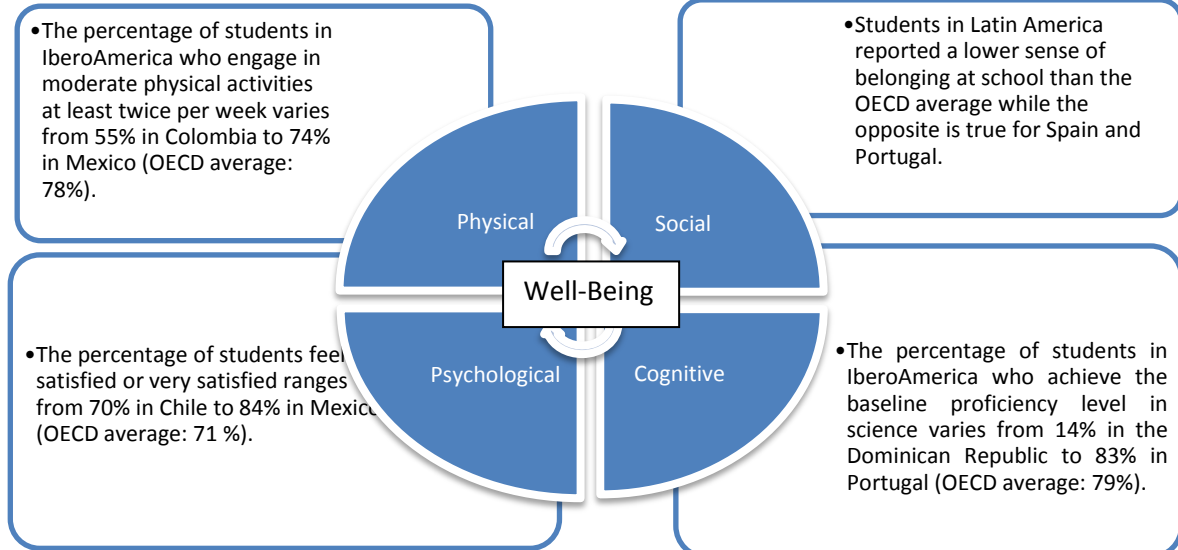


PROGRAMME FOR INTERNATIONAL  
STUDENT ASSESSMENT (PISA)  
RESULTS FROM PISA 2015 STUDENTS' WELL-BEING

## IberoAmérica

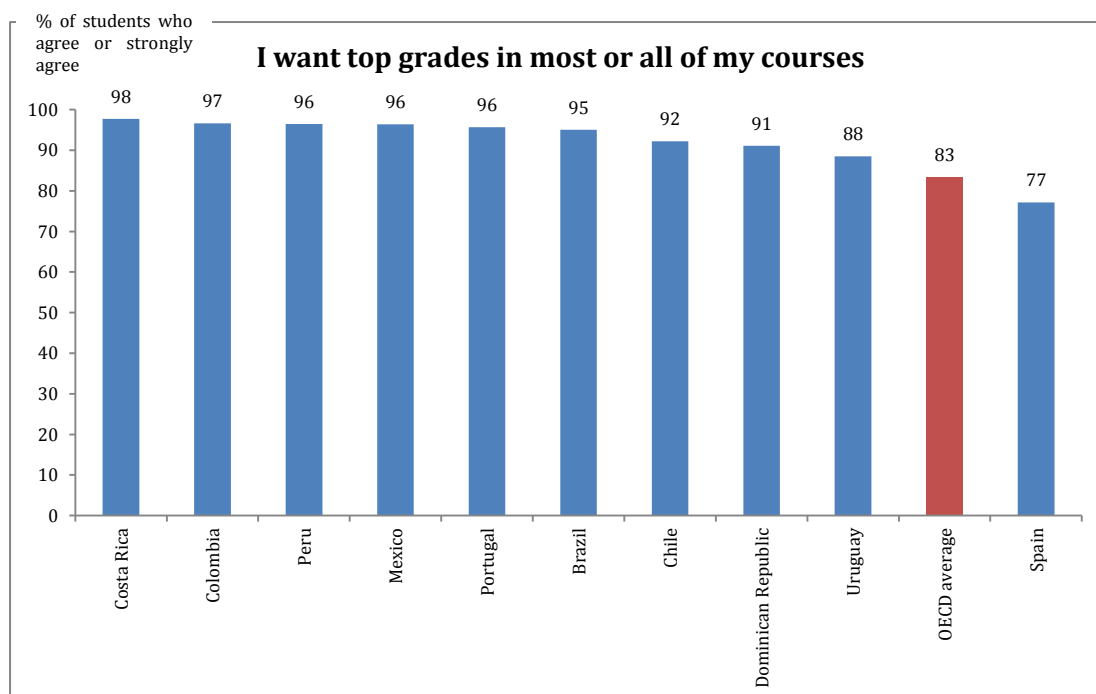
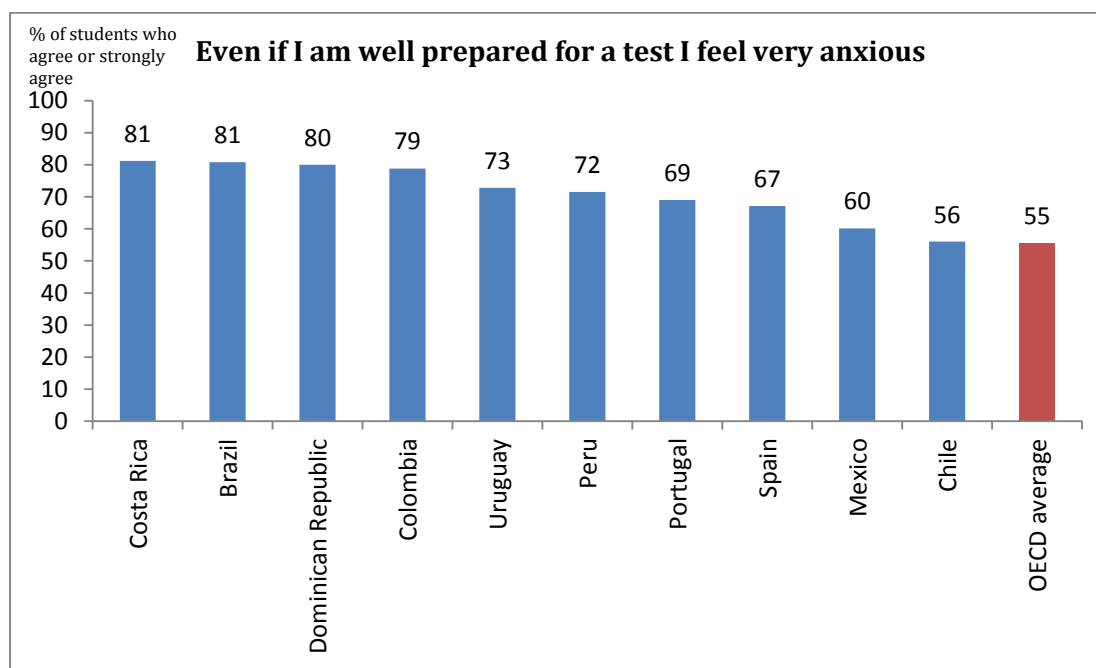


