

**EDUCATION
& SKILLS**



PISA 2022

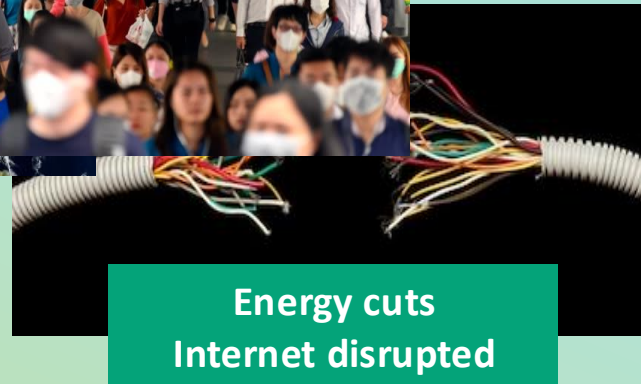
Building a future-ready workforce





The future will always surprise us

Impact



Uncertainty

Restricted Use - À usage restreint



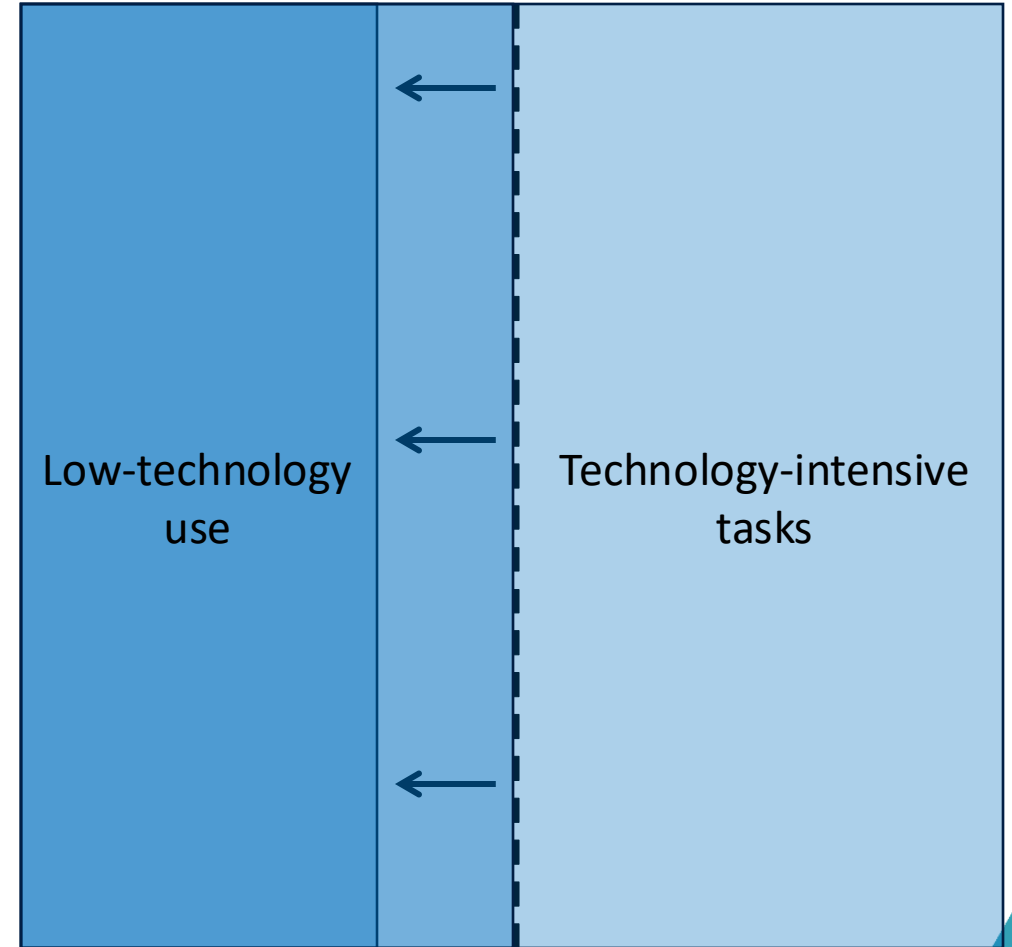
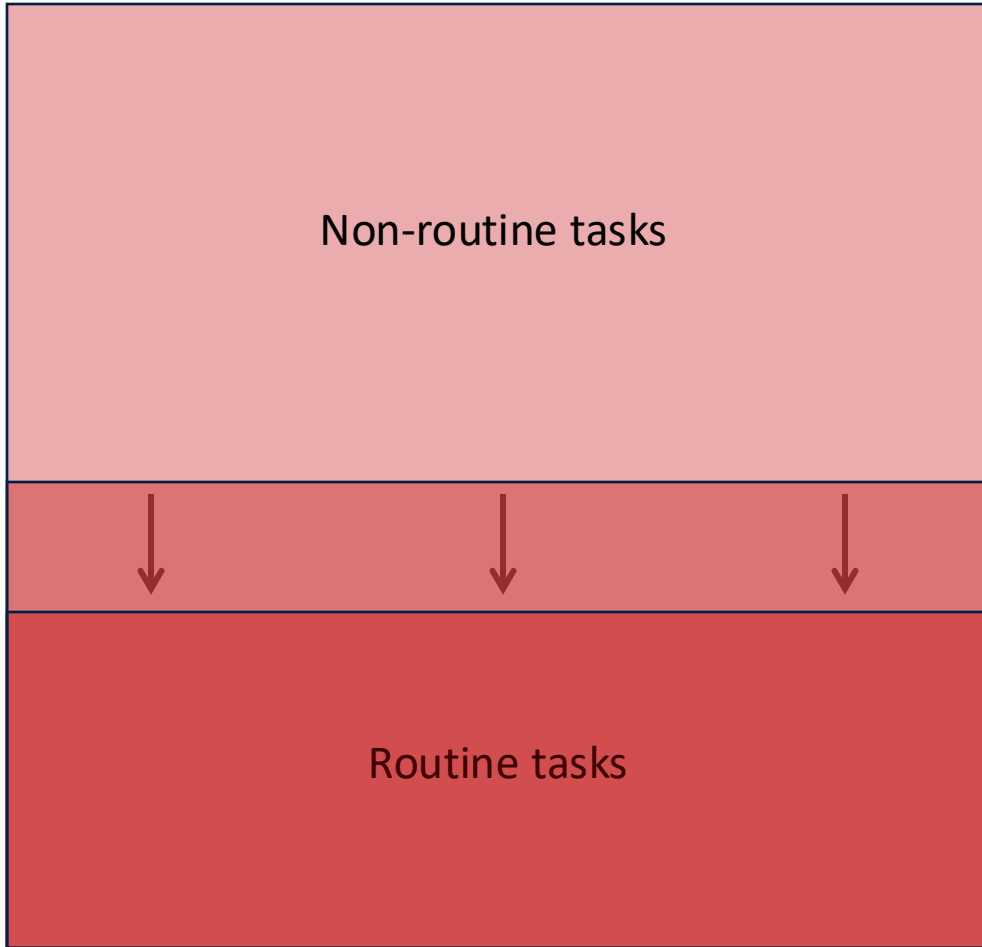
A balancing act





