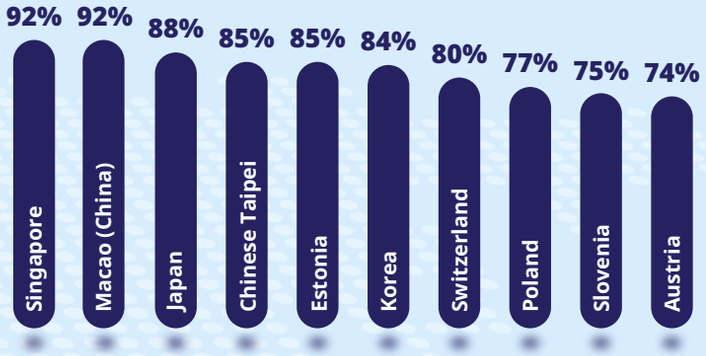
PISA 2022 Results

Percent of students at or above basic mathematics proficiency

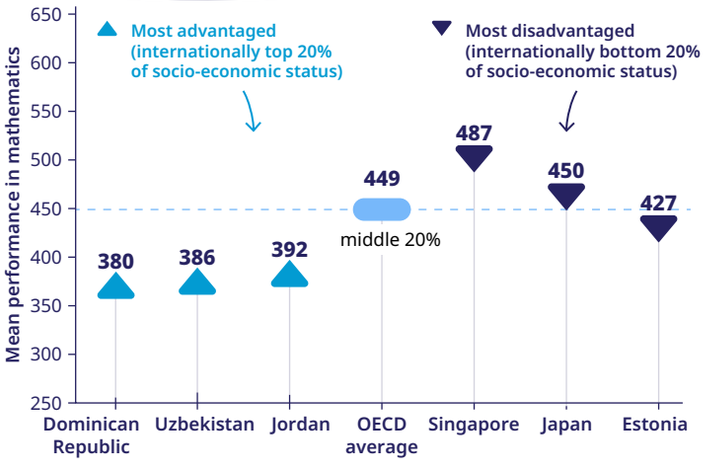
Reaching the baseline is only the starting point...



Education systems should aim to provide students with **opportunities to fulfill their potential.**

OECD Average 69%

The most disadvantaged students in some education systems outperform the most advantaged students in others



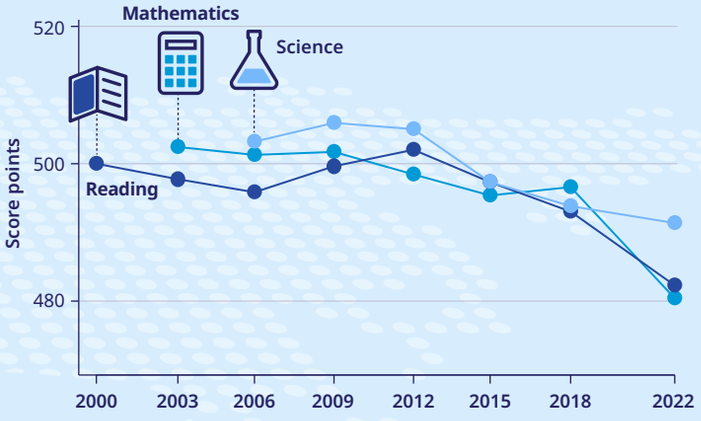
Performance across the OECD saw a record drop

3/4 of a year

1/2 a year

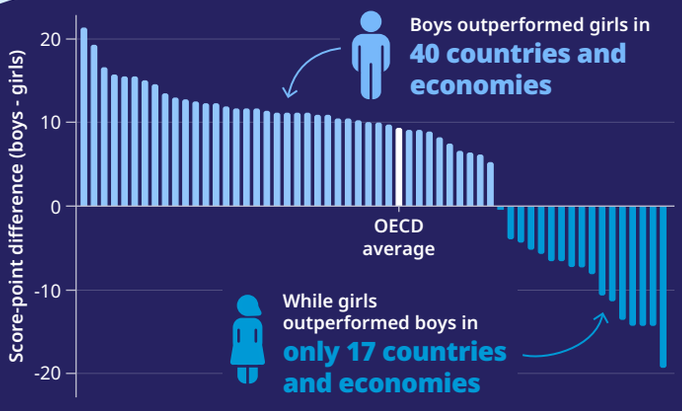
no significant change

Mathematics, reading and science performance declined significantly since PISA began

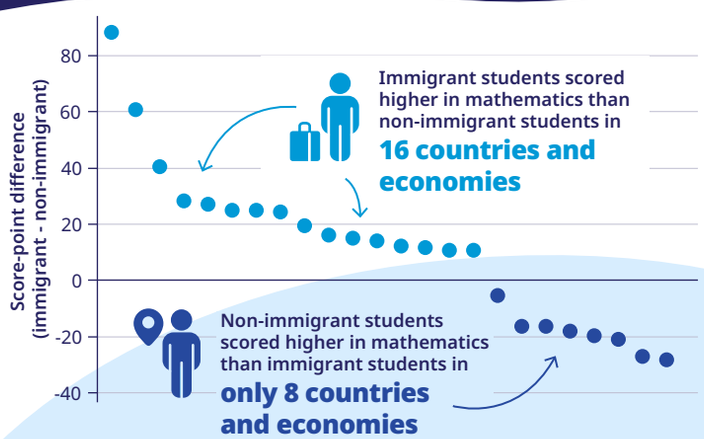


The results for mathematics remained statistically constant from 2003 to 2018.

