MAIN FINDINGS AND CONCLUSIONS OF

PISA 2025:

Executive Summary of the National Report

Kyiv 2026

ABOUT THIS PUBLICATION

This publication is an executive summary of the National Report on **PISA 2025** results — the Programme for International Student Assessment.

It focuses on Ukraine's key findings from the PISA 2025 cycle and the conclusions drawn from the study data.

The material retains the logic and terminology of the full report. Its purpose is not only to present the key indicators but also to guide their proper interpretation — namely, to identify the trends across PISA cycles (2018, 2022, and 2025), the differences in performance among various student groups, and the factors contributing to these performance gaps.

Due to its brief format, this publication does not include all methodological explanations, statistical tables, and supplementary analyses. Key caveats for interpreting the findings are provided in the respective sections, and comprehensive data are available in the full report.

PISA 2025 National Report

PISA 2025 International Report: Volume I

The PISA 2025 National Report is based on the international database of the Organisation for Economic Co-operation and Development (OECD). By integrating the results of student assessment, student questionnaires, and school questionnaires, the report provides a comprehensive analysis of learning outcomes and their underlying factors.

THE NATIONAL REPORT OVERVIEW

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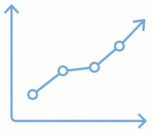

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UKRAINE IN PISA 2025

PISA 2025 Key Facts

PISA (Programme for International Student Assessment) is an international assessment of 15-year-old students' knowledge and skills launched by the Organisation of Economic Co-operation and Development (OECD) in 1997. It is conducted every 3 to 4 years.

PISA measures how well 15-year-olds can apply what they have learned to real-world challenges in three key domains: Science, Mathematics and Reading, as well as in other areas.

The test results are analyzed alongside questionnaire data on students and educational institutions. This helps identify factors related to learning outcomes and equity in education.

91 countries / economies participated in PISA 2025

760,000+ students participated in the assessment and the background survey

≈ 33 M 15-year-olds represented

Science — major domain

Learning in the Digital World — innovative domain

Foreign Language Assessment — optional domain

PISA 2025 Domains

SCIENCE

The focus is on assessing three core competencies: explain phenomena scientifically, evaluate designs for scientific enquiry, and evaluate scientific information for decision making. Environmental competence was also assessed as a separate science subscale.

MATHEMATICS

The capacity to reason mathematically and to formulate, apply, and interpret mathematics in a variety of contexts.

READING

An individual's capacity to understand, use, evaluate, reflect on and engage with texts in order to achieve one's goals, develop one's knowledge and potential, and participate in society.

LEARNING IN THE DIGITAL WORLD (LDW)

An innovative domain of PISA 2025. It assesses how students learn, build knowledge, and solve problems through digital tools. The report analyzes the performance in computational problem solving. Additional data will be made available in future report releases.

FOREIGN LANGUAGE ASSESSMENT (FLA)

An optional domain of PISA 2025. It covers reading, listening, and speaking in English. Ukraine was among 22 countries/economies participating in this component. The assessment results will be published separately.

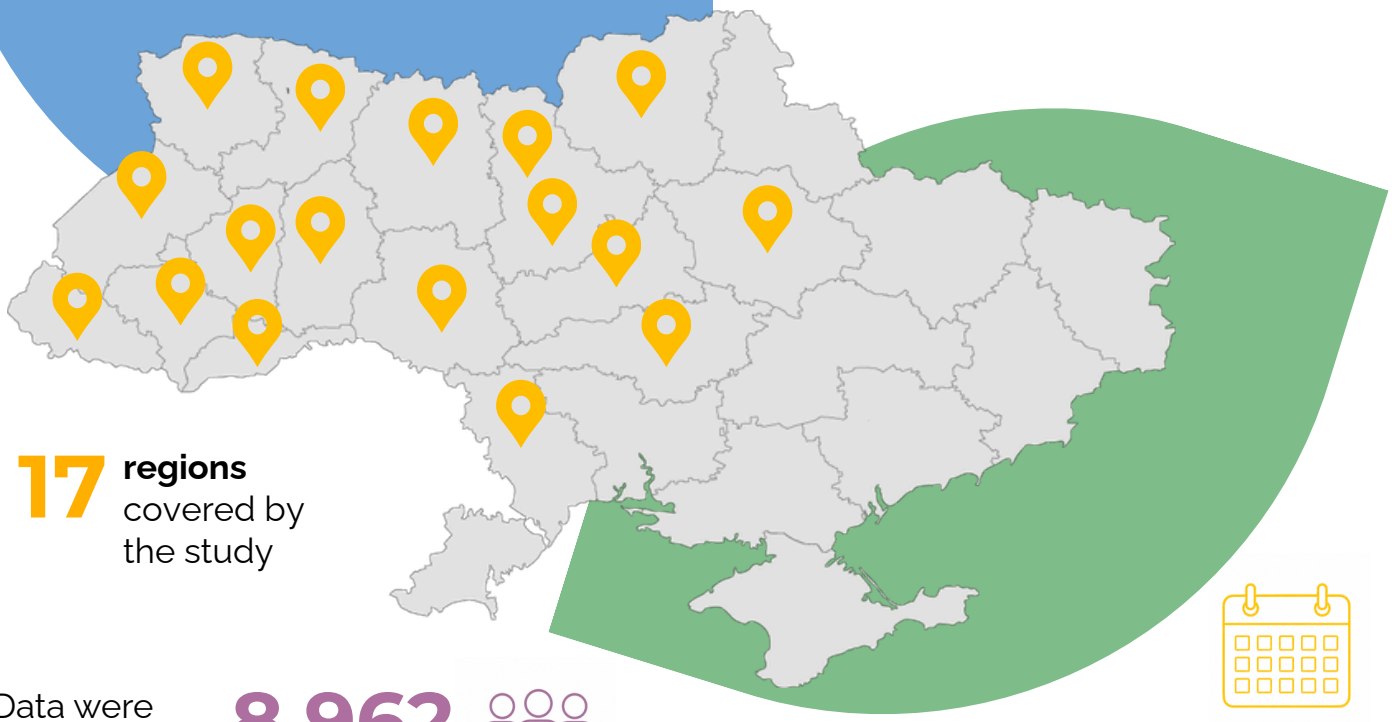
Assessments in the core domains are conducted in every cycle, whereas the innovative and optional domains are assessed only in selected PISA cycles.

PISA 2025 in Ukraine

For safety reasons, the study was not conducted in the Dnipropetrovsk, Donetsk, Zaporizhzhia, Luhansk, Mykolaiv, Sumy, Kharkiv, and Kherson regions, nor in the Autonomous Republic of Crimea and the City of Sevastopol.

3rd cycle

of Ukraine's participation in PISA **(2018, 2022, 2025)**



17 **regions** covered by the study

Data were collected from **8,962** **participants**

From 17 March to 4 May 2025 **data collection** within Main Survey

297 **schools** are included in the international study database

Approximately **≈ 1,000** **assessment sessions** were conducted in schools.

Conducting PISA 2025 in Ukraine became possible through **cooperation of the UCEQA, the Ministry of Education and Science of Ukraine, and international partners** who provided organisational, methodological, and financial support for the study.

The OECD financed Ukraine's participation in the core and innovative domains of the survey, while **UNICEF Ukraine** financed the Foreign Language Assessment (FLA) component.

Study Sampling

7,105 15-year-olds
took the main PISA test;
their results are the ones analyzed in this report*

*Additionally, 1,857 students participated in the Foreign Language Assessment. Their results will be presented in a separate analytical report.

TYPE OF LOCATION

Urban 77.2%

Rural 22.8%

GRADE / YEAR

Grades 7-11 of secondary school 77.5%

Years 1-2 of PPHE and VET schools 22.5%

TYPE OF SCHOOL

77.5% Secondary Schools

14.8% PPHE Schools*

** Here and below – Professional Pre-Higher Education Institutions*

7.7% VET Schools

boys 49.2%

girls 50.8%

Educational Pathway of the PISA 2025 Participants

2016 — **Grade 1**
start of schooling

2020 — **Grade 5**
schooling during the COVID-19 pandemic

2022 — **Grade 7**
schooling under the conditions of the full-scale war

2025 — **Participation in PISA**
testing after prolonged challenges

The teenagers who participated in the survey are not part of the 'New Ukrainian School (NUS) generation'.

These students started school before the systematic implementation of the Reform in lower secondary education. Therefore, the PISA 2025 findings cannot be used to assess the effectiveness of the NUS.

Proficiency Levels

6

5

LEVELS 5–6

high proficiency level

4

3

LEVELS 3–4

intermediate proficiency level

2

LEVEL 2

baseline level

the minimum level of knowledge and skills necessary for further education and participation in society

1

LEVEL 1 and BELOW

low proficiency level

The PISA Scale

The PISA scale is constructed in a way that the average score of OECD countries in the baseline cycle was around 500 points, with a standard deviation of approximately 100 points. Roughly two-thirds of students across OECD countries score within the 400–600 point range. The scale has no fixed minimum or maximum values, although scores above 800 points are extremely rare.

300 400 500 600 700

Approximate schooling equivalent of PISA score differences

20 PISA score points ≈ **APPROXIMATELY EQUIVALENT TO 1 YEAR OF SCHOOLING**

This is only a benchmark for interpreting differences, not a universal, precise measure; the annual learning gain may vary across countries and cycles.

The levels describe what students know and can do, with boundaries and content defined independently for each domain.

Interpretation of Results

Cross-Cycle Comparison of Results

PISA 2018 **the widest geographical coverage**

The survey was not conducted in The Autonomous Republic of Crimea, the city of Sevastopol, and a significant part of the Donetsk and Luhansk regions; however, the coverage was broader than in 2022 and 2025. Therefore, any cross-cycle comparison should be approached with caution.

PISA 2022 **18 regions of Ukraine**

For comparison with the 2025 cycle, the data were recalculated for 17 regions (excluding the Sumy region).

PISA 2025 **17 regions of Ukraine**

The results are fully comparable with the recalculated 2022 results, whereas any comparison with the 2018 cycle should be treated with caution.

Comparison by Socio-Economic Status

ESCS **is the PISA index of economic, social, and cultural status**

- **EDUCATION** of parents / guardians
- **JOB** of parents / guardians
- **RESOURCES** at home

The report uses national ESCS quartiles.

THE BOTTOM QUARTILE (25%) OF ESCS
socio-economically disadvantaged students

THE TOP QUARTILE (25%) OF ESCS
socio-economically advantaged students

Comparison with Reference Countries

Reference countries were selected to provide a meaningful benchmark for Ukraine, based on similar socio-economic levels or shared cultural and historical backgrounds.