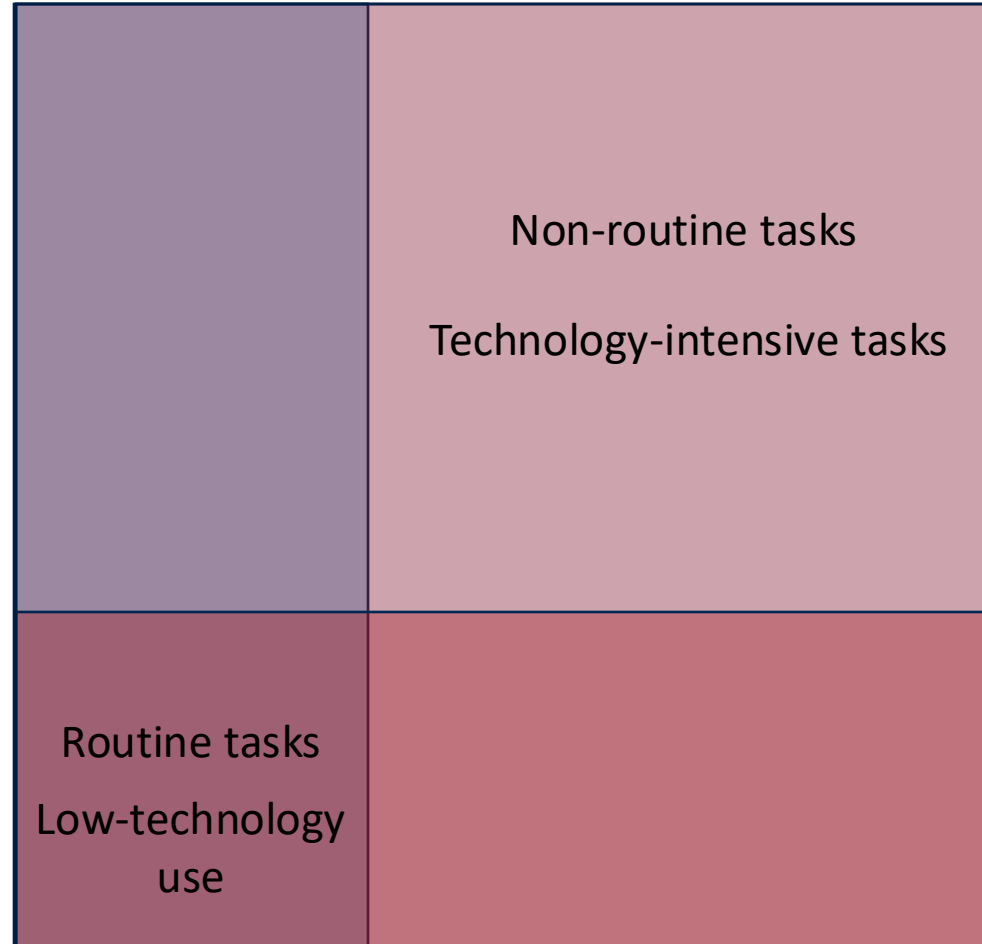
The kinds of things that are **easy to teach**...

... have now become easy to digitise and automate





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... have now become **easy to digitise** and automate





AI still has many limitations, but will improve

Near-term

Tracability

- Trace and identify sources,
- Improve citations



Accuracy

- Incorporate fact-checking



AI still has many limitations, but will improve

Mid-term

Interpretation

- Understanding semantic of queries
- More natural writing style

Long-term

Reduced bias

→ Avoid bias due to training data is skewed

Increased originality

→ Go beyond the scope of training data



AI still has many limitations, but will improve

Long-term

Reduced bias

- Avoid that bias in training data is inherited

Increased originality

- Go beyond the synthesis of training data



PISA participants

Around **690,000** 15-year-old students in **81 countries and economies** took PISA 2022

PISA Newcomers: El Salvador, Jamaica, Mongolia, the Palestinian Authority and Uzbekistan

