



PISA 2025 Results (Volume I)

Future-Ready Students





A world of differences in science learning



PISA 2025 Science

600

590

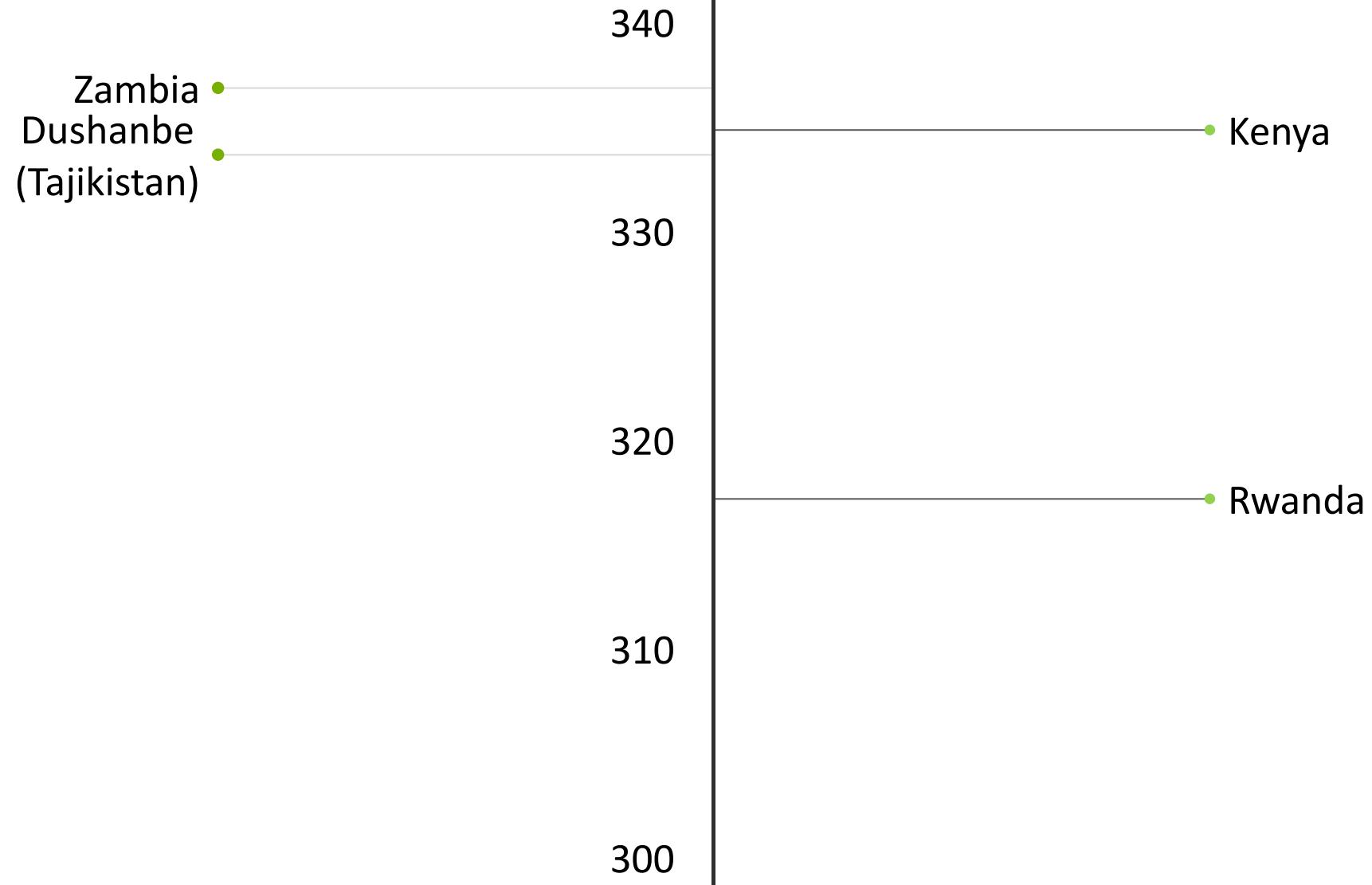
580

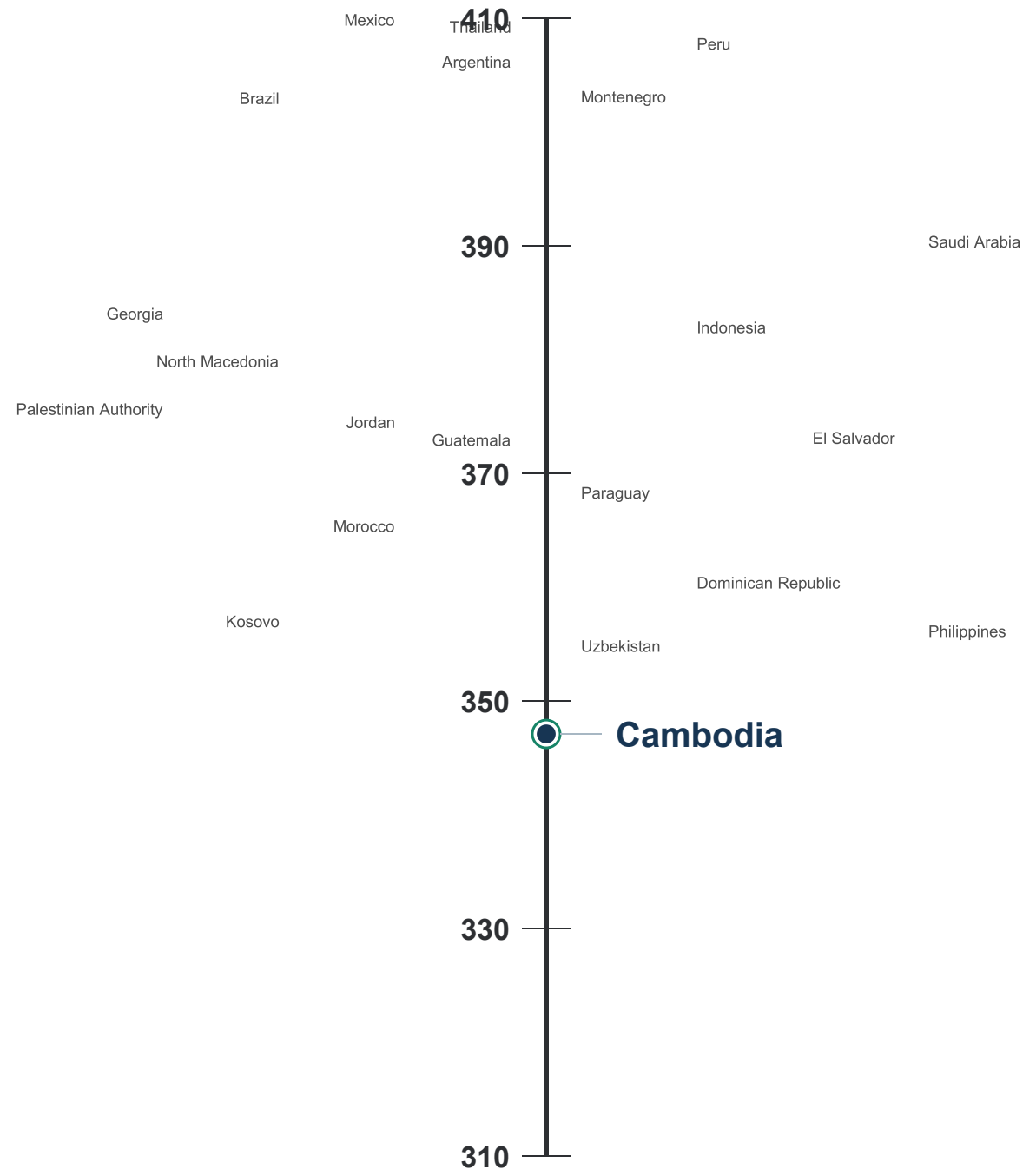
570

B-S-J-Z (China)