BULGARIA


ESTONIA


SLOVAK REPUBLIC

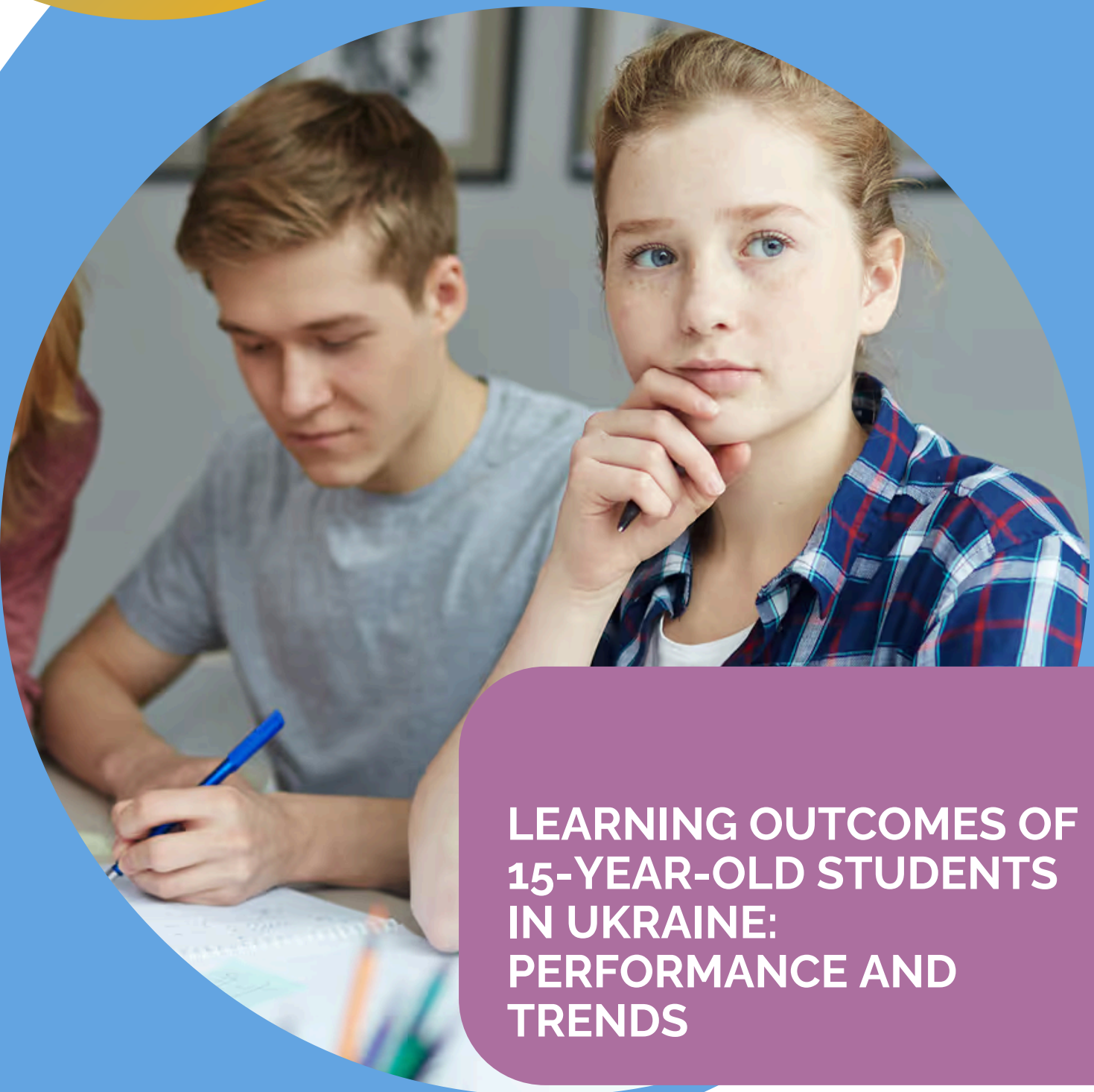

MOLDOVA


GEORGIA


POLAND

The OECD average is used as a separate international benchmark.

2



LEARNING OUTCOMES OF 15-YEAR-OLD STUDENTS IN UKRAINE: PERFORMANCE AND TRENDS

SUMMARY OF RESULTS

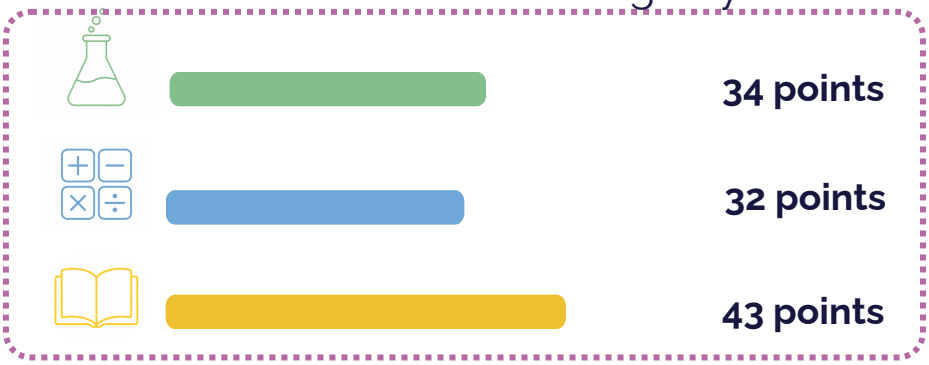
Ukraine's mean scores in PISA 2025

448
Science

431
Mathematics

418
Reading

Ukraine's performance is lower than the OECD average by

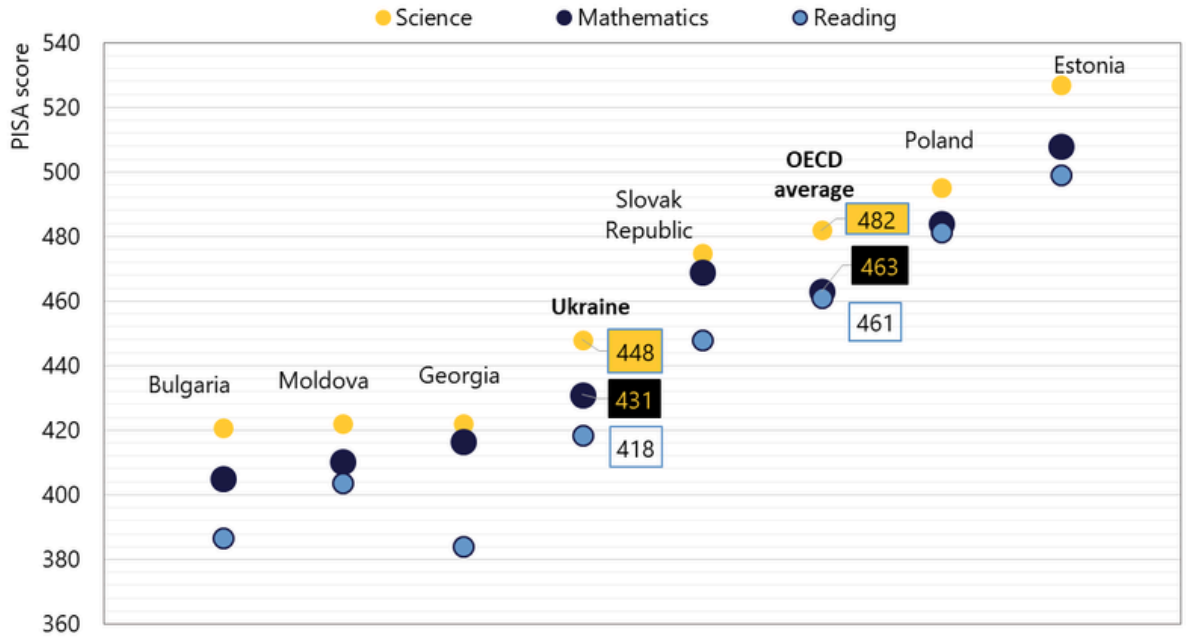


By PISA standards, the performance gap between Ukraine and the OECD average is approximately equivalent to

1.5 years of schooling in Science and Mathematics

2 years of schooling in Reading

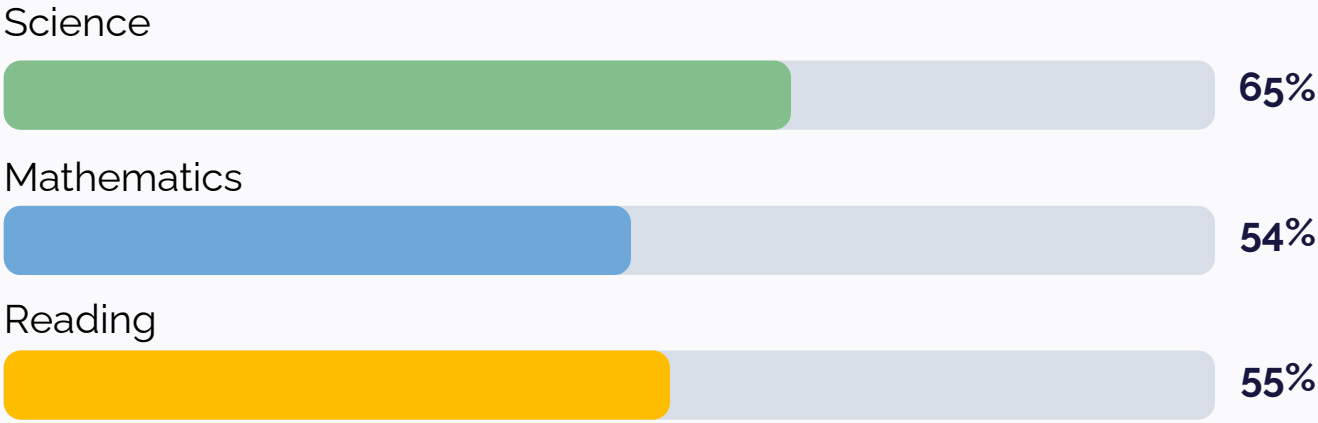
Ukraine vs. Reference Countries



Ukraine outperforms Bulgaria, Moldova, and Georgia, but lags behind the Slovak Republic, Poland, and Estonia across all three domains.