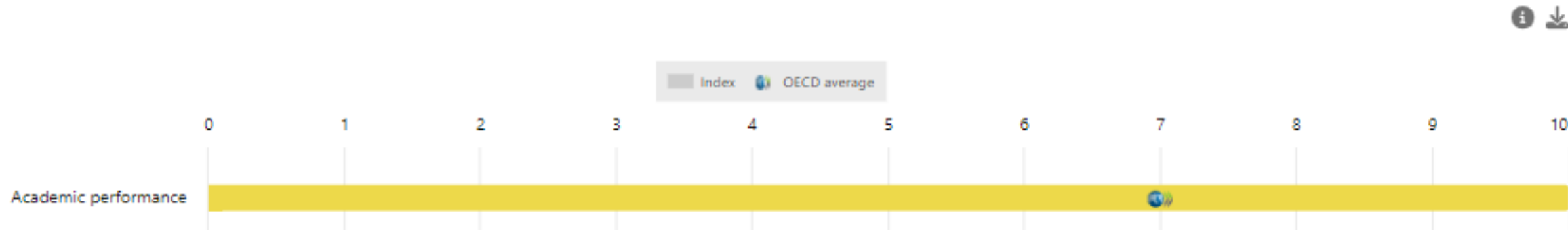




PISA 2022: Japan



» What are Japan's strengths and areas for improvement

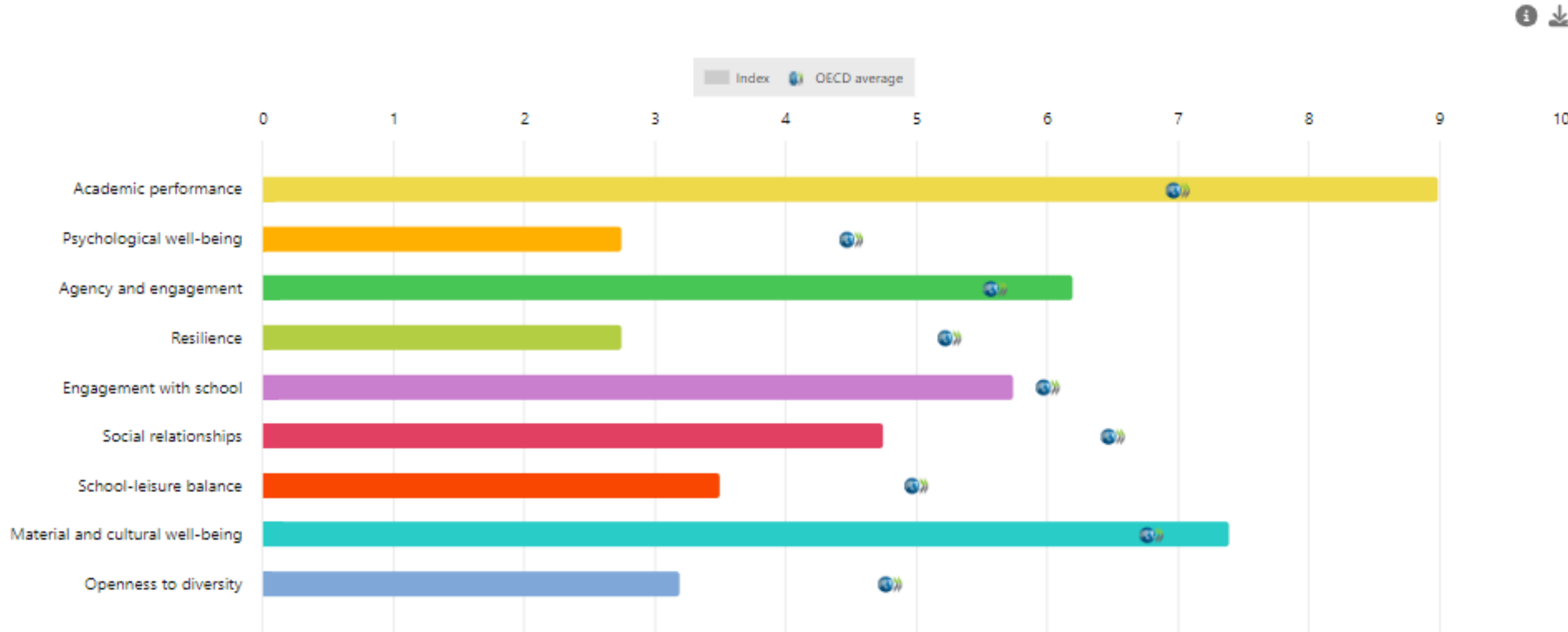




PISA 2022: United Kingdom



What are United Kingdom's strengths and areas for improvement





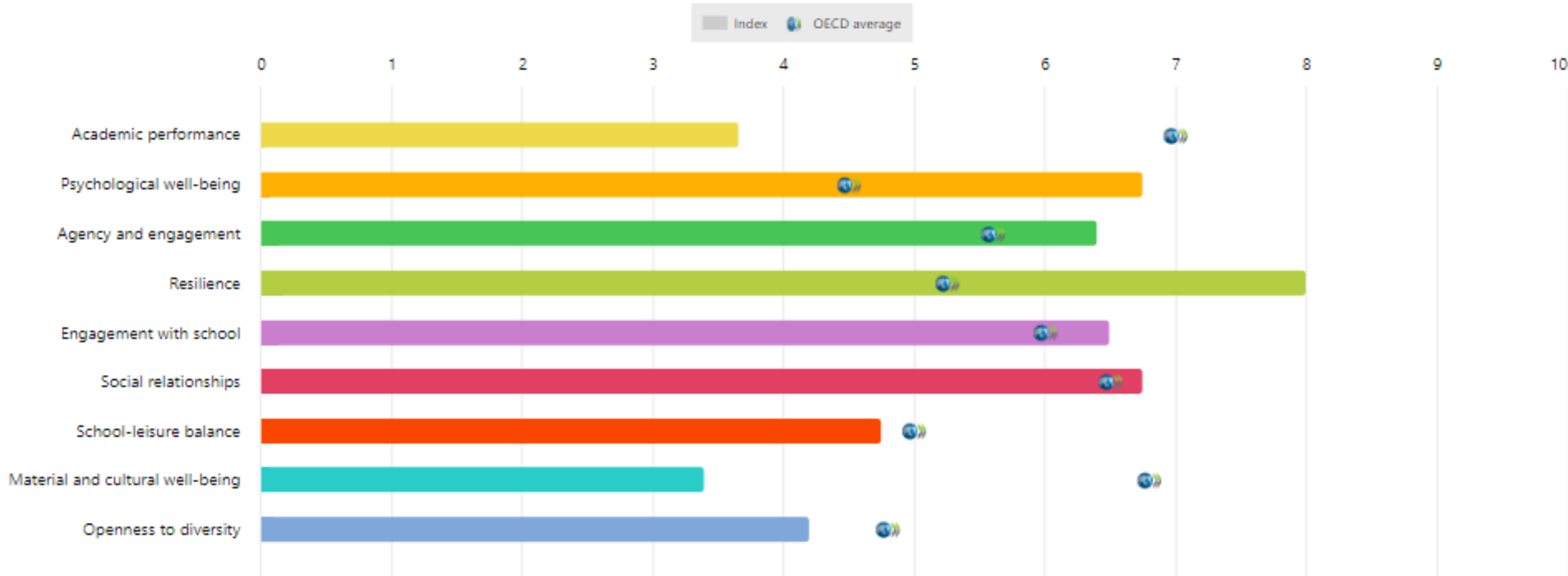
PISA 2022: Colombia



What are Colombia's strengths and areas for improvement

PISA happy life topics

Colombia

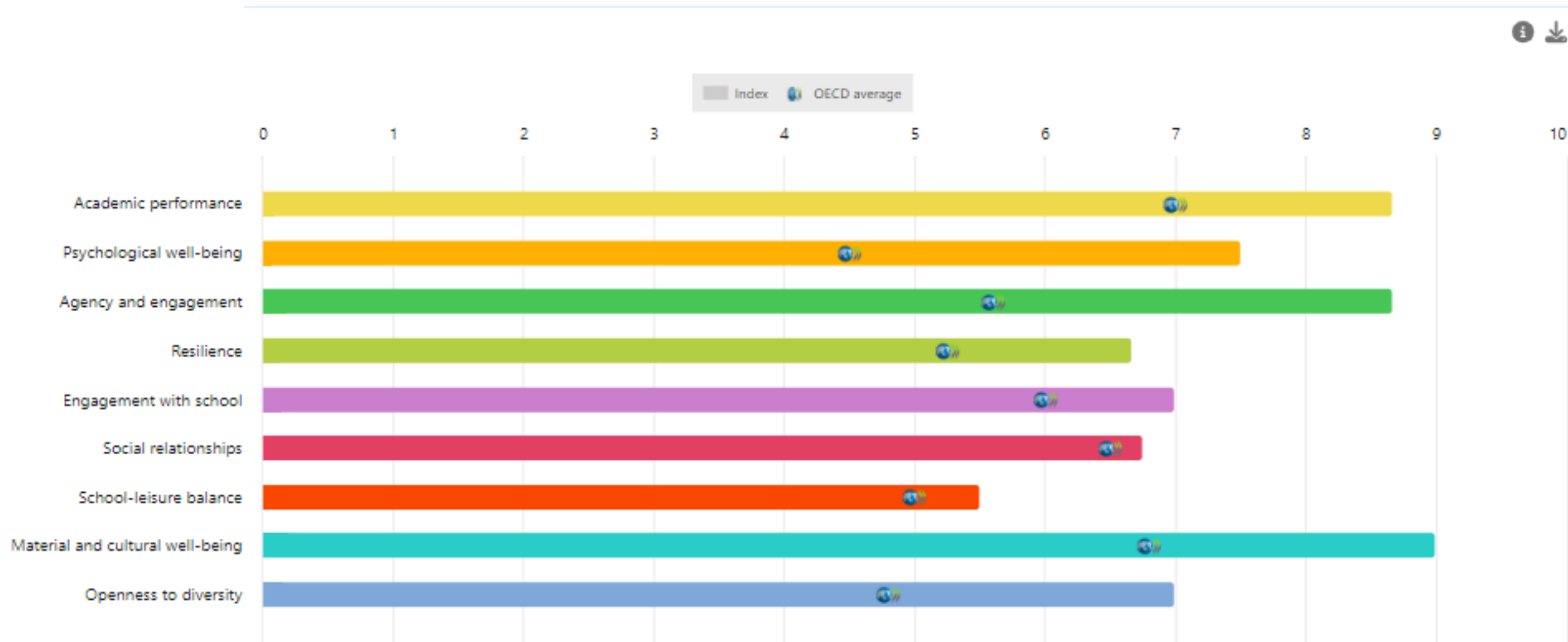




