

The status of global education

PISA 2022

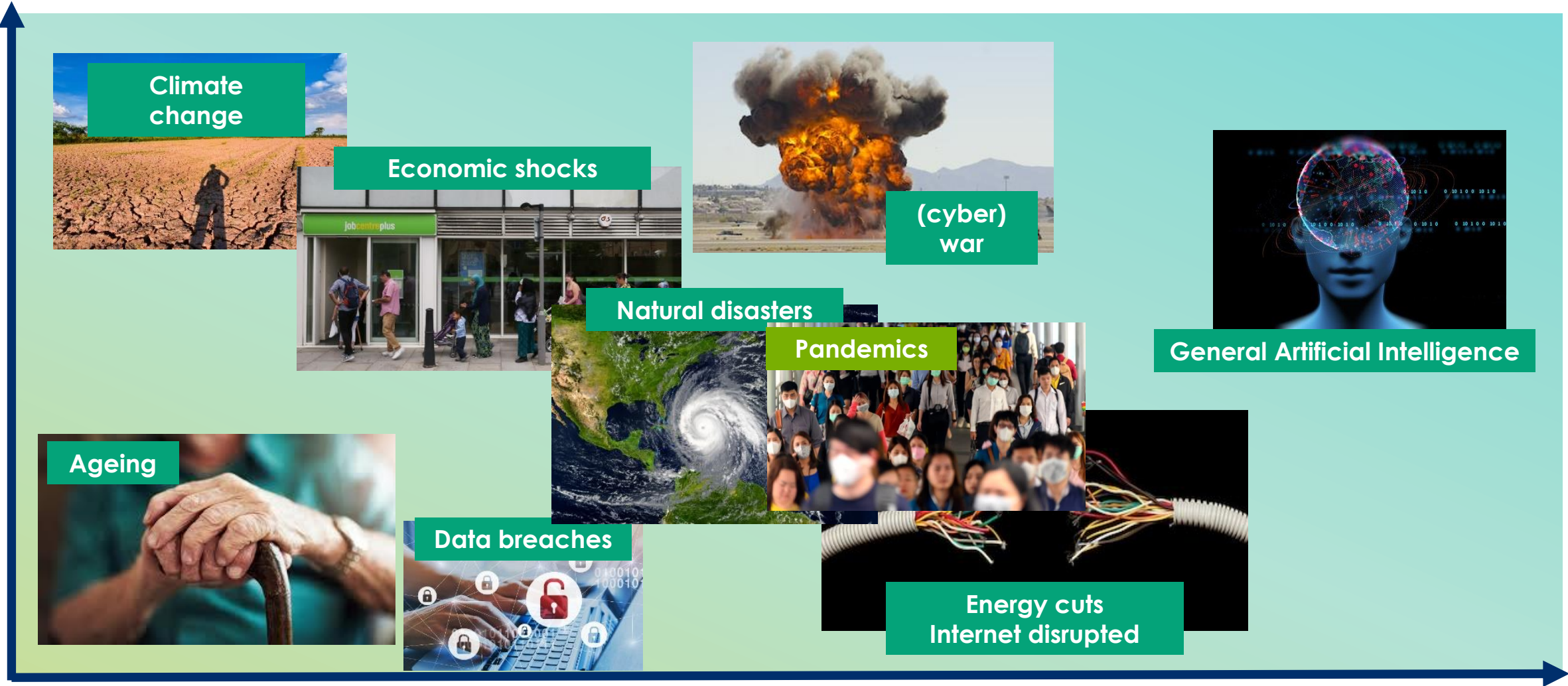


Leading in an uncertain and complex world

The future will always surprise us



Impact



Uncertainty

Mathematics (PISA)

Student performance

OECD average

Average math performance dropped by almost
15 score points since 2018 across the OECD

