Executive Summary

The COVID-19 pandemic was a stress test for education systems. It revealed whether schools and students around the globe were able to adapt to sudden and profound changes in how instruction is provided and how students learn. Now that the crisis phase has passed, policy makers and schools need to know where students stand in their learning and well-being to be able to provide remedial measures for those students who fell behind in their learning or suffered emotionally or physically from the pandemic. Updated information on the resources available and the general climate in schools after the pandemic can also help education systems prepare for the future.

Results from PISA 2022 show that some education systems coped better than others during and after pandemic-related school closures – and even learned from the experience. These resilient education systems have a few policies in common: they kept schools open for longer for more students; students encountered fewer obstacles to remote learning; and they worked to strengthen parent-school partnerships, among others.

Insights drawn from PISA 2022 data can help education systems bolster their resilience to disruption, and rethink learning and teaching. Given that it is all but inevitable that education will continue to be affected by natural and man-made shocks and disturbances, both global, such as pandemics and climate change, and local, including earthquakes, floods and war, education systems need to build their capacity to withstand adversity.

Resilient education systems

- Four education systems, namely Japan, Korea, Lithuania and Chinese Taipei, could be considered "resilient" with regard to mathematics performance, equity and well-being. Twenty-one other education systems were resilient in one or two of the three aspects considered.

- Between 2018 and 2022 trends in students' sense of belonging at school were mixed, with equal proportions of countries/economies showing stable, improving or deteriorating trends. Of the 47 education systems with improving or stable trends, only 20 maintained or attained a level of students' sense of belonging at school that was at or above the OECD average.

- Disadvantaged students in 2022 were more likely than their advantaged peers to report feeling that they have fewer opportunities to form close bonds at and with school. However, PISA 2022 results suggest that systems offering greater fairness in learning opportunities also offer greater fairness in social opportunities.

- Education systems that were resilient in mathematics performance differed in certain policies, practices and characteristics compared to other countries/economies, including in their response to COVID-19, in parental support and school climate, and in their approaches to selecting and grouping students, and to governing and allocating resources to schools.

How learning continued when schools were closed

- Two out of three countries/economies closed their schools for longer than three months for a majority of their students during the COVID-19 pandemic. Students in systems that spared more students from longer closures scored higher in mathematics and reported a greater sense of belonging at school.

- Almost one in two students indicated that, when learning at home, they frequently had difficulty motivating themselves to do schoolwork, and one in three students frequently did not fully understand school assignments, on average across OECD countries.
- Students in education systems whose schools provided more activities to maintain learning and well-being during school closures reported feeling more confident in their ability to learn autonomously and remotely if their school has to close again in the future.

Life at school and support from home

- On average across OECD countries, almost 40% of students reported that, in most lessons, the teacher does not show an interest in every student's learning or does not continue teaching until students understand the material.
- Some 30% of students, on average across OECD countries, reported that, in most or every mathematics lesson, they get distracted using digital devices; 25% of students reported that they get distracted by other students using these devices in class.
- On average across OECD countries, students who reported feeling safe and were not exposed to bullying or risks at school have a stronger sense of belonging at school, feel more confident about their capacity for self-directed learning and are overall more satisfied with life.
- In all countries/economies with available data, students who enjoy more support from their families reported a greater sense of belonging at school and life satisfaction, and more confidence in their capacity for self-directed learning. In most countries/economies, these students also reported feeling less anxiety towards mathematics.

Selecting and grouping students

- On average across OECD countries and in a majority of education systems, students who had attended pre-primary education for at least one year were considerably less likely to have repeated a grade than students who had never attended pre-primary education or who had attended for less than one year, even after accounting for socio-economic factors.
- In equitable and high-performing education systems, almost all students had attended pre-primary school; few students had repeated a grade; socio-economically advantaged and disadvantaged students were not heavily concentrated in certain schools; students were tracked into different curricular programmes relatively late; and comparatively few students were grouped by ability between classes.

Educational resources

- In more than half of all education systems with available data, and on average across OECD countries, more students in 2022 than in 2018 attended a school whose principal reported that instruction is hindered by a shortage of education staff. In 58 countries/economies, the share of students in schools whose principal reported that instruction is hindered by a lack of teaching staff increased between 2018 and 2022.
- On average across OECD countries and in 41 education systems, socio-economically disadvantaged schools were more likely than advantaged schools to suffer from a lack of or poor-quality digital resources.
- Some 29% of students in schools where the use of cell phones is banned reported using a smartphone several times a day, on average across OECD countries, illustrating that cell phone bans are not always effectively enforced.
- In those education systems where more students in 2022 than in 2018 attended schools that offer peer-to-peer tutoring, students' sense of belonging at school strengthened during the period.

School governance

- The top three quality-assurance mechanisms that appear to ensure that greater school autonomy is associated with better academic performance in mathematics are: teacher mentoring; monitoring teacher practice by having inspectors observe classes; and systematic recording of students' test results and graduation rates.

- Strong-performing school systems entrust principals and teachers with more responsibility.

- Principals of private schools were more likely than their counterparts in public schools to report that their school is prepared for remote learning – even after all the efforts public schools made to improve digital learning during the COVID-19 pandemic.

Table II.1. Snapshot of the resilience of education systems [1/2]

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

	Resilience in mathematics		Resilience in equity			Resilience in well-being	
	Mathematics performance	Change in mathematics performance[1]	Socio-economic fairness in mathematics[2]	Change in mathematics performance[c]		Index of sense of belonging	Change in sense of belonging[1]
				Disadvantaged students[3]	Advantaged students[3]		
	Mean score	Score dif.	%	Score dif.	Score dif.	Mean index	Dif.
OECD average	472	**-15**	84.5	**-17**	**-10**	-0.02	**-0.02**
Singapore	575	6	83.0	-6	**16**	-0.22	**-0.06**
Japan	536	9	88.1	5	**18**	0.25	**0.23**
Korea	527	1	87.4	-4	5	0.26	-0.02
Estonia	510	**-13**	86.6	**-23**	-6	-0.14	0.00
Switzerland	508	-7	79.2	**-15**	2	0.36	**0.06**
Canada*	497	**-15**	89.8	**-18**	**-11**	-0.16	0.02
Netherlands*	493	**-27**	84.9	**-34**	**-18**	0.10	**-0.10**
Ireland*	492	**-8**	87.0	**-10**	-3	-0.13	0.02
Belgium	489	**-19**	78.2	**-19**	**-18**	0.02	**-0.04**
Denmark*	489	**-20**	87.8	**-23**	**-19**	0.11	**-0.10**
United Kingdom*	489	**-13**	89.0	-7	-5	-0.21	-0.02
Poland	489	**-27**	83.7	**-29**	**-24**	-0.31	**-0.07**
Austria	487	**-12**	80.6	**-20**	-5	0.44	0.05
Australia*	487	-4	85.4	**-13**	7	-0.23	**-0.04**
Czech Republic	487	**-12**	78.0	**-18**	-9	-0.28	0.00
Slovenia	485	**-24**	84.3	**-30**	**-25**	0.04	**0.14**
Finland	484	**-23**	87.6	**-26**	**-16**	0.10	**0.09**
Latvia*	483	**-13**	86.8	**-16**	**-10**	-0.25	0.01
Sweden	482	**-21**	85.0	**-24**	-9	0.09	**0.06**
New Zealand*	479	**-15**	84.2	**-23**	-9	-0.29	**-0.08**
Lithuania	475	-6	83.5	-4	-2	-0.02	**0.11**
Germany	475	**-25**	81.3	**-26**	**-18**	0.27	-0.01
France	474	**-21**	78.5	**-22**	**-16**	-0.03	**0.05**
Spain	473	m	85.8	m	m	0.27	**-0.19**
Hungary	473	**-8**	74.9	**-12**	-5	0.14	**0.06**
Portugal	472	**-21**	81.8	**-17**	**-20**	0.08	-0.04
Italy	471	**-15**	86.5	**-15**	**-11**	-0.06	**-0.11**
Viet Nam	469	m	86.2	m	m	-0.28	**0.05**
Norway	468	**-33**	90.4	**-31**	**-19**	0.23	**-0.14**
Malta	466	-6	90.0	-1	-10	-0.24	0.00
United States*	465	**-13**	85.1	-12	-7	-0.26	-0.03
Slovak Republic	464	**-22**	74.3	**-32**	**-15**	-0.20	**0.08**
Croatia	463	-1	87.0	-10	2	0.13	**0.08**
Iceland	459	**-36**	90.7	**-36**	**-34**	0.16	**0.06**
Israel	458	-5	80.4	-11	7	m	m
Türkiye	453	0	87.4	-8	0	-0.30	**-0.16**
Brunei Darussalam	442	**12**	84.0	**13**	**14**	-0.50	**-0.07**
Serbia	440	-8	86.6	**-15**	-10	0.18	**0.15**
United Arab Emirates	431	-4	94.2	7	**-28**	-0.20	**-0.10**