PISA 2022: Denmark



» What are Denmark's strengths and areas for improvement





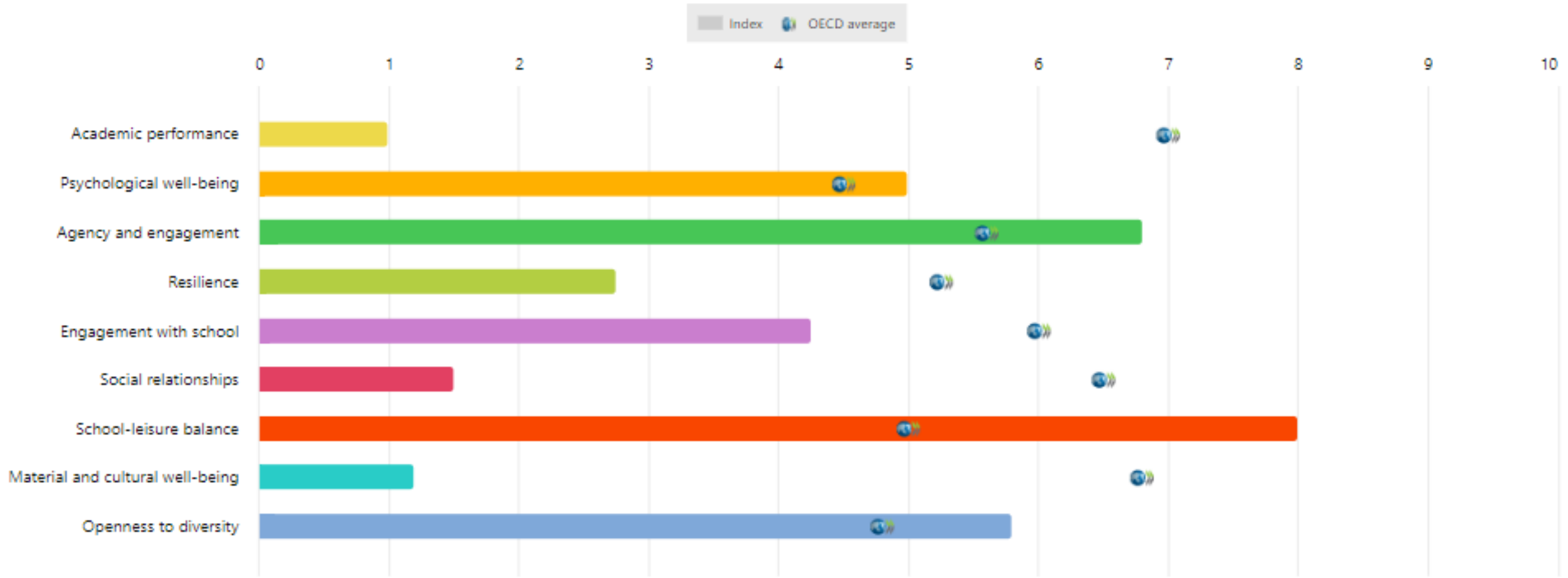
PISA 2022: Philippines



What are Philippines's strengths and areas for improvement

PISA happy life topics

Philippines

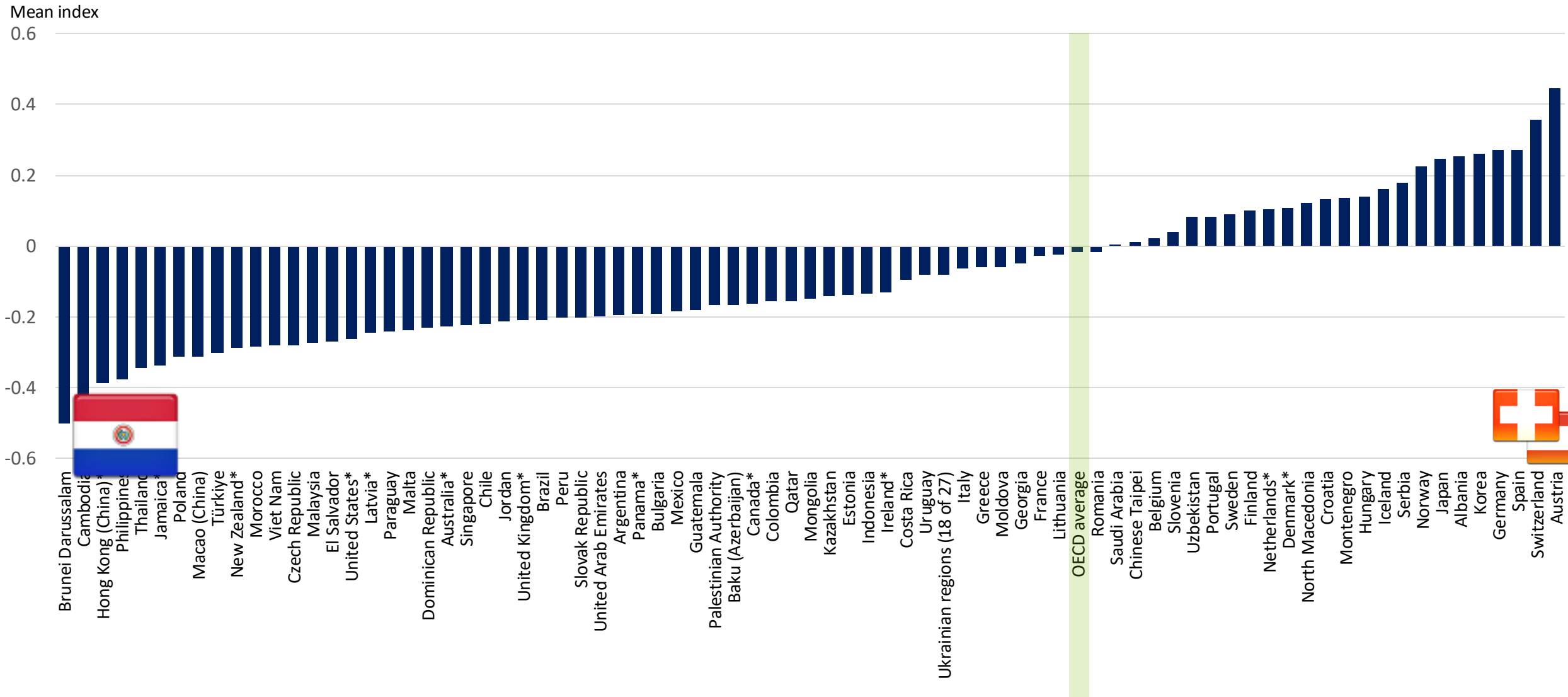




Students' sense of belonging at school, across all countries and economies

Table II.B1.1.1

Based on students' reports



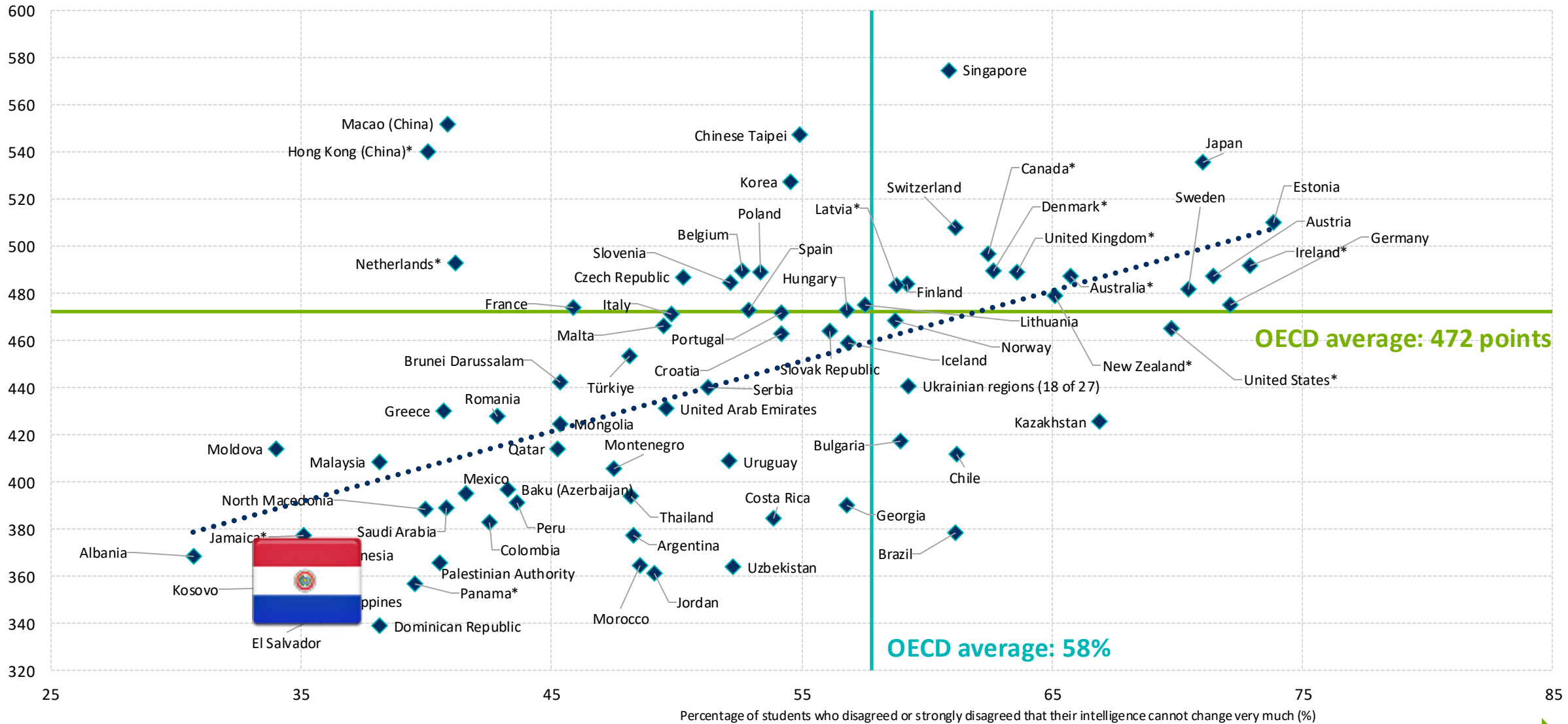