## KEY RESULTS

- On average, 15-year-old students in IberoAmerica reported relatively high satisfaction with their life. Students in the Dominican Republic reported a level of 8.5 and students in Portugal reported 7.4 on a life-satisfaction scale ranging from 0 to 10 (OECD average: 7.3) (Table III.3.2). At least 38% of students in Latin American countries reported a life satisfaction level of 9 or above (OECD average: 34%) (Table III.3.11).
- Students in IberoAmerica reported moderately higher levels of achievement motivation relative to the OECD average: at least 54% of students strongly agree that they want to select from the best opportunities upon graduation (OECD average: 51%); except for Spain at least 33% strongly agreed that they want to be the best in whatever they do (OECD average 29%) (Table III.5.1). High achievement motivation tends to be related to better results at school, but can also lead to anxiety if it is not intrinsic but driven by external pressures (Tables III.5.5a and III.5.8).
- Students in IberoAmerica reported higher levels of schoolwork-related anxiety than the OECD average. At least 79% of students in IberoAmerica (greater than 90% in Brazil, Costa Rica, and Uruguay) reported that they worry about getting poor grades at school (OECD average: 66%); at least one in four reported that they get very tense when they study (OECD average: 37%); at least 56% feel anxious even when well-prepared for a test (OECD average: 55%) (Table III.4.1). Schoolwork-related anxiety is one of the main predictors of low life satisfaction among students.
- At least 20% of students in Colombia, Costa Rica, and the Dominican Republic, and Mexico reported that they are victims of one act of bullying at least a few times a month (OECD average: 19%). Students in other IberoAmerican countries tended to report lower levels of exposure to bullying than the OECD average (Table III.8.1).
- Students in most of the IberoAmerican countries perceive a level of parental support that is somewhat lower than the OECD average. Among IberoAmerican countries, students in Portugal reported the highest level of parental support: at least 95% of students in Portugal reported that their parents are interested in school activities, provide support when they face difficulties at school, support their educational efforts and achievements, and encourage them to be confident. Students in the Dominican Republic reported the lowest level of parental support among IberoAmerican countries (Table III.9.18).
- The percentage of students in IberoAmerican countries who reported not engaging in any moderate or vigorous physical activities outside of the school is higher than the OECD average. In Brazil, Colombia, Costa Rica, and Uruguay, the level of physical inactive students is at least 10% (Table III.11.10).
- At least 32% of students in Brazil, Chile, Costa Rica, and Uruguay use the Internet 6 or more hours outside of school during typical weekdays (they are "extreme internet users") (Table III.13.7). At least 45% of students in IberoAmerican countries report "feeling really bad" if no internet connection is possible and in Portugal the share is 70% (OECD average: 54%) (Table III.13.15).

## Students' life satisfaction and psychological well-being

The **psychological dimension** of students' well-being refers to students' sense of purpose in life, self-awareness, positive emotions and expectations. Promoting psychological well-being at school can support the health and socio-emotional development of all students. PISA 2015 measures some aspects of psychological well-being through students' reports of their motivation to do well in school and schoolwork-related anxiety. PISA also measures students' overall satisfaction with their life.



Source: OECD, PISA 2015 Database, Table III.4.1 and Table III.5.1.