PISA 2025 Science



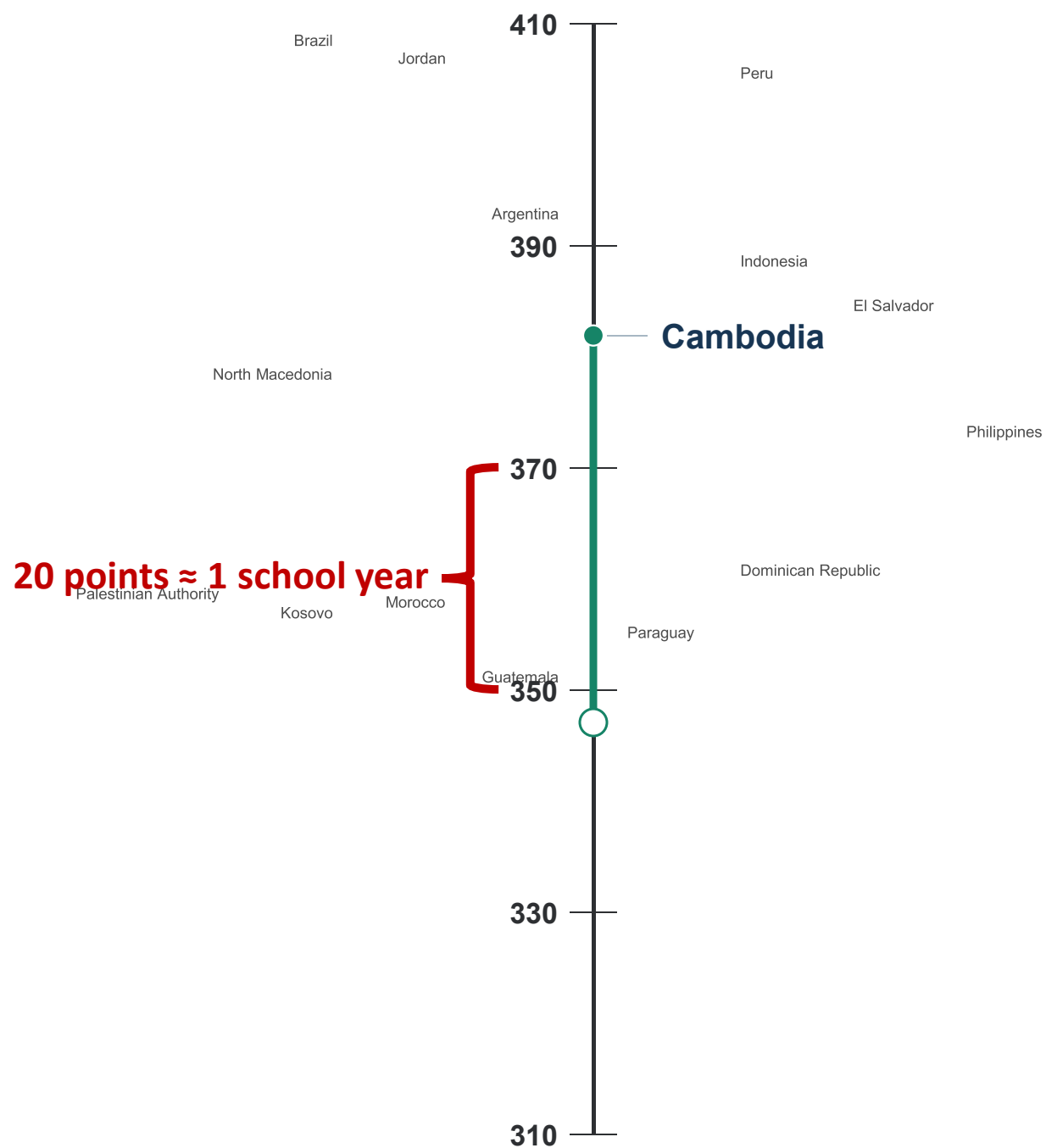


Cambodia

PISA 2022

347 points





Cambodia

PISA 2025

382 points

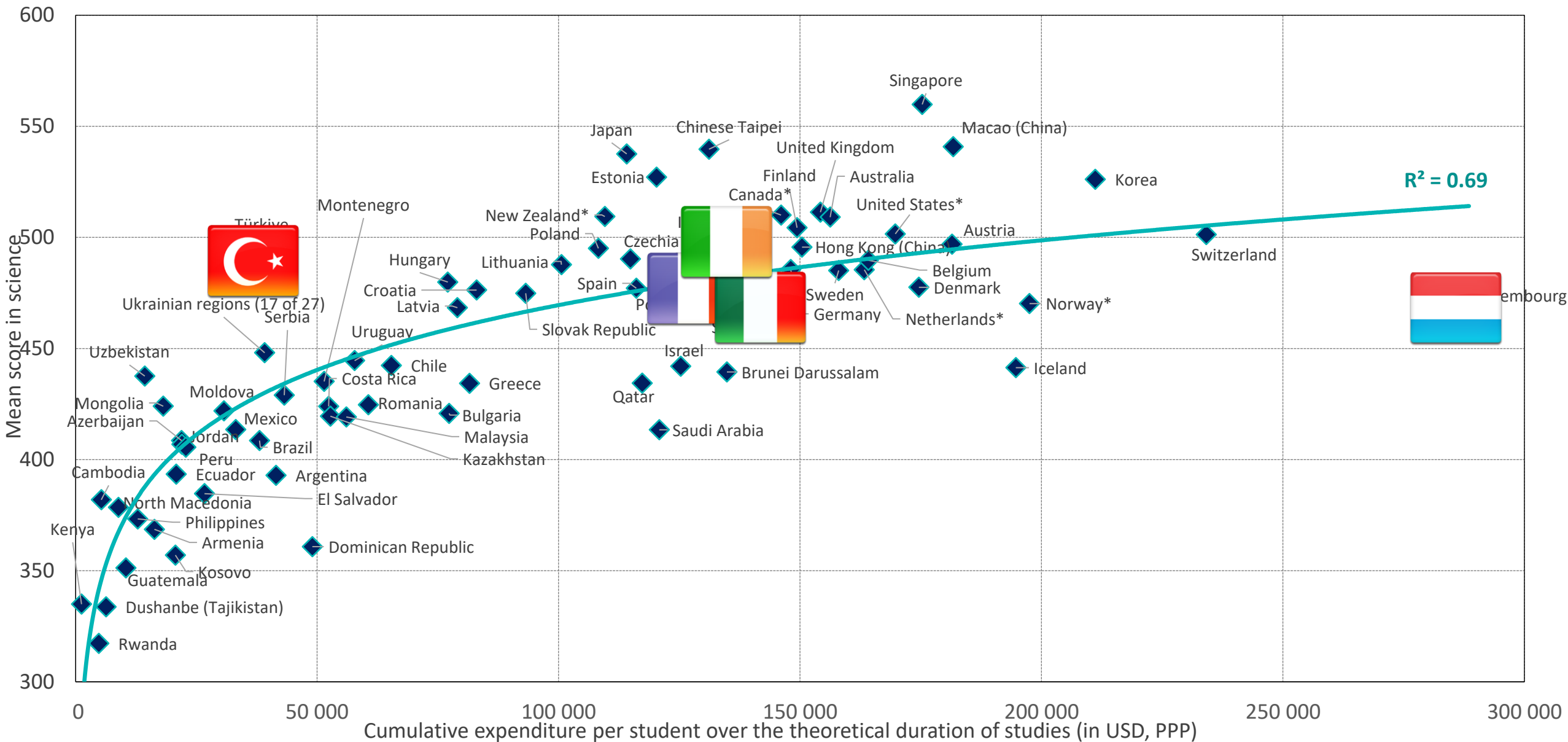
+35 points

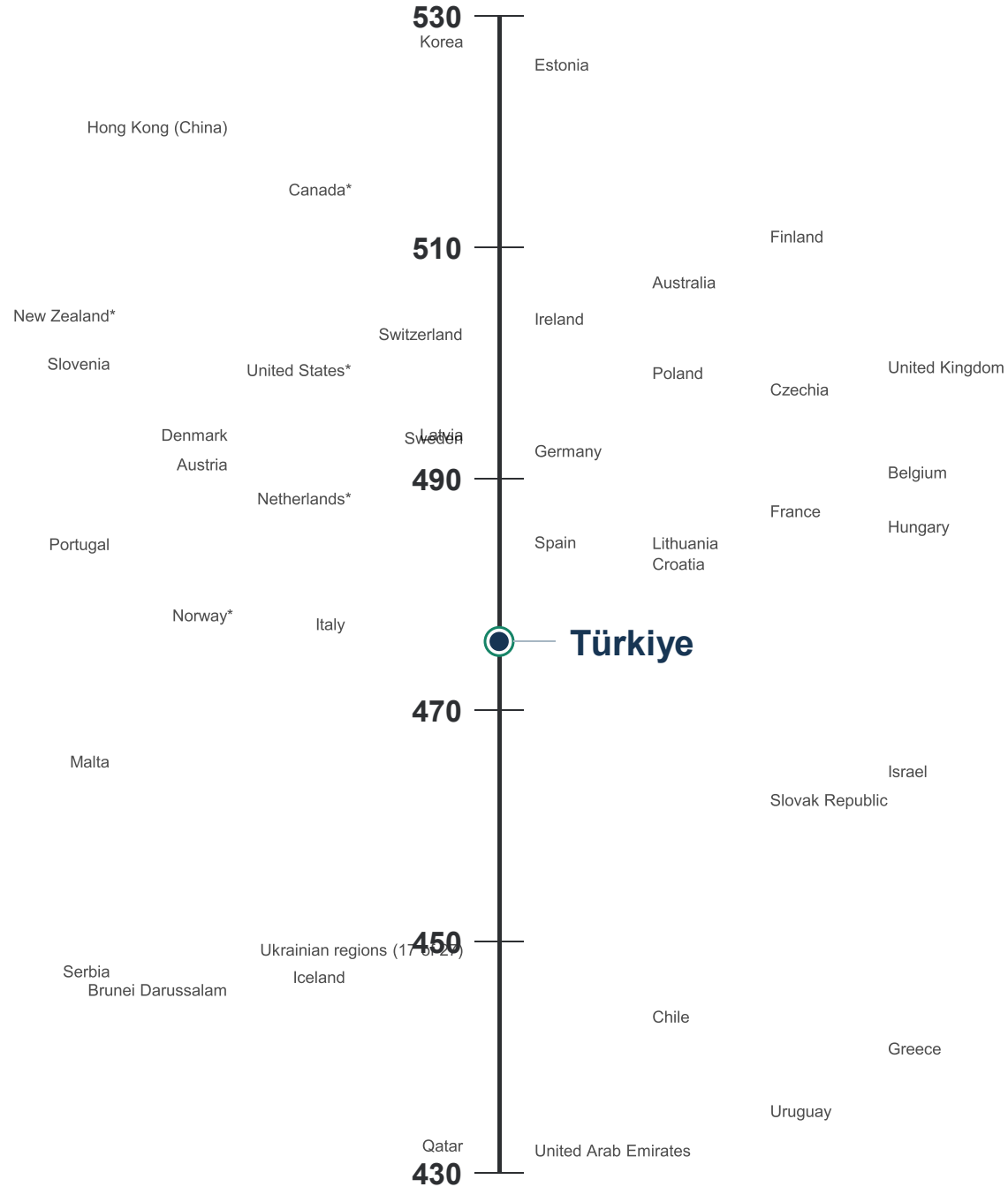




Money matters – up to a point

Figure I.1.3





Türkiye
PISA 2022
476 points



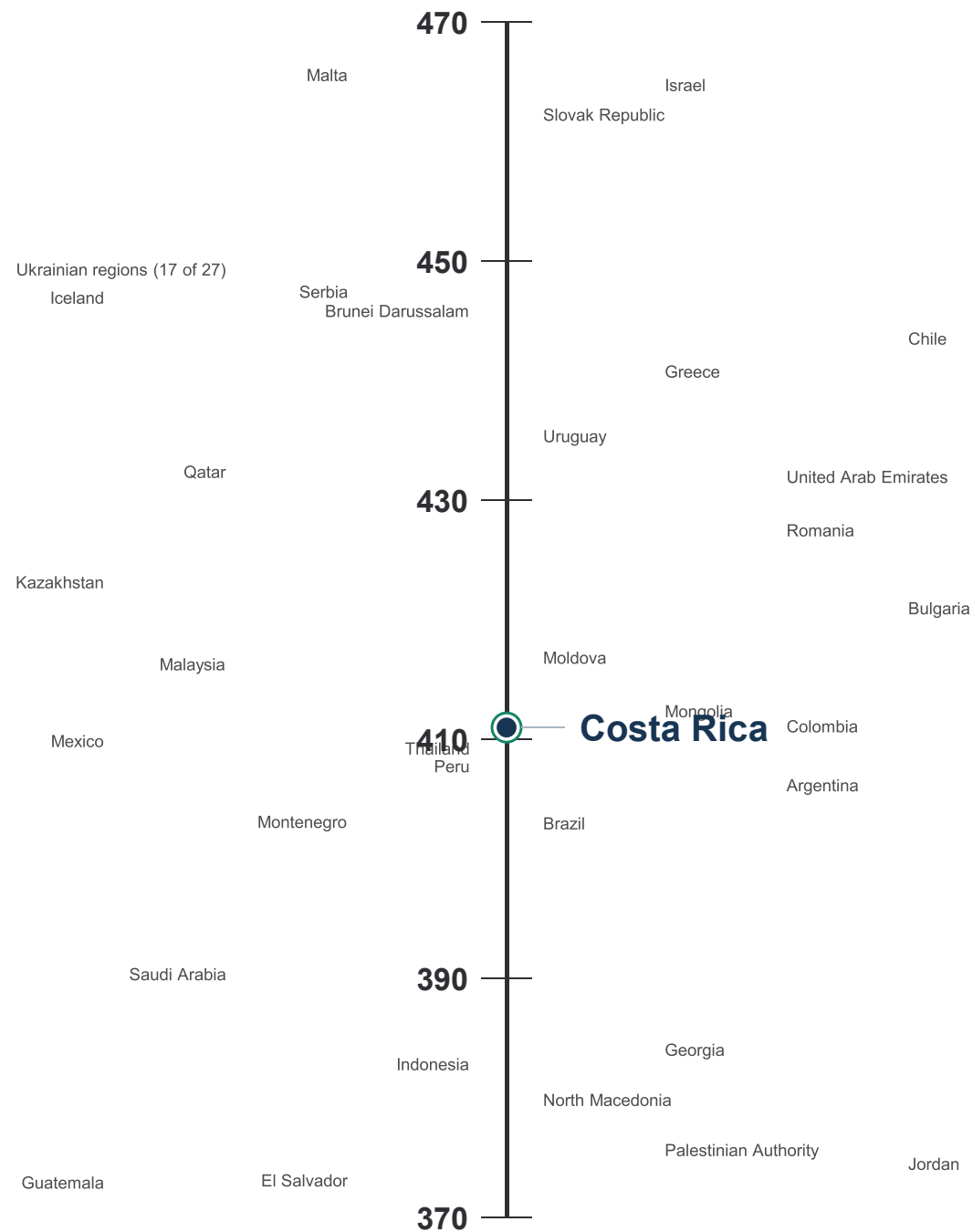


Türkiye PISA 2025

494 points

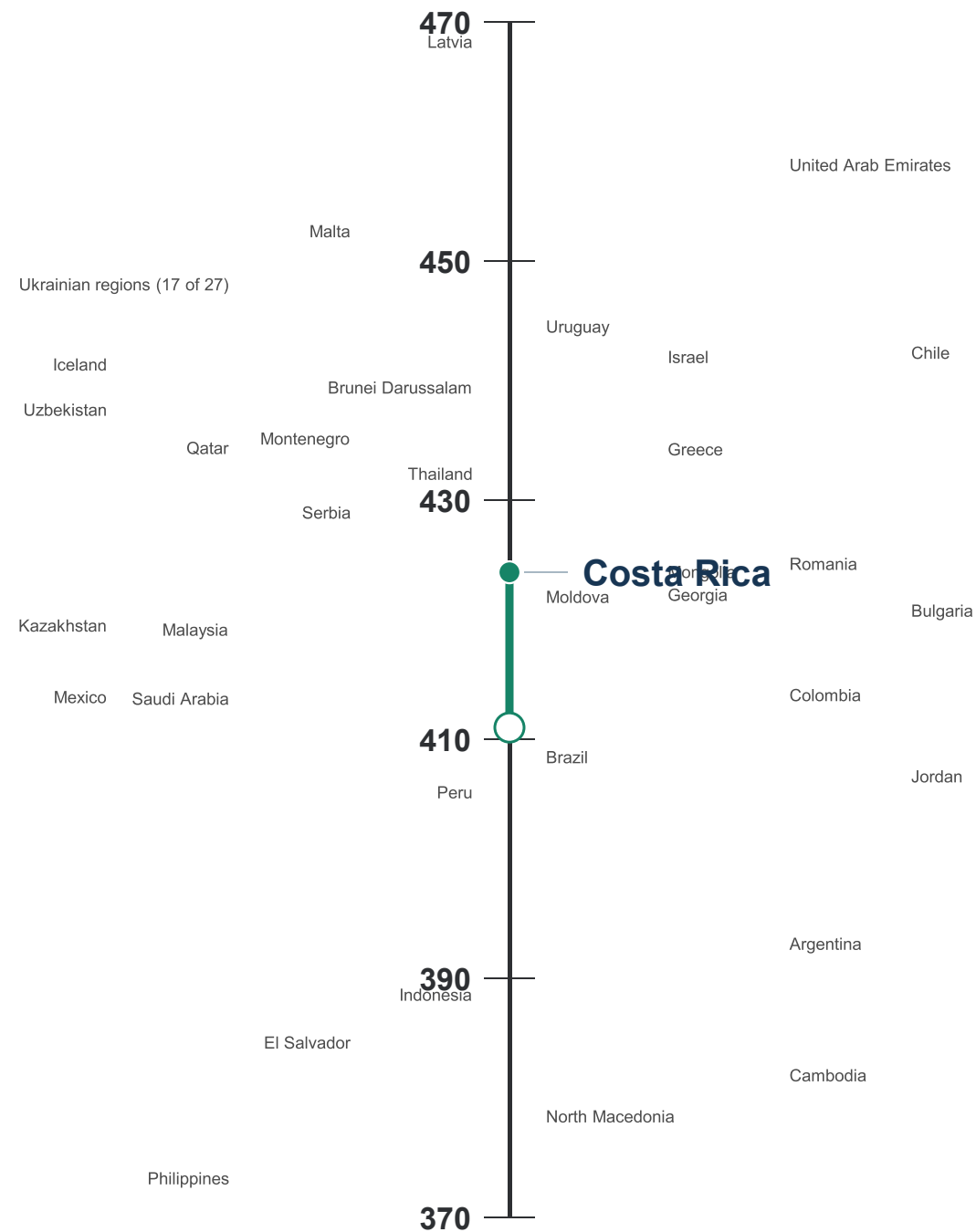
+18 points





Costa Rica
PISA 2022
411 points





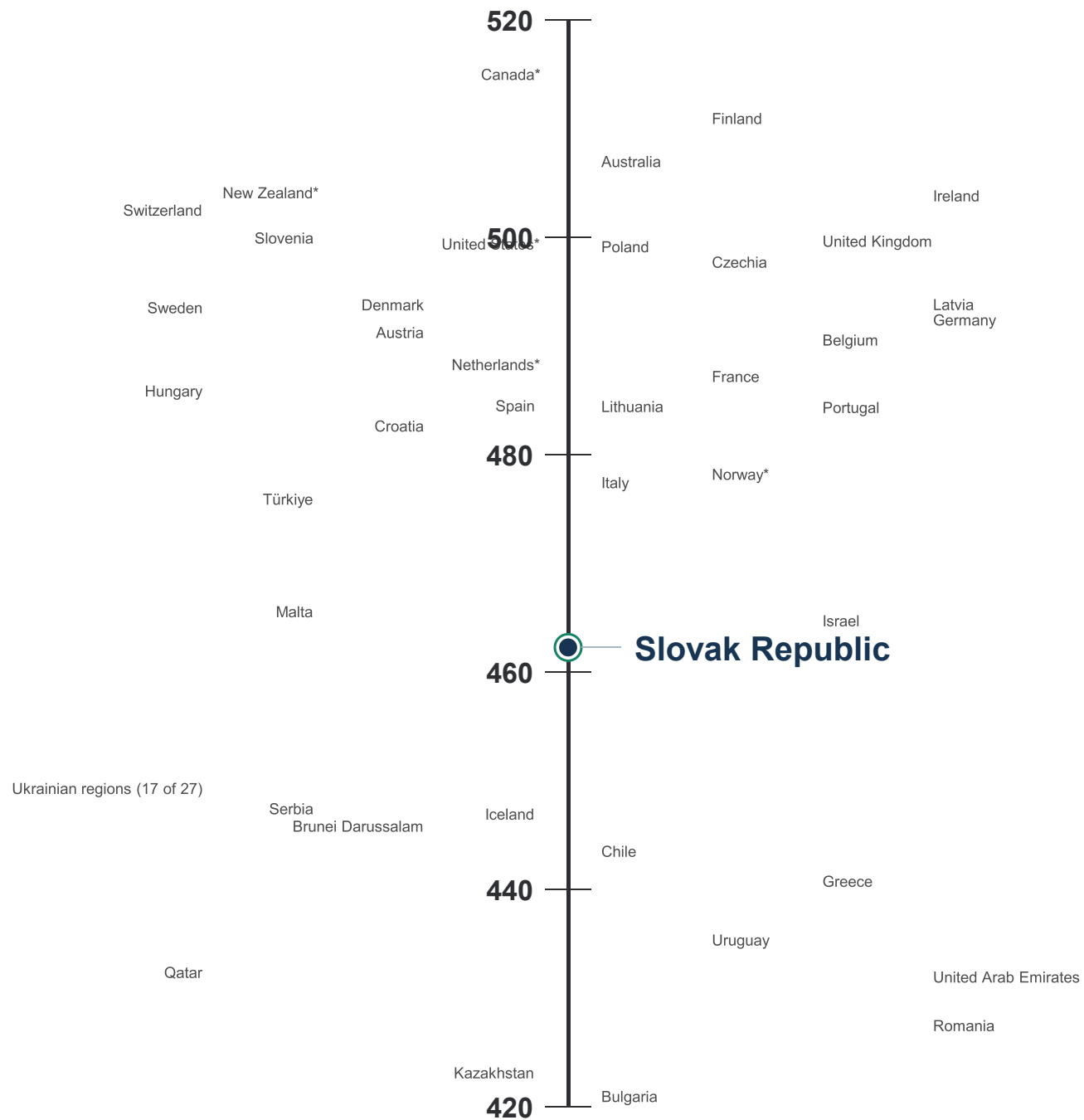
Costa Rica

PISA 2025

424 points

+13 points



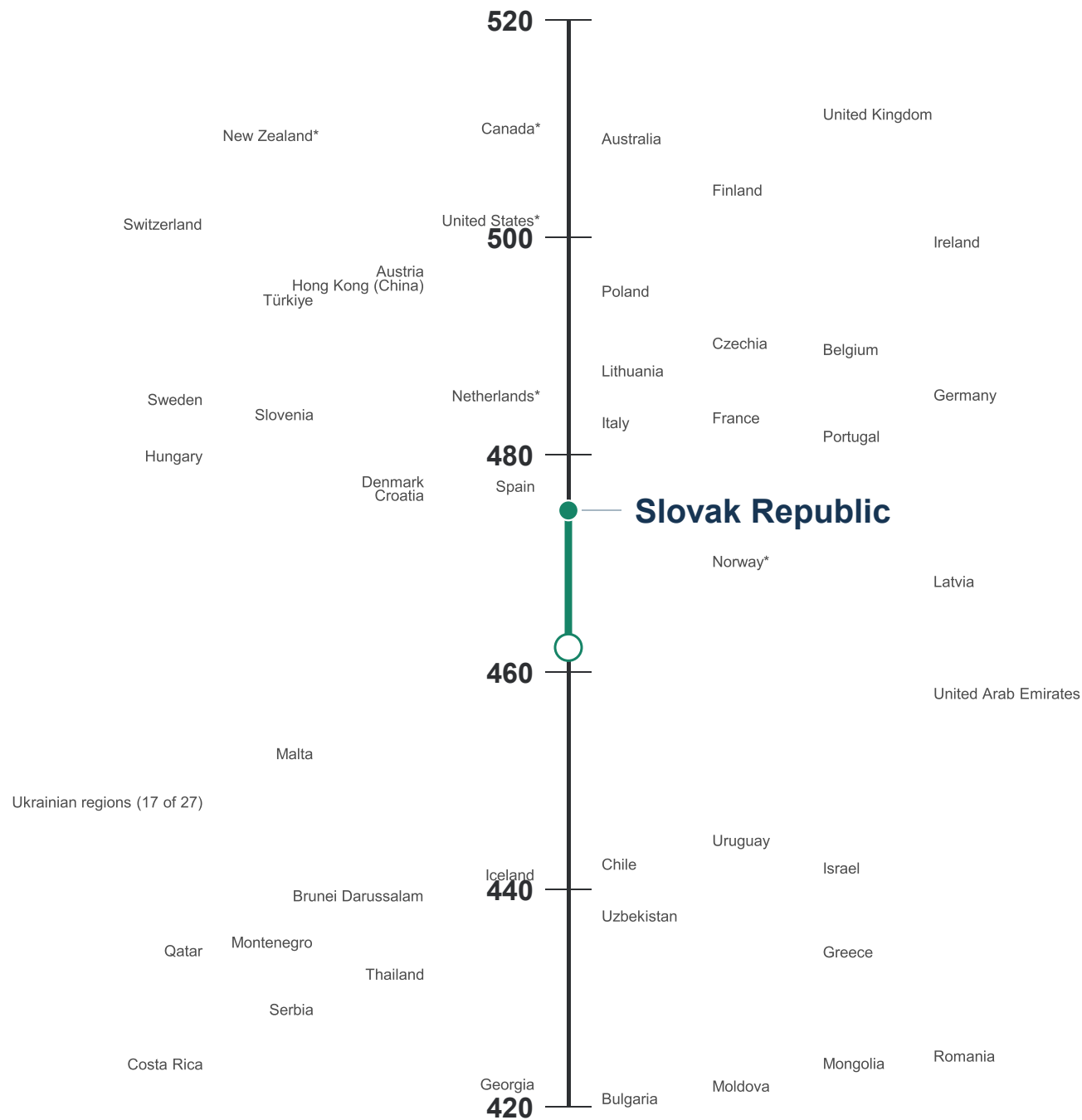


Slovak Republic

PISA 2022

462 points





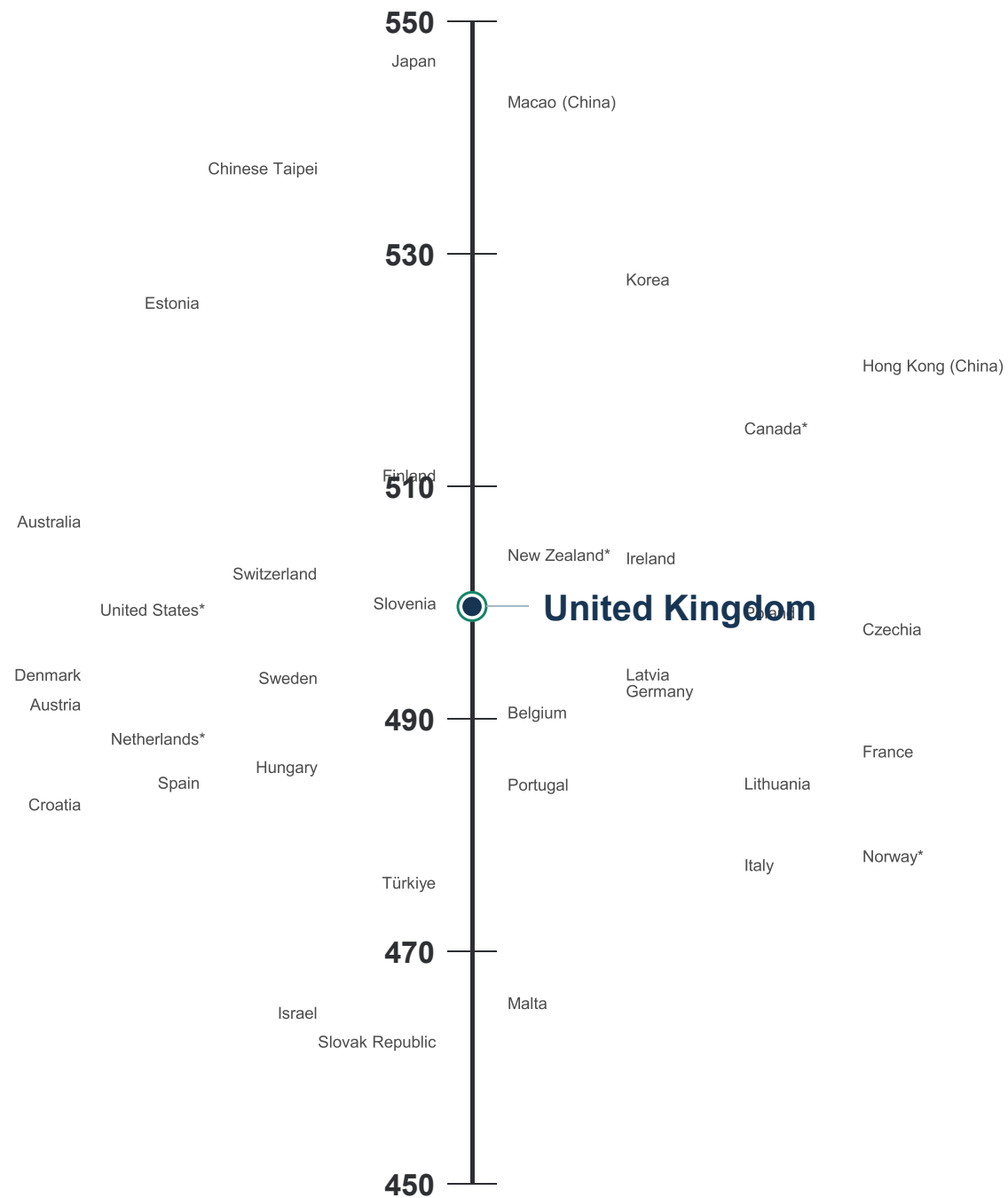
Slovak Republic

PISA 2025

475 points

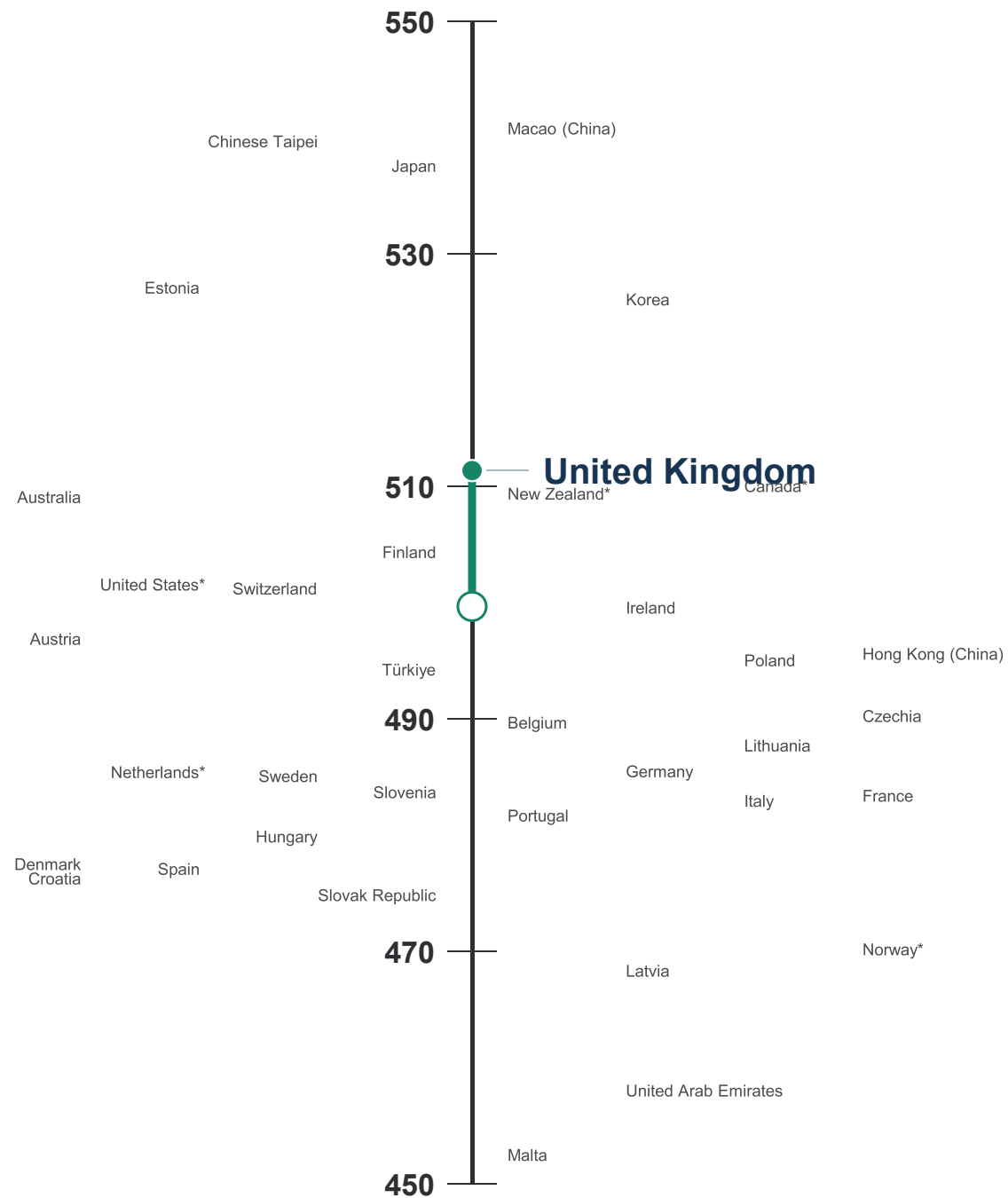
+13 points





United Kingdom
PISA 2022
500 points





United Kingdom

PISA 2025

511 points

+12 points





Improvers in science (2022-2025)

Saudi Arabia	413	+23
Thailand	432	+23
Türkiye	494	+18
Philippines	373	+17
Costa Rica	424	+13
Slovak Republic	475	+13
United Kingdom	511	+12
Mongolia	424	+12
El Salvador	385	+12
Uruguay	445	+9
Indonesia	380	+6

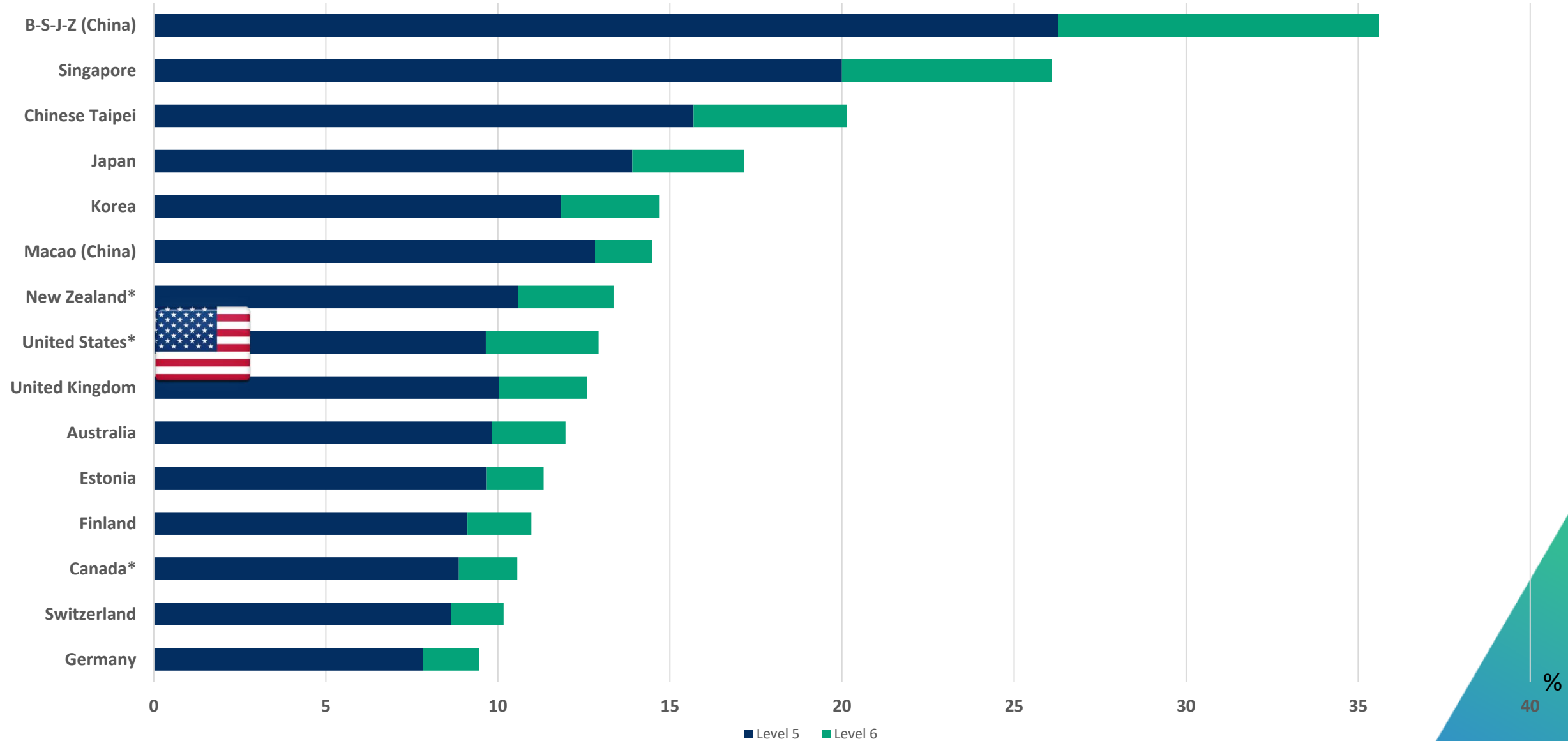


The geography of science talent



Where scientific talent thrives

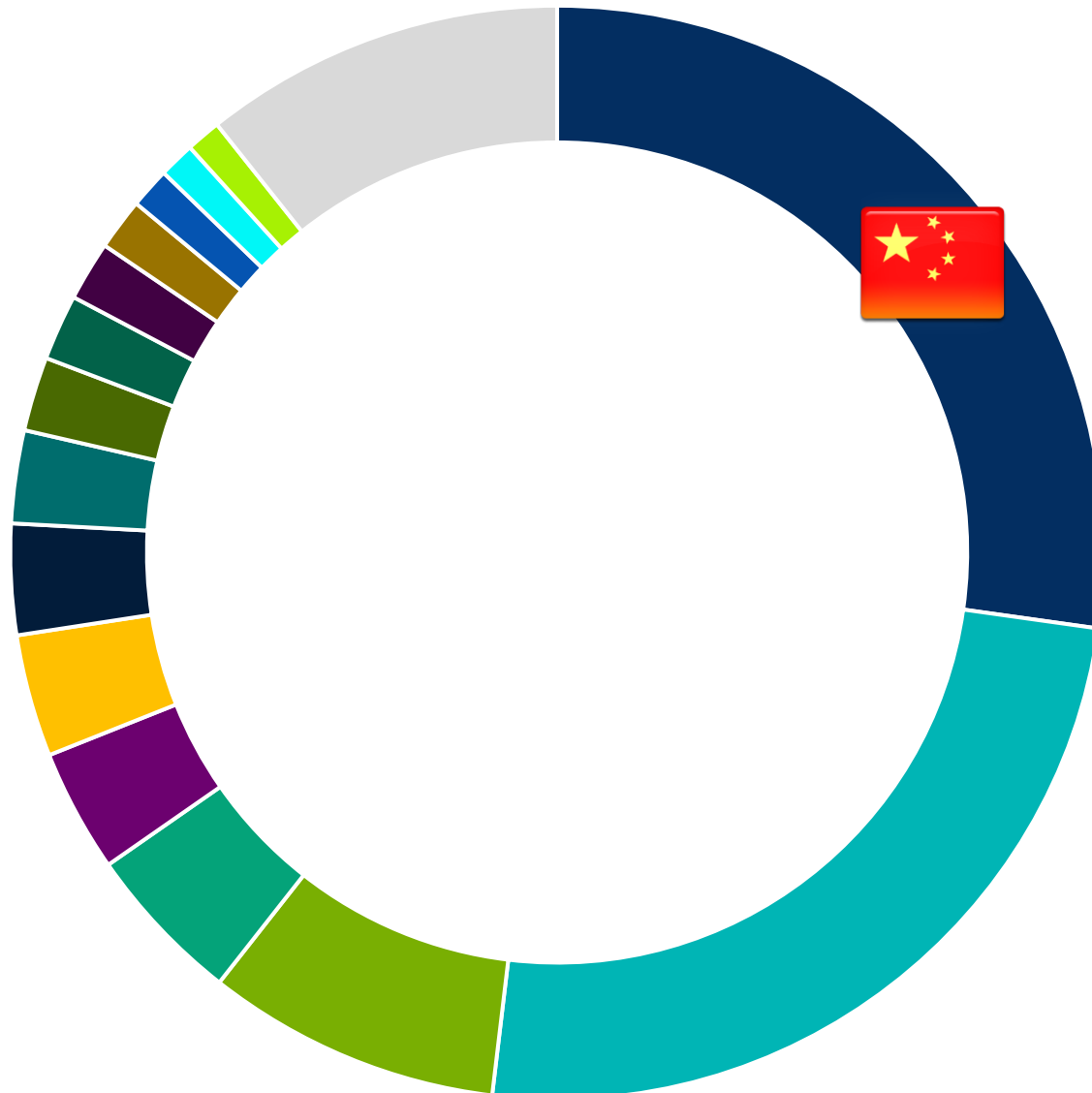
Share of students achieving Science Proficiency Levels 5-6





The geography of science talent

Share of students achieving Science Proficiency Levels 5-6



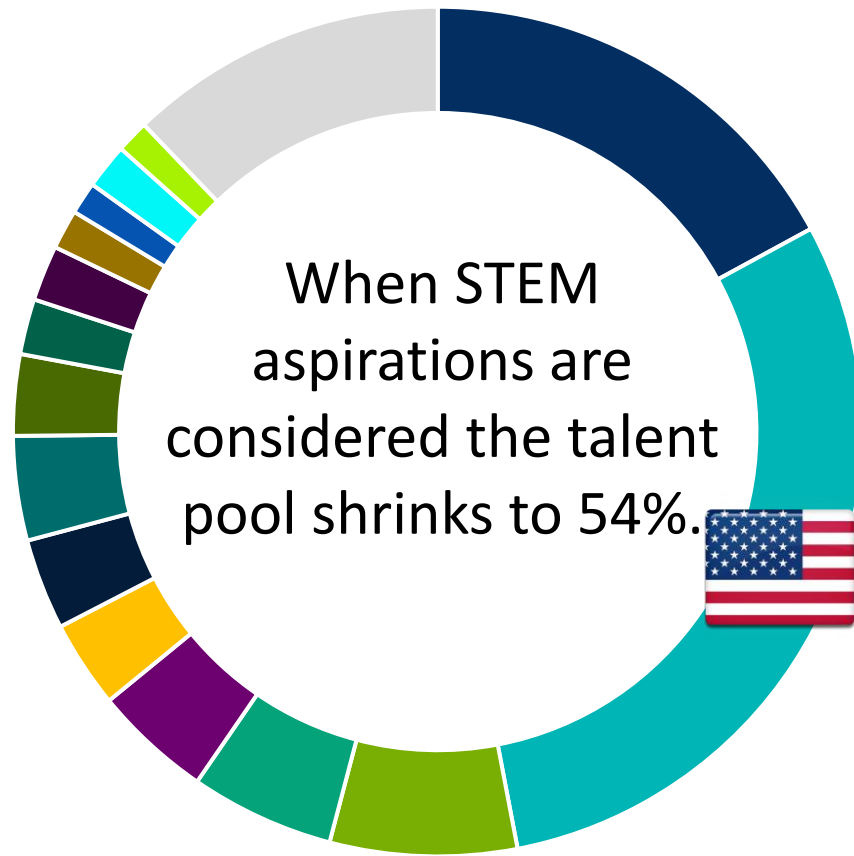
B-S-J-Z (China)	27%
United States*	25%
Japan	9%
United Kingdom	5%
Türkiye	4%
Germany	4%
Korea	3%
France	3%
Canada*	2%
Chinese Taipei	2%
Australia	2%
Poland	2%
Italy	1%
Brazil	1%
Spain	1%
Others	11%





