing interpretations of questions can influence these indicators.

Definitions: Values that are not reported as percentages correspond to mean values of the corresponding questionnaire indices. Percentages are defined as follows: *Percentage of students scoring above a baseline level of proficiency*: students scoring at or above Level 2 in science, mathematics and reading; at or above Level 3 in computational problem solving; *Growth mindset*: Percentage of students who disagree or strongly disagree with the statement "You have a certain amount of intelligence, and you really can't do much to change it"; *Value of learning at school*: Percentage of students who disagree or strongly disagree that "School has done little to prepare me for adult life when I leave school"; *Absence of bullying*: Percentage of students who reported never or almost never being victim of any type of bullying act (among a list of five different types of acts); *Truancy*: Percentage of students who reported that in the two weeks prior to the PISA test they had skipped at least one class or day of school; *Academic resilience in science*: Percentage of students from the bottom quarter of socio-economic status (disadvantaged students) who scored in the top quarter of performance amongst students in their own country/economy; *No shortage of teaching staff*: Percentage of students in schools whose principal reported that the school's capacity to provide instruction is not at all hindered by a lack of teaching staff; *Peer-to-peer tutoring*: Percentage of students in schools whose principal reported that peer-to-peer tutoring is provided; *Learning to assess AI-generated content in class*: Percentage of students who reported that, in their school lessons, they assess the quality of information generated by Artificial Intelligence chatbots (e.g. ChatGPT) sometimes, often or very often; *School policy: cell phone bans in school*: Percentage of students in schools whose principal reported that the use of cell phones is not allowed on the school premises; *School policy: subject-specific guidelines on digital devices*: Percentage of students in schools whose principal reported that the school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.

Source: [Figure I.1.2](#).

An interactive dashboard is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html>

Notes on data quality in PISA 2025

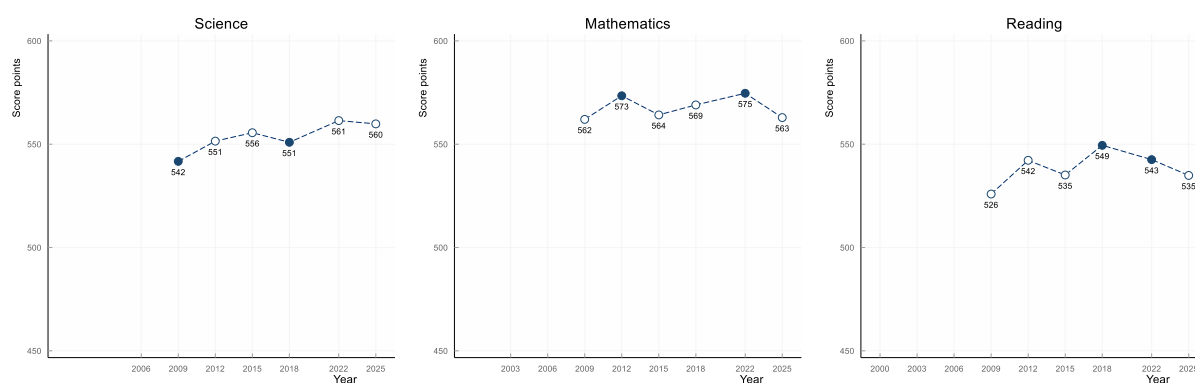
This edition of PISA includes data from 91 countries and economies. While the vast majority of countries and economies met PISA's technical standards, a small number did not. In particular, caution is required when interpreting results of countries and economies mentioned in this note with an asterisk (*) next to their names: their results could be affected by greater uncertainty, or even be biased, because one or more PISA sampling standards were not met. For more information, see the Reader's Guide in *PISA 2025 Results, Volume I* and Chapter 18 (Data Adjudication) in the *PISA 2025 Technical Report*.

In Singapore, all data met the quality standards set by PISA and were considered fit for reporting.

How well did 15-year-old students in Singapore do on the test?

Trends in science, mathematics and reading performance

Figure 2. Trends in performance in science, mathematics and reading



Note: White dots indicate mean scores that are not statistically significantly above/below PISA 2025 mean scores. An interactive version of this figure is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills/performance-trends.html>.

Source: [Tables I.B1.2a.36-38](#)

- Average 2025 results in Singapore were lower than in 2022 in mathematics and reading, and about the same as in 2022 in science.
- When considering a longer period of time, 2025 results show some improvement in science, and a relative stability (despite the recent drops) in mathematics and reading.
- Over the most recent period (2022 to 2025), the gap between the highest-scoring students (10% with the highest scores) and the weakest students (10% with the lowest scores) widened in mathematics, reading and science.
- Compared to 2015 the proportion of low-performing students (scoring below proficiency Level 2) increased by four percentage points in mathematics; increased by three percentage points in reading; and did not change significantly in science.

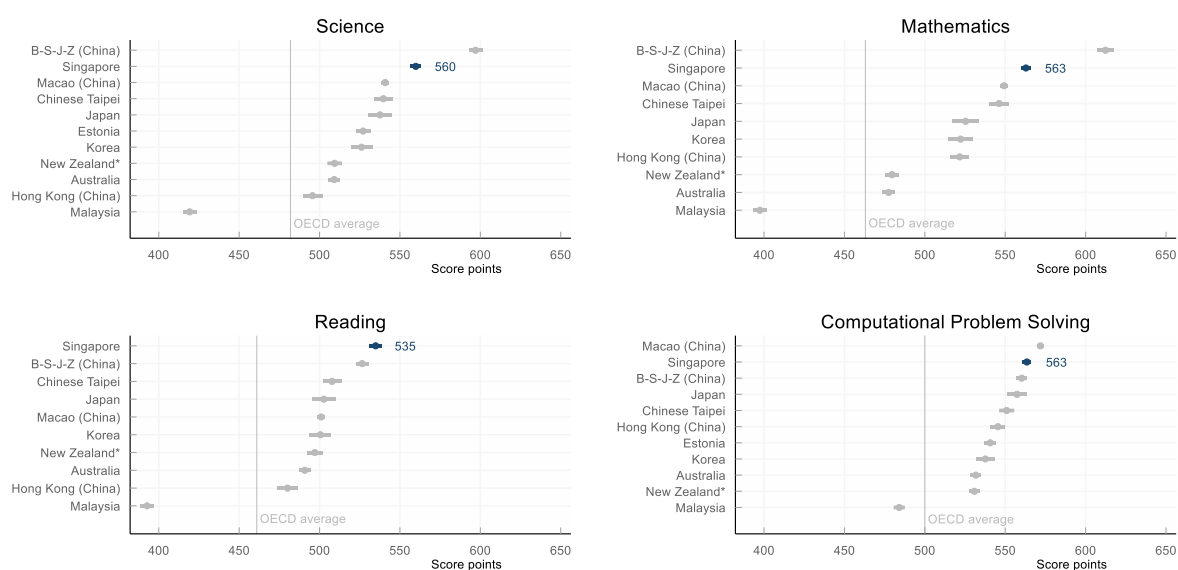
How does Singapore compare?

- Students in Singapore scored higher than the OECD average in mathematics, reading and science (Figure 3).

- More students in Singapore than on average across OECD countries were top performers (Level 5 or 6) in at least one subject. At the same time, a larger proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects (Figure 4).
- In computational problem solving, the mean score of students in Singapore was higher than the OECD average (Figure 3).

Figure 3. Mean performance in science, mathematics, reading and computational problem solving

Singapore, OECD average and selected comparison countries/economies



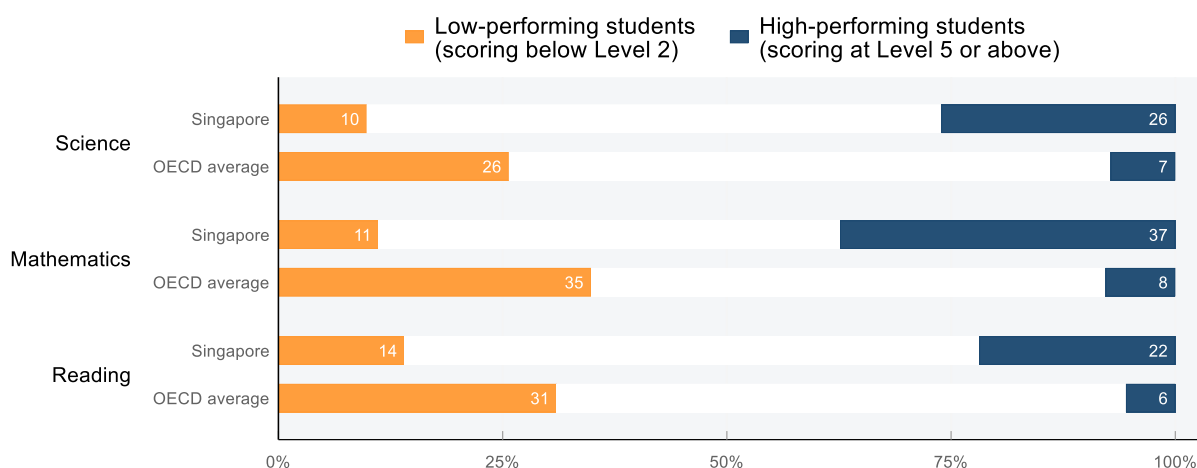
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What students know and can do in science

Figure 4. Proficiency in science, mathematics and reading among 15-year-old students

Singapore and OECD average



Source: [Tables I.B1.2a.10-12](#)

- Some 90% of students in Singapore attained Level 2 or higher in science (OECD average: 74%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided.
- In Singapore, 26% of students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

What students know and can do in mathematics

- In Singapore, 89% of students attained at least Level 2 proficiency in mathematics (OECD average: 65%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).
- Some 37% of students in Singapore were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 8%). The largest shares of students attaining Level 5 or 6 were observed in Seven Asian countries and economies: B-S-J-Z (China) (54%), Singapore (37%), Chinese Taipei (32%), Macao (China) (29%), Korea (23%), Japan (22%) and Hong Kong (China) (21%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them. In 13 countries and economies participating in PISA 2025, more than 10% of students attained Level 5 or 6 proficiency.

What students know and can do in reading

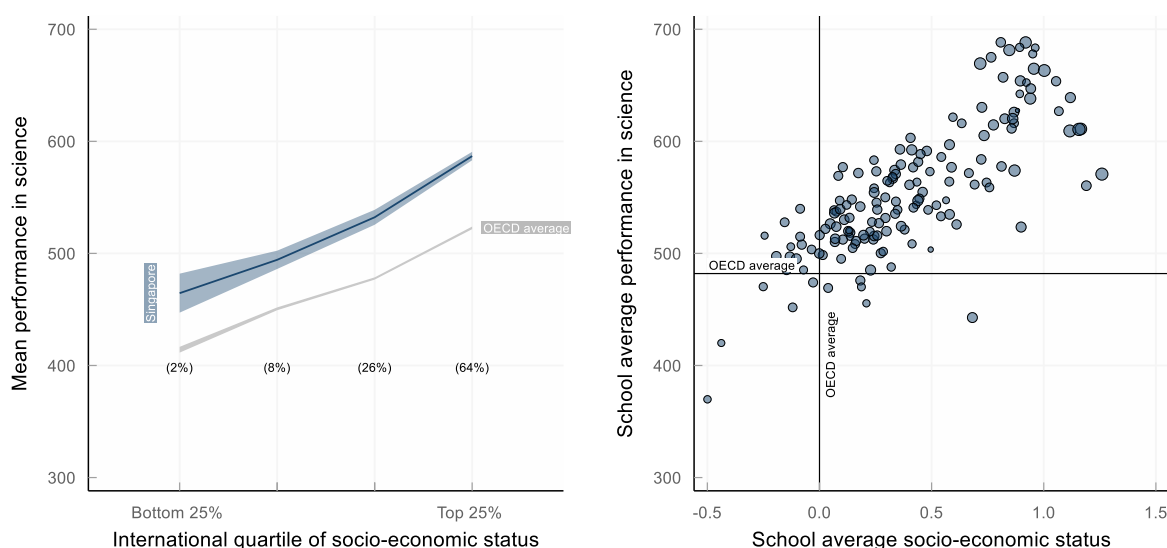
- Some 86% of students in Singapore attained Level 2 or higher in reading (OECD average: 69%). At a minimum, these students can identify the main idea in a text of moderate length, find

information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 93% in B-S-J-Z (China) to 4% in Rwanda.

- In Singapore, 22% of students scored at Level 5 or higher in reading (OECD average: 6%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Performance gaps within Singapore

Figure 5. Science performance and socio-economic status of students and schools



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Notes: The left-hand chart shows how the performance of students at different levels of socio-economic status compares to the performance of students with similar socio-economic background across OECD countries on average. The shaded area represents a measure of uncertainty (the 95% confidence interval). Percentages reported on the chart correspond to the percentage of students in Singapore that are in each international quartile of socio-economic status.

The right-hand chart plots the performance and average socio-economic status of schools that participated in PISA (only schools with students in the modal grade for 15-year-olds are shown). The size of dots is proportional to the population of 15-year-old students that each school represents.

Socio-economic disparities

- The PISA index of economic, social and cultural status is computed in such a way that all students taking the PISA test, regardless of the country where they live, can be placed on the same socio-economic scale. This means that it is possible to use this index to compare the performance of students of similar socio-economic background in different countries. In Singapore, 64% of students (the largest share) were in the top international quartile of the socio-economic scale, meaning that they were among the most advantaged students who took the PISA test in 2025. Their average score in science was 587 score points (Figure 5, left chart); one of the highest for students of similar socio-economic background.

- The PISA index of economic, social and cultural status can also be used to order students from the most disadvantaged to the most advantaged within each country and economy, and to create four groups of students of equal size (each comprising 25% of the population of 15-year-old students in each country/economy). In Singapore socio-economically advantaged students (the top 25% in terms of socio-economic status) outperformed disadvantaged students (the bottom 25%) by 91 score points in science. This is similar to the average difference between the two groups (85 score points) across OECD countries.
- Between 2015 and 2025, the gap in science performance between the top and the bottom 25% of students in terms of socio-economic status narrowed in Singapore, as well as across OECD countries on average. Over this period, performance improved among disadvantaged students, but remained stable among advantaged students.
- Socio-economic status was a predictor of performance in science in all PISA-participating countries and economies. It accounted for 12% of the variation in science performance in PISA 2025 in Singapore (compared to 12% on average across OECD countries).
- Some 11% of disadvantaged students in Singapore were able to score in the top quarter of science performance. These students can be considered academically resilient because, despite their socio-economic disadvantage, they have attained educational excellence by comparison with students in their own country. On average across OECD countries, 12% of disadvantaged students scored in the top quarter of science performance in their own countries.

Student attitudes towards school and learning in Singapore

Student curiosity, perseverance and perceived value of school

- In Singapore, 77% of students agree or strongly agree that they are curious about many different things, compared to 73% across OECD countries. Moreover, 69% of students reported that they apply additional effort when work becomes challenging (OECD average 60%). At the same time, 16% agree or strongly agree that school has been a waste of time (OECD average: 24%).
- Between 2022 and 2025, these attitudes changed somewhat in Singapore. The share of students who reported being curious about many different things decreased by 2.2 percentage points; the proportion who reported applying additional effort when work becomes challenging increased by 3.4 percentage points; and the percentage of students who agreed that school had been a waste of time decreased by 3.1 percentage points during this period.
- Curiosity, perseverance and valuing school are most often associated with higher science performance. In Singapore, after accounting for students' and schools' socio-economic profile, a one-unit increase in the curiosity index is associated with a difference of 15 score points in science performance, compared to an average of 19 score points across OECD countries; a one-unit increase in the perseverance index is associated with a difference of 7 score points in science performance (OECD average: 13 score points); students who perceive greater value in school and disagree that it is a waste of time tend to achieve higher scores in science (by 31 score points) than their peers who feel they are wasting their time at school (OECD average: 27 score points).

Student attitudes towards learning

- PISA 2025 also asked students about other attitudes towards learning. For example, 62% of students in Singapore have a growth mindset (OECD average: 69%), i.e. hold the belief that intelligence can be cultivated through work, effort and feedback. On average across OECD countries, students with a growth mindset score 28 score points higher in science than those with

a fixed mindset. In Singapore, this difference is 36 score points, after accounting for students' and schools' socio-economic profile.

- PISA 2025 data further describe students' self-regulation and goal-setting behaviours. For example, in Singapore about 42% of students reported that they often or very often plan their approach to studying. Furthermore, 55% of students ask themselves questions about the material to check if they have understood everything (OECD averages: 37% and 49%, respectively).
- An autonomous self-regulated learner knows when and where to ask for help. PISA 2025 data show that, in most countries, students tend to rely on their teachers and classmates for support with their schoolwork. In Singapore, 86% of students ask their teachers for help when they need it and 91% ask their classmates when they do not fully understand something (OECD averages: 77% and 82%, respectively).
- In Singapore help-seeking is positively related to science performance, after accounting for students' and schools' socio-economic profile. A one-unit increase in the index of help-seeking is associated with a difference of 11 score points (OECD average: 6 score points).

How is school life in Singapore?

Perceived shortages of human and material resources

- In 2025, 37% of students in Singapore were in schools whose principals reported that instruction was hindered, at least to some extent, by a perceived lack of teaching staff (OECD average: 39%); the corresponding share for a perceived lack of assisting staff was 11% (OECD average: 39%). The prevalence of perceived teaching staff shortages in Singapore increased compared to 2022 (26%).
- PISA 2025 data reveal that perceived shortages of material resources remain a concern in most countries and economies. Some 1% of students in Singapore attended schools whose principals reported that a lack of educational material (e.g. textbooks, IT equipment, library or laboratory material) hindered instruction, at least to some extent, and 4% were in schools where a lack of physical infrastructure (e.g. buildings, grounds, heating/cooling systems, lighting and acoustic systems) was perceived to hinder instruction. In 2022, the corresponding shares were 1% and 5%, respectively.

Digital resources

- In Singapore, students reported spending on average 2.1 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours). At the same time, a non-negligible share of students' device use on school days is dedicated to non-learning activities: students in Singapore reported spending 1.0 hours per day using digital devices at school for leisure (OECD average: 1.1 hours).
- In Singapore, 29% of students reported that their peers are often distracted by the use of digital devices during most or all science lessons (OECD average: 28%). On average across OECD countries, students who reported digital distraction in their science classes score 11 points lower in science than those who reported no digital distraction (after accounting for students' and schools' socio-economic profile). In Singapore they score 6 points lower.
- On average across OECD countries, students in schools where cell phone use is not allowed on school premises are about 13% less likely to report digital distraction. In 2025, 43% of students in Singapore attended schools with such a ban (OECD average: 49%), up from PISA 2022 (16%; OECD average in PISA 2022: 34%). This indicates a substantial increase in the implementation of cell phone bans during this period.

- Students in most education systems use AI chatbots for schoolwork, creating new challenges and opportunities for their learning. In Singapore, 66% of students reported using AI chatbots to help them learn at least once a week (OECD average: 46%). Students also frequently use AI to conduct preliminary research on a new topic (Singapore: 46%; OECD average: 31%), to summarise a text they had to read (Singapore: 41%; OECD average: 30%), and to draft text for writing assignments (Singapore: 45%; OECD average: 29%). Only 4% of students reported never or almost never using AI chatbots for any of the schoolwork tasks examined in PISA (OECD average: 14%).

Bullying and cyberbullying

- In Singapore, 20% of students reported being victims of at least one form of bullying a few times per month or more in 2025 (OECD average: 20%). The prevalence of bullying increased between PISA 2022 and PISA 2025, as it did in a large majority of participating countries and economies. This rise contrasts with the decline in bullying recorded in Singapore between 2018 and 2022, which was likely linked to the lingering effects of COVID-19 disruptions.
- Cyberbullying is relatively uncommon compared with other forms of bullying. In Singapore, 2% of students reported that upsetting information about them was published online, without their consent, at least a few times a month during the 12 months prior to the PISA test (OECD average: 3%).

Teacher support and disciplinary climate in science lessons

- In Singapore, 85% of students reported that, in most science lessons, the teacher shows an interest in every student's learning (OECD average: 69%), 82% that the teacher continues teaching until the students understand (OECD average: 66%), 88% that the teacher gives extra help when students need it (OECD average: 73%). In 2015, the corresponding shares were 80%, 82% and 86%.
- Disciplinary climate in science lessons in 2025 remains a concern in many countries and economies: about 11% of students in Singapore reported that they cannot work well in most or all lessons (OECD average: 19%); 31% reported noise and disorder disrupted most or every science lesson (OECD average: 31%); 22% of students reported that their classmates do not listen to what the teacher says (OECD average: 29%).
- Disciplinary climate and teacher support in science lessons improved between 2015 and 2025 on average across OECD countries. In Singapore, only teacher support improved; disciplinary climate did not change significantly over the period. Countries and economies with an improved disciplinary climate tend to show stability or an increase in their average science performance compared to 2015.

Parental involvement and support

- Student reports of family support substantially decreased in almost all PISA-participating countries and economies between 2022 and 2025. This was also the case in Singapore. In 2025, 55% of students in Singapore reported that their parents or guardians asked them, at least once per week, what they did at school, while 37% reported having at least weekly discussions about problems they might have at school. In 2022, the corresponding shares were 62% and 47%, respectively.

Truancy and lateness

- In 2025, around 10% of students in Singapore reported having skipped at least one day of school in the two weeks prior to the test (OECD average: 22%); 9% reported skipping at least one class

(OECD average: 24%); 30% reported arriving late for school (OECD average: 50%). In previous years, the corresponding shares were 9%, 8% and 30% (in 2022); 13%, 12% and 37% (in 2018).