**Key results on students' life satisfaction and psychological well-being**

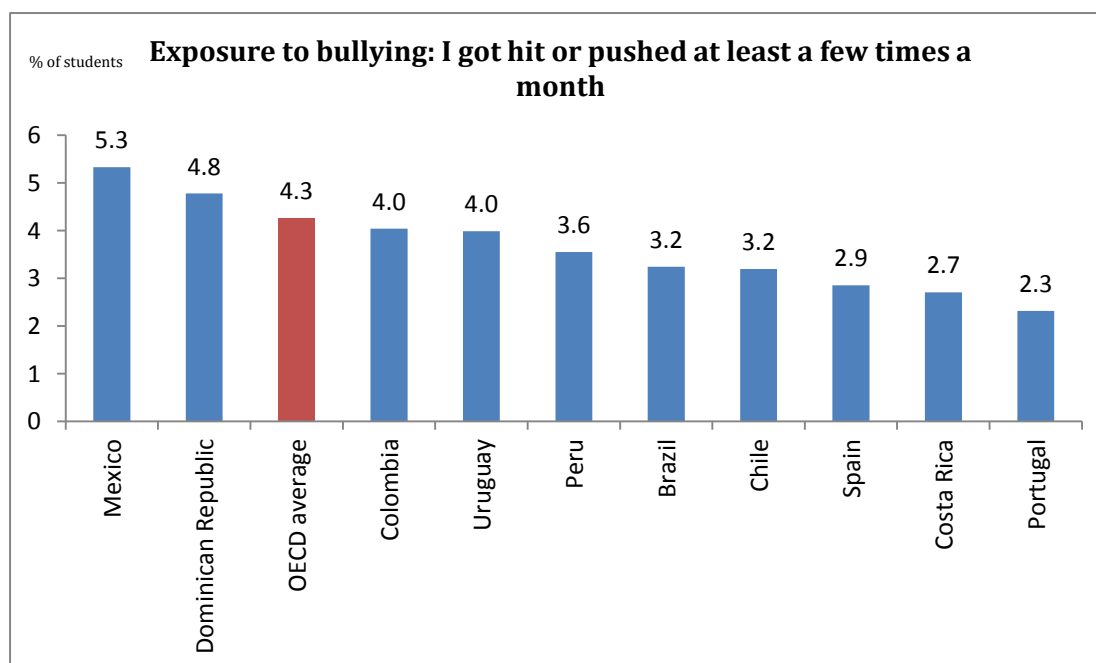
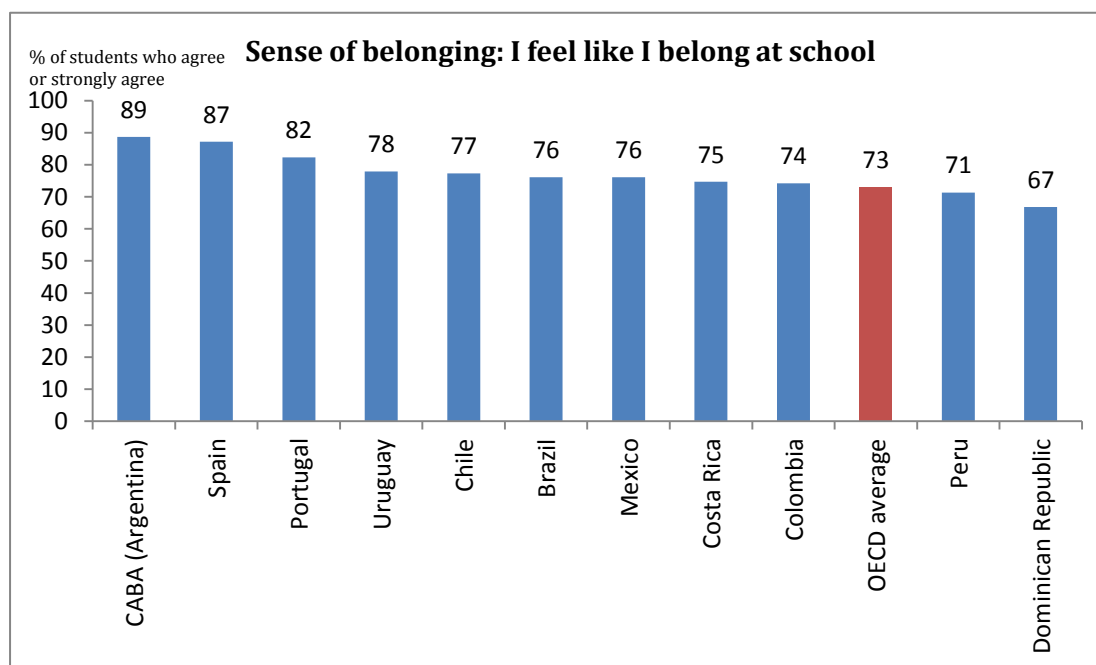
- As in the majority of countries, boys in IberoAmerican countries (except for the Dominican Republic) reported higher life satisfaction than girls but the difference between genders is smaller than the OECD average for all IberoAmerican countries. Spain is the only country to exhibit a significant difference in life satisfaction by immigrant background (0.66 point higher among native students compared to first-generation immigrant students and this is significantly above the OECD average of 0.23 point) (Table III.3.2). Spanish students in the top decile of science performance reported higher life satisfaction (0.3 point higher) than students in the bottom decile (OECD average: 0.2) while the opposite is true in Brazil, Colombia and Costa Rica (Table III.3.3a).
- Among IberoAmerican countries, Brazil, Chile, Costa Rica, the Dominican Republic, Mexico and Peru have the highest share of students reporting that they study more than 60 hours per week in and out of school (all these countries have shares above 20%, while the OECD average is 13%) (Table III.3.6).
- Relatively happy schools (schools' where the average life satisfaction is significantly higher than the country average) in Mexico, Peru, Portugal, Spain and Uruguay reported higher levels on the disciplinary climate index than relatively unhappy schools (schools' where average life satisfaction is significantly lower than the country average). Similarly, happy schools in Costa Rica, Mexico, Peru, Portugal, Spain reported higher levels of teacher support in science classes than unhappy schools (Table III.3.11).
- In all IberoAmerican countries, significantly higher shares of boys than girls reported that they see themselves as ambitious, with the largest difference of approximately 15 percentage points in Costa Rica and Uruguay (OECD average: 3 points). Similarly, among all IberoAmerican countries, significantly higher shares of advantaged students reported that they see themselves as ambitious with the greatest difference of 28 percentage points in Colombia and Costa Rica (OECD average: 13 points). Significantly larger shares of advantaged students than disadvantaged students in all of the IberoAmerican countries reported that they want to be able to select from the best opportunities available when they graduate (Table III.5.2).
- As in the majority of countries, students in IberoAmerica who are in the top quarter of the achievement motivation index (i.e. students who want to be the best in their class, want top grades, want to select from the best opportunities when they graduate and are ambitious) score higher in science than students in the bottom quarter of the index. The difference is smallest in Dominican Republic (14 score points) and the largest in Spain (55 score points) (OECD average: 37 score points) (Table III.5.5a).
- Girls reported significantly higher levels of anxiety than boys. Except for Costa Rica, the Dominican Republic and Uruguay, a significantly higher share of disadvantaged students than advantaged students reported that they feel very anxious even when they are prepared for a test, and the difference is similar or larger than the OECD average for IberoAmerican countries (Table III.4.2). A significantly higher share of low performing students in science than top performing students (top quarter of science performance) expressed schoolwork-related anxiety and particularly when reporting about whether they get tense when they study. Except for Colombia and the Dominican Republic, the difference between low and top performing students who reported getting very tense is at least 21 percentage points (OECD average: 18 percentage points) (Tables III.4.3a and III.4.4).
- Teachers can play a role in helping students feel less anxious or tense. Except for the Dominican Republic, Portugal and Uruguay, students reported lower odds of feeling very tense when the teacher adapts the lesson to their class needs and knowledge (Table III.4.11).
- Anxiety might arise from the fact that students associate top grades with better career prospects. Students in IberoAmerica who report that they want to get top grades and want to select from the best opportunities upon graduation are significantly more likely to feel very anxious for a test even if they are well-prepared, with the largest difference of at least 30