Previous changes in OECD average never exceeded four score points in mathematics

2003

2006

2009

2012

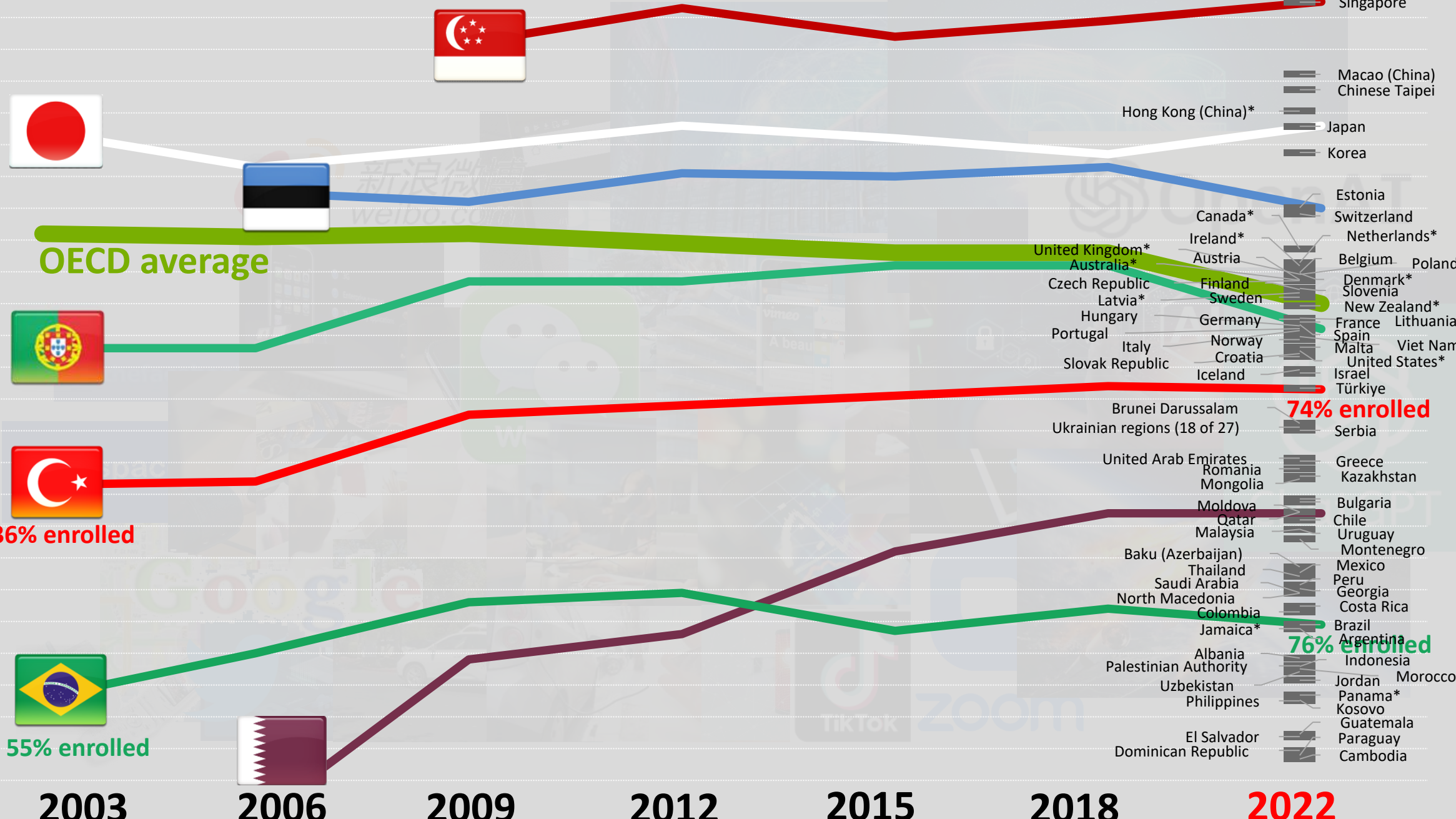
2015

2018

2022

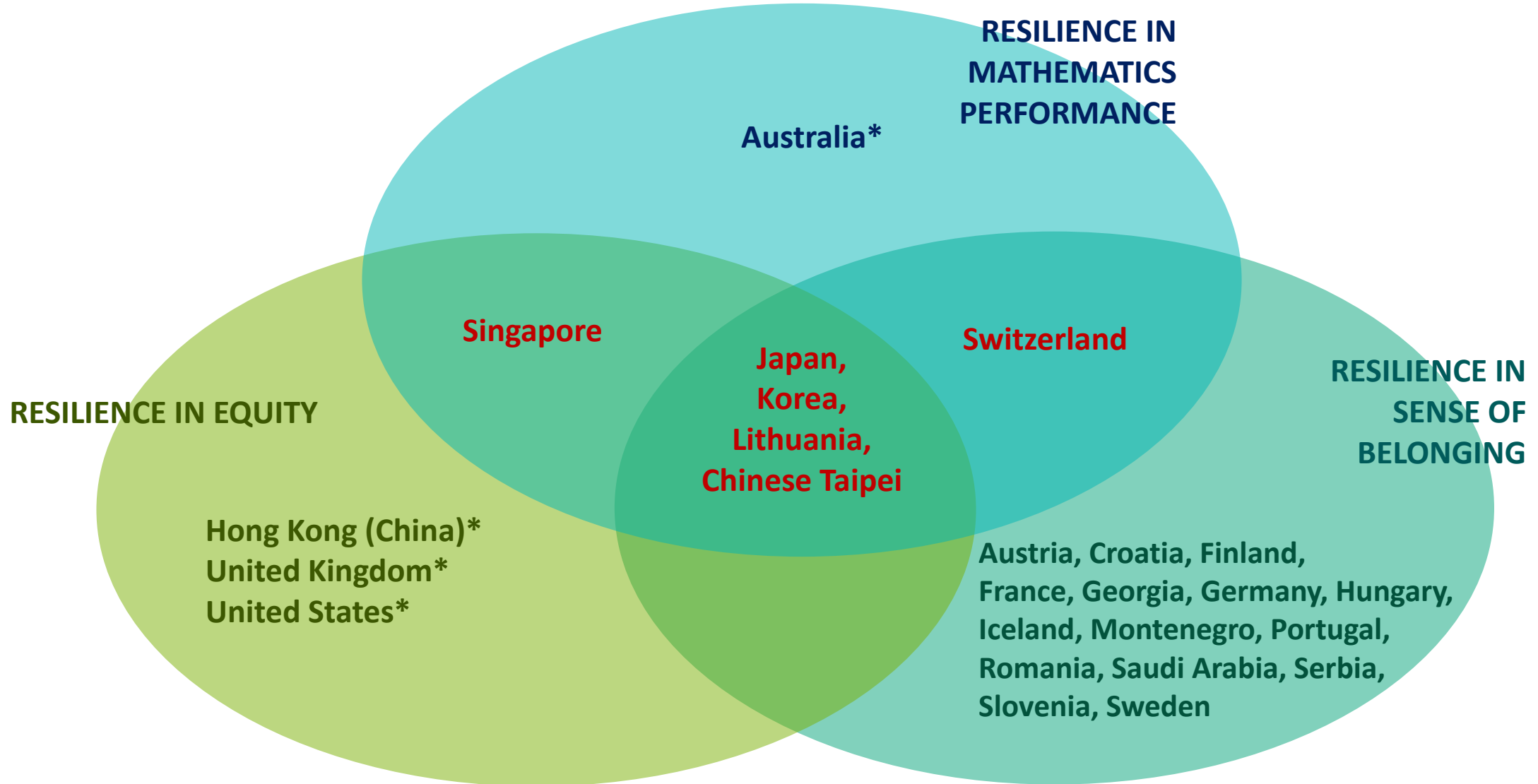
Mathematics (PISA)