* Caution is required when interpreting estimates because one or more PISA sampling standards were not met (see Reader's Guide, Annexes A2 and A4). 1. Change from PISA 2018 to PISA 2022 2. Socio-economic fairness is measured by the percentage of variation in student performance that is not accounted for by differences in student socio-economic status. Higher percentages indicate higher levels of fairness by student socio-economic status. 3. A socio-economically advantaged (disadvantaged) student is a student in the top (bottom) quarter of ESCS in his or her own country/economy. Notes: Values that are statistically significant are marked in bold (see Annex A3). The OECD average does not include Costa Rica and Spain for change in performance. Countries and economies are ranked in descending order of the students performance in Mathematics. Source: OECD, PISA 2022 Database, Annex B1, Chapter 1; and Volume I, Annex B1.

Table II.1. Snapshot of the resilience of education systems [2/2]

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

	Resilience in mathematics		Resilience in equity			Resilience in well-being	
	Mathematics performance	Change in mathematics performance[1]	Socio-economic fairness in mathematics[2]	Change in mathematics performance[1]		Index of sense of belonging	Change in sense of belonging[1]
				Disadvantaged students[3]	Advantaged students[3]		
	Mean score	Score dif.	%	Score dif.	Score dif.	Mean index	Dif.
Greece	430	**-21**	88.2	**-16**	**-21**	-0.06	**-0.08**
Romania	428	-2	74.2	-11	13	-0.02	0.01
Kazakhstan	425	2	96.1	0	7	-0.14	**0.07**
Mongolia	425	m	81.9	m	m	-0.15	m
Bulgaria	417	**-19**	82.8	**-21**	-16	-0.19	**0.11**
Moldova	414	-6	84.4	3	-12	-0.06	0.01
Qatar	414	0	88.3	4	-5	-0.16	**0.04**
Chile	412	-6	87.5	7	**-14**	-0.22	**-0.12**
Uruguay	409	**-9**	82.1	-3	-4	-0.08	-0.05
Malaysia	409	**-32**	81.9	**-26**	**-31**	-0.27	**-0.09**
Montenegro	406	**-24**	90.5	**-29**	**-19**	0.14	**0.24**
Mexico	395	**-14**	89.6	-9	**-17**	-0.18	**-0.16**
Thailand	394	**-25**	89.9	**-22**	**-32**	-0.34	**0.05**
Peru	391	**-9**	82.7	-2	**-13**	-0.20	**-0.09**
Georgia	390	-8	92.2	-1	-13	-0.05	**0.06**
Saudi Arabia	389	**16**	93.6	**27**	7	0.00	-0.03
North Macedonia	389	-6	87.5	-5	**-12**	0.12	m
Costa Rica	385	**-18**	m	m	m	-0.09	**-0.15**
Colombia	383	-8	83.8	-7	-5	-0.16	0.02
Brazil	379	-5	85.2	0	**-13**	-0.21	-0.02
Argentina	378	-2	84.6	**12**	-9	-0.20	**-0.09**
Jamaica*	377	m	93.9	m	m	-0.34	m
Albania	368	**-69**	95.5	**-68**	**-57**	0.25	**-0.14**
Indonesia	366	**-13**	94.5	-6	**-23**	-0.13	0.00
Morocco	365	-3	91.5	1	-7	-0.29	0.02
Uzbekistan	364	m	98.0	m	m	0.08	m
Jordan	361	**-39**	94.8	**-32**	**-47**	-0.21	-0.04
Panama*	357	4	80.0	7	2	-0.19	0.02
Philippines	355	2	95.2	**20**	**-18**	-0.38	**-0.12**
Guatemala	344	**10**	87.9	m	m	-0.18	**-0.31**
El Salvador	343	m	85.6	m	m	-0.27	m
Dominican Republic	339	**14**	89.9	**17**	6	-0.23	0.03
Paraguay	338	**11**	88.8	m	m	-0.24	**-0.39**
Cambodia	336	**12**	98.1	m	m	-0.43	**-0.29**
Macao (China)	552	-6	95.0	**-14**	6	-0.31	**0.09**
Chinese Taipei	547	**16**	84.3	3	**30**	0.01	**0.06**
Hong Kong (China)*	540	**-11**	94.2	-13	-5	-0.39	0.00
Ukrainian regions (18 of 27)	441	m	86.2	m	m	-0.08	**0.16**
Cyprus	418	**-32**	89.1	**-35**	**-18**	-0.10	-0.04
Baku (Azerbaijan)	397	**-23**	94.8	**-25**	**-25**	-0.17	**0.04**
Palestinian Authority	366	m	92.6	m	m	-0.17	m
Kosovo	355	**-11**	94.3	-8	**-12**	m	m

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

1. Change from PISA 2018 to PISA 2022

2. Socio-economic fairness is measured by the percentage of variation in student performance that is not accounted for by differences in student socio-economic status. Higher percentages indicate higher levels of fairness by student socio-economic status.

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

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

The OECD average does not include Costa Rica and Spain for change in performance.

Countries and economies are ranked in descending order of the students performance in Mathematics.

Source: OECD, PISA 2022 Database, Annex B1, Chapter 1; and Volume I, Annex B1.