percentage points in Colombia, Costa Rica and the Dominican Republic (OECD average: 12 percentage points) (Table III.5.8).

- At least 40% of students in IberoAmerica expect to complete university education with the largest share in Colombia, where 76% reported so. Except for Portugal and Uruguay, the average share of students expecting to get a university degree in IberoAmerica is higher than the OECD average of 44% (Table III.6.1). Advantaged students in IberoAmerica are more likely to report to expect a university education, but the magnitude of differences vary, the largest being in Portugal and Spain (52 and 51 percentage points, respectively) and smallest in Costa Rica and the Dominican Republic (6 and 8 percentage points, respectively) (OECD average: 40 percentage points) (Table III.6.2).
- In all IberoAmerican countries, girls are more likely to expect to finish a university degree than boys and except for Costa Rica and Peru, the difference is greater than the OECD average (9 percentage points) (Table III.6.2). Except for the Dominican Republic and Peru, IberoAmerican students whose mother received a university education are significantly more likely to expect to complete a university degree than students whose mother only completed lower secondary education (Table III.6.9a).

## Students' social life at school

The **social dimension** of students' well-being refers to the quality of their social lives. It includes students' relationships with their family, their peers and their teachers, and students' feelings about their social life in and outside of school. PISA 2015 measures students' social well-being with questions on students' sense of belonging at school, exposure to bullying, and relationships with teachers.



Source: OECD, PISA 2015 Database, Tables III.7.1 and III.8.1.

**Key takeaways on students' social life at school**

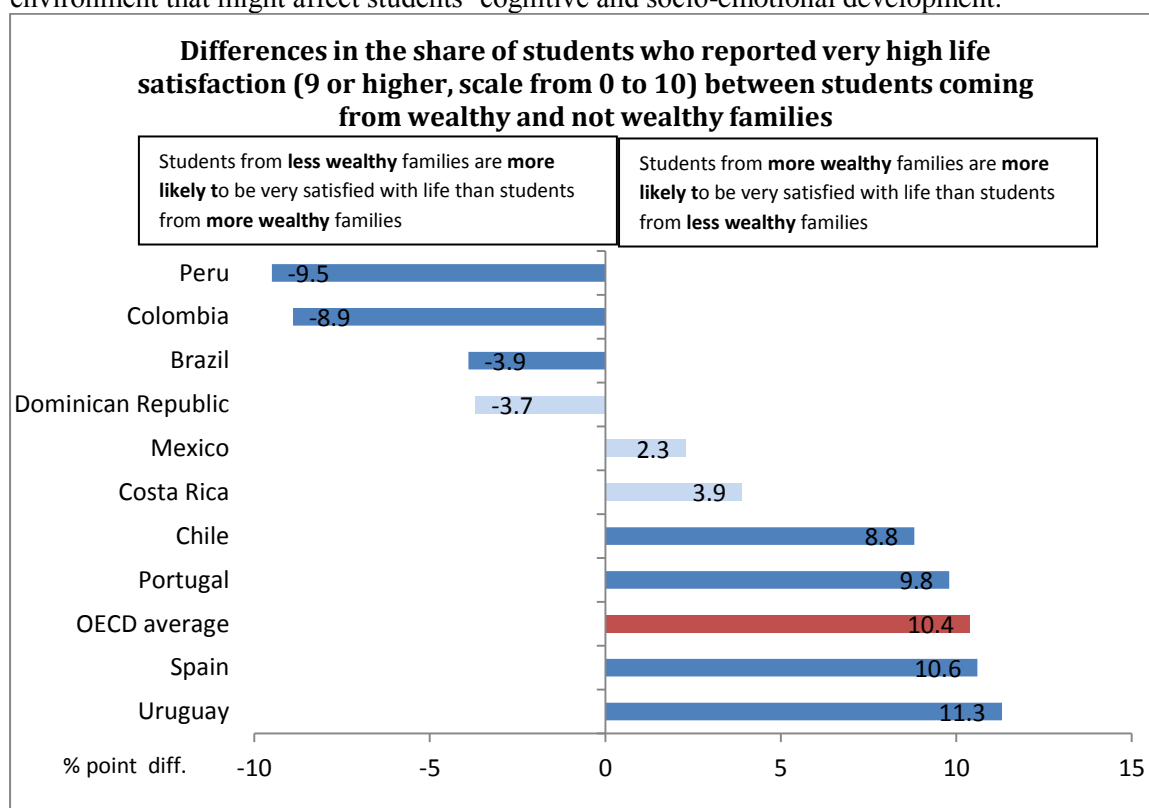
- Except for Brazil, Chile, and Portugal, slightly higher share of girls than boys reported that they feel like they belong at school. Except for Chile and Portugal, a higher share of boys than girls reported that they feel like an outsider at school (Table III.7.2).
- Compared to previous PISA cycles, a higher number of students in IberoAmerica reported that they feel like an outsider in 2015. This negative trend in sense of belonging is common to several PISA participating countries and all IberoAmerican countries (Tables III.7.4 and III.7.5).
- Except for the Dominican Republic, students with a high sense of belonging at school (in the top quarter of the index) are more satisfied with their life than students with a low sense of belonging but the magnitude is lower for all IberoAmerican countries compared to the OECD average (OECD average: 1.8 points) (Table III.7.11).
- Compared to students who do not perceive support from teachers in learning science, students who perceive teacher support reported significantly higher life satisfaction except for Costa Rica (Table III.7.18). Also, students who perceived this form of support from their teacher had higher likelihood of reporting that they feel like they belong at school (except for the Dominican Republic when accounting for student and school characteristics). In Chile, students who perceive that teachers supported their learning are twice more likely than students who do not perceive such support to report that they feel like they belong at school (Table III.7.19).
- The most common forms of perceived unfair treatment from teachers in IberoAmerica are harsher grading relative to other students and calling on students less than others. More than 20% of students in Spain and Uruguay and about 30% of students in the Dominican Republic and Uruguay reported that their teachers grade them more harshly than others at least a few times a month (OECD average: 18%). 20% of students or higher in Peru and Spain perceive that their teachers disciplined them more harshly than others at least a few times a month (OECD average: 14%) (Table III.7.15).
- Similar to other PISA participating countries, a much higher share of boys than girls in IberoAmerica reported that their teachers treat them unfairly. Advantaged students in Brazil, Colombia, Costa Rica, Mexico and Uruguay are more likely than disadvantaged students to report some form of unfair treatment from their teachers, while the opposite is true on average across OECD countries (Table III.7.16).
- Boys in IberoAmerica (except for Costa Rica, Portugal, and Uruguay) are more likely than girls to report that they are victims of any type of bullying act at least a few times and such gender difference is greater than the OECD average (OECD average difference: 2.5 percentage points) (Table III.8.2). The percentage of low performing students (bottom decile of science performance) in IberoAmerica who reported that they get hit or pushed is at least twice as large as the share of top-performing students (top decile of performance) in science. Similarly, the share of low-performing students in science who report that they are subjected to nasty rumours are at least 1.3 times greater than top performing students. (Table III.8.4).
- Similar to the majority of participating countries, schools in IberoAmerican countries (except for Costa Rica and the Dominican Republic) with a high incidence of bullying (where more than 10% of the students are frequently bullied) score lower in science on average compared to schools with a low incidence of bullying (where less than 5% of students are frequently bullied). In Chile this difference is 24 scores points when accounting for differences in the socio-economic composition of schools (OECD average: 25 score points) (Table III.8.10).
- At least 35% of students in IberoAmerica who reported being frequently bullied also reported that they feel like an outsider at school while a smaller share of students who are not frequently bullied reported so. In Portugal this difference is some 33 percentage points (OECD average 28 percentage points). Similar to many countries, students in IberoAmerica who reported being frequently bullied are more likely to report that they are not satisfied with their life than students who are not frequently bullied. In Spain this difference in the