Student readiness for environmental challenges

- In Singapore, 90% of students reached at least baseline proficiency (Level 2) in environmental science. On average across OECD countries, 74% of students achieve this level, with more than 85% reaching it in seven countries and economies.
- PISA 2025 shows that students in most education systems report strong pro-environmental attitudes, although fewer feel confident about how to collaborate effectively. In Singapore, 94% of students believe that they can positively impact the environment (OECD average: 81%); 94% believe that collective action can address environmental problems (OECD average: 82%); 85% report knowing how to work with others to positively impact the environment (OECD average: 68%).
- In Singapore, 62% of students reported that they are somewhat or very interested in contributing to protecting the environment in their future jobs (OECD average: 62%).
- Most students engaged in environment-related activities at least once over the 12 months prior to the PISA test. On average across OECD countries, the most common forms of engagement are discussing with friends and family how to have a positive impact on the environment (Singapore: 54%; OECD average: 56%) and making purchasing decisions based on the sustainability of products (OECD average: 54%; 55% in Singapore).

Key Features of PISA 2025 in Singapore

The content

- The PISA 2025 survey focused on science, with mathematics and reading as minor areas; an assessment of learning in the digital world measured students' computational problem-solving skills and their ability to self-direct their learning in a digital environment. Results for science, mathematics, reading and computational problem solving are released on 8 September 2026 and analyses of students' self-directed learning in 2027.

The students

- Over 760 000 students took the assessment in 2025, representing about 33 million 15-year-olds in the schools of the 91 participating countries and economies.
- In Singapore, 6 551 students, in 157 schools, completed the assessment, representing about 42 500 15-year-old students (an estimated 95% of the total population of 15-year-olds).
- PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and they have completed at least 6 years of formal schooling. In this note, they are referred to as 15-year-old students.

The assessment

- Students took a two hour test, and each student was tested in two subjects. Different students were given different test questions and different combinations of subjects (e.g. science followed by reading, or mathematics followed by science, etc.). Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses.

- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire about school management, organisation, and the learning environment.
- Some countries/economies also distributed additional questionnaires, to students, parents and/or teachers, to elicit more information. The findings from these optional questionnaires are not covered by this note.

Contact

For more information about PISA 2025 visit www.oecd.org/pisa

Explore, compare and visualise more data and analysis using <http://gpseducation.oecd.org>.

Questions can be directed to the PISA team at the Directorate for Education and Skills: edu.pisa@oecd.org.

This note was written by Francesco Avvisati (OECD Directorate for Education and Skills).

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Note by the Republic of Türkiye

The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Türkiye recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Türkiye shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union

The Republic of Cyprus is recognised by all members of the United Nations with the exception of Türkiye. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Kosovo: This designation is without prejudice to positions on status, and is in line with United Nations Security Council Resolution 1244/99 and the Advisory Opinion of the International Court of Justice on Kosovo’s declaration of independence.

The full book is available in English: OECD (2026), *PISA 2025 Results (Volume I): Future-Ready Students*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/73451bc5-en>.

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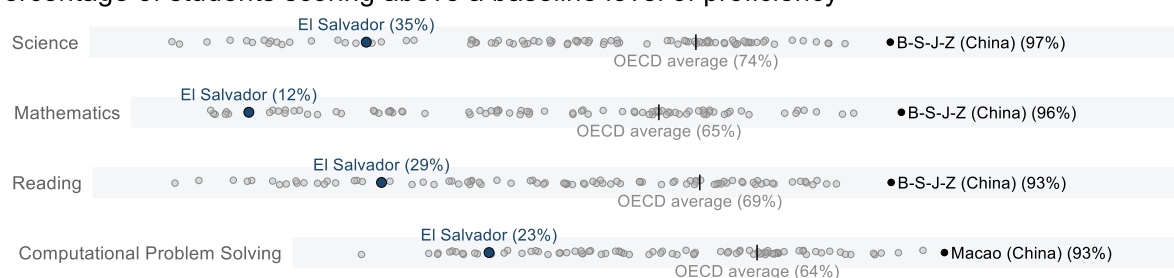
El Salvador

The Programme for International Student Assessment (PISA) assesses the knowledge, skills and attitudes of 15-year-old students. The tests explore how well students can solve complex problems, think critically and communicate effectively; data collected through questionnaires describe the context in which students learn. This gives insights into how well education systems are preparing students for real life challenges and future success. El Salvador participated for the first time in PISA in 2022. By comparing results internationally, policy makers and educators in El Salvador can learn from other countries' policies and practices.

Fifteen-year-old students in El Salvador and the context in which they learn

Figure 1. A multi-dimensional dashboard of student learning

Percentage of students scoring above a baseline level of proficiency



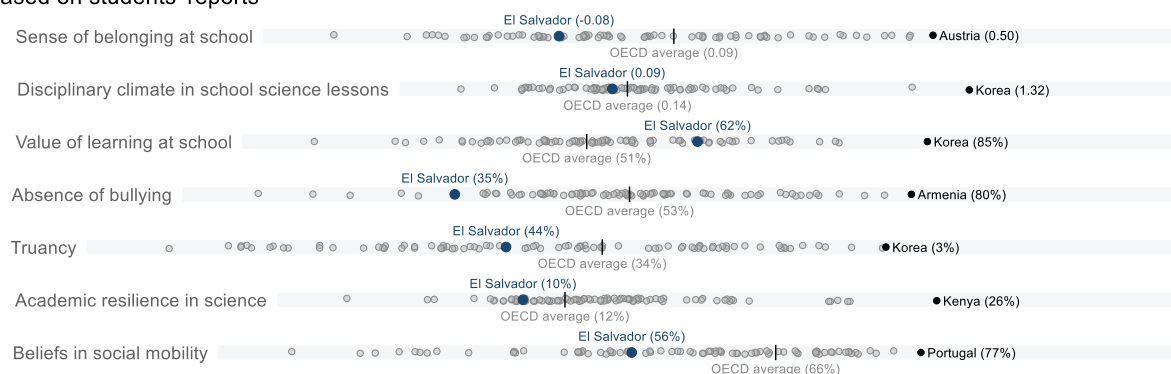
Student engagement: attitudes towards learning and school

Based on students' reports



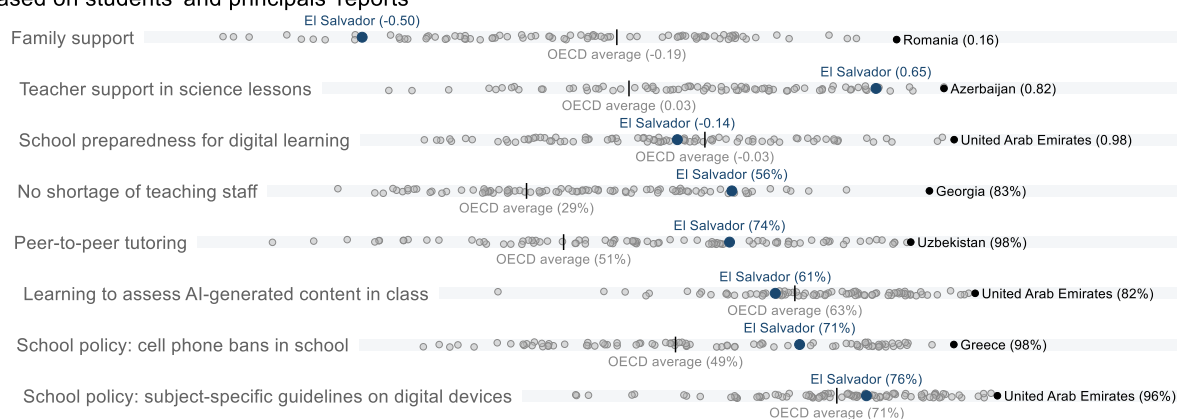
Safe and fair learning environments

Based on students' reports



Supportive families and schools

Based on students' and principals' reports



Notes: Due to missing data, not all countries and economies are included in every dimension. For each dimension, the top country/economy and the OECD average are highlighted; truancy values are sorted in descending order, so that values shown to the right correspond to lower levels of truancy.

For indicators derived from students' and principals' reports, differences between countries and economies should be interpreted with caution, as they may reflect variations in response behaviour rather than true underlying differences. Non-response to questionnaires, cultural norms, as well as differing interpretations of questions can influence these indicators.

Definitions: Values that are not reported as percentages correspond to mean values of the corresponding questionnaire indices. Percentages are defined as follows: *Percentage of students scoring above a baseline level of proficiency*: students scoring at or above Level 2 in science, mathematics and reading; at or above Level 3 in computational problem solving; *Growth mindset*: Percentage of students who disagree or strongly disagree with the statement "You have a certain amount of intelligence, and you really can't do much to change it"; *Value of learning at school*: Percentage of students who disagree or strongly disagree that "School has done little to prepare me for adult life when I leave school"; *Absence of bullying*: Percentage of students who reported never or almost never being victim of any type of bullying act (among a list of five different types of acts); *Truancy*: Percentage of students who reported that in the two weeks prior to the PISA test they had skipped at least one class or day of school; *Academic resilience in science*: Percentage of students from the bottom quarter of socio-economic status (disadvantaged students) who scored in the top quarter of performance amongst students in their own country/economy; *Beliefs in social mobility*: Percentage of students who disagree or strongly disagree with the statement "Your status in society is something that you can't really change very much"; *No shortage of teaching staff*: Percentage of students in schools whose principal reported that the school's capacity to provide instruction is not at all hindered by a lack of teaching staff; *Peer-to-peer tutoring*: Percentage of students in schools whose principal reported that peer-to-peer tutoring is provided; *Learning to assess AI-generated content in class*: Percentage of students who reported that, in their school lessons, they assess the quality of information generated by Artificial Intelligence chatbots (e.g. ChatGPT) sometimes, often or very often; *School policy: cell phone bans in school*: Percentage of students in schools whose principal reported that the use of cell phones is not allowed on the school premises; *School policy: subject-specific guidelines on digital devices*: Percentage of students in schools whose principal reported that the school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.

Source: [Figure I.1.2](#).

An interactive dashboard is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html>

Notes on data quality in PISA 2025

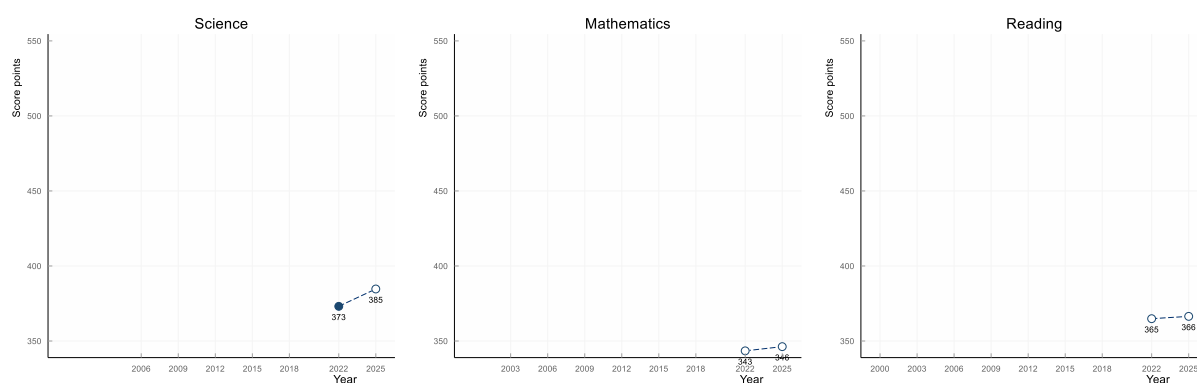
This edition of PISA includes data from 91 countries and economies. While the vast majority of countries and economies met PISA's technical standards, a small number did not. In particular, caution is required when interpreting results of countries and economies mentioned in this note with an asterisk (*) next to their names: their results could be affected by greater uncertainty, or even be biased, because one or more PISA sampling standards were not met. For more information, see the Reader's Guide in *PISA 2025 Results, Volume I* and Chapter 18 (Data Adjudication) in the *PISA 2025 Technical Report*.

In El Salvador, all data met the quality standards set by PISA and were considered fit for reporting.

How well did 15-year-old students in El Salvador do on the test?

Trends in science, mathematics and reading performance

Figure 2. Trends in performance in science, mathematics and reading



Note: White dots indicate mean scores that are not statistically significantly above/below PISA 2025 mean scores. An interactive version of this figure is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills/performance-trends.html>.

Source: [Tables I.B1.2a.36-38](#)

- Average 2025 results in El Salvador were about the same as in 2022 in mathematics and reading, and up compared to 2022 in science.
- Once the expansion of secondary education to previously marginalised populations is also considered, the results look even more positive. Indeed, between 2017 and 2022, the number of 15-year-olds eligible to sit the PISA test increased in El Salvador, despite a shrinking population of 15-year-olds. This suggests that secondary school enrolment increased steadily over time. It also suggests that the apparent stagnation in mathematics and reading results is linked to the integration of more 15-year-olds from marginalised populations into schooling, and that PISA results for the remaining, more-advantaged students – those whose situation did not change as a result of the educational expansion – did, in fact, improve over this period.
- Over the most recent period (2022 to 2025), the gap between the highest-scoring students (10% with the highest scores) and the weakest students (10% with the lowest scores) did not change significantly in mathematics, reading and science.

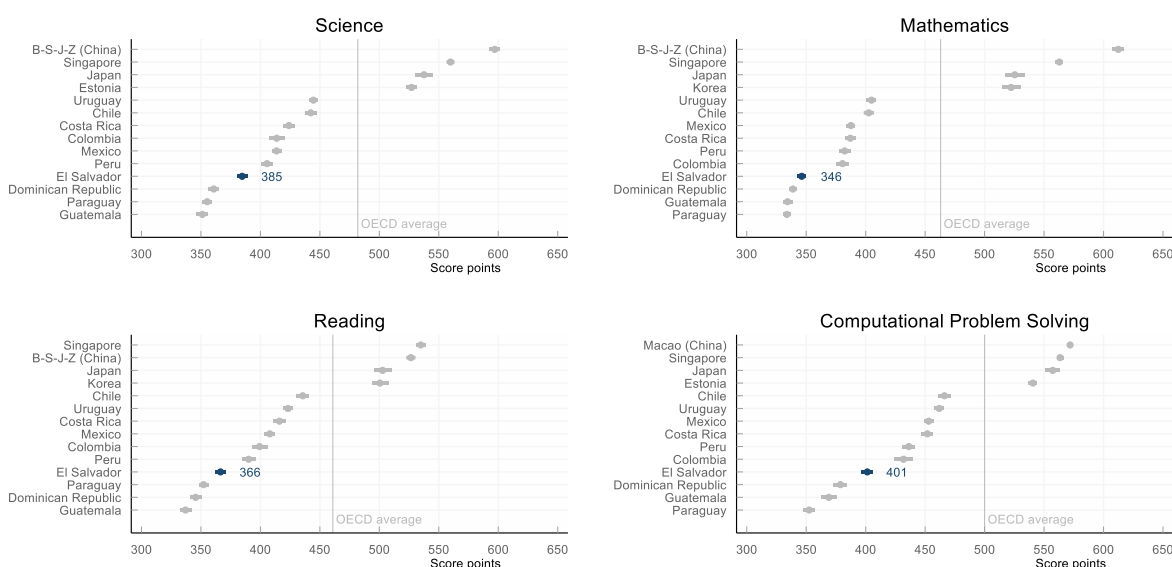
- Compared to 2022 the proportion of low-performing students (scoring below proficiency Level 2) did not change significantly in mathematics; did not change significantly in reading; and decreased by six percentage points in science.

How does El Salvador compare?

- Students in El Salvador scored less than the OECD average in mathematics, reading and science (Figure 3).
- A smaller proportion of students in El Salvador than on average across OECD countries were top performers (Level 5 or 6) in at least one subject. At the same time, a smaller proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects (Figure 4).
- In computational problem solving, the mean score of students in El Salvador was lower than the OECD average (Figure 3).

Figure 3. Mean performance in science, mathematics, reading and computational problem solving

El Salvador, OECD average and selected comparison countries/economies



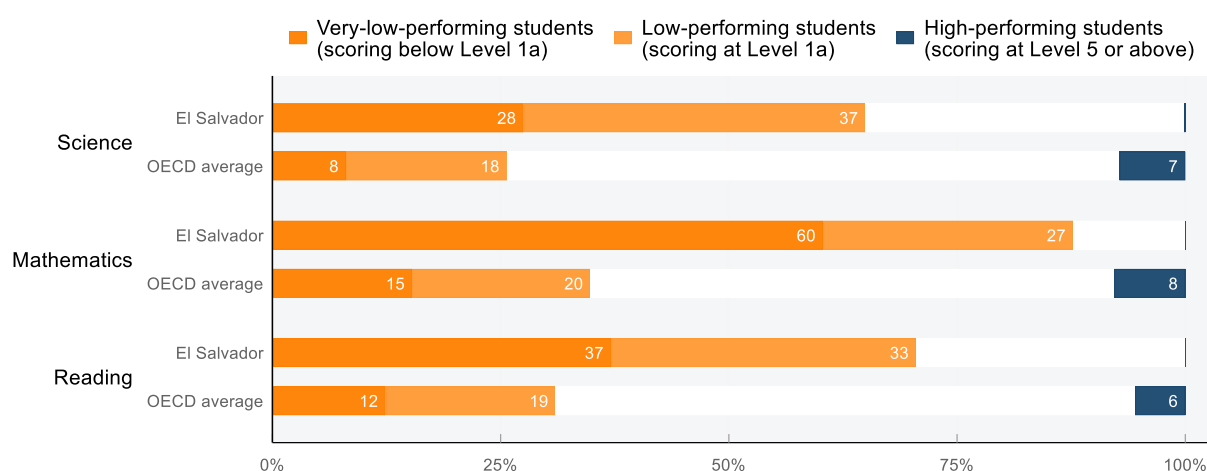
Notes: Comparison countries/economies include the highest-performing countries and economies overall and the highest-performing OECD countries; for comparisons with all remaining PISA 2025 participants, see source Tables and Figures. Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean scores (the 95% confidence interval).

Source: [Tables I.B1.2a.1-3](#) and [Tables I.2.1, I.2.4, I.2.o1 and I.2.o2](#)

What students know and can do in science

Figure 4. Proficiency in science, mathematics and reading among 15-year-old students

El Salvador and OECD average



Source: [Tables I.B1.2a.10-12](#)

- Some 35% of students in El Salvador attained Level 2 or higher in science (OECD average: 74%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided. Over 85% of students in top performers B-S-J-Z (China), Macao (China), Singapore, Estonia, Japan, Chinese Taipei and Korea (in descending order of that share) performed at this level or above.
- In El Salvador, almost no students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

What students know and can do in mathematics

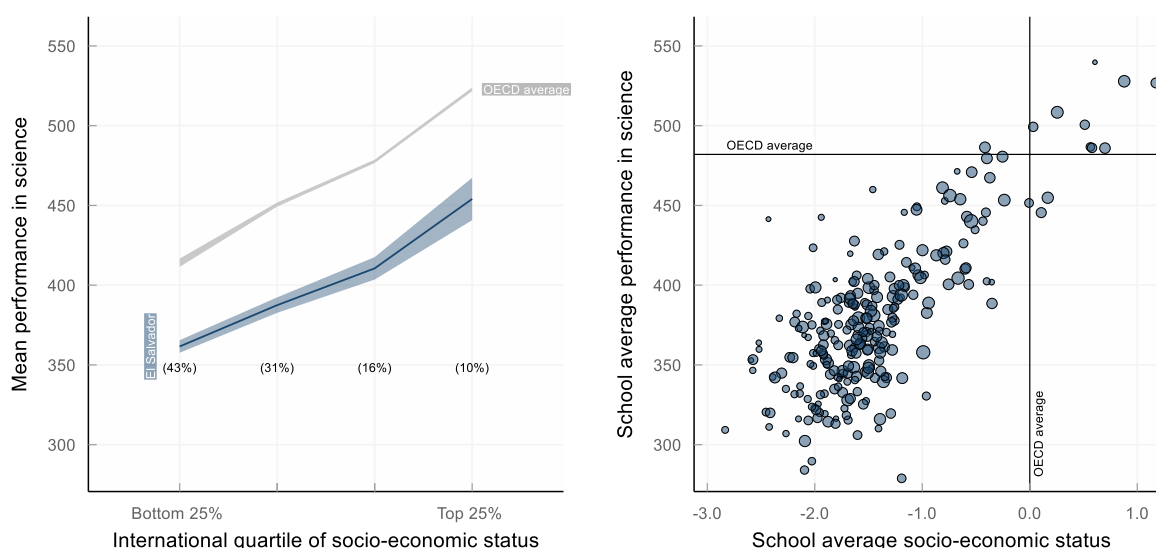
- In El Salvador, 12% of students attained at least Level 2 proficiency in mathematics (OECD average: 65%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).
- Almost no students in El Salvador were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 8%). The largest shares of students attaining Level 5 or 6 were observed in Seven Asian countries and economies: B-S-J-Z (China) (54%), Singapore (37%), Chinese Taipei (32%), Macao (China) (29%), Korea (23%), Japan (22%) and Hong Kong (China) (21%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them. In 13 countries and economies participating in PISA 2025, more than 10% of students attained Level 5 or 6 proficiency.

What students know and can do in reading

- Some 29% of students in El Salvador attained Level 2 or higher in reading (OECD average: 69%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 93% in B-S-J-Z (China) to 4% in Rwanda.
- In El Salvador, almost no students scored at Level 5 or higher in reading (OECD average: 6%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Performance gaps within El Salvador

Figure 5. Science performance and socio-economic status of students and schools



Source: [Tables I.B1.2b.7 and Table I.B1.2b.11](#); and [OECD, PISA 2025 Database](#).

Notes: The left-hand chart shows how the performance of students at different levels of socio-economic status compares to the performance of students with similar socio-economic background across OECD countries on average. The shaded area represents a measure of uncertainty (the 95% confidence interval). Percentages reported on the chart correspond to the percentage of students in El Salvador that are in each international quartile of socio-economic status.