Table II.2. Snapshot of performance in mathematics, reading and science [1/2]

	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				
	Their school building was closed for three months or less	They feel confident or very confident that they can motivate themselves to do school work	They agree or strongly agree that their teacher s were available when they needed help	They never or only a few times had problems finding someone who could help them with their school work	Someone from their school checked in with them to ask how they were feeling every day or almost every day
	%	%	%	%	%
OECD average	49.5	58.1	67.1	75.8	13.3
Iceland	88.9	73.8	62.2	82.0	7.0
Sweden	85.4	59.8	74.6	77.6	6.6
Japan	84.5	33.9	39.2	80.4	27.9
Korea	79.2	57.0	70.0	81.0	7.2
Switzerland	76.5	64.8	73.0	83.1	13.1
Croatia	70.3	72.4	70.0	75.2	16.0
Finland	68.8	63.5	73.1	80.6	16.8
Serbia	68.5	54.1	62.7	69.9	18.4
Lithuania	66.8	62.8	71.6	77.0	15.6
Uzbekistan	64.9	68.5	62.7	58.5	38.2
France	64.2	65.1	63.2	78.5	9.5
Moldova	62.9	65.1	69.2	73.2	31.4
Viet Nam	60.1	65.7	85.7	71.3	23.6
Thailand	59.1	55.1	71.9	72.2	21.3
New Zealand*	58.1	51.3	72.6	72.1	12.0
Portugal	58.0	65.6	75.1	83.3	11.9
Bulgaria	54.2	65.8	64.5	65.1	21.4
Spain	54.1	63.0	61.5	78.4	11.6
Morocco	53.7	57.0	48.1	61.2	18.4
Australia*	53.5	54.4	71.5	68.7	14.7
Albania	53.3	69.4	76.3	61.4	41.1
Montenegro	50.5	54.1	65.3	67.1	20.5
Austria	50.4	63.9	68.4	75.1	16.2
Dominican Republic	50.2	66.0	66.5	64.3	28.1
Romania	49.6	65.1	63.5	74.0	19.7
Israel	49.5	48.3	58.8	73.3	16.2
Belgium	49.4	51.9	69.4	77.9	8.5
Kazakhstan	48.5	75.6	72.1	77.6	31.0
Uruguay	48.1	60.2	63.4	70.5	17.0
Hungary	47.8	61.8	71.3	79.3	16.8
Saudi Arabia	47.7	73.7	61.2	71.2	24.0
Chile	47.3	63.3	67.4	63.5	12.2
Georgia	47.0	59.5	66.2	70.3	29.0
Philippines	45.1	68.1	81.5	65.6	18.3
Peru	45.1	71.5	67.9	64.4	21.3
Estonia	45.0	56.3	76.2	79.3	8.0
Panama*	44.9	79.1	63.6	65.2	24.4
Malta	43.7	52.2	69.6	71.6	11.4
El Salvador	43.6	76.7	71.2	68.9	22.7
Guatemala	43.3	75.7	73.0	76.6	28.4

* Caution is required when interpreting estimates because one or more PISA sampling standards were not met (see Reader's Guide, Annexes A2 and A4).
Countries and economies are ranked in descending order of the percentage of students who reported their school was closed for three months or less.
Source: OECD, PISA 2022 Database, Annex B1, Chapter 2.

Table II.2. Snapshot of performance in mathematics, reading and science [2/2]

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				
	Their school building was closed for three months or less	They feel confident or very confident that they can motivate themselves to do school work	They agree or strongly agree that their teachers were available when they needed help	They never or only a few times had problems finding someone who could help them with their school work	Someone from their school checked in with them to ask how they were feeling every day or almost every day
	%	%	%	%	%
Canada*	43.1	51.4	72.7	71.4	12.6
Poland	43.0	44.1	51.7	76.4	12.8
Slovak Republic	42.9	60.0	65.9	73.2	21.1
Qatar	42.8	64.8	67.4	64.9	19.8
North Macedonia	42.1	68.9	65.7	64.3	22.2
Brunei Darussalam	41.3	45.5	81.7	60.2	13.8
Cambodia	40.6	75.1	72.0	63.4	27.8
Slovenia	40.5	52.7	65.5	80.0	15.6
Paraguay	40.5	71.6	70.0	71.5	31.4
Indonesia	40.1	70.2	79.6	72.5	17.1
Mongolia	39.5	63.6	54.3	60.2	13.7
Italy	38.8	58.3	63.2	77.1	11.4
Türkiye	38.7	61.5	62.3	67.8	13.6
Greece	38.2	51.8	52.7	70.9	11.3
Mexico	37.6	72.2	65.5	71.7	20.2
Malaysia	37.5	57.4	67.8	67.8	17.4
United Kingdom†	36.6	47.0	58.2	70.4	9.4
United States*	36.3	54.6	72.2	71.8	12.7
Netherlands*	36.3	50.1	74.0	81.9	6.3
Colombia	36.2	82.4	72.2	73.3	24.1
Argentina	35.7	61.3	60.3	69.0	19.5
United Arab Emirates	35.2	69.0	73.6	66.2	22.6
Jordan	35.1	62.3	51.1	55.8	21.7
Czech Republic	30.9	m	68.0	77.2	13.6
Costa Rica	29.7	69.6	69.6	74.8	15.1
Germany	28.7	59.3	73.0	76.8	9.1
Latvia*	26.9	51.1	74.1	72.0	15.8
Brazil	26.2	52.0	61.2	70.0	18.3
Jamaica*	24.2	56.5	64.1	63.2	21.5
Ireland*	19.6	48.0	67.7	74.9	8.6
Norway	m	m	m	m	m
Singapore	m	m	m	m	m
Denmark*	m	m	m	m	m
Chinese Taipei	90.2	52.7	70.4	78.1	7.2
Macao (China)	58.1	54.4	64.4	71.8	5.0
Kosovo	58.1	63.2	59.9	66.6	28.0
Hong Kong (China)*	47.5	53.1	70.3	69.8	5.6
Palestinian Authority	46.4	64.6	55.1	63.7	23.2
Cyprus	45.7	57.4	63.0	63.2	14.3
Ukrainian regions (18 of 27)	41.6	64.5	69.7	71.6	27.8
Baku (Azerbaijan)	39.0	69.4	71.6	55.7	27.8

* 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 school was closed for three months or less.

Source: OECD, PISA 2022 Database, Annex B1, Chapter 2.

Table II.3. Snapshot of life at school and support from home [1/2]