percentage of frequently and not frequently bullied students who are not satisfied with life is 20 percentage points (OECD average: 16 percentage points) (Table III.8.15).

- As in many other countries, students in IberoAmerica, except for the Dominican Republic, who reported that their parents do not help them when they have difficulties in school are significantly more likely to report that they experience frequent exposure to any type of bullying than those who reported that their parents help them (Table III.8.18).

## Parents and the home environment

Families are the first social unit in which children learn and develop. Good parenting can take different forms and is shaped by various social and cultural influences, but it invariably involves providing their children with the support, care, love, guidance and protection that set the conditions or healthy physical, mental and social development. PISA collects data from students on their perception of parental support, and from parents on activities they do with their children or in children's schools. PISA data also provide information on families' wealth and other characteristics of the home environment that might affect students' cognitive and socio-emotional development.



Source: OECD, PISA 2015 Database, Table III.10.8.

Note: Statistically significant differences are marked in a darker tone (see Annex A3).

### Key takeaways on parents and the home environment

- Most parents of PISA-participating students in Portugal and Spain reported engaging in routine activities with their children at home every day or almost every day: at least 93% reported eating the main meal with their children around the table (OECD average is 83%), 79% reported spending time just talking to their child (OECD average is 73%) and 74% reported discussing how well their child is doing at school (OECD average is 53%). By contrast, in some Latin American countries, fewer parents reported eating the main meal with

their child (Chile: 69%; Dominican Republic: 70%; Mexico: 77%) or spending time just talking to their child (Chile: 49%; Dominican Republic: 56%; Mexico: 43%) (Table III.9.1).<sup>1</sup>