The right-hand chart plots the performance and average socio-economic status of schools that participated in PISA (only schools with students in the modal grade for 15-year-olds are shown). The size of dots is proportional to the population of 15-year-old students that each school represents.

Socio-economic disparities

- The PISA index of economic, social and cultural status is computed in such a way that all students taking the PISA test, regardless of the country where they live, can be placed on the same socio-economic scale. This means that it is possible to use this index to compare the performance of students of similar socio-economic background in different countries. In El Salvador, 43% of

students (the largest share) were in the bottom international quartile of the socio-economic scale, meaning that they were among the most disadvantaged students who took the PISA test in 2025. Their average score in science was 362 score points (Figure 5, left chart). In B-S-J-Z (China) and Türkiye, students of similar socio-economic background tend to score significantly higher.

- The PISA index of economic, social and cultural status can also be used to order students from the most disadvantaged to the most advantaged within each country and economy, and to create four groups of students of equal size (each comprising 25% of the population of 15-year-old students in each country/economy). In El Salvador socio-economically advantaged students (the top 25% in terms of socio-economic status) outperformed disadvantaged students (the bottom 25%) by 73 score points in science. This is smaller than the average difference between the two groups (85 score points) across OECD countries.
- Between 2022 and 2025, the gap in science performance between the top and the bottom 25% of students in terms of socio-economic status remained stable in El Salvador, while the average gap across OECD countries narrowed. Over this period, performance remained stable both among advantaged and disadvantaged students.
- Socio-economic status was a predictor of performance in science in all PISA-participating countries and economies. It accounted for 14% of the variation in science performance in PISA 2025 in El Salvador (compared to 12% on average across OECD countries).
- Some 10% of disadvantaged students in El Salvador were able to score in the top quarter of science performance. These students can be considered academically resilient because, despite their socio-economic disadvantage, they have attained educational excellence by comparison with students in their own country. On average across OECD countries, 12% of disadvantaged students scored in the top quarter of science performance in their own countries.

Student attitudes towards school and learning in El Salvador

Student curiosity, perseverance and perceived value of school

- In El Salvador, 69% of students agree or strongly agree that they are curious about many different things, compared to 73% across OECD countries. Moreover, 65% of students reported that they apply additional effort when work becomes challenging (OECD average 60%). At the same time, 21% agree or strongly agree that school has been a waste of time (OECD average: 24%).
- Between 2022 and 2025, these attitudes changed somewhat in El Salvador. The share of students who reported being curious about many different things decreased by 3.8 percentage points; the proportion who reported applying additional effort when work becomes challenging decreased by 7.9 percentage points; and the percentage of students who agreed that school had been a waste of time decreased by 3.3 percentage points during this period.
- Curiosity, perseverance and valuing school are most often associated with higher science performance. In El Salvador, after accounting for students' and schools' socio-economic profile, a one-unit increase in the curiosity index is associated with a difference of 15 score points in science performance, compared to an average of 19 score points across OECD countries; a one-unit increase in the perseverance index is associated with a difference of 13 score points in science performance (OECD average: 13 score points); students who perceive greater value in school and disagree that it is a waste of time tend to achieve higher scores in science (by 22 score points) than their peers who feel they are wasting their time at school (OECD average: 27 score points).

Student attitudes towards learning

- PISA 2025 also asked students about other attitudes towards learning. For example, 49% of students in El Salvador have a growth mindset (OECD average: 69%), i.e. hold the belief that intelligence can be cultivated through work, effort and feedback. On average across OECD countries, students with a growth mindset score 28 score points higher in science than those with a fixed mindset. In El Salvador, this difference is 8 score points, after accounting for students' and schools' socio-economic profile.
- PISA 2025 data show that there is still room for improvement in terms of students' self-regulation and goal-setting behaviours. For example, only about 38% of students in El Salvador report that they often or very often plan their approach to studying. Furthermore, 42% of students ask themselves questions about the material to check if they have understood everything (OECD averages: 37% and 49%, respectively).
- An autonomous self-regulated learner knows when and where to ask for help. PISA 2025 data show that, in most countries, students tend to rely on their teachers and classmates for support with their schoolwork. In El Salvador, 83% of students ask their teachers for help when they need it and 81% ask their classmates when they do not fully understand something (OECD averages: 77% and 82%, respectively).
- In El Salvador self-regulated goal-setting and help-seeking are positively related to science performance, after accounting for students' and schools' socio-economic profile. A one-unit increase in the index of goal-setting is associated with a difference of 4 score points (OECD average: 3 score points). A one-unit increase in the index of help-seeking is associated with a difference of 2 score points (OECD average: 6 score points).

How is school life in El Salvador?

Perceived shortages of human and material resources

- In 2025, 24% of students in El Salvador were in schools whose principals reported that instruction was hindered, at least to some extent, by a perceived lack of teaching staff (OECD average: 39%); the corresponding share for a perceived lack of assisting staff was 42% (OECD average: 39%). The prevalence of perceived teaching staff shortages in El Salvador did not change significantly compared to 2022.
- PISA 2025 data reveal that perceived shortages of material resources remain a concern in most countries and economies. Some 33% of students in El Salvador attended schools whose principals reported that a lack of educational material (e.g. textbooks, IT equipment, library or laboratory material) hindered instruction, at least to some extent, and 50% were in schools where a lack of physical infrastructure (e.g. buildings, grounds, heating/cooling systems, lighting and acoustic systems) was perceived to hinder instruction. In 2022, the corresponding shares were 38% and 53%, respectively.

Digital resources

- In El Salvador, students reported spending on average 1.1 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours). At the same time, a non-negligible share of students' device use on school days is dedicated to non-learning activities: students in El Salvador reported spending 1.2 hours per day using digital devices at school for leisure (OECD average: 1.1 hours).

- In El Salvador, 23% of students reported that their peers are often distracted by the use of digital devices during most or all science lessons (OECD average: 28%). On average across OECD countries, students who reported digital distraction in their science classes score 11 points lower in science than those who reported no digital distraction (after accounting for students' and schools' socio-economic profile). In El Salvador they score 21 points lower.
- In El Salvador, students in schools where cell phone use is not allowed on school premises are about 31% less likely to report digital distraction (OECD average: 13% less likely). In 2025, 71% of students in El Salvador attended schools with such a ban (OECD average: 49%), up from PISA 2022 (45%; OECD average in PISA 2022: 34%). This indicates a substantial increase in the implementation of cell phone bans during this period.
- Students in most education systems use AI chatbots for schoolwork, creating new challenges and opportunities for their learning. In El Salvador, 40% of students reported using AI chatbots to help them learn at least once a week (OECD average: 46%). Students also frequently use AI to conduct preliminary research on a new topic (El Salvador: 31%; OECD average: 31%), to summarise a text they had to read (El Salvador: 28%; OECD average: 30%), and to draft text for writing assignments (El Salvador: 29%; OECD average: 29%). Only 11% of students reported never or almost never using AI chatbots for any of the schoolwork tasks examined in PISA (OECD average: 14%).

Bullying and cyberbullying

- In El Salvador, 25% of students reported being victims of at least one form of bullying a few times per month or more in 2025 (OECD average: 20%). The prevalence of bullying increased between PISA 2022 and PISA 2025, as it did in a large majority of participating countries and economies.
- Cyberbullying is relatively uncommon compared with other forms of bullying, but its victims tend to experience significant achievement deficits. In El Salvador, 4% of students reported that upsetting information about them was published online, without their consent, at least a few times a month during the 12 months prior to the PISA test (OECD average: 3%). These students scored, on average, 32 points lower in science than their peers.

Teacher support and disciplinary climate in science lessons

- In El Salvador, 87% of students reported that, in most science lessons, the teacher shows an interest in every student's learning (OECD average: 69%), 81% that the teacher continues teaching until the students understand (OECD average: 66%), 86% that the teacher gives extra help when students need it (OECD average: 73%).
- Disciplinary climate in science lessons in 2025 remains a concern in many countries and economies: about 25% of students in El Salvador reported that they cannot work well in most or all lessons (OECD average: 19%); 35% reported noise and disorder disrupted most or every science lesson (OECD average: 31%); 31% of students reported that their classmates do not listen to what the teacher says (OECD average: 29%).

Parental involvement and support

- Student reports of family support substantially decreased in almost all PISA-participating countries and economies between 2022 and 2025. This was also the case in El Salvador. In 2025, 47% of students in El Salvador reported that their parents or guardians asked them, at least once per week, what they did at school, while 34% reported having at least weekly discussions about problems they might have at school. In 2022, the corresponding shares were 66% and 54%, respectively.

Truancy and lateness

- In 2025, around 38% of students in El Salvador reported having skipped at least one day of school in the two weeks prior to the test (OECD average: 22%); 24% reported skipping at least one class (OECD average: 24%); 50% reported arriving late for school (OECD average: 50%). In previous years, the corresponding shares were 39%, 26% and 43% (in 2022).

Student readiness for environmental challenges

- In El Salvador, 35% of students reached at least baseline proficiency (Level 2) in environmental science. On average across OECD countries, 74% of students achieve this level, with more than 85% reaching it in seven countries and economies.
- PISA 2025 shows that students in most education systems report strong pro-environmental attitudes, although fewer feel confident about how to collaborate effectively. In El Salvador, 74% of students believe that they can positively impact the environment (OECD average: 81%); 80% believe that collective action can address environmental problems (OECD average: 82%); 69% report knowing how to work with others to positively impact the environment (OECD average: 68%).
- In El Salvador, 75% of students reported that they are somewhat or very interested in contributing to protecting the environment in their future jobs (OECD average: 62%).
- Most students engaged in environment-related activities at least once over the 12 months prior to the PISA test. On average across OECD countries, the most common forms of engagement are discussing with friends and family how to have a positive impact on the environment (El Salvador: 57%; OECD average: 56%) and making purchasing decisions based on the sustainability of products (OECD average: 54%; 53% in El Salvador).

Key Features of PISA 2025 in El Salvador

The content

- The PISA 2025 survey focused on science, with mathematics and reading as minor areas; an assessment of learning in the digital world measured students' computational problem-solving skills and their ability to self-direct their learning in a digital environment. Results for science, mathematics, reading and computational problem solving are released on 8 September 2026 and analyses of students' self-directed learning in 2027.

The students

- Over 760 000 students took the assessment in 2025, representing about 33 million 15-year-olds in the schools of the 91 participating countries and economies.
- In El Salvador, 7 073 students, in 278 schools, completed the assessment, representing about 77 000 15-year-old students (an estimated 72% of the total population of 15-year-olds).
- PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and they have completed at least 6 years of formal schooling. In this note, they are referred to as 15-year-old students.

The assessment

- Students took a two hour test, and each student was tested in two subjects. Different students were given different test questions and different combinations of subjects (e.g. science followed by reading, or mathematics followed by science, etc.). Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses.
- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire about school management, organisation, and the learning environment.
- Some countries/economies also distributed additional questionnaires, to students, parents and/or teachers, to elicit more information. The findings from these optional questionnaires are not covered by this note.

Contact

For more information about PISA 2025 visit www.oecd.org/pisa

Explore, compare and visualise more data and analysis using <http://gpseducation.oecd.org>.

Questions can be directed to the PISA team at the Directorate for Education and Skills: edu.pisa@oecd.org.

This note was written by Francesco Avvisati (OECD Directorate for Education and Skills).

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Note by the Republic of Türkiye

The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Türkiye recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Türkiye shall preserve its position concerning the “Cyprus issue”.

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The Republic of Cyprus is recognised by all members of the United Nations with the exception of Türkiye. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Kosovo: This designation is without prejudice to positions on status, and is in line with United Nations Security Council Resolution 1244/99 and the Advisory Opinion of the International Court of Justice on Kosovo’s declaration of independence.

The full book is available in English: OECD (2026), *PISA 2025 Results (Volume I): Future-Ready Students*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/73451bc5-en>.

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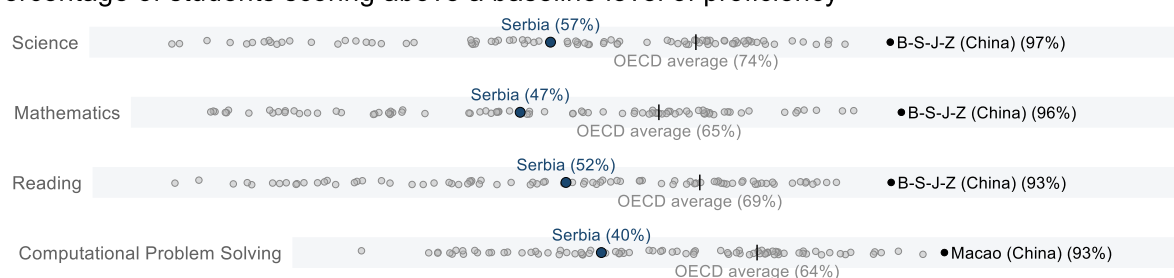
Serbia

The Programme for International Student Assessment (PISA) assesses the knowledge, skills and attitudes of 15-year-old students. The tests explore how well students can solve complex problems, think critically and communicate effectively; data collected through questionnaires describe the context in which students learn. This gives insights into how well education systems are preparing students for real life challenges and future success. Serbia participated for the first time in PISA in 2006. By comparing results internationally, policy makers and educators in Serbia can learn from other countries' policies and practices.

Fifteen-year-old students in Serbia and the context in which they learn

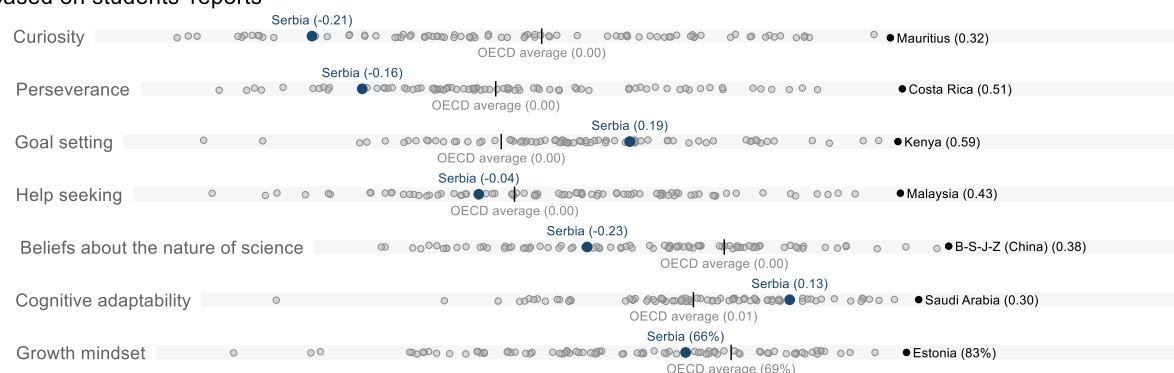
Figure 1. A multi-dimensional dashboard of student learning

Percentage of students scoring above a baseline level of proficiency



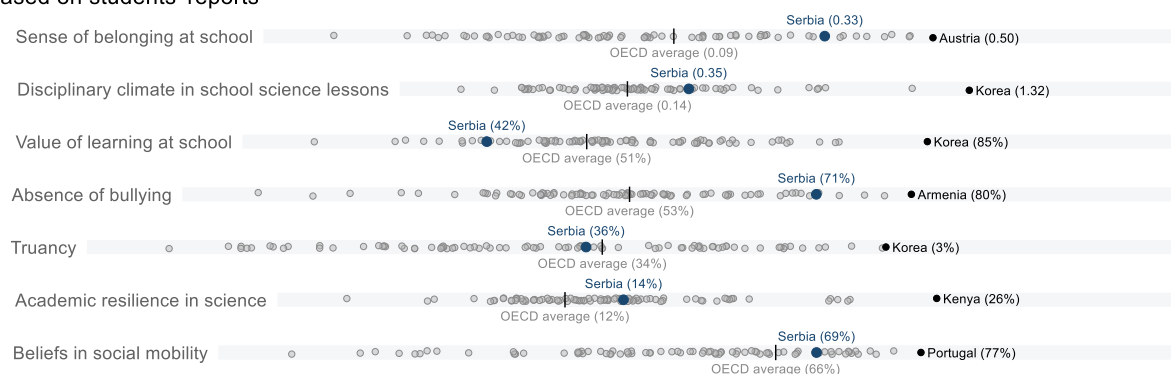
Student engagement: attitudes towards learning and school

Based on students' reports



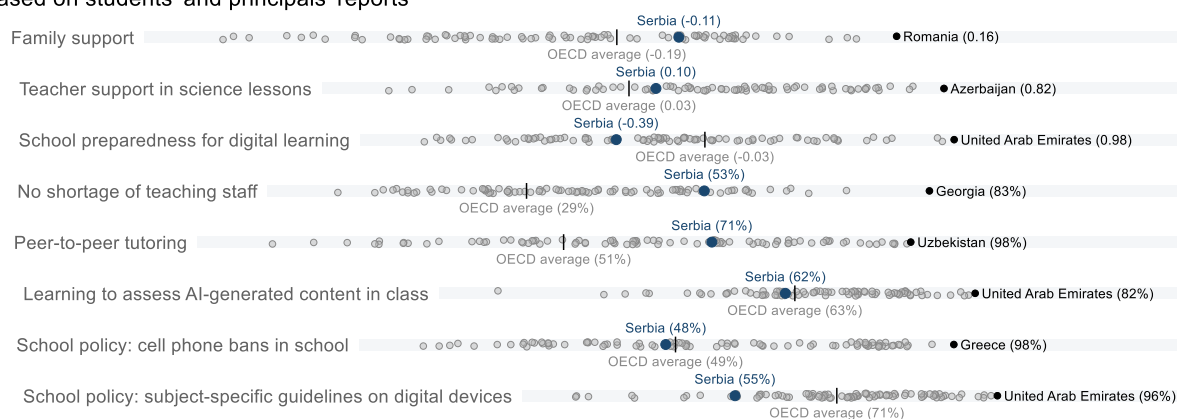
Safe and fair learning environments

Based on students' reports



Supportive families and schools

Based on students' and principals' reports



Notes: Due to missing data, not all countries and economies are included in every dimension. For each dimension, the top country/economy and the OECD average are highlighted; truancy values are sorted in descending order, so that values shown to the right correspond to lower levels of truancy.

For indicators derived from students' and principals' reports, differences between countries and economies should be interpreted with caution, as they may reflect variations in response behaviour rather than true underlying differences. Non-response to questionnaires, cultural norms, as well as differing interpretations of questions can influence these indicators.

Definitions: Values that are not reported as percentages correspond to mean values of the corresponding questionnaire indices. Percentages are defined as follows: *Percentage of students scoring above a baseline level of proficiency*: students scoring at or above Level 2 in science, mathematics and reading; at or above Level 3 in computational problem solving; *Growth mindset*: Percentage of students who disagree or strongly disagree with the statement "You have a certain amount of intelligence, and you really can't do much to change it"; *Value of learning at school*: Percentage of students who disagree or strongly disagree that "School has done little to prepare me for adult life when I leave school"; *Absence of bullying*: Percentage of students who reported never or almost never being victim of any type of bullying act (among a list of five different types of acts); *Truancy*: Percentage of students who reported that in the two weeks prior to the PISA test they had skipped at least one class or day of school; *Academic resilience in science*: Percentage of students from the bottom quarter of socio-economic status (disadvantaged students) who scored in the top quarter of performance amongst students in their own country/economy; *Beliefs in social mobility*: Percentage of students who disagree or strongly disagree with the statement "Your status in society is something that you can't really change very much"; *No shortage of teaching staff*: Percentage of students in schools whose principal reported that the school's capacity to provide instruction is not at all hindered by a lack of teaching staff; *Peer-to-peer tutoring*: Percentage of students in schools whose principal reported that peer-to-peer tutoring is provided; *Learning to assess AI-generated content in class*: Percentage of students who reported that, in their school lessons, they assess the quality of information generated by Artificial Intelligence chatbots (e.g. ChatGPT) sometimes, often or very often; *School policy: cell phone bans in school*: Percentage of students in schools whose principal reported that the use of cell phones is not allowed on the school premises; *School policy: subject-specific guidelines on digital devices*: Percentage of students in schools whose principal reported that the school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.

Source: [Figure I.1.2](#).

An interactive dashboard is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html>

Notes on data quality in PISA 2025

This edition of PISA includes data from 91 countries and economies. While the vast majority of countries and economies met PISA's technical standards, a small number did not. In particular, caution is required when interpreting results of countries and economies mentioned in this note with an asterisk (*) next to their names: their results could be affected by greater uncertainty, or even be biased, because one or more PISA sampling standards were not met. For more information, see the Reader's Guide in *PISA 2025 Results, Volume I* and Chapter 18 (Data Adjudication) in the *PISA 2025 Technical Report*.

In Serbia, overall exclusions (6.1%) exceeded the tolerance set by PISA technical standards, and were higher than in 2022 (3.8%). Nevertheless, all data were considered fit for reporting.

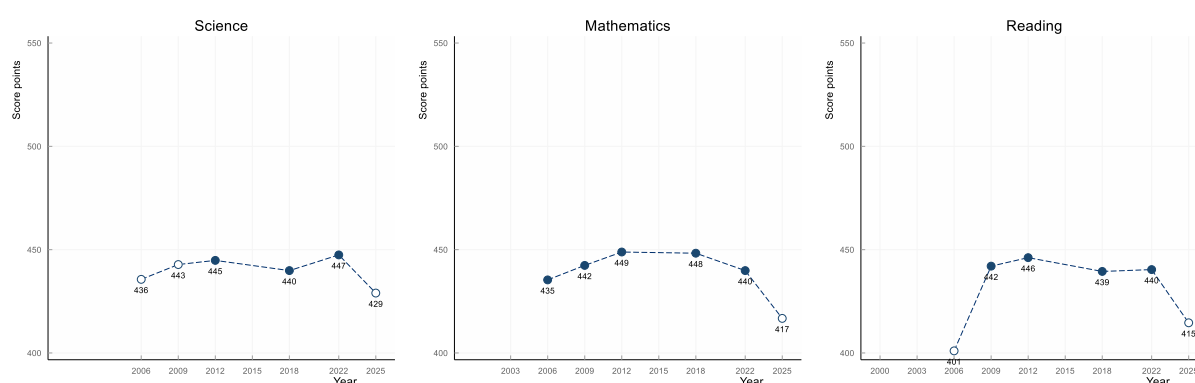
Note on PISA 2025 results for Serbia

PISA 2025 results for Serbia differ significantly from previous PISA results. These changes were observed in the context of widespread student and teacher strikes in the year before the PISA 2025 test, which also forced a change in testing dates, from March-April (at the end of the school year) in all cycles up to 2022 to September-October (at the beginning of the school year) in 2025. Although all data were considered fit for reporting, this context should be borne in mind when interpreting the results of PISA 2025.