PROFICIENCY LEVELS

Percentage of Ukrainian students at **Level 2** or above



At least a Third of Students Score Below Level 2 in All Three Domains

35% — in Science

46% — in Mathematics

45% — in Reading

Only a Small Percentage of Ukrainian Students Achieve **High Proficiency Levels (5 and 6)**

2.0%
in Science

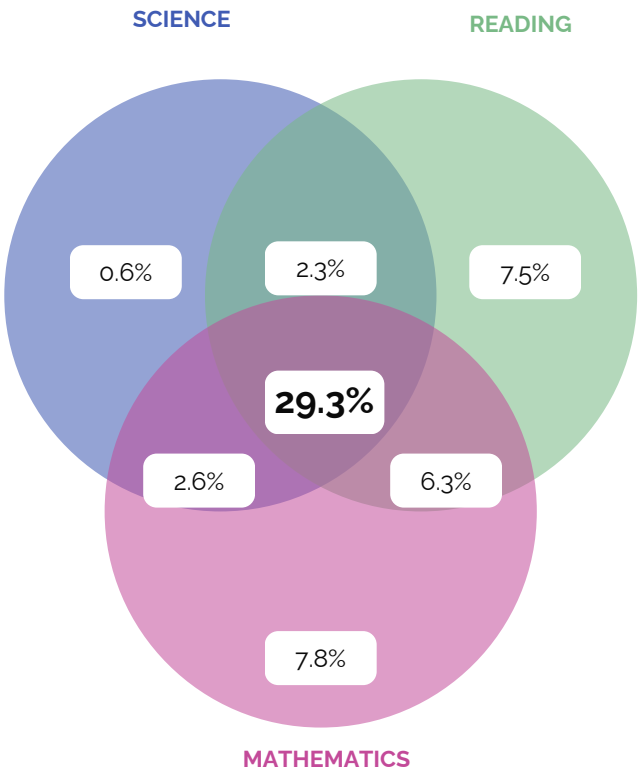
2.6%
in Mathematics

0.7%
in Reading

THE OVERLAP OF STUDENT PERFORMANCE ACROSS THE THREE CORE PISA DOMAINS

Low performance in one domain is often associated with low performance in others.
High performance, on the other hand, is rare and more commonly observed in a single domain.

BELOW LEVEL 2

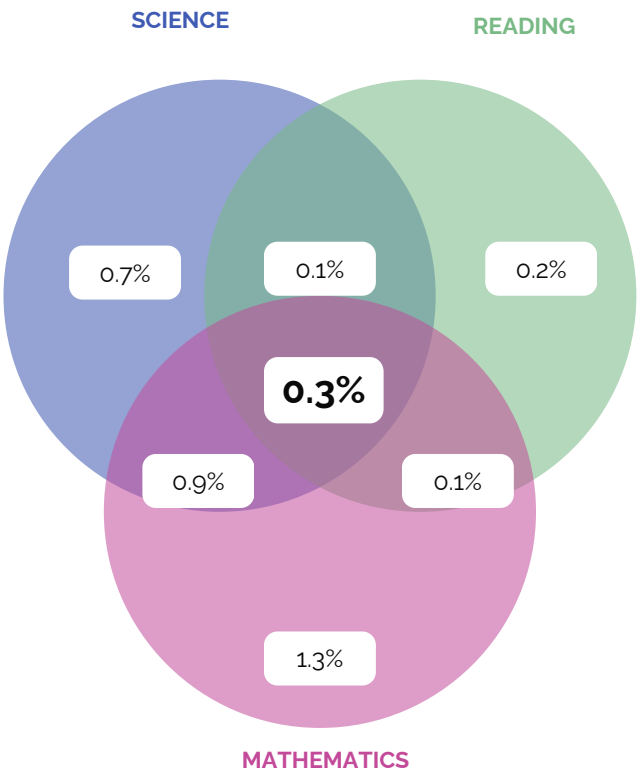


56.4% **fail to achieve the baseline level in at least one domain**

29.3% **fail to achieve the baseline level in all three domains**

This accounts for more than half of those who perform below the baseline level in at least one domain.

LEVEL 5 OR ABOVE



3.6% **achieve 5+ in at least one domain**

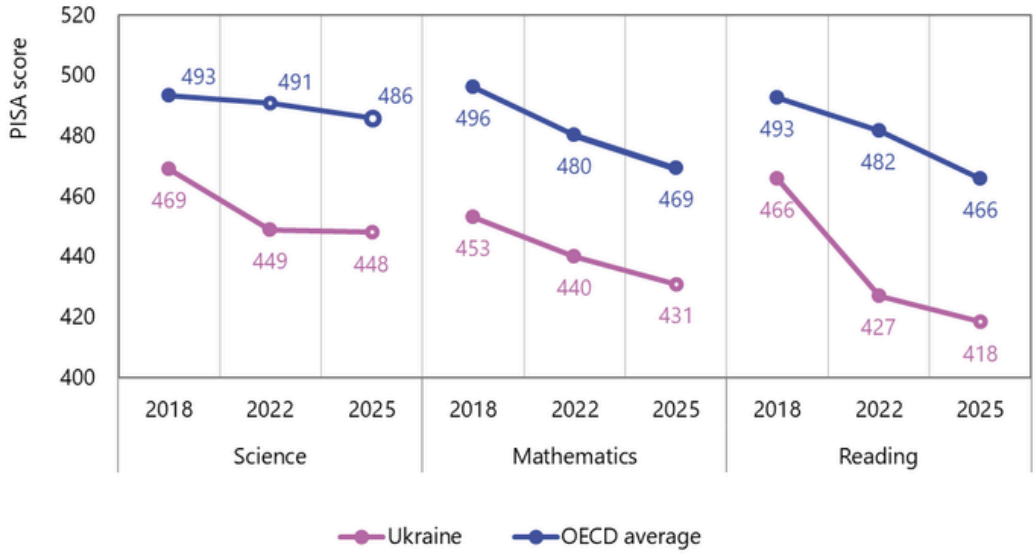
0.3% **achieve 5+ in all three domains**

Most high scores are achieved in only one or two domains.

PERFORMANCE TRENDS ACROSS THE PISA 2018, 2022 AND 2025 CYCLES

Following a sharp decline between 2018 and 2022, Ukrainian students' performance has **stabilised**, but **have not** yet **recovered**.

2022 → 2025 **None of the three PISA domains shows statistically significant changes in Ukrainian students' performance.**



In the figure, hollow circles indicate results for which the difference compared to the previous PISA cycle is not statistically significant.

Note: *For trend analyses, the OECD average is calculated using data from 23 countries that participated in all PISA cycles included in the comparison. Therefore, it differs from the average for all OECD countries participating in PISA 2025 shown in other figures.*

COMPARED TO 2018

−21 score points in Science

−22 score points in Mathematics

−48 score points in Reading

IMPORTANT
Comparing 2018 with 2022 and 2025 requires caution due to differences in geographic coverage. However, the data for 2022 and 2025 remain comparable.

WHAT DO THE DATA MEAN?

Stabilisation does not mean recovery

In 2025, the mean scores remain lower than in 2018, particularly in the Reading domain.

The performance gap with the OECD average remains

In Science, this gap narrowed slightly due to a larger decline in the OECD average rather than an improvement in Ukraine's results.

THE GENDER PERFORMANCE GAP

Mean Score Difference: Boys vs. Girls

Science	+4 points	**in favour of girls** not statistically significant
Mathematics	+8 points	**in favour of boys** statistically significant
Reading	+32 points	**in favour of girls** statistically significant

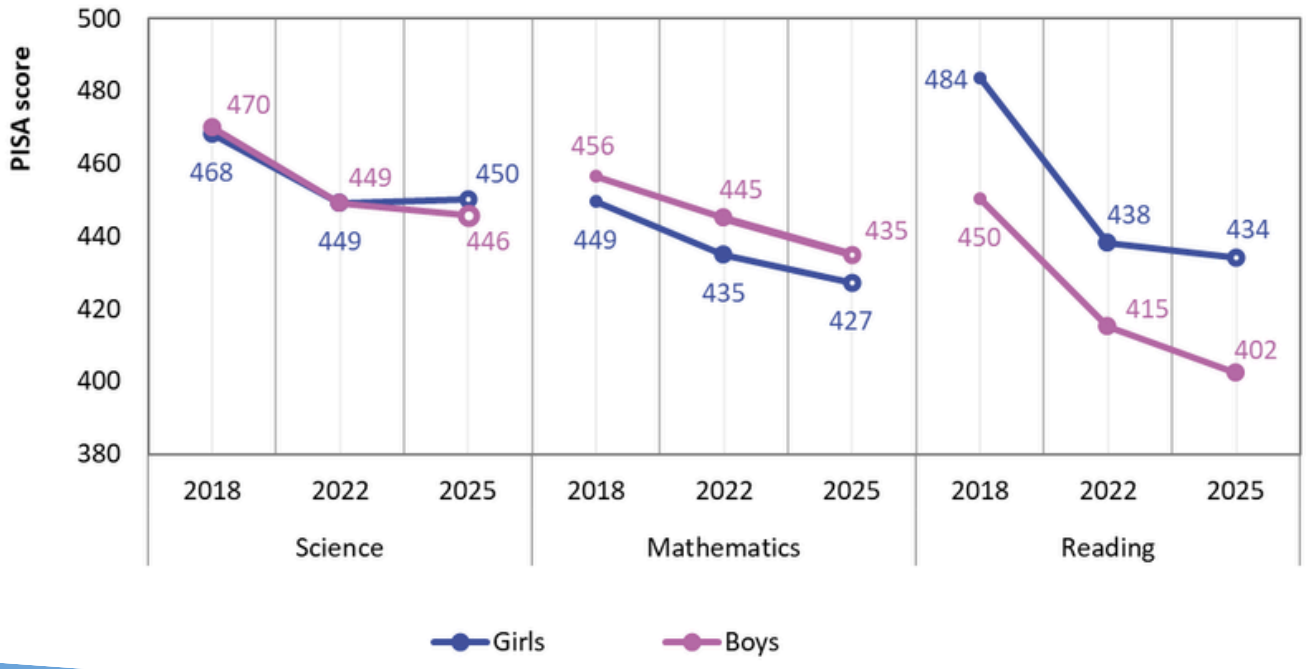
Performance Trends for Boys and Girls

PISA 2022 → PISA 2025

In Science and Mathematics, there were no significant changes for either group. In Reading, boys' scores declined from 415 to 402 points, and the gap with girls widened from 23 to 32 points.

PISA 2018 → PISA 2025

The scores for both girls and boys are lower across all three domains, with Reading showing the largest drop.