The geography of science talent – where excellent and aspiration combine

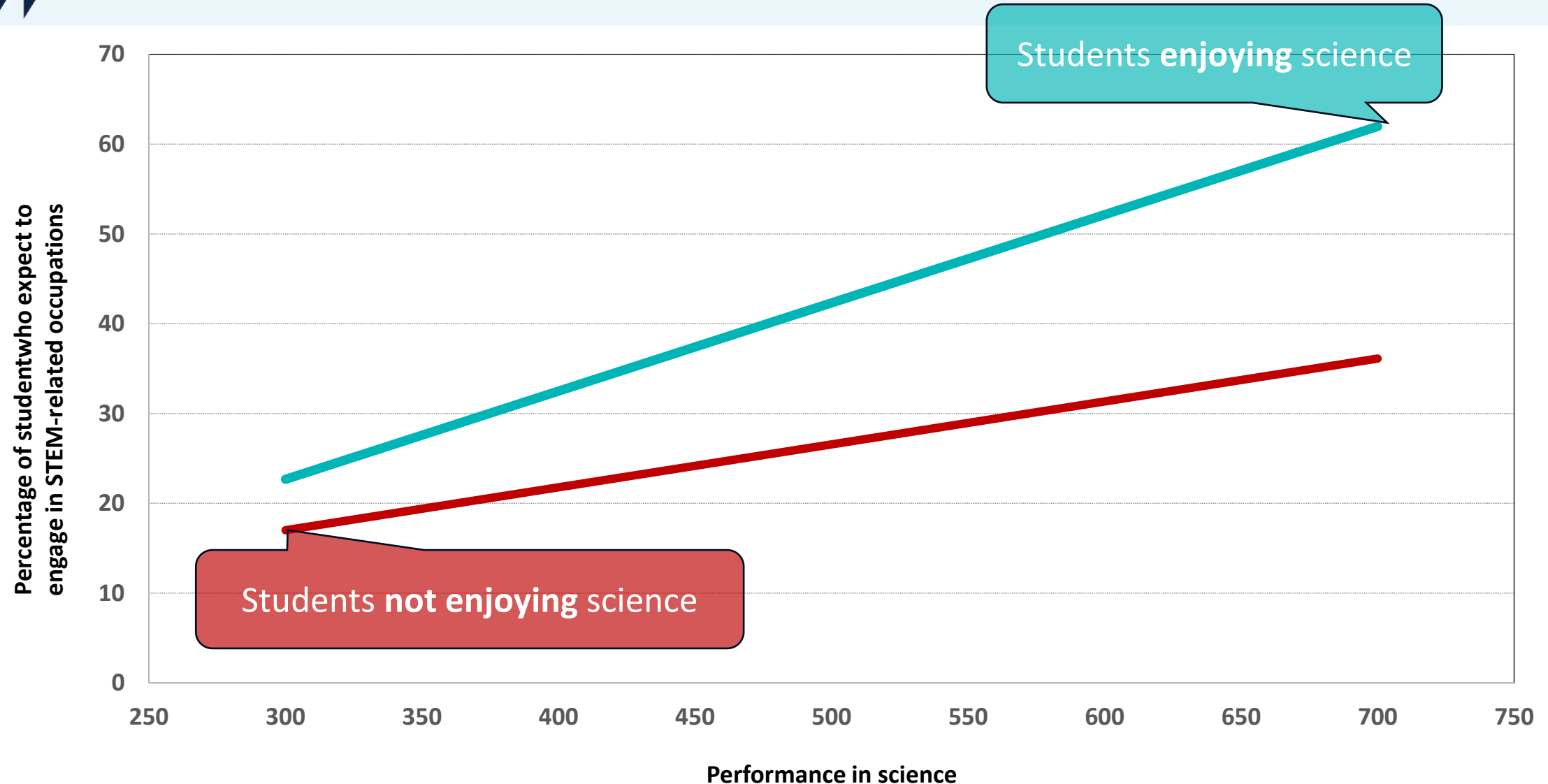
Share of students achieving Science Proficiency Levels 5-6 who aspire to STEM careers



United States*	30%
B-S-J-Z (China)	17%
Japan	7%
United Kingdom	5%
Türkiye	4%
France	4%
Korea	3%
Germany	3%
Canada*	3%
Australia	2%
Chinese Taipei	2%
Brazil	2%
Poland	2%
Spain	1%
Italy	1%
Others	12%



Enjoying science – the catalyst between performance and careers





Science to make sense of the world



Students beliefs in science - epistemic profiles

Figure I.3.o1

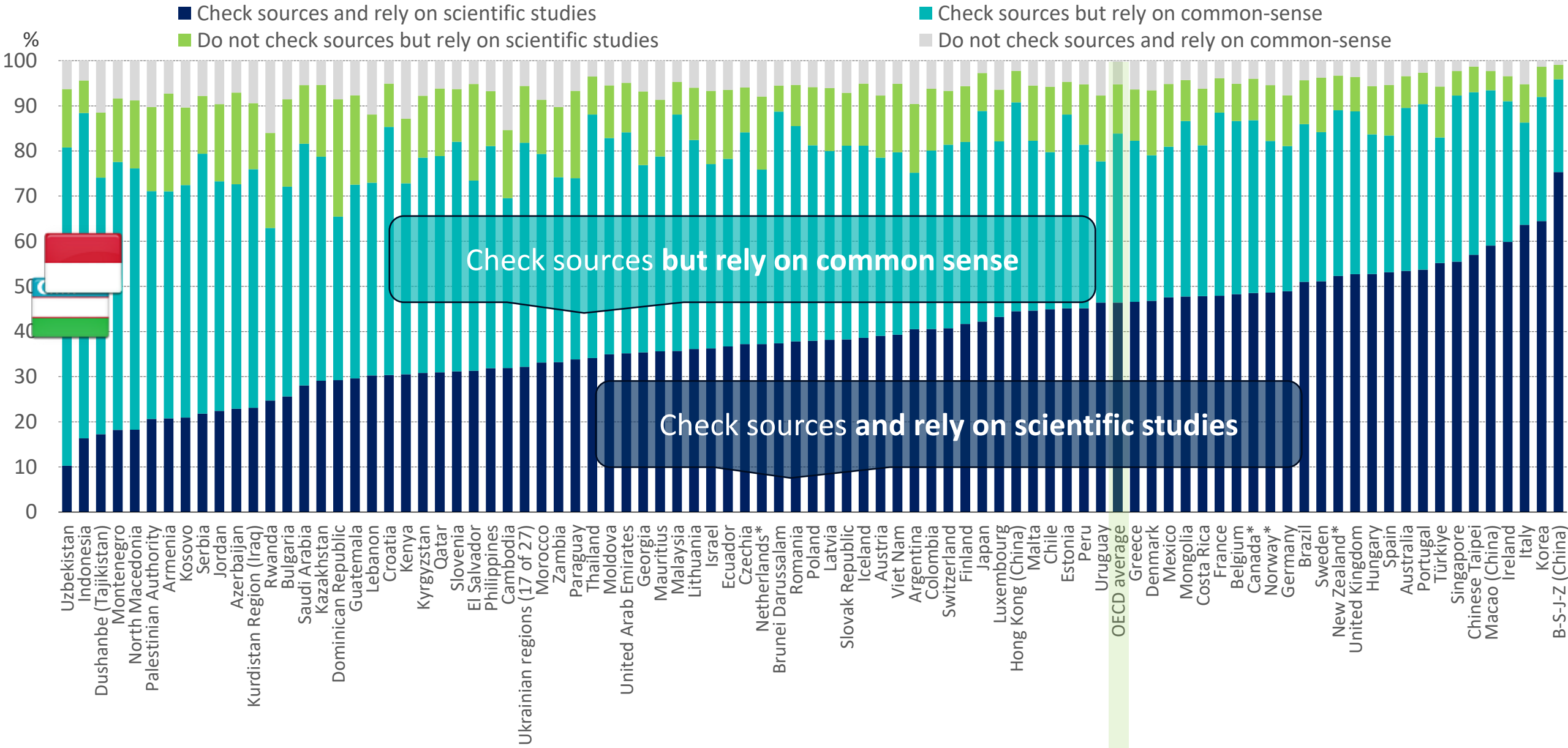
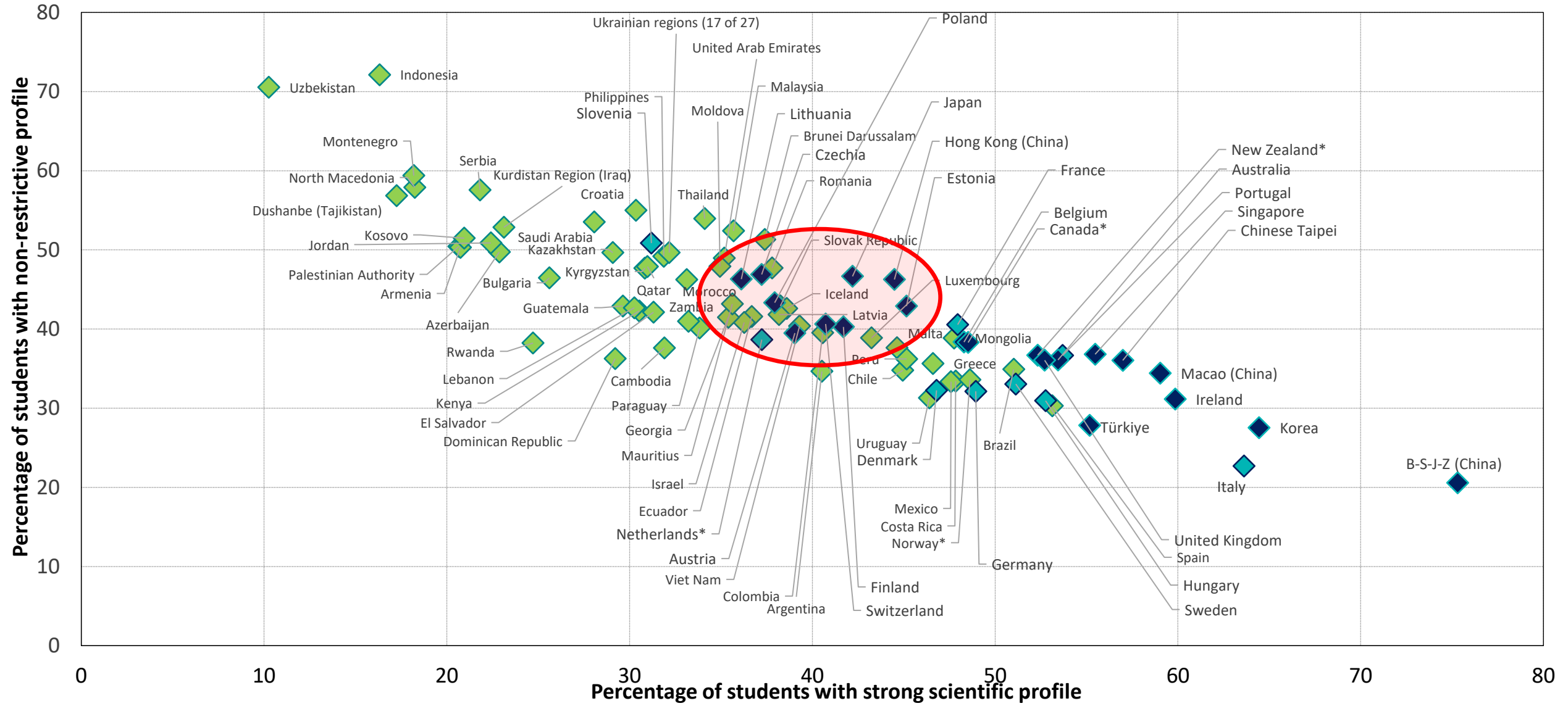




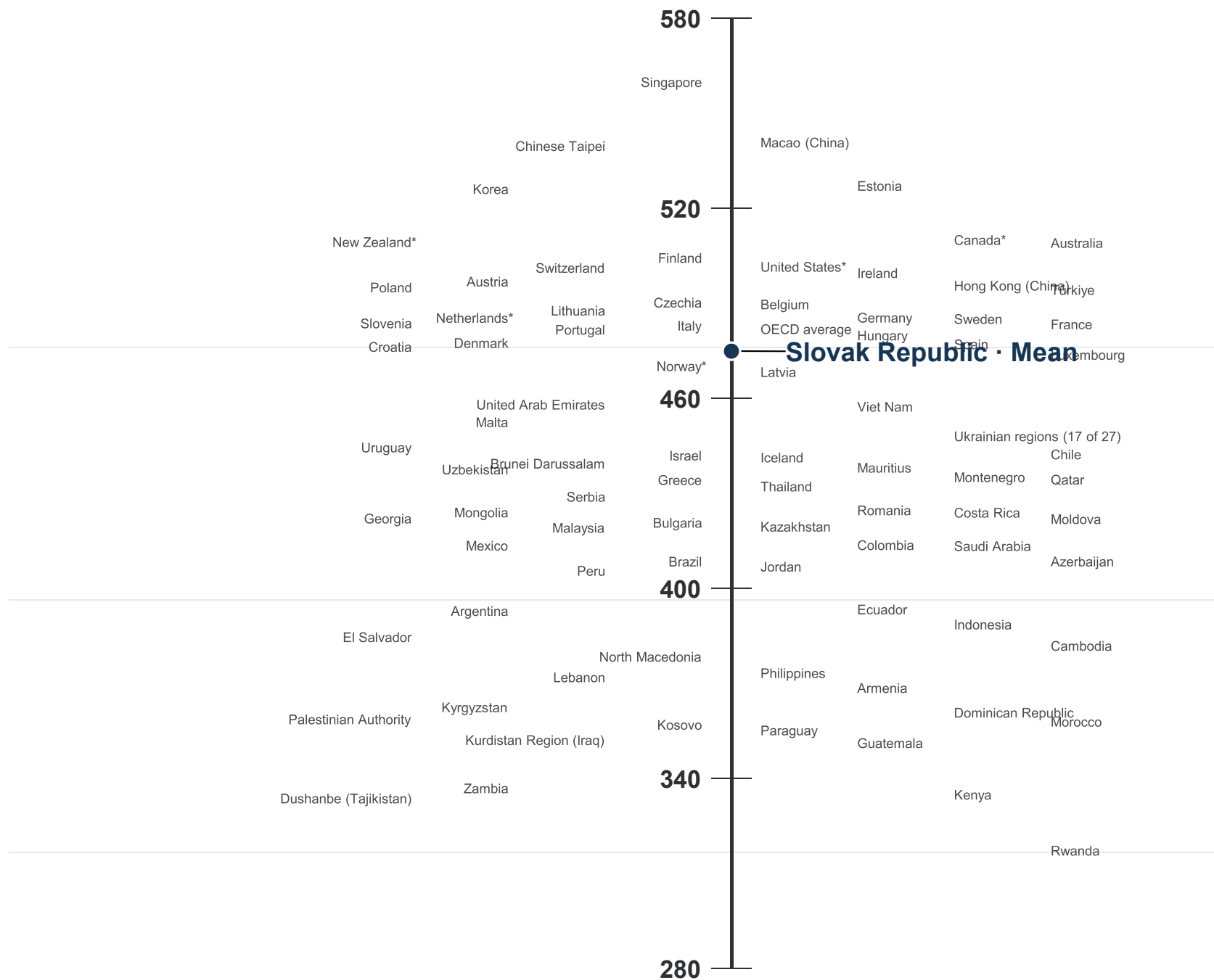
Figure I.3.14

◆ Science performance below OECD average ◆ Science performance not statistically different from the OECD average ◆ Science performance above OECD average





Opportunity
Poverty need not be destiny

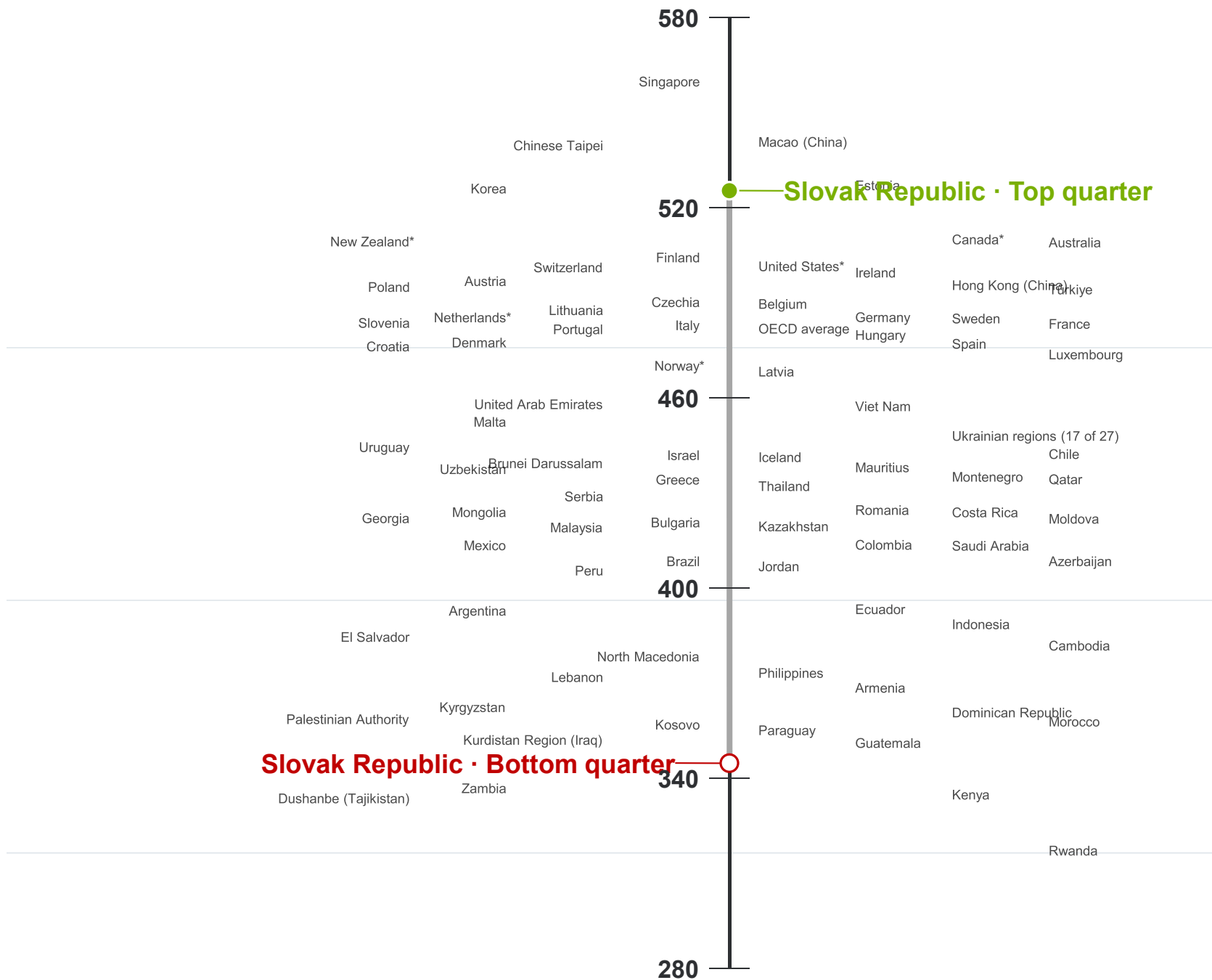


Slovak Republic

All students

475 points





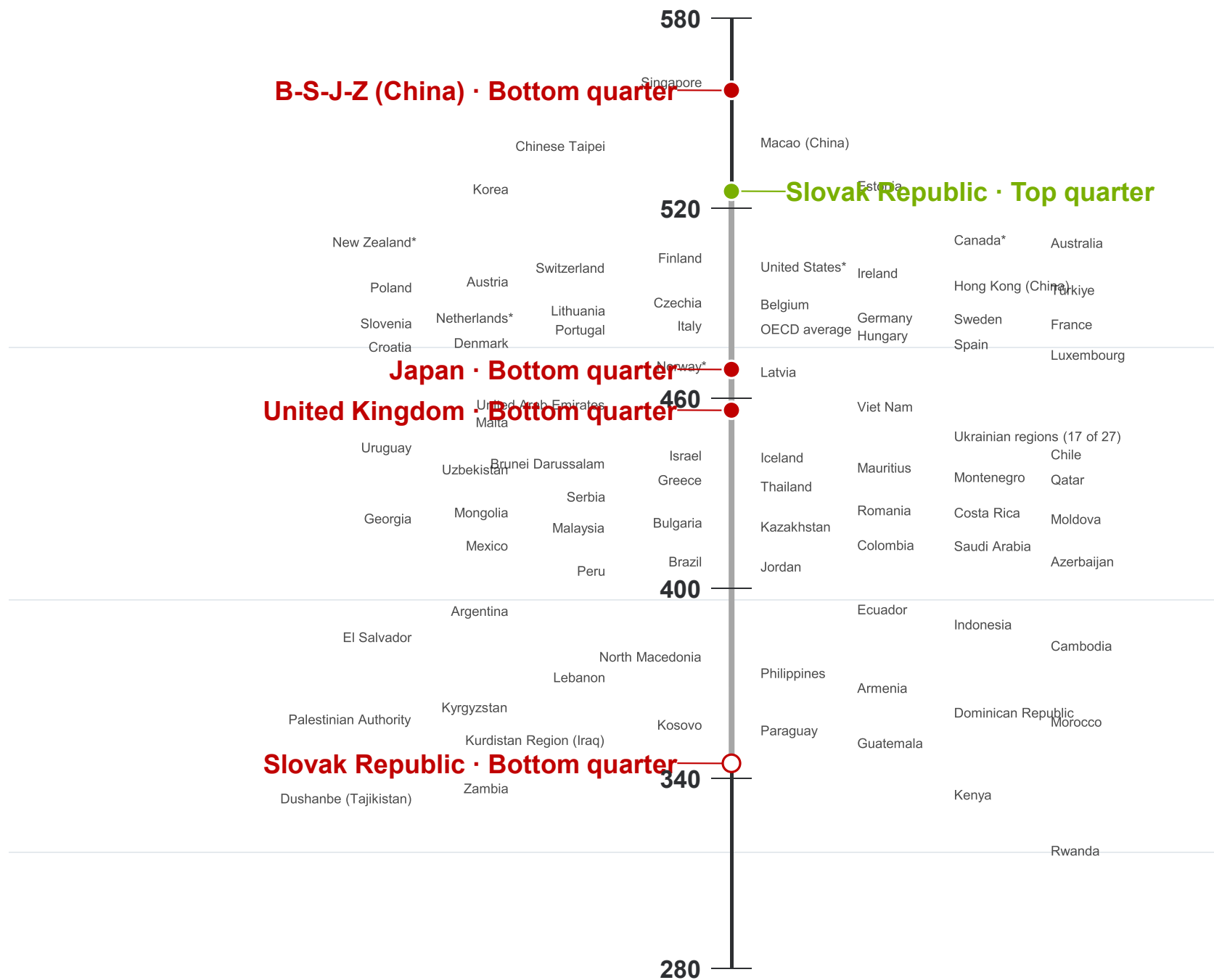
SOCIO-ECONOMIC GAP

Slovak Republic

Between students in the lowest and highest quarters of the international ESCS distribution

