# **Executive Summary**

PISA 2022 assessed 15-year-old students' capacity to think creatively, defined as the competence to engage in the generation, evaluation and improvement of original and diverse ideas. The PISA 2022 creative thinking data provide insights into how well education systems are preparing students to think outside the box in different task contexts.

#### Student performance in creative thinking

#### What students can do in creative thinking

- Singapore, Korea, Canada\*, Australia\*, New Zealand\*, Estonia and Finland (in descending order) are the highest-performing systems in creative thinking, with a mean score of 36 points or above significantly above the OECD average (33 points). Students in Singapore score 41 points on average in creative thinking.
- There is a large performance gap in creative thinking between the highest-performing and lowest-performing country of 28 score points – or around four proficiency levels. 97 out of 100 students in the five bestperforming countries performed above the average student in the five lowest performing countries (Albania\*\*, the Philippines, Uzbekistan, Morocco and the Dominican Republic\*\*).
- On average across OECD countries, around 1 in 2 students can think of original and diverse ideas in simple imagination tasks or everyday problem-solving situations (i.e. Proficiency Level 4). In Singapore, Korea and Canada\*, over 70% of students performed at or above Level 4.
- In Singapore, Latvia\*, Korea, Denmark\*, Estonia, Canada\* and Australia\*, more than 88% of students demonstrated a baseline level of creative thinking proficiency (Level 3), meaning they can think of appropriate ideas for a range of tasks and begin to suggest original ideas for familiar problems (OECD average 78%). In 20 low-performing countries/economies, less than 50% of students reached this baseline level.

#### Creative thinking performance and performance in mathematics and reading

- Most countries and economies that scored above the OECD average in creative thinking outperformed the
  OECD average in mathematics, reading and science. Only Portugal performed above the OECD average in
  creative thinking (34 points) but not significantly different from the average in the three PISA core domains.
  Czechia, Hong Kong (China), Macao (China) and Chinese Taipei performed at or below the OECD average
  in creative thinking despite scoring above the OECD average in mathematics, reading and science.
- In Chile, Mexico, Australia\*, New Zealand\*, Costa Rica, Canada\* and El Salvador, students scored over 4.5 points higher than expected in creative thinking after accounting for their mathematics performance. In Singapore, Australia\*, Canada\*, Latvia\*, Korea, Belgium, Finland and New Zealand\*, students scored around 3 points or more higher than expected after accounting for their reading performance.
- Australia\*, Canada\*, Finland and New Zealand\* combined high mean performance and overall relative performance in creative thinking (i.e. a large relative strength in creative thinking after accounting for students' reading and mathematics scores, respectively), with at least 75% of students reaching proficiency Level 3.

Academic excellence is not a pre-requisite for excellence in creative thinking. While around half of all students
who performed at the highest level in creative thinking performed at the highest level in mathematics, similar
proportions of students (over one-quarter, OECD average) within the third quintile of creative thinking
performance scored within the second, third and fourth quintiles, respectively, in mathematics. However, very
few students below a baseline proficiency in mathematics excelled in creative thinking.

#### Performance differences across types of tasks

- Students in Singapore were the most successful across several task types, especially social problem-solving tasks. Students in Korea were the most successful in scientific problem-solving contexts and evaluate and improve ideas tasks. Students in Portugal performed the most successfully in visual expression tasks.
- In general, and after accounting for the difficulty of items across different task groupings, students demonstrated a relative strength in creative expression tasks (both written and visual) compared to their performance across all other tasks, and a relative weakness in creative problem-solving tasks.

#### Gender and equity gaps in performance

- In no country or economy did boys outperform girls in creative thinking, with girls scoring 3 points higher in creative thinking on average across the OECD. The gender gap is significant in all countries/economies after accounting for mathematics performance and in around half of all countries/economies even after accounting for students' reading performance.
- Students with higher socio-economic status performed better in creative thinking, with advantaged students scoring around 9.5 points higher than their disadvantaged peers on average across the OECD. In general, the strength of the association between socio-economic status and performance is weaker in creative thinking than it is for mathematics, reading and science.
- Gender and socio-economic differences in performance persist across all types of tasks. Girls performed particularly better than boys in written expression tasks and those requiring them to build on others' ideas, and socio-economic differences in performance are largest in the written expression domain.

#### Students' beliefs and attitudes associated with creative thinking

- Around 8 out of 10 students (OECD average) believe that it is possible to be creative in nearly any subject. Students with positive beliefs about the nature of creativity scored around 3 score points higher in creative thinking than other students. However, only around 1 in 2 students (OECD average) believe their creativity is something about them that they can change. Holding a growth mindset on creativity also positively relates to performance (+1 score point, OECD average).
- Indices of imagination and adventurousness, openness to intellect, curiosity, perspective taking and persistence are positively associated with creative thinking performance.

#### **School environment**

- Classroom pedagogies can make a difference. Across OECD countries, between 60-70% of students reported that their teachers value their creativity, that they encourage them to come up with original answers, and that they are given a chance to express their ideas in school. These students scored slightly higher than their peers in creative thinking, even after accounting for students and school characteristics and their mathematics and reading performance.
- Participating in school activities such as art, drama, creative writing or programming classes regularly (once a week) is associated with better performance in creative thinking than doing so infrequently or every day.

# Table III.1. Snapshot of performance in creative thinking

Countries/economies with a mean performance/variation of performance/share of top performers **above** the OECD average Countries/economies with a share of low performers **below** the OECD average

Countries/economies with a mean performance/variation of performance/share of top performers/share of low performers **not significantly different** from the OECD average

Countries/economies with a mean performance/variation of performance/share of top performers **below** the OECD average Countries/economies with a share of low performers **above** the OECD average