Growth mindset and mathematics performance

Table I.B1.2.1 &
Table I.B1.2.16

Higher score

Mean score in mathematics



OECD average: 472 points

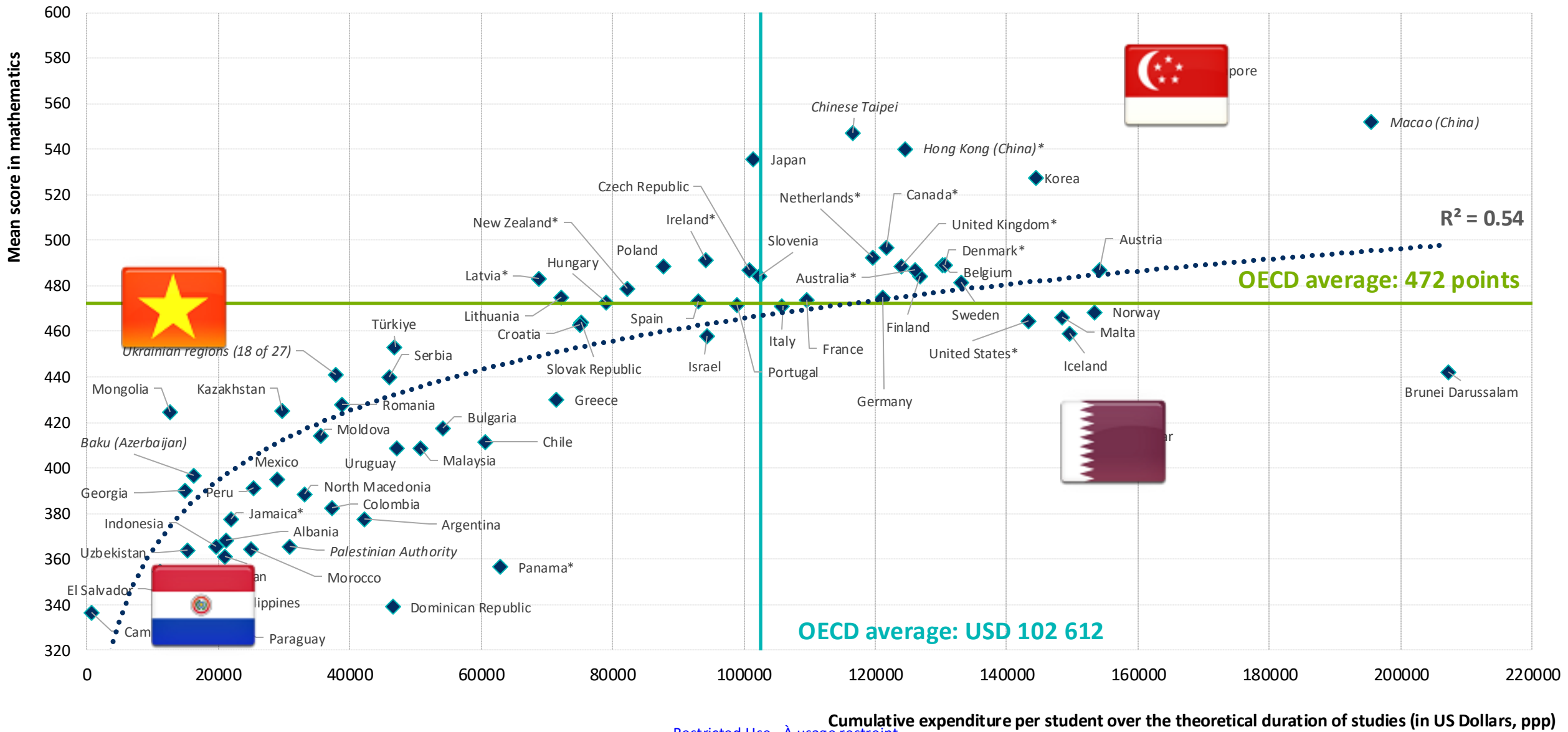
OECD average: 58%

More students holding a growth mindset



Money is necessary but not sufficient

Figure I.4.15

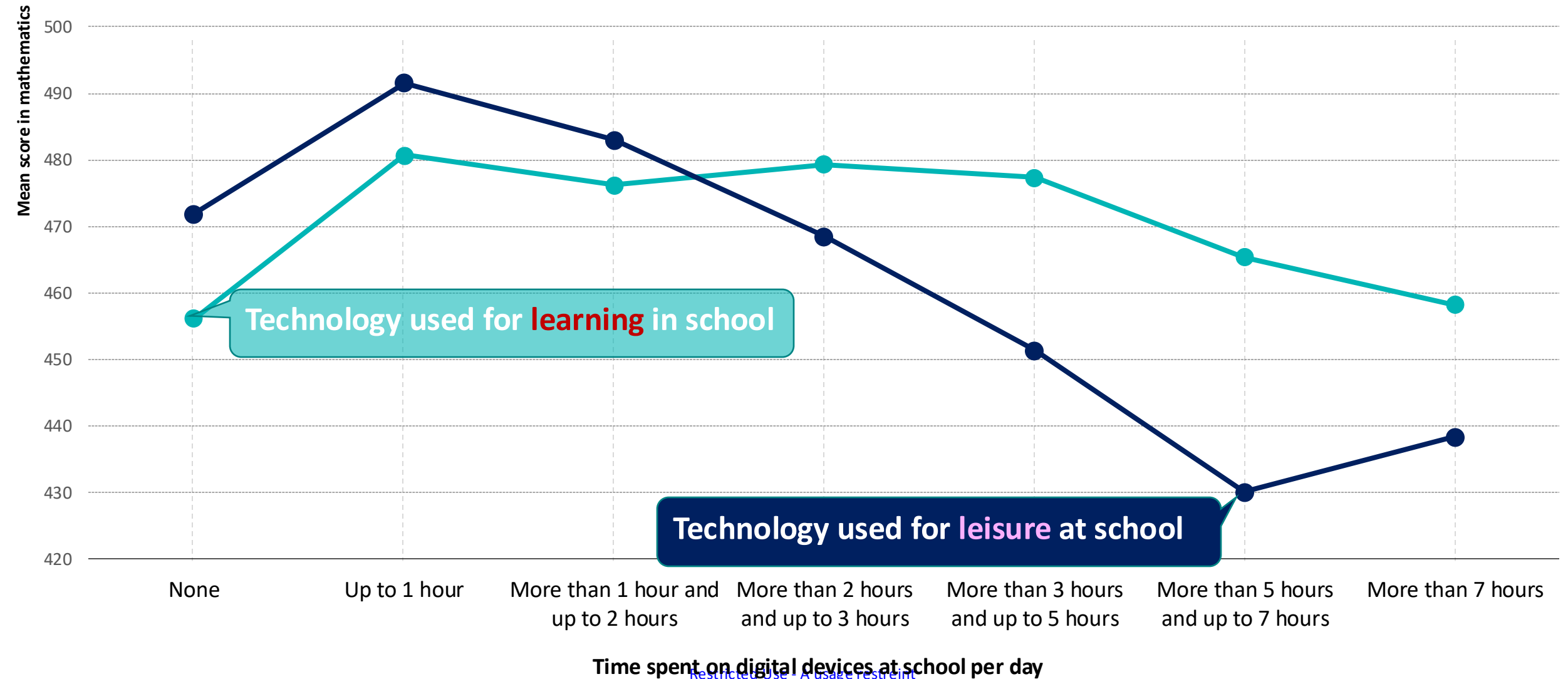




Time spent on digital devices at school and mathematics performance

Figure II.5.14