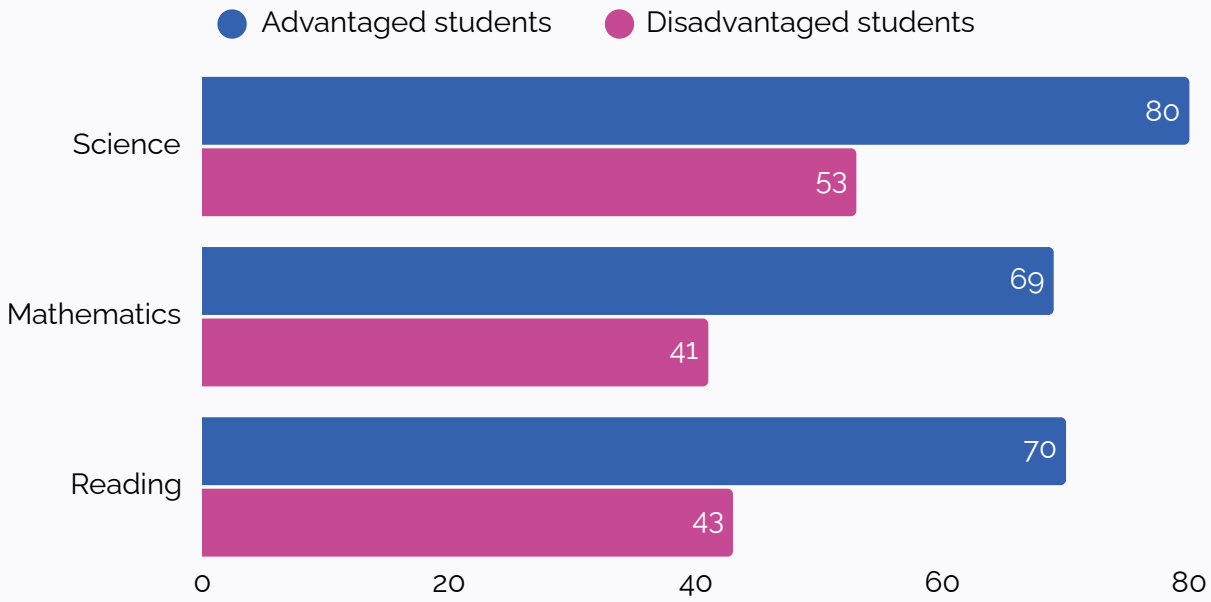


In the figure, hollow circles indicate scores for which the difference from the previous PISA cycle is not statistically significant.

PERFORMANCE DIFFERENCES BY SOCIO-ECONOMIC STATUS

THE MORE ADVANTAGED THE BACKGROUND, THE HIGHER THE PERFORMANCE.

Percentage of students who reached Level 2 or above



PERFORMANCE GAP IN SCIENCE

66 points between socio-economically advantaged and disadvantaged students (OECD average: 85 points)

ACADEMIC RESILIENCE

15% of socio-economically disadvantaged students are academically resilient in Science in Ukraine (OECD average: 12%)

Between **2018 and 2025**, the performance gap between socio-economically advantaged and disadvantaged students **narrowed across all three domains**, but the decrease was statistically significant only in Mathematics and Reading.

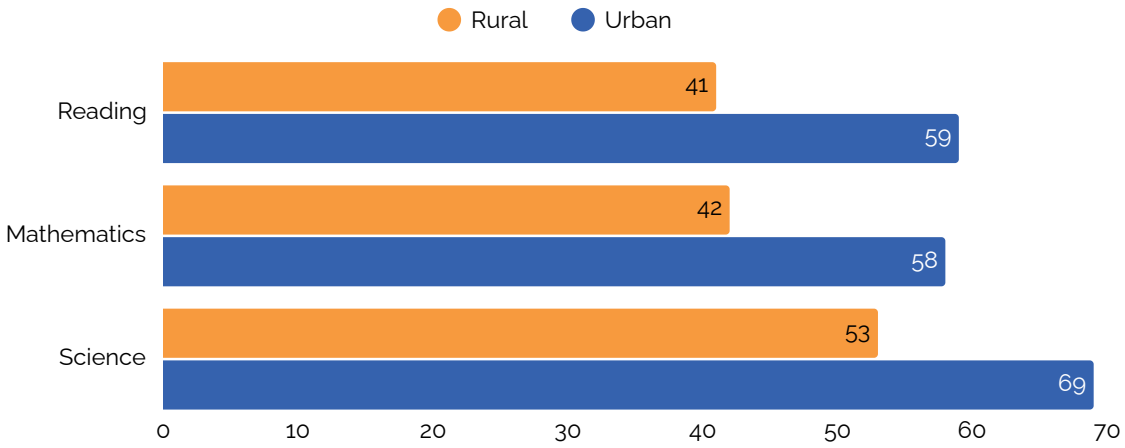
The narrowing of the gap was driven mainly by a drop in scores among advantaged students, rather than by progress among disadvantaged students.

PERFORMANCE DIFFERENCES BY SCHOOL LOCATION

The Larger the Community, the Higher Students' Performance

The main performance gap lies between villages and small settlements on the one hand and large cities on the other.

Percentage of students at Level 2 or above, %



In rural areas, nearly half of students perform below the basic level in Science, and around three-fifths are below the basic level in Mathematics and Reading.

PERFORMANCE GAP BETWEEN RURAL AREAS AND LARGE CITIES

61–68 PISA **score points** depending on the domain

61 — Mathematics;
65 — Science;
68 — Reading

THE EXTENT OF GAPS

≈3 **years of schooling** — estimated schooling equivalent of the performance gap between students from large cities and villages/towns

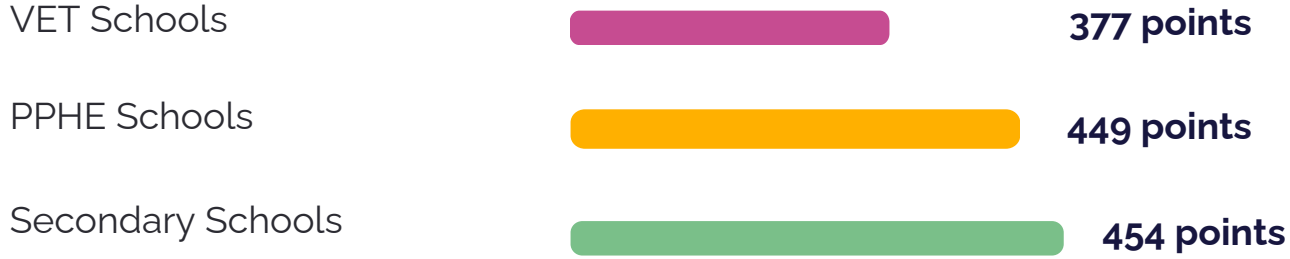
TRENDS ACROSS CYCLES

Following a significant decrease between 2018 and 2022, most groups' performance stabilised in 2025. The only statistically significant change is a **decline in Mathematics performance in large cities**, dropping from 501 to 460 points.

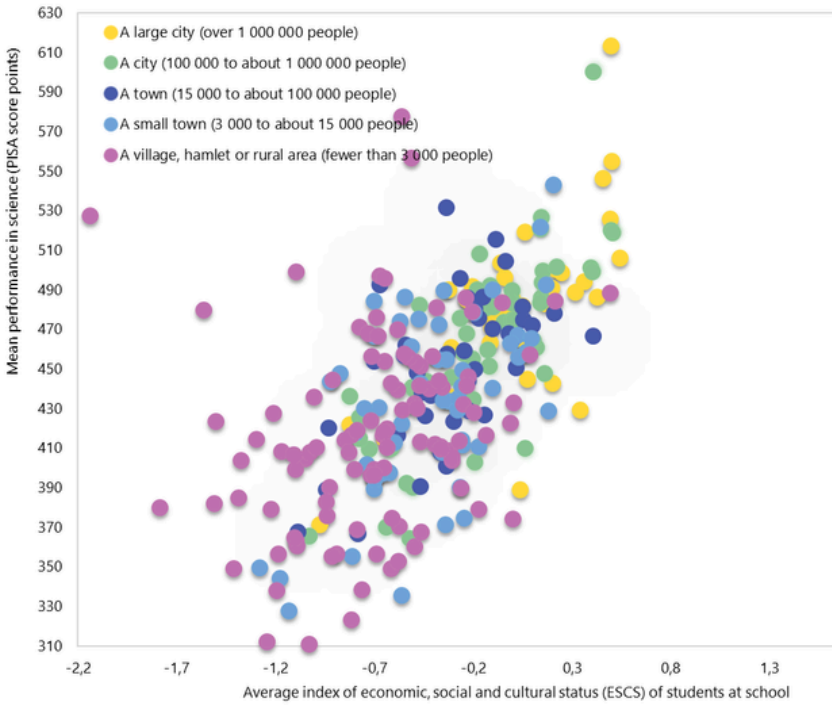
PERFORMANCE DIFFERENCES BY SCHOOL TYPE

School type is associated with performance, but does not determine it

Mean Score in Science



Performance reflects a combination of factors



Student Performance in Science and the Socio-Economic Profile of Schools, by School Location

The difference cannot be explained solely by school location or school type. While VET schools show lower average results, the socio-economic component also plays a critical role: a higher school-level mean ESCS is typically associated with better academic performance.

However, none of these factors determines the outcome entirely. Even schools of the same type in similar locations and with comparable mean ESCS scores can achieve different results. In fact, some rural schools outperform many urban schools.

Therefore, student performance depends on a combination of socio-economic background factors and other characteristics of the educational environment.

3

UKRAINIAN STUDENTS' PERFORMANCE ON THE SCIENCE SCALE AND SUBSCALES

PISA 2025 SCIENCE FRAMEWORK

A BROADER UNDERSTANDING OF SCIENCE EDUCATION OUTCOMES

The updated PISA 2025 framework* takes a broader view of science education outcomes than in previous cycles of the study. It covers **science competencies and environmental science competencies**, science identity, and readiness to act in situations related to science, technology, the environment, and sustainable development.

PISA 2025 Science Framework

HOW THE PISA ASSESSMENT IS STRUCTURED

KNOWLEDGE × COMPETENCIES × REAL-WORLD CONTEXTS

PISA measures the ability to apply scientific knowledge to explain phenomena, evaluate data, and make decisions, rather than reproduce educational material.

SCIENCE SCALES AND SUBSCALES

SCIENCE SCALE

Overall science performance integrating the three science competencies

Explain phenomena scientifically subscale

Applying scientific knowledge to explain natural phenomena and technologies, construct predictions and models, and understand the mechanisms of natural processes.

Evaluate designs for scientific enquiry subscale

Understanding research processes, evaluating enquiry designs, and critically interpreting data and evidence.

Evaluate scientific information for decision making subscale

Evaluating the credibility of information, analyzing evidence, identifying logical fallacies, and justifying decisions in everyday situations.

ENVIRONMENTAL SCIENCE SCALE

Applying scientific knowledge to address environmental issues, support sustainability, and ensure informed human interaction with Earth's systems.