- Compared to the OECD average, fewer students in the Dominican Republic agree/strongly agree with the following statements: “my parents are interested in my school activities” (88% vs. OECD average of 94%), “my parents support my educational efforts and achievements” (88% vs. OECD average of 94%), “my parents support me when I am facing difficulties at school” (75% vs. OECD average of 91%) and “my parents encourage me to be confident” (84% vs. OECD average of 90%) (Table III.9.18).
- On average across the OECD, students who reported that their parents are interested in their school activities scored higher in science (by at least 21 score points among boys and at least 19 score points among girls) than those who reported otherwise. The magnitude of the score-point difference is particularly large among low-performing students (at least 36 points among boys and at least 23 points among girls). This pattern is not consistently observed among Ibero-American countries. In particular, Chile, Spain and Colombia do not exhibit a significant relationship between parents' interest in their child's activities at school and science performance (Table III.9.21).
- Similar to students in OECD countries, students in Ibero-American countries are, on average, more likely to report having high life satisfaction (with the exception of Chile and Mexico) and wanting top grades at school if they perceive their parents to be interested in their school activities. Similarly, they are less likely to report low life satisfaction and to report feeling lonely at school (with the exception of Mexico and the Dominican Republic) (Table III.9.24).
- In the Dominican Republic and Mexico, between 32% and 52% of parents of disadvantaged students reported the following as obstacles to participating in their child's school activities: “my language skills are not sufficient”(OECD average: 12%), “I think that participation is not relevant for my child's development”(OECD average: 16%), “I do not know how I could participate in school activities (OECD average: 20%) and “my child does not want me to participate” (OECD average: 15%) (Table III.9.27).
- Compared to the OECD average (9%), fewer students (between 5% and 7%) among the wealthiest families (top quarter of a wealth index based on household possessions) in Costa Rica, Dominican Republic, Mexico, Portugal, Spain, and Uruguay reported that they are not satisfied with their life. In these countries, with the exception of Spain and Uruguay, the share of students from the poorest families (bottom quarter of the index) reporting so is also smaller than the OECD average (16%). In Mexico, this proportion corresponds to 8%, the lowest among Ibero-American countries (Table III.10.8).
- The level of segregation of children of blue- and white-collar workers in different schools is significantly above the OECD average in Chile and Peru and significantly below the OECD average in the Dominican Republic. In all Ibero-American countries (except Costa Rica), social segregation is related to the fact that children of white-collar workers are disproportionately more likely to attend private schools than children of blue-collar workers, a pattern also observed among various OECD countries. In Portugal, 9% of children of white-collar workers attend private schools, compared to less than 2% of children of blue-collar workers. In Peru, this gap is particularly large: while 57% of children of white-collar workers attend private schools, only 14% of children of blue-collar workers do so (the average gap among OECD countries is 9 percentage points) (Table III.10.13).
- In all Ibero-American countries except in the Dominican Republic, children of blue-collar workers are less likely than children of white-collar workers to expect a managerial occupation or a university degree. Part of this gap in expectations might be related to school segregation: in Brazil, Peru and Spain, children of blue-collar workers who attend school where their schoolmates are prevalently from white-collar backgrounds are more likely to expect a managerial occupation than their counterparts in other schools, after accounting for

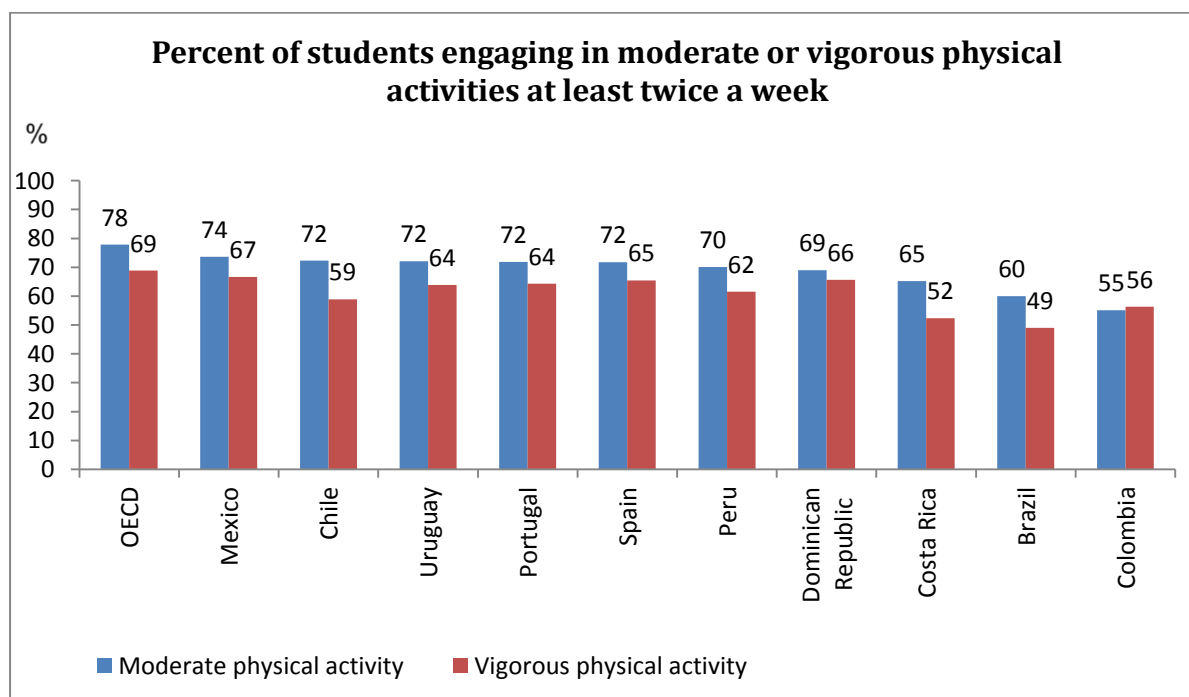
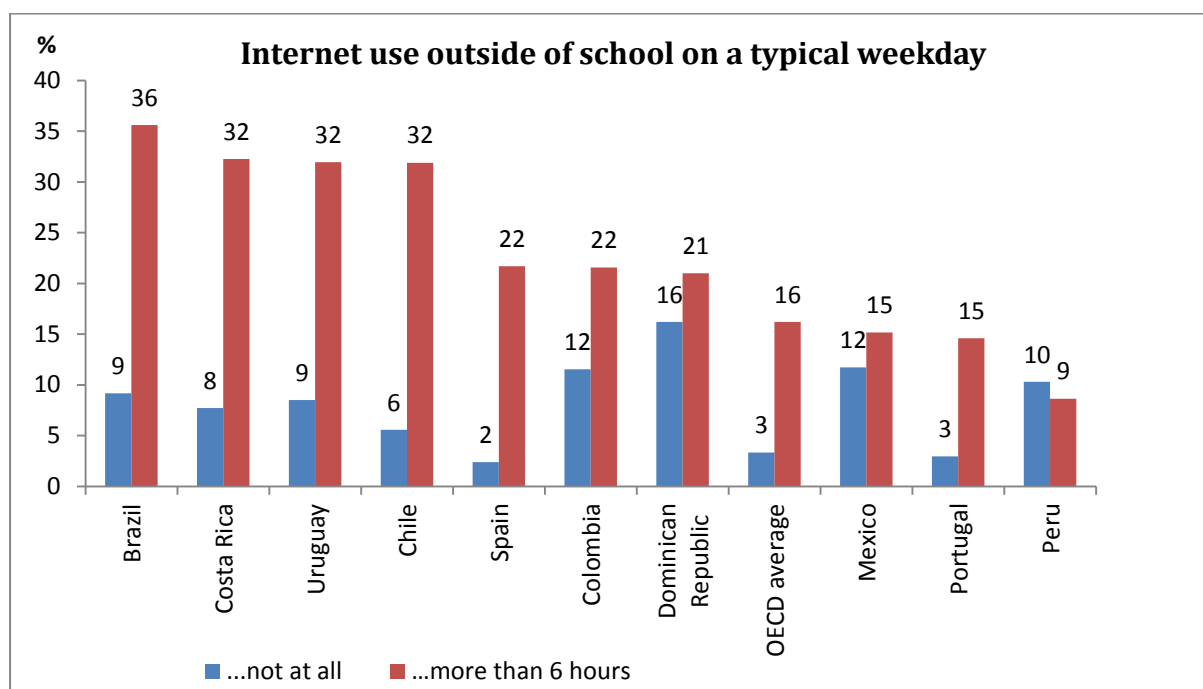
<sup>1</sup> Of the 10 Ibero-American countries covered in this document, only Chile, Dominican Republic, Mexico, Portugal and Spain participated in the optional PISA 2015 Parent Questionnaire distributed to parents of PISA participating students in 18 countries/economies.