			Creative thinkin	ng performance		
		Relative performan difference between performance) basec	ce <sup>1</sup> (i.e. score-point actual and expected I on performance in:	Variation uniquely	Top-per and low-perfo	forming ming students
	Mean score in creative thinking	Mathematics	Reading	associated with mathematics performance <sup>2</sup>	Share of top performers (Level 5 or 6)	Share of students below the baseline (Level 2 or below)
	Mean score	Score dif.	Score dif.	%	%	%
OECD average	33	33	33	33	33	33
Singapore	41	2	4	29.7	57.8	5.7
Korea	38	3	3	26.8	45.9	9.8
Canada*	38	5	4	24.5	44.8	11.2
Australia*	37	5	4	30.3	42.7	11.9
New Zealand*	36	5	3	30.0	39.6	13.3
Estonia	36	1	1	31.1	34.3	11.0
Finland	36	3	3	35.3	39.0	16.6
Denmark*	35	2	3	32.0	31.3	10.2
Latvia*	35	3	3	23.6	26.4	8.4
Belgium	35	2	3	26.4	32.8	14.8
Poland	34	2	2	23.7	32.9	17.5
Portugal	34	3	2	36.4	29.4	17.0
Lithuania	33	1	1	31.0	26.4	20.5
Spain	33	1	1	26.9	25.4	20.0
Czechia	33	0	0	25.6	25.4	20.5
Germany	33	1	1	31.5	26.6	22.4
France	32	1	1	25.4	25.6	22.0
Netherlands*	32	0	2	26.8	27.8	24.1
Israel	32	3	1	31.8	30.3	24.9
Italy	31	0	-1	25.5	21.9	24.0
Malta	31	1	2	40.7	24.9	26.7
Hungary	31	0	-1	24.0	22.3	26.4
Chile	31	5	1	28.6	19.9	26.4
Croatia	30	0	-1	30.1	18.5	26.1
Iceland	30	0	2	35.6	21.4	28.3
Slovenia	30	-2	-1	16.8	16.3	26.5
Slovak Republic	29	-1	0	28.9	21.0	33.3
Mexico	29	5	3	29.3	13.8	30.0
Serbia	29	0	0	31.4	17.5	34.7
Uruguay	29	3	1	30.9	15.1	33.4
United Arab Emirates	28	1	2	39.7	24.3	39.1
Qatar	28	2	1	32.7	19.7	40.8

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Countries/economies with a mean performance/variation of performance/share of top performers **above** the OECD average Countries/economies with a share of low performers **below** the OECD average

Countries/economies with a mean performance/variation of performance/share of top performers/share of low performers **not significantly different** from the OECD average

Countries/economies with a mean performance/variation of performance/share of top performers **below** the OECD average Countries/economies with a share of low performers **above** the OECD average

			Creative thinkin	ng performance		
		Relative performan difference between performance) based	ice <sup>1</sup> (i.e. score-point actual and expected d on performance in:	Variation uniquely	Top-per and low-perfor	forming rming students
	Mean score in creative thinking	Mathematics	Reading	associated with mathematics performance <sup>2</sup>	Share of top performers (Level 5 or 6)	Share of students below the baseline (Level 2 or below)
	Mean score	Score dif.	Score dif.	%	%	%
Costa Rica	27	5	1	m	10.8	35.8
Greece	27	0	-1	31.6	9.5	36.2
Romania	26	-1	-1	25.4	14.3	42.1
Colombia	26	3	0	28.4	11.9	45.3
Jamaica*	26	3	0	22.6	16.0	47.7
Malaysia	25	0	1	39.9	11.7	45.6
Mongolia	25	-2	2	33.4	7.7	45.6
Moldova	24	-2	-2	30.3	9.4	50.9
Kazakhstan	24	-3	0	21.9	11.5	52.6
Brunei Darussalam	24	-5	-4	37.9	10.9	51.9
Peru	23	0	-2	29.1	10.3	53.2
Brazil	23	1	-2	28.4	10.8	54.3
Saudi Arabia	23	0	0	37.5	9.0	54.0
Panama*	23	3	-1	20.9	6.8	53.0
El Salvador	23	5	1	25.8	8.7	55.5
Thailand	21	-3	-2	28.0	6.7	63.1
Bulgaria	21	-5	-5	27.1	7.8	61.4
Jordan	20	0	1	34.4	6.5	64.0
North Macedonia	19	-4	-2	32.5	7.7	66.1
Indonesia	19	-2	-2	23.7	4.8	68.8
Dominican Republic**	15	-3	-5	26.7	1.3	80.9
Могоссо	15	-5	-4	41.9	5.2	76.7
Uzbekistan	14	-6	-4	40.8	1.7	83.5
Philippines	14	-5	-6	43.6	5.7	77.7
Albania**	13	-8	-8	34.7	2.9	84.2
			-			
Chinese Taipei	33	-4	-2	29.2	27.2	22.3
Macao (China)	32	-6	-3	37.1	22.4	23.1
Hong Kong (China)*	32	-5	-2	29.2	21.7	22.7
Ukrainian regions (18 of 27)	27	-1	-1	33.4	13.7	39.7
Cyprus	24	-2	1	33.9	10.4	52.5
Baku (Azerbaijan)	23	-1	1	34.2	7.7	56.4
Palestinian Authority	18	-2	-2	37.3	5.7	69.5

\* Caution is required when interpreting estimates because one or more PISA sampling standards were not met. \*\* Caution is required when comparing estimates with other countries/economies as a strong linkage to the international PISA creative thinking scale could not be established (see Reader's Guide and Annex A4).

1: A student's relative performance in creative thinking is defined as the residual obtained upon a cubic polynomial regression of the student's performance in creative thinking over his or her performance in mathematics (reading). The regression is performed at an international level, pooling data from all countries and economies that participated in the creative thinking assessment. 2. Explained variance is the R squared coefficient from a regression of creative thinking score on mathematics performance, gender and students' and schools' socio-economic profile (ESCS). Variation uniquely associated with mathematics performance is measured as the difference between the R squared of the full regression and the R squared of the same regression without mathematics performance.

Note: Values that are statistically significant are marked in bold (see Annex A3). Countries and economies are ranked in descending order of the mean performance in creative thinking.

Source: OECD, PISA 2022 Database, Tables III.B1.2.1, III.B1.2.2 and III.B1.2.4. The StatLink URL of this table is available below Snapshot Table III.6

#### Table III.2. Snapshot of gender gaps in performance

Countries/economies with a mean score/share of high achievers above the OECD average

Countries/economies with a mean score/share of high achievers not significantly different from the OECD average

Countries/economies with a mean score/share of high achievers **below** the OECD average