How well did 15-year-old students in Serbia do on the test?

Trends in science, mathematics and reading performance

Figure 2. Trends in performance in science, mathematics and reading



Note: White dots indicate mean scores that are not statistically significantly above/below PISA 2025 mean scores. An interactive version of this figure is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills/performance-trends.html>.

Source: [Tables I.B1.2a.36-38](#)

- Average 2025 results in Serbia were lower than in 2022 in mathematics, reading and science.
- PISA 2025 results were also lower than in 2018 and 2012.
- Over the most recent period (2022 to 2025), the gap between the highest-scoring students (10% with the highest scores) and the weakest students (10% with the lowest scores) did not change significantly in mathematics and science, while it widened in reading.

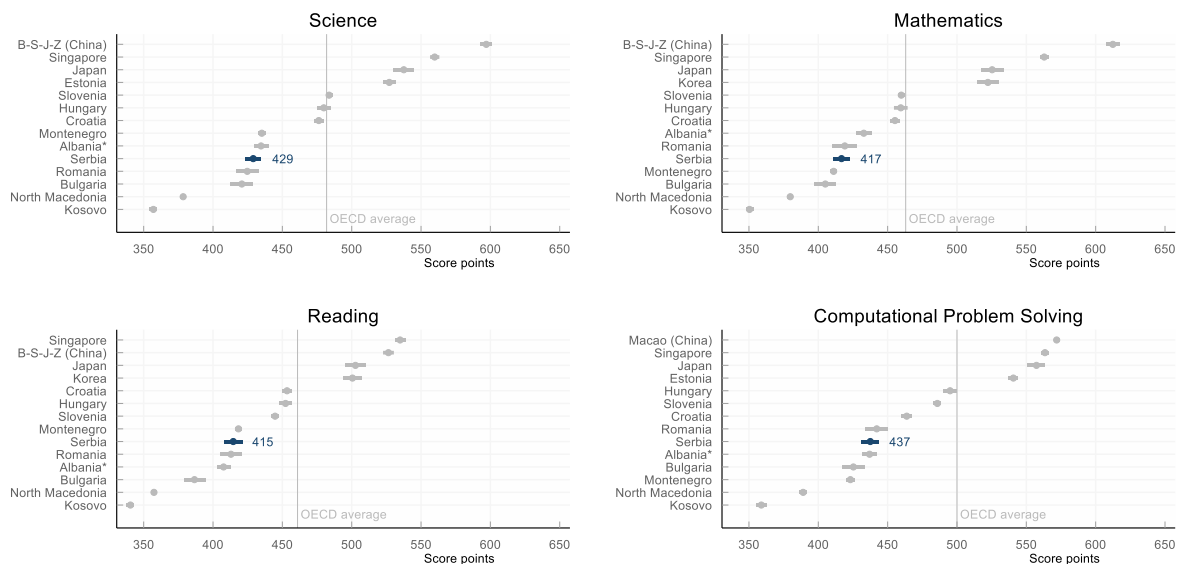
- Compared to 2018 the proportion of low-performing students (scoring below proficiency Level 2) increased by 13 percentage points in mathematics; increased by ten percentage points in reading; and did not change significantly in science.

How does Serbia compare?

- Students in Serbia scored less than the OECD average in mathematics, reading and science (Figure 3).
- A smaller proportion of students in Serbia than on average across OECD countries were top performers (Level 5 or 6) in at least one subject. At the same time, a smaller proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects (Figure 4).
- In computational problem solving, the mean score of students in Serbia was lower than the OECD average (Figure 3).

Figure 3. Mean performance in science, mathematics, reading and computational problem solving

Serbia, OECD average and selected comparison countries/economies



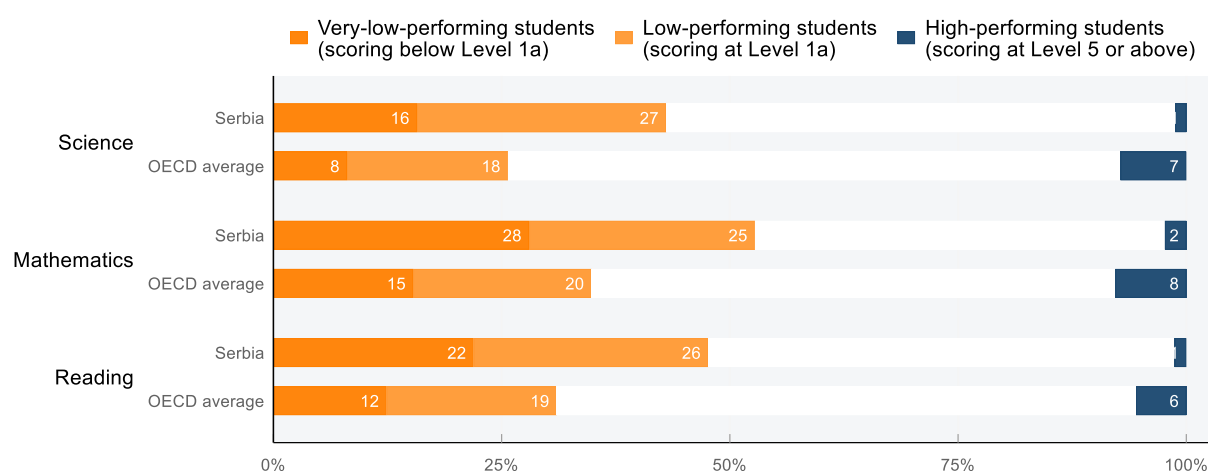
Notes: Comparison countries/economies include the highest-performing countries and economies overall and the highest-performing OECD countries; for comparisons with all remaining PISA 2025 participants, see source Tables and Figures. Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean scores (the 95% confidence interval).

Source: [Tables I.B1.2a.1-3](#) and [Tables I.2.1, I.2.4, I.2.o1 and I.2.o2](#)

What students know and can do in science

Figure 4. Proficiency in science, mathematics and reading among 15-year-old students

Serbia and OECD average



Source: [Tables I.B1.2a.10-12](#)

- Some 57% of students in Serbia attained Level 2 or higher in science (OECD average: 74%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided. Over 85% of students in top performers B-S-J-Z (China), Macao (China), Singapore, Estonia, Japan, Chinese Taipei and Korea (in descending order of that share) performed at this level or above.
- In Serbia, 1% of students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

What students know and can do in mathematics

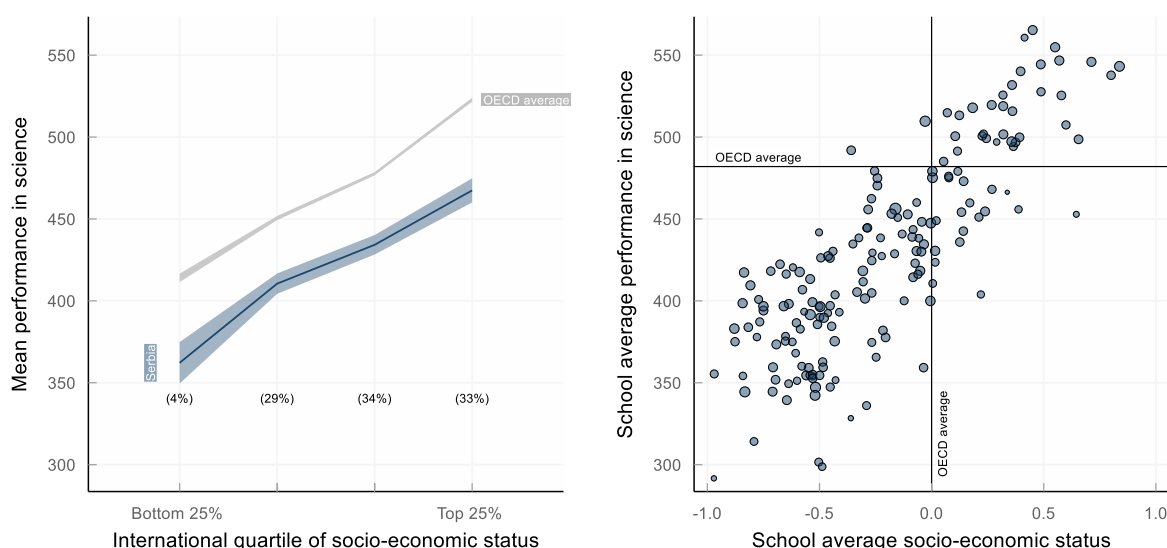
- In Serbia, 47% of students attained at least Level 2 proficiency in mathematics (OECD average: 65%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).
- Some 2% of students in Serbia were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 8%). The largest shares of students attaining Level 5 or 6 were observed in Seven Asian countries and economies: B-S-J-Z (China) (54%), Singapore (37%), Chinese Taipei (32%), Macao (China) (29%), Korea (23%), Japan (22%) and Hong Kong (China) (21%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them. In 13 countries and economies participating in PISA 2025, more than 10% of students attained Level 5 or 6 proficiency.

What students know and can do in reading

- Some 52% of students in Serbia attained Level 2 or higher in reading (OECD average: 69%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 93% in B-S-J-Z (China) to 4% in Rwanda.
- In Serbia, 1% of students scored at Level 5 or higher in reading (OECD average: 6%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Performance gaps within Serbia

Figure 5. Science performance and socio-economic status of students and schools



Source: [Tables I.B1.2b.7 and Table I.B1.2b.11](#); and [OECD, PISA 2025 Database](#).

Notes: The left-hand chart shows how the performance of students at different levels of socio-economic status compares to the performance of students with similar socio-economic background across OECD countries on average. The shaded area represents a measure of uncertainty (the 95% confidence interval). Percentages reported on the chart correspond to the percentage of students in Serbia that are in each international quartile of socio-economic status.

The right-hand chart plots the performance and average socio-economic status of schools that participated in PISA (only schools with students in the modal grade for 15-year-olds are shown). The size of dots is proportional to the population of 15-year-old students that each school represents.

Socio-economic disparities

- The PISA index of economic, social and cultural status is computed in such a way that all students taking the PISA test, regardless of the country where they live, can be placed on the same socio-economic scale. This means that it is possible to use this index to compare the performance of students of similar socio-economic background in different countries. In Serbia, 34% of students

(the largest share) were in the 3rd international quartile of the socio-economic scale, meaning that they were neither among the most disadvantaged, nor among the most advantaged students who took the PISA test in 2025. Their average score in science was 434 score points (Figure 5, left chart). In Singapore, Chinese Taipei and Macao (China), students of similar socio-economic background tend to score significantly higher.

- The PISA index of economic, social and cultural status can also be used to order students from the most disadvantaged to the most advantaged within each country and economy, and to create four groups of students of equal size (each comprising 25% of the population of 15-year-old students in each country/economy). In Serbia socio-economically advantaged students (the top 25% in terms of socio-economic status) outperformed disadvantaged students (the bottom 25%) by 70 score points in science. This is smaller than the average difference between the two groups (85 score points) across OECD countries.
- Between 2018 and 2025, the gap in science performance between the top and the bottom 25% of students in terms of socio-economic status remained stable in Serbia, as well as across OECD countries on average. Over this period, performance remained stable both among advantaged and disadvantaged students.
- Socio-economic status was a predictor of performance in science in all PISA-participating countries and economies. It accounted for 9% of the variation in science performance in PISA 2025 in Serbia (compared to 12% on average across OECD countries).
- Some 14% of disadvantaged students in Serbia were able to score in the top quarter of science performance. These students can be considered academically resilient because, despite their socio-economic disadvantage, they have attained educational excellence by comparison with students in their own country. On average across OECD countries, 12% of disadvantaged students scored in the top quarter of science performance in their own countries.

Student attitudes towards school and learning in Serbia

Student curiosity, perseverance and perceived value of school

- In Serbia, 63% of students agree or strongly agree that they are curious about many different things, compared to 73% across OECD countries. Moreover, 58% of students reported that they apply additional effort when work becomes challenging (OECD average 60%). At the same time, 28% agree or strongly agree that school has been a waste of time (OECD average: 24%).
- Between 2022 and 2025, these attitudes changed somewhat in Serbia. The share of students who reported being curious about many different things decreased by 9.7 percentage points; the proportion who reported applying additional effort when work becomes challenging decreased by 10.4 percentage points; and the percentage of students who agreed that school had been a waste of time remained stable during this period.
- Curiosity, perseverance and valuing school are most often associated with higher science performance. In Serbia, after accounting for students' and schools' socio-economic profile, a one-unit increase in the curiosity index is associated with a difference of 15 score points in science performance, compared to an average of 19 score points across OECD countries; a one-unit increase in the perseverance index is associated with a difference of 10 score points in science performance (OECD average: 13 score points); students who perceive greater value in school and disagree that it is a waste of time tend to achieve higher scores in science (by 13 score points) than their peers who feel they are wasting their time at school (OECD average: 27 score points).

Student attitudes towards learning

- PISA 2025 also asked students about other attitudes towards learning. For example, 66% of students in Serbia have a growth mindset (OECD average: 69%), i.e. hold the belief that intelligence can be cultivated through work, effort and feedback. On average across OECD countries, students with a growth mindset score 28 score points higher in science than those with a fixed mindset. In Serbia, this difference is 7 score points, after accounting for students' and schools' socio-economic profile.
- PISA 2025 data further describe students' self-regulation and goal-setting behaviours. For example, in Serbia about 43% of students reported that they often or very often plan their approach to studying. Furthermore, 57% of students ask themselves questions about the material to check if they have understood everything (OECD averages: 37% and 49%, respectively).
- An autonomous self-regulated learner knows when and where to ask for help. PISA 2025 data show that, in most countries, students tend to rely on their teachers and classmates for support with their schoolwork. In Serbia, 73% of students ask their teachers for help when they need it and 81% ask their classmates when they do not fully understand something (OECD averages: 77% and 82%, respectively).
- In Serbia self-regulated goal setting is positively related to science performance, after accounting for students' and schools' socio-economic profile. A one-unit increase in the index of goal-setting is associated with a difference of 8 score points (OECD average: 3 score points).

How is school life in Serbia?

Perceived shortages of human and material resources

- In 2025, 16% of students in Serbia were in schools whose principals reported that instruction was hindered, at least to some extent, by a perceived lack of teaching staff (OECD average: 39%); the corresponding share for a perceived lack of assisting staff was 18% (OECD average: 39%). The prevalence of perceived teaching staff shortages in Serbia did not change significantly compared to 2022.
- PISA 2025 data reveal that perceived shortages of material resources remain a concern in most countries and economies. Some 29% of students in Serbia attended schools whose principals reported that a lack of educational material (e.g. textbooks, IT equipment, library or laboratory material) hindered instruction, at least to some extent, and 31% were in schools where a lack of physical infrastructure (e.g. buildings, grounds, heating/cooling systems, lighting and acoustic systems) was perceived to hinder instruction. In 2022, the corresponding shares were 32% and 34%, respectively.

Digital resources

- In Serbia, students reported spending on average 1.1 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours). At the same time, a non-negligible share of students' device use on school days is dedicated to non-learning activities: students in Serbia reported spending 1.0 hours per day using digital devices at school for leisure (OECD average: 1.1 hours).
- In Serbia, 25% of students reported that their peers are often distracted by the use of digital devices during most or all science lessons (OECD average: 28%). On average across OECD countries, students who reported digital distraction in their science classes score 11 points lower in science

than those who reported no digital distraction (after accounting for students' and schools' socio-economic profile). In Serbia they score 11 points lower.

- On average across OECD countries, students in schools where cell phone use is not allowed on school premises are about 13% less likely to report digital distraction. In 2025, 48% of students in Serbia attended schools with such a ban (OECD average: 49%), up from PISA 2022 (17%; OECD average in PISA 2022: 34%). This indicates a substantial increase in the implementation of cell phone bans during this period.
- Students in most education systems use AI chatbots for schoolwork, creating new challenges and opportunities for their learning. In Serbia, 52% of students reported using AI chatbots to help them learn at least once a week (OECD average: 46%). Students also frequently use AI to conduct preliminary research on a new topic (Serbia: 39%; OECD average: 31%), to summarise a text they had to read (Serbia: 35%; OECD average: 30%), and to draft text for writing assignments (Serbia: 36%; OECD average: 29%). Only 12% of students reported never or almost never using AI chatbots for any of the schoolwork tasks examined in PISA (OECD average: 14%).

Bullying and cyberbullying

- In Serbia, 14% of students reported being victims of at least one form of bullying a few times per month or more in 2025 (OECD average: 20%). The prevalence of bullying increased between PISA 2022 and PISA 2025, as it did in a large majority of participating countries and economies. This rise contrasts with the decline in bullying recorded in Serbia between 2018 and 2022, which was likely linked to the lingering effects of COVID-19 disruptions.
- Cyberbullying is relatively uncommon compared with other forms of bullying, but its victims tend to experience significant achievement deficits. In Serbia, 3% of students reported that upsetting information about them was published online, without their consent, at least a few times a month during the 12 months prior to the PISA test (OECD average: 3%). These students scored, on average, 44 points lower in science than their peers.

Teacher support and disciplinary climate in science lessons

- In Serbia, 75% of students reported that, in most science lessons, the teacher shows an interest in every student's learning (OECD average: 69%), 65% that the teacher continues teaching until the students understand (OECD average: 66%), 76% that the teacher gives extra help when students need it (OECD average: 73%).
- Disciplinary climate in science lessons in 2025 remains a concern in many countries and economies: about 17% of students in Serbia reported that they cannot work well in most or all lessons (OECD average: 19%); 21% reported noise and disorder disrupted most or every science lesson (OECD average: 31%); 31% of students reported that their classmates do not listen to what the teacher says (OECD average: 29%).

Parental involvement and support

- Student reports of family support substantially decreased in almost all PISA-participating countries and economies between 2022 and 2025. This was also the case in Serbia. In 2025, 72% of students in Serbia reported that their parents or guardians asked them, at least once per week, what they did at school, while 52% reported having at least weekly discussions about problems they might have at school. In 2022, the corresponding shares were 78% and 64%, respectively.

Truancy and lateness

- In 2025, around 17% of students in Serbia reported having skipped at least one day of school in the two weeks prior to the test (OECD average: 22%); 30% reported skipping at least one class (OECD average: 24%); 57% reported arriving late for school (OECD average: 50%). In previous years, the corresponding shares were 16%, 30% and 56% (in 2022); 25%, 41% and 61% (in 2018).

Student readiness for environmental challenges

- In Serbia, 56% of students reached at least baseline proficiency (Level 2) in environmental science. On average across OECD countries, 74% of students achieve this level, with more than 85% reaching it in seven countries and economies.
- PISA 2025 shows that students in most education systems report strong pro-environmental attitudes, although fewer feel confident about how to collaborate effectively. In Serbia, 79% of students believe that they can positively impact the environment (OECD average: 81%); 82% believe that collective action can address environmental problems (OECD average: 82%); 71% report knowing how to work with others to positively impact the environment (OECD average: 68%).
- In Serbia, 63% of students reported that they are somewhat or very interested in contributing to protecting the environment in their future jobs (OECD average: 62%).
- Most students engaged in environment-related activities at least once over the 12 months prior to the PISA test. On average across OECD countries, the most common forms of engagement are discussing with friends and family how to have a positive impact on the environment (Serbia: 62%; OECD average: 56%) and making purchasing decisions based on the sustainability of products (OECD average: 54%; 63% in Serbia).

Key Features of PISA 2025 in Serbia

The content

- The PISA 2025 survey focused on science, with mathematics and reading as minor areas; an assessment of learning in the digital world measured students' computational problem-solving skills and their ability to self-direct their learning in a digital environment. Results for science, mathematics, reading and computational problem solving are released on 8 September 2026 and analyses of students' self-directed learning in 2027.

The students

- Over 760 000 students took the assessment in 2025, representing about 33 million 15-year-olds in the schools of the 91 participating countries and economies.
- In Serbia, 7 041 students, in 178 schools, completed the assessment, representing about 55 300 15-year-old students (an estimated 82% of the total population of 15-year-olds).
- PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and they have completed at least 6 years of formal schooling. In this note, they are referred to as 15-year-old students.

The assessment

- Students took a two hour test, and each student was tested in two subjects. Different students were given different test questions and different combinations of subjects (e.g. science followed by reading, or mathematics followed by science, etc.). Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses.
- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire about school management, organisation, and the learning environment.
- Some countries/economies also distributed additional questionnaires, to students, parents and/or teachers, to elicit more information. The findings from these optional questionnaires are not covered by this note.

Contact

For more information about PISA 2025 visit www.oecd.org/pisa

Explore, compare and visualise more data and analysis using <http://gpseducation.oecd.org>.

Questions can be directed to the PISA team at the Directorate for Education and Skills: edu.pisa@oecd.org.

This note was written by Francesco Avvisati (OECD Directorate for Education and Skills).

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Note by the Republic of Türkiye

The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Türkiye recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Türkiye shall preserve its position concerning the “Cyprus issue”.