☐ 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

	Change in the percentage of students who reported			Percentage of students who reported			
	Their teachers gives extra help in most or every lesson	Other students made fun of them	They skipped some classes at least once	They were absent from school for more than three consecutive months at least once during their school years	They become distracted by using digital devices in most or every lesson	They felt safe in other places (outside the classroom) at school	They witnessed a fight on school property in which someone got hurt
	% dif.	% dif.	% dif.	%	%	%	%
OECD average	**-2.6**	**-1.9**	**-5.4**	7.6	30.5	89.9	17.0
Italy	**16.4**	**-4.9**	**-14.0**	m	37.8	90.1	9.9
Peru	**9.4**	-1.0	**-26.5**	13.8	20.7	85.8	20.1
Croatia	**8.4**	-1.5	**-10.1**	7.6	22.8	94.3	6.7
Japan	**8.3**	**-4.0**	-1.0	m	5.2	m	m
Colombia	**6.8**	**-5.2**	**-26.3**	12.6	30.4	91.7	21.4
Korea	**5.9**	-1.0	-0.7	2.0	9.4	89.7	7.8
Uruguay	**3.9**	-1.5	**-14.3**	11.0	52.0	90.0	27.4
Germany	**3.5**	0.2	**-5.8**	m	28.1	m	m
Israel	2.6	m	-1.0	10.2	31.1	m	m
Spain	2.3	-0.7	**-7.6**	m	32.8	m	m
Chile	1.9	**-5.6**	**-3.5**	10.3	51.3	86.0	36.1
Malaysia	1.1	**-8.4**	**-10.9**	13.3	20.3	81.3	12.7
Ireland*	0.7	**-4.9**	-1.6	5.2	19.8	93.4	16.4
Viet Nam	0.7	**-3.1**	**-5.1**	6.1	14.3	84.3	13.3
Sweden	0.3	-0.2	2.0	6.8	36.9	88.7	18.8
Argentina	0.0	**-4.5**	**-38.8**	10.8	53.7	86.3	25.6
Slovenia	0.0	**-2.1**	**-5.0**	7.7	23.3	92.4	9.0
Costa Rica	0.0	**-3.3**	**-17.6**	7.7	34.1	89.0	25.9
Hungary	0.0	**-3.0**	**-9.5**	6.8	28.2	92.5	7.3
United States*	-0.4	**-5.5**	-1.4	6.6	29.6	87.3	33.3
Netherlands*	-0.4	-0.4	**-5.2**	7.9	33.0	93.5	9.0
Mexico	-1.2	**-5.3**	**-11.5**	11.5	25.3	89.4	10.7
Brazil	-1.5	**-4.6**	**-31.0**	11.0	45.1	87.2	19.0
Singapore	-1.6	**-5.6**	**-4.0**	4.8	27.3	92.9	13.3
Romania	-1.7	**-3.4**	-0.1	7.8	34.6	87.5	16.5
Montenegro	**-2.6**	**-2.9**	**-8.4**	7.8	34.8	91.1	27.8
Denmark*	**-2.7**	-0.2	0.5	5.0	31.5	m	m
France	**-2.9**	2.0	**-3.1**	10.2	30.3	91.5	18.0
Kazakhstan	**-2.9**	**-9.8**	**-29.2**	9.4	23.2	85.9	7.6
Austria	-3.0	-0.6	**-8.4**	m	23.4	92.7	7.2
Qatar	**-3.1**	**-4.8**	**-15.1**	11.4	22.1	88.0	31.1
Slovak Republic	**-3.3**	**-3.7**	**-13.7**	11.2	26.0	89.9	10.8
Estonia	**-3.5**	1.6	0.3	5.7	28.1	89.5	11.4
New Zealand*	**-3.8**	**-3.8**	-1.8	13.2	45.7	87.0	28.0
Portugal	**-4.0**	-1.4	**-28.6**	3.7	34.1	95.3	15.8
Bulgaria	**-4.0**	**-7.3**	**-21.6**	11.7	45.9	85.6	17.0
Norway	**-4.3**	1.3	**2.1**	m	31.2	90.5	16.4
Serbia	**-4.3**	**-4.3**	**-11.6**	8.3	34.1	93.5	7.2
United Arab Emirates	**-4.4**	**-4.7**	**-13.4**	13.3	24.4	88.3	23.1

* Caution is required when interpreting estimates because one or more PISA sampling standards were not met (see Reader's Guide, Annexes A2 and A4). 1. Change from PISA 2018 to PISA 2022 Notes: Values that are statistically significant are marked in bold (see Annex A3).
Countries and economies are ranked in descending order of the change between PISA 2018 and PISA 2022 in the percentage of students who reported that their teachers gave them extra help.
Source: OECD, PISA 2022 Database, Annex B1, Chapter 3.

Table II.3. Snapshot of life at school and support from home [2/2]

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

	Change in the percentage of students[1] who reported			Percentage of students who reported			
	Their teachers gives extra help in most or every lesson	Other students made fun of them	They skipped some classes at least once	They were absent from school for more than three consecutive months at least once during their school years	They become distracted by using digital devices in most or every lesson	They felt safe in other places (outside the classroom) at school	They witnessed a fight on school property in which someone got hurt
	% dif.	% dif.	% dif.	%	%	%	%
Greece	**-4.9**	-0.5	1.4	6.8	38.1	88.6	17.2
Australia*	**-4.9**	**-4.3**	**-2.8**	9.3	40.3	88.4	m
Albania	**-5.1**	0.1	**5.4**	12.1	25.2	91.1	21.4
Indonesia	**-5.4**	**-9.8**	**-9.1**	8.2	25.1	82.7	12.3
United Kingdom*	**-5.7**	-0.7	**1.7**	11.4	18.6	87.1	38.3
Belgium	**-6.0**	0.4	-1.1	7.8	28.4	93.2	17.5
Switzerland	**-6.5**	-0.1	**-7.4**	5.4	22.9	94.7	12.0
Finland	**-7.0**	**-1.2**	-1.6	3.4	40.6	92.0	14.3
Jordan	**-7.1**	**-4.0**	**-21.6**	14.5	27.9	79.3	23.1
Thailand	**-7.2**	**-9.0**	**-17.1**	10.3	26.4	84.0	18.2
Latvia*	**-8.4**	**-1.6**	**-7.9**	6.8	41.9	89.0	23.0
Iceland	**-8.5**	0.5	**-2.6**	5.9	32.4	85.8	11.9
Lithuania	**-9.8**	**-3.9**	**-10.7**	4.5	25.4	90.4	8.7
Türkiye	**-11.2**	2.3	**-7.5**	7.5	23.5	79.9	26.9
Czech Republic	**-14.1**	**-2.8**	**-4.8**	7.4	30.8	90.1	15.3
Poland	**-25.5**	**-4.8**	**8.9**	6.4	34.2	87.5	12.2
Malta	m	**-3.8**	**-17.2**	13.4	16.4	89.8	30.8
Saudi Arabia	m	**-4.5**	**-13.9**	6.4	19.2	84.2	19.2
Philippines	m	**-21.4**	**-4.7**	30.3	40.9	80.8	34.5
Panama*	m	**-8.5**	**-24.6**	14.7	27.3	87.4	17.0
Dominican Republic	m	**-9.6**	**-11.2**	15.4	30.9	86.3	23.8
Moldova	m	1.7	**-4.0**	10.9	32.7	56.8	16.7
Brunei Darussalam	m	**-11.5**	**-9.4**	15.2	11.5	78.3	17.0
Cambodia	m	m	**9.2**	17.2	19.2	82.9	27.2
Uzbekistan	m	m	m	18.5	19.7	80.2	16.1
Paraguay	m	m	**-9.0**	20.8	32.1	88.9	16.8
Guatemala	m	m	**-7.3**	20.4	14.2	89.0	6.4
Jamaica*	m	m	m	13.6	29.7	74.9	38.9
El Salvador	m	m	m	16.4	23.6	90.6	19.6
Mongolia	m	m	m	10.5	32.9	75.7	18.6
North Macedonia	m	m	m	10.1	28.9	90.3	14.9
Georgia	m	**-5.0**	**-26.6**	14.4	29.0	86.2	11.6
Canada*	m	**-2.8**	**-4.2**	8.3	43.2	88.5	m
Morocco	m	**-7.5**	**-19.6**	16.8	38.9	71.4	13.6
Macao (China)	**2.0**	**-4.1**	**-4.6**	10.6	13.3	89.5	m
Chinese Taipei	0.2	**-3.4**	**-3.3**	2.5	15.9	92.2	5.0
Hong Kong (China)*	-1.1	**-9.8**	**-4.5**	7.8	16.4	92.4	8.5
Cyprus	**-8.5**	**-6.2**	**-14.1**	9.6	34.9	83.4	24.8
Baku (Azerbaijan)	m	**-10.9**	**-9.1**	17.1	32.6	77.0	19.5
Kosovo	m	**-1.7**	**5.1**	10.5	30.1	86.3	22.9
Ukrainian regions (18 of 27)	m	**-4.8**	m	9.9	24.1	92.5	12.0
Palestinian Authority	m	m	m	13.6	25.9	79.3	19.8

* Caution is required when interpreting estimates because one or more PISA sampling standards were not met (see Reader's Guide, Annexes A2 and A4).
1. Change from PISA 2018 to PISA 2022
Notes: Values that are statistically significant are marked in bold (see Annex A3). *Countries and economies are ranked in descending order of the change between PISA 2018 and PISA 2022 in the percentage of students who reported that their teachers gave them extra help.*
Source: OECD, PISA 2022 Database, Annex B1, Chapter 3.