Based on students' reports; OECD average

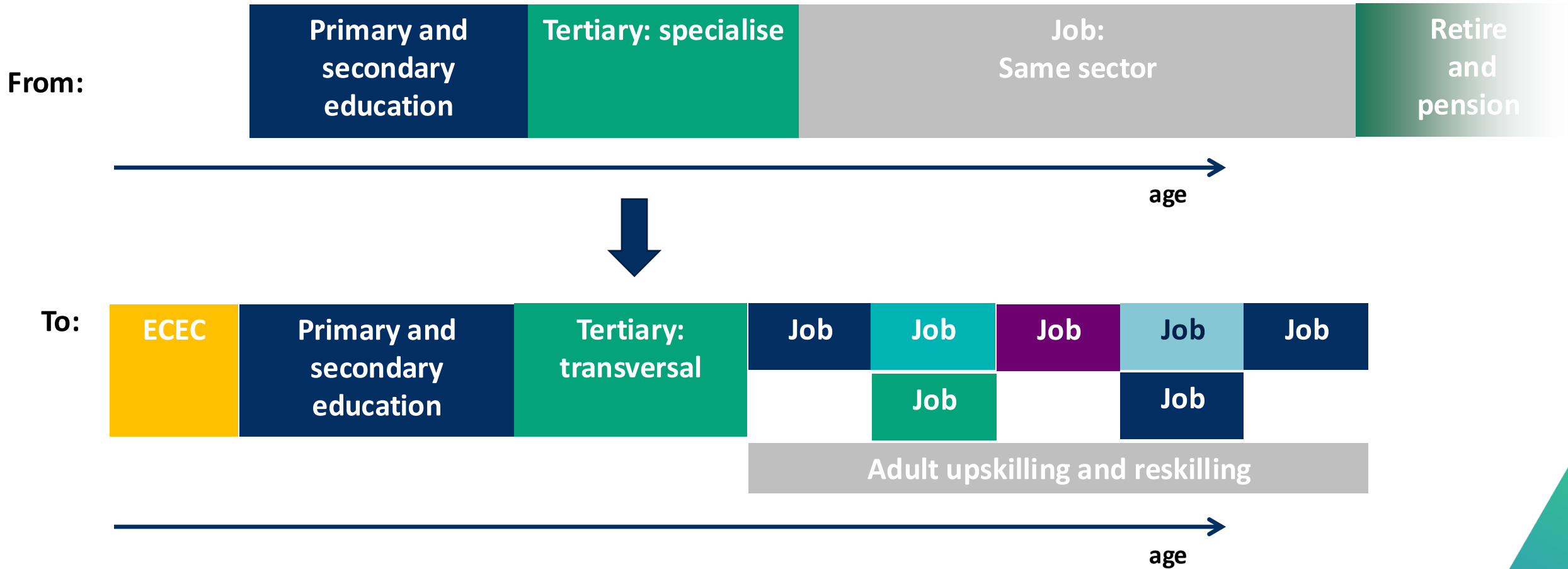


Technology used for **learning** in school

Technology used for **leisure** at school



We used to learn to do the work, now learning is the work

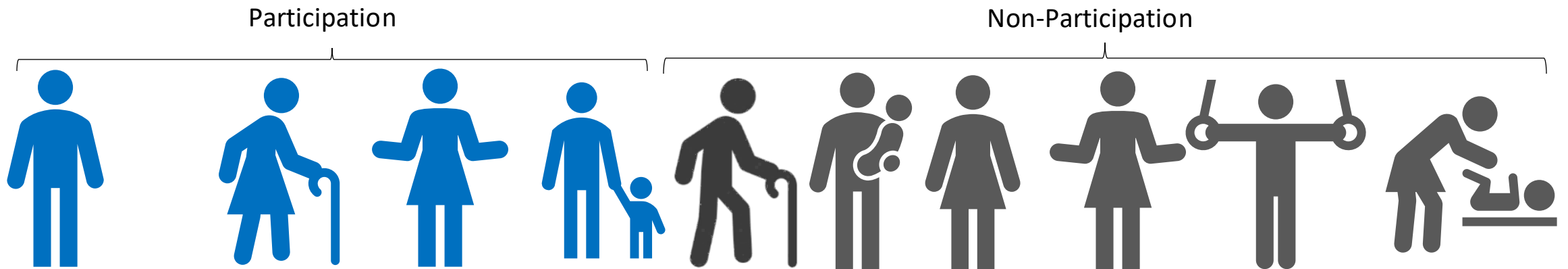




Too few adults participate in adult learning (PIAAC)

%

On average across OECD countries,
6 in 10 adults did not participate in any form of Adult Learning in the
12 months before being interviewed