181-point gap





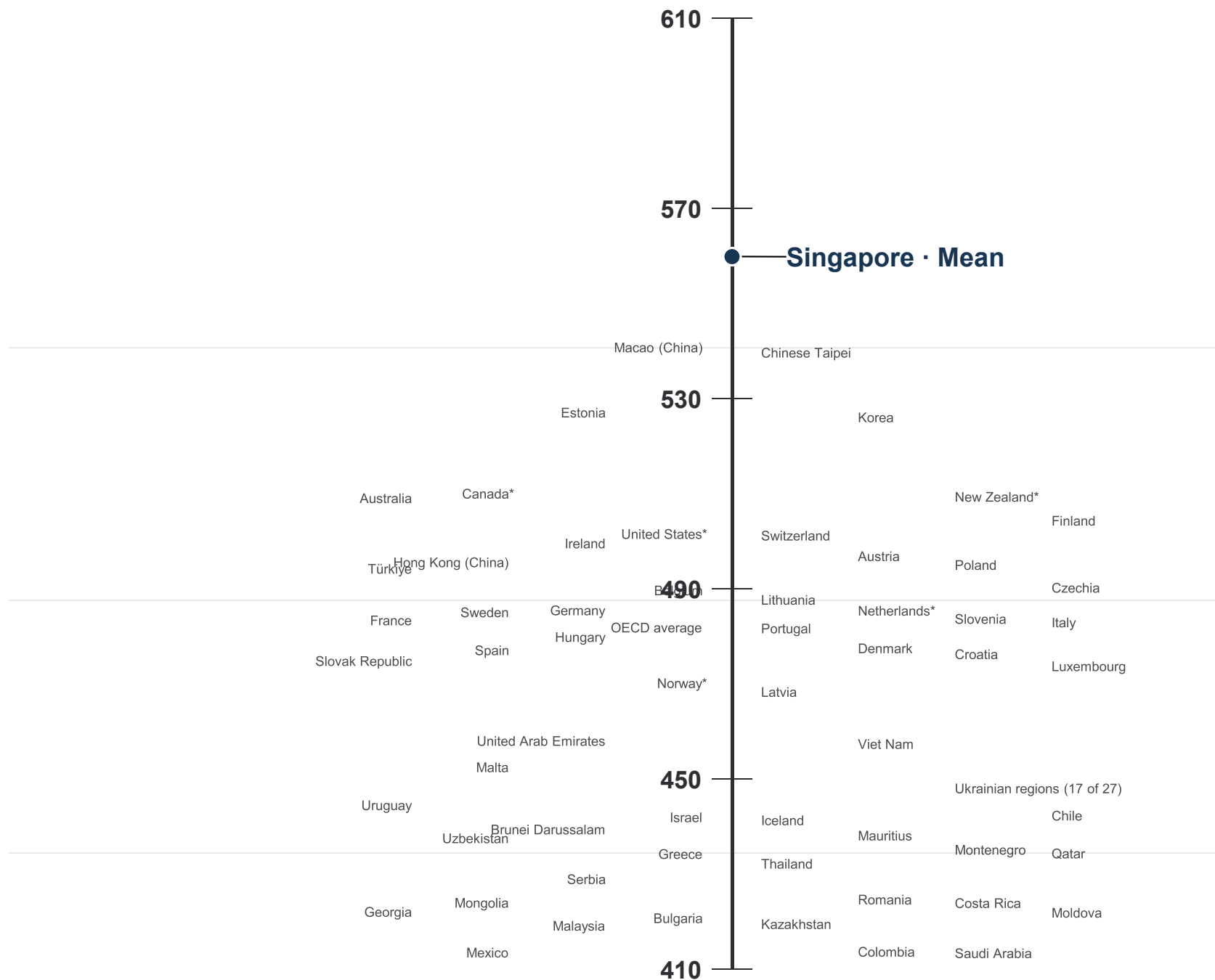
SOCIO-ECONOMIC GAP

Slovak Republic

Between students in the lowest and highest quarters of the international ESCS distribution

181-point gap



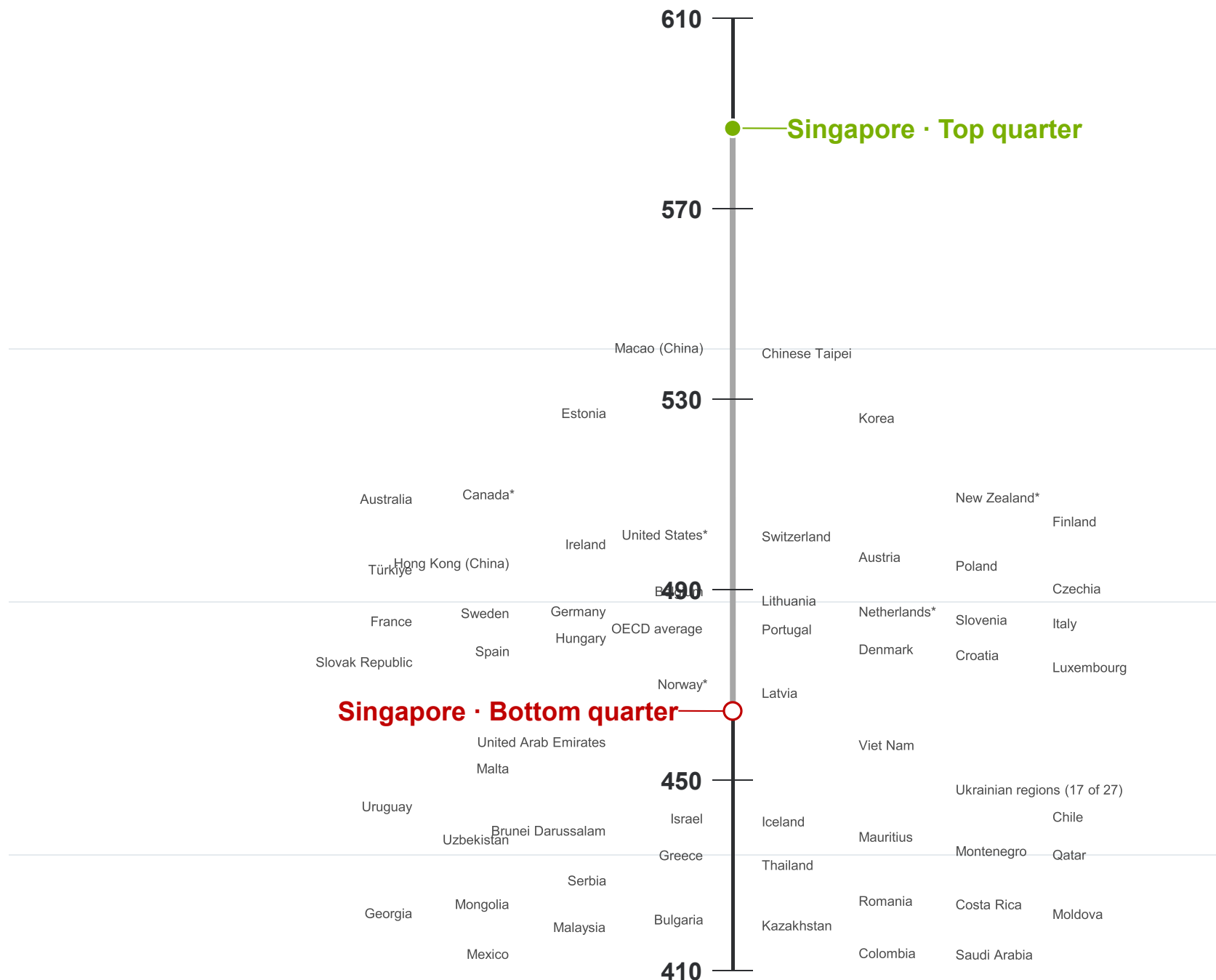


Singapore

All students

560 points





SOCIO-ECONOMIC GAP

Singapore

Between students in the lowest and highest quarters of the international ESCS distribution

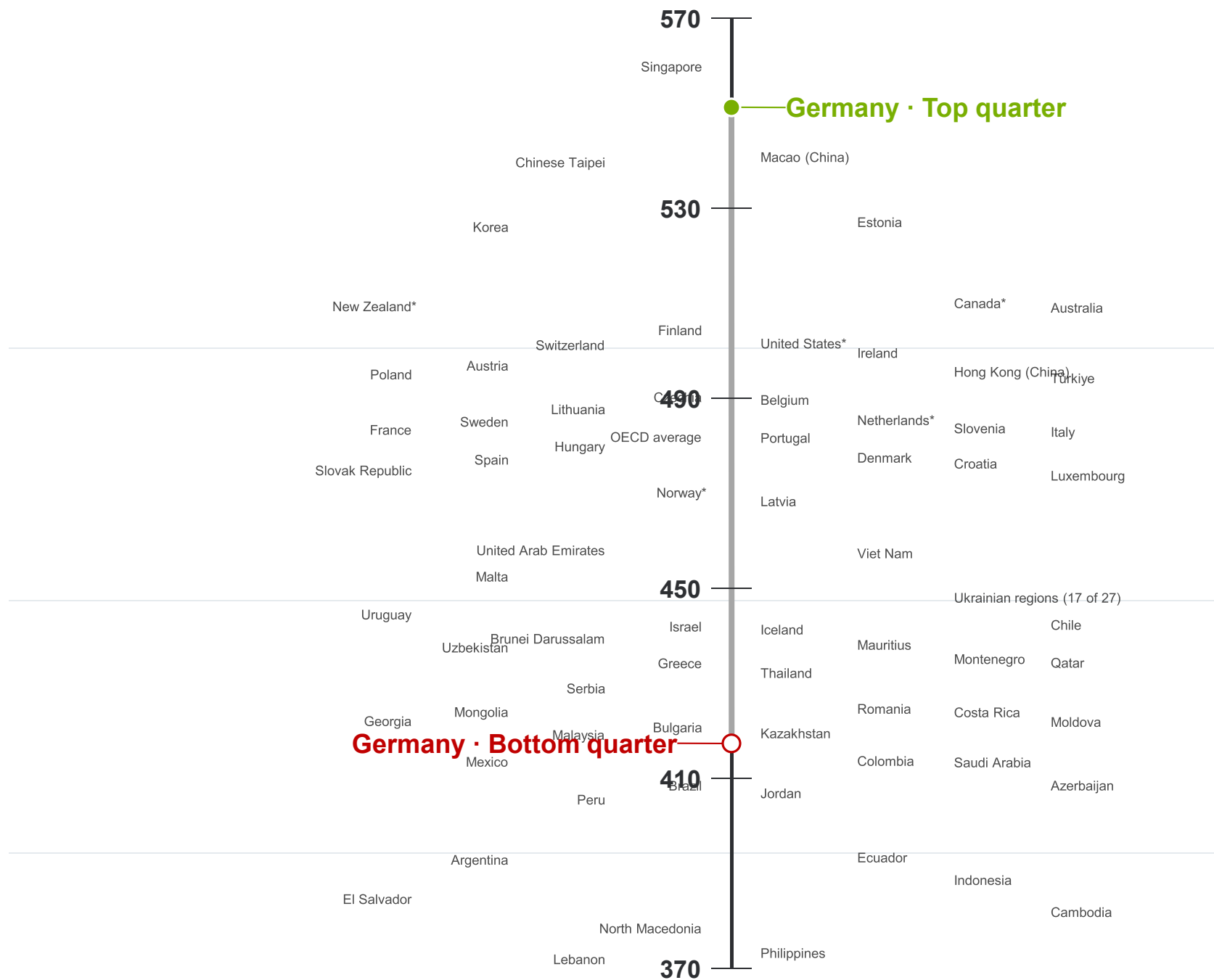
122-point gap





Germany
All students
486 points





SOCIO-ECONOMIC GAP

Germany

Between students in the lowest and highest quarters of the international ESCS distribution

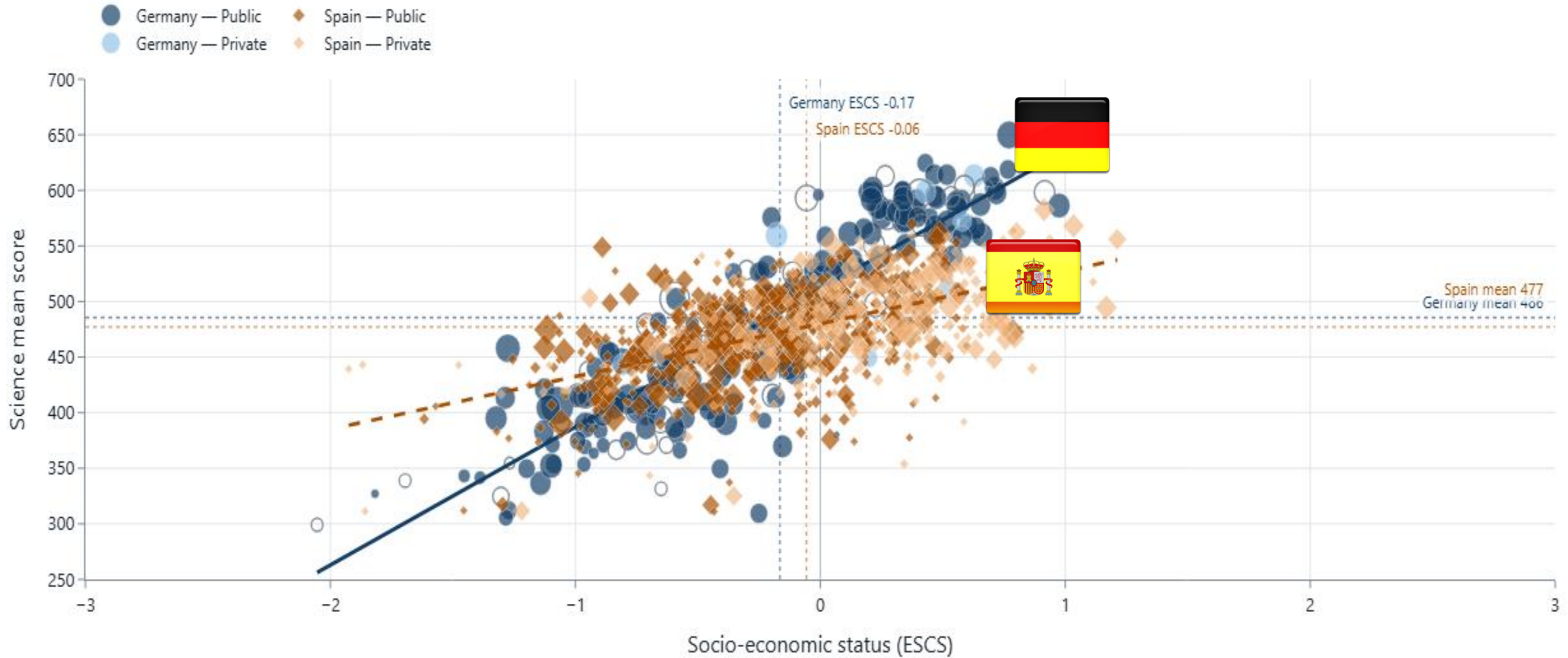
134-point gap





Germany and Spain

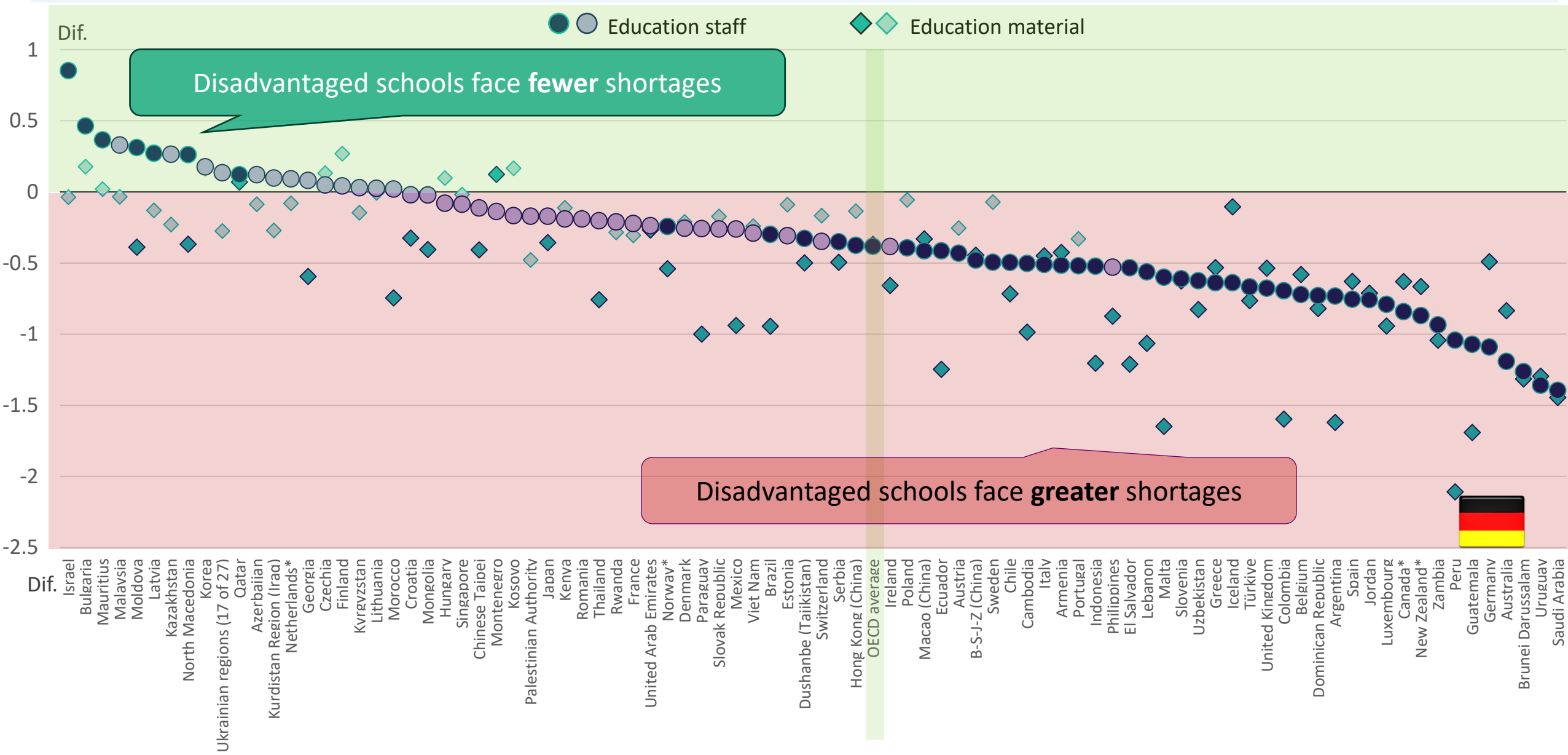
School performance and socio-economic background





In most countries, disadvantaged schools face greater shortages

Tables I.B1.4.72
and I.B1.4.84



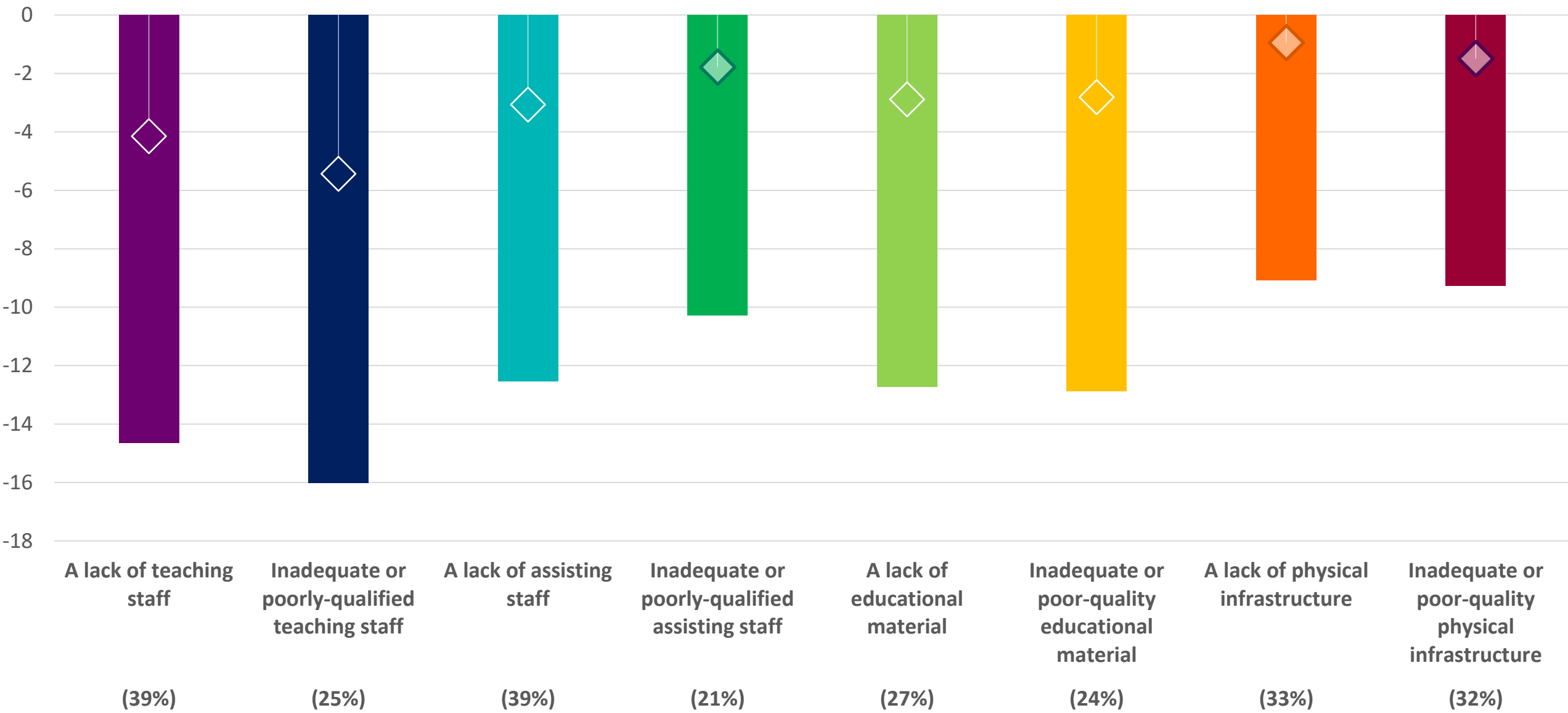


When schools lack resources, learning suffers

Shortage of education staff and material resources, and science performance

Figure I.4.19

Score-point difference ■ Before accounting for students' and schools' socio-economic profile¹ ◆ After accounting for students' and schools' socio-economic profile

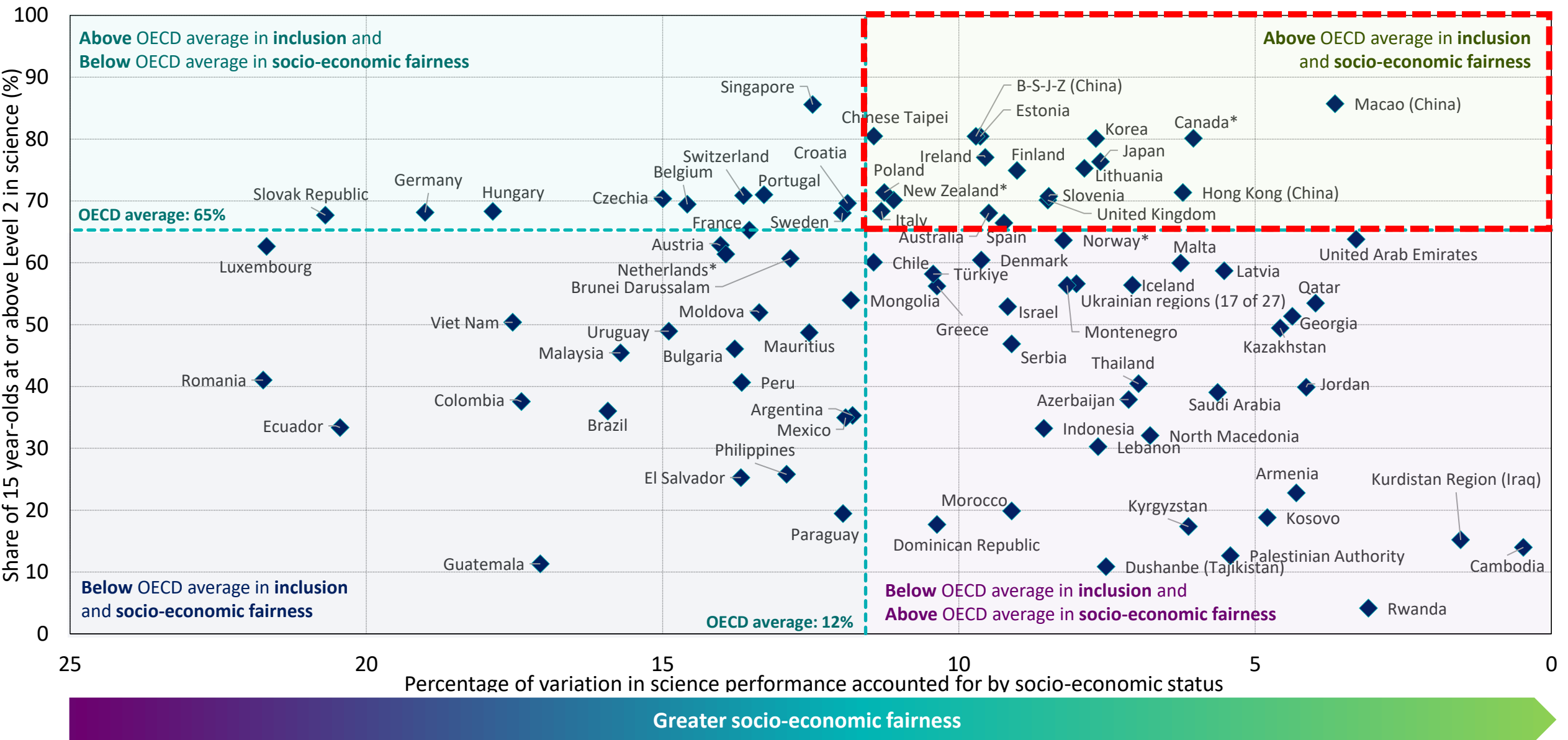




Where equity and quality go together

Strength of socio-economic gradient and share of 15 year-olds at or above proficiency Level 2 in science

Figure I.2.10





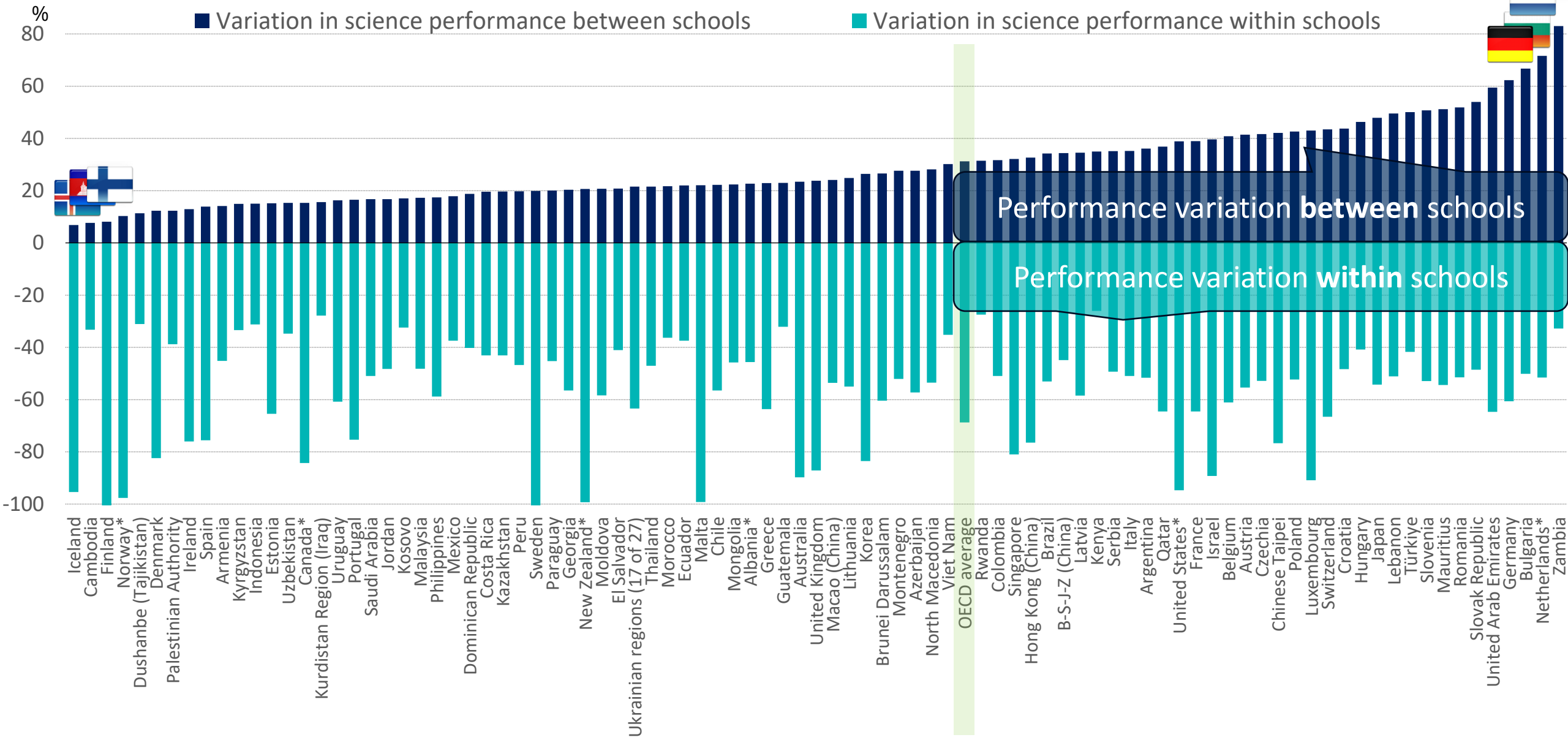
Can the closest school always be the best school?



