Executive Summary

As the world is changing at an unprecedented pace, young people need the knowledge, skills and agency to succeed in life and work, and to engage in lifelong learning in response to social and economic demands. Schools, families and communities all play a key role in supporting student engagement and educational success.

What students know and can do

PISA 2025 assessed science, reading, mathematics and computational problem solving.

- The Chinese jurisdictions of Beijing, Shanghai, Jiangsu and Zhejiang [referred throughout this report as B-S-J-Z (China)] and Singapore were the highest-performers across science, mathematics and reading in 2025. Additionally, Estonia, Japan, Korea, Macao (China), Chinese Taipei and the United Kingdom were among the top-10 performing education systems in all three domains.
- Around three-quarters of students[1] demonstrated at least baseline proficiency in science, i.e. they can use scientific knowledge and evidence to explain familiar phenomena and interpret straightforward data.
- In computational problem solving, students in Macao (China), Singapore, B-S-J-Z (China) and Japan achieved the highest scores (572, 563, 560 and 557 points, respectively), while students in Hong Kong (China), Malaysia, Brunei Darussalam, the Philippines, Macao (China) and Iceland performed over 30 points above expectations based on their science performance.
- PISA 2025 recorded the lowest OECD-average performance observed so far in science, reading and mathematics. Reading has declined after peaking around 2012, while science has declined more gradually over the past decade, and mathematics has fallen especially sharply after 2018.
- In reading, PISA saw a decline in the very skills that matter most in the AI age: evaluating information, making connections across multiple sources, and thinking critically about what we read. In turn, the share of "hasty readers" – students who rush through texts and give quick but incorrect answers – almost doubled between 2018 and 2025.
- However, among OECD countries, Costa Rica, the Slovak Republic, Türkiye and the United Kingdom have seen science scores go up since 2022. Among other countries and economies, improvements were seen in Cambodia, El Salvador, Georgia, Jordan, Mongolia, Montenegro, the Philippines, Saudi Arabia, Thailand, the United Arab Emirates, Uruguay and Uzbekistan.
- The world is no longer divided between rich and well-educated nations and poor and badly-educated ones: national wealth accounts for just half of the variation in countries' performance. In the same vein, good policies and wise spending choices are far stronger predictors for performance on PISA than just how much countries spend per student: At USD 288 521 per student, Luxembourg is by far the biggest spender on education, but it posted lower average science scores than Ireland, France and Italy, all of which invested less than half that amount per student.

[1] Unless a country or economy is explicitly identified, all figures refer to the average across OECD countries.

How students approach learning

This volume focuses on various dimensions of student engagement in learning, including motivation (**curiosity** and **perseverance**), agency (**goal setting** and **help seeking**) and learning-related attitudes (**growth mindset**, **beliefs about the nature of science** and **cognitive adaptability**).

- On average, 57% of students do not find learning new things boring. However, since 2022, this share decreased in 60 systems, with over 10-percentage-point decreases in 30 systems. No system showed the opposite trend.
- On average, 60% of students reported putting in extra effort when work becomes challenging. Since 2022, this share decreased in 32 systems, but increased in 17, with the largest increases in Malaysia and Indonesia.
- Girls generally reported higher levels of curiosity, perseverance, help seeking, goal setting and growth mindset, while boys tend to report higher cognitive adaptability.
- Socio-economically advantaged students reported more engagement across all dimensions examined than disadvantaged students.
- These engagement dimensions are positively associated with science performance and with each other: students reporting higher levels in one dimension tend to report higher levels in others.
- Education systems with larger declines in reading performance also tend to show larger declines in engagement.

Safe and fair learning environment

- Students' sense of belonging at school has improved since 2022. In 39 systems, a larger share of students reported feeling that they belong at school, and fewer students reported feeling lonely at school in 48 systems.
- Disciplinary climate in science lessons improved between 2015 and 2025 in 37 education systems, especially remarkable in Korea and Croatia; this is associated with stable or improved science performance.
- Bullying is associated with lower student performance and sense of belonging. Cyberbullying is relatively rare (3%) but is linked to the largest performance gaps.
- Students reported slightly more truancy and lateness, on average, compared to 2018, reverting the positive trends observed in 2022.
- Socio-economic background remains strongly associated with student achievement, accounting for 12% of within-country variation in science performance.
- Between 2022 and 2025, narrowing of socio-economic gaps in performance largely reflected declines among advantaged students rather than improvements among disadvantaged students.
- Some education systems, such as B-S-J-Z (China), Canada*, Estonia, Ireland, Japan, Korea and Macao (China), demonstrated both socio-economic fairness and strong performance.