Table II.4. Snapshot of selecting and grouping students [1/2]

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			Isolation index[i]		First age at selection in the education system
	Had attended pre-primary school for one year or more	Had repeated a grade at least once in primary, lower secondary or upper secondary school	Attended a school where students are grouped by ability into different classes for all subjects	Disadvantaged students from all other students	Advantaged students from all other students	
	%	%	%	Mean index	Mean index	Years
OECD average	94.2	9.4	6.7	0.18	0.19	14.3
Japan	99.7	0.0	6.2	0.19	0.16	15
Hungary	99.3	6.5	1.6	0.30	0.30	14
Singapore	98.9	3.7	7.3	0.14	0.20	12
Israel	98.6	8.1	13.9	0.23	0.18	15
France	98.4	10.8	2.5	0.20	0.20	15
Mexico	98.4	9.0	8.3	0.22	0.26	15
Iceland	98.4	1.4	0.6	0.12	0.10	16
Denmark*	98.3	3.5	1.4	0.16	0.14	16
Thailand	97.9	6.9	18.4	0.20	0.30	15
Belgium	97.7	26.5	10.1	0.18	0.19	12
Greece	97.6	3.3	0.5	0.14	0.21	15
Spain	97.6	21.7	6.2	0.14	0.18	15
Finland	97.4	2.7	0.9	0.09	0.10	16
Argentina	97.4	13.5	1.5	0.20	0.29	12
Jamaica*	97.4	20.4	19.3	0.09	0.14	12
Malta	97.3	4.6	22.3	0.11	0.14	16
Austria	97.3	15.6	3.5	0.24	0.22	10
Italy	97.2	8.6	1.1	0.16	0.17	14
Romania	97.1	5.0	13.5	0.25	0.30	15
Viet Nam	97.0	4.7	19.3	0.24	0.26	15
Peru	96.8	13.5	4.1	0.34	0.34	14
Czech Republic	96.7	4.2	2.9	0.23	0.26	11
Netherlands*	96.6	23.3	37.2	0.14	0.18	12
Estonia	96.5	3.6	6.3	0.17	0.18	16
Uruguay	96.4	24.0	12.0	0.16	0.29	15
Norway	96.1	0.0	0.0	0.10	0.11	16
Latvia*	96.0	2.9	6.6	0.19	0.16	16
Serbia	95.8	1.6	8.3	0.15	0.21	15
Germany	95.8	19.2	10.0	0.18	0.22	10
Korea	95.7	3.3	8.3	0.14	0.13	15
Switzerland	95.5	13.4	26.1	0.15	0.20	12
Sweden	95.4	4.0	0.0	0.13	0.15	16
New Zealand*	95.1	4.9	1.4	0.16	0.12	16
Chile	95.0	16.8	2.5	0.20	0.34	16
Moldova	94.9	2.9	4.4	0.19	0.25	16
Malaysia	94.8	w	29.6	0.15	0.23	15
United Kingdom*	94.7	2.1	5.0	0.16	0.19	16
Ireland*	94.7	3.8	0.6	0.13	0.11	15
Portugal	94.6	17.2	3.9	0.15	0.18	15
El Salvador	94.3	19.8	18.6	0.24	0.31	16
Bulgaria	94.2	5.0	7.4	0.29	0.23	14
Slovak Republic	94.2	7.6	10.0	0.28	0.28	11

* Caution is required when interpreting estimates because one or more PISA sampling standards were not met (see Reader's Guide, Annexes A2 and A4). Note: The questions on grade repetition were not administered in Japan and Norway. The share of grade repeaters has been set to zero in agreement with countries since there is a policy of automatic grade progression and more than 99.5% of students were enrolled in the same grade level. 1. The isolation index measures the extent to which certain types of students (e.g. disadvantaged students) are isolated from other all other types of students or from a specific group of students (e.g. advantaged students), based on the schools they attend. It ranges from 0 to 1 where 0 corresponds to full exposure (no segregation) and 1 to full isolation/segregation. *Countries and economies are ranked in descending order of the percentage of students who reported they had attended pre-primary school for one year or more.* Source: OECD, PISA 2022 Database, Annex B1, Chapter 4 and Table B3.1.4.

Table II.4. Snapshot of selecting and grouping students [2/2]

| | 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			Isolation index[1]		First age at selection in the education system
	Had attended pre-primary school for one year or more	Had repeated a grade at least once in primary, lower secondary or upper secondary school	Attended a school where students are grouped by ability into different classes for all subjects	Disadvantaged students from all other students	Advantaged students from all other students	
	%	%	%	Mean index	Mean index	Years
Slovenia	92.3	3.5	0.2	0.21	0.20	15
Costa Rica	91.5	19.1	20.7	m	m	12
Colombia	91.3	39.4	18.3	0.26	0.36	15
United Arab Emirates	89.8	11.4	14.3	0.19	0.19	14
Brazil	89.7	22.1	7.5	0.19	0.31	15
Jordan	88.1	12.7	39.6	0.16	0.15	16
Paraguay	87.6	18.1	8.5	0.18	0.29	12
Poland	87.3	3.1	3.0	0.21	0.24	15
Australia*	87.3	4.8	2.7	0.20	0.19	a
Lithuania	86.7	1.8	4.8	0.20	0.21	14
Canada*	85.9	5.0	8.2	0.12	0.12	a
Qatar	85.1	13.7	27.4	0.19	0.24	15
Indonesia	85.0	12.0	23.2	0.20	0.24	16
Philippines	84.6	25.5	20.5	0.12	0.17	16
Georgia	83.4	3.0	2.5	0.18	0.18	15
Croatia	82.9	1.2	16.1	0.13	0.20	15
Panama*	82.3	20.4	5.4	0.24	0.35	15
Mongolia	81.1	3.7	6.5	0.21	0.27	15
Albania	79.9	5.5	16.1	0.19	0.24	15
United States*	78.6	8.0	1.6	0.17	0.20	a
Guatemala	77.9	28.6	12.9	0.24	0.32	m
Türkiye	76.3	1.5	10.9	0.18	0.27	14
Brunei Darussalam	75.6	8.3	34.7	0.11	0.20	12
Montenegro	75.6	2.3	27.2	0.12	0.14	15
Dominican Republic	74.4	25.8	17.0	0.13	0.20	15
Morocco	71.1	45.5	22.9	0.13	0.26	12
Saudi Arabia	71.1	6.3	47.3	0.14	0.16	15
Uzbekistan	68.2	5.9	8.1	0.11	0.12	16
North Macedonia	63.3	3.0	21.1	0.09	0.15	15
Kazakhstan	62.0	2.4	15.2	0.13	0.16	15
Cambodia	60.4	28.8	36.8	0.14	0.21	15
Hong Kong (China)*	98.9	12.3	13.2	0.13	0.27	14
Macao (China)	98.9	21.9	6.3	0.15	0.24	15
Chinese Taipei	98.4	0.9	6.3	0.17	0.17	15
Cyprus	95.9	5.2	5.1	0.13	0.14	15
Palestinian Authority	95.1	11.1	34.9	0.12	0.12	15
Ukrainian regions (18 of 27)	82.5	2.6	16.3	0.22	0.17	15
Kosovo	70.0	4.7	16.5	0.12	0.15	m
Baku (Azerbaijan)	62.2	3.9	23.9	0.12	0.21	15

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

Note: The questions on grade repetition were not administered in Japan and Norway. The share of grade repeaters has been set to zero in agreement with countries since there is a policy of automatic grade progression and more than 99.5% of students were enrolled in the same grade level.