Can the closest school be always the best school?

Variation in science performance between and within schools

Figure I.2.2





Performance evolution in PISA (2015 – 2025)

	Science	Mathematics	Reading
OECD	-7	-22	-28
Partners	0	- 8	-16

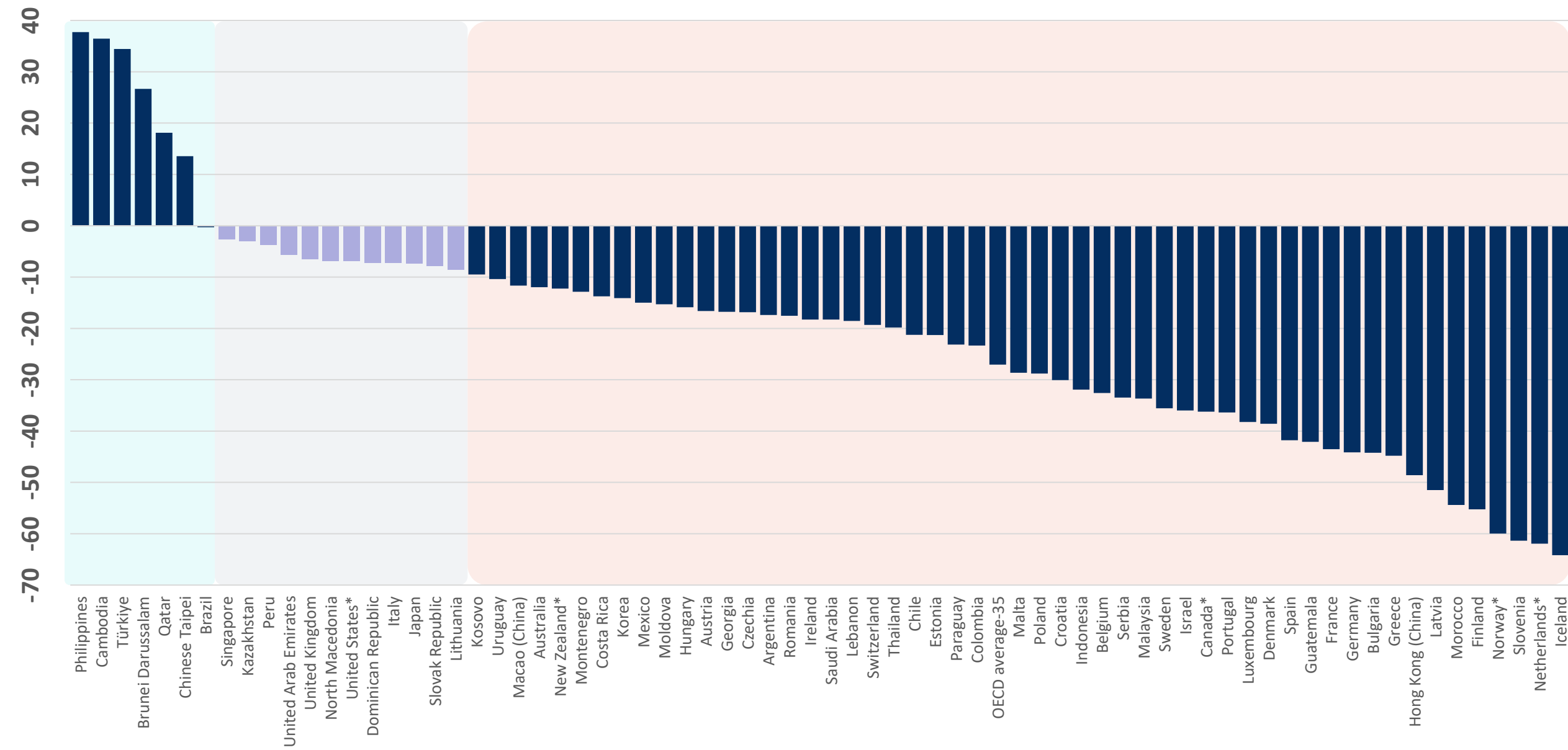


Reading literacy



Estimated decennial trends in reading (2025-2015)

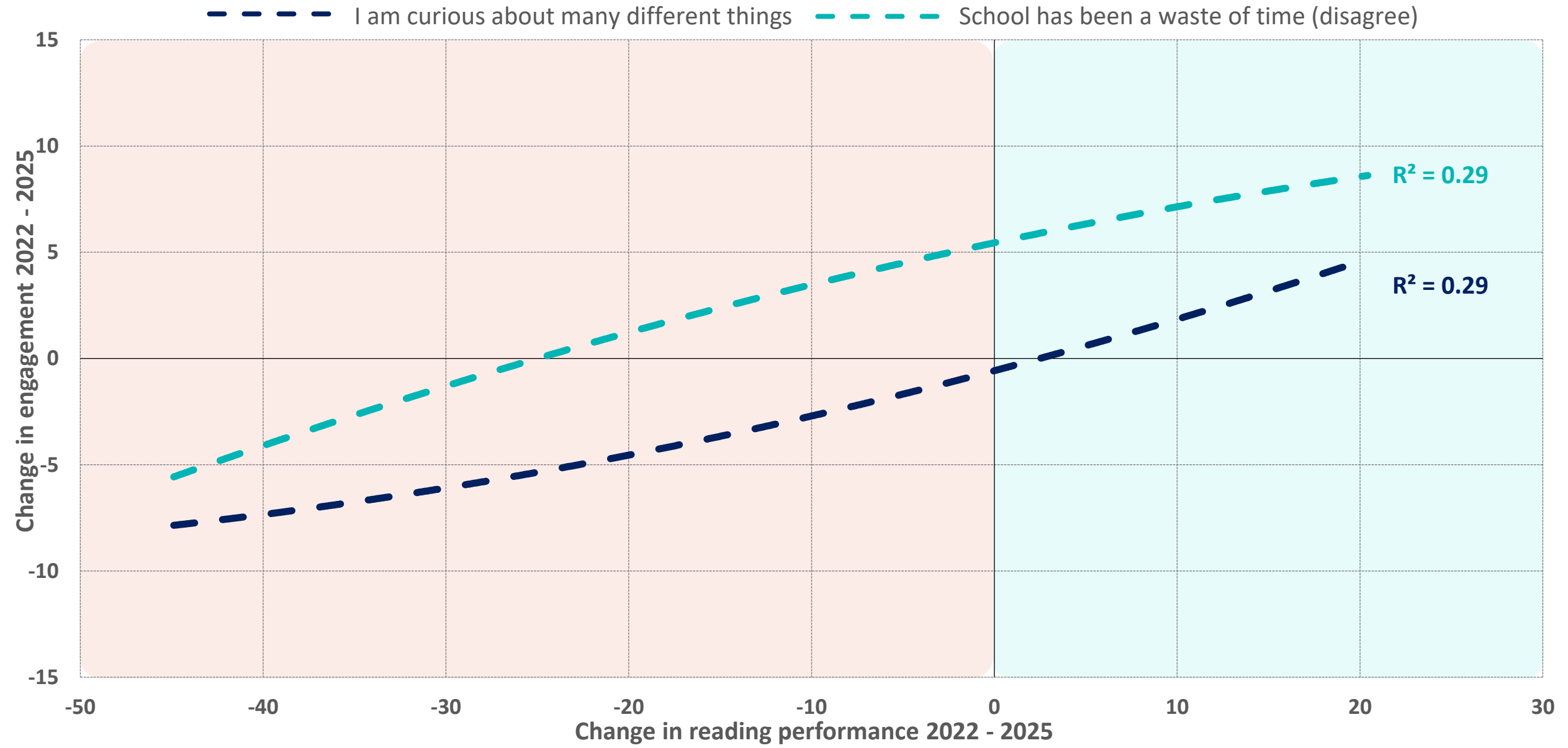
Average change per 10-year period calculated by a linear regression since 2015 or later depending on data availability





Is declining student engagement pulling reading performance down?

Figure I.1.10



The Changing Landscape of Reading Performance



Web search



RSS feeds



E-reader



Smartphone



Tablet



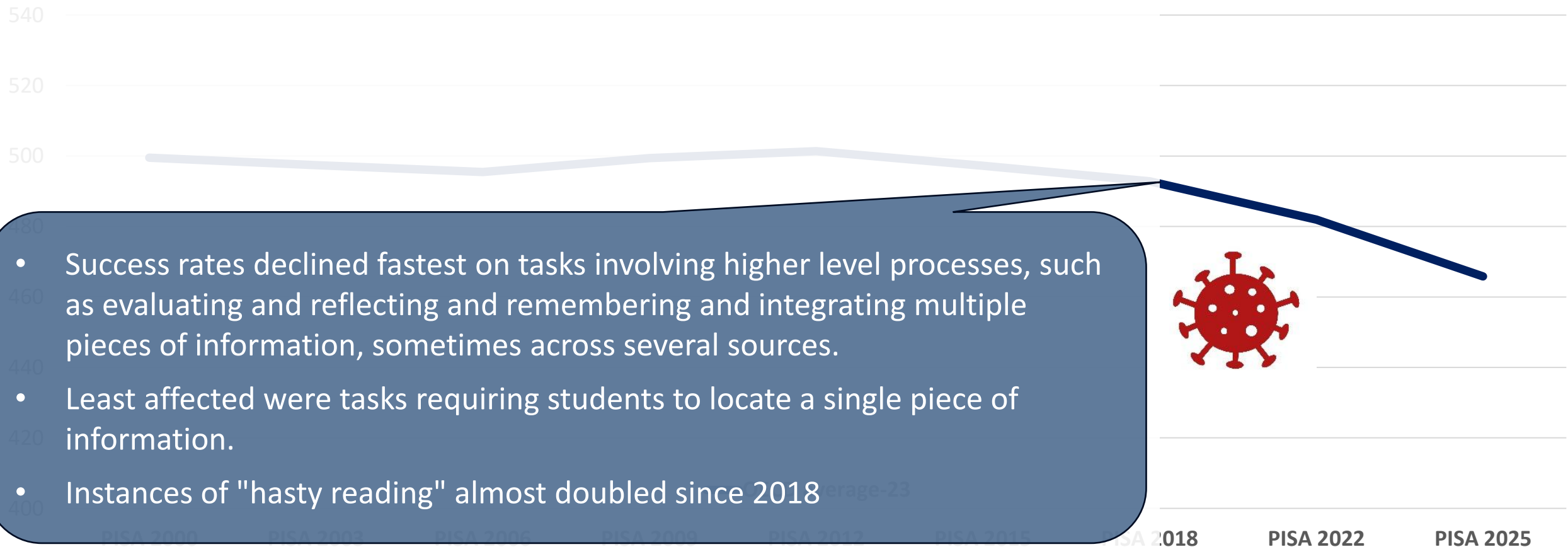
Social feed



Short video



AI assistant





```
6 import os
7 import json
8 import time
9 import random
10 from contextlib import contextmanager
11 from functools import wraps
12 from threading import Thread
13
14 from psycopg2.pool import ThreadLocalConnectionPool
15
16 DIR = os.path.dirname(__file__)
17 DB_CONFIG = os.path.join(DIR, 'db_config.json')
18
19 SCHEMA_PATH = os.path.join(DIR, 'schema.sql')
20 FEED_PATH = os.path.join(DIR, 'feed.json')
21
22 LEDGER_TYPE_CREDIT = 'credit'
23 LEDGER_TYPE_DEBIT = 'debit'
24
25
26 def get_db_connection_string(configpath):
27     """
28     Reads the database config and returns DB connection string
29     """
30     with open(configpath, 'r') as f:
31         config = json.load(f)
32         # read keys from json config
33         DB_NAME = config['db']
34         USER = config['user']
35         PASSWORD = config['password']
36         # return connection string
37         return 'dbname={0} user={1} password={2}'.format(DB_NAME, USER, PASSWORD)
38
39 DB_CONN_STRING = get_db_connection_string(DB_CONFIG)
40
41 def connect_to_db(connections=2):
42     """
43     Connect to PostgreSQL and return connection
44     """
45     minconn = connections
46     maxconn = connections
47     pool = ThreadLocalConnectionPool(minconn, maxconn, DB_CONN_STRING)
```

- package control
- Package Control: Add Channel
- Package Control: Add Repository
- Package Control: Disable Package
- Package Control: Discover Packages
- Package Control: Enable Package
- Package Control: Install Package
- Package Control: List Packages
- Package Control: Remove Channel
- Package Control: Remove Package
- Package Control: Remove Repository
- Package Control: Satisfy Dependencies

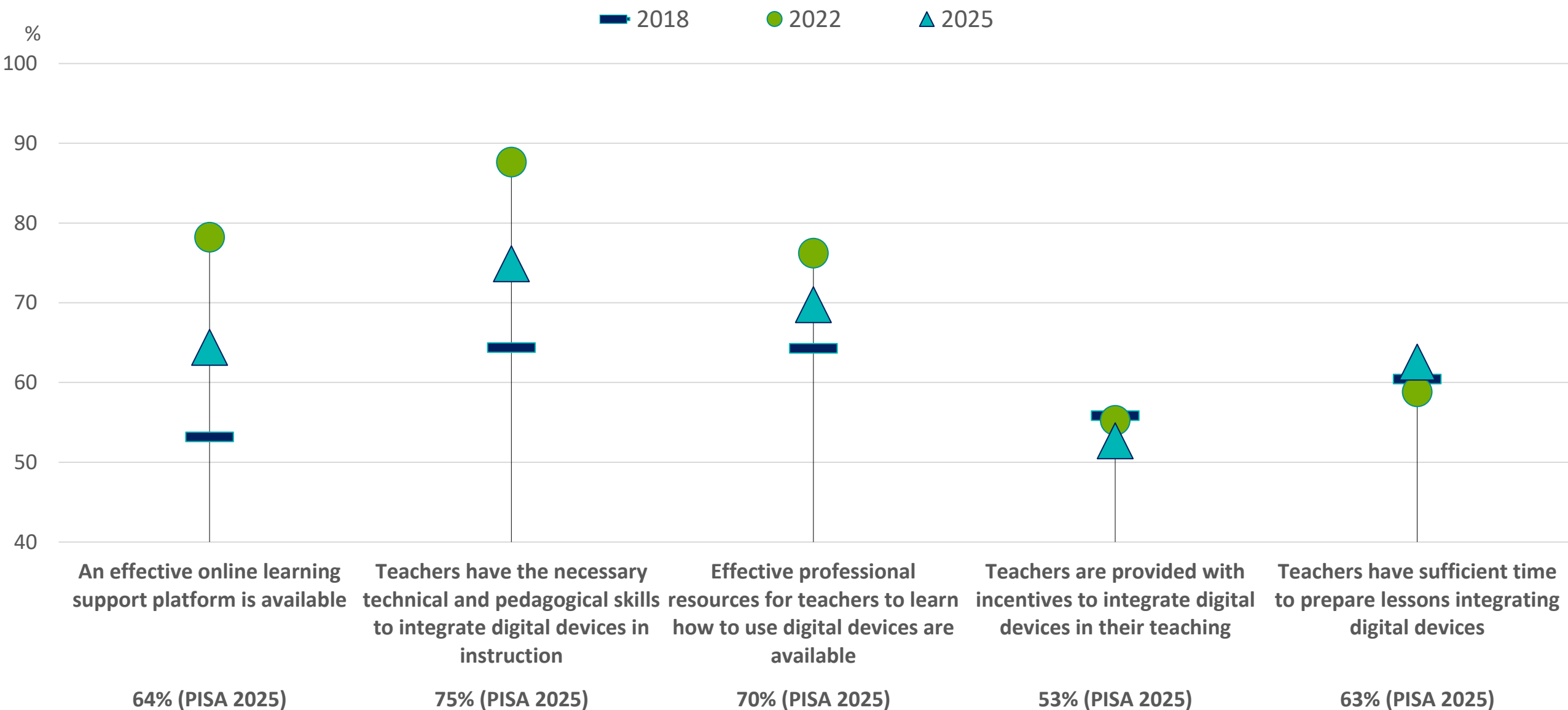
```
<doctype html>
<html lang="en">
<head>
<meta charset="utf-8">
<script async src="https://cdn.ampproject.org/v4.js"></script>
<title>Hello, World!</title>
<link rel="canonical" href="http://example.ampproject.org/article-metadata.html">
<meta name="viewport" content="width=device-width,minimum-scale=1,initial-scale=1">
<link rel="stylesheet" href="https://use.typekit.net/eqdghb.css">
<style amp-custom>
body {
font-family: expo-serif-pro, Georgia, serif;
}
</style>
</head>
<body>
<h1>Welcome to the mobile web with Typekit!</h1>
</body>
</html>
```

Digital resources



Digital capacities of schools

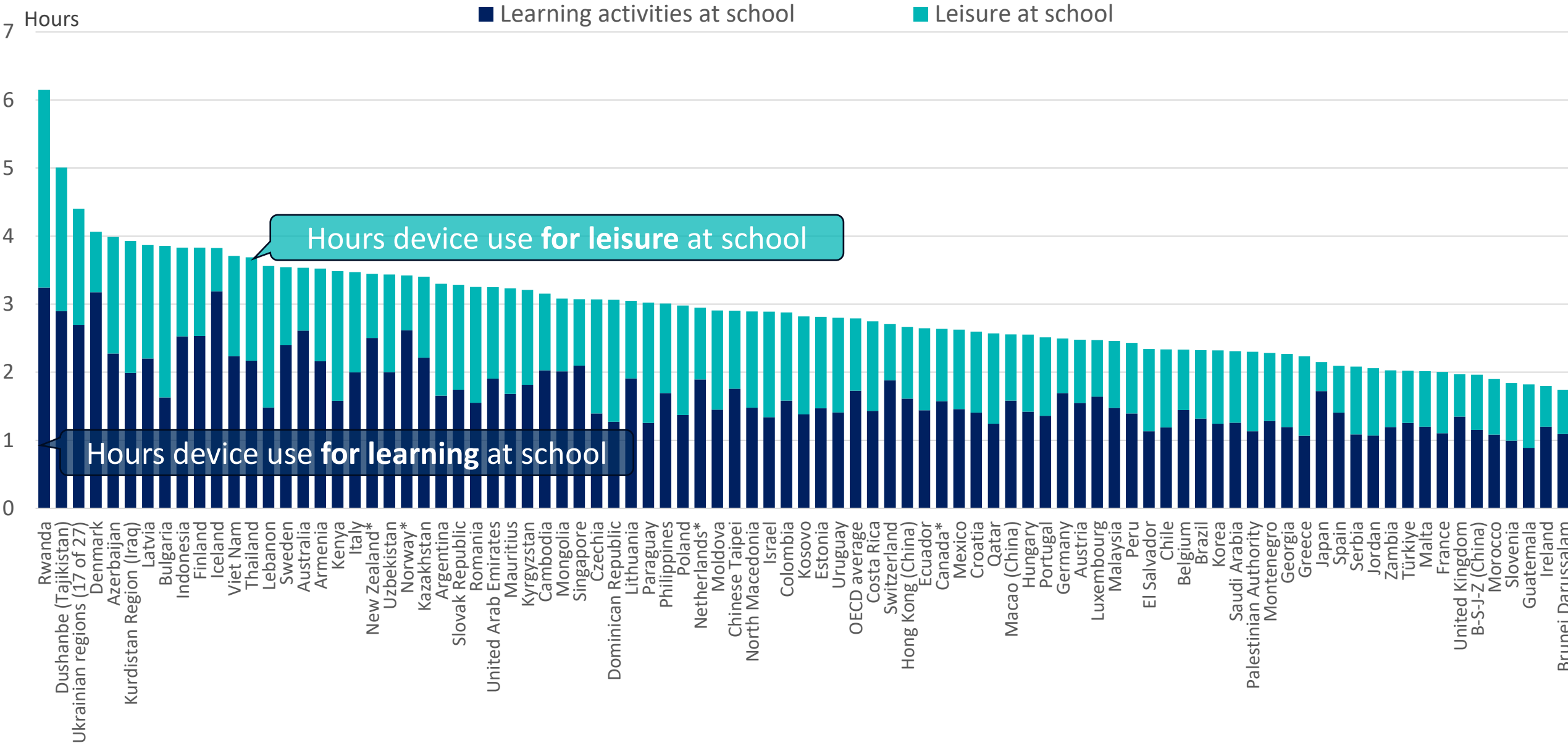
Figure I.4.2





Digital time can take up a big part of the school day

Table I.B1.4.2





BINARY CODE
ON=1 off=0
0=0000 5=0101
1=0001 6=0110
2=0010 7=0111
3=0011 8=1000
4=0100 9=1001

EXERCISE 1

Load sprite	object 1
Load sprite	object 2
	combine
assets	
untitled	
Geometry	

Result

APL, Shobol, Simula 5

EXERCISE N.1

Matrix addition
 $A \rightarrow C \leftarrow B$

$$A = \begin{bmatrix} 8564 \\ 3210 \\ 0321 \\ 7365 \end{bmatrix} + \begin{bmatrix} 3021 \\ 7863 \\ 3014 \\ 5705 \end{bmatrix}$$
$$B = \begin{bmatrix} 3872 \\ 5431 \\ 0110 \\ 7531 \end{bmatrix}$$