Student performance



Multiple aspects of success: Resilient education systems

Figure II.1.1





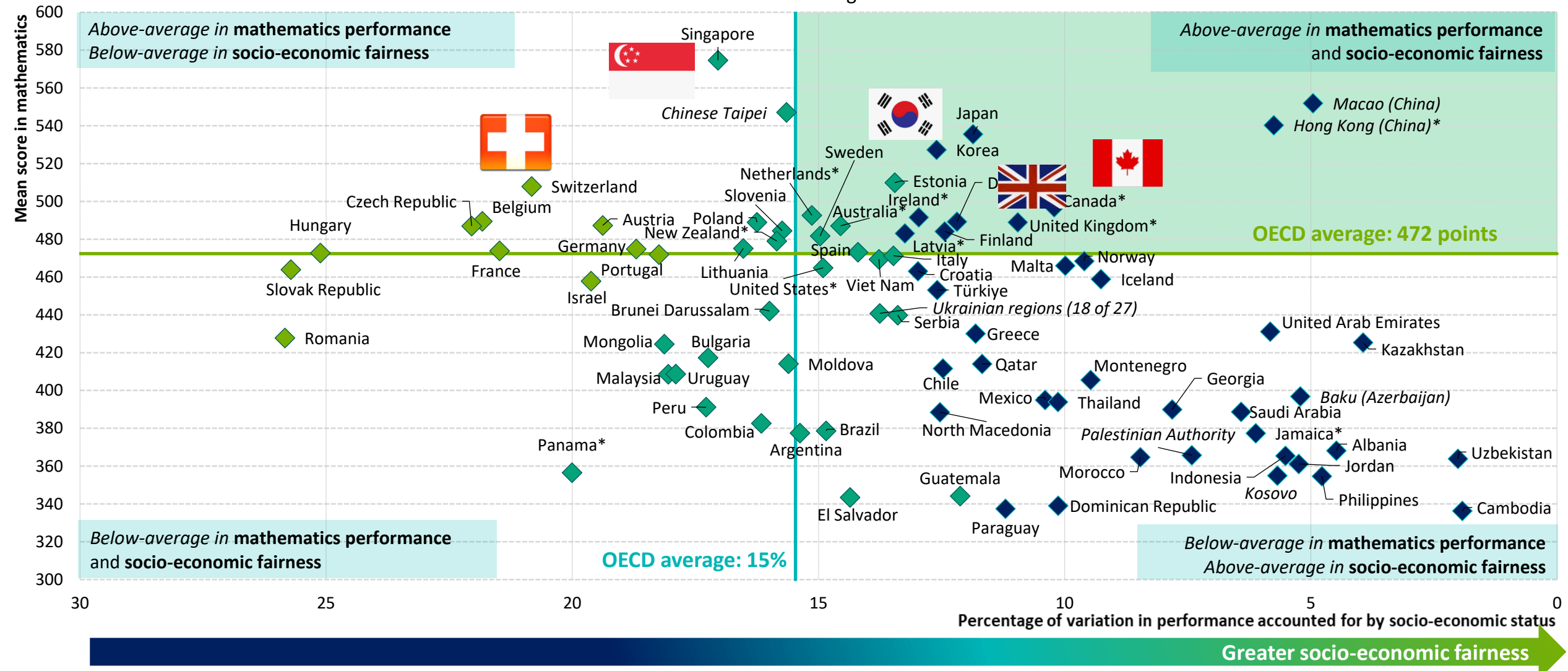
Opportunity for all students to succeed

Equity





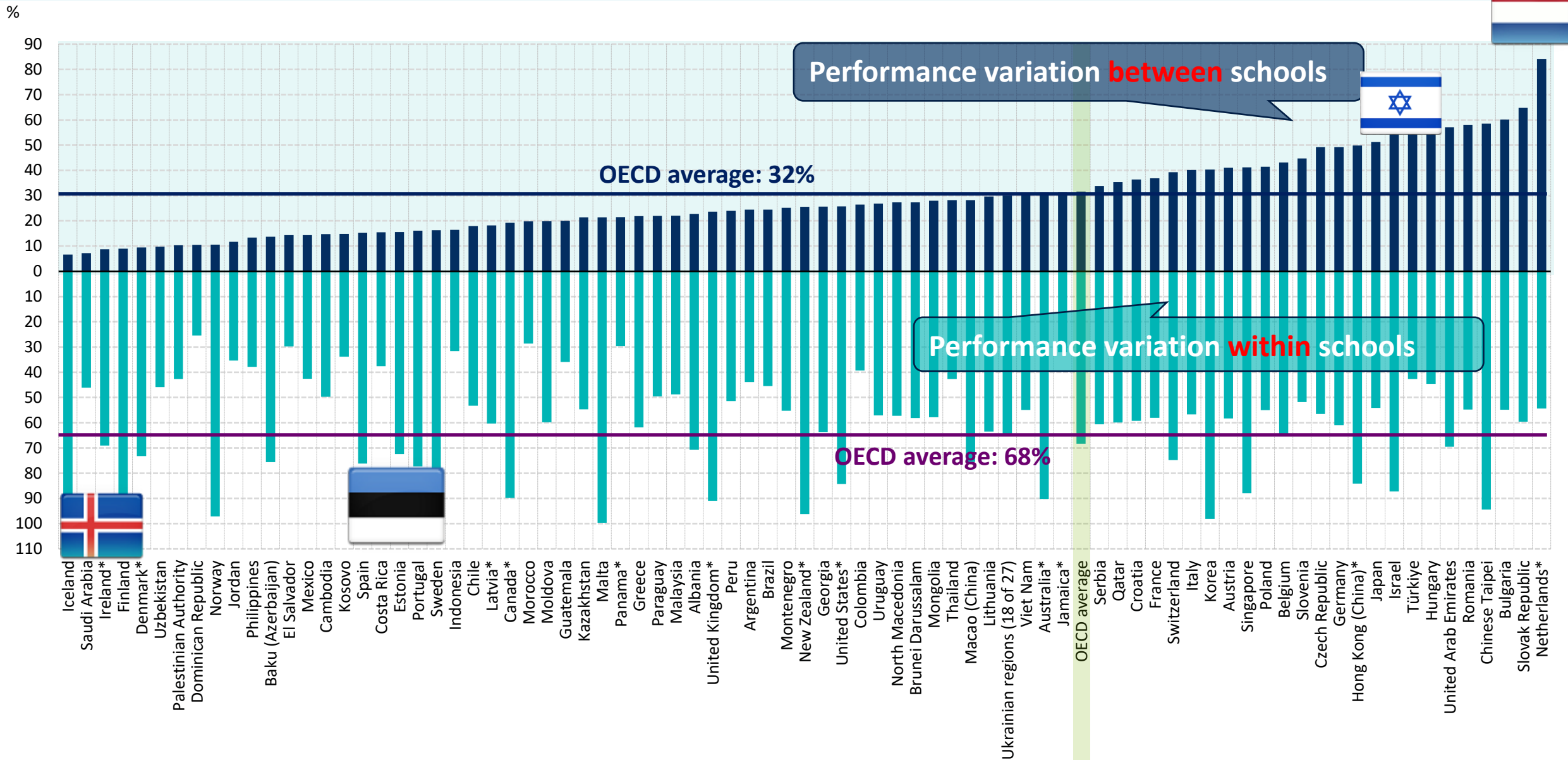
- ◆ Socio-economic fairness is below the OECD average
- ◆ Socio-economic fairness is not statistically significantly different from the OECD average
- ◆ Socio-economic fairness is above the OECD average



Can the closest school be the best school?