Digitalisation and AI

- While limited or moderate use of digital devices for learning at school is often associated with better outcomes, when they are used for leisure at school, the relationship reverses sharply, with substantially lower levels of student performance.
- On average, 28% of students reported that their peers are distracted by the use of digital devices during most or every science lesson. In B-S-J-Z (China), Japan and Korea, fewer than 10% of students reported such distraction.
- In schools with clear policies on mobile phone use – whether through bans or well-defined guidelines – fewer students are distracted by digital devices.

- The relationship between AI use and performance is complex. Students who do not use AI for specific schoolwork tasks outperform those who do, while weekly users and non-users of AI for general purposes perform similarly. Students tend to perform slightly better when frequent AI use is paired with opportunities to develop AI literacy skills. However, these opportunities are more common among advantaged students, risking a growing AI divide.

Supportive families and schools

- In half of countries and economies, students reported more teacher support in science lessons – which remains positively associated with science performance and learning attitudes – compared to 2015. The highest increases are observed in Korea, Japan, Indonesia, Croatia, the Slovak Republic, Thailand and Viet Nam.
- Students reported less family support compared to 2022 in almost all countries and economies, particularly among boys and disadvantaged students.
- The provision of study help, such as peer-to-peer tutoring, is associated with higher science performance.
- Improvements in teacher shortages and student-to-teacher ratios have been reported by school principals compared to 2022, although concerns remain higher than in 2018.
- Principals also reported higher concerns about material shortages and unpreparedness for digital learning, partly offsetting improvements between 2018 and 2022.

Student engagement in environmental challenges

- On average, 74% of students achieved at least baseline proficiency (Level 2) in environmental science.
- Higher-performing students tend to report stronger environmental awareness, personal agency and belief in collective efficacy.
- Over 90% of students in Viet Nam and Indonesia are interested in contributing to environmental protection through their future careers, while it is 62% on average and particularly prevalent among girls, socio-economically advantaged students, higher-performing students and students with pro-environmental attitudes.

Table I.1. Snapshot of performance in science, reading, mathematics and computational problem-solving