	Crea	ative thinking perform	ance	High achievers (75th percentile within their country/economy)				
	Girls	Boys	Difference between boys and girls	Girls	Boys	Difference between boys and girls		
	Mean score	Mean score	Score dif.	%	%	% dif.		
OECD average	34	31	-3	28.8	21.3	-7.4		
Mexico	29	29	0	25.0	25.0	0.0		
Peru	24	23	0	25.7	24.3	-1.4		
Chile	31	30	-1	25.8	24.3	-1.4		
Costa Rica	28	27	-1	26.4	23.7	-2.7		
El Salvador	24	22	-1	26.6	23.4	-3.2		
Uruguay	29	28	-1	26.5	23.6	-3.0		
Panama*	24	23	-1	27.3	22.8	-4.4		
Indonesia	20	18	-1	27.1	22.8	-4.3		
Colombia	26	25	-2	27.2	22.6	-4.6		
Uzbekistan	15	14	-2	27.3	22.8	-4.5		
Italy	32	30	-2	26.9	23.1	-3.8		
Singapore	42	40	-2	28.0	22.2	-5.8		
Portugal	35	33	-2	27.9	22.2	-5.8		
Romania	27	25	-2	27.1	22.9	-4.2		
Hungary	32	30	-2	28.0	22.0	-5.9		
Spain	34	32	-2	28.1	22.0	-6.0		
Belgium	36	34	-2	28.2	21.8	-6.4		
Brazil	25	22	-2	27.9	22.1	-5.7		
France	34	31	-3	28.3	21.6	-6.6		
Israel	34	31	-3	26.8	23.3	-3.5		
Canada*	39	37	-3	28.5	21.6	-6.9		
Dominican Republic**	17	14	-3	28.7	20.8	-7.9		
Latvia*	36	34	-3	29.9	20.0	-9.8		
Serbia	30	27	-3	28.4	21.7	-6.7		
Denmark*	37	34	-3	29.5	20.7	-8.9		
Australia*	39	36	-3	29.0	21.0	-8.0		
Poland	36	33	-3	28.9	21.2	-7.6		
Czechia	34	31	-3	29.1	21.0	-8.1		
Greece	28	26	-3	29.3	20.9	-8.4		
Могоссо	17	14	-3	29.1	21.0	-8.2		
Croatia	32	29	-3	29.2	21.1	-8.1		
Kazakhstan	25	22	-3	28.0	22.1	-5.9		

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Countries/economies with a mean score/share of high achievers above the OECD average

Countries/economies with a mean score/share of high achievers not significantly different from the OECD average

Countries/economies with a mean score/share of high achievers below the OECD average

	Crea	tive thinking performative	ance	High achievers (75th percentile within their country/economy)			
	Girls	Boys	Difference between boys and girls	Girls	Boys	Difference between boys and girls	
	Mean score	Mean score	Score dif.	%	%	% dif.	
Moldova	26	23	-3	29.0	21.4	-7.6	
Korea	40	37	-3	28.7	21.6	-7.1	
Germany	34	31	-3	29.3	20.9	-8.4	
North Macedonia	21	18	-3	29.1	21,3	-7.8	
Netherlands*	34	31	-3	30.0	20.3	-9.6	
Bulgaria	22	19	-3	28.7	21.8	-6.9	
New Zealand*	38	35	-3	29.6	20.5	-9.1	
Malaysia	27	23	-3	28.4	21.6	-6.9	
Slovak Republic	31	28	-3	30.2	20.4	-9.8	
Albania**	15	11	-3	31.1	19.4	-11.7	
Estonia	38	34	-3	30.6	19.8	-10.9	
Lithuania	35	31	-3	29.5	20.4	-9.1	
Mongolia	27	23	-4	30.5	19.6	-10.9	
Thailand	23	19	-4	29.4	20.3	-9.0	
Brunei Darussalam	26	22	-4	29.4	20.8	-8.6	
Philippines	16	12	-4	30.3	19.6	-10.7	
Slovenia	32	28	-4	30.9	19.5	-11.4	
Malta	34	29	-5	31.0	19.4	-11.6	
Iceland	33	28	-5	31.5	18.8	-12.7	
Qatar	30	25	-5	30.9	19.2	-11.7	
United Arab Emirates	31	26	-5	29.4	20.8	-8.5	
Jamaica*	28	23	-5	30.9	18.1	-12.8	
Saudi Arabia	26	20	-6	32.6	17.1	-15.5	
Finland	39	33	-6	33.1	17.2	-15.9	
Jordan	23	17	-7	34.0	15.3	-18.7	
Ukrainian regions (18 of 27)	28	26	-2	26.3	23.7	-2.6	
Chinese Taipei	34	31	-4	29.7	20.6	-9.0	
Baku (Azerbaijan)	25	21	-4	30.6	20.0	-10.6	
Hong Kong (China)*	34	30	-4	30.0	20.7	-9.3	
Macao (China)	34	30	-4	30.6	19.7	-10.9	
Cyprus	26	21	-5	31.1	19.2	-11.9	
Palestinian Authority	21	15	-6	32.3	15.9	-16.4	

\* Caution is required when interpreting estimates because one or more PISA sampling standards were not met (see Reader's Guide, Annexes A2 and A4).

\*\* Caution is required when comparing estimates with other countries/economies as a strong linkage to the international PISA creative thinking scale could not be established (see Reader's Guide and Annex A4).

Note: Values that are statistically significant are marked in bold (see Annex A3). Countries and economies are ranked in descending order of the gender gap (boys-girls) in creative thinking performance.

Source: OECD, PISA 2022 Database, Tables III.B1.3.2 and III.B1.3.3. The StatLink URL of this table is available below Snapshot Table III.6

### Table III.3. Snapshot of socio-economic disparities in performance

Countries/economies with a strength of socio-economic gradient **below** the OECD average Countries/economies with a mean score or a share of resilient students **above** the OECD average

Countries/economies with a strength of socio-economic gradient/mean score/share of resilient students **not significantly different** from the OECD average

Countries/economies with a strength of socio-economic gradient **above** the OECD average Countries/economies with a mean score or a share of resilient students **below** the OECD average

	Socio-economic disparities in performance									
			At the student level			At the school level				
	Strength: Percentage of variance explained by ESCS <sup>1</sup> (R <sup>2</sup> )	Disadvantaged students <sup>2</sup>	Advantaged students	Difference between advantaged and disadvantaged students, after accounting for mathematic and reading performance	Share of resilient students <sup>3</sup>	Difference between students in advantaged and disadvantaged schools				
	%	Mean score	Mean score	Score dif.	%	Score dif.				
OECD average	11.6	28	38	2	12.5	11				
Uzbekistan	1.5	13	16	0	20.1	5				
Kazakhstan	3.0	22	27	1	18.2	9				
Jamaica*	3.4	23	29	0	18.5	17				
Jordan	3.7	18	24	0	16.9	6				
Morocco	4.3	13	19	0	17.4	10				
United Arab Emirates	4.7	23	32	2	13.6	11				
Indonesia	4.9	16	22	2	16.2	8				
Albania**	5.0	11	17	2	18.3	7				
Saudi Arabia	5.5	20	28	2	15.5	4				
Dominican Republic**	5.8	13	19	1	15.5	9				
Croatia	5.8	28	34	0	15.9	12				
Korea	6.4	35	41	0	16.7	7				
Canada*	6.6	34	42	2	16.1	6				
Chile	6.7	27	35	1	17.1	8				
Philippines	6.7	10	19	2	11.9	13				
Estonia	6.9	33	39	1	15.0	6				
Denmark*	7.6	32	38	1	13.6	5				
Spain	7.9	29	37	2	15.3	6				
Latvia*	8.5	32	38	2	14.6	6				
Qatar	8.8	22	33	2	11.4	14				
Finland	9.4	32	41	2	13.4	5				
Italy	9.5	27	35	2	12.6	11				
Serbia	9.5	24	33	2	14.0	13				
Australia*	9.6	33	42	2	13.6	9				
Netherlands*	9.7	28	38	2	11.9	16				
Mexico	10.0	25	33	2	12.1	11				
Slovenia	10.1	26	34	3	12.7	12				
Malta	10.2	27	37	2	13.2	9				
Portugal	10.5	30	39	1	13.6	8				
Thailand	10.5	17	27	3	13.6	13				
Iceland	10.6	25	35	3	10.8	5				
Malaysia	11.4	21	31	0	13.0	10				