Variation in mathematics performance between and within schools

Figure I.2.6

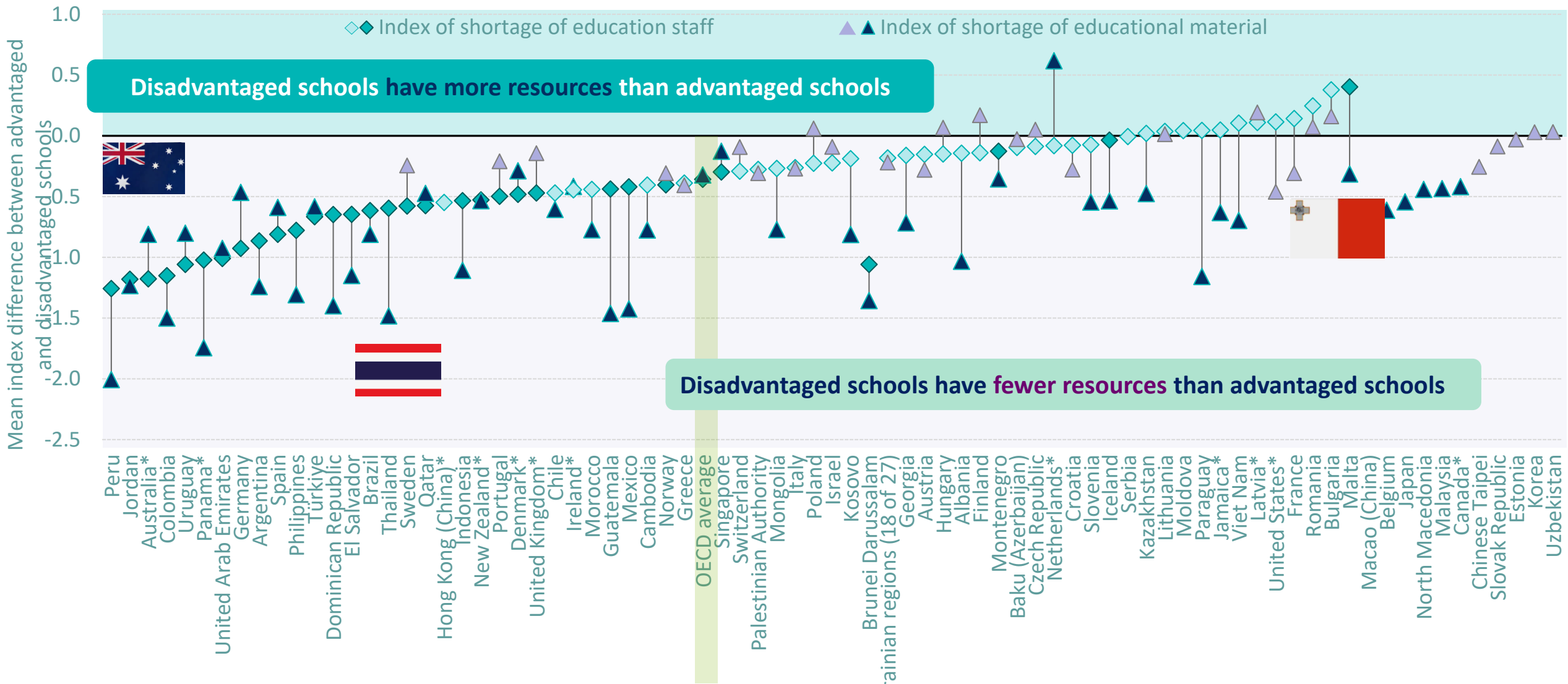




Few systems align resources with needs

Table II.B1.5.2 &
Table II.B1.5.18

Based on principals' reports

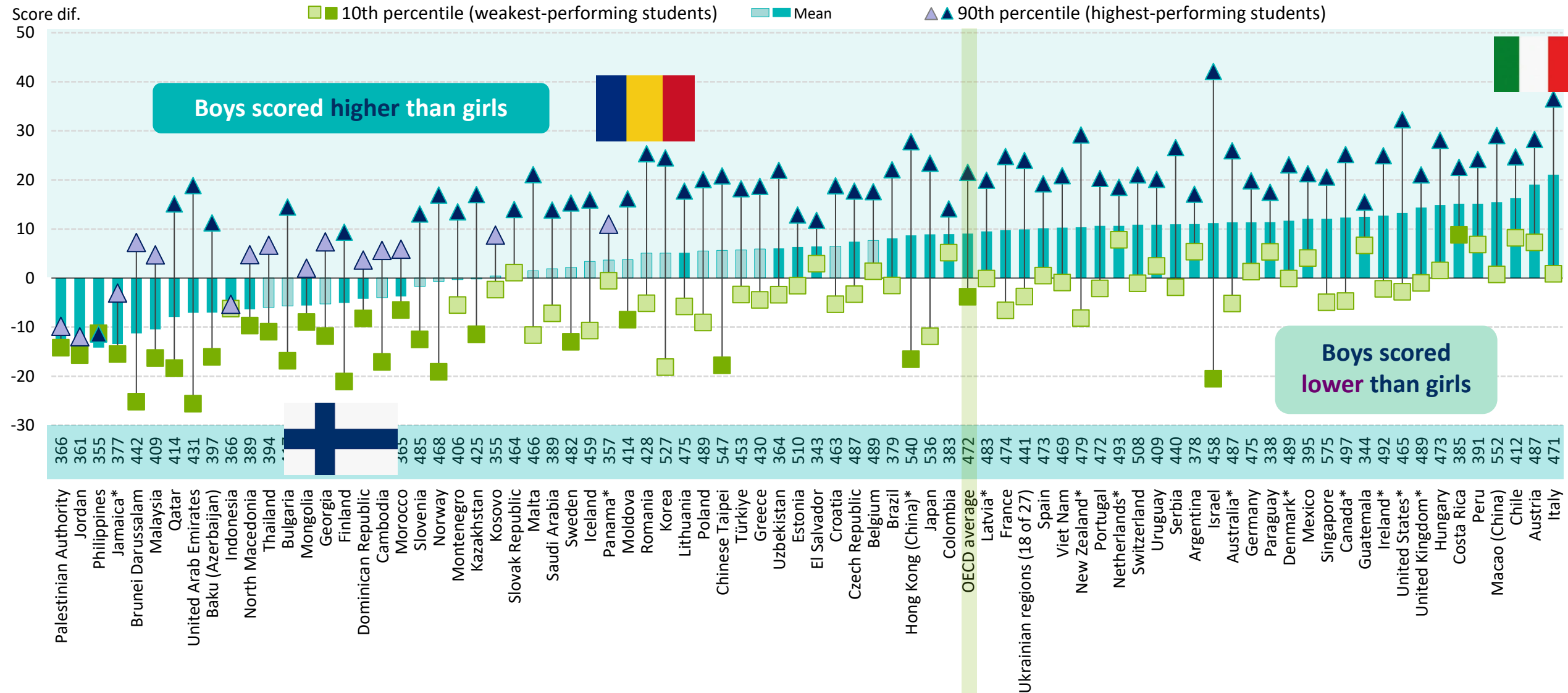




Gender gap in mathematics performance is a nuanced picture

Figure I.4.7

Score-point difference in mathematics between boys and girls