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Kosovo: This designation is without prejudice to positions on status, and is in line with United Nations Security Council Resolution 1244/99 and the Advisory Opinion of the International Court of Justice on Kosovo’s declaration of independence.

The full book is available in English: OECD (2026), *PISA 2025 Results (Volume I): Future-Ready Students*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/73451bc5-en>.

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Slovak Republic

The Programme for International Student Assessment (PISA) assesses the knowledge, skills and attitudes of 15-year-old students. The tests explore how well students can solve complex problems, think critically and communicate effectively; data collected through questionnaires describe the context in which students learn. This gives insights into how well education systems are preparing students for real life challenges and future success. The Slovak Republic participated for the first time in PISA in 2003. By comparing results internationally, policy makers and educators in the Slovak Republic can learn from other countries' policies and practices.

Fifteen-year-old students in the Slovak Republic and the context in which they learn

Figure 1. A multi-dimensional dashboard of student learning

Percentage of students scoring above a baseline level of proficiency



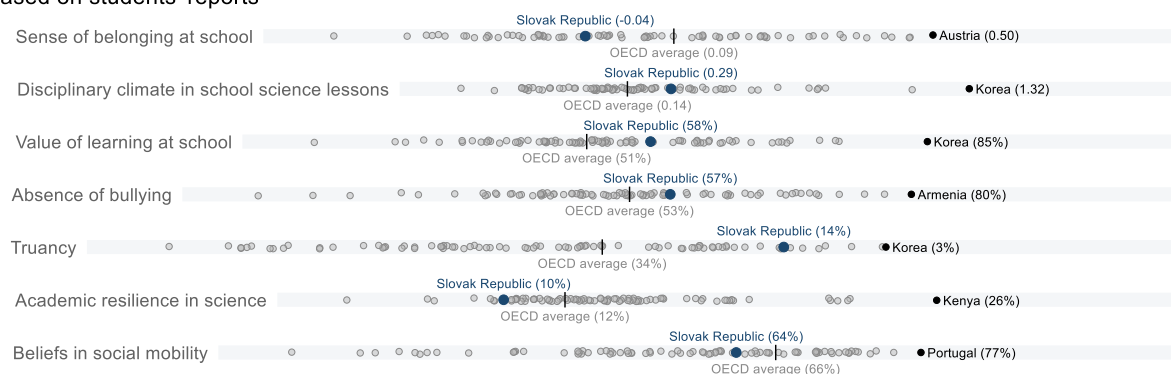
Student engagement: attitudes towards learning and school

Based on students' reports



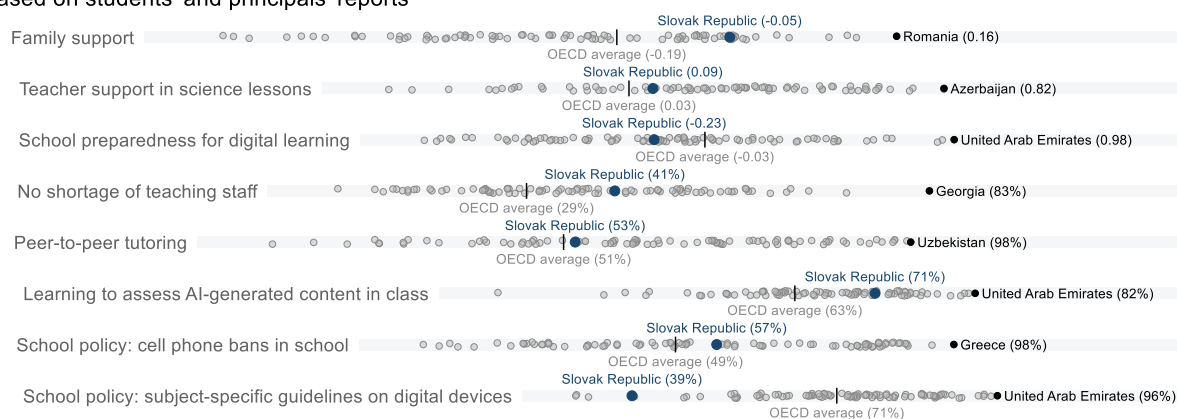
Safe and fair learning environments

Based on students' reports



Supportive families and schools

Based on students' and principals' reports



Notes: Due to missing data, not all countries and economies are included in every dimension. For each dimension, the top country/economy and the OECD average are highlighted; truancy values are sorted in descending order, so that values shown to the right correspond to lower levels of truancy.

For indicators derived from students' and principals' reports, differences between countries and economies should be interpreted with caution, as they may reflect variations in response behaviour rather than true underlying differences. Non-response to questionnaires, cultural norms, as well as differing interpretations of questions can influence these indicators.

Definitions: Values that are not reported as percentages correspond to mean values of the corresponding questionnaire indices. Percentages are defined as follows: *Percentage of students scoring above a baseline level of proficiency*: students scoring at or above Level 2 in science, mathematics and reading; at or above Level 3 in computational problem solving; *Growth mindset*: Percentage of students who disagree or strongly disagree with the statement "You have a certain amount of intelligence, and you really can't do much to change it"; *Value of learning at school*: Percentage of students who disagree or strongly disagree that "School has done little to prepare me for adult life when I leave school"; *Absence of bullying*: Percentage of students who reported never or almost never being victim of any type of bullying act (among a list of five different types of acts); *Truancy*: Percentage of students who reported that in the two weeks prior to the PISA test they had skipped at least one class or day of school; *Academic resilience in science*: Percentage of students from the bottom quarter of socio-economic status (disadvantaged students) who scored in the top quarter of performance amongst students in their own country/economy; *Beliefs in social mobility*: Percentage of students who disagree or strongly disagree with the statement "Your status in society is something that you can't really change very much"; *No shortage of teaching staff*: Percentage of students in schools whose principal reported that the school's capacity to provide instruction is not at all hindered by a lack of teaching staff; *Peer-to-peer tutoring*: Percentage of students in schools whose principal reported that peer-to-peer tutoring is provided; *Learning to assess AI-generated content in class*: Percentage of students who reported that, in their school lessons, they assess the quality of information generated by Artificial Intelligence chatbots (e.g. ChatGPT) sometimes, often or very often; *School policy: cell phone bans in school*: Percentage of students in schools whose principal reported that the use of cell phones is not allowed on the school premises; *School policy: subject-specific guidelines on digital devices*: Percentage of students in schools whose principal reported that the school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.

Source: [Figure I.1.2](#).

An interactive dashboard is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html>

Notes on data quality in PISA 2025

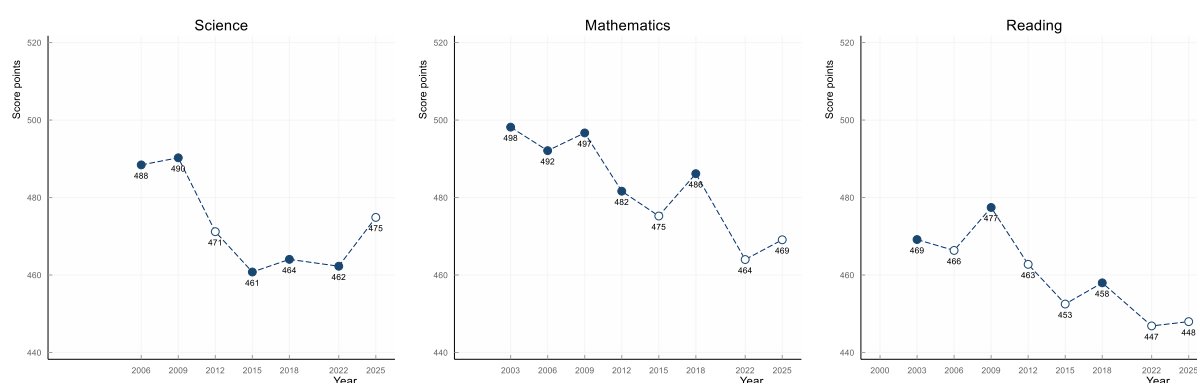
This edition of PISA includes data from 91 countries and economies. While the vast majority of countries and economies met PISA's technical standards, a small number did not. In particular, caution is required when interpreting results of countries and economies mentioned in this note with an asterisk (*) next to their names: their results could be affected by greater uncertainty, or even be biased, because one or more PISA sampling standards were not met. For more information, see the Reader's Guide in *PISA 2025 Results, Volume I* and Chapter 18 (Data Adjudication) in the *PISA 2025 Technical Report*.

In the Slovak Republic, all data met the quality standards set by PISA and were considered fit for reporting.

How well did 15-year-old students in the Slovak Republic do on the test?

Trends in science, mathematics and reading performance

Figure 2. Trends in performance in science, mathematics and reading



Note: White dots indicate mean scores that are not statistically significantly above/below PISA 2025 mean scores. An interactive version of this figure is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills/performance-trends.html>.

Source: [Tables I.B1.2a.36-38](#)

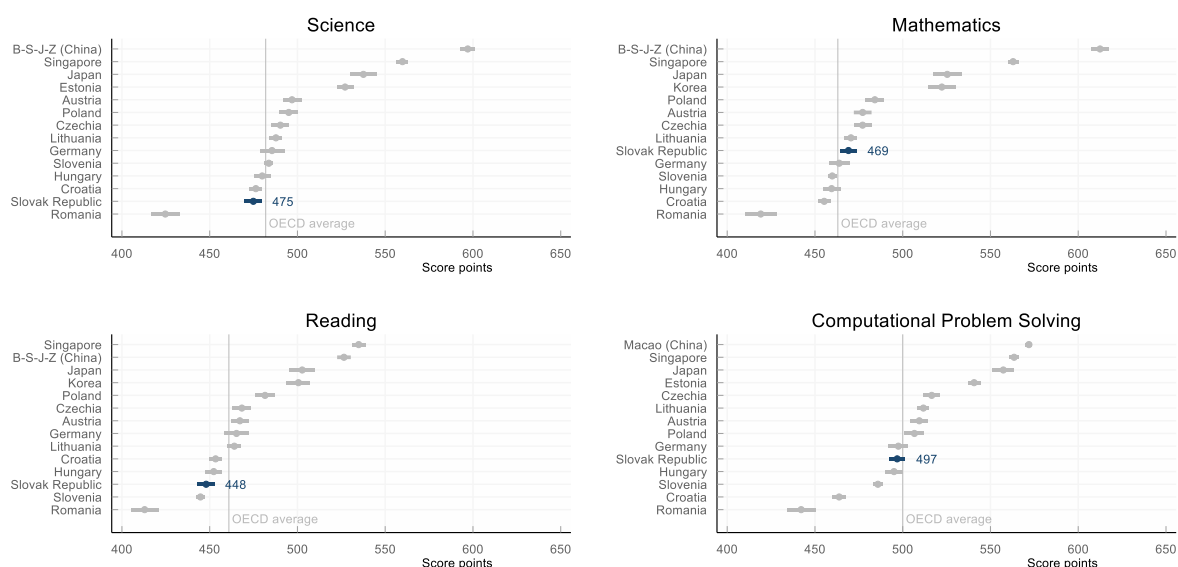
- Average 2025 results in the Slovak Republic were about the same as in 2022 in mathematics and reading, and up compared to 2022 in science.
- PISA 2025 results in science were also higher than in 2015 and 2018, and the recent gains reversed some of the losses observed over earlier cycles of PISA. In contrast, in reading and mathematics, results remained below PISA 2018 results.
- Over the most recent period (2022 to 2025), the gap between the highest-scoring students (10% with the highest scores) and the weakest students (10% with the lowest scores) did not change significantly in mathematics, reading and science.
- Compared to 2015 the proportion of low-performing students (scoring below proficiency Level 2) increased by five percentage points in mathematics; did not change significantly in reading; and decreased by four percentage points in science.

How does the Slovak Republic compare?

- Students in the Slovak Republic scored higher than the OECD average in mathematics, and less than the OECD average in reading and science (Figure 3).
- A similar number of students in the Slovak Republic to the average across OECD countries were top performers (Level 5 or 6) in at least one subject. At the same time, a similar proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects (Figure 4).
- In computational problem solving, the mean score of students in the Slovak Republic was close to the OECD average (Figure 3).

Figure 3. Mean performance in science, mathematics, reading and computational problem solving

The Slovak Republic, OECD average and selected comparison countries/economies



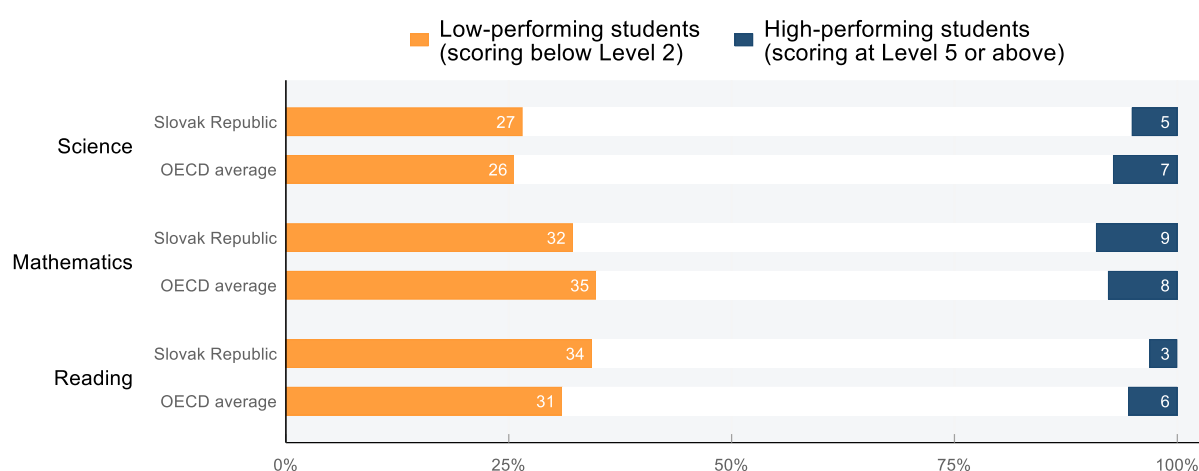
Notes: Comparison countries/economies include the highest-performing countries and economies overall and the highest-performing OECD countries; for comparisons with all remaining PISA 2025 participants, see source Tables and Figures. Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean scores (the 95% confidence interval).

Source: [Tables I.B1.2a.1-3](#) and [Tables I.2.1, I.2.4, I.2.o1 and I.2.o2](#)

What students know and can do in science

Figure 4. Proficiency in science, mathematics and reading among 15-year-old students

The Slovak Republic and OECD average



Source: [Tables I.B1.2a.10-12](#)

- Some 73% of students in the Slovak Republic attained Level 2 or higher in science (OECD average: 74%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided. Over 85% of students in top performers B-S-J-Z (China), Macao (China), Singapore, Estonia, Japan, Chinese Taipei and Korea (in descending order of that share) performed at this level or above.
- In the Slovak Republic, 5% of students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

What students know and can do in mathematics

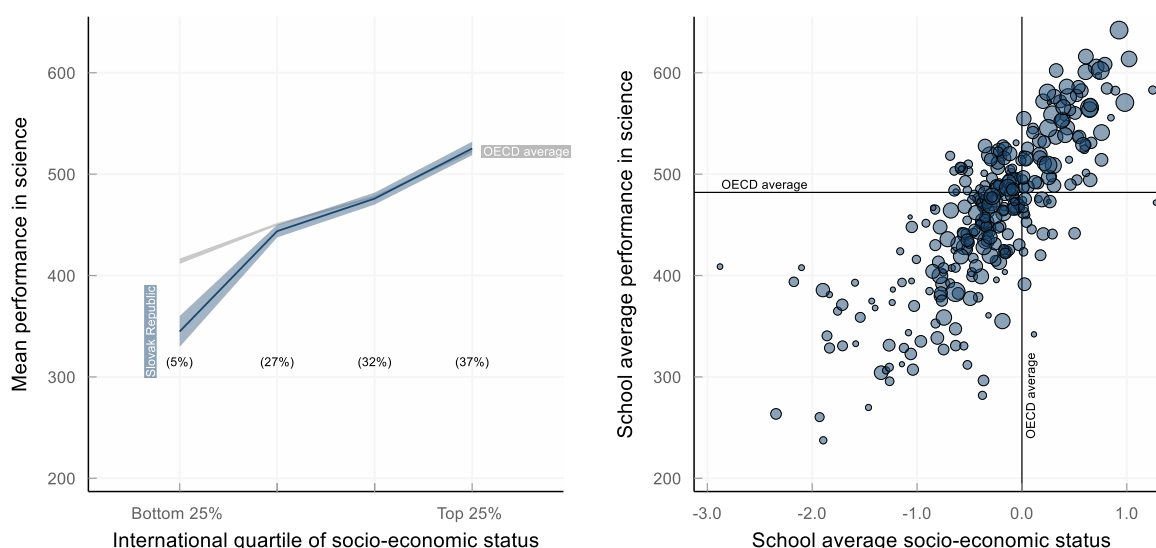
- In the Slovak Republic, 68% of students attained at least Level 2 proficiency in mathematics (OECD average: 65%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).
- Some 9% of students in the Slovak Republic were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 8%). The largest shares of students attaining Level 5 or 6 were observed in Seven Asian countries and economies: B-S-J-Z (China) (54%), Singapore (37%), Chinese Taipei (32%), Macao (China) (29%), Korea (23%), Japan (22%) and Hong Kong (China) (21%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them. In 13 countries and economies participating in PISA 2025, more than 10% of students attained Level 5 or 6 proficiency.

What students know and can do in reading

- Some 66% of students in the Slovak Republic attained Level 2 or higher in reading (OECD average: 69%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 93% in B-S-J-Z (China) to 4% in Rwanda.
- In the Slovak Republic, 3% of students scored at Level 5 or higher in reading (OECD average: 6%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Performance gaps within the Slovak Republic

Figure 5. Science performance and socio-economic status of students and schools



Source: [Tables I.B1.2b.7 and Table I.B1.2b.11](#); and [OECD, PISA 2025 Database](#).

Notes: The left-hand chart shows how the performance of students at different levels of socio-economic status compares to the performance of students with similar socio-economic background across OECD countries on average. The shaded area represents a measure of uncertainty (the 95% confidence interval). Percentages reported on the chart correspond to the percentage of students in the Slovak Republic that are in each international quartile of socio-economic status.

The right-hand chart plots the performance and average socio-economic status of schools that participated in PISA (only schools with students in the modal grade for 15-year-olds are shown). The size of dots is proportional to the population of 15-year-old students that each school represents.

Socio-economic disparities

- The PISA index of economic, social and cultural status is computed in such a way that all students taking the PISA test, regardless of the country where they live, can be placed on the same socio-economic scale. This means that it is possible to use this index to compare the performance of students of similar socio-economic background in different countries. In the Slovak Republic, 37%

of students (the largest share) were in the top international quartile of the socio-economic scale, meaning that they were among the most advantaged students who took the PISA test in 2025. Their average score in science was 525 score points (Figure 5, left chart). In Singapore, Chinese Taipei and Macao (China), students of similar socio-economic background tend to score significantly higher.

- The PISA index of economic, social and cultural status can also be used to order students from the most disadvantaged to the most advantaged within each country and economy, and to create four groups of students of equal size (each comprising 25% of the population of 15-year-old students in each country/economy). In the Slovak Republic socio-economically advantaged students (the top 25% in terms of socio-economic status) outperformed disadvantaged students (the bottom 25%) by 114 score points in science. This is larger than the average difference between the two groups (85 score points) across OECD countries.
- Between 2015 and 2025, the gap in science performance between the top and the bottom 25% of students in terms of socio-economic status remained stable in the Slovak Republic, while the average gap across OECD countries narrowed. Over this period, performance improved among advantaged students, but remained stable among disadvantaged students.
- Socio-economic status was a predictor of performance in science in all PISA-participating countries and economies. It accounted for 21% of the variation in science performance in PISA 2025 in the Slovak Republic (compared to 12% on average across OECD countries).
- Some 10% of disadvantaged students in the Slovak Republic were able to score in the top quarter of science performance. These students can be considered academically resilient because, despite their socio-economic disadvantage, they have attained educational excellence by comparison with students in their own country. On average across OECD countries, 12% of disadvantaged students scored in the top quarter of science performance in their own countries.

Student attitudes towards school and learning in the Slovak Republic

Student curiosity, perseverance and perceived value of school

- In the Slovak Republic, 77% of students agree or strongly agree that they are curious about many different things, compared to 73% across OECD countries. Moreover, 54% of students reported that they apply additional effort when work becomes challenging (OECD average 60%). At the same time, 24% agree or strongly agree that school has been a waste of time (OECD average: 24%).
- Between 2022 and 2025, these attitudes changed somewhat in the Slovak Republic. The share of students who reported being curious about many different things remained stable; the proportion who reported applying additional effort when work becomes challenging decreased by 4.4 percentage points; and the percentage of students who agreed that school had been a waste of time decreased by 6.8 percentage points during this period.
- Curiosity, perseverance and valuing school are most often associated with higher science performance. In the Slovak Republic, after accounting for students' and schools' socio-economic profile, a one-unit increase in the curiosity index is associated with a difference of 18 score points in science performance, compared to an average of 19 score points across OECD countries; a one-unit increase in the perseverance index is associated with a difference of 12 score points in science performance (OECD average: 13 score points); students who perceive greater value in school and disagree that it is a waste of time tend to achieve higher scores in science (by 22 score points) than their peers who feel they are wasting their time at school (OECD average: 27 score points).