Countries/economies with a strength of socio-economic gradient **below** the OECD average Countries/economies with a mean score or a share of resilient students **above** the OECD average

Countries/economies with a strength of socio-economic gradient/mean score/share of resilient students

not significantly different from the OECD average

Countries/economies with a strength of socio-economic gradient **above** the OECD average Countries/economies with a mean score or a share of resilient students **below** the OECD average

			Socio-economic disp	arities in performance		
			At the student level			At the school level
	Strength: Percentage of variance explained by ESCS <sup>1</sup> (R <sup>2</sup> )	Disadvantaged students <sup>2</sup>	Advantaged students	Difference between advantaged and disadvantaged students, after accounting for mathematic and reading performance	Share of resilient students <sup>3</sup>	Difference between students in advantaged and disadvantaged schools
	%	Mean score	Mean score	Score dif.	%	Score dif.
Greece	11.9	23	32	3	11.7	11
North Macedonia	12.2	14	26	3	11.9	17
Mongolia	12.2	20	30	1	11.3	10
Brazil	12.4	19	30	3	11.9	14
Poland	12.7	30	40	3	11.4	15
Germany	13.1	28	39	1	13.4	15
El Salvador	13.2	18	29	3	10.1	13
Colombia	13.5	20	32	3	10.6	13
Panama*	13.7	18	29	3	11.4	13
Uruguay	13.8	24	34	2	11.7	12
Singapore	14.1	36	45	2	9.9	9
Belgium	14.6	30	40	1	11.2	12
Moldova	14.9	19	30	3	10.2	13
Czechia	15.0	27	38	2	10.3	13
Lithuania	15.4	28	38	3	11.0	12
Brunei Darussalam	15.6	19	31	2	11.4	15
France	16.1	27	38	2	10.4	14
Israel	16.8	25	39	2	10.4	16
New Zealand*	17.1	31	42	5	9.0	10
Slovak Republic	17.7	22	36	2	9.4	17
Peru	19.1	16	30	5	6.5	15
Bulgaria	19.5	14	28	4	7.4	19
Hungary	19.8	24	37	2	10.1	18
Romania	22.7	19	34	3	7.9	19
Delvy (Aread. ")	4.0	00	00		45.0	<u> </u>
Baku (Azerbaijan)	4.8	20	26	2	15.9	6
Hong Kong (China)*	5.1	29	35	2	17.3	10
Palestinian Authority	5.7	15	22	1	13.0	5
Macao (China)	6.4	28	35	3	16.0	9
Cyprus	7.9	20	29	1	13.8	12
Chinese Taipei	9.5	28	37	1	12.5	12
Ukrainian regions (18 of 27)	13.4	21	32	3	10.2	13

\* Caution is required when interpreting estimates because one or more PISA sampling standards were not met. \*\* Caution is required when comparing estimates with other countries/economies as a strong linkage to the international PISA creative thinking scale could not be established (see Reader's Guide and Annex A4).

1. ESCS refers to the PISA index of economic, social and cultural status.

2. A socio-economically advantaged (disadvantaged) student (school) is a student (school) in the top (bottom) quarter of ESCS in his or her own country/economy.

3. Academically resilient students are disadvantaged students who scored in the top quarter of performance in creative thinking amongst students in their own country/economy. Note: Values that are statistically significant are marked in bold (see Annex A3).

Countries and economies are ranked in ascending order of the percentage of variance in creative thinking performance explained by ESCS.

Source: OECD, PISA 2022 Database, Tables III.B1.3.7 and III.B1.3.15. The StatLink URL of this table is available below Snapshot Table III.6

# Table III.4. Snapshot of performance across ideation processes and context domains



Countries/economies with values **above** the OECD average

Countries/economies with values not significantly different from the OECD average