Beyond academic learning

Student well-being



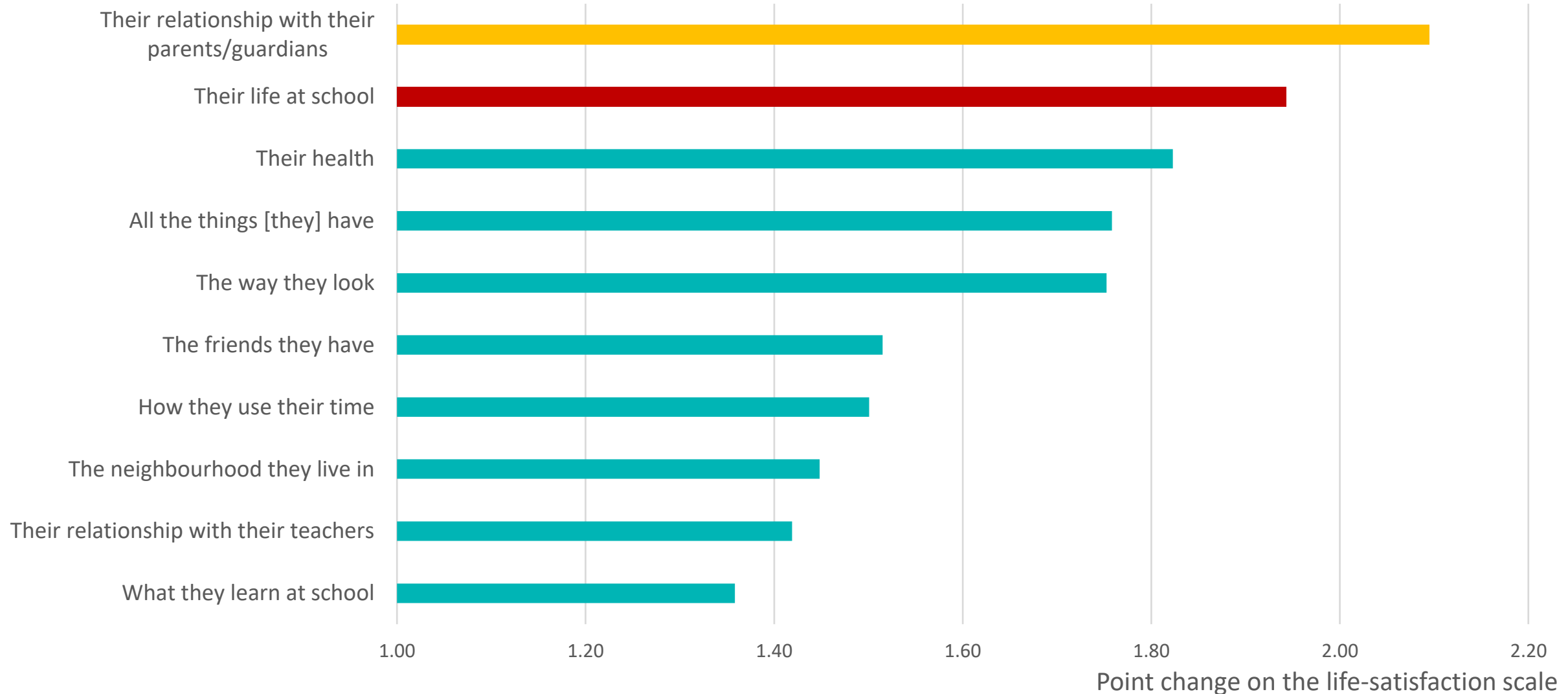


Parents and schools matter for students' life satisfaction

Figure II.1.7

Average of countries/economies with available data

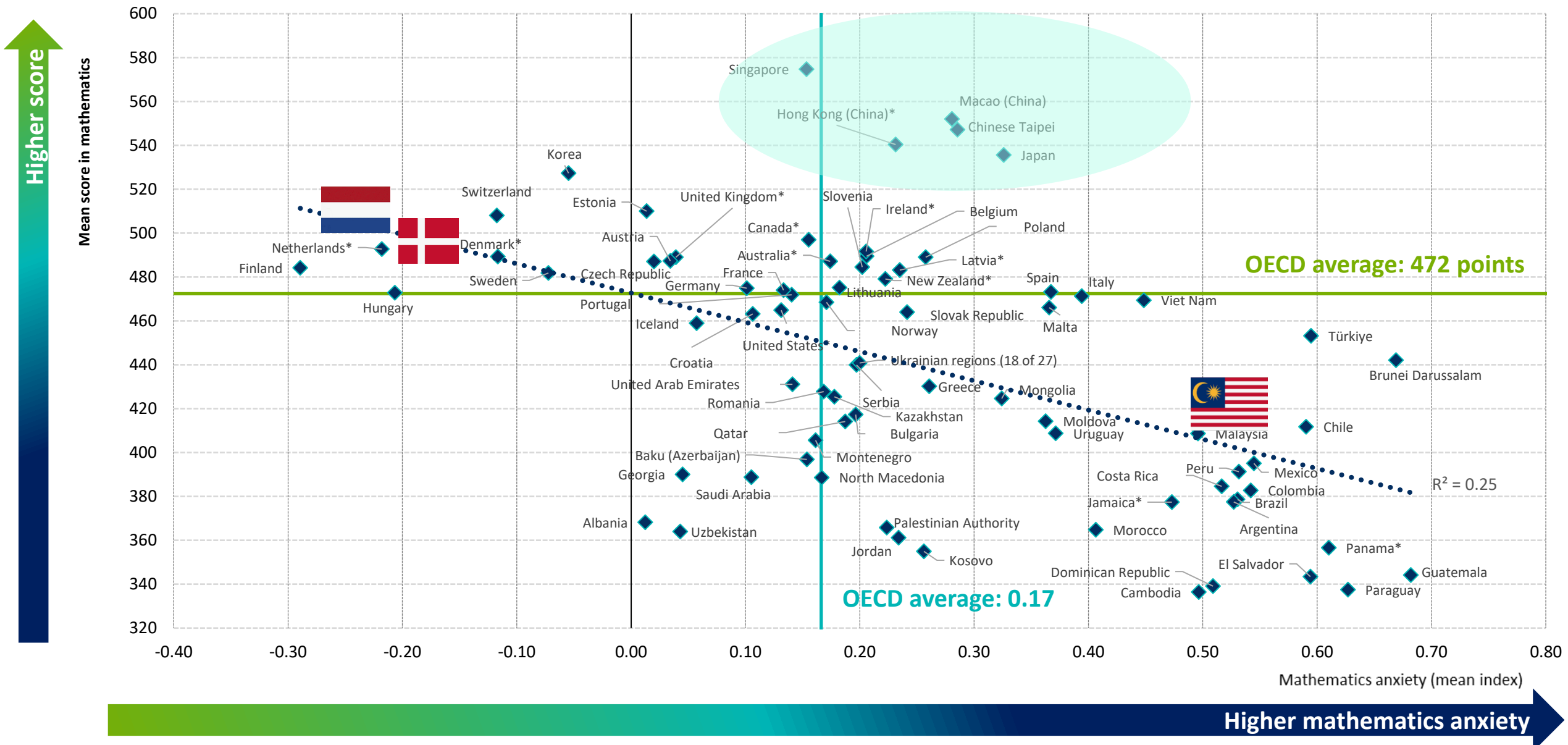
Change in life satisfaction when students reported that they are satisfied or totally satisfied with the following:





Does mathematics make students worry?