On average across the OECD boys outperformed girls in mathematics by 9 points



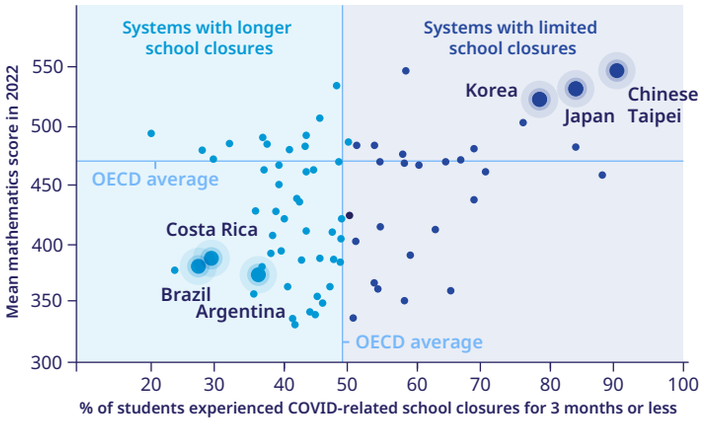
There is no significant performance difference between immigrant and non-immigrant students



...after accounting for socio-economic status and home language.

OECD
BETTER POLICIES FOR BETTER LIVES

High performing education systems spared more students from longer school closures



But there was no clear difference in performance trends between systems with longer school closures and those with limited school closures.

Students with accessible teachers during school closures scored higher in mathematics

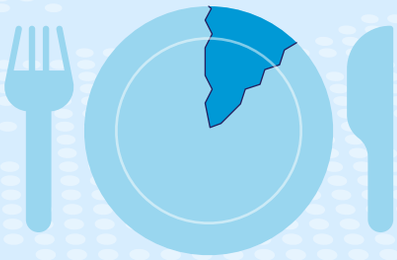
They are also confident in self-directed learning

75% reported feeling confident about using digital learning platforms and finding learning resources

but only **60% felt confident** about motivating themselves to do schoolwork

On average across the OECD

On average, 8% of students in the OECD reported high rates of food insecurity



In some countries and economies this exceeded **19%**

But in others rates were less than **3%**

*On average, 1 in 10 students in the OECD reported not feeling safe at school

** in the four weeks before the assessment*

11% said they saw a student carrying a gun or knife

17% said they witnessed a fight at school where someone was hurt

20% of students said their school was vandalised

Students who spent up to 1 hour per day on learning on digital devices at school outperformed those who didn't by 14 points*

** After accounting for socio-economic profiles*

Some students report being distracted by using digital devices in mathematics classes, from:

54% in Argentina

to **5%** in Japan

Or they report distraction due to other students using digital devices, from:

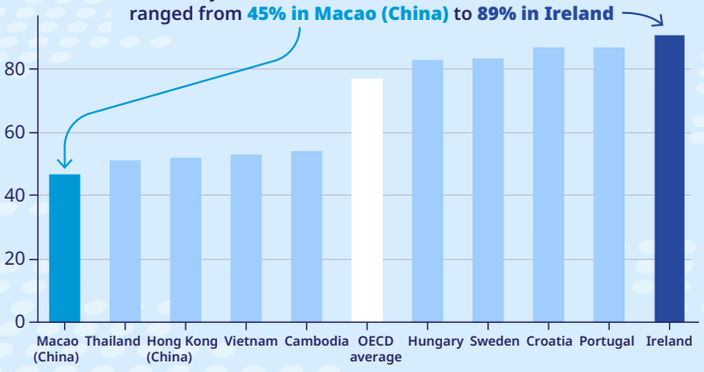
46% in Argentina

to **4%** in Japan

Enforced cell phone bans in class may help reduce distractions, but could stop students self-regulating their own use.

Education systems with more positive parental involvement trends saw stable or improved mathematics performance, particularly among disadvantaged students

The percentage of students whose family members ask what they do in school at least once or twice a week ranged from **45% in Macao (China)** to **89% in Ireland**



Higher-performing students say their family also regularly eats the main meal together or spends time just talking.

OECD
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