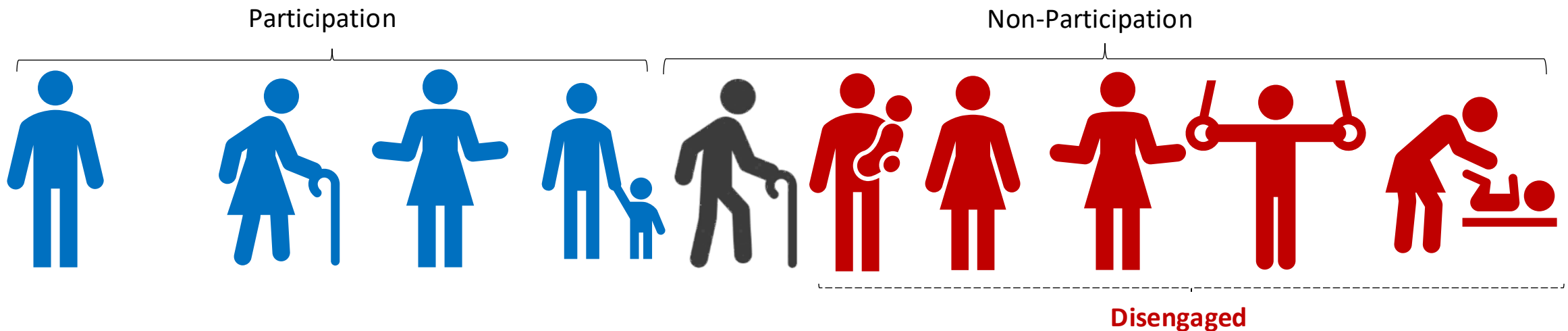




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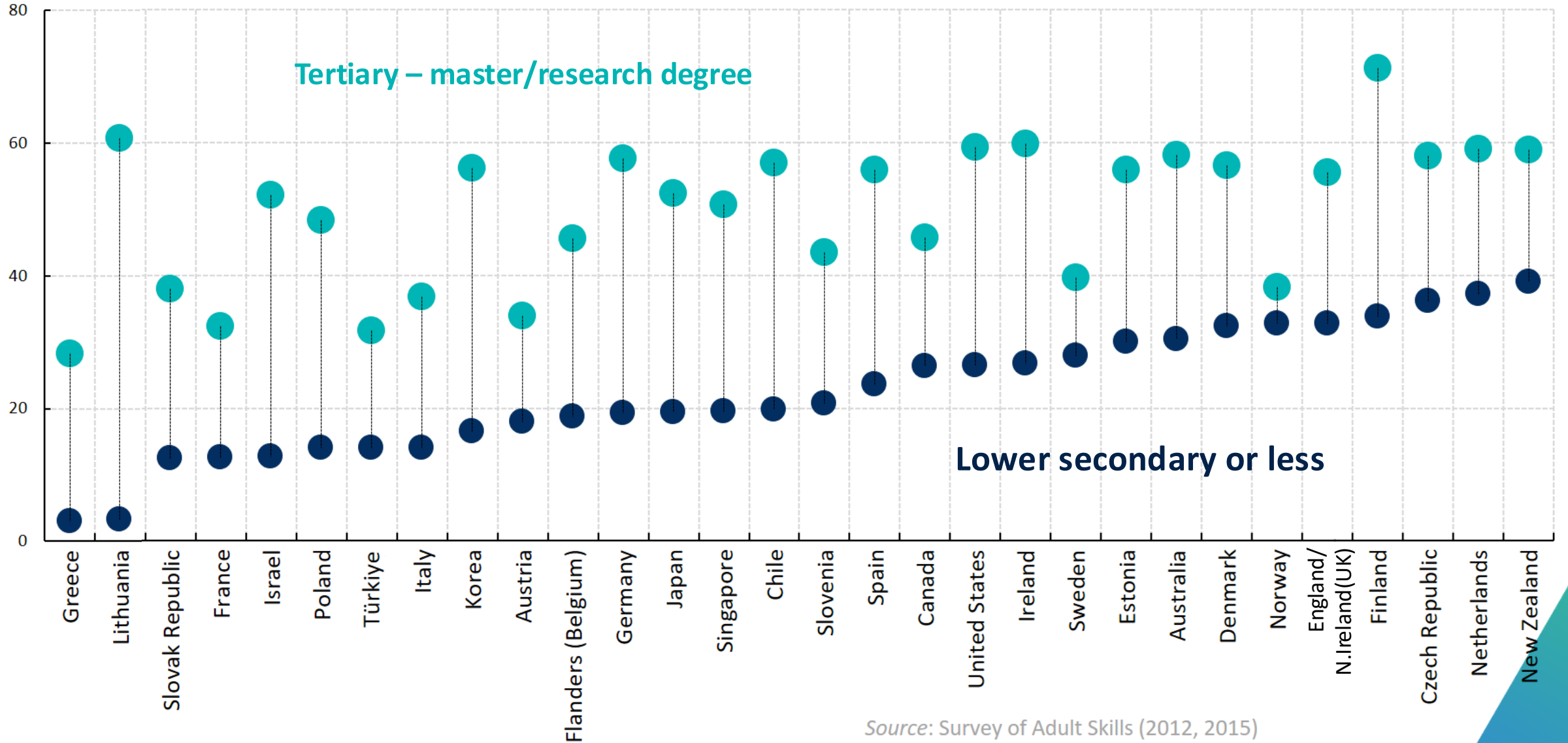


... and most of non-participants are disengaged: i.e. they
report not being interested in participating more



Low-skilled are less likely to participate in training

Share of workers who participated in on-the-job training in the previous year by education level (%)



Source: Survey of Adult Skills (2012, 2015)

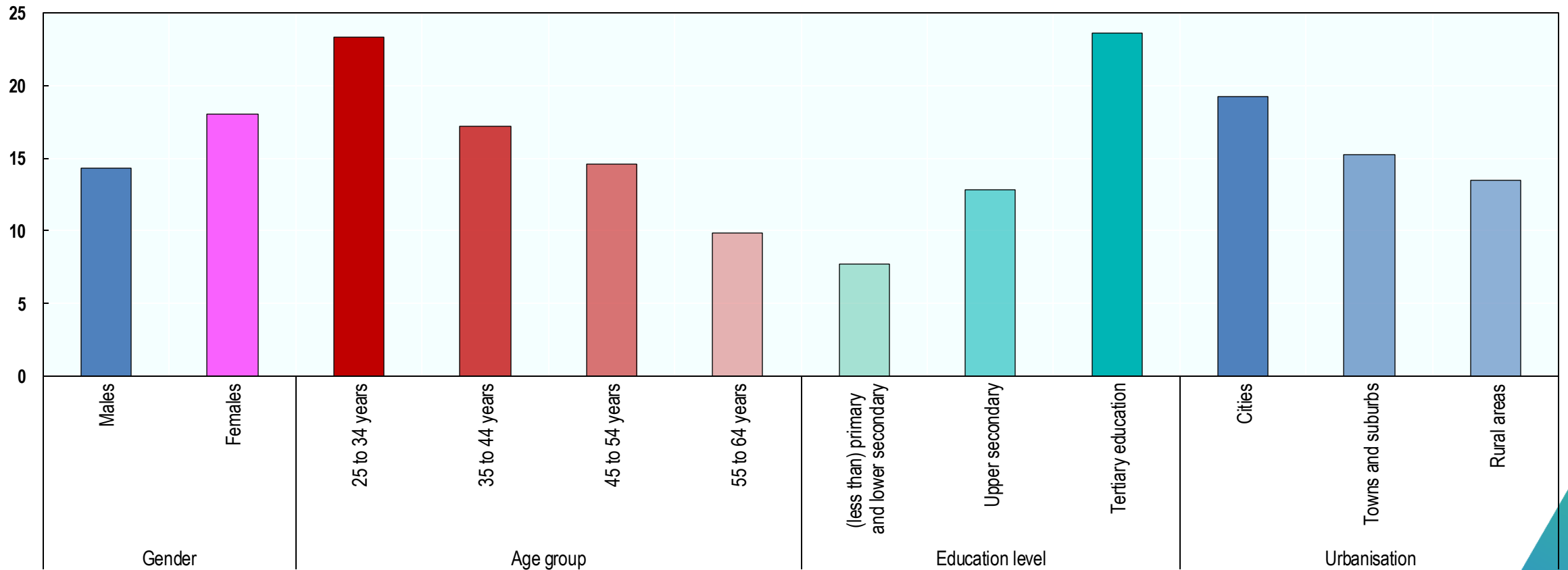


We used to learn to do the work – now learning is the work

Participation in formal and non-formal learning (last 4 weeks), by characteristics, 2022