$C = \begin{bmatrix} ? \\ ? \\ ? \\ ? \end{bmatrix}$

Load sprite
Load sprite
Load sprite
Move
Change color
Result

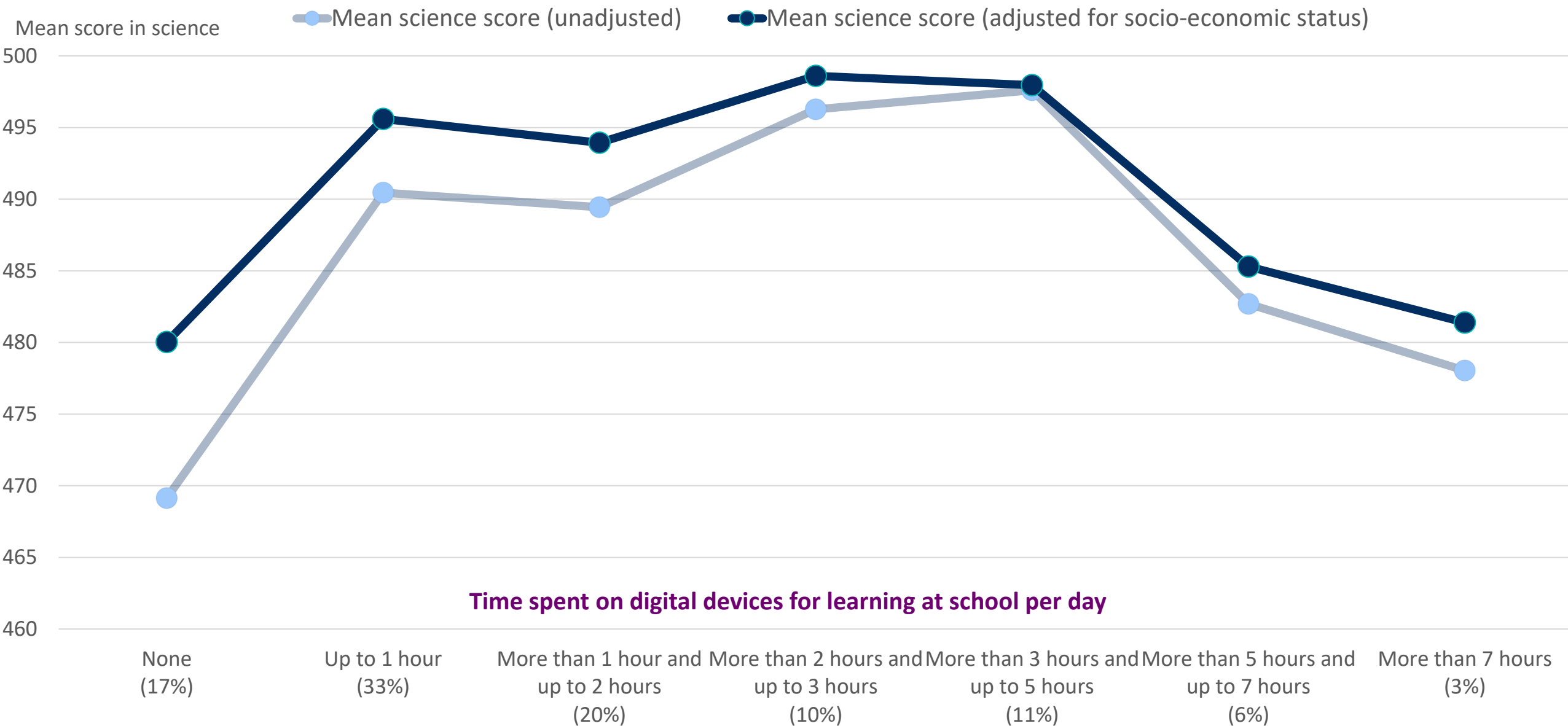
Rotate [x,y]
P1
P2
P1
Mouse click
P1

Using devices for learning



When digital devices are used for learning, moderation matters

Figure I.4.5



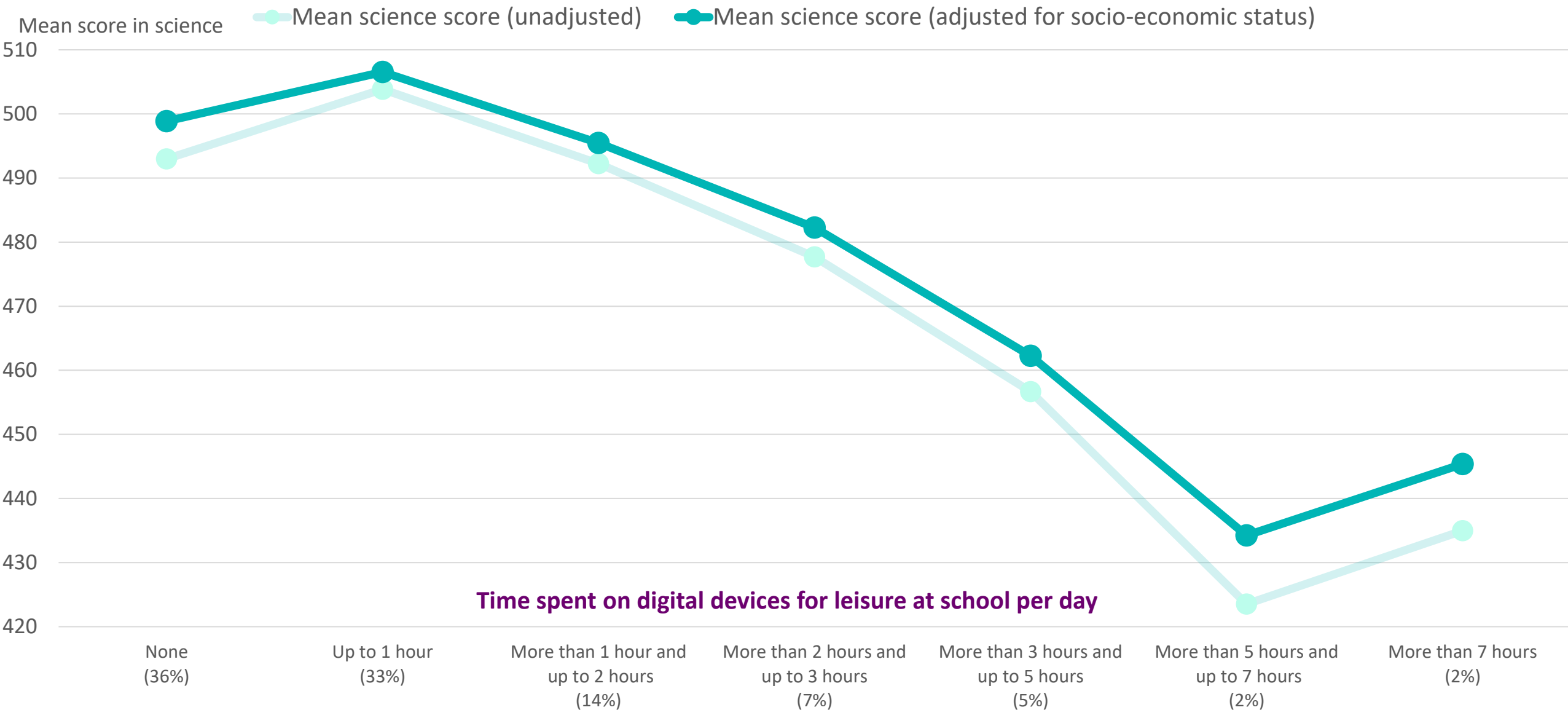
A photograph of two young women in a school hallway. The woman on the left has long, wavy brown hair and is wearing a dark blue hoodie. The woman on the right has straight brown hair and is wearing a red and blue striped shirt. They are both smiling and looking at a smartphone held by the woman on the right. In the background, there are green and orange lockers. Two other students are visible in the distance, one with blonde hair and one with dark hair in a bun. A semi-transparent white banner is overlaid across the middle of the image.

Using devices for leisure



The learning cost of digital leisure at school

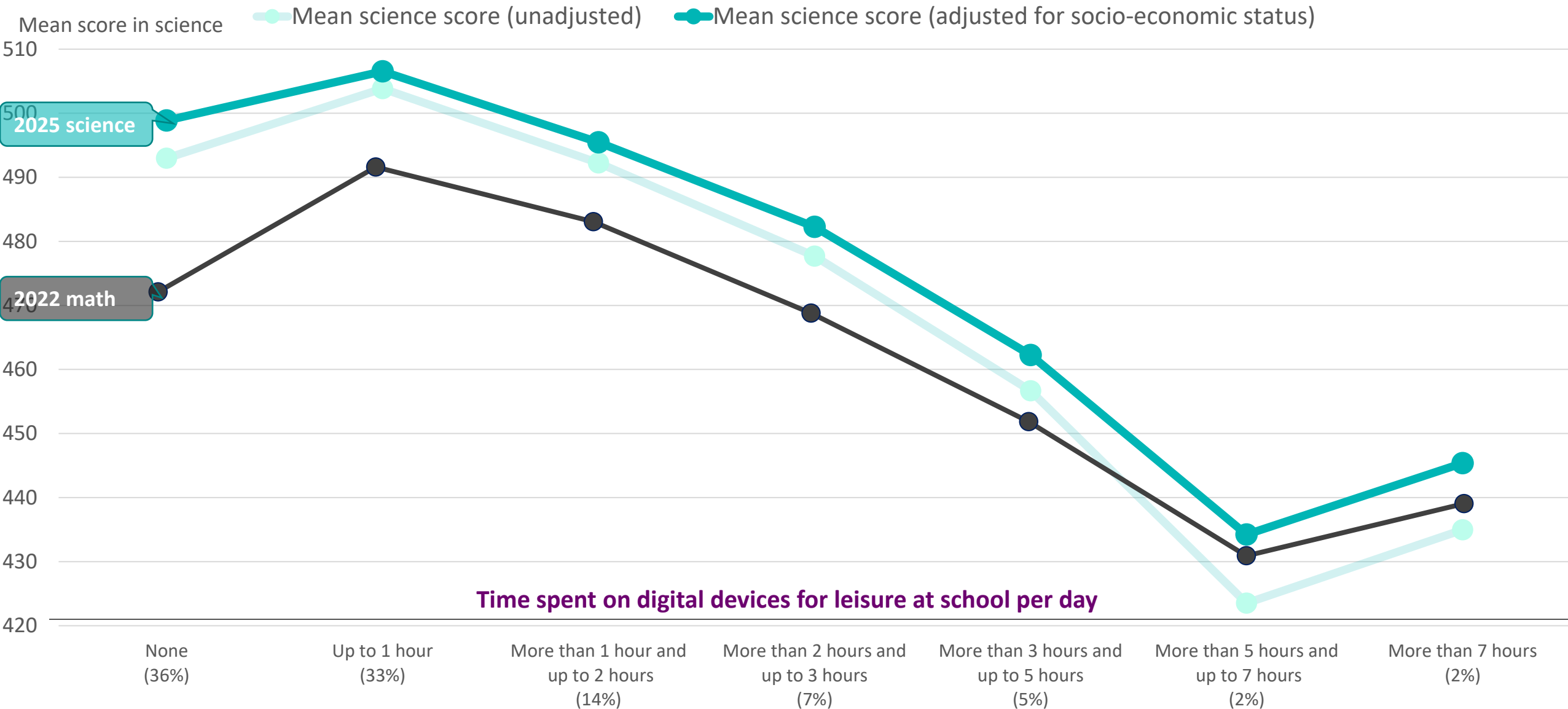
Figure I.4.6





The learning cost of digital leisure at school

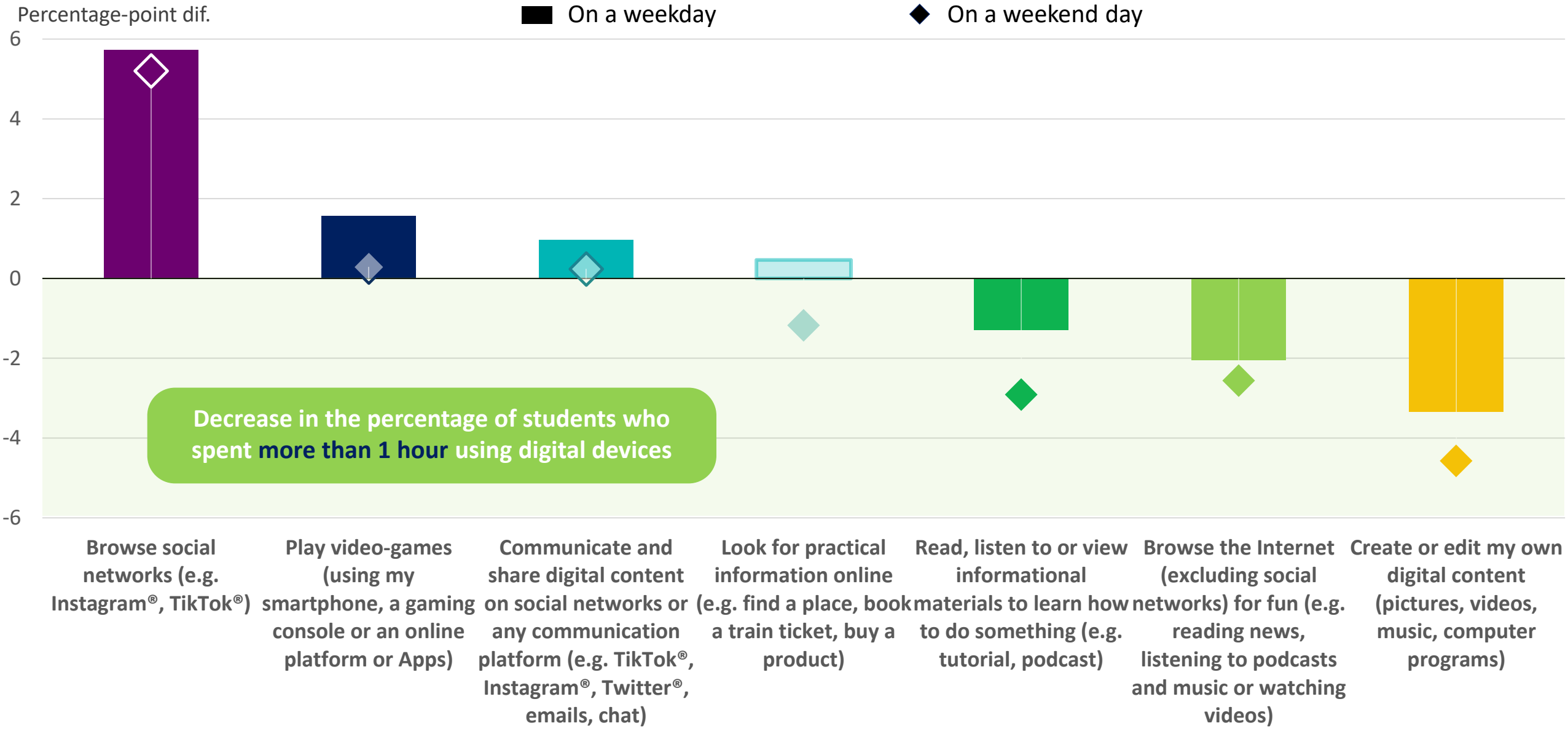
Figure I.4.6





Since 2022, students are consuming more—and creating less for leisure

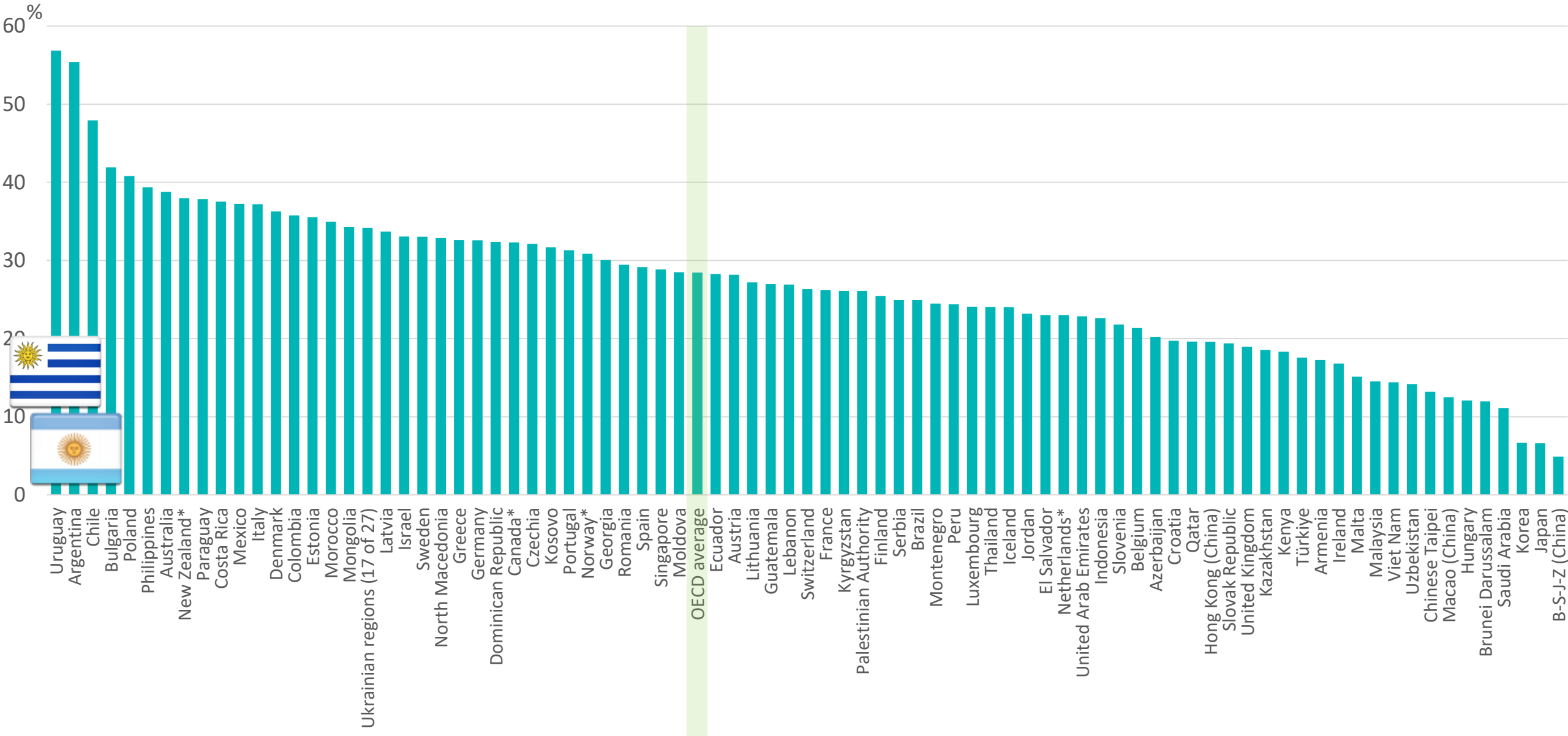
Figure I.4.4





Share of students distracted by digital devices in science lessons

Figure I.4.7





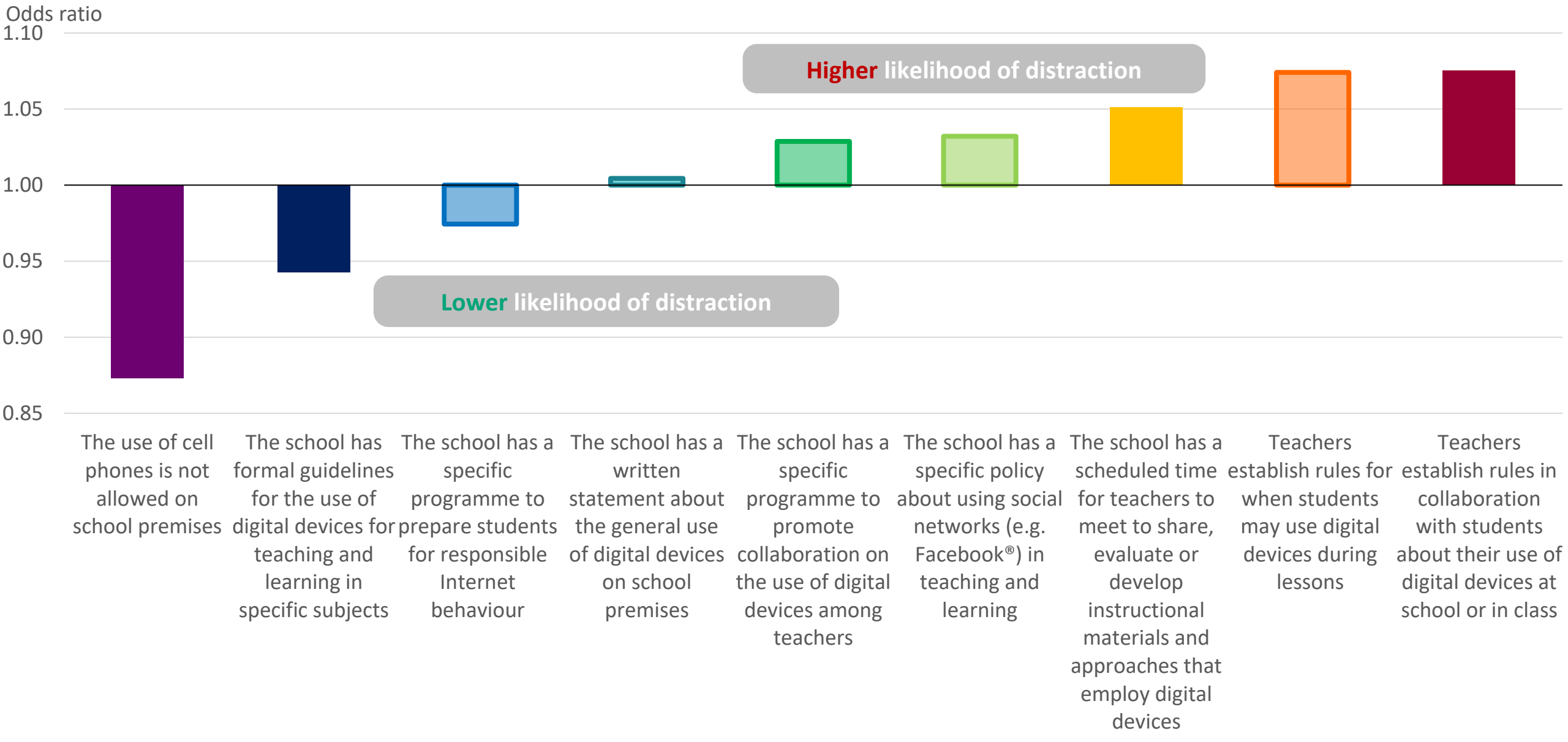
Policies can protect - or erode - student attention



Policies can protect - or erode - student attention

Change in the likelihood of student distraction during science lessons, by school policies;
OECD average

Figure I.4.10



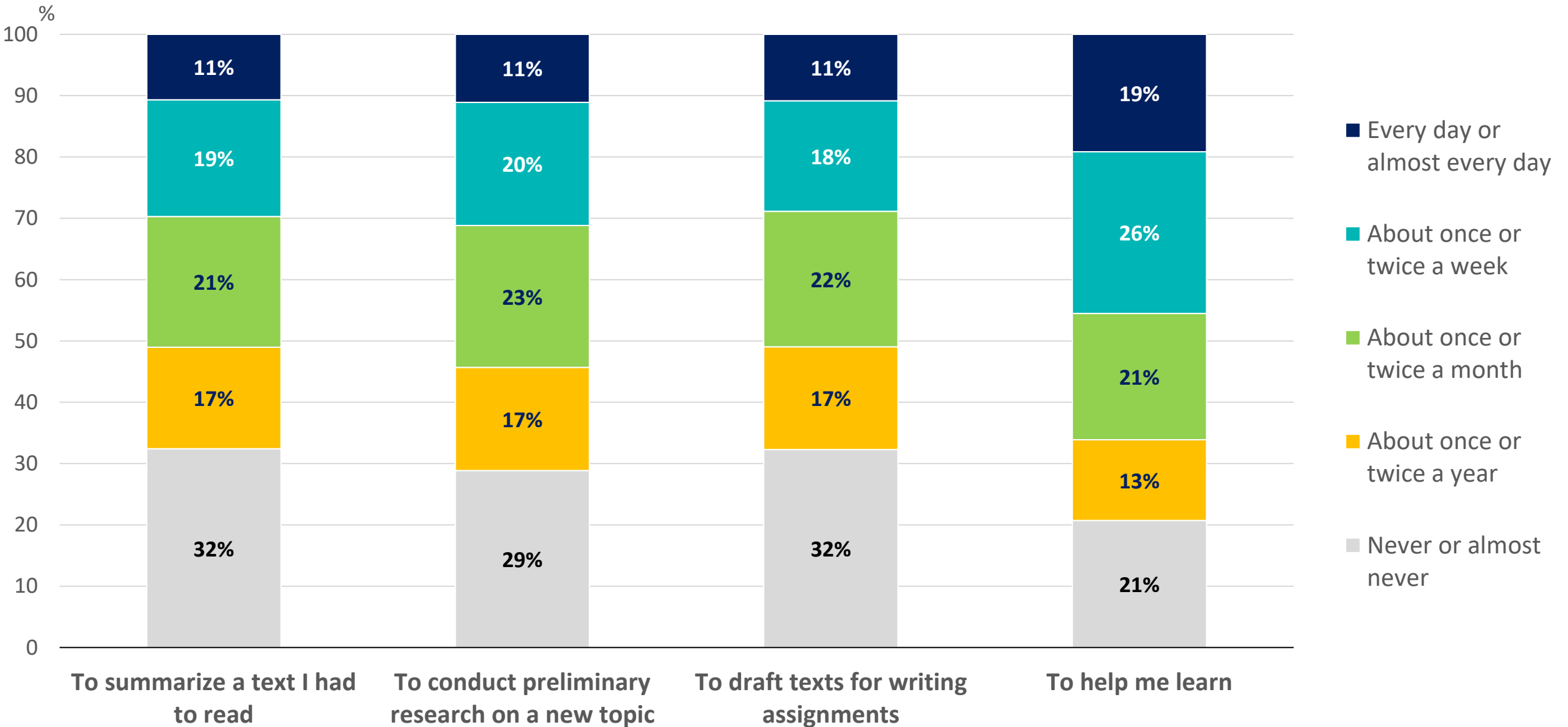


AI – a scaffold or a crutch?