UKRAINIAN STUDENTS' PERFORMANCE ON SCIENCE SCALES AND SUBSCALES

PISA 2025 Mean Scores

448 overall science scale

447 environmental science scale

455 explain phenomena scientifically

443 evaluate designs for scientific enquiry

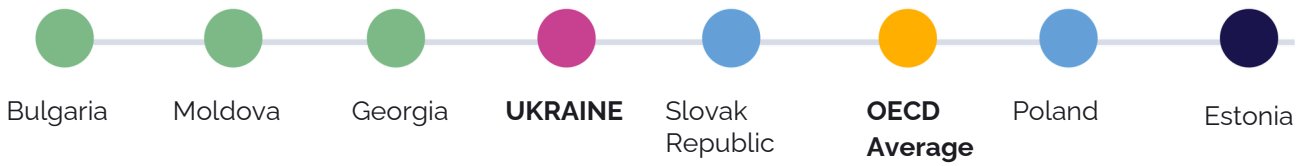
443 evaluate scientific information for decision making

Mean scores allow comparison between countries within the same subscale but not across subscales. For this purpose, standardised scores relative to the performance of all countries participating in PISA 2025 are used.

Ukraine's Profile

A relative strength:	**Explain phenomena scientifically**
Intermediate:	**Evaluate scientific information for decision making**
A relative weakness:	**Evaluate designs for scientific enquiry**

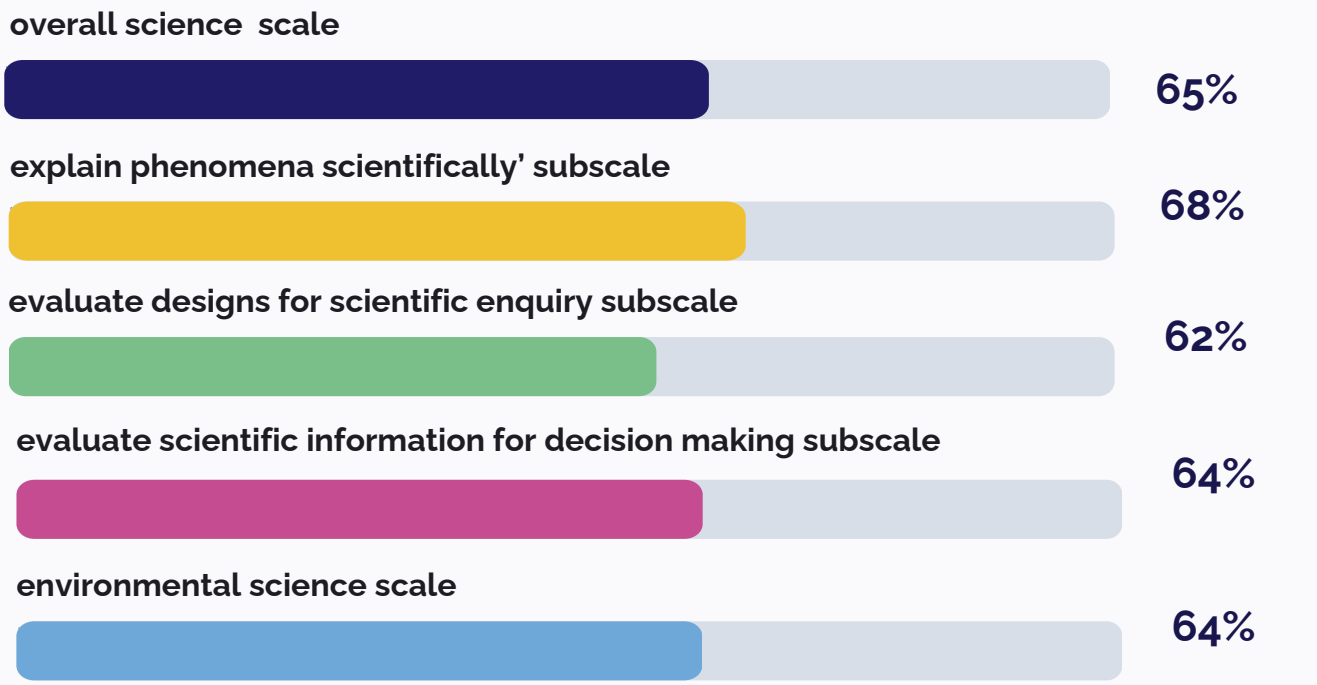
International Comparison



Across all scales and subscales, Estonia achieves the highest results among the reference countries. Poland, the Slovak Republic, and the OECD average score higher than Ukraine, while Bulgaria, Georgia, and Moldova score lower on most scales and subscales.

PROFICIENCY LEVELS ACROSS THE DOMAIN SCALES AND SUBSCALES

Percentage of Students at Level 2 or above



WHAT STUDENTS AT LEVEL 2 CAN DO:

- explain simple, familiar phenomena and distinguish between scientific and non-scientific explanations;
- interpret simple relationships in data and identify evidence in a graph or table;
- evaluate simple elements of research design and apply basic criteria to determine the credibility of a source.

≈ 2% ACHIEVE LEVELS 5–6

Only a small percentage of students can:

- construct and evaluate complex explanations;
- critically analyse research design and data;
- evaluate the reliability of sources;
- justify decisions in less familiar or complex contexts.

ACROSS THE OVERALL SCIENCE SCALE AND ALL SCIENCE SUBSCALES, MORE THAN ONE-THIRD OF STUDENTS PERFORM BELOW LEVEL 2.

PERFORMANCE DIFFERENCE BY GENDER AND SOCIO-ECONOMIC BACKGROUND

While the overall gender gap in performance is narrow, the achievement gaps due to differences in socio-economic status are significant across the overall science scale and all science subscales.

Performance Difference by Gender

+4 points **in favour of girls on the overall science scale, but the gap is not statistically significant**

Boys perform slightly better

on tasks that require explaining phenomena. However, the gap is small and not statistically significant.

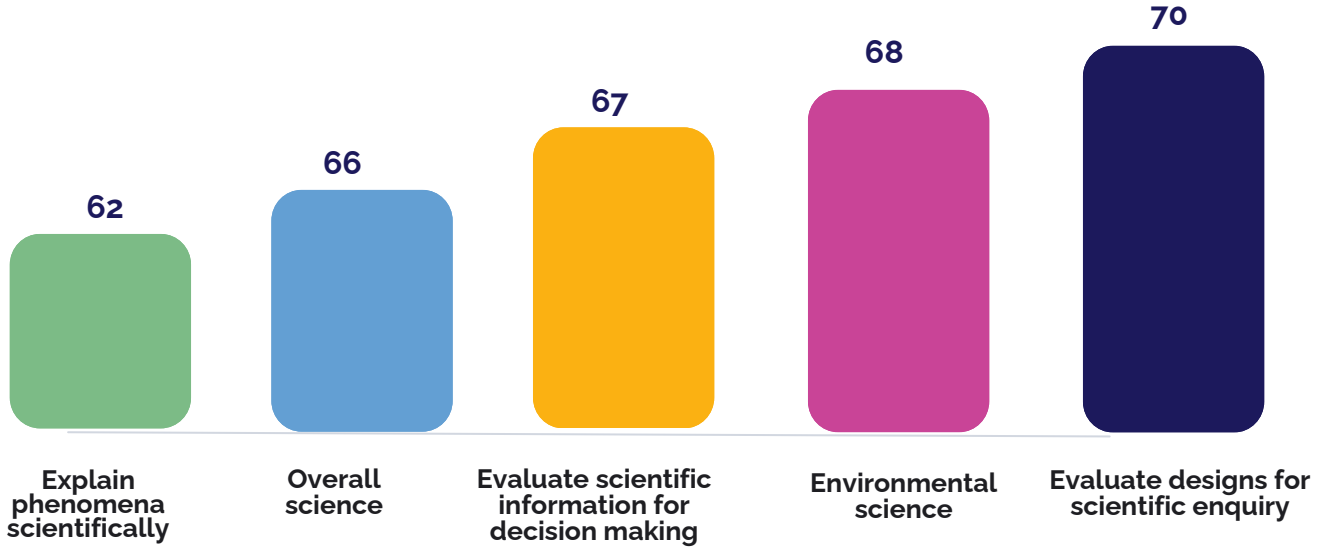
Girls perform noticeably better

on tasks involving the evaluation and use of scientific information (**+16 points**) and on environmental science tasks (**+9 points**).

Performance Differences by Socio-Economic Background

Students from more socio-economically advantaged backgrounds score higher on all scales and subscales of the science domain. The performance gap ranges from 62 to 70 points.

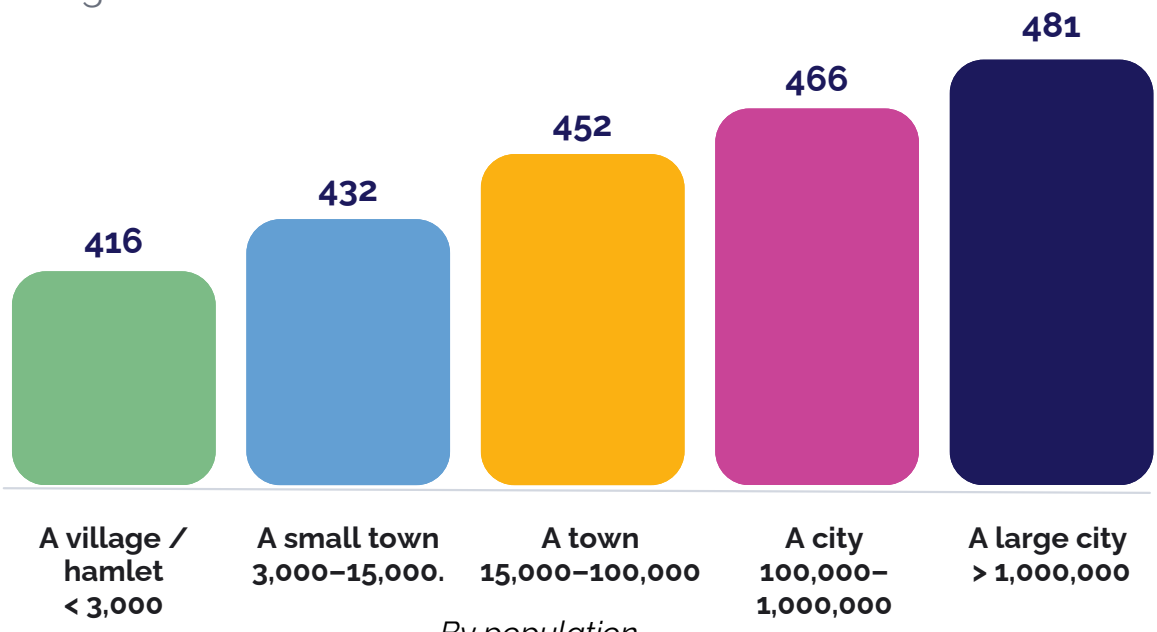
The PISA score difference in favour of socio-economically advantaged students



PERFORMANCE DIFFERENCES BY SCHOOL LOCATION AND SCHOOL TYPE

Performance Difference by Type of Location

Average score on the overall science scale



Performance across the overall science scale and subscales is higher among students from larger communities, as mean scores rise progressively from rural areas to large cities.