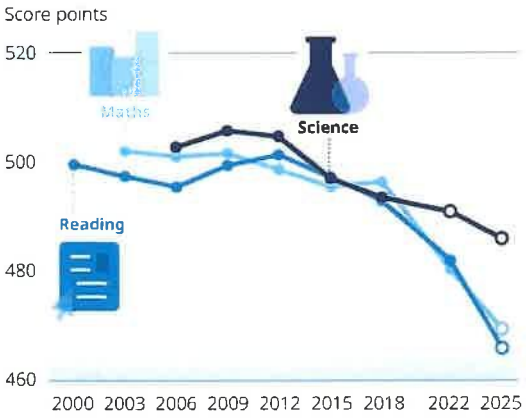
	Mean performance in PISA 2025				Short-term change in mean performance (PISA 2022 to PISA 2025)			Top-performing and low-performing students	
	Science	Reading	Mathematics	Computational problem solving	Science	Reading	Mathematics	Share of top performers (Level 5 or 6) in science, reading or mathematics	Share of low performers (Below Level 2) in science, reading and mathematics
	Mean score	Mean score	Mean score	Mean score	Score dif.	Score dif.	Score dif.	%	%
OECD average	482	461	463	500	-3	**-14**	**-9**	11.9	19.7
B-S-J-Z (China)	597	527	612	560	m	m	m	55.5	1.8
Singapore	560	535	563	563	-2	**-8**	**-12**	42.3	6.8
Macao (China)	541	501	549	572	-2	**-9**	-3	30.8	5.2
Chinese Taipei	540	508	546	551	2	-7	-1	35.0	9.1
Japan	538	503	525	557	-9	**-13**	-10	27.1	8.8
Estonia	527	499	508	541	1	**-12**	-2	18.0	7.4
Korea	526	501	522	538	-2	**-15**	-5	28.1	9.4
United Kingdom	511	494	488	523	**12**	0	-1	18.2	12.0
Canada*	510	490	485	525	-5	**-17**	**-12**	17.4	12.0
New Zealand*	509	497	480	531	5	-4	1	20.8	13.8
Australia	509	491	478	532	2	**-7**	**-10**	18.2	14.0
Finland	504	474	469	507	-7	**-16**	**-15**	14.0	15.7
United States*	502	490	463	513	2	**-14**	-2	17.8	17.5
Switzerland	501	470	499	520	-1	**-13**	**-9**	18.1	15.0
Ireland	500	500	480	511	-4	**-16**	**-12**	12.7	11.2
Austria	497	467	477	509	6	**-13**	**-10**	12.6	16.5
Hong Kong (China)	496	480	522	545	**-25**	**-20**	**-19**	22.9	10.0
Poland	495	482	484	507	-4	-7	-5	14.4	14.0
Türkiye	494	472	462	473	**18**	**16**	**8**	11.1	15.4
Czechia	490	468	477	517	-7	**-20**	**-10**	12.8	15.4
Belgium	490	466	480	508	-1	**-13**	**-10**	13.4	18.1
Lithuania	488	464	470	512	3	**-8**	-5	8.7	15.2
Germany	486	465	464	498	-7	**-15**	**-11**	14.0	20.7
Netherlands*	485	441	483	506	-3	**-18**	-9	15.7	21.3
Sweden	485	466	464	503	-8	**-21**	**-18**	14.1	19.4
Slovenia	484	445	460	486	**-16**	**-24**	**-25**	10.1	18.8
France	483	456	458	497	-4	**-18**	**-16**	9.8	21.3
Italy	483	474	468	490	6	-7	-3	10.1	15.8
Portugal	482	462	460	501	-3	**-15**	**-12**	9.0	18.6
Hungary	480	452	459	495	-6	**-21**	**-13**	7.6	19.7
Denmark	478	460	471	506	**-16**	**-29**	**-19**	8.9	16.0
Spain	477	451	457	499	-7	**-23**	**-16**	7.0	18.4
Croatia	476	453	455	464	-6	**-22**	**-8**	7.8	20.3
Slovak Republic	475	448	469	497	**13**	1	5	11.0	21.1
Luxembourg	474	443	458	506	m	m	m	11.4	25.0
Norway*	470	453	452	491	-8	**-24**	**-17**	9.7	22.0
Latvia	468	430	460	507	**-25**	**-45**	**-23**	6.7	21.6
United Arab Emirates	458	433	453	476	**26**	**15**	**21**	10.3	26.6
Viet Nam	457	392	443	461	m	m	m	4.2	26.0
Malta	453	415	439	463	**-13**	**-31**	**-27**	8.3	29.4
Ukrainian regions (17 of 27)	448	418	431	478	-1	-8	-9	3.6	29.3
Uruguay	445	423	405	462	**9**	**-7**	-4	2.8	30.2
Chile	442	436	403	466	-1	**-12**	**-9**	2.6	28.8
Israel	442	436	433	444	**-23**	**-38**	**-25**	8.8	29.0
Iceland	441	422	450	490	-6	**-14**	**-9**	5.9	27.6
Brunei Darussalam	439	426	435	496	-6	-4	**-7**	3.4	33.0
Mauritius	438	405	407	m	m	m	m	3.0	35.1
Uzbekistan	438	m	m	402	**83**	m	m	m	m
Montenegro	435	418	411	423	**32**	**13**	**5**	1.8	33.0
Albania*	435	408	433	437	m	m	m	1.9	27.8