Students' use of AI chatbots for schoolwork

Figure I.4.11





Use of AI and student performance in science

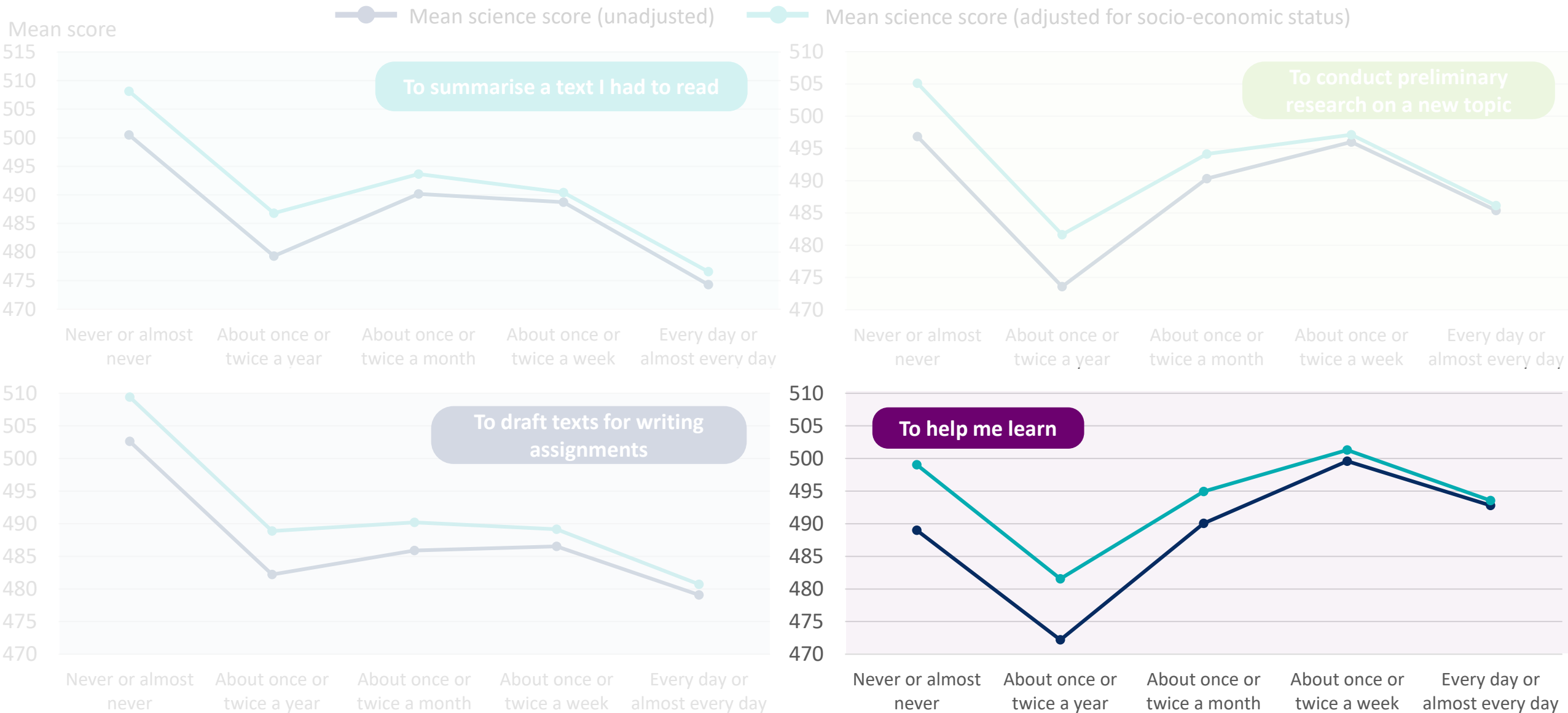
Figure I.4.17





Student performance in science, by frequency of AI use for schoolwork

Figure I.4.13





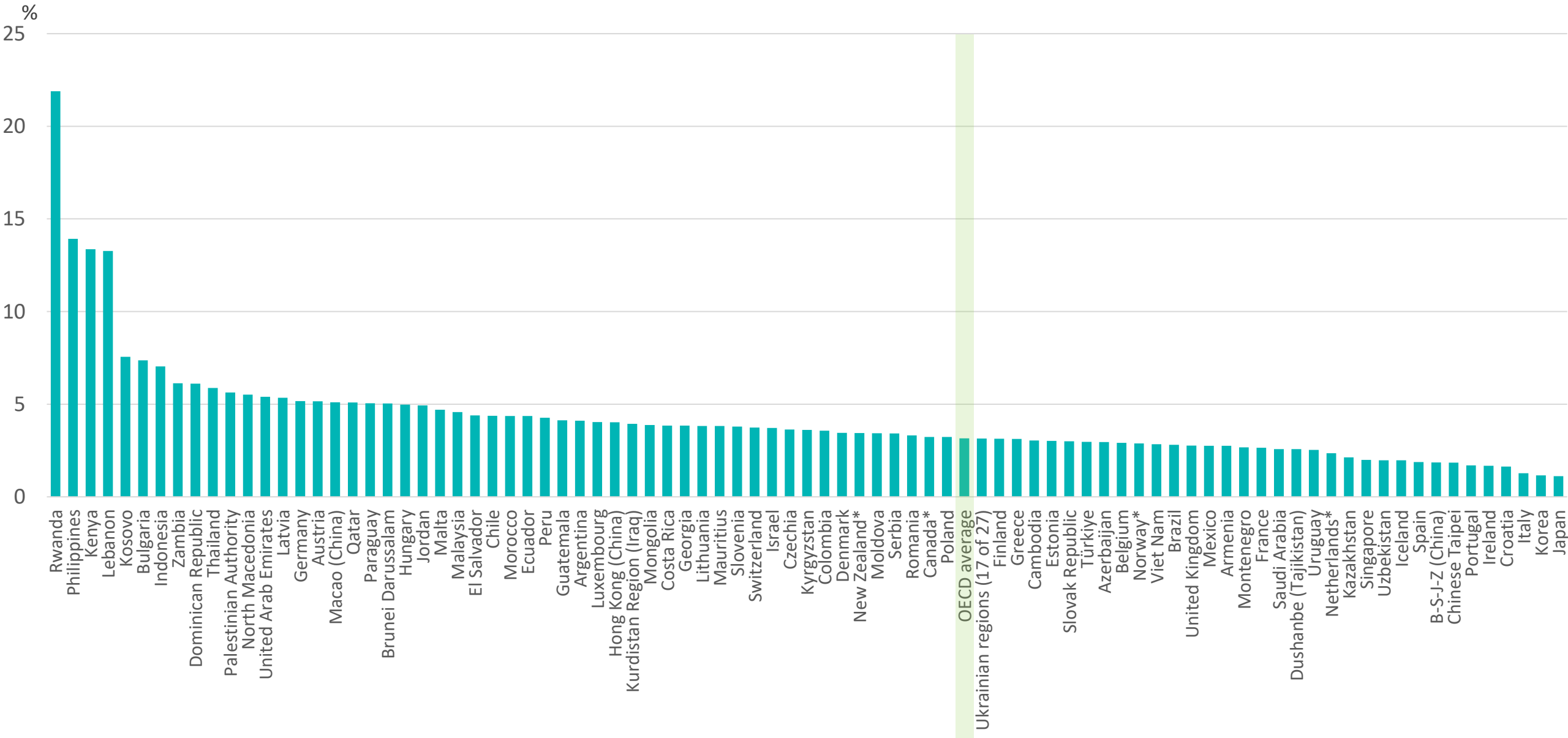
Digital safety



The dark side of the digital world – cyberbullying

Percentage of students who reported that information about them that was upsetting was published online without their consent at least a few times per month

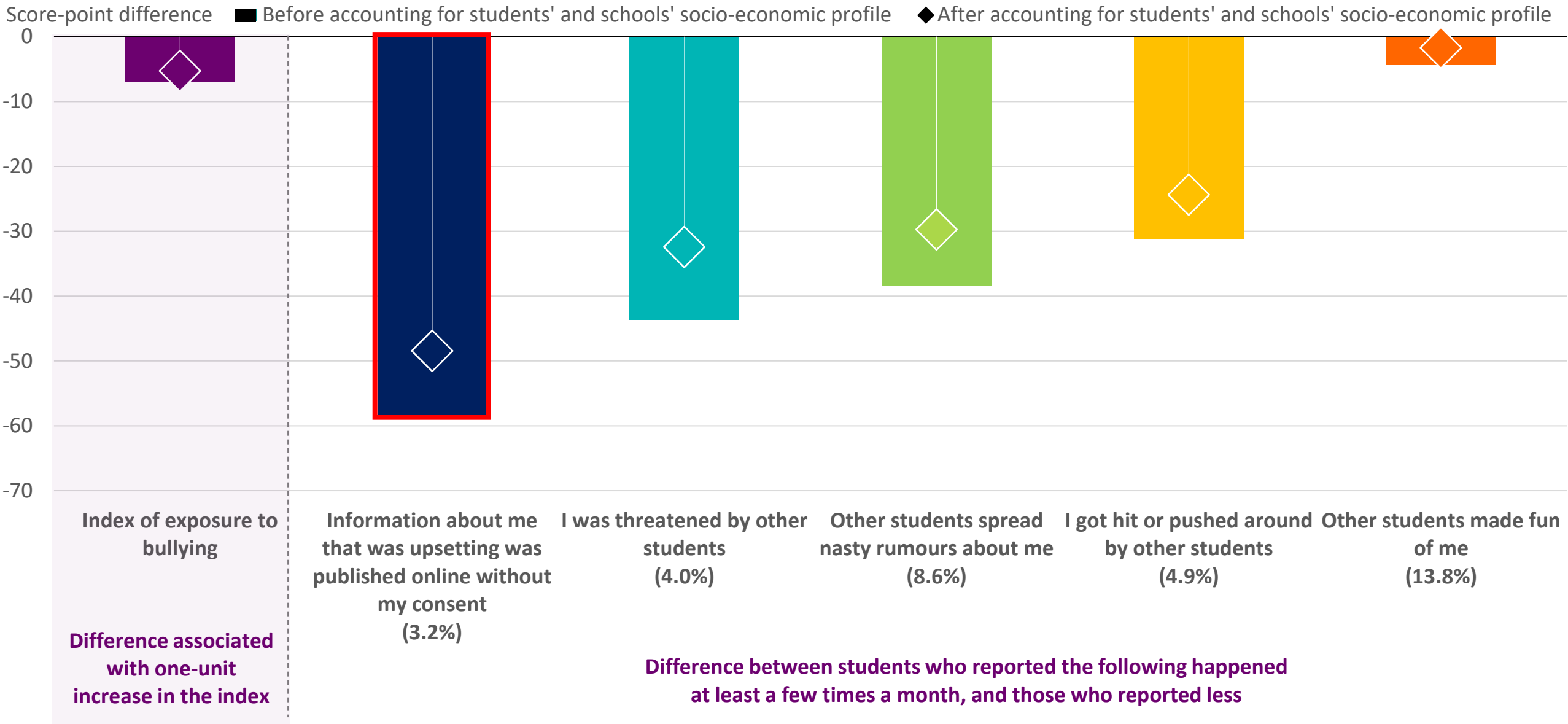
Figure I.4.30





Among all forms of bullying, cyberbullying is most strongly associated with lower performance

Figure I.4.31





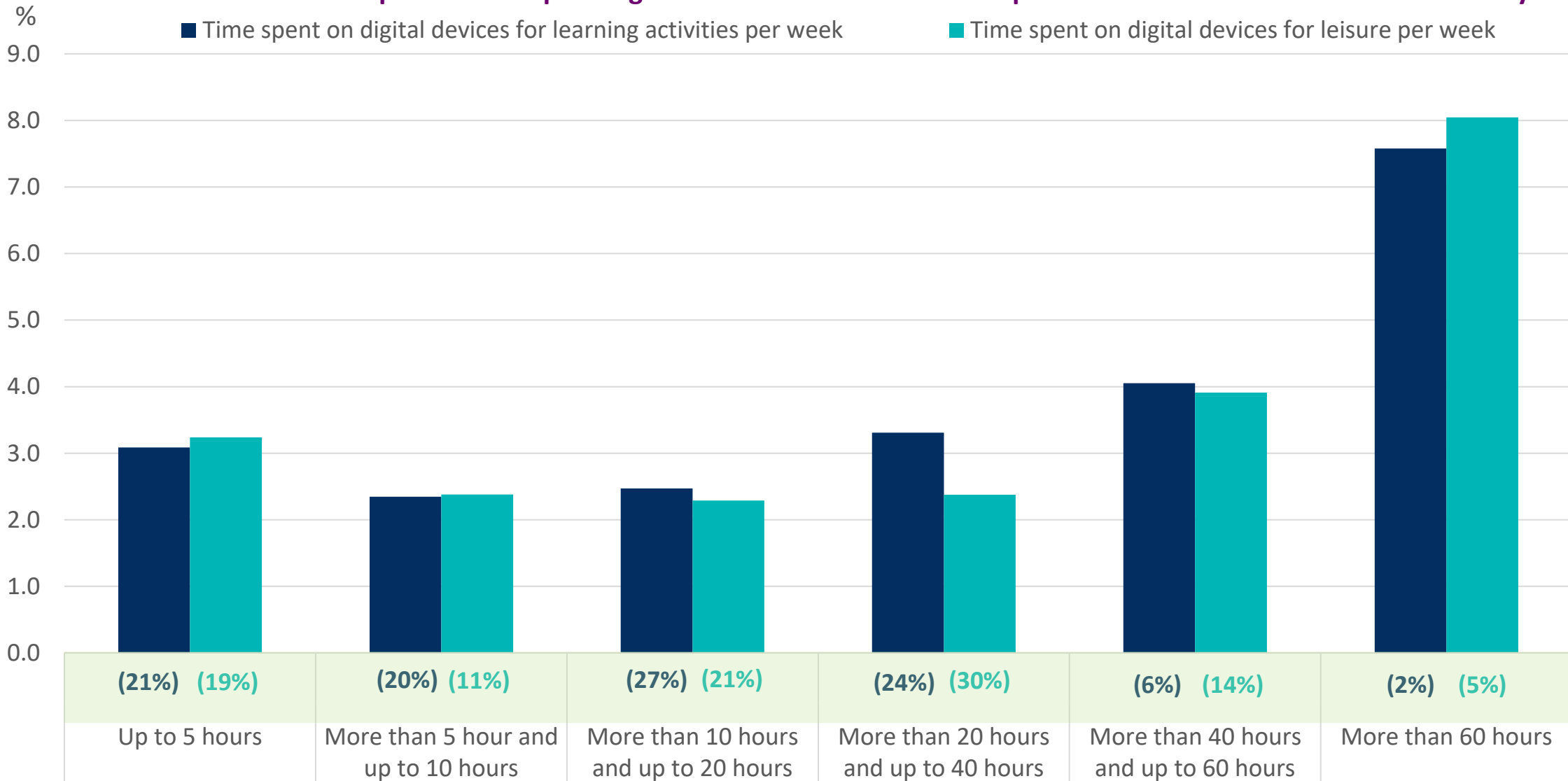
Cyberbullying rises with exposure

Figure I.4.32

Students who reported that upsetting information about them was published online without their consent by:

■ Time spent on digital devices for learning activities per week

■ Time spent on digital devices for leisure per week



Percentage of students per time spent on digital devices

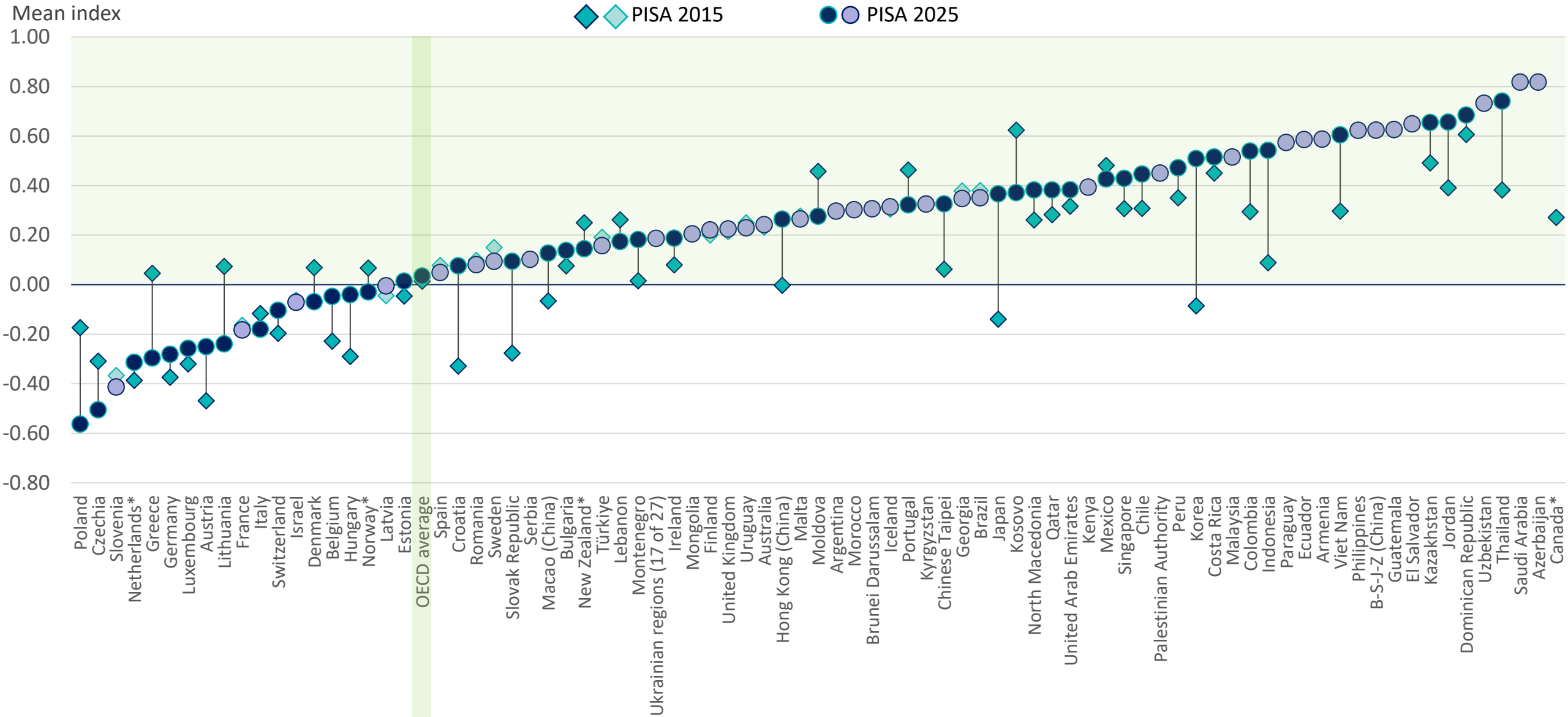


Students learn best from teachers they love



Teacher support in 2015 and 2025

Table I.B1.4.115



A photograph of a woman and a young girl sitting together at a table, looking at a laptop. The woman, on the left, has dark curly hair tied back and is wearing a brown and orange patterned sweater over a white collared shirt. She is smiling warmly at the girl. The girl, on the right, has dark hair pulled back and is wearing a bright yellow long-sleeved shirt. She is also smiling and looking down at the laptop. The background is a softly blurred living room with a green plant, a lamp, and some framed pictures on a shelf. A semi-transparent white banner is overlaid across the middle of the image, containing the text "Family support".

Family support

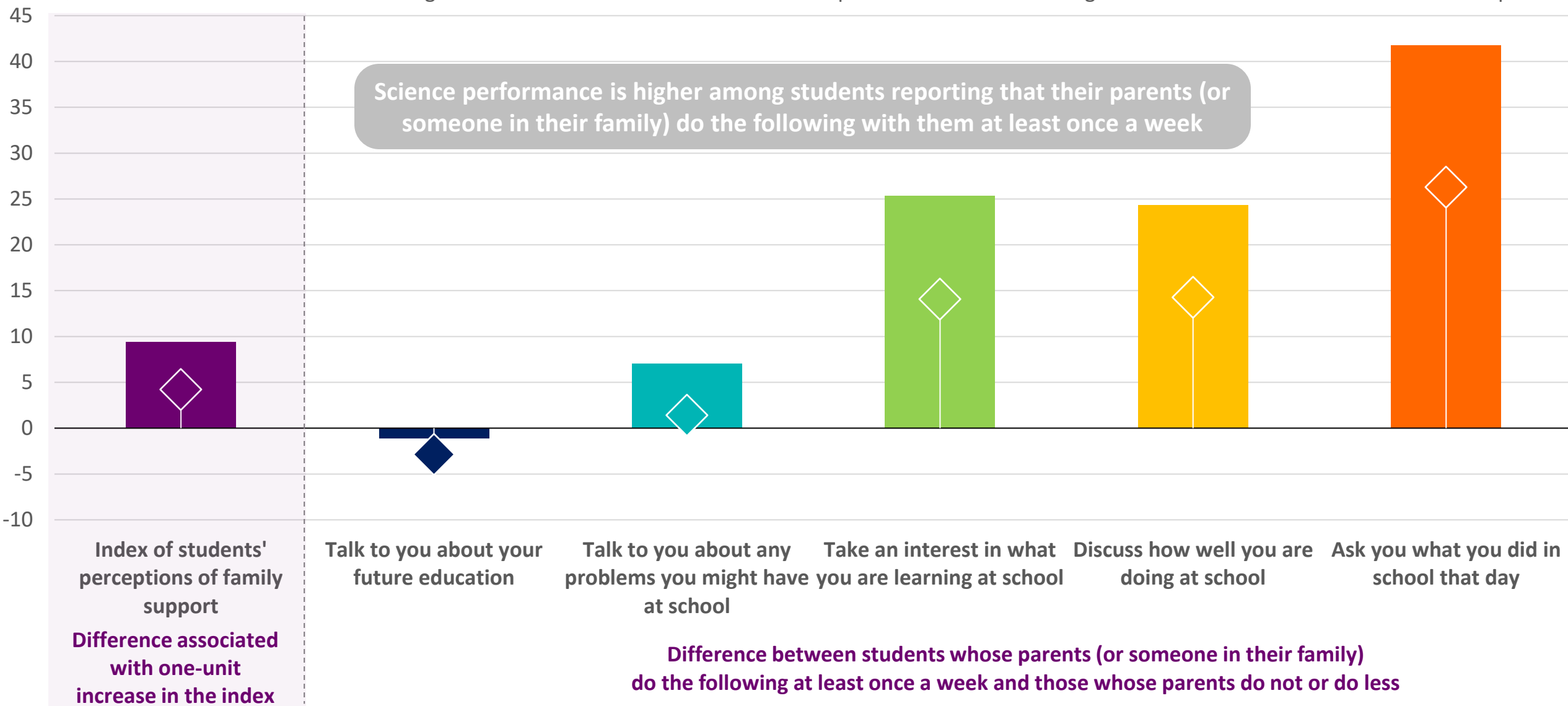


Family support matters for learning

Change in science performance associated with a one-unit increase in family support index;
OECD average

Figure I.4.25

Score-point difference ■ Before accounting for students' and schools' socio-economic profile¹ ◆ After accounting for students' and schools' socio-economic profile

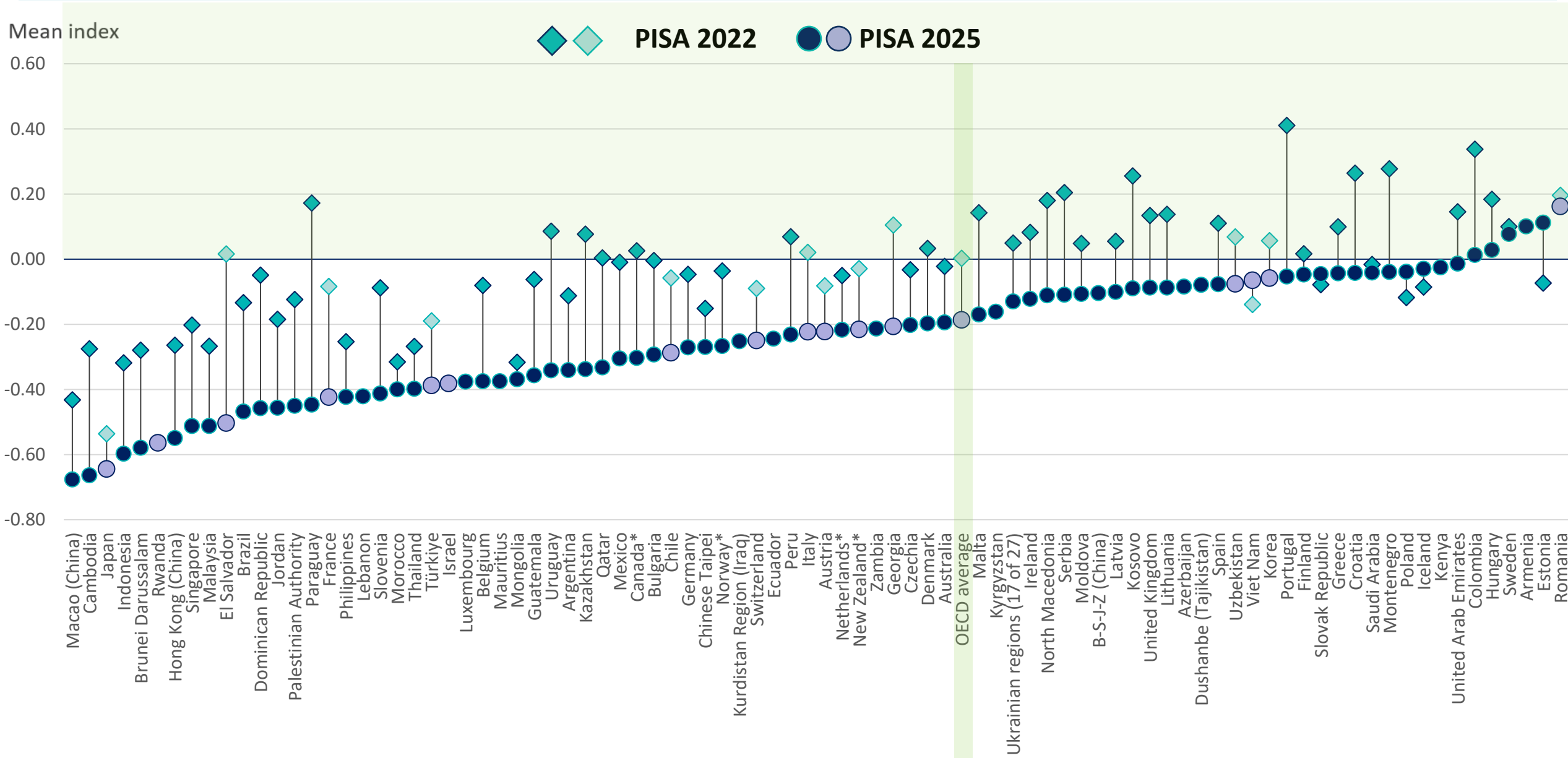




Family support is fading

Change between 2022 and 2025 in family support

Table I.B1.4.122





Beyond academic success

Japan

PISA 2025

SCIENCE

538

-9

READING

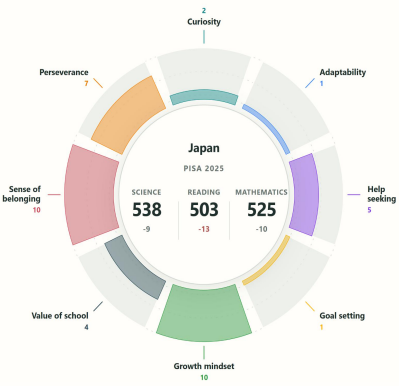
503

-13

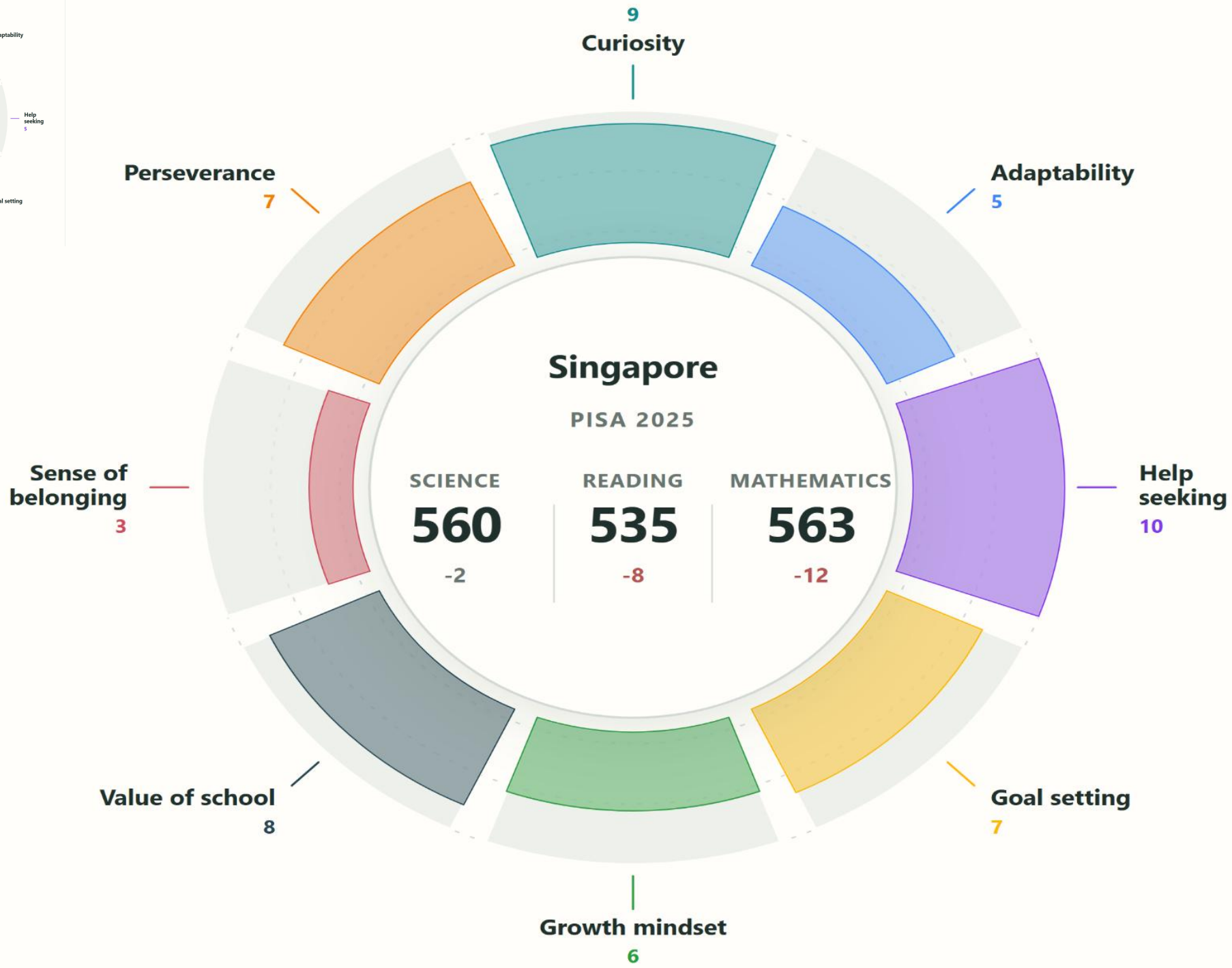
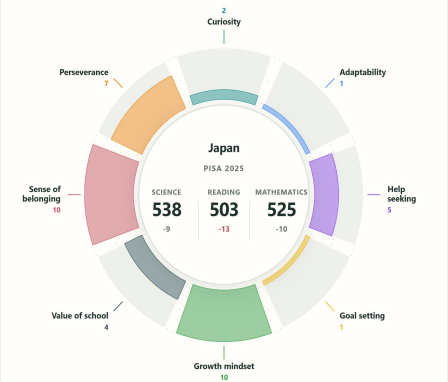
MATHEMATICS