Performance Difference by Type of School

Across the overall science scale and all science subscales, the same trend is evident: students in general secondary schools achieve the highest results, while those in VET schools score the lowest.

Vocational schools

Professional pre-higher education schools

Secondary schools

The type of school is primarily linked to overall science performance: students in general secondary schools and professional pre-higher education schools score higher. By contrast, students in vocational education and training institutions achieve the lowest results. However, these differences should not be interpreted as a direct effect of the school type; they may partly reflect differences between students' socio-economic profiles.

4

UKRAINIAN STUDENTS' CAPACITY TO LEARN IN THE DIGITAL WORLD

PISA 2025 LEARNING IN THE DIGITAL WORLD ASSESSMENT FRAMEWORK

The Learning in the Digital World assessment aims to determine the extent to which 15-year-old students are able not only to use digital technologies, but also to apply them to learning, research, and problem-solving.

WHAT THE LDW ASSESSMENT MEASURES

PRIOR KNOWLEDGE × LEARNING PROCESSES × COMPUTATIONAL PRACTICES

COMPUTATIONAL PROBLEM-SOLVING SCALE

It measures the ability to solve problems through programming and digital modelling. Students are expected to demonstrate how they analyze data and work with digital objects: creating, testing and refining algorithms or programmes.

THE MAIN SCALE HAS TWO SUBSCALES:

MODELLING SUBSCALE

It assesses the ability to create computer models of phenomena and investigate them. Students should treat the model as a tool: changing its parameters, identifying relationships between variables, conducting experiments and making predictions based on the data obtained.

PROGRAMMING SUBSCALE

It assesses the ability to create sequences of commands to carry out tasks, identify and correct errors, and improve algorithms. Here, programming is not about knowledge of a specific programming language, but about algorithmic thinking: the ability to break a task down into steps, draw up a plan of action, test it and refine it.

SEPARATE SCALE

COMPUTATIONAL PRACTICES PRIOR KNOWLEDGE

It assesses students' initial experience working in a digital environment: their basic skills in algorithms, programming, and model development. This indicator helps interpret test results, as prior experience makes tasks easier to complete, though it does not entirely determine a student's ability to learn and adapt their solutions as they go.

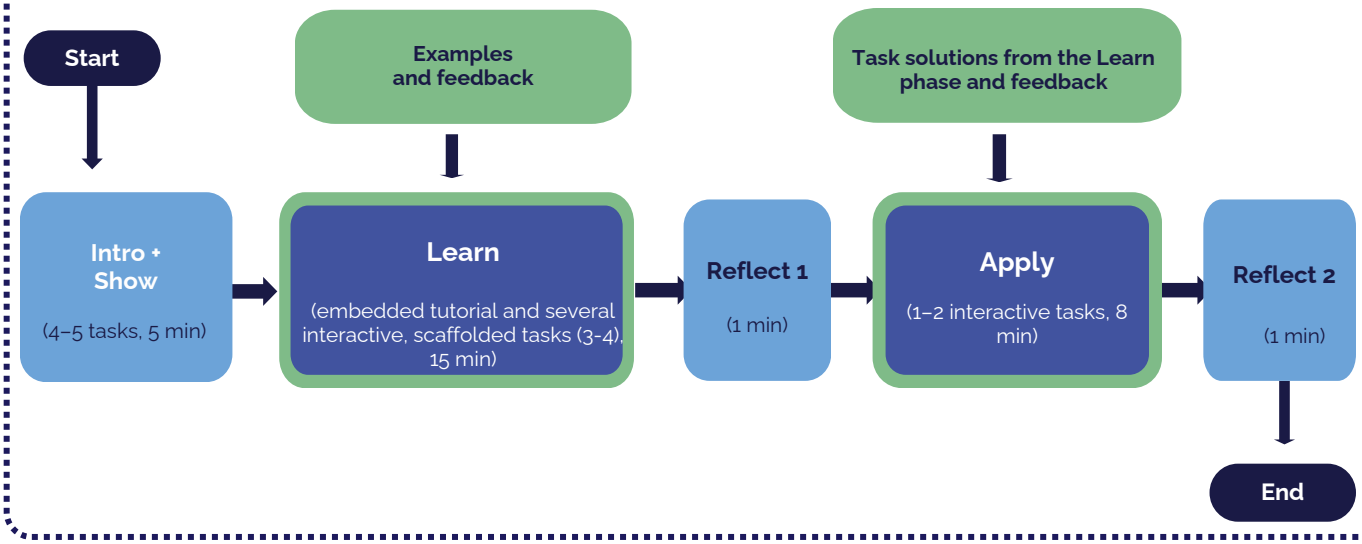
THE LDW COGNITIVE TEST

To demonstrate their ability to learn in the digital world, the students completed a one-hour cognitive test comprising two 30-minute units:

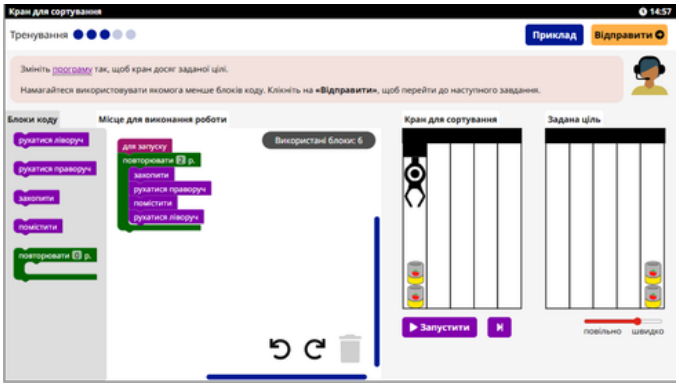
Programming **Modelling**

Each unit consists of four 'phases': "Intro+Show", "Learn", "Apply" and "Reflect".

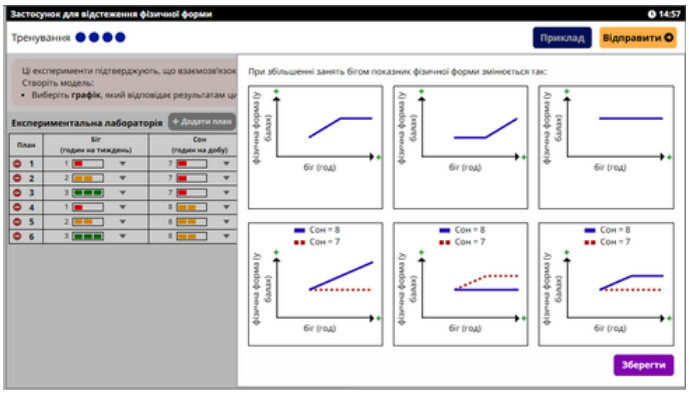
Organisation and flow of tasks within the learning in the digital world units



Example programming task (learn phase)



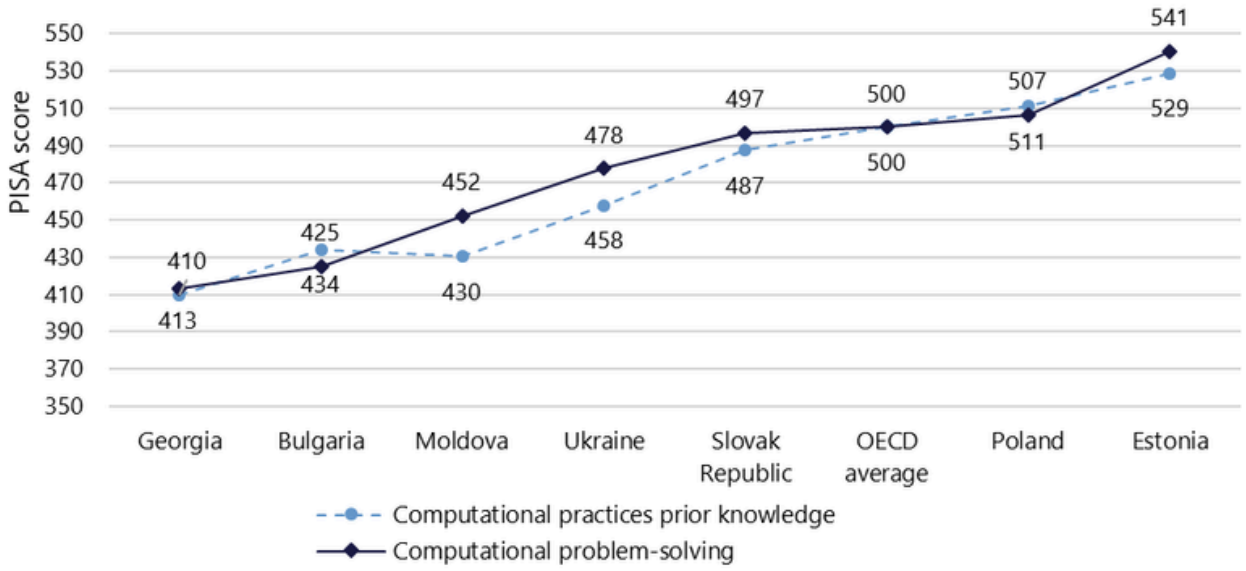
Example modelling task (learn phase)



OVERALL PERFORMANCE IN COMPUTATIONAL PROBLEM SOLVING AND UKRAINE'S PROFILE

478 **UKRAINE'S AVERAGE SCORE ON THE COMPUTATIONAL PROBLEM-SOLVING SCALE**

22 points below the OECD average (500 points).



The average score for Ukraine is higher than that for Moldova, Bulgaria and Georgia, but lower than that for the Slovak Republic, Poland and Estonia.

UKRAINE'S PROFILE

PROGRAMMING IS RELATIVELY STRONGER

478 points on the 'Programming' subscale compared to **473 points** on the 'Modelling' subscale. In other words, Ukrainian 15-year-old students are slightly better at working with algorithmic solutions than with models, variables, and their relationships.