Student attitudes towards learning

- PISA 2025 also asked students about other attitudes towards learning. For example, 62% of students in the Slovak Republic have a growth mindset (OECD average: 69%), i.e. hold the belief that intelligence can be cultivated through work, effort and feedback. On average across OECD countries, students with a growth mindset score 28 score points higher in science than those with a fixed mindset. In the Slovak Republic, this difference is 14 score points, after accounting for students' and schools' socio-economic profile.
- PISA 2025 data further describe students' self-regulation and goal-setting behaviours. For example, in the Slovak Republic about 38% of students reported that they often or very often plan their approach to studying. Furthermore, 52% of students ask themselves questions about the material to check if they have understood everything (OECD averages: 37% and 49%, respectively).
- An autonomous self-regulated learner knows when and where to ask for help. PISA 2025 data show that, in most countries, students tend to rely on their teachers and classmates for support with their schoolwork. In the Slovak Republic, 65% of students ask their teachers for help when they need it and 81% ask their classmates when they do not fully understand something (OECD averages: 77% and 82%, respectively).

How is school life in the Slovak Republic?

Perceived shortages of human and material resources

- In 2025, 34% of students in the Slovak Republic were in schools whose principals reported that instruction was hindered, at least to some extent, by a perceived lack of teaching staff (OECD average: 39%); the corresponding share for a perceived lack of assisting staff was 47% (OECD average: 39%). The prevalence of perceived teaching staff shortages in the Slovak Republic did not change significantly compared to 2022.
- PISA 2025 data reveal that perceived shortages of material resources remain a concern in most countries and economies. Some 49% of students in the Slovak Republic attended schools whose principals reported that a lack of educational material (e.g. textbooks, IT equipment, library or laboratory material) hindered instruction, at least to some extent, and 45% were in schools where a lack of physical infrastructure (e.g. buildings, grounds, heating/cooling systems, lighting and acoustic systems) was perceived to hinder instruction. In 2022, the corresponding shares were 40% and 30%, respectively.

Digital resources

- In the Slovak Republic, students reported spending on average 1.7 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours). At the same time, a non-negligible share of students' device use on school days is dedicated to non-learning activities: students in the Slovak Republic reported spending 1.5 hours per day using digital devices at school for leisure (OECD average: 1.1 hours).
- In the Slovak Republic, 19% of students reported that their peers are often distracted by the use of digital devices during most or all science lessons (OECD average: 28%). On average across OECD countries, students who reported digital distraction in their science classes score 11 points lower in science than those who reported no digital distraction (after accounting for students' and schools' socio-economic profile). In the Slovak Republic they score 16 points lower.

- In the Slovak Republic, students in schools where cell phone use is not allowed on school premises are about 29% less likely to report digital distraction (OECD average: 13% less likely). In 2025, 57% of students in the Slovak Republic attended schools with such a ban (OECD average: 49%), up from PISA 2022 (42%; OECD average in PISA 2022: 34%). This indicates a substantial increase in the implementation of cell phone bans during this period.
- Students in most education systems use AI chatbots for schoolwork, creating new challenges and opportunities for their learning. In the Slovak Republic, 46% of students reported using AI chatbots to help them learn at least once a week (OECD average: 46%). Students also frequently use AI to conduct preliminary research on a new topic (Slovak Republic: 27%; OECD average: 31%), to summarise a text they had to read (Slovak Republic: 32%; OECD average: 30%), and to draft text for writing assignments (Slovak Republic: 36%; OECD average: 29%). Only 11% of students reported never or almost never using AI chatbots for any of the schoolwork tasks examined in PISA (OECD average: 14%).

Bullying and cyberbullying

- In the Slovak Republic, 19% of students reported being victims of at least one form of bullying a few times per month or more in 2025 (OECD average: 20%). The prevalence of bullying increased between PISA 2022 and PISA 2025, as it did in a large majority of participating countries and economies. This rise contrasts with the decline in bullying recorded in the Slovak Republic between 2018 and 2022, which was likely linked to the lingering effects of COVID-19 disruptions.
- Cyberbullying is relatively uncommon compared with other forms of bullying. In the Slovak Republic, 3% of students reported that upsetting information about them was published online, without their consent, at least a few times a month during the 12 months prior to the PISA test (OECD average: 3%).

Teacher support and disciplinary climate in science lessons

- In the Slovak Republic, 78% of students reported that, in most science lessons, the teacher shows an interest in every student's learning (OECD average: 69%), 64% that the teacher continues teaching until the students understand (OECD average: 66%), 78% that the teacher gives extra help when students need it (OECD average: 73%). In 2015, the corresponding shares were 68%, 56% and 68%.
- Disciplinary climate in science lessons in 2025 remains a concern in many countries and economies: about 19% of students in the Slovak Republic reported that they cannot work well in most or all lessons (OECD average: 19%); 24% reported noise and disorder disrupted most or every science lesson (OECD average: 31%); 29% of students reported that their classmates do not listen to what the teacher says (OECD average: 29%).
- Disciplinary climate and teacher support in science lessons improved between 2015 and 2025 on average across OECD countries. This was also the case in the Slovak Republic. Countries and economies with an improved disciplinary climate tend to show stability or an increase in their average science performance compared to 2015.

Parental involvement and support

- Student reports of family support substantially decreased in almost all PISA-participating countries and economies between 2022 and 2025. This was however not the case in the Slovak Republic. In 2025, 72% of students in the Slovak Republic reported that their parents or guardians asked them, at least once per week, what they did at school, while 49% reported having at least weekly

discussions about problems they might have at school. In 2022, the corresponding shares were 71% and 50%, respectively.

Truancy and lateness

- In 2025, around 9% of students in the Slovak Republic reported having skipped at least one day of school in the two weeks prior to the test (OECD average: 22%); 11% reported skipping at least one class (OECD average: 24%); 48% reported arriving late for school (OECD average: 50%). In previous years, the corresponding shares were 8%, 11% and 44% (in 2022); 17%, 24% and 52% (in 2018).

Student readiness for environmental challenges

- In the Slovak Republic, 72% of students reached at least baseline proficiency (Level 2) in environmental science. On average across OECD countries, 74% of students achieve this level, with more than 85% reaching it in seven countries and economies.
- PISA 2025 shows that students in most education systems report strong pro-environmental attitudes, although fewer feel confident about how to collaborate effectively. In the Slovak Republic, 80% of students believe that they can positively impact the environment (OECD average: 81%); 83% believe that collective action can address environmental problems (OECD average: 82%); 64% report knowing how to work with others to positively impact the environment (OECD average: 68%).
- In the Slovak Republic, 69% of students reported that they are somewhat or very interested in contributing to protecting the environment in their future jobs (OECD average: 62%).
- Most students engaged in environment-related activities at least once over the 12 months prior to the PISA test. On average across OECD countries, the most common forms of engagement are discussing with friends and family how to have a positive impact on the environment (the Slovak Republic: 58%; OECD average: 56%) and making purchasing decisions based on the sustainability of products (OECD average: 54%; 55% in the Slovak Republic).

Key Features of PISA 2025 in the Slovak Republic

The content

- The PISA 2025 survey focused on science, with mathematics and reading as minor areas; an assessment of learning in the digital world measured students' computational problem-solving skills and their ability to self-direct their learning in a digital environment. Results for science, mathematics, reading and computational problem solving are released on 8 September 2026 and analyses of students' self-directed learning in 2027.

The students

- Over 760 000 students took the assessment in 2025, representing about 33 million 15-year-olds in the schools of the 91 participating countries and economies.
- In the Slovak Republic, 6 684 students, in 300 schools, completed the assessment, representing about 50 300 15-year-old students (an estimated 92% of the total population of 15-year-olds).

- PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and they have completed at least 6 years of formal schooling. In this note, they are referred to as 15-year-old students.

The assessment

- Students took a two hour test, and each student was tested in two subjects. Different students were given different test questions and different combinations of subjects (e.g. science followed by reading, or mathematics followed by science, etc.). Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses.
- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire about school management, organisation, and the learning environment.
- Some countries/economies also distributed additional questionnaires, to students, parents and/or teachers, to elicit more information. The findings from these optional questionnaires are not covered by this note.

Contact

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This note was written by Francesco Avvisati (OECD Directorate for Education and Skills).

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The full book is available in English: OECD (2026), *PISA 2025 Results (Volume I): Future-Ready Students*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/73451bc5-en>.

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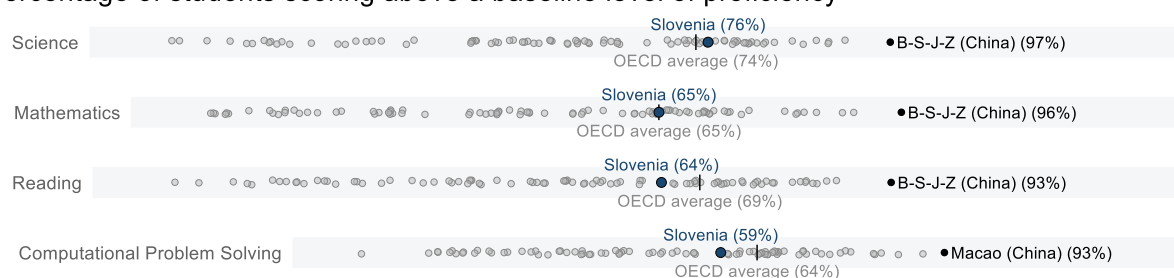
Slovenia

The Programme for International Student Assessment (PISA) assesses the knowledge, skills and attitudes of 15-year-old students. The tests explore how well students can solve complex problems, think critically and communicate effectively; data collected through questionnaires describe the context in which students learn. This gives insights into how well education systems are preparing students for real life challenges and future success. Slovenia participated for the first time in PISA in 2006. By comparing results internationally, policy makers and educators in Slovenia can learn from other countries' policies and practices.

Fifteen-year-old students in Slovenia and the context in which they learn

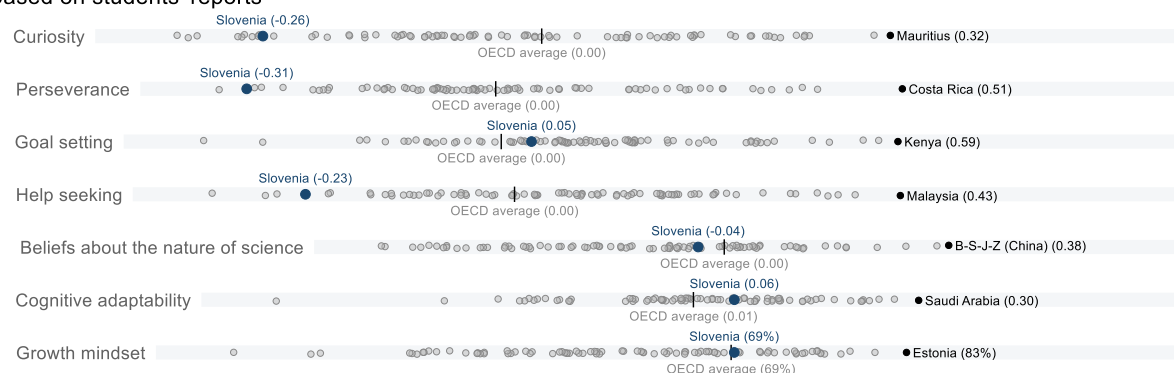
Figure 1. A multi-dimensional dashboard of student learning

Percentage of students scoring above a baseline level of proficiency



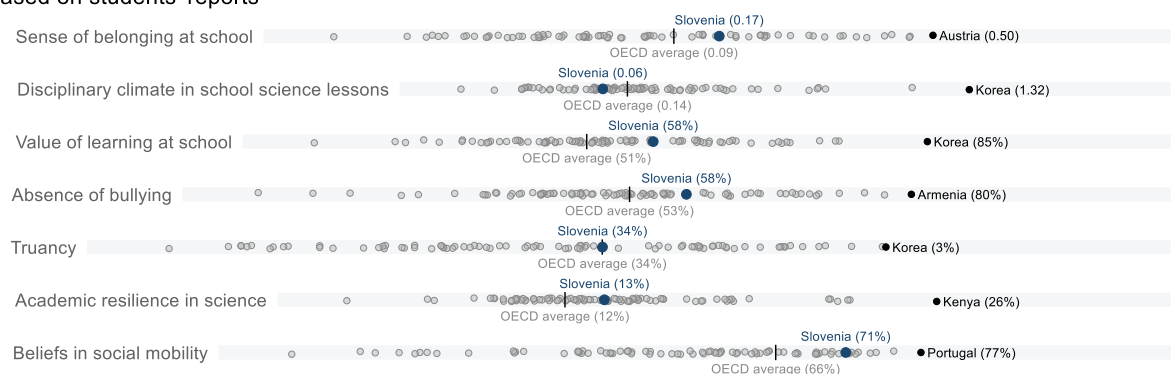
Student engagement: attitudes towards learning and school

Based on students' reports



Safe and fair learning environments

Based on students' reports



Supportive families and schools

Based on students' and principals' reports



Notes: Due to missing data, not all countries and economies are included in every dimension. For each dimension, the top country/economy and the OECD average are highlighted; truancy values are sorted in descending order, so that values shown to the right correspond to lower levels of truancy.

For indicators derived from students' and principals' reports, differences between countries and economies should be interpreted with caution, as they may reflect variations in response behaviour rather than true underlying differences. Non-response to questionnaires, cultural norms, as well as differing interpretations of questions can influence these indicators.

Definitions: Values that are not reported as percentages correspond to mean values of the corresponding questionnaire indices. Percentages are defined as follows: *Percentage of students scoring above a baseline level of proficiency*: students scoring at or above Level 2 in science, mathematics and reading; at or above Level 3 in computational problem solving; *Growth mindset*: Percentage of students who disagree or strongly disagree with the statement "You have a certain amount of intelligence, and you really can't do much to change it"; *Value of learning at school*: Percentage of students who disagree or strongly disagree that "School has done little to prepare me for adult life when I leave school"; *Absence of bullying*: Percentage of students who reported never or almost never being victim of any type of bullying act (among a list of five different types of acts); *Truancy*: Percentage of students who reported that in the two weeks prior to the PISA test they had skipped at least one class or day of school; *Academic resilience in science*: Percentage of students from the bottom quarter of socio-economic status (disadvantaged students) who scored in the top quarter of performance amongst students in their own country/economy; *Beliefs in social mobility*: Percentage of students who disagree or strongly disagree with the statement "Your status in society is something that you can't really change very much"; *No shortage of teaching staff*: Percentage of students in schools whose principal reported that the school's capacity to provide instruction is not at all hindered by a lack of teaching staff; *Peer-to-peer tutoring*: Percentage of students in schools whose principal reported that peer-to-peer tutoring is provided; *Learning to assess AI-generated content in class*: Percentage of students who reported that, in their school lessons, they assess the quality of information generated by Artificial Intelligence chatbots (e.g. ChatGPT) sometimes, often or very often; *School policy: cell phone bans in school*: Percentage of students in schools whose principal reported that the use of cell phones is not allowed on the school premises; *School policy: subject-specific guidelines on digital devices*: Percentage of students in schools whose principal reported that the school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.

Source: [Figure I.1.2](#).

An interactive dashboard is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html>

Notes on data quality in PISA 2025

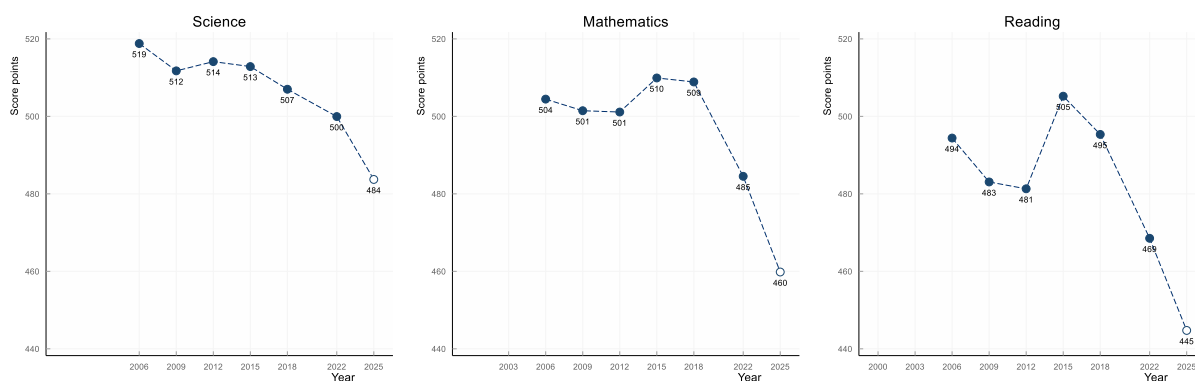
This edition of PISA includes data from 91 countries and economies. While the vast majority of countries and economies met PISA's technical standards, a small number did not. In particular, caution is required when interpreting results of countries and economies mentioned in this note with an asterisk (*) next to their names: their results could be affected by greater uncertainty, or even be biased, because one or more PISA sampling standards were not met. For more information, see the Reader's Guide in *PISA 2025 Results, Volume I* and Chapter 18 (Data Adjudication) in the *PISA 2025 Technical Report*.

In Slovenia, all data met the quality standards set by PISA and were considered fit for reporting.

How well did 15-year-old students in Slovenia do on the test?

Trends in science, mathematics and reading performance

Figure 2. Trends in performance in science, mathematics and reading



Note: White dots indicate mean scores that are not statistically significantly above/below PISA 2025 mean scores. An interactive version of this figure is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills/performance-trends.html>.

Source: [Tables I.B1.2a.36-38](#)

- Average 2025 results in Slovenia were lower than in 2022 in mathematics, reading and science.
- In all three subjects, average performance was lower in 2025 than in any assessment before 2022, and the most recent results extended the steep drop in mean scored observed between 2018 and 2022.
- Over the most recent period (2022 to 2025), the gap between the highest-scoring students (10% with the highest scores) and the weakest students (10% with the lowest scores) did not change significantly in mathematics, while it widened in reading and science.
- Compared to 2015 the proportion of low-performing students (scoring below proficiency Level 2) increased by 19 percentage points in mathematics; by 21 percentage points in reading; and by nine percentage points in science.

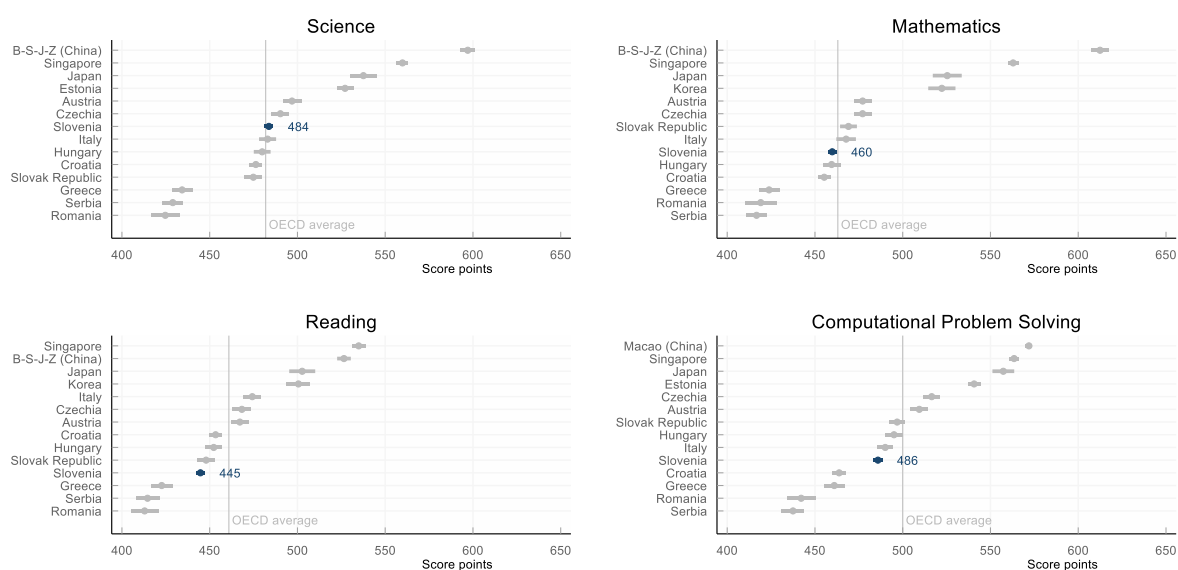
How does Slovenia compare?

- Students in Slovenia scored less than the OECD average in mathematics and reading, and close to the OECD average in science (Figure 3).

- A smaller proportion of students in Slovenia than on average across OECD countries were top performers (Level 5 or 6) in at least one subject. At the same time, a similar proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects (Figure 4).
- In computational problem solving, the mean score of students in Slovenia was lower than the OECD average (Figure 3).

Figure 3. Mean performance in science, mathematics, reading and computational problem solving

Slovenia, OECD average and selected comparison countries/economies



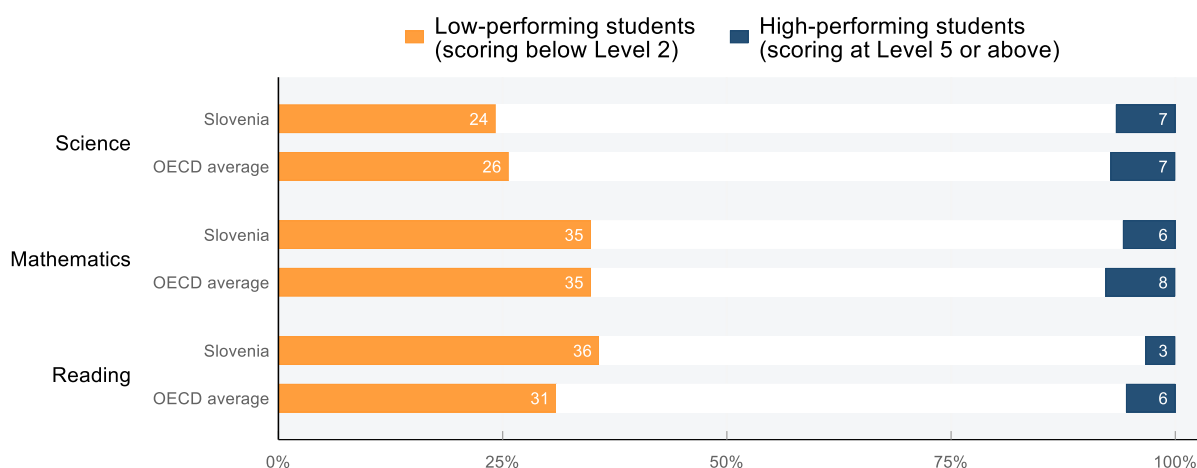
Notes: Comparison countries/economies include the highest-performing countries and economies overall and the highest-performing OECD countries; for comparisons with all remaining PISA 2025 participants, see source Tables and Figures. Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean scores (the 95% confidence interval).