1. The isolation index measures the extent to which certain types of students (e.g. disadvantaged students) are isolated from other all other types of students or from a specific group of students (e.g. advantaged students), based on the schools they attend. It ranges from 0 to 1 where 0 corresponds to full exposure (no segregation) and 1 to full isolation/segregation.

Countries and economies are ranked in descending order of the percentage of students who reported they had attended pre-primary school for one year or more.

Source: OECD, PISA 2022 Database, Annex B1, Chapter 4 and Table B3.1.4.

Table II.5. Snapshot of investments in a solid foundation for learning and well-being [1/2]

| | 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 in schools whose principal reported that					Percentage of students in schools where peer-to-peer tutoring is provided	Daily time spent learning on digital devices at school
	The school's capacity to provide instruction is hindered to some extent or a lot by:				The use of cell phones is not allowed on school premises		
	A lack of teaching staff	Inadequate or poorly qualified teaching staff	A lack of digital resources	Inadequate or poor-quality digital resources			
	%	%	%	%	%	%	Hours
OECD average	46.7	25.4	23.9	24.6	33.6	51.3	2.0
Belgium	80.1	50.7	17.0	19.7	36.4	27.8	1.5
Germany	73.2	25.3	38.3	37.0	59.4	47.2	1.4
Estonia	72.9	51.3	14.8	16.5	15.2	53.3	1.6
Netherlands*	71.8	45.5	7.6	7.5	7.8	43.2	2.1
Ireland*	67.8	31.0	15.2	12.6	55.5	19.1	1.4
Latvia*	67.7	29.6	27.3	29.8	21.0	76.7	2.2
France	67.0	30.4	23.2	22.6	23.4	45.2	1.3
Japan	63.7	42.9	48.6	46.8	38.1	47.1	1.7
Portugal	62.1	26.9	29.2	39.5	22.4	68.5	1.5
Australia*	61.2	26.7	9.9	9.9	53.4	38.3	2.9
Cambodia	59.4	27.2	77.3	72.0	33.4	77.6	1.7
Jordan	57.5	50.3	64.0	65.5	79.2	63.1	1.5
Morocco	56.0	44.3	77.6	74.7	80.7	48.1	1.7
Saudi Arabia	55.3	38.9	56.7	56.7	71.6	86.1	1.5
Dominican Republic	55.1	19.5	56.5	49.2	54.9	60.7	1.5
Greece	54.3	26.5	56.3	50.9	94.9	39.5	1.2
United Kingdom*	53.5	18.9	19.0	21.2	66.1	53.7	1.6
Costa Rica	51.3	45.0	68.2	68.0	12.7	38.9	1.5
Korea	50.9	15.7	27.9	28.7	23.3	78.8	2.2
Colombia	49.4	24.3	66.9	63.0	30.8	40.5	1.9
Italy	48.9	38.2	13.6	14.3	46.0	60.5	2.6
Poland	47.5	23.4	13.2	19.2	14.6	83.7	1.8
Croatia	45.7	20.2	33.3	33.1	23.2	56.0	1.8
Israel	45.6	44.0	42.8	39.7	33.4	65.1	1.5
Argentina	45.5	24.0	67.7	67.5	29.7	71.5	1.8
Brunei Darussalam	45.0	20.0	50.6	49.6	80.9	69.6	1.5
New Zealand*	44.5	23.7	8.7	7.2	17.6	71.4	2.8
Czech Republic	44.2	29.9	24.0	26.4	20.3	29.7	1.4
Chile	43.7	22.7	33.0	32.4	33.8	51.3	1.5
Canada*	43.6	23.8	10.8	9.1	9.9	71.1	2.0
Thailand	43.2	15.9	53.8	50.6	12.4	97.3	2.5
Philippines	42.7	19.1	63.1	62.9	30.0	88.4	2.3
Viet Nam	42.4	29.2	48.5	43.4	11.6	93.6	2.3
Slovenia	42.2	22.9	9.8	12.2	45.0	63.0	1.3
United States*	41.8	18.4	6.6	9.4	13.6	74.4	m
Malta	41.4	19.1	10.7	10.7	69.0	9.2	1.5
Slovak Republic	41.0	16.3	30.4	43.3	41.7	48.9	1.9
Hungary	40.7	16.1	33.8	38.1	19.4	57.2	1.7
Spain	40.5	21.3	27.0	24.4	67.4	42.9	1.7
Uruguay	40.3	28.4	51.7	47.5	6.4	34.1	1.6

* 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 in schools whose principal reported that the school's capacity to provide instruction is hindered to some extent or a lot by a lack of teaching staff.

Source: OECD, PISA 2022 Database, Annex B1, Chapter 5.

Table II.5. Snapshot of investments in a solid foundation for learning and well-being [2/2]

| | 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 in schools whose principal reported that				Percentage of students in schools where peer-to-peer tutoring is provided	Daily time spent learning on digital devices at school
	The school's capacity to provide instruction is hindered to some extent or a lot by:				The use of cell phones is not allowed on school premises		
	A lack of teaching staff	Inadequate or poorly qualified teaching staff	A lack of digital resources	Inadequate or poor-quality digital resources			
	%	%	%	%	%	%	Hours
Mongolia	38.3	37.8	80.2	80.5	40.5	82.9	2.6
Moldova	37.8	14.0	30.9	40.5	35.8	86.0	1.7
Guatemala	36.9	11.7	60.5	52.3	65.6	37.4	2.0
Kazakhstan	36.2	25.7	30.1	32.0	28.8	78.5	2.0
Sweden	35.5	36.8	3.5	6.7	37.9	20.8	3.0
Jamaica*	34.8	9.6	82.1	79.3	49.5	55.9	1.7
Norway	34.6	11.5	7.8	12.4	57.4	31.4	3.1
Switzerland	33.9	16.6	12.5	11.0	45.5	28.5	1.8
Austria	33.0	18.4	25.9	20.7	17.7	63.0	1.7
Mexico	30.8	18.3	52.7	48.5	21.9	67.8	1.8
El Salvador	29.3	21.8	36.0	35.8	45.0	60.0	1.7
United Arab Emirates	27.0	21.0	19.8	21.2	77.0	75.6	2.4
Montenegro	26.9	9.7	66.3	65.4	52.6	59.6	1.3
Lithuania	26.8	3.7	7.2	12.1	8.0	79.3	2.4
Panama*	26.5	11.9	71.2	67.5	43.3	35.1	1.6
Singapore	26.1	7.8	1.5	2.7	15.5	65.8	2.3
Uzbekistan	24.3	27.7	51.2	39.6	62.6	56.2	1.9
Malaysia	24.2	21.9	55.2	56.4	64.4	88.4	1.9
Finland	23.1	12.8	18.1	16.5	7.5	17.3	2.7
Paraguay	22.7	10.5	63.0	51.5	29.6	45.4	1.2
Brazil	22.3	11.7	34.5	34.5	37.5	53.0	1.6
Serbia	18.4	10.1	35.4	35.5	17.5	58.1	1.3
Bulgaria	17.9	9.3	9.4	8.1	25.0	61.8	2.1
Indonesia	17.8	12.7	41.5	41.5	43.5	85.3	2.4
Peru	17.7	22.8	63.0	59.5	63.9	60.6	1.5
Türkiye	16.4	17.0	13.4	12.8	62.0	74.4	1.8
Qatar	16.3	10.3	11.8	10.0	67.8	83.4	1.6
Albania	14.9	6.7	62.0	65.0	89.6	73.4	1.8
North Macedonia	14.6	3.6	38.0	39.1	58.8	58.9	1.8
Romania	12.7	9.8	25.8	31.9	22.2	66.6	1.9
Iceland	11.4	8.5	14.8	13.4	23.7	57.0	3.0
Denmark*	10.1	5.8	6.7	6.5	40.3	20.7	3.8
Georgia	6.8	12.4	49.2	47.3	29.7	77.9	1.6
Palestinian Authority	66.9	61.9	74.8	74.9	84.6	63.0	1.6
Baku (Azerbaijan)	59.4	41.0	68.7	63.0	39.5	58.3	2.4
Hong Kong (China)*	44.7	35.1	16.2	13.3	67.0	67.6	1.9
Cyprus	32.0	20.3	36.1	37.8	44.3	24.7	1.3
Ukrainian regions (18 of 27)	30.1	22.0	77.1	75.1	13.4	71.3	3.0
Chinese Taipei	29.4	19.9	17.6	13.6	45.8	78.2	2.3
Kosovo	27.1	12.9	69.3	71.1	67.7	84.8	1.7
Macao (China)	21.0	27.3	35.6	41.5	46.3	91.1	2.3