students' performance in science. They are also more likely to expect to complete university than children who attend other schools in Brazil, Chile, Colombia, Mexico, Spain, and Uruguay, after accounting for performance in PISA (Table III.10.15).

### Students' use of their time and living habits outside of school

Students' well-being is reinforced by the adoption of a healthy lifestyle and by the quality of leisure time. PISA 2015 provides information on how much physical activity students engage in, on whether they eat regularly, and on how many hours they spend using the Internet.



Source: OECD, PISA 2015 Database, Tables III.11.9 and III.13.7.

**Key results on students' use of time outside of school**

- Nearly 10% of boys (OECD average: 6%) do not engage in any physical activities outside of school in Brazil, Colombia, Portugal, and Spain. In Chile, Portugal, Spain, Brazil, Colombia, Costa Rica, Uruguay, at least 10% of girls (OECD average: 7%) reported not engaging in any physical activities outside of school, the highest being Brazil with 21% (Table III.11.10). Students who engage in at least 3 days of moderate physical activity per week reported higher life satisfaction levels than students who do not engage in any moderate physical activities (Table III.11.16). Disadvantaged students in Brazil, Colombia, Dominican Republic, Portugal, Spain and Uruguay are more likely than advantaged students to not engage in any physical activity outside of school (Table III.11.10).
- In, Brazil, Chile, Dominican Republic, Portugal and Uruguay students who attend more days of physical education at school are more likely to engage in moderate or vigorous physical activity outside of school (Table III.11.17).
- In Chile, Costa Rica, Mexico and Uruguay at least 20% of girls (OECD average: 26%) and 15% of boys (OECD average: 18%) reported that they do not eat breakfast before school (Table III.11.22). Students who skip breakfast reported significantly lower life satisfaction than students who regularly eat breakfast, possibly suggesting a link between regular eating habits (and healthy feelings about eating) and adolescents' psychological well-being (Table III.11.27).
- In Brazil, Colombia, Dominican Republic, Mexico, Peru and Uruguay, at least 75% of boys and of girls reported helping out around the house before or after school (OECD average: 70% of boys and 75% girls) (Table III.12.2).
- A significant proportion of 15-year-old students in Brazil, Colombia, Dominican Republic, and Spain reported having part-time jobs. In these countries, between 35% and 54% of boys (OECD average: 29%) and between 26% and 39% of girls (OECD average: 18%) work for pay before or after school (Table III.12.7). After accounting for socio-economic status, students in Portugal who have a part-time job outside the home score 72 points lower in science (OECD average: 55 points) than students who do not work for pay. By contrast, part-time working students in Costa Rica score 33 points lower in science than their counterparts who do not work for pay, after accounting for student's socio-economic status (Table III.12.8). In all Ibero-American countries with the exception of Spain, students who have a job outside of the house are more likely to arrive late for school. They are also more likely to skip school in Brazil, Costa Rica, Chile, Dominican Republic, Mexico, Portugal and Uruguay (Table III.12.10).
- Between 2012 and 2015, the percentage of students who reported using smartphones at home increased by at least 20 percentage points in Chile, Mexico, Portugal, Spain and Uruguay (OECD average: 19 points) (Table III.13.4). More students in Costa Rica reported chatting on line or using their e-mail during school hours than the OECD average. Small percentages of students (between 3% and 6%) in the Dominican Republic, Mexico, and Peru report doing so during school hours (OECD average: 16%) (Table III.13.12).
- The percentage of students who reported that they started using the internet when they were 6 or younger increased between 2012 and 2015 in Portugal (from 11% to 17%) and in Uruguay (from 11% to 18%) (Table III.13.6).
- Boys reported spending nearly or above 200 minutes per day using the internet during the weekend in Brazil, Chile, Costa Rica, Portugal and Spain (OECD average: 186 minutes) and at least 160 minutes during weekdays (OECD average: 147 minutes) in Brazil, Chile, Costa Rica, Spain and Uruguay. In Brazil, Chile, Costa Rica, Spain and Uruguay, girls reported spending at least 210 minutes per day on line during weekends (OECD average: 182) and at least 170 minutes per day during weekdays (OECD average: 145) (Tables III.13.7 and III.13.8).
- In Brazil, Portugal and Spain, nearly 70% of students agree or strongly agree that they feel really bad when they can't connect to the internet (OECD average: 54%) (Table III.13.15). Between 2012 and 2015, Internet use increased in Chile and Costa Rica ranging from 81 to 91

minutes per day for weekdays and weekends, (OECD average increase for weekdays: 40 minutes/ day; for weekends: 43 minutes/day) (Table III.13.9).