Source: [Tables I.B1.2a.1-3](#) and [Tables I.2.1, I.2.4, I.2.o1 and I.2.o2](#)

What students know and can do in science

Figure 4. Proficiency in science, mathematics and reading among 15-year-old students

Slovenia and OECD average



Source: [Tables I.B1.2a.10-12](#)

- Some 76% of students in Slovenia attained Level 2 or higher in science (OECD average: 74%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided. Over 85% of students in top performers B-S-J-Z (China), Macao (China), Singapore, Estonia, Japan, Chinese Taipei and Korea (in descending order of that share) performed at this level or above.
- In Slovenia, 7% of students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

What students know and can do in mathematics

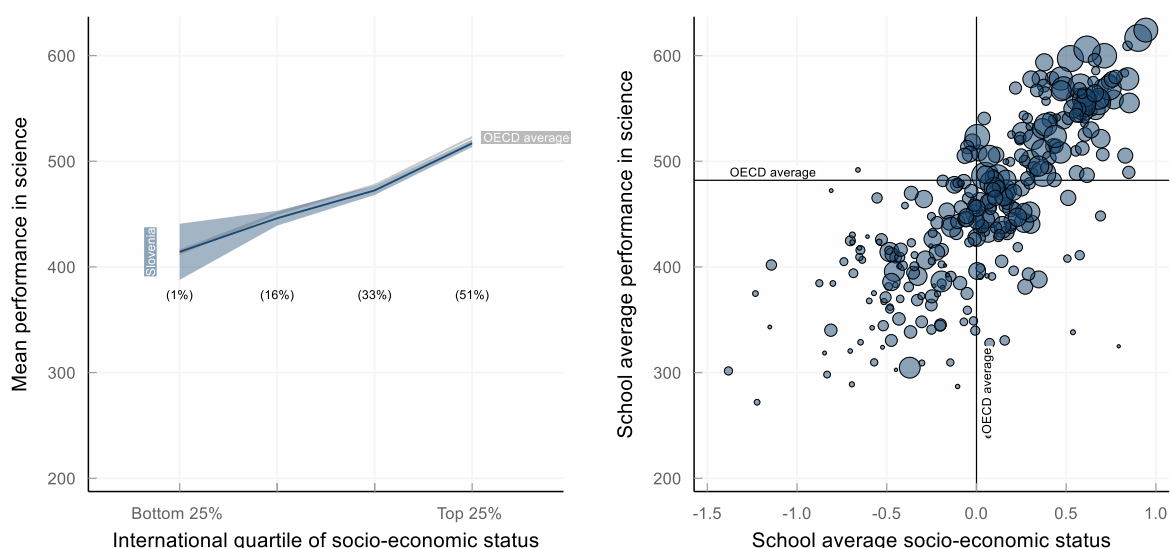
- In Slovenia, 65% of students attained at least Level 2 proficiency in mathematics (OECD average: 65%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).
- Some 6% of students in Slovenia were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 8%). The largest shares of students attaining Level 5 or 6 were observed in Seven Asian countries and economies: B-S-J-Z (China) (54%), Singapore (37%), Chinese Taipei (32%), Macao (China) (29%), Korea (23%), Japan (22%) and Hong Kong (China) (21%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them. In 13 countries and economies participating in PISA 2025, more than 10% of students attained Level 5 or 6 proficiency.

What students know and can do in reading

- Some 64% of students in Slovenia attained Level 2 or higher in reading (OECD average: 69%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 93% in B-S-J-Z (China) to 4% in Rwanda.
- In Slovenia, 3% of students scored at Level 5 or higher in reading (OECD average: 6%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Performance gaps within Slovenia

Figure 5. Science performance and socio-economic status of students and schools



Source: [Tables I.B1.2b.7 and Table I.B1.2b.11](#); and [OECD, PISA 2025 Database](#).

Notes: The left-hand chart shows how the performance of students at different levels of socio-economic status compares to the performance of students with similar socio-economic background across OECD countries on average. The shaded area represents a measure of uncertainty (the 95% confidence interval). Percentages reported on the chart correspond to the percentage of students in Slovenia that are in each international quartile of socio-economic status.

The right-hand chart plots the performance and average socio-economic status of schools that participated in PISA (only schools with students in the modal grade for 15-year-olds are shown). The size of dots is proportional to the population of 15-year-old students that each school represents.

Socio-economic disparities

- The PISA index of economic, social and cultural status is computed in such a way that all students taking the PISA test, regardless of the country where they live, can be placed on the same socio-economic scale. This means that it is possible to use this index to compare the performance of students of similar socio-economic background in different countries. In Slovenia, 51% of students

(the largest share) were in the top international quartile of the socio-economic scale, meaning that they were among the most advantaged students who took the PISA test in 2025. Their average score in science was 517 score points (Figure 5, left chart). In Singapore, Chinese Taipei and Macao (China), students of similar socio-economic background tend to score significantly higher.

- The PISA index of economic, social and cultural status can also be used to order students from the most disadvantaged to the most advantaged within each country and economy, and to create four groups of students of equal size (each comprising 25% of the population of 15-year-old students in each country/economy). In Slovenia socio-economically advantaged students (the top 25% in terms of socio-economic status) outperformed disadvantaged students (the bottom 25%) by 71 score points in science. This is smaller than the average difference between the two groups (85 score points) across OECD countries.
- Between 2015 and 2025, the gap in science performance between the top and the bottom 25% of students in terms of socio-economic status narrowed in Slovenia, as well as across OECD countries on average. Over this period, performance declined to a larger extent among advantaged than among disadvantaged students.
- Socio-economic status was a predictor of performance in science in all PISA-participating countries and economies. It accounted for 8% of the variation in science performance in PISA 2025 in Slovenia (compared to 12% on average across OECD countries).
- Some 13% of disadvantaged students in Slovenia were able to score in the top quarter of science performance. These students can be considered academically resilient because, despite their socio-economic disadvantage, they have attained educational excellence by comparison with students in their own country. On average across OECD countries, 12% of disadvantaged students scored in the top quarter of science performance in their own countries.

Student attitudes towards school and learning in Slovenia

Student curiosity, perseverance and perceived value of school

- In Slovenia, 69% of students agree or strongly agree that they are curious about many different things, compared to 73% across OECD countries. Moreover, 51% of students reported that they apply additional effort when work becomes challenging (OECD average 60%). At the same time, 27% agree or strongly agree that school has been a waste of time (OECD average: 24%).
- Between 2022 and 2025, these attitudes changed somewhat in Slovenia. The share of students who reported being curious about many different things decreased by 4.5 percentage points; the proportion who reported applying additional effort when work becomes challenging decreased by 9.2 percentage points; and the percentage of students who agreed that school had been a waste of time remained stable during this period.
- Curiosity, perseverance and valuing school are most often associated with higher science performance. In Slovenia, after accounting for students' and schools' socio-economic profile, a one-unit increase in the curiosity index is associated with a difference of 18 score points in science performance, compared to an average of 19 score points across OECD countries; a one-unit increase in the perseverance index is associated with a difference of 13 score points in science performance (OECD average: 13 score points); students who perceive greater value in school and disagree that it is a waste of time tend to achieve higher scores in science (by 19 score points) than their peers who feel they are wasting their time at school (OECD average: 27 score points).

Student attitudes towards learning

- PISA 2025 also asked students about other attitudes towards learning. For example, 69% of students in Slovenia have a growth mindset (OECD average: 69%), i.e. hold the belief that intelligence can be cultivated through work, effort and feedback. On average across OECD countries, students with a growth mindset score 28 score points higher in science than those with a fixed mindset. In Slovenia, this difference is 18 score points, after accounting for students' and schools' socio-economic profile.
- PISA 2025 data further describe students' self-regulation and goal-setting behaviours. For example, in Slovenia about 37% of students reported that they often or very often plan their approach to studying. Furthermore, 50% of students ask themselves questions about the material to check if they have understood everything (OECD averages: 37% and 49%, respectively).
- An autonomous self-regulated learner knows when and where to ask for help. PISA 2025 data show that, in most countries, students tend to rely on their teachers and classmates for support with their schoolwork. In Slovenia, 64% of students ask their teachers for help when they need it and 81% ask their classmates when they do not fully understand something (OECD averages: 77% and 82%, respectively).

How is school life in Slovenia?

Perceived shortages of human and material resources

- In 2025, 46% of students in Slovenia were in schools whose principals reported that instruction was hindered, at least to some extent, by a perceived lack of teaching staff (OECD average: 39%); the corresponding share for a perceived lack of assisting staff was 22% (OECD average: 39%). The prevalence of perceived teaching staff shortages in Slovenia increased compared to 2022 (42%).
- PISA 2025 data reveal that perceived shortages of material resources remain a concern in most countries and economies. Some 23% of students in Slovenia attended schools whose principals reported that a lack of educational material (e.g. textbooks, IT equipment, library or laboratory material) hindered instruction, at least to some extent, and 26% were in schools where a lack of physical infrastructure (e.g. buildings, grounds, heating/cooling systems, lighting and acoustic systems) was perceived to hinder instruction. In 2022, the corresponding shares were 19% and 19%, respectively.

Digital resources

- In Slovenia, students reported spending on average 1.0 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours). At the same time, a non-negligible share of students' device use on school days is dedicated to non-learning activities: students in Slovenia reported spending 0.8 hours per day using digital devices at school for leisure (OECD average: 1.1 hours).
- In Slovenia, 22% of students reported that their peers are often distracted by the use of digital devices during most or all science lessons (OECD average: 28%). On average across OECD countries, students who reported digital distraction in their science classes score 11 points lower in science than those who reported no digital distraction (after accounting for students' and schools' socio-economic profile). In Slovenia they score 26 points lower.
- On average across OECD countries, students in schools where cell phone use is not allowed on school premises are about 13% less likely to report digital distraction. In 2025, 46% of students in

Slovenia attended schools with such a ban (OECD average: 49%), close to the level observed in PISA 2022 (45%; OECD average in PISA 2022: 34%).

- Students in most education systems use AI chatbots for schoolwork, creating new challenges and opportunities for their learning. In Slovenia, 48% of students reported using AI chatbots to help them learn at least once a week (OECD average: 46%). Students also frequently use AI to conduct preliminary research on a new topic (Slovenia: 27%; OECD average: 31%), to summarise a text they had to read (Slovenia: 30%; OECD average: 30%), and to draft text for writing assignments (Slovenia: 32%; OECD average: 29%). Only 10% of students reported never or almost never using AI chatbots for any of the schoolwork tasks examined in PISA (OECD average: 14%).

Bullying and cyberbullying

- In Slovenia, 20% of students reported being victims of at least one form of bullying a few times per month or more in 2025 (OECD average: 20%). The prevalence of bullying increased between PISA 2022 and PISA 2025, as it did in a large majority of participating countries and economies. This rise contrasts with the decline in bullying recorded in Slovenia between 2018 and 2022, which was likely linked to the lingering effects of COVID-19 disruptions.
- Cyberbullying is relatively uncommon compared with other forms of bullying, but its victims tend to experience significant achievement deficits. In Slovenia, 4% of students reported that upsetting information about them was published online, without their consent, at least a few times a month during the 12 months prior to the PISA test (OECD average: 3%). These students scored, on average, 44 points lower in science than their peers.

Teacher support and disciplinary climate in science lessons

- In Slovenia, 57% of students reported that, in most science lessons, the teacher shows an interest in every student's learning (OECD average: 69%), 51% that the teacher continues teaching until the students understand (OECD average: 66%), 58% that the teacher gives extra help when students need it (OECD average: 73%). In 2015, the corresponding shares were 59%, 52% and 65%.
- Disciplinary climate in science lessons in 2025 remains a concern in many countries and economies: about 21% of students in Slovenia reported that they cannot work well in most or all lessons (OECD average: 19%); 30% reported noise and disorder disrupted most or every science lesson (OECD average: 31%); 40% of students reported that their classmates do not listen to what the teacher says (OECD average: 29%).
- Disciplinary climate and teacher support in science lessons improved between 2015 and 2025 on average across OECD countries. In Slovenia, only disciplinary climate improved; teacher support did not change significantly. Countries and economies with an improved disciplinary climate tend to show stability or an increase in their average science performance compared to 2015.

Parental involvement and support

- Student reports of family support substantially decreased in almost all PISA-participating countries and economies between 2022 and 2025. This was also the case in Slovenia. In 2025, 68% of students in Slovenia reported that their parents or guardians asked them, at least once per week, what they did at school, while 45% reported having at least weekly discussions about problems they might have at school. In 2022, the corresponding shares were 77% and 58%, respectively.

Truancy and lateness

- In 2025, around 15% of students in Slovenia reported having skipped at least one day of school in the two weeks prior to the test (OECD average: 22%); 29% reported skipping at least one class (OECD average: 24%); 52% reported arriving late for school (OECD average: 50%). In previous years, the corresponding shares were 13%, 26% and 46% (in 2022); 18%, 31% and 55% (in 2018).

Student readiness for environmental challenges

- In Slovenia, 74% of students reached at least baseline proficiency (Level 2) in environmental science. On average across OECD countries, 74% of students achieve this level, with more than 85% reaching it in seven countries and economies.
- PISA 2025 shows that students in most education systems report strong pro-environmental attitudes, although fewer feel confident about how to collaborate effectively. In Slovenia, 80% of students believe that they can positively impact the environment (OECD average: 81%); 83% believe that collective action can address environmental problems (OECD average: 82%); 70% report knowing how to work with others to positively impact the environment (OECD average: 68%).
- In Slovenia, 58% of students reported that they are somewhat or very interested in contributing to protecting the environment in their future jobs (OECD average: 62%).
- Most students engaged in environment-related activities at least once over the 12 months prior to the PISA test. On average across OECD countries, the most common forms of engagement are discussing with friends and family how to have a positive impact on the environment (Slovenia: 60%; OECD average: 56%) and making purchasing decisions based on the sustainability of products (OECD average: 54%; 72% in Slovenia).

Key Features of PISA 2025 in Slovenia

The content

- The PISA 2025 survey focused on science, with mathematics and reading as minor areas; an assessment of learning in the digital world measured students' computational problem-solving skills and their ability to self-direct their learning in a digital environment. Results for science, mathematics, reading and computational problem solving are released on 8 September 2026 and analyses of students' self-directed learning in 2027.

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- In Slovenia, 7 366 students, in 356 schools, completed the assessment, representing about 21 600 15-year-old students (an estimated 93% of the total population of 15-year-olds).
- PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and they have completed at least 6 years of formal schooling. In this note, they are referred to as 15-year-old students.

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- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire about school management, organisation, and the learning environment.
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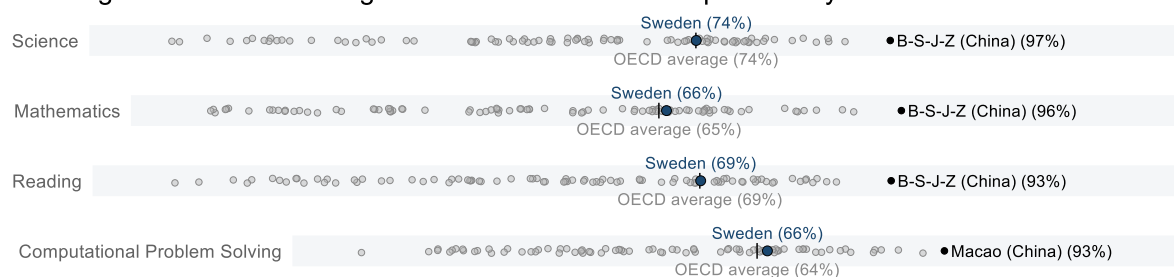
Sweden

The Programme for International Student Assessment (PISA) assesses the knowledge, skills and attitudes of 15-year-old students. The tests explore how well students can solve complex problems, think critically and communicate effectively; data collected through questionnaires describe the context in which students learn. This gives insights into how well education systems are preparing students for real life challenges and future success. Sweden has participated in PISA since 2000. By comparing results internationally, policy makers and educators in Sweden can learn from other countries' policies and practices.

Fifteen-year-old students in Sweden and the context in which they learn

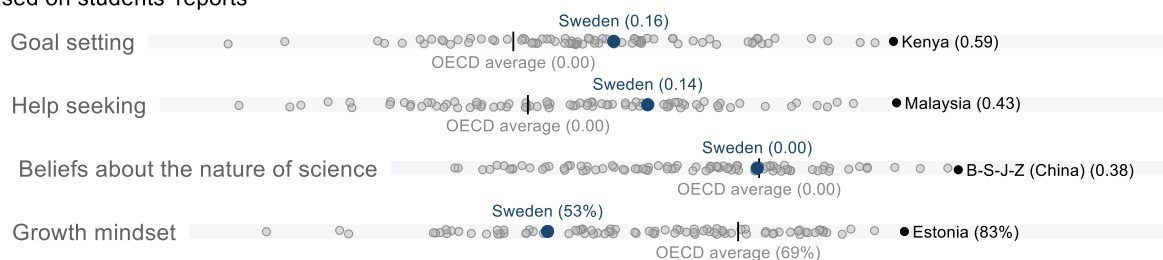
Figure 1. A multi-dimensional dashboard of student learning

Percentage of students scoring above a baseline level of proficiency



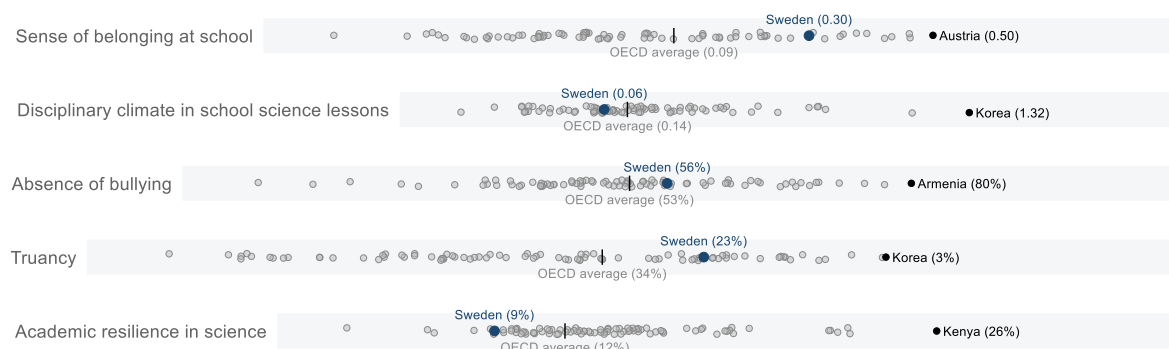
Student engagement: attitudes towards learning and school

Based on students' reports



Safe and fair learning environments

Based on students' reports



Supportive families and schools

Based on students' and principals' reports



Notes: Due to missing data, not all countries and economies are included in every dimension. For each dimension, the top country/economy and the OECD average are highlighted; truancy values are sorted in descending order, so that values shown to the right correspond to lower levels of truancy.

For indicators derived from students' and principals' reports, differences between countries and economies should be interpreted with caution, as they may reflect variations in response behaviour rather than true underlying differences. Non-response to questionnaires, cultural norms, as well as differing interpretations of questions can influence these indicators.

Definitions: Values that are not reported as percentages correspond to mean values of the corresponding questionnaire indices. Percentages are defined as follows: *Percentage of students scoring above a baseline level of proficiency*: students scoring at or above Level 2 in science, mathematics and reading; at or above Level 3 in computational problem solving; *Growth mindset*: Percentage of students who disagree or strongly disagree with the statement "You have a certain amount of intelligence, and you really can't do much to change it"; *Absence of bullying*: Percentage of students who reported never or almost never being victim of any type of bullying act (among a list of five different types of acts); *Truancy*: Percentage of students who reported that in the two weeks prior to the PISA test they had skipped at least one class or day of school; *Academic resilience in science*: Percentage of students from the bottom quarter of socio-economic status (disadvantaged students) who scored in the top quarter of performance amongst students in their own country/economy; *No shortage of teaching staff*: Percentage of students in schools whose principal reported that the school's capacity to provide instruction is not at all hindered by a lack of teaching staff; *Peer-to-peer tutoring*: Percentage of students in schools whose principal reported that peer-to-peer tutoring is provided; *Learning to assess AI-generated content in class*: Percentage of students who reported that, in their school lessons, they assess the quality of information generated by Artificial Intelligence chatbots (e.g. ChatGPT) sometimes, often or very often; *School policy: cell phone bans in school*: Percentage of students in schools whose principal reported that the use of cell phones is not allowed on the school premises; *School policy: subject-specific guidelines on digital devices*: Percentage of students in schools whose principal reported that the school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.

Source: [Figure I.1.2](#).