* 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 in schools whose principal reported that the school's capacity to provide instruction is hindered to some extent or a lot by a lack of teaching staff.*
Source: OECD, PISA 2022 Database, Annex B1, Chapter 5.

Table II.6. Snapshot of governing education systems [1/2]

■ 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

	Index of preparedness for digital learning	Percentage of students in schools where				
Index of school responsibility for curriculum	Differences between private and public schools	The academic record of students is sometimes or always considered for admission to school	Students are likely or very likely to be transferred to another school for low academic achievement	Students are assessed through mandatory standardised tests at least once a year	Internal evaluations or self-evaluations are in place	Teacher mentoring is in place
Mean index	Dif.	%	%	%	%	%
OECD average	2.43	**0.36**	51.6	24.9	72.5	95.3	81.9
Estonia	4.78	-0.23	57.8	13.0	98.1	99.7	96.0
Japan	4.45	**0.41**	99.5	78.5	m	98.6	87.5
Netherlands*	4.39	0.08	91.2	40.6	m	96.9	94.1
United Kingdom*	4.29	0.02	21.5	1.4	95.4	100.0	96.8
Thailand	4.27	**-0.30**	92.9	54.3	83.5	100.0	84.4
Czech Republic	4.20	m	60.1	41.5	75.1	97.4	98.9
New Zealand*	4.15	**0.35**	52.8	1.2	m	100.0	98.2
Italy	3.49	-0.35	63.7	64.8	95.7	97.1	59.3
Australia*	3.38	**0.39**	65.6	4.1	m	97.6	99.1
Colombia	3.20	**1.04**	66.9	28.2	77.6	99.4	83.8
Georgia	3.11	0.32	53.4	34.6	85.0	99.3	81.8
Slovak Republic	3.07	0.12	61.2	27.1	78.3	95.7	64.9
Belgium	2.83	0.21	53.6	44.0	33.6	89.8	92.1
Finland	2.76	0.24	10.8	2.4	55.9	95.1	70.8
Latvia*	2.76	m	64.6	20.6	98.0	100.0	88.4
Israel	2.74	m	66.1	20.9	74.6	98.1	94.0
Ireland*	2.72	-0.09	15.4	3.1	m	100.0	95.7
Indonesia	2.69	0.02	87.6	23.8	89.0	99.1	99.1
Denmark*	2.56	m	27.2	7.6	80.2	88.6	88.3
Chile	2.52	**0.53**	9.8	7.8	97.5	93.7	65.4
Guatemala	2.52	**0.89**	45.9	23.7	87.5	92.5	46.0
Brunei Darussalam	2.51	**0.26**	92.9	18.9	89.0	100.0	100.0
Korea	2.39	m	50.0	27.6	75.6	99.6	98.0
Iceland	2.38	m	16.3	1.1	30.0	100.0	52.3
Jamaica*	2.36	m	97.4	18.6	53.3	100.0	96.1
Hungary	2.30	0.25	95.0	43.7	88.8	93.4	85.8
United Arab Emirates	2.30	**-0.15**	91.1	23.6	96.7	99.9	98.5
Poland	2.21	0.08	92.4	52.0	55.6	89.6	94.8
Singapore	2.18	m	99.0	4.1	97.6	99.1	100.0
Lithuania	2.17	0.29	47.9	14.2	58.0	99.6	78.6
United States*	2.13	m	41.3	5.6	92.3	91.8	99.1
Bulgaria	2.06	m	96.1	21.0	m	95.9	81.1
Qatar	2.03	**-0.28**	78.3	39.2	74.3	100.0	95.4
Sweden	1.96	-0.20	6.4	0.7	100.0	97.7	87.6
Peru	1.88	**1.03**	25.2	10.7	73.2	89.8	99.7
Cambodia	1.87	m	98.2	23.1	70.4	97.0	93.5
Canada*	1.81	**0.78**	48.0	8.5	83.0	83.3	90.9
Norway	1.60	m	11.2	0.5	78.9	97.5	92.9
Portugal	1.60	**0.63**	12.8	10.3	63.7	99.1	78.9
Malta	1.59	m	48.1	0.0	100.0	100.0	94.2

* 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 in schools whose principal reported that the school's capacity to provide instruction is hindered to some extent or a lot by a lack of teaching staff.

Source: OECD, PISA 2022 Database, Annex B1, Chapter 5.

Table II.6. Snapshot of governing education systems [2/2]