- Advantaged students in Latin American countries (Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Mexico, Peru and Uruguay) are more likely to play online videogames whereas disadvantaged students are more likely to do so in Portugal and Spain. While in all Ibero-American countries, advantaged students are more likely than disadvantaged students to chat on line, this discrepancy is particularly large (between 30 and 54 percentage points) in Brazil, Colombia, Dominican Republic, Mexico and Peru (OECD average: 5.7 percentage points) (Table III.13.13).
- On average across OECD countries, students who reported using the internet for more than 6 hours a day during weekdays score lower in science than students who use the Internet less (29 point difference, after accounting for students' socio-economic status). Among Ibero-American countries, a similar pattern is observed only in Chile, Portugal and Spain. There is no significant relationship between increased use of the internet above 6 hours/day during the week and science performance in PISA in Colombia, Dominican Republic, Mexico, Peru and Uruguay (Table III.13.24a).
- On average across OECD countries, students who reported using the internet for more than 6 hours a day during weekdays reported lower life satisfaction than students who use the internet less, after accounting for students' socio-economic status. A similar pattern is observed in Brazil, Colombia, Costa Rica, Peru, Spain, and Uruguay. No relationship between increases in such an extensive use of internet during weekdays and self-reported life satisfaction is found in Chile, Dominican Republic, Mexico and Portugal. (Table III.13.23).
- With a few exceptions, in all Ibero-American countries, students who reported using the internet for more than 6 hours a day during weekdays reported lower engagement at school: they are more likely to arrive late at school (exceptions are Colombia, Costa Rica and Dominican Republic) and more likely to have skipped a day of school (except in Colombia) than students who reported a moderate use of the internet (Table III.13.21).

### What is PISA?

The Programme for International Student Assessment (PISA) is an ongoing triennial survey that assesses the extent to which 15-year-olds students near the end of compulsory education have acquired key knowledge and skills that are essential for full participation in modern societies. The assessment does not just ascertain whether students can reproduce knowledge; it also examines how well students can extrapolate from what they have learned and apply that knowledge in unfamiliar settings, both in and outside of school. This approach reflects the fact that modern economies reward individuals not for what they know, but for what they can do with what they know.

PISA offers insights for education policy and practice, and helps monitor trends in students' acquisition of knowledge and skills across countries and in different demographic subgroups within each country. The findings allow policy makers around the world to gauge the knowledge and skills of students in their own countries in comparison with those in other countries, set policy targets against measurable goals achieved by other education systems, and learn from policies and practices applied elsewhere.

### Key features of PISA 2015

- The PISA 2015 survey focused on science, with reading, mathematics and collaborative problem-solving as minor areas of assessment. For the first time, PISA 2015 delivered the assessment of all subjects via computer. Paper-based assessments were provided for countries that chose not to test their students by computer, but the paper-based assessment was limited to questions that could measure trends in science, reading and mathematics performance.

### The students

- Around 540 000 students completed the assessment in 2015, representing about 29 million 15-year-olds in the schools of the 72 participating countries and economies.

### The assessment

- Computer-based tests were used, with assessments lasting a total of two hours for each student.
- Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses. The items were organised in groups based on a passage setting out a real-life situation. About 810 minutes of test items were covered, with different students taking different combinations of test items.
- Students also answered a background questionnaire, which took 35 minutes to complete. The questionnaire sought information about the students themselves, their homes, and their school and learning experiences. School principals completed a questionnaire that covered the school system and the learning environment. For additional information, some countries/economies decided to distribute a questionnaire to teachers. It was the first time that this optional teacher questionnaire was offered to PISA-participating countries/economies. In some countries/economies, optional questionnaires were distributed to parents, who were asked to provide information on their perceptions of and involvement in their child's school, their support for learning in the home, and their child's career expectations, particularly in science. Countries could choose two other optional questionnaires for students: one asked students about their familiarity with and use of information and communication technologies (ICT); and the second sought information about students' education to date, including any interruptions in their schooling, and whether and how they are preparing for a future career.

Map of PISA countries and economies



■ OECD countries	■ Partner countries and economies in PISA 2015	■ Partner countries and economies in previous cycles
Australia	Albania	Azerbaijan
Austria	Algeria	Himachal Pradesh-India
Belgium	Argentina	Kyrgyzstan
Canada	Brazil	Liechtenstein
Chile	B-S-J-G (China)*	Mauritius
Czech Republic	Bulgaria	Miranda-Venezuela
Denmark	Colombia	Panama
Estonia	Costa Rica	Serbia
Finland	Croatia	Tamil Nadu-India
France	Cyprus <sup>1</sup>	
Germany	Dominican Republic	
Greece	Former Yugoslav Republic of Macedonia	
Hungary	Georgia	
Iceland	Hong Kong (China)	
Ireland	Indonesia	
Israel	Jordan	
Italy	Kazakhstan	
Japan	Kosovo	
	Lebanon	
	Lithuania	
	Macao (China)	
	Malaysia	
	Malta	
	Moldova	
	Montenegro	
	Peru	
	Qatar	
	Romania	
	Russian Federation	
	Singapore	
	Chinese Taipei	
	Thailand	
	Trinidad and Tobago	
	Tunisia	
	United Arab Emirates	
	Uruguay	
	Viet Nam	

\* B-S-J-G (China) refers to the four PISA participating China provinces: Beijing, Shanghai, Jiangsu, Guangdong.

1. Note by Turkey: 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. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey 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 Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

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**Note regarding data from Israel**

The statistical data for Israel are supplied by and are 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.

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