	Mean performance in PISA 2025				Short-term change in mean performance (PISA 2022 to PISA 2025)			Top-performing and low-performing students	
	Science	Reading	Mathematics	Computational problem solving	Science	Reading	Mathematics	Share of top performers (Level 5 or 6) in science, reading or mathematics	Share of low performers (Below Level 2) in science, reading and mathematics
	Mean score	Mean score	Mean score	Mean score	Score dif.	Score dif.	Score dif.	%	%
Qatar	434	418	416	452	2	-1	2	5.0	35.8
Greece	434	423	424	461	-7	**-16**	-6	3.3	31.4
Thailand	432	392	407	476	**23**	**13**	**13**	1.2	36.9
Serbia	429	415	417	437	**-18**	**-26**	**-23**	3.4	34.1
Romania	425	413	419	442	-3	**-16**	-9	4.8	38.5
Mongolia	424	374	419	443	**12**	-4	-6	1.4	38.6
Costa Rica	424	416	387	452	**13**	1	3	0.9	36.7
Georgia	422	384	416	413	**38**	**10**	**26**	2.3	36.2
Moldova	422	404	410	452	5	-7	-4	1.5	39.0
Bulgaria	421	387	405	425	0	**-18**	**-12**	4.1	41.9
Kazakhstan	420	385	414	449	-4	-1	**-12**	1.4	41.1
Malaysia	419	393	397	484	3	5	**-11**	0.8	42.3
Colombia	414	399	381	432	3	-9	-2	1.1	43.9
Mexico	414	408	388	453	4	-7	**-7**	0.5	41.8
Saudi Arabia	413	387	390	426	**23**	5	1	0.6	44.0
Cyprus	411	379	412	427	0	-2	**-7**	4.6	43.5
Azerbaijan	409	374	422	388	m	m	m	4.8	42.9
Brazil	409	408	377	406	6	-2	-2	1.8	43.8
Jordan	407	363	388	408	**32**	**20**	**26**	0.3	48.1
Peru	406	390	382	436	-2	**-18**	**-9**	0.5	46.6
Ecuador	393	385	366	422	m	m	m	0.2	53.6
Argentina	393	389	367	403	**-13**	**-12**	**-11**	1.2	48.8
Indonesia	389	365	364	427	6	7	-2	0.1	60.9
El Salvador	385	366	346	401	**12**	2	3	0.2	61.3
Cambodia	382	347	366	m	**35**	**18**	**29**	0.0	61.7
North Macedonia	378	357	380	389	-1	-1	**-9**	0.9	55.8
Philippines	373	367	371	434	**17**	**20**	**16**	0.3	64.3
Lebanon	372	331	377	358	m	m	m	1.1	58.4
Armenia	369	348	376	354	m	m	m	0.8	58.1
Kyrgyzstan	363	344	364	388	m	m	m	0.0	70.9
Dominican Republic	361	346	339	379	0	-6	0	0.0	69.3
Palestinian Authority	359	350	354	393	**-17**	-6	**-18**	0.1	68.4
Morocco	358	321	355	374	-7	**-18**	**-10**	0.1	73.2
Kosovo	357	340	350	359	0	-2	**-5**	0.0	73.8
Paraguay	355	352	334	352	**-13**	**-21**	-4	0.1	69.4
Kurdistan Region (Iraq)	352	312	339	m	m	m	m	0.0	76.8
Guatemala	351	337	334	369	**-22**	**-37**	**-10**	0.0	75.6
Zambia	337	325	314	m	m	m	m	0.2	72.5
Kenya	335	320	326	278	m	m	m	0.0	82.1
Dushanbe (Tajikistan)	334	368	382	m	m	m	m	0.0	67.2
Rwanda	317	301	312	m	m	m	m	0.0	86.5

* Caution is required when interpreting estimates because one or more PISA sampling standards were not met (see Reader's Guide).
Notes: Values that are statistically significant are indicated in bold (see Annex A3).
The OECD average does not include Costa Rica, Luxembourg and Spain for short-term change in performance.
Countries/economies with a mean 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/share of top/low performers **not significantly different** from the OECD average.
Countries/economies with a mean performance/share of top performers **below** the OECD average.
Countries/economies with a share of low performers **above** the OECD average.
Countries and economies are ranked in descending order of the mean performance in science in PISA 2025.
Source: OECD, PISA 2025 Database, Tables I.B1.2a.1, I.B1.2a.2, I.B1.2a.3, I.B1.2a.4,I.B1.2a.21, I.B1.2a.22, I.B1.2a.36, I.B1.2a.37 and I.B1.2a.38.