Countries/economies with values **below** the OECD average

		Success in the creative thinking test (percentage of full credit)										
	Across	ideation pro	cesses				Across dom	omain contexts				
	Generate		Evaluate	Written ex	xpression æms)	Visual ex (4 ite	pression ems)	Social p solv (10 it	oroblem /ing ems)	Scier problem (6 ite	ntific solving ems)	
	diverse ideas (12 items)	Generate creative ideas (11 items)	and improve ideas (9 items)	All students	Gender gap¹	All students	Gender gap	All students	Gender gap	All students	Gender gap	
	%	%	%	%	%	%	%	%	%	%	%	
OECD average	42.9	44.1	34.2	50.3	-6.3	32.2	-7.6	39.0	-4.3	32.2	-1.6	
Singapore	61.0	57.6	44.5	66.2	-3.3	34.1	-6.4	58.1	-2.4	42.6	-1.9	
Canada*	55.0	53.0	39.9	61.4	-6.2	35.1	-8.8	49.5	-5.6	38.4	-0.5	
Korea	57.6	48.1	45.9	60.6	-3.0	37.7	-7.4	50.1	-6.1	47.4	0.4	
New Zealand*	51.6	51.6	39.4	58.2	-8.6	36.5	-5.0	48.2	-6.3	35.7	-3.5	
Estonia	48.0	52.1	40.5	57.9	-7.8	36.4	-12.6	44.8	-5.3	40.2	-2.7	
Australia*	49.1	51.9	38.1	56.9	-6.0	38.1	-7.5	45.8	-7.8	35.5	-2.0	
Denmark*	48.0	49.2	37.4	55.5	-6.4	37.7	-9.6	41.5	-8.5	37.7	-3.1	
Czechia	40.9	49.7	36.3	55.3	-5.5	36.6	-7.0	36.9	-2.5	31.2	-2.6	
Latvia*	42.6	48.1	38.9	54.8	-7.5	37.0	-11.5	42.0	-6.3	30.9	0.3	
Lithuania	41.4	52.2	34.6	54.4	-6.8	36.3	-7.0	38.9	-7.6	31.1	-3.4	
Poland	44.3	48.0	41.1	52.7	-7.4	35.9	-8.3	43.3	-3.9	34.7	-1.2	
Finland	47.2	46.6	43.1	52.0	-14.8	32.4	-10.9	49.6	-11.0	37.2	-5.5	
Belgium	46.2	47.8	34.1	52.0	-6.1	34.9	-6.1	42.0	-1.6	35.0	-1.7	
Iceland	40.1	44.3	29.1	51.6	-10.4	27.0	-9.4	32.1	-4.9	27.5	-4.1	
Chile	42.1	41.2	30.6	51.5	-3.0	30.6	-11.6	33.3	-1.2	27.4	-0.5	
Italy	42.1	42.5	30.6	51.4	-6.3	25.4	-4.0	33.7	-2.3	34.0	0.2	
Portugal	49.3	41.9	38.1	49.8	-4.8	41.1	-4.8	41.5	-3.2	36.7	1.3	
Mexico	40.5	40.9	30.1	49.2	-1.2	36.6	-4.2	32.9	-1.1	25.7	3.2	
Spain	45.3	40.5	36.8	48.8	-4.4	33.3	-8.1	39.3	-2.0	38.1	-1.6	
Germany	37.1	46.7	36.8	48.6	-7.4	35.8	-9.5	38.5	-6.8	30.4	-1.3	
France	41.3	42.1	31.3	48.4	-5.0	27.7	-9.4	37.0	-1.7	34.2	-2.4	
Serbia	36.7	45.2	28.5	47.8	-7.8	27.9	-5.0	34.2	-4.3	25.3	-3.2	
Israel	44.1	43.0	37.3	47.6	-4.9	31.7	-13.8	42.4	-2.8	35.5	-3.4	
Croatia	40.7	38.6	29.5	47.0	-4.1	23.9	1.4	34.8	-4.2	29.5	-3.9	
Hungary	41.7	40.2	28.7	47.0	-5.7	28.6	-6.8	37.2	-5.0	25.1	-4.4	
Netherlands*	42.7	41.5	29.5	46.2	-6.8	28.5	-6.7	38.1	-3.4	33.4	-4.0	
Uruguay	39.1	36.5	29.2	44.6	-4.6	27.0	-4.1	33.5	-0.7	24.6	1.8	
Qatar	34.3	38.8	34.4	43.4	-8.3	30.1	-9.1	34.8	-2.6	27.9	-2.2	
Slovak Republic	39.2	34.7	26.9	43.0	-7.9	29.0	-3.0	31.0	-1.4	26.1	0.7	
Slovenia	30.3	39.5	29.1	42.7	-8.9	28.5	-6.5	31.5	-3.3	21.1	-2.7	
Malta	37.1	39.9	29.3	42.2	-5.8	30.6	-5.7	35.5	-4.6	27.6	-1.4	
United Arab Emirates	36.5	34.9	30.8	40.8	-5.8	30.5	-7.6	34.7	-4.8	26.6	-1.8	

Countries/economies with values above the OECD average

Countries/economies with values not significantly different from the OECD average

Countries/economies with values **below** the OECD average

		Success in the creative thinking test (percentage of full credit)									
	Across	ideation pro	cesses				Across dom	ain contexts			
	Generate		Evaluate	Written ex (12 it	(pression ems)	Visual ex (4 ite	pression ems)	Social p solv (10 it	oroblem ving ems)	Scier problem (6 ite	ntific solving ems)
	diverse ideas (12 items)	Generate creative ideas (11 items)	and improve ideas (9 items)	All students	Gender gap¹	All students	Gender gap	All students	Gender gap	All students	Gender gap
	%	%	%	%	%	%	%	%	%	%	%
Romania	33.8	35.9	23.7	40.0	-4.4	34.6	-11.4	27.6	-0.2	23.4	-0.7
Colombia	29.2	33.9	25.2	38.2	-3.9	22.8	-3.1	26.7	-1.1	24.3	-0.6
Moldova	28.7	33.2	22.7	37.8	-2.7	20.7	-4.3	26.5	-2.9	22.8	0.1
Costa Rica	32.1	31.8	25.2	37.0	-3.9	20.2	-4.8	32.2	-3.9	23.2	0.8
Greece	32.7	33.1	23.3	36.9	-7.3	20.1	-4.7	32.1	-3.9	23.4	-1.1
Mongolia	27.5	29.3	24.1	35.2	-4.6	23.8	-5.5	23.2	-4.0	22.1	-1.8
Brunei Darussalam	27.4	32.0	22.2	34.9	-4.8	24.4	-4.0	25.2	1.1	16.0	-2.4
Jamaica*	26.6	32.1	25.9	34.5	-5.8	23.3	-9.4	27.9	-4.2	20.3	-3.1
El Salvador	26.9	33.9	23.0	34.4	-3.3	26.7	-2.3	26.3	-0.7	19.5	0.5
Peru	32.2	30.5	20.2	33.1	-1.6	19.2	-3.9	29.2	-3.5	23.0	1.2
Brazil	29.3	30.0	22.2	32.7	-5.8	22.6	-5.3	28.2	-1.7	19.3	-1.2
Kazakhstan	26.3	30.3	19.8	32.1	-2.7	21.8	-4.0	27.9	-2.4	18.6	1.4
Panama*	25.6	24.8	21.8	31.9	-3.8	23.1	-2.6	21.1	-6.7	16.3	0.7
Malaysia	27.3	29.2	23.8	29.8	-1.0	25.4	-4.5	32.1	-0.2	15.1	-3.9
Thailand	29.7	26.1	20.1	28.2	-1.8	23.2	-1.6	28.0	-3.1	25.5	-0.6
Saudi Arabia	21.5	26.1	20.7	27.0	-7.6	10.8	-5.2	25.0	-3.4	18.7	-2.3
Bulgaria	22.3	25.6	20.3	26.9	-3.9	22.6	-5.0	21.5	-3.4	19.1	-2.7
North Macedonia	19.2	25.0	18.8	25.5	-5.0	18.5	-6.1	20.0	-0.5	17.5	0.4
Jordan	23.0	22.3	17.2	23.8	-7.5	18.4	-6.7	24.0	-3.8	14.9	-2.5
Philippines	15.8	16.6	11.3	21.6	-1.5	16.9	1.1	11.4	-0.8	8.4	-0.6
Dominican Republic**	12.0	16.1	11.7	19.6	-2.0	20.7	0.0	10.7	-0.5	7.4	-0.2
Indonesia	17.5	14.6	12.8	19.2	-0.4	17.7	-1.1	14.5	1.7	6.0	0.1
Могоссо	13.8	18.1	14.5	18.4	-2.9	10.8	0.0	17.1	-2.5	12.2	-0.9
Uzbekistan	13.0	18.9	12.8	15.9	-2.7	11.1	-1.2	15.7	-1.7	15.6	-1.2
Albania**	10.7	12.8	5.2	14.1	-1.8	3.0	-1.8	9.6	0.2	10.3	-0.5
Chinese Taipei	46.0	47.2	34.8	51.8	-7.0	32.9	-8.4	43.8	-4.9	35.3	-0.5
Hong Kong (China)*	37.1	40.0	33.5	47.6	-4.9	25.7	-12.4	38.3	-7.8	25.9	-2.5
Macao (China)	35.6	39.1	36.4	40.5	-7.5	30.5	-3.7	39.5	-12.6	35.7	-1.3
Ukrainian regions (18 of 27)	28.5	37.2	34.7	39.8	-5.1	23.4	-21.7	29.7	-1.9	33.0	2.6
Cyprus	27.2	31.3	26.3	32.3	-6.5	26.4	-10.0	28.3	-5.8	21.2	-4.4
Baku (Azerbaijan)	25.0	30.7	25.4	32.2	-7.6	18.1	-2.8	26.6	-2.7	25.7	-1.7
Palestinian Authority	16.1	21.5	15.0	20.1	-5.8	7.0	-8.9	21.8	-2.7	14.7	-2.1