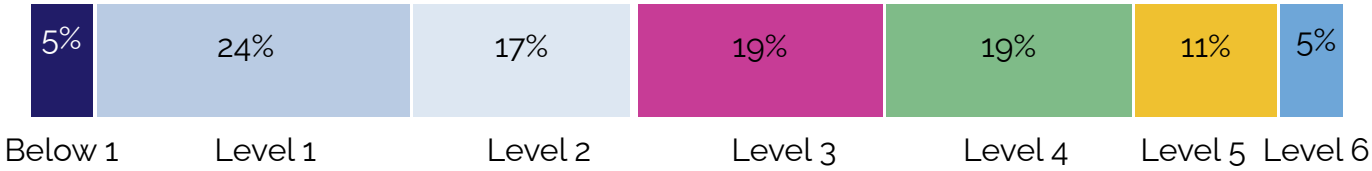
LEARNING WHILE DOING

On the Computational Practices Prior Knowledge scale, Ukraine scored **458 points.** A higher score on the computational problem-solving scale may indicate that some students effectively use instructions, examples, and feedback whilst doing tasks.

PROFICIENCY LEVELS IN COMPUTATIONAL PROBLEM SOLVING

Unlike the three core PISA domains, no formal baseline proficiency threshold has been defined for the computational problem-solving scale. Level 3 can, however, be regarded as a useful benchmark at which students already demonstrate sufficiently developed skills to progress further.

On the computational problem-solving scale, Ukrainian students were distributed across proficiency levels as follows:



54% **ACHIEVE LEVEL 3 OR ABOVE**
46% **perform below Level 3**

WHAT STUDENTS AT LEVEL 3 CAN DO:

- integrate varied operations and control structures;
- produce functional, but not optimal, programs and models;
- identify relevant hypotheses and conduct controlled experiments to produce mostly relevant but incomplete data, and infer simple relationships between some variables.

ADVANCED SKILLS

35% **ACHIEVE LEVELS 4–6 IN UKRAINE**
compared with an OECD average of 47%.

16% **ACHIEVE HIGHEST LEVELS 5–6 IN UKRAINE**
compared with an OECD average of 26% .

This means that they are able to develop effective algorithmic solutions, build and debug complex models, systematically analyse data and predict the behaviour of systems.

Level 3 or above is achieved by
52% on the 'Modelling' subscale
54% on the 'Programming' subscale

DIFFERENCES IN PERFORMANCE BY GENDER AND SOCIO-ECONOMIC BACKGROUND

Boys achieve higher average results, but the gender gap is most pronounced amongst top-performing students. Socio-economic differences are systemic across the entire distribution of results.

Differences by Gender

The score gap favours the boys, PISA scores

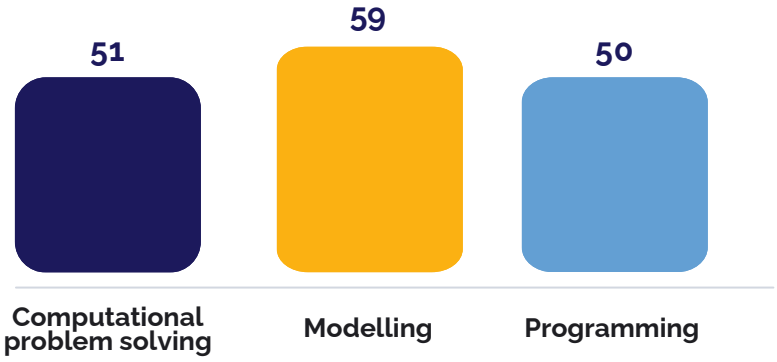
Among the low-performing students (10th percentile), the score gap in Ukraine is small and not statistically significant (6 score points), whilst among the top-performers (90th percentile) it reaches 30 score points in favour of boys.

Differences by Socio-Economic Characteristics

THE GAP BETWEEN THE TOP AND BOTTOM ESCS QUARTILES

On average, advantaged students score 51 points higher. 67% of this group achieve Level 3 or above, compared to 43% of disadvantaged students.

The difference in PISA scores favours advantaged students

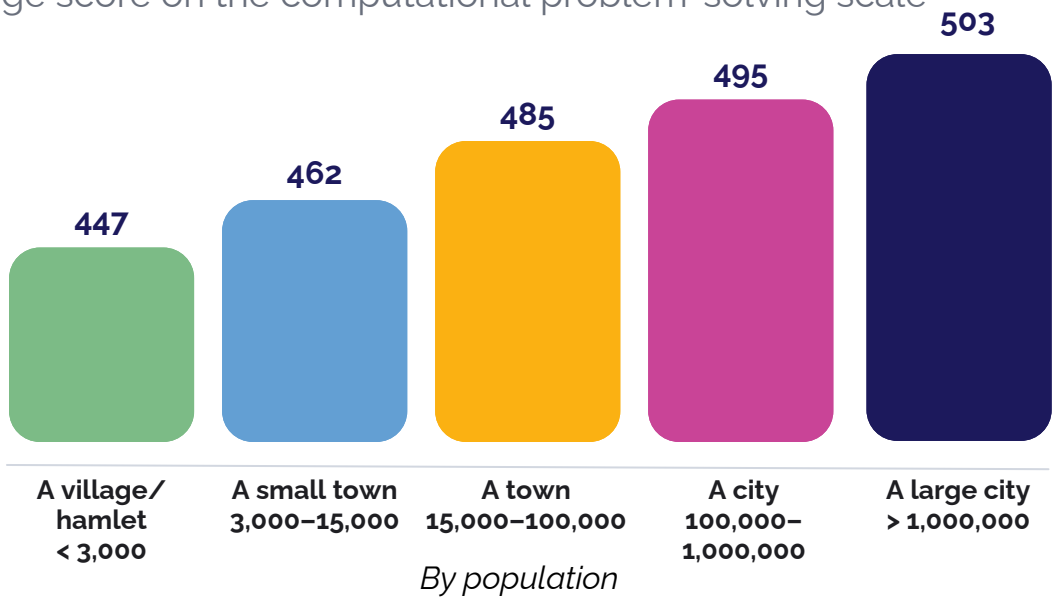


At the same time, in Ukraine, 16% of socio-economically disadvantaged students achieve high academic performance. This percentage is similar to the OECD average (15%).

DIFFERENCES IN PERFORMANCE BY SCHOOL LOCATION AND SCHOOL TYPE

Differences by Type of Location

Average score on the computational problem-solving scale



Average scores rise steadily from rural areas to large cities. The difference between the two extremes is 56 score points.

After accounting for students' and schools' socio-economic status, the gap narrows. It is therefore linked not only to urbanisation but also to access to educational and digital resources and other learning opportunities.

Differences by Type of School

Average score on the computational problem-solving scale

Secondary schools	Professional pre-higher education schools	Vocational schools
482	478	418

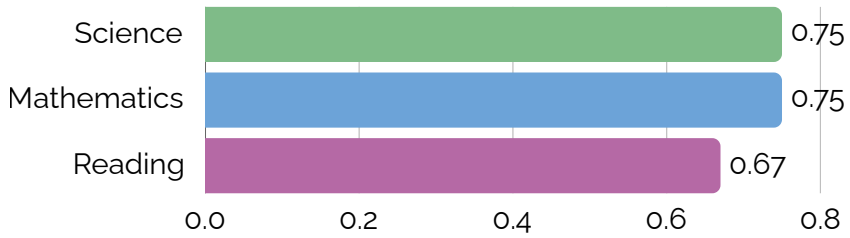
Students at vocational education and training schools achieve the lowest results; students at professional pre-higher education schools achieve intermediate results, similar to those of secondary schools.

The type of school should not be interpreted as a direct factor in students' performance: the differences partly reflect educational pathways, prior experience, and students' socio-economic background.

ASSOCIATIONS WITH OTHER PISA DOMAINS AND UKRAINE'S RELATIVE PERFORMANCE STRENGTH

Computational problem solving is closely associated with performance in other PISA domains, but it captures a distinct set of skills related to iterative problem solving and the creation and refinement of digital solutions.

Association between computational problem-solving performance and performance in other PISA domains



The graph shows the correlation coefficients: the closer the value is to 1, the stronger the association.

Students' computational problem-solving performance is higher than expected given their performance in other PISA domains

≈60% of Ukrainian students performed above their expected level in computational problem solving, given their performance in the other PISA domains.

This makes the application of computational problem-solving performance is a relative strength in Ukraine's profile, but it does not indicate a high level by international standards: Ukraine's average score (478 points) is lower than the OECD average (500 points).

5

15-YEAR-OLD STUDENTS' FEELINGS, BELIEFS AND ATTITUDES TOWARDS LEARNING AND SCHOOL

The data are based on students' responses to the questionnaire and therefore reflect the students' subjective views on various matters.

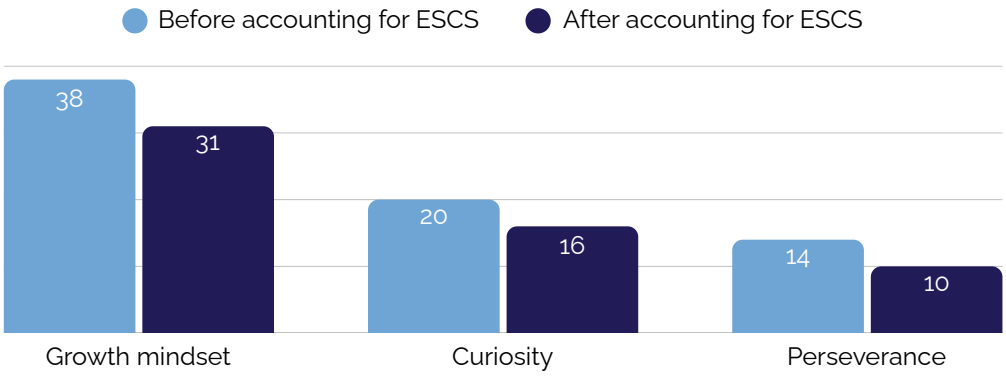
MOTIVATION CHARACTERISTICS

CURIOSITY • PERSEVERANCE • GROWTH MINDSET

Reflect:

- a desire to learn new things
- a willingness to make an effort when work becomes difficult
- believing that one's intelligence is something that can be improved

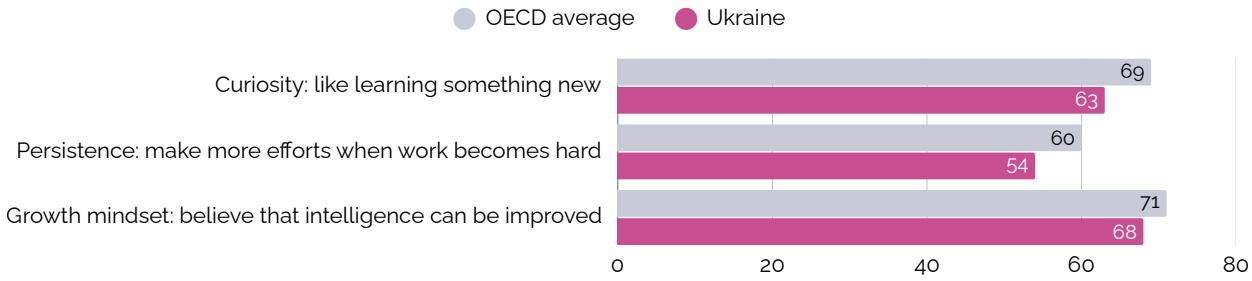
Change in science performance associated with a one-unit increase in the index, PISA score points



All three characteristics are positively associated with science performance and remain significant even after accounting for socio-economic status.