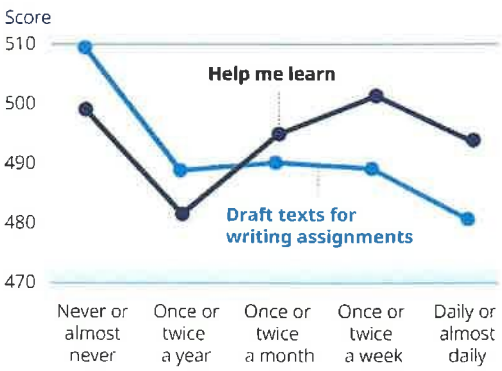
Infographic 1. PISA 2025 key results

Science, reading and mathematics performance has fallen for over a decade



Reading performance declined; hasty reading increased

How frequency of AI use is linked to performance



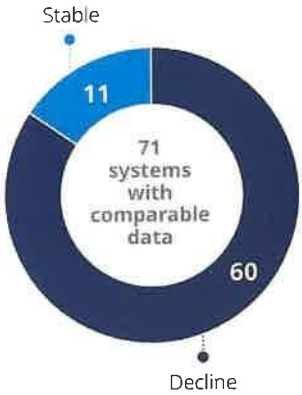
More students are bored with learning

The share of **students who do not find learning new things boring** fell in

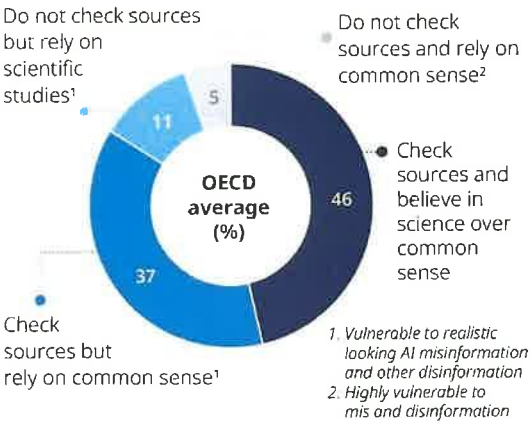
60 education systems

between 2022 and 2025, remaining stable in just

11 education systems

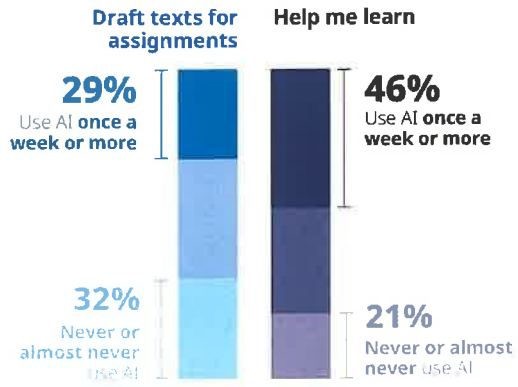


How students deal with misinformation in the age of AI



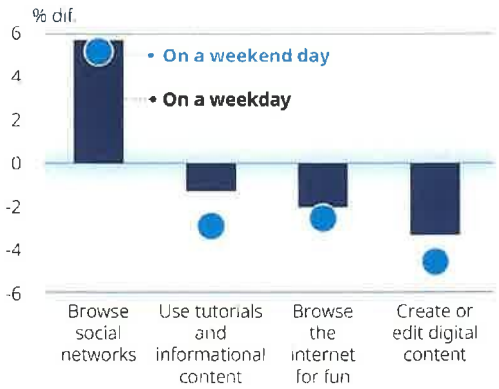
How is AI reshaping learning?

Share of students reporting AI chatbot use



Social media shows the biggest shift in digital activities

Change between 2022 and 2025 in the share of students spending **over one hour a day on selected digital leisure activities.**



Computational problem solving overperformers

Average score

572 Macao (China)

563 Singapore

557 Japan

500 OECD average

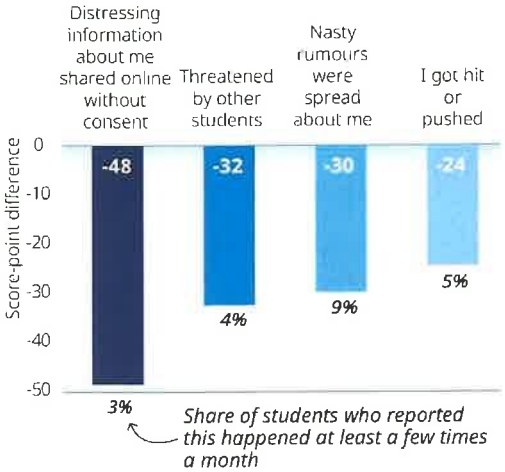
These countries and economies **scored highly** in computational problem solving, with students **performing better than expected** given their science results.

School policies linked to fewer digital distractions

In schools with **clear mobile phone policies** – whether bans or guidelines – students are **less likely to be distracted** by digital devices.

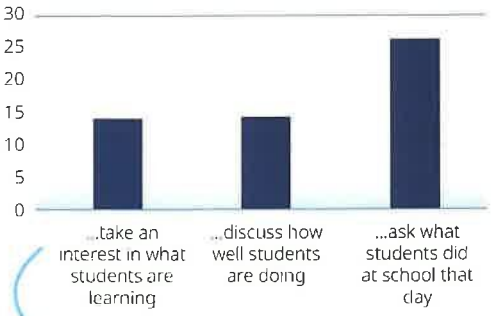
Values below 1 indicate a lower likelihood of distraction.

Bullying is linked to lower student performance



Parental interest in schooling is linked to higher student performance

Score-point difference associated with students who report that parents or other family members...



Yet students reported **less family support than in 2022** in almost all countries and economies.

Students interested in protecting the environment in their future career

Almost **2 in 3** students are interested in **protecting the environment in their future job**...

... but in some education systems the share is higher

93% Viet Nam

92% Indonesia

86% Peru

62% OECD average