Figure I.2.1



Using resources effectively

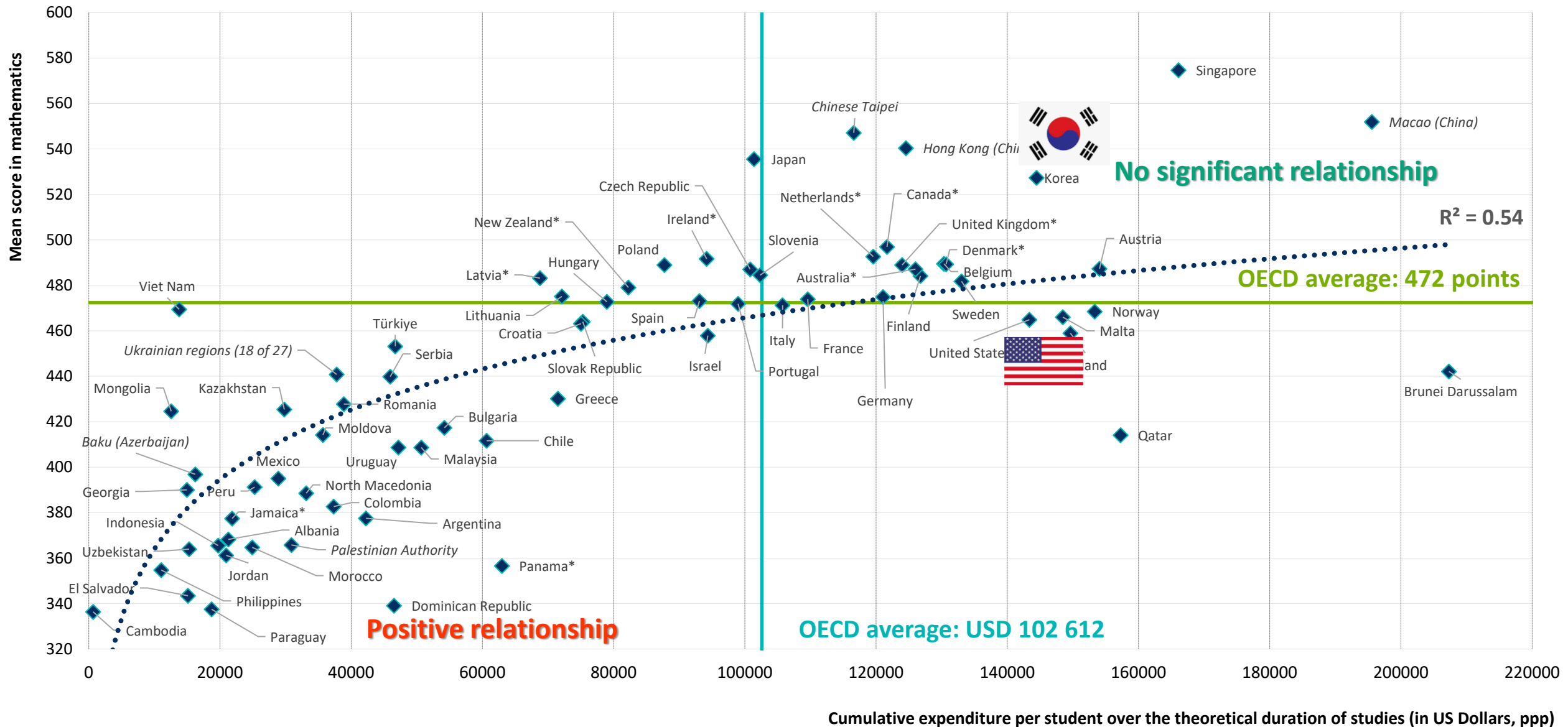
Time and money in education





Money is necessary but not sufficient

Figure I.4.15

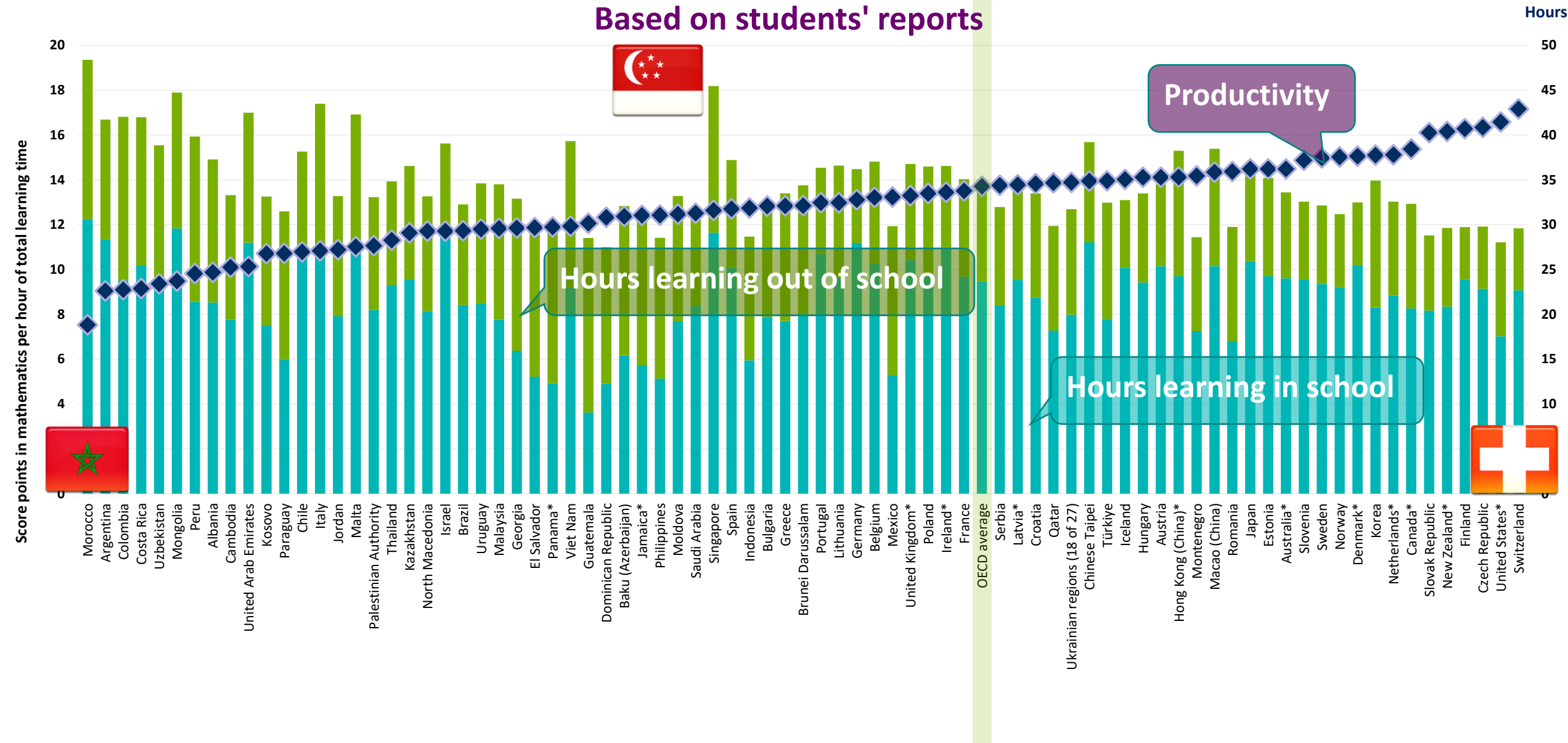




Learning time ≠ learning outcomes

Figure II.5.11

Based on students' reports



Revolutionising learning?