An interactive dashboard is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html>

Notes on data quality in PISA 2025

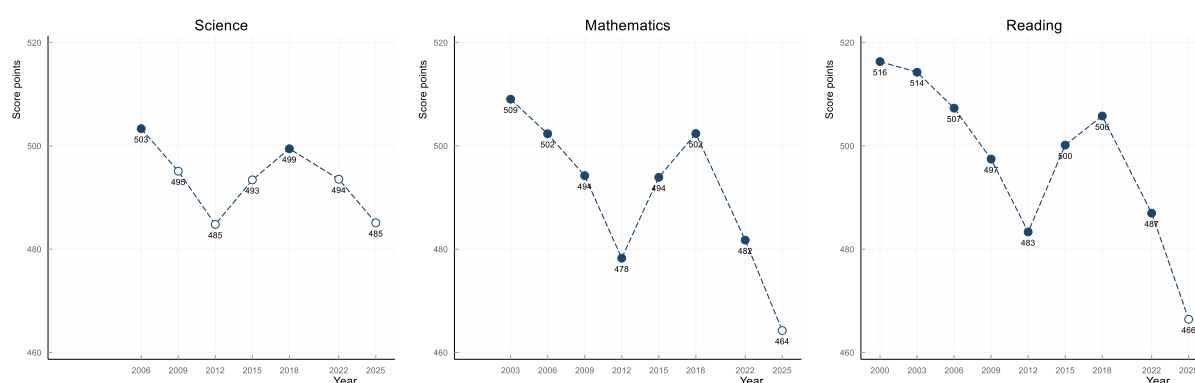
This edition of PISA includes data from 91 countries and economies. While the vast majority of countries and economies met PISA's technical standards, a small number did not. In particular, caution is required when interpreting results of countries and economies mentioned in this note with an asterisk (*) next to their names: their results could be affected by greater uncertainty, or even be biased, because one or more PISA sampling standards were not met. For more information, see the Reader's Guide in *PISA 2025 Results, Volume I* and Chapter 18 (Data Adjudication) in the *PISA 2025 Technical Report*.

In Sweden, overall exclusions (7.4%) exceeded the tolerance set by PISA technical standards, but remained close to those observed in 2022 (also 7.4%). All data were considered fit for reporting.

How well did 15-year-old students in Sweden do on the test?

Trends in science, mathematics and reading performance

Figure 2. Trends in performance in science, mathematics and reading



Note: White dots indicate mean scores that are not statistically significantly above/below PISA 2025 mean scores. An interactive version of this figure is available at <https://www.oecd.org/en/data/dashboards/pisa-education-and-skills/performance-trends.html>.

Source: Tables I.B1.2a.36-38

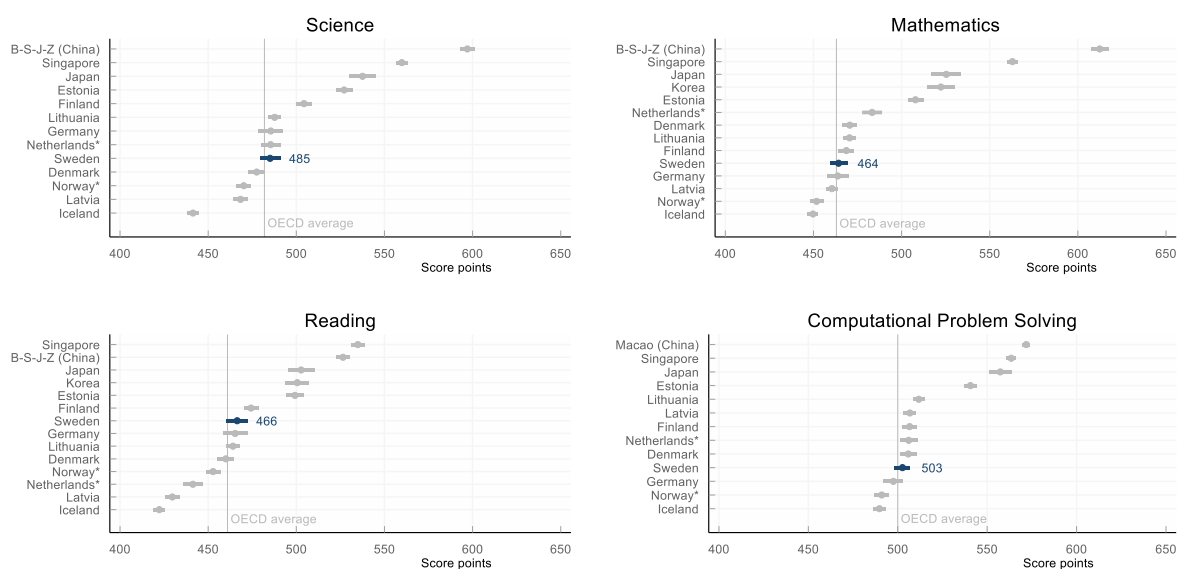
- Average 2025 results in Sweden were lower than in 2022 in mathematics and reading, and about the same as in 2022 in science.
- In all three subjects, however, results are among the lowest ever observed in PISA in Sweden, significantly lower than those observed in 2018; and the recent trajectory since 2018 reversed any gains observed between 2012 and 2018.
- Over the most recent period (2022 to 2025), the gap between the highest-scoring students (10% with the highest scores) and the weakest students (10% with the lowest scores) did not change significantly in mathematics and science, while it widened in reading.
- Compared to 2015 the proportion of low-performing students (scoring below proficiency Level 2) increased by 13 percentage points in mathematics; by 13 percentage points in reading; and by four percentage points in science.

How does Sweden compare?

- Students in Sweden scored close to the OECD average in mathematics, reading and science (Figure 3).
- More students in Sweden than on average across OECD countries were top performers (Level 5 or 6) in at least one subject. At the same time, a similar proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects (Figure 4).
- In computational problem solving, the mean score of students in Sweden was close to the OECD average (Figure 3).

Figure 3. Mean performance in science, mathematics, reading and computational problem solving

Sweden, OECD average and selected comparison countries/economies



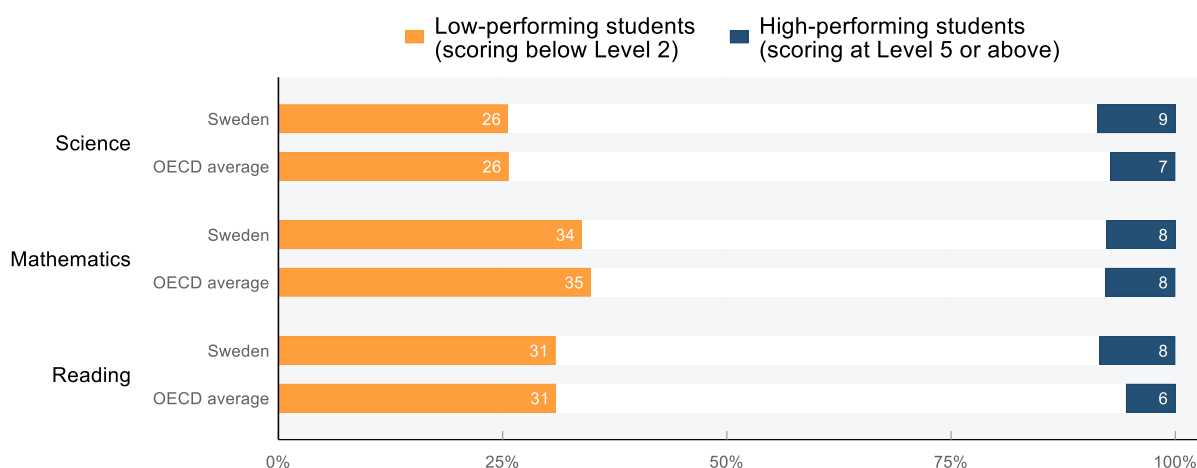
Notes: Comparison countries/economies include the highest-performing countries and economies overall and the highest-performing OECD countries; for comparisons with all remaining PISA 2025 participants, see source Tables and Figures. Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean scores (the 95% confidence interval).

Source: [Tables I.B1.2a.1-3](#) and [Tables I.2.1, I.2.4, I.2.o1 and I.2.o2](#)

What students know and can do in science

Figure 4. Proficiency in science, mathematics and reading among 15-year-old students

Sweden and OECD average



Source: [Tables I.B1.2a.10-12](#)

- Some 74% of students in Sweden attained Level 2 or higher in science (OECD average: 74%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided. Over 85% of students in top performers B-S-J-Z (China), Macao (China), Singapore, Estonia, Japan, Chinese Taipei and Korea (in descending order of that share) performed at this level or above.
- In Sweden, 9% of students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

What students know and can do in mathematics

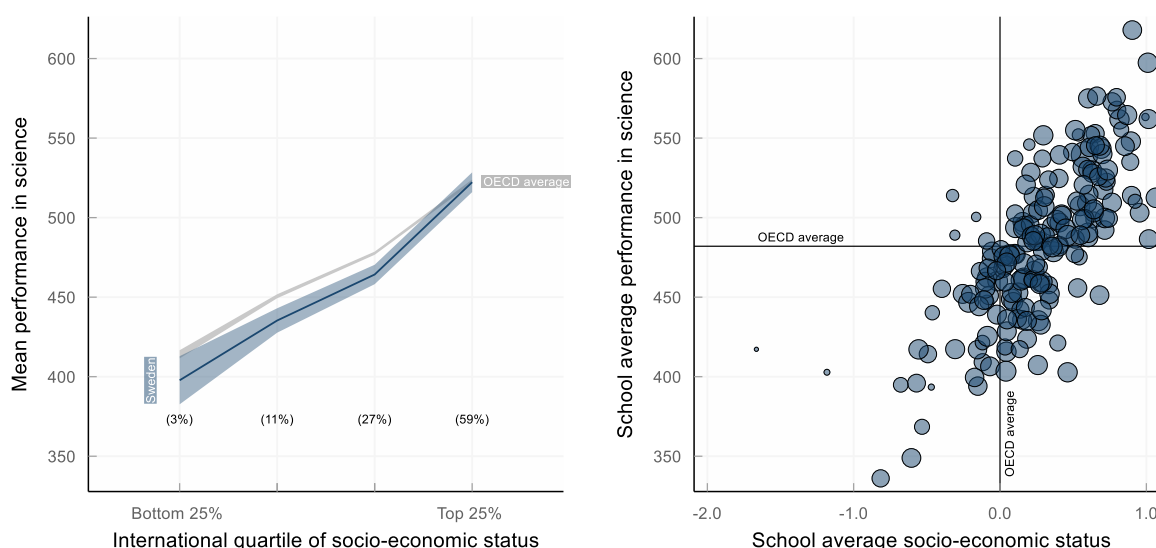
- In Sweden, 66% of students attained at least Level 2 proficiency in mathematics (OECD average: 65%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).
- Some 8% of students in Sweden were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 8%). The largest shares of students attaining Level 5 or 6 were observed in Seven Asian countries and economies: B-S-J-Z (China) (54%), Singapore (37%), Chinese Taipei (32%), Macao (China) (29%), Korea (23%), Japan (22%) and Hong Kong (China) (21%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them. In 13 countries and economies participating in PISA 2025, more than 10% of students attained Level 5 or 6 proficiency.

What students know and can do in reading

- Some 69% of students in Sweden attained Level 2 or higher in reading (OECD average: 69%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 93% in B-S-J-Z (China) to 4% in Rwanda.
- In Sweden, 8% of students scored at Level 5 or higher in reading (OECD average: 6%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Performance gaps within Sweden

Figure 5. Science performance and socio-economic status of students and schools



Source: [Tables I.B1.2b.7 and Table I.B1.2b.11](#); and [OECD, PISA 2025 Database](#).

Notes: The left-hand chart shows how the performance of students at different levels of socio-economic status compares to the performance of students with similar socio-economic background across OECD countries on average. The shaded area represents a measure of uncertainty (the 95% confidence interval). Percentages reported on the chart correspond to the percentage of students in Sweden that are in each international quartile of socio-economic status.

The right-hand chart plots the performance and average socio-economic status of schools that participated in PISA (only schools with students in the modal grade for 15-year-olds are shown). The size of dots is proportional to the population of 15-year-old students that each school represents.

Socio-economic disparities

- The PISA index of economic, social and cultural status is computed in such a way that all students taking the PISA test, regardless of the country where they live, can be placed on the same socio-economic scale. This means that it is possible to use this index to compare the performance of students of similar socio-economic background in different countries. In Sweden, 59% of students

(the largest share) were in the top international quartile of the socio-economic scale, meaning that they were among the most advantaged students who took the PISA test in 2025. Their average score in science was 522 score points (Figure 5, left chart). In Singapore, Chinese Taipei and Macao (China), students of similar socio-economic background tend to score significantly higher.

- The PISA index of economic, social and cultural status can also be used to order students from the most disadvantaged to the most advantaged within each country and economy, and to create four groups of students of equal size (each comprising 25% of the population of 15-year-old students in each country/economy). In Sweden socio-economically advantaged students (the top 25% in terms of socio-economic status) outperformed disadvantaged students (the bottom 25%) by 92 score points in science. This is similar to the average difference between the two groups (85 score points) across OECD countries.
- Between 2015 and 2025, the gap in science performance between the top and the bottom 25% of students in terms of socio-economic status remained stable in Sweden, while the average gap across OECD countries narrowed. Over this period, performance remained stable both among advantaged and disadvantaged students.
- Socio-economic status was a predictor of performance in science in all PISA-participating countries and economies. It accounted for 12% of the variation in science performance in PISA 2025 in Sweden (compared to 12% on average across OECD countries).
- Some 9% of disadvantaged students in Sweden were able to score in the top quarter of science performance. These students can be considered academically resilient because, despite their socio-economic disadvantage, they have attained educational excellence by comparison with students in their own country. On average across OECD countries, 12% of disadvantaged students scored in the top quarter of science performance in their own countries.

Student attitudes towards school and learning in Sweden

Student curiosity, perseverance and perceived value of school

- In Sweden, NA% of students reported that they apply additional effort when work becomes challenging (OECD average 60%). At the same time, NA% agree or strongly agree that school has been a waste of time (OECD average: 24%).
- Curiosity, perseverance and valuing school are most often associated with higher science performance. In Sweden, after accounting for students' and schools' socio-economic profile, .

Student attitudes towards learning

- PISA 2025 also asked students about other attitudes towards learning. For example, 53% of students in Sweden have a growth mindset (OECD average: 69%), i.e. hold the belief that intelligence can be cultivated through work, effort and feedback. On average across OECD countries, students with a growth mindset score 28 score points higher in science than those with a fixed mindset. In Sweden, this difference is 27 score points, after accounting for students' and schools' socio-economic profile.
- PISA 2025 data further describe students' self-regulation and goal-setting behaviours. For example, in Sweden about 46% of students reported that they often or very often plan their approach to studying. Furthermore, 57% of students ask themselves questions about the material to check if they have understood everything (OECD averages: 37% and 49%, respectively).
- An autonomous self-regulated learner knows when and where to ask for help. PISA 2025 data show that, in most countries, students tend to rely on their teachers and classmates for support

with their schoolwork. In Sweden, 82% of students ask their teachers for help when they need it and 83% ask their classmates when they do not fully understand something (OECD averages: 77% and 82%, respectively).

- In Sweden self-regulated goal-setting and help-seeking are positively related to science performance, after accounting for students' and schools' socio-economic profile. A one-unit increase in the index of goal-setting is associated with a difference of 6 score points (OECD average: 3 score points). A one-unit increase in the index of help-seeking is associated with a difference of 5 score points (OECD average: 6 score points).

How is school life in Sweden?

Perceived shortages of human and material resources

- In 2025, 14% of students in Sweden were in schools whose principals reported that instruction was hindered, at least to some extent, by a perceived lack of teaching staff (OECD average: 39%); the corresponding share for a perceived lack of assisting staff was 32% (OECD average: 39%). The prevalence of perceived teaching staff shortages in Sweden decreased compared to 2022 (36%).
- PISA 2025 data reveal that perceived shortages of material resources remain a concern in most countries and economies. Some 6% of students in Sweden attended schools whose principals reported that a lack of educational material (e.g. textbooks, IT equipment, library or laboratory material) hindered instruction, at least to some extent, and 17% were in schools where a lack of physical infrastructure (e.g. buildings, grounds, heating/cooling systems, lighting and acoustic systems) was perceived to hinder instruction. In 2022, the corresponding shares were 8% and 22%, respectively.

Digital resources

- In Sweden, students reported spending on average 2.4 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours). At the same time, a non-negligible share of students' device use on school days is dedicated to non-learning activities: students in Sweden reported spending 1.1 hours per day using digital devices at school for leisure (OECD average: 1.1 hours).
- In Sweden, 33% of students reported that their peers are often distracted by the use of digital devices during most or all science lessons (OECD average: 28%). On average across OECD countries, students who reported digital distraction in their science classes score 11 points lower in science than those who reported no digital distraction (after accounting for students' and schools' socio-economic profile). Sweden is among the minority of countries and economies in which digital distraction is not associated with significant differences in student performance.
- On average across OECD countries, students in schools where cell phone use is not allowed on school premises are about 13% less likely to report digital distraction. In 2025, 58% of students in Sweden attended schools with such a ban (OECD average: 49%), up from PISA 2022 (38%; OECD average in PISA 2022: 34%). This indicates a substantial increase in the implementation of cell phone bans during this period.
- Students in most education systems use AI chatbots for schoolwork, creating new challenges and opportunities for their learning. In Sweden, 48% of students reported using AI chatbots to help them learn at least once a week (OECD average: 46%). Students also frequently use AI to conduct preliminary research on a new topic (Sweden: 30%; OECD average: 31%), to summarise a text they had to read (Sweden: 27%; OECD average: 30%), and to draft text for writing assignments

(Sweden: 25%; OECD average: 29%). Only 17% of students reported never or almost never using AI chatbots for any of the schoolwork tasks examined in PISA (OECD average: 14%).

Bullying and cyberbullying

- In Sweden, 18% of students reported being victims of at least one form of bullying a few times per month or more in 2025 (OECD average: 20%). The prevalence of bullying increased between PISA 2022 and PISA 2025, as it did in a large majority of participating countries and economies. This rise contrasts with the decline in bullying recorded in Sweden between 2018 and 2022, which was likely linked to the lingering effects of COVID-19 disruptions.

Teacher support and disciplinary climate in science lessons

- In Sweden, 74% of students reported that, in most science lessons, the teacher shows an interest in every student's learning (OECD average: 69%), 69% that the teacher continues teaching until the students understand (OECD average: 66%), 71% that the teacher gives extra help when students need it (OECD average: 73%). In 2015, the corresponding shares were 77%, 73% and 74%.
- Disciplinary climate in science lessons in 2025 remains a concern in many countries and economies: about 20% of students in Sweden reported that they cannot work well in most or all lessons (OECD average: 19%); 29% reported noise and disorder disrupted most or every science lesson (OECD average: 31%); 29% of students reported that their classmates do not listen to what the teacher says (OECD average: 29%).
- Disciplinary climate and teacher support in science lessons improved between 2015 and 2025 on average across OECD countries. In Sweden, neither changed significantly. Countries and economies with an improved disciplinary climate tend to show stability or an increase in their average science performance compared to 2015.

Parental involvement and support

- Student reports of family support substantially decreased in almost all PISA-participating countries and economies between 2022 and 2025. This was however not the case in Sweden. In 2025, 79% of students in Sweden reported that their parents or guardians asked them, at least once per week, what they did at school, while 57% reported having at least weekly discussions about problems they might have at school. In 2022, the corresponding shares were 84% and 60%, respectively.

Truancy and lateness

- In 2025, around 12% of students in Sweden reported having skipped at least one day of school in the two weeks prior to the test (OECD average: 22%); 20% reported skipping at least one class (OECD average: 24%); 58% reported arriving late for school (OECD average: 50%). In previous years, the corresponding shares were 10%, 19% and 56% (in 2022); 10%, 17% and 53% (in 2018).

Student readiness for environmental challenges

- In Sweden, 74% of students reached at least baseline proficiency (Level 2) in environmental science. On average across OECD countries, 74% of students achieve this level, with more than 85% reaching it in seven countries and economies.
- PISA 2025 shows that students in most education systems report strong pro-environmental attitudes, although fewer feel confident about how to collaborate effectively. In Sweden, 81% of

students believe that they can positively impact the environment (OECD average: 81%); 84% believe that collective action can address environmental problems (OECD average: 82%); 69% report knowing how to work with others to positively impact the environment (OECD average: 68%).

- Most students engaged in environment-related activities at least once over the 12 months prior to the PISA test. On average across OECD countries, the most common forms of engagement are discussing with friends and family how to have a positive impact on the environment (Sweden: 55%; OECD average: 56%) and making purchasing decisions based on the sustainability of products (OECD average: 54%; 47% in Sweden).

Key Features of PISA 2025 in Sweden

The content

- The PISA 2025 survey focused on science, with mathematics and reading as minor areas; an assessment of learning in the digital world measured students' computational problem-solving skills and their ability to self-direct their learning in a digital environment. PISA 2025 also included an assessment of young people's communicative skills in English, which was optional and available only for countries and economies where English is a foreign language; Sweden participated in this assessment. Results for science, mathematics, reading and computational problem solving are released on 8 September 2026; results for English as a foreign language and analyses of students' self-directed learning in 2027.

The students

- Over 760 000 students took the assessment in 2025, representing about 33 million 15-year-olds in the schools of the 91 participating countries and economies.
- In Sweden, 6 688 students, in 206 schools, completed the assessment, representing about 115 600 15-year-old students (an estimated 92% of the total population of 15-year-olds). An additional sample of students, from the same schools, completed the assessment of English as a foreign language.
- PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and they have completed at least 6 years of formal schooling. In this note, they are referred to as 15-year-old students.

The assessment

- Students took a two hour test, and each student was tested in two subjects. Different students were given different test questions and different combinations of subjects (e.g. science followed by reading, or mathematics followed by science, etc.). Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses.
- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire about school management, organisation, and the learning environment.
- Some countries/economies also distributed additional questionnaires, to students, parents and/or teachers, to elicit more information. The findings from these optional questionnaires are not covered by this note.

Contact

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Explore, compare and visualise more data and analysis using <http://gpseducation.oecd.org>.

Questions can be directed to the PISA team at the Directorate for Education and Skills: edu.pisa@oecd.org.

This note was written by Francesco Avvisati (OECD Directorate for Education and Skills).

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The full book is available in English: OECD (2026), *PISA 2025 Results (Volume I): Future-Ready Students*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/73451bc5-en>.

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