\* Caution is required when interpreting estimates because one or more PISA sampling standards were not met (see Reader's Guide, Annexes A2 and A4).

\*\* Caution is required when comparing estimates with other countries/economies as a strong linkage to the international PISA creative thinking scale could not be established (see Reader's Guide and Annex A4).

1. The gender gap is the difference between boys' and girls' relative successes across the four domain contexts of the test. For each domain context, the relative success is the difference between the percentage of correct responses in this domain context and the average percent correct in all other tasks (full credit only).

Note: Values that are statistically significant are marked in bold (see Annex A3).

Countries and economies are ranked in descending order of the mean percentage in written expression.

Source: OECD, PISA 2022 Database, Tables III.B1.4.1, III.B1.4.2 and III.B1.4.8. The StatLink URL of this table is available below Snapshot Table III.6

# Table III.5. Snapshot of beliefs, attitudes and social-emotional characteristics positively related to creative thinking



Countries/economies with values **above** the OECD average

Countries/economies with values not significantly different from the OECD average

Countries/economies with values **below** the OECD average

		Percentage of students who reported									
	Beli	iefs	Attitu	udes	Social-	emotional characte	eristics				
	Growth mindset on creativity	Nature of creativity	Imagination and adventurousness	Openness to intellect	Perspective taking	Curiosity	Persistence				
	My creativity is something about me that I can change	It is possible to be creative in nearly any subject	Coming up with new ideas is satisying to me	l enjoy learning new things	I want to understand why people behave the way they do	I am curious about many different things	l apply additional effort when work becomes challenging				
	%	%	%	%	%	%	%				
OECD average	46.3	81.6	74.1	82.7	67.6	77.3	61.7				
Ireland*	61.9	82.2	74.3	87.4	70.5	84.4	56.3				
Kazakhstan	60.8	86.0	76.4	87.5	64.9	77.0	66.9				
Georgia	60.2	76.7	80.6	85.5	68.9	76.9	55.2				
Costa Rica	57.5	85.5	87.7	92.8	73.9	83.2	74.6				
Brazil	56.9	79.3	71.7	87.4	60.7	72.0	59.0				
Austria	54.6	83.0	57.2	75.9	68.1	78.9	74.8				
Iceland	53.1	82.7	67.6	78.1	62.4	81.6	63.3				
Latvia*	52.4	75.5	72.6	73.6	66.6	78.0	61.4				
Türkiye	52.4	74.8	85.5	87.7	77.2	77.5	71.3				
Estonia	52.3	77.1	71.4	79.8	69.1	75.7	56.8				
Germany	52.3	87.3	56.0	78.1	73.3	78.4	72.0				
Denmark*	52.1	83.8	66.8	87.1	68.7	74.8	54.6				
Canada*	50.3	85.3	79.0	86.0	68.3	78.7	61.8				
Korea	50.2	81.5	72.1	76.9	67.1	75.1	68.2				
New Zealand*	50.2	81.2	70.7	83.7	62.0	77.8	55.7				
Australia*	49.6	82.7	72.4	82.9	65.4	79.7	60.5				
Slovak Republic	48.9	74.2	62.6	77.5	72.3	79.1	58.0				
Croatia	48.4	88.3	65.2	80.3	69.4	73.5	56.9				
Uzbekistan	48.3	80.5	75.7	84.3	69.0	84.3	69.1				
Singapore	48.0	81.2	78.7	88.3	76.7	79.0	65.6				
Switzerland	47.5	86.0	64.7	84.4	68.9	82.0	65.4				
Czechia	47.0	73.5	72.5	76.1	67.6	71.0	64.4				
Chile	47.0	85.5	80.6	86.1	64.5	74.9	76.2				
Lithuania	46.8	83.6	72.8	76.3	62.5	71.5	52.1				
Thailand	46.5	83.9	74.9	83.6	60.7	69.4	77.4				
Poland	46.4	87.0	66.4	74.7	64.5	78.1	52.6				
United Kingdom*	46.1	/4.8	69.8	81.2	65.1	76.9	56.5				
Finland	45.6	86.6	67.9	75.0	63.5	76.6	37.5				
Mongolia	44.6	/8,9	80.9	86.9	/2.8	87.0	65.7				
Uruguay	43.6	81.3	/9.9	89.4	66.3	/6.1	/1./				
United Arab Emirates	43.2	δ1.4 co.4	80.0	85.3	65.9	68.0	6/./				
Jordan	42.9	09.4	74.4	77.9	54.4	45.7	00.4				
Bulgaria	42.7	70.0	/1.4	70.0	63.6	/1.6	01.1				
Serbia	42.6	/8.0	00.5	72.3	67.9	/ 3.1	٥٥./ ۲۵.۵				
Colombia	42.0	00.∠ 91.0	04.8 70.0	92.1	72.0	03.0	10.3				
Brunei Darussalam	42.2	81.3	/9.8	90.1	/3.6	74.9	60.0				
Norway	42.0	74.3	m	81.3	m	/1.2	42.9				