Unlocking the potential of the digital world

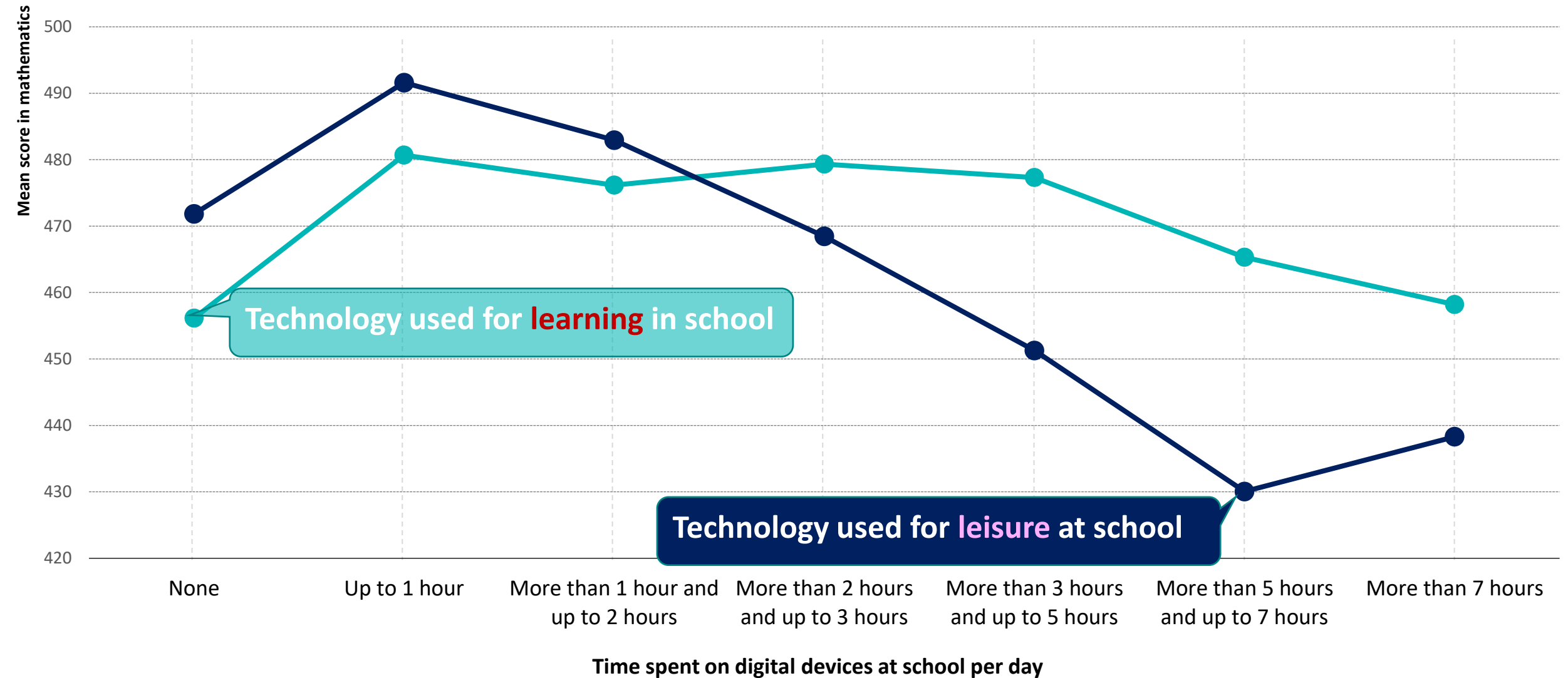




Time spent on digital devices at school and mathematics performance

Figure II.5.14

Based on students' reports; OECD average

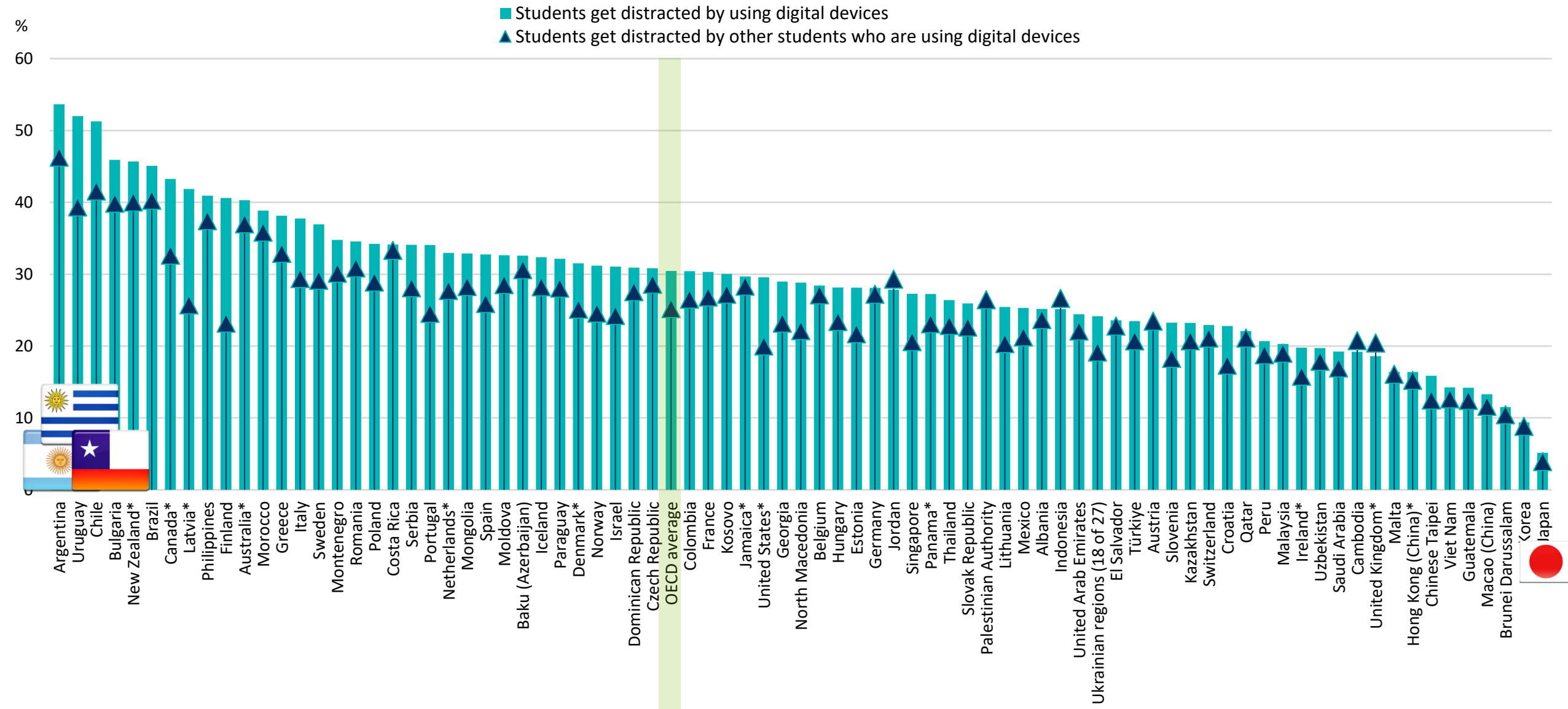




Distraction from digital devices in mathematics lessons

Figure II.3.4

Percentage of students who reported that the following happens in every or in most of their mathematics lessons





Some lessons from the pandemic

Keep schools open longer for more students

Prepare students for self-directed learning / teacher support

Strengthen foundations for learning and well-being / safety and sense of belonging

Limit digital distractions

Strengthen partnerships with families and parents' involvement in student learning

Delay institutional stratification

Align staff and material with needs

Make schools hubs for social interaction

Combine school autonomy with quality assurance



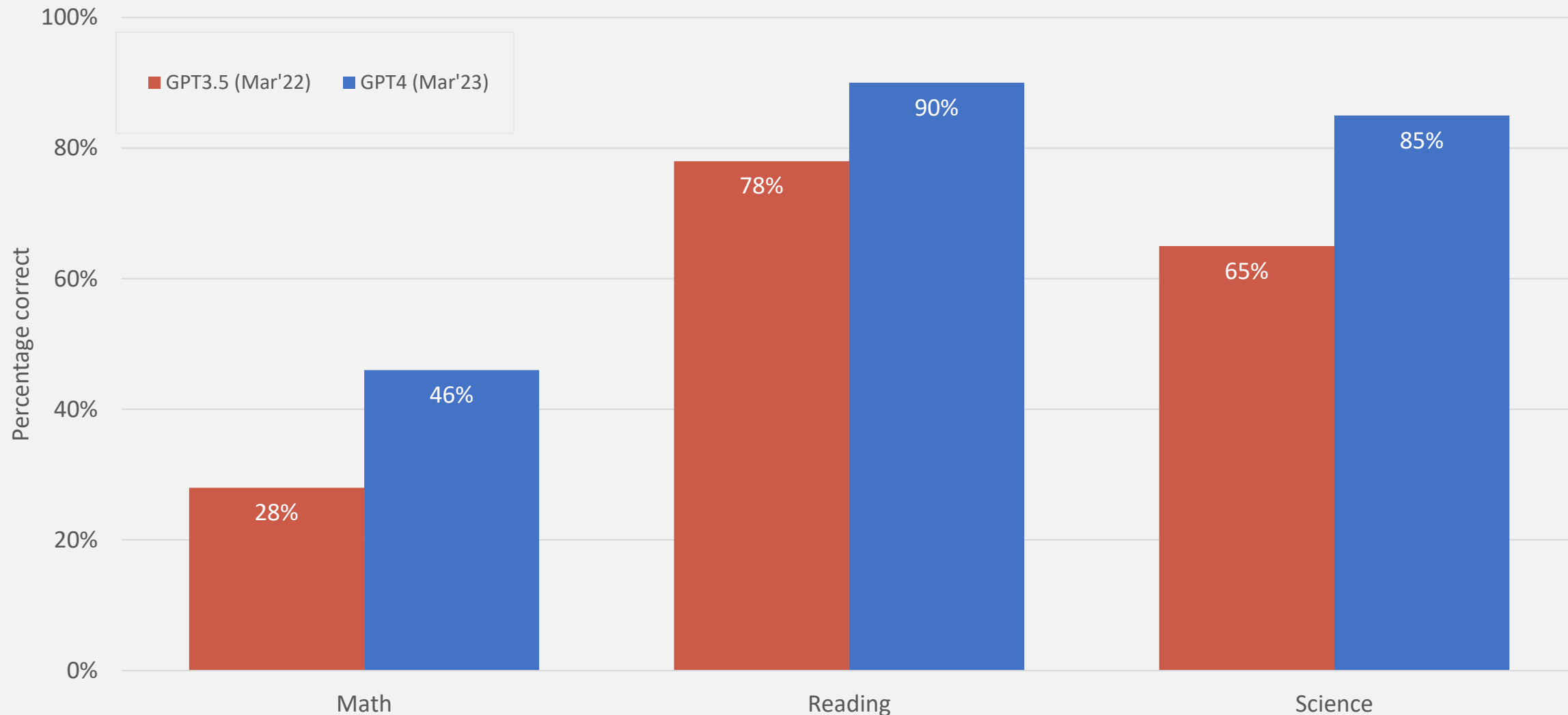
Are your education systems future-ready?