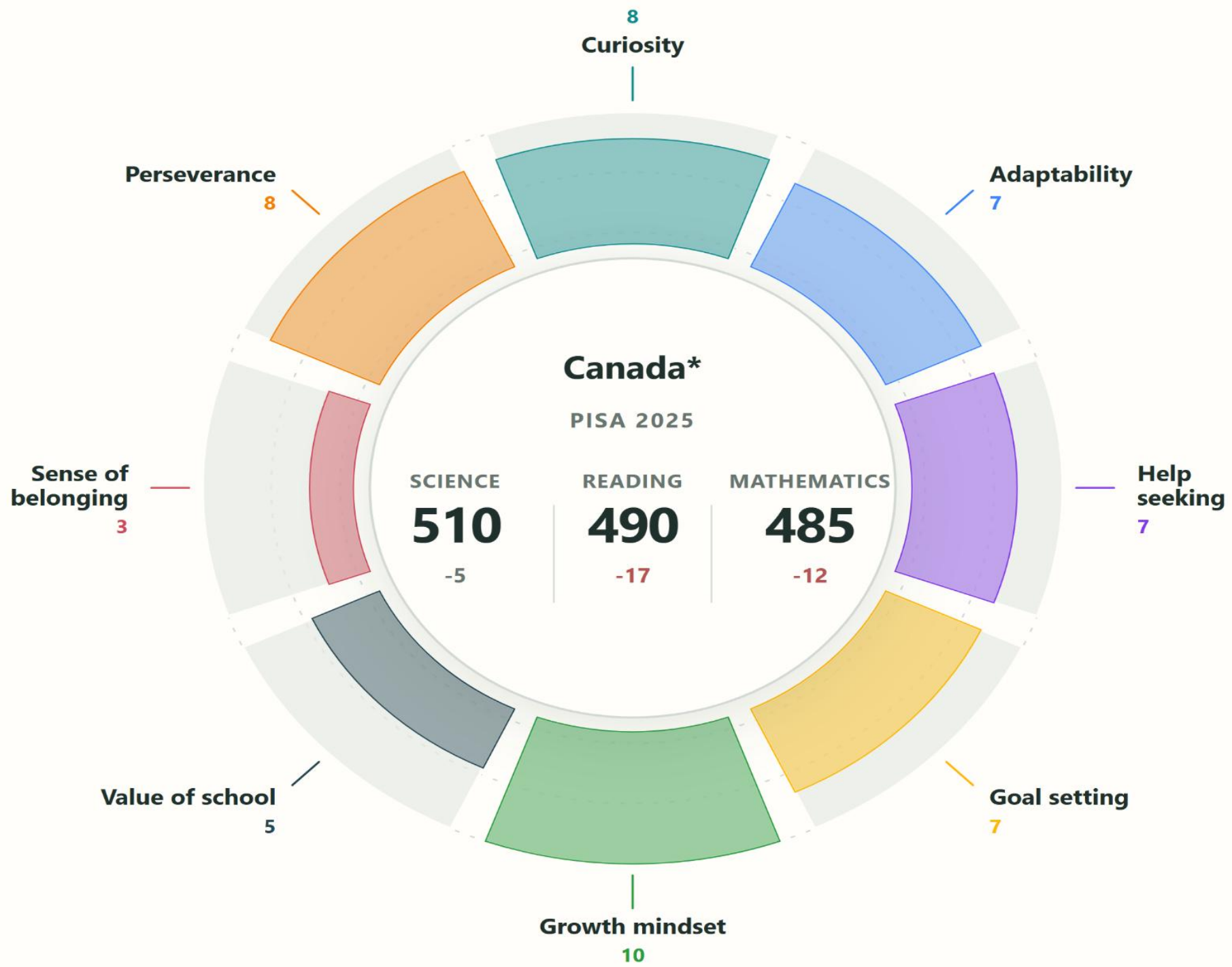
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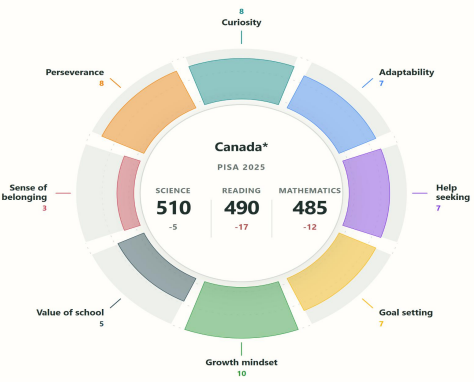
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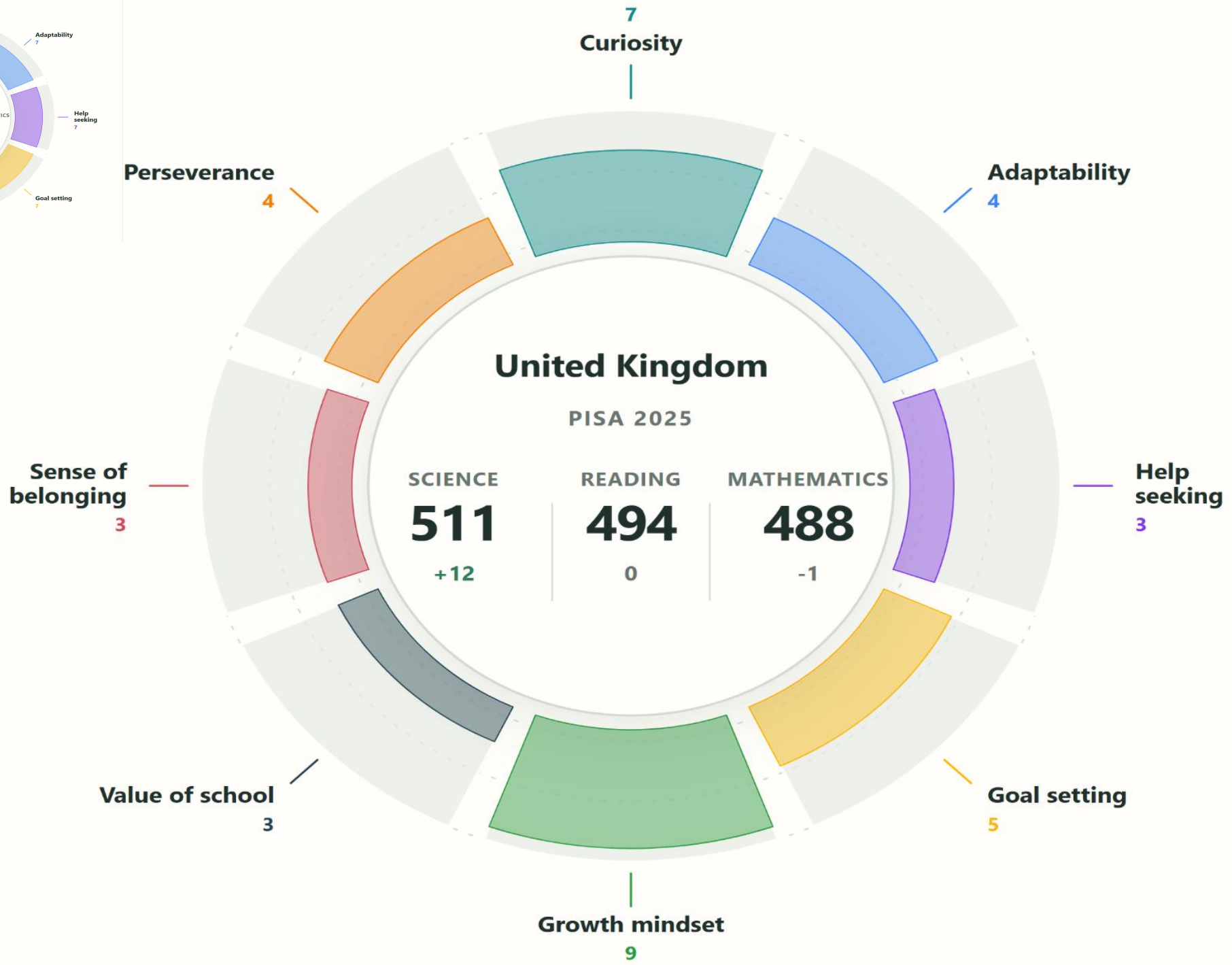
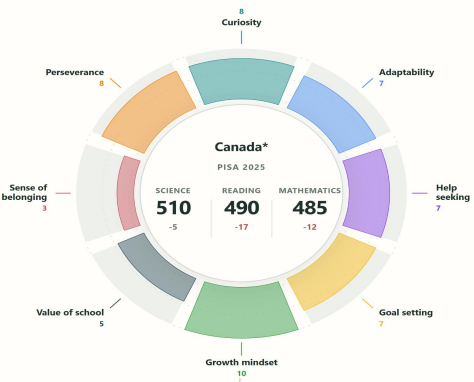


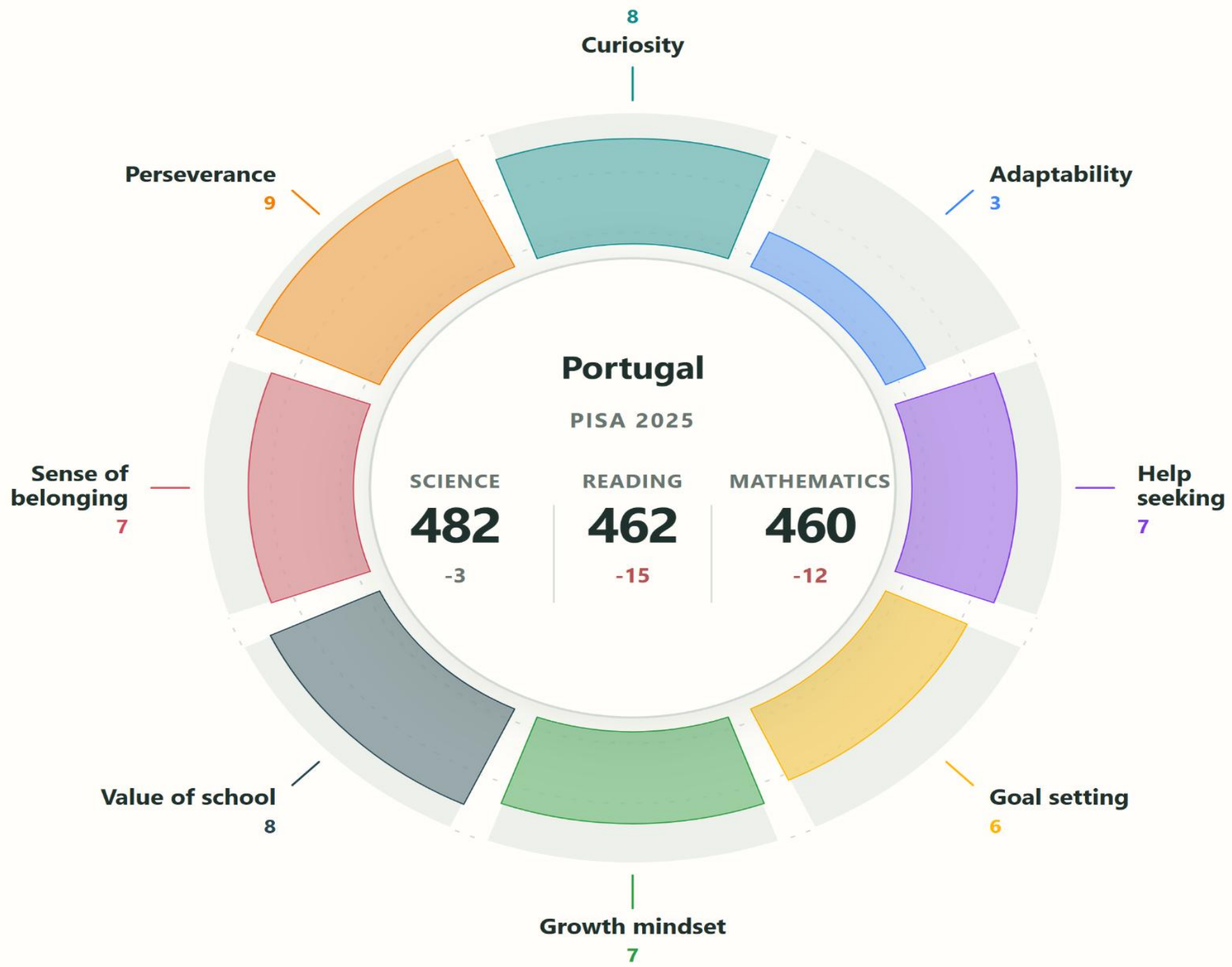
MATHEMATICS

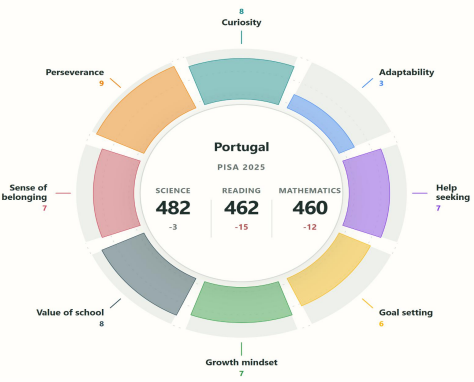


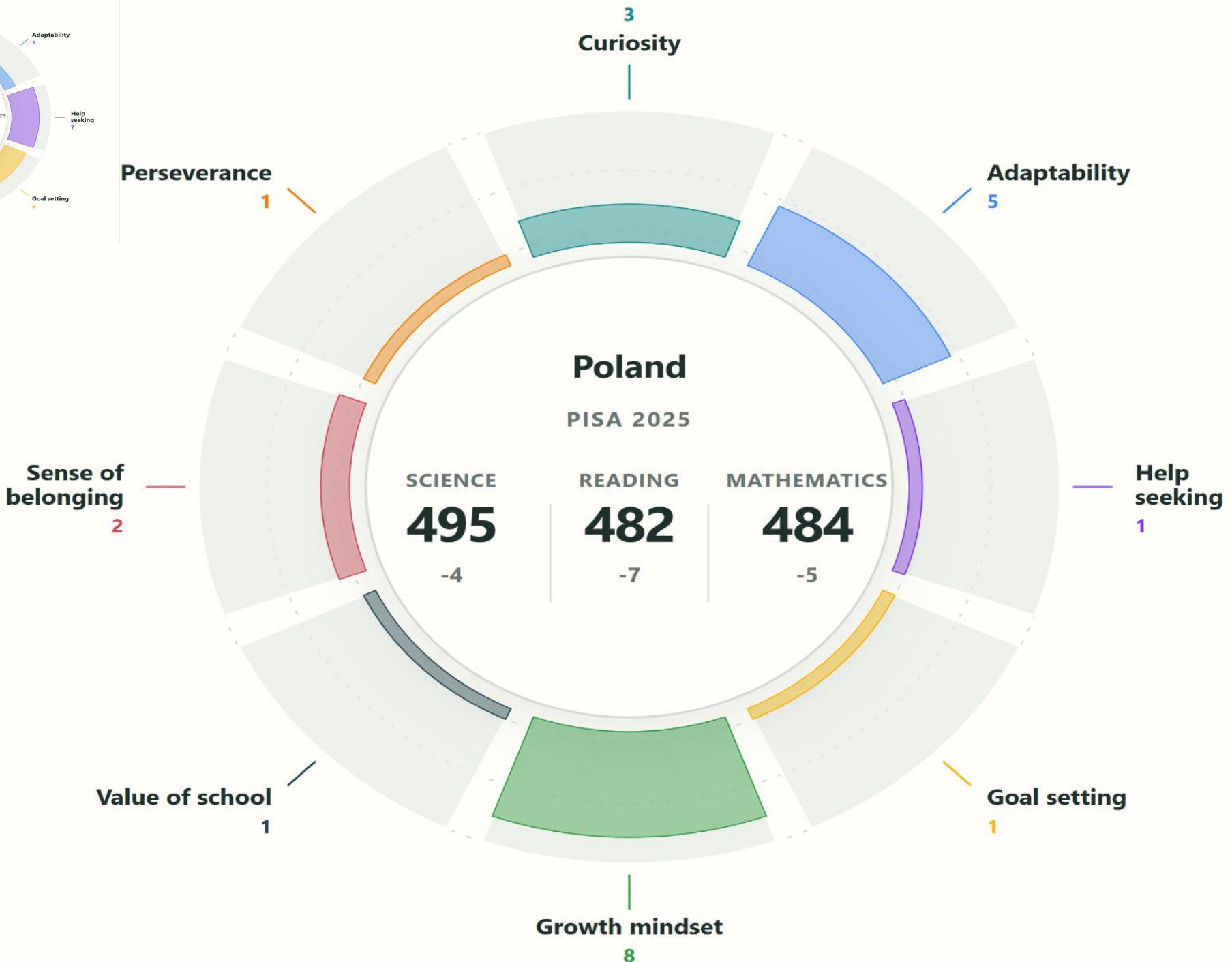
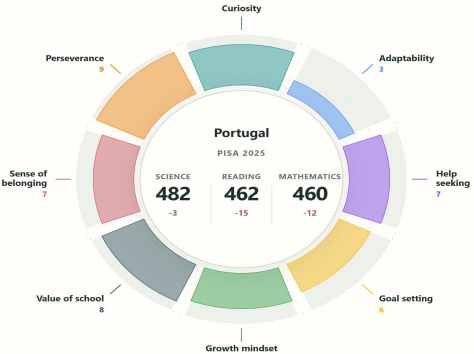














Curiosity, agency and a scientific mindset power deeper learning

Change in PISA index of cognitive activation in science classes by a one-unit increase in the PISA indices for students' attitudes and beliefs

Figure I.3.23

- ◆ Before accounting for gender, students' and schools' socio-economic profile and science performance
- After accounting for gender, students' and schools' socio-economic profile and science performance

Index dif.

0.30

0.25

0.20

0.15

0.10

0.05

0.00

Student engagement

Student agency

Science-specific attitude

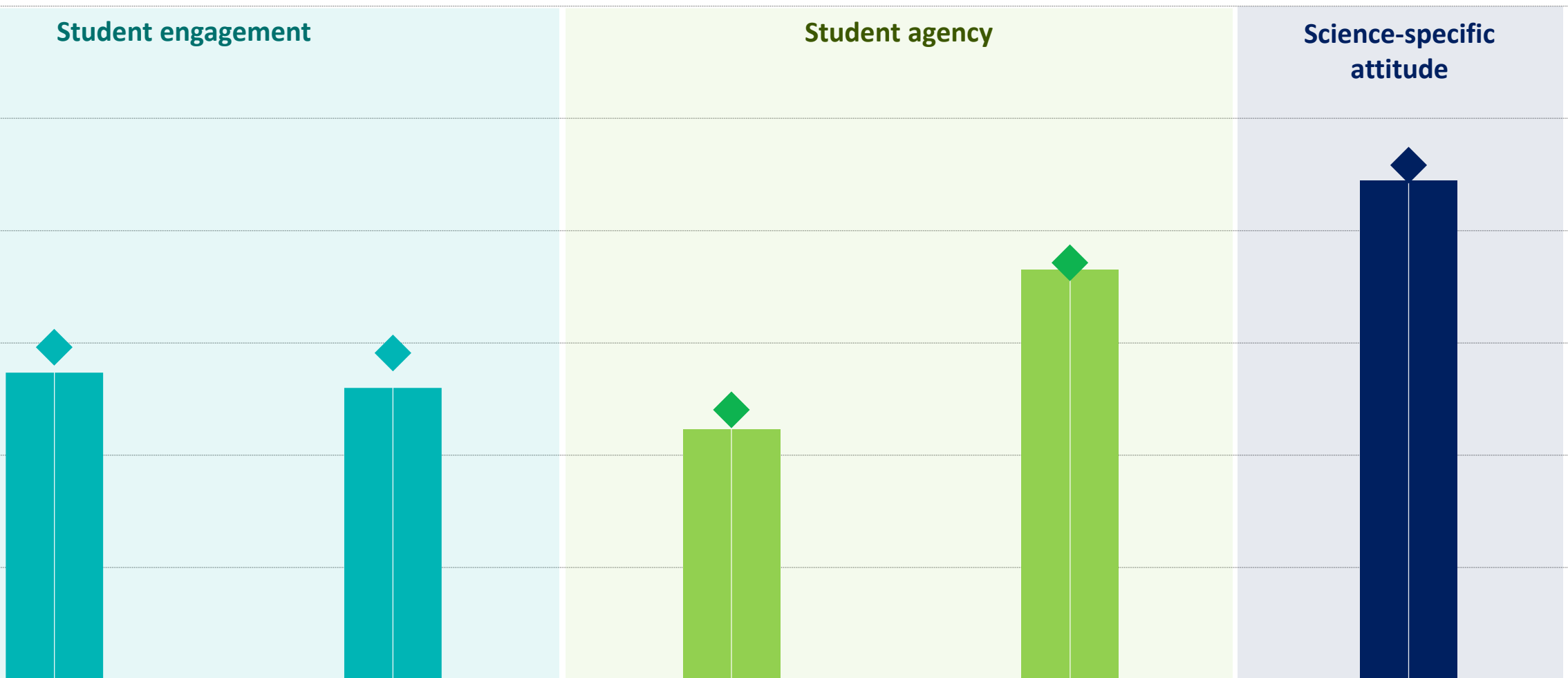
Perseverance

Curiosity

Help-seeking

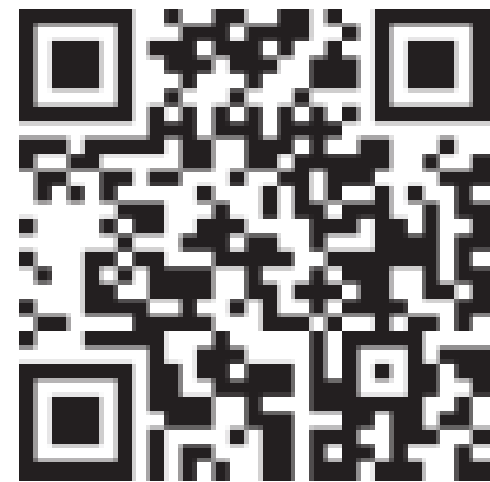
Goal-setting

Enjoyment for science





Find out more about our work at www.oecd.org/pisa



PISA 2025 Volume 1

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