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Countries/economies with values above the OECD average

Countries/economies with values not significantly different from the OECD average

Countries/economies with values **below** the OECD average

			Percenta	ge of students who	reported		
	Beli	iefs	Attitu	udes	Social-	emotional characte	eristics
	Growth mindset	Nature of	Imagination and	Openness to	Perspective		
	on creativity	creativity	adventurousness	intellect	taking	Curiosity	Persistence
	My creativity is something about me that I can change	It is possible to be creative in nearly any subject	Coming up with new ideas is satisying to me	l enjoy learning new things	I want to understand why people behave the way they do	l am curious about many different things	l apply additional effort when work becomes challenging
	%	%	%	%	%	%	%
Peru	41.5	86.8	86.7	94.9	72.8	83.1	79.7
Mexico	41.0	85.7	83.7	92.6	64.6	80.1	77.8
Portugal	40.9	91.1	92.4	94.3	73.1	82.4	70.8
Spain	40.0	85.9	82.7	90.6	69.5	75.2	71.4
Montenegro	39.8	71.6	71.2	84.4	63.8	63.7	67.4
Malta	39.5	73.8	78.4	85.9	72.3	81.6	64.6
Hungary	39.3	73.0	74.7	81.7	63.7	73.5	57.7
Slovenia	38.9	72.0	78.7	61.2	65.0	73.2	60.6
Italy	38.8	87.2	83.6	90.2	75.9	77.6	62.1
Belgium	38.7	82.3	66.7	84.2	66.1	71.7	52.6
Dominican Republic	38.2	74.7	73.3	81.2	66.7	75.5	69.7
Argentina	37.9	77.3	79.7	86.4	64.6	58.0	57.6
Qatar	37.6	77.5	78.2	83.4	63.9	65.8	65.2
Saudi Arabia	37.4	81.1	77.2	83.9	60.4	64.2	68.2
Greece	36.3	77.7	85.0	89.9	71.2	79.1	68.1
Panama*	36.2	85.3	84.5	92.4	68.0	80.1	77.7
France	36.2	84.4	83.8	86.6	68.9	76.4	51.2
Romania	36.0	84.7	84.6	88.6	75.9	81.8	60.7
Malaysia	35.6	76.8	74.8	81.7	66.3	72.4	70,5
North Macedonia	35.2	76.1	75.5	81.5	65.6	59.2	65.3
El Salvador	35.2	82.1	80.9	89.2	65.8	72.5	72.8
Могоссо	34.6	71.9	71.8	80.1	60.0	49.3	71.6
Philippines	33.8	80.7	81.1	88.8	70.1	71.2	71.4
Indonesia	32.0	81.2	87.8	88.6	66.8	72.2	66.4
Jamaica*	30.8	81.7	77.0	89.6	73.5	81.6	67.6
Netherlands*	30.6	72.2	55.2	78.4	55.6	72.7	48.6
Moldova	29.3	78.0	81.7	87.0	62.8	75.9	62.6
Albania	27.5	76.6	77.5	88.0	63.5	73.8	71.1
srae	m	87.8	84.5	86.0	m	m	m
Chinese Taipei	63.6	89.8	85.0	84.1	70.5	77.8	70.2
Macao (China)	49.0	/8.3	80.3	/9.3	/0,4	/3.5	58.4
Ukrainian regions (18 of 27)	47.2	85.8	77.5	79.3	57.8	58.2	59.7
Hong Kong (China)*	44.1	78.4	80.9	81.9	68.5	67.9	54.5
Baku (Azerbaijan)	42.9	75.5	80.2	85.1	64.4	58.2	59.2
Cyprus	41.2	71.1	76.6	78.6	63.5	67.2	59.5
Palestinian Authority	36.1	74.9	79.6	81.8	56.9	47.8	64.6
Kosovo	30.7	74.6	76.5	85.1	60.6	70.8	67.5

\* Caution is required when interpreting estimates because one or more PISA sampling standards were not met (see Reader's Guide, Annexes A2 and A4). Countries and economies are ranked in descending order of the percentage of students who reported "My creativity is something about me that I can change". Source: OECD, PISA 2022 Database, Tables III.B1.5.1, III.B1.5.4, III.B1.5.19, III.B1.5.29, III.B1.5.29 and III.B1.5.33. The StatLink URL of this table is available below Snapshot Table III.6

#### Table III.6. Snapshot of school environment conductive to creative thinking

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Countries/economies with values **above** the OECD average

Countries/economies with values not significantly different from the OECD average