Fast evolution of Artificial Intelligence: ChatGPT Performance on PISA test

GPT3.5 to GPT4 Performance on PISA



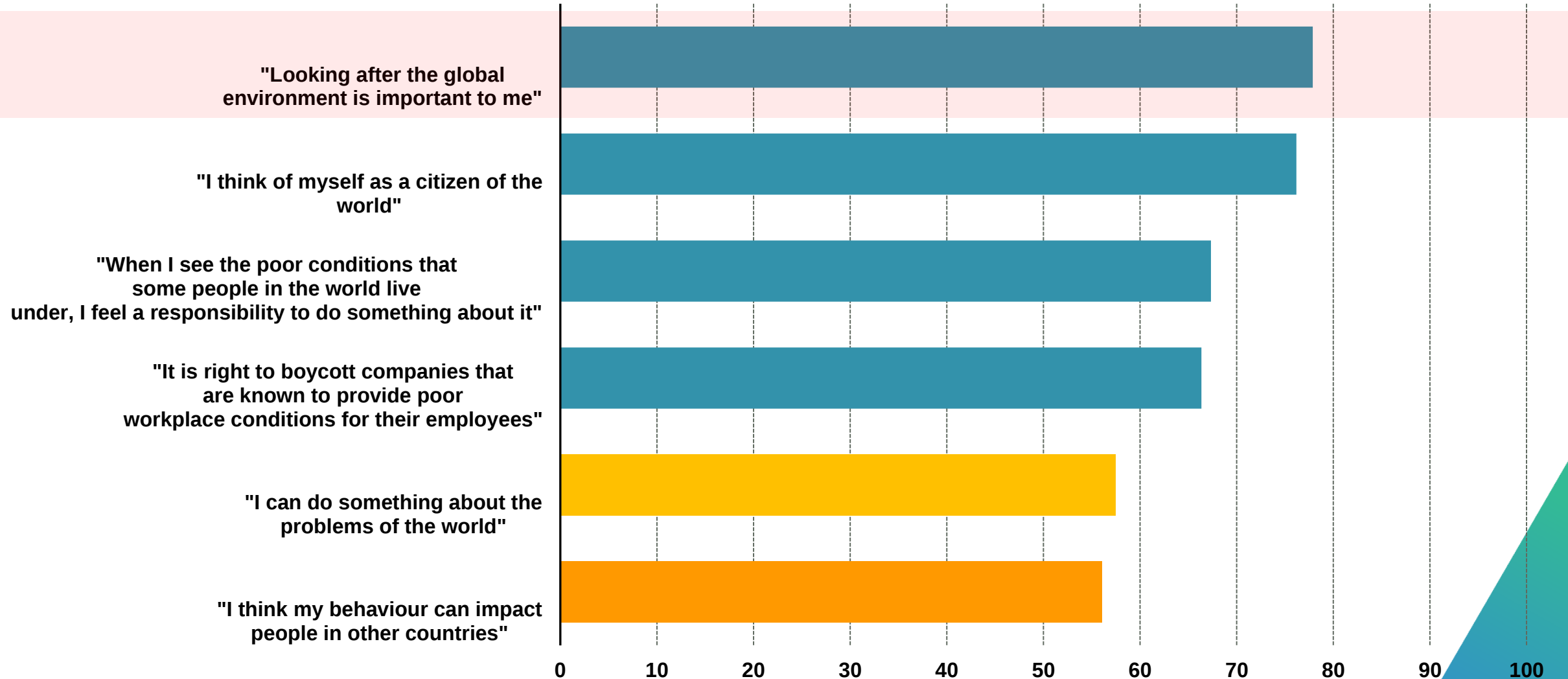


Beyond knowledge and skills: Learning to act

Students' agency regarding global issues (PISA, average)

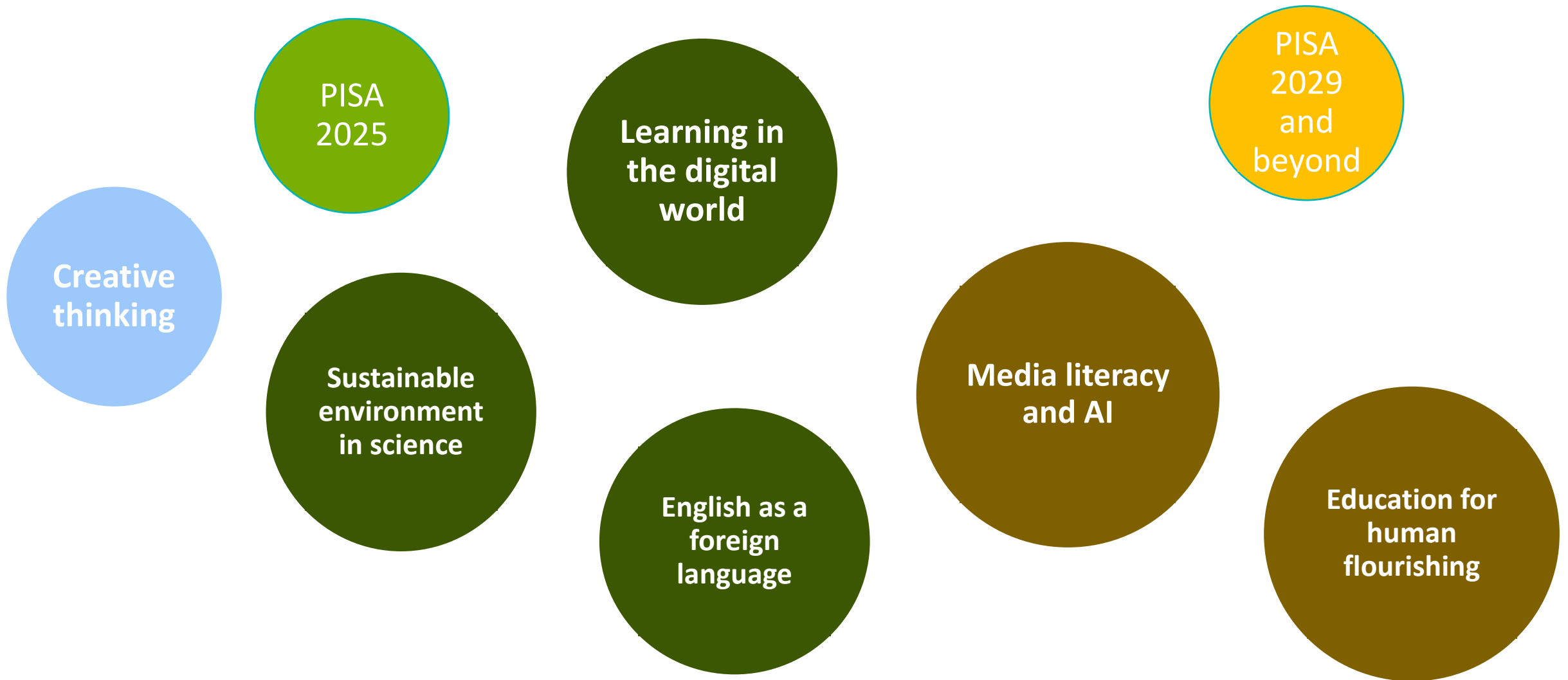
Fig VI.5.1a

Percentage of students who agreed or strongly agreed with the following statements:





PISA focus in the future





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



PISA main reports

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PISA Country notes