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

	Index of school responsibility for curriculum	Index of preparedness for digital learning — Differences between private and public schools	Percentage of students in schools where				
			The academic record of students is sometimes or always considered for admission to school	Students are likely or very likely to be transferred to another school for low academic achievement	Students are assessed through mandatory standardised tests at least once a year	Internal evaluations or self-evaluations are in place	Teacher mentoring is in place
	Mean index	Dif.	%	%	%	%	%
Austria	1.55	0.04	83.4	28.5	49.0	93.2	71.7
Philippines	1.47	0.37	78.9	13.0	57.8	100.0	99.4
Slovenia	1.45	**-0.06**	72.4	73.7	48.2	99.9	84.2
El Salvador	1.42	0.37	60.3	14.4	61.8	95.2	96.0
Moldova	1.40	m	71.0	4.8	98.6	99.1	95.0
Germany	1.37	0.81	77.5	32.5	60.3	84.8	43.5
Brazil	1.36	**0.89**	34.4	12.0	89.0	97.0	91.2
France	1.35	0.05	55.7	22.8	95.1	88.2	71.4
Malaysia	1.33	0.22	69.6	15.5	99.4	98.7	100.0
Mongolia	1.33	**0.26**	61.0	39.0	98.6	98.9	98.0
Kazakhstan	1.28	0.15	72.0	28.6	86.1	99.0	99.4
Spain	1.24	**0.73**	15.3	2.8	61.5	91.5	38.6
Switzerland	1.23	0.51	70.1	27.6	65.6	84.8	83.3
Mexico	1.19	**1.23**	65.5	27.7	81.1	91.4	53.8
Argentina	1.16	**0.36**	28.9	15.7	80.7	88.6	57.0
Albania	1.06	**1.61**	82.3	30.3	77.3	100.0	98.1
Montenegro	1.02	m	77.8	8.1	62.5	100.0	100.0
Panama*	1.01	m	86.6	36.7	m	99.0	100.0
Serbia	1.01	**1.07**	94.8	28.5	m	98.8	97.7
Viet Nam	1.00	-0.08	92.8	57.9	99.3	100.0	92.1
Paraguay	0.96	**0.48**	59.7	25.9	81.7	95.2	49.7
North Macedonia	0.95	**0.39**	73.4	55.9	m	100.0	100.0
Dominican Republic	0.93	**0.44**	57.3	23.6	75.9	93.8	77.1
Romania	0.92	m	87.7	36.8	89.0	100.0	90.2
Uruguay	0.85	**0.35**	35.6	9.2	55.5	88.5	77.0
Croatia	0.71	-0.10	97.3	36.0	47.5	96.7	97.6
Costa Rica	0.68	**1.33**	71.8	59.2	31.4	95.3	76.3
Türkiye	0.62	-0.05	72.9	22.5	58.2	99.4	85.7
Uzbekistan	0.59	m	53.7	20.5	100.0	98.6	97.4
Saudi Arabia	0.59	0.17	83.3	36.9	68.2	99.0	99.3
Morocco	0.51	0.57	50.5	13.5	83.0	98.1	94.1
Jordan	0.48	**0.69**	67.3	30.7	90.8	99.0	98.2
Greece	0.31	**1.41**	16.0	51.9	82.6	98.9	89.7
Macao (China)	4.29	m	100.0	83.8	89.7	97.7	99.6
Hong Kong (China)*	4.04	0.22	98.0	66.8	m	100.0	89.4
Chinese Taipei	2.95	0.00	73.7	67.6	100.0	98.0	87.7
Ukrainian regions (18 of 27)	2.16	m	47.5	15.1	77.7	98.8	95.2
Cyprus	1.00	0.00	47.1	24.0	85.9	94.0	97.3
Baku (Azerbaijan)	0.93	m	68.2	37.3	98.6	96.9	69.5
Kosovo	0.83	m	95.7	48.7	87.7	98.0	94.7
Palestinian Authority	0.34	**0.77**	62.6	22.7	73.5	97.4	98.2

* 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 in schools whose principal reported that the school's capacity to provide instruction is hindered to some extent or a lot by a lack of teaching staff. Source: OECD, PISA 2022 Database, Annex B1, Chapter 5.
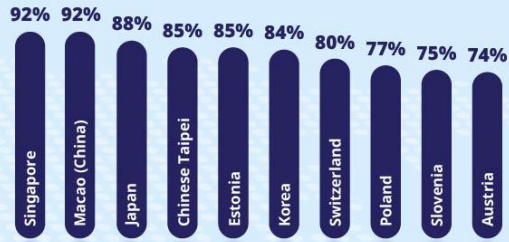
StatLink https://stat.link/s8a9ry

Infographic 1. PISA 2022 key results [1/2]

Students' proficiency in mathematics
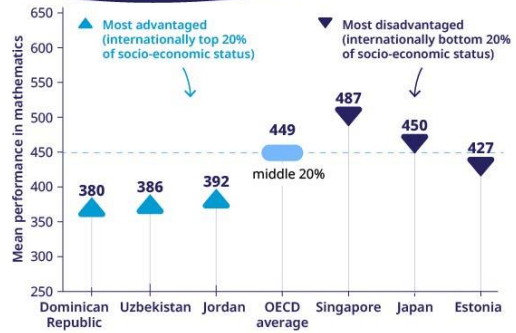
Percent of students at or above basic mathematics proficiency

Reaching the baseline is only the starting point...

92% Singapore
92% Macao (China)
88% Japan
85% Chinese Taipei
85% Estonia
84% Korea
80% Switzerland
77% Poland
75% Slovenia
74% Austria

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

▲ Most advantaged (internationally top 20% of socio-economic status)

▼ Most disadvantaged (internationally bottom 20% of socio-economic status)

Mean performance in mathematics

Dominican Republic: 380
Uzbekistan: 386
Jordan: 392
OECD average: 449 (middle 20%)
Singapore: 487
Japan: 450
Estonia: 427

Performance across the OECD saw a record drop

Mathematics
2018 | 2022
3/4 of a year

Reading
2018 | 2022
1/2 a year
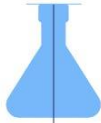
Science
2018 | 2022
no significant change

Mathematics, reading and science performance declined significantly since PISA began

Mathematics
Science
Reading

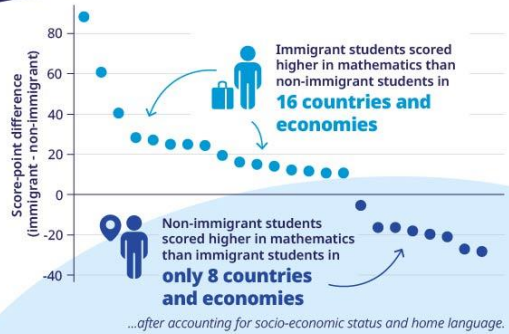Score points

2000 2003 2006 2009 2012 2015 2018 2022
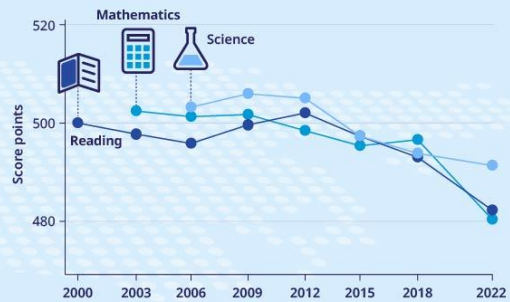
The results for mathematics remained statistically constant from 2003 to 2018.

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

Score-point difference (boys - girls)

Boys outperformed girls in **40 countries and economies**

OECD average

While girls outperformed boys in **only 17 countries and economies**
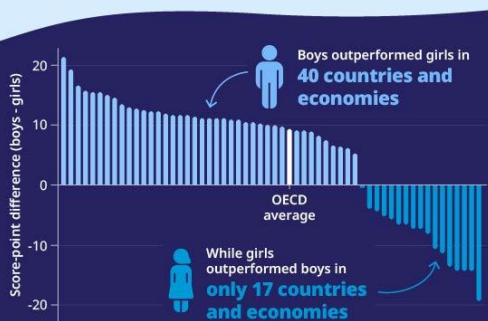
There is no significant performance difference between immigrant and non-immigrant students

Score-point difference (immigrant - non-immigrant)

Immigrant students scored higher in mathematics than non-immigrant students in **16 countries and economies**

Non-immigrant students scored higher in mathematics than immigrant students in **only 8 countries and economies**

...after accounting for socio-economic status and home language.
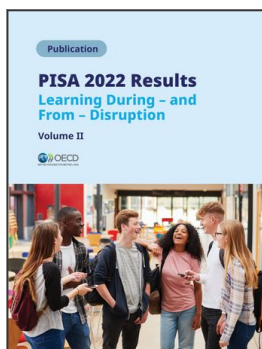
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PISA 2022 Results (Volume II)
Learning During – and From – Disruption

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