Countries/economies with values **below** the OECD average

	Pedagogies encouraging creative thinking			Weekly participation in classes/activities at school				
	Percentage of students who agreed:			Percentage of students who reported weekly participation in:				
	My teachers encourage me to come up with original answers	My teachers give me enough time to come up with creative solutions on assignements	My teachers value student creativity	At school, I am given a chance to express my ideas	Art (e.g. painting, drawing)	Music (e.g. choir, band)	Computer programming	Creative writing
	%	%	%	%	%	%	%	%
OECD average	63.7	62.5	70.1	69.3	27.4	21.7	17.2	16.3
El Salvador	82.9	79.2	84.3	83.0	24.7	21.9	25.7	27.1
Peru	82.6	79.5	87.1	83.2	47.0	24.5	20.2	33.8
Albania	82.1	79.2	80.3	84.9	38.1	37.0	38.5	40.9
Philippines	81.2	83.0	86.2	83.4	34.5	32.8	29.7	37.7
Kazakhstan	80.5	81.2	83.8	85.0	32.7	27.1	33.7	34.4
Colombia	80.0	78.3	83.9	83.5	45.1	27.0	30.2	35.0
Uzbekistan	79.7	74.2	76.9	82.6	32.9	33.5	38.9	34.9
Singapore	79.6	76.5	79.9	80.6	14.9	18.0	11.9	15.4
Brunei Darussalam	78.9	76.5	85.0	71.7	22.1	6.0	16.2	24.6
United Arab Emirates	78.0	72.9	77.1	75.9	31.0	23.4	35.2	31.9
Jamaica*	78.0	72.5	84.1	74.7	27.6	20.6	23.4	34.5
Qatar	77.8	69.8	75.0	72.6	29.3	21.1	29.7	29.6
Indonesia	77.6	86.4	89.8	88.0	31.3	27.0	31.4	29.3
Costa Rica	77.2	77.1	83.8	80.3	32.6	31.1	26.4	19.6
Australia*	76.9	69.4	74.6	74.1	25.4	19.5	12.6	23.1
Saudi Arabia	76.3	70.5	76.5	74.3	19.5	17.3	26.6	21.9
Portugal	76.1	70.9	79.6	79.0	10.4	7.0	7.4	7.3
Chile	75.7	74.2	82.0	76.1	35.4	30.3	15.9	22.0
Mexico	75.5	76.7	82.1	80.7	24.0	15.3	19.6	21.8
Dominican Republic	75.2	71.2	75.3	75.8	36.5	28.2	28.0	33.3
Iceland	75.2	68.9	77.6	75.6	23.6	18.9	8.9	18.6
Ireland*	75.1	69.8	75.1	71.4	33.3	25.9	19.8	23.5
Canada*	74.7	71.3	75.2	77.0	28.1	19.1	14.7	22.9
Brazil	74.4	63.3	76.2	70.8	38.8	18.7	20.5	39.3
Georgia	74.1	70.9	77.5	78.5	22.6	22.1	20.1	23.1
Panama*	74.0	69.5	79.1	74.2	32.1	26.7	23.9	27.7
Romania	73.6	62.4	76.6	74.0	29.9	24.9	29.3	21.2
New Zealand*	73.0	67.5	73.9	73.2	25.2	18.5	13.7	20.8
Malaysia	72.7	77.2	85.4	75.7	28.5	15.3	20.4	23.1
North Macedonia	72.1	67.1	75.3	75.4	40.1	36.8	35.6	35.5
Moldova	70.9	69.7	78.9	77.8	18.1	18.4	22.4	21.6
United Kingdom*	70.6	61.9	66.0	66.5	24.0	15.3	14.0	21.4
Jordan	70.4	62.9	67.8	71.0	29.7	23.4	28.3	29.1
Croatia	69.3	60.8	75.5	71.6	16.8	15.4	37.5	13.9
Могоссо	68.9	54.7	65.5	68.4	17.3	20.3	28.5	21.2
Argentina	68.7	65.7	73.9	76.7	23.0	16.8	27.7	20.1
Norway	68.5	55.2	66.6	61.8	32.6	24.5	12.1	19.0

# Table III.6. Snapshot of school environment conductive to creative thinking



Countries/economies with values above the OECD average

Countries/economies with values not significantly different from the OECD average

Countries/economies with values **below** the OECD average

	Pedagogies encouraging creative thinking			Weekly participation in classes/activities at school				
	Percentage of students who agreed:			Percentage of students who reported weekly participation in:				
	My teachers encourage me to come up with original answers	My teachers give me enough time to come up with creative solutions on assignements	My teachers value student creativity	At school, I am given a chance to express my ideas	Art (e.g. painting, drawing)	Music (e.g. choir, band)	Computer programming	Creative writing
	%	%	%	%	%	%	%	%
Malta	68.4	60.7	68.0	66.3	17.3	9.7	20.4	25.1
Thailand	68.1	74.1	79.3	72.1	33.9	30.1	26.4	31.4
Uruguay	67.3	65.9	74.2	77.6	41.6	20.3	19.5	28.9
Denmark*	67.0	68.9	76.7	68.7	9.5	9.4	8.6	10.3
Hungary	66.5	57.8	72.6	59.7	28.5	23.9	20.9	12.8
Bulgaria	66.4	60.3	68.0	67.0	25.5	22.9	26.8	20.2
Türkiye	66.1	63.5	66.1	71.2	29.2	24.8	21.4	12.4
Montenegro	65.7	59.7	69.9	73.6	21.5	18.7	21.4	18.9
Slovenia	64.4	56.9	70.4	69.4	33.7	23.2	22.1	11.8
Slovak Republic	63.4	60.3	72.6	69.1	23.5	17.4	15.9	18.5
Serbia	63.1	59.8	71.9	68.3	21.6	18.3	21.1	14.3
Korea	62.2	72.8	72.0	78.8	59.7	54.8	29.3	27.1
Finland	61.4	67.2	76.5	72.4	31.9	21.9	14.2	19.3
Estonia	61.1	63.3	72.4	70.8	53.0	52.6	13.8	21.2
Lithuania	60.4	65.0	75.0	70.8	12.8	17.8	10.4	8.6
Mongolia	59.8	62.6	64.7	73.3	26.3	22.4	25.2	29.6
Israel	58.1	53.2	58.4	63.8	13.0	11.1	22.1	11.8
Spain	57.9	56.2	61.5	70.3	21.5	16.4	22.9	10.0
Netherlands*	57.3	61.0	74.8	65.0	32.8	12.2	10.9	12.9
ltaly	56.8	54.4	63.1	73.3	10.8	7.4	13.0	8.2
Switzerland	56.5	62.0	64.9	64.1	42.2	33.1	21.1	16.7
Latvia*	56.2	60.5	70.8	69.1	29.5	24.8	11.8	16.5
Belgium	55.8	58.7	63.1	64.3	15.7	13.9	11.8	8.8
Greece	52.7	48.4	49.3	61.2	13.8	13.1	27.4	19.2
France	50.7	53.6	50.8	61.3	15.4	9.4	12.3	8.9
Germany	50.2	53.2	59.0	52.1	48.7	38.5	24.3	15.1
Czechia	50.1	49.2	68.4	61.7	14.1	13.7	8.6	6.5
Poland	46.9	43.7	64.1	64.3	12.5	9.1	12.6	6.5
Austria	45.7	54.0	60.3	55.4	39.8	35.5	34.5	16.7
Baku (Azerbaijan)	76.8	73.0	75.1	78.8	34.0	34.7	28.5	36.3
Hong Kong (China)*	74.3	74.5	77.9	80.3	29.2	32.7	15.6	16.2
Macao (China)	74.2	71.0	75.8	76.0	55.1	58.0	38.4	24.6
Palestinian Authority	74.1	66.7	71.9	71.3	37.2	22.6	35.3	31.4
Chinese Taipei	72.8	75.4	78,3	84.4	43.8	52.8	37.5	22.2
Kosovo	69.6	67.1	72,6	76.5	31.2	29.1	28.1	30.5
Ukrainian regions (18 of 27)	65.9	68.6	81.5	79.8	21.2	17.7	24.6	18.7
Cyprus	57.5	50.5	62.6	58.5	34.8	30.0	31.7	27.4

Note: \* Caution is required when interpreting estimates because one or more PISA sampling standards were not met (see Reader's Guide, Annexes A2 and A4). Countries and economies are ranked in descending order of the percentage of students who reported their teachers encourage them to come up with original answers. Source: OECD, PISA 2022 Database, Tables III.B1.6.1 and III.B1.6.6.

StatLink and https://stat.link/wo63xr



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