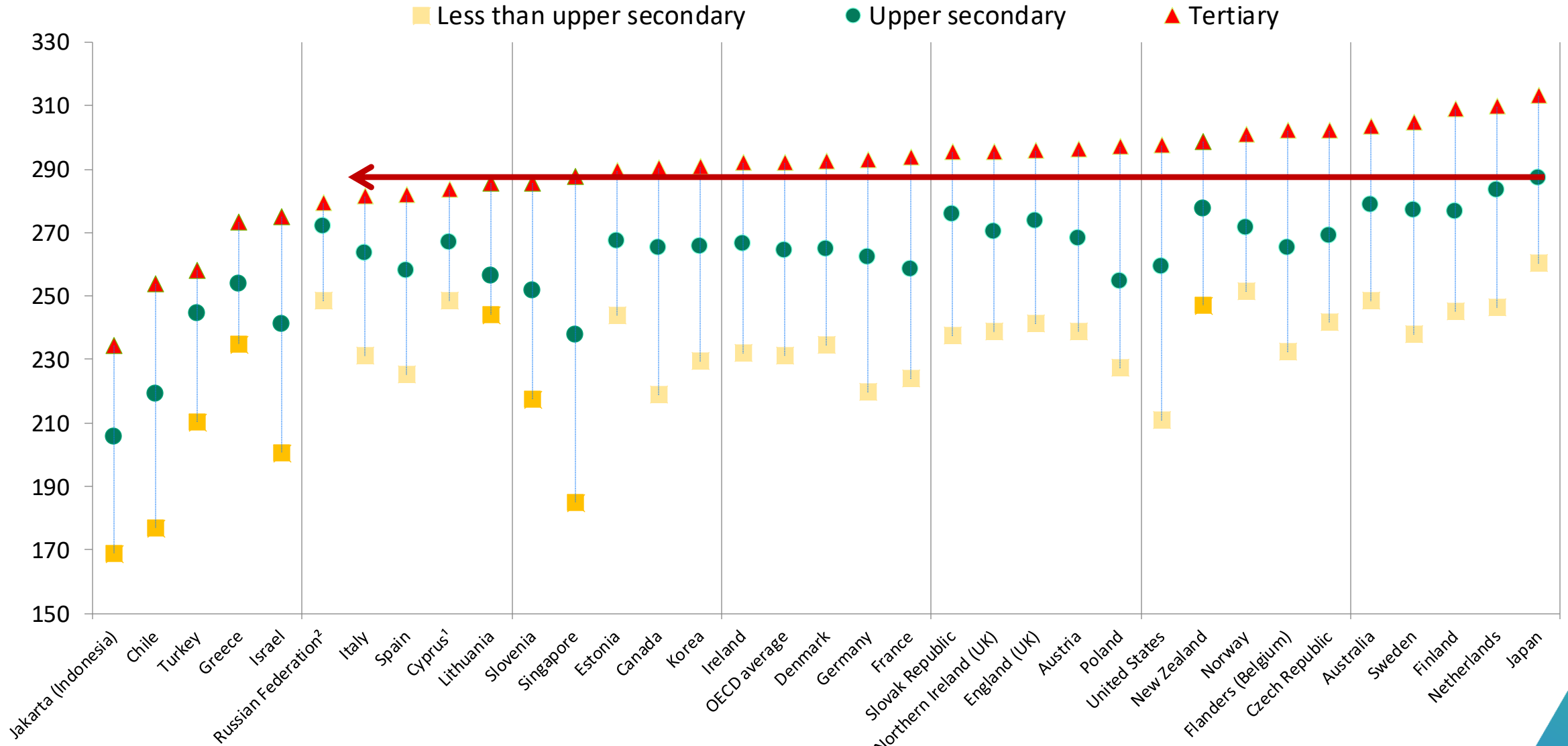
Surveys with a reference period of four weeks prior to the interview, % of 25-64 year olds

%



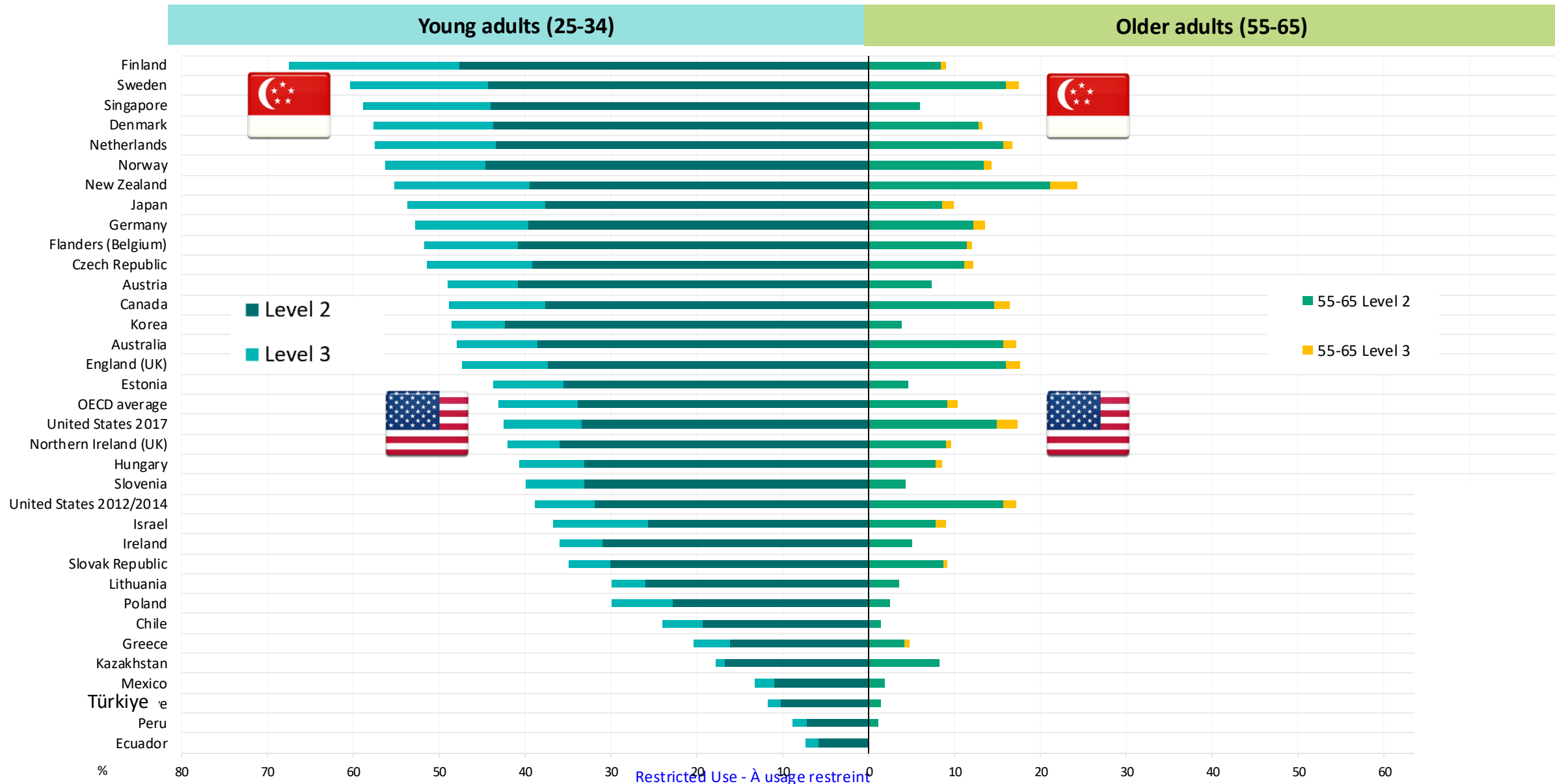


A degree is **not** a guarantee for skills





Skills to manage complex digital information – a world of change





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



PISA main reports

Email: Andreas.Schleicher@OECD.org

X : SchleicherEDU

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PISA FAQs: www.oecd.org/pisa/pisafaq

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PISA Country notes