Ukraine's Performance Compared to the OECD Average

The percentage of students whose answers indicate the relevant characteristic, %



For all three indicators, Ukraine's results are slightly below the OECD average. The smallest discrepancy is observed in relation to growth mindset.

WHAT DEMONSTRATES STRONGER MOTIVATION

For all three characteristics, the figures are higher among girls and among students with higher socio-economic status. For example, 71% of girls demonstrate a growth mindset, compared to 65% of boys, and 73% of students with a high ESCS index, compared to 64% of those with a low index.

STUDENTS' SENSE OF BELONGING AT SCHOOL

85%

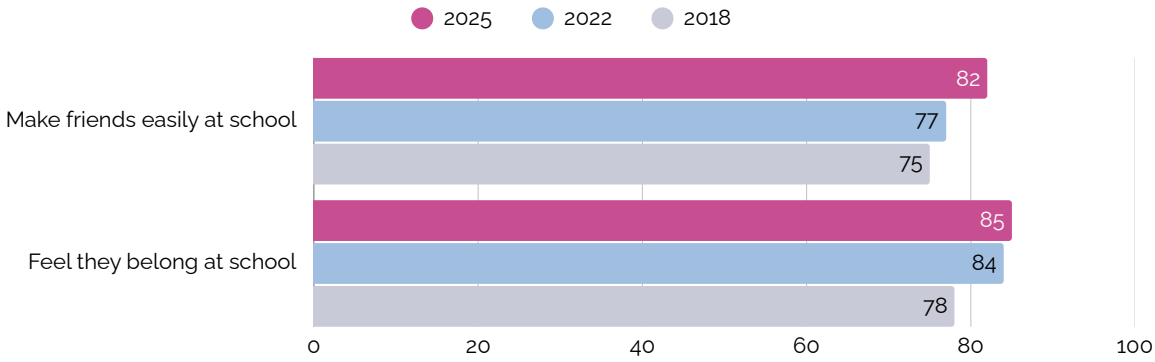
feel they belong at school — this is the highest result among the reference countries

82%

make friends easily at school

Trends Between PISA Cycles

Percentage of students who agreed with the following statements related to sense of belonging at school, by PISA cycle, %



Across PISA cycles, the proportion of students who make friends easily and feel they belong at school has increased. Comparisons with 2018 should be treated with caution because of differences in the sample's geographical coverage; however, the overall trend remains consistent.

In most reference countries, boys report a stronger sense of belonging at school than girls do. In Ukraine, no statistically significant difference has been found between girls and boys: the level of sense of belonging is equally high regardless of gender.

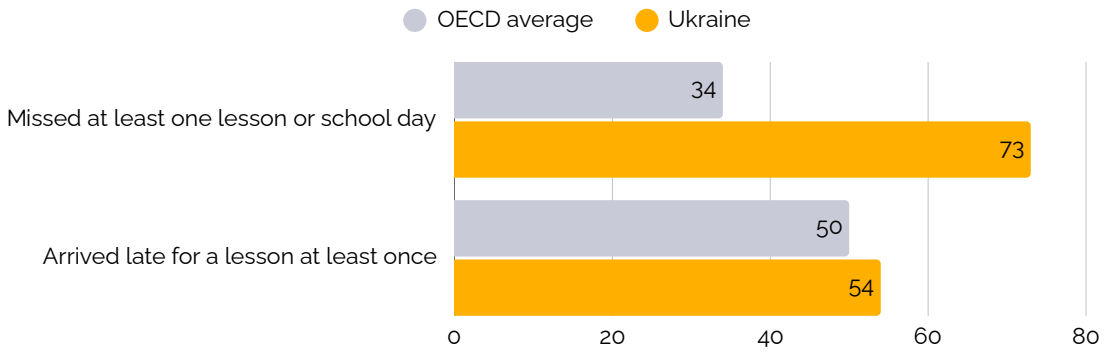
Even amid the difficult circumstances of a full-scale war, for most students, school remains an important place where a sense of belonging takes shape and where they form social bonds with their peers.

IMPORTANCE OF EDUCATION AND CLASS ATTENDANCE

62% **of Ukrainian students believe that their school has provided them with the knowledge and skills they will need in their future careers.** It is lower than the OECD average (67%). Among the reference countries, only Georgia and Poland recorded lower figures.

Class Attendance

Class attendance prior to the PISA test, %



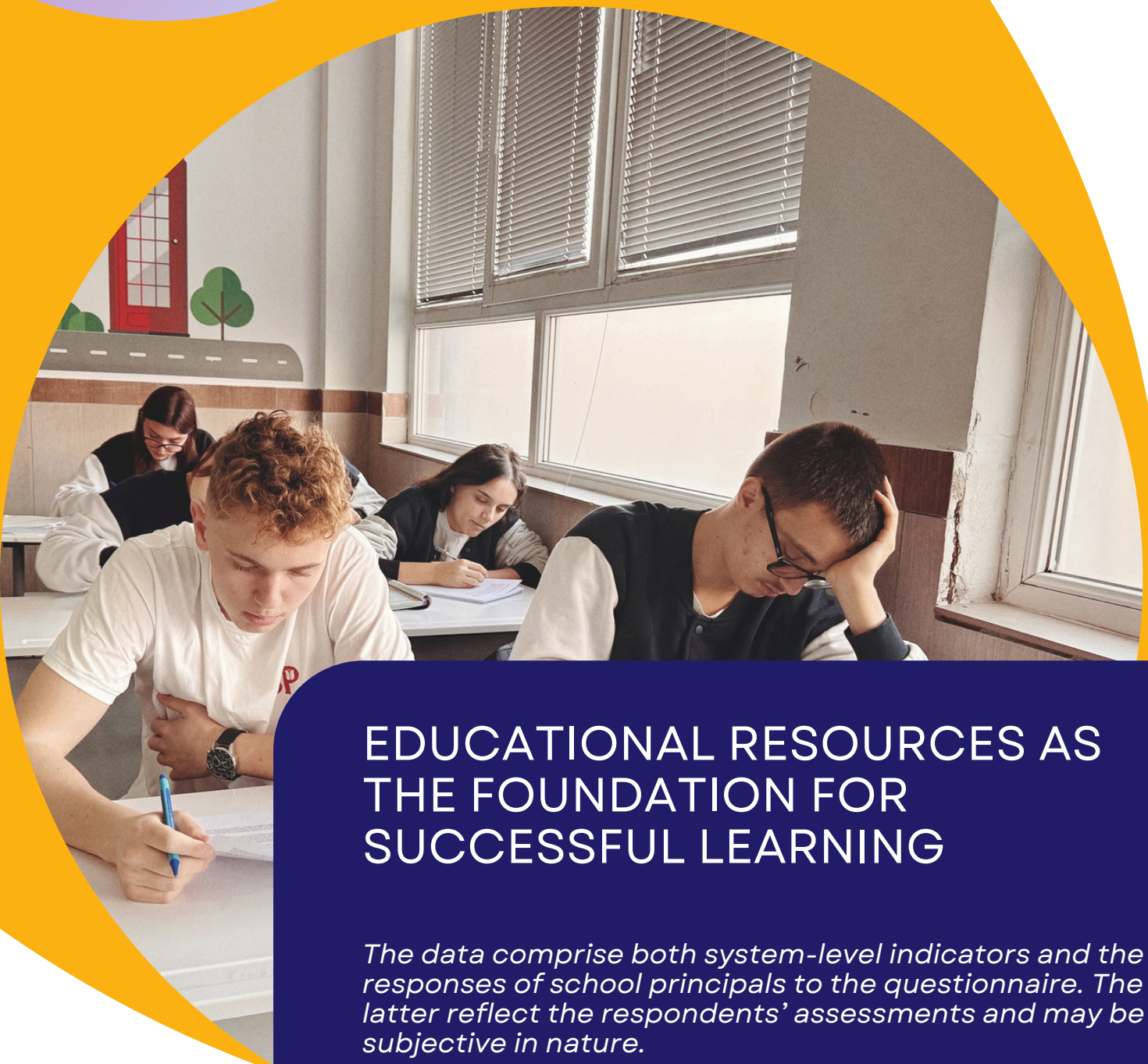
Note: *The figure shows the share of students who, during the two weeks prior to the test, missed a lesson or a school day at least once, or arrived late for school at least once.*

IMPORTANT NOTE

In Ukraine, absenteeism is significantly more widespread than the OECD average, and is the highest amongst the reference countries. At the same time, these figures must be interpreted in the context of the war – air raid alerts, forced displacement, and hybrid learning. Therefore, student absenteeism in Ukraine cannot be viewed solely as a sign of low motivation to learn.

For most Ukrainian students, school is an important place where they feel a sense of belonging, and the knowledge and skills they acquire are valuable for their future careers. At the same time, the perceived practical value of education is lower than the OECD average, and the high rate of absenteeism requires attention (taking into account the circumstances of the war).

6



EDUCATIONAL RESOURCES AS THE FOUNDATION FOR SUCCESSFUL LEARNING

The data comprise both system-level indicators and the responses of school principals to the questionnaire. The latter reflect the respondents' assessments and may be subjective in nature.

FINANCIAL RESOURCES

Ukraine allocated a relatively large share of its GDP to education; however, total expenditure per student remained among the lowest in the reference countries.

≈39,000

USD at PPP*; total expenditure per student throughout the theoretical duration of their studies

The second-lowest among the reference countries; only Moldova has a lower figure.

5.14%

is the share of GDP allocated to education in Ukraine in 2021

One of the highest among the reference countries, is above the SDG 4 benchmark of at least 4% of GDP.

**Purchasing power parity (PPP) is an economic metric that compares different countries' currencies through a "market basket" to measure real purchasing power and price levels. The financial figures are given for the most recent years for which data are available: for Ukraine, 2021; for other countries, mainly 2022–2024.*

HOW TO INTERPRET THESE FIGURES

The share of GDP indicates the proportion of a country's expenditure on education relative to the size of its economy. Expenditure per student reflects the actual amount of resources allocated to the education of a single student. Therefore, a high share of GDP may go hand in hand with relatively low per-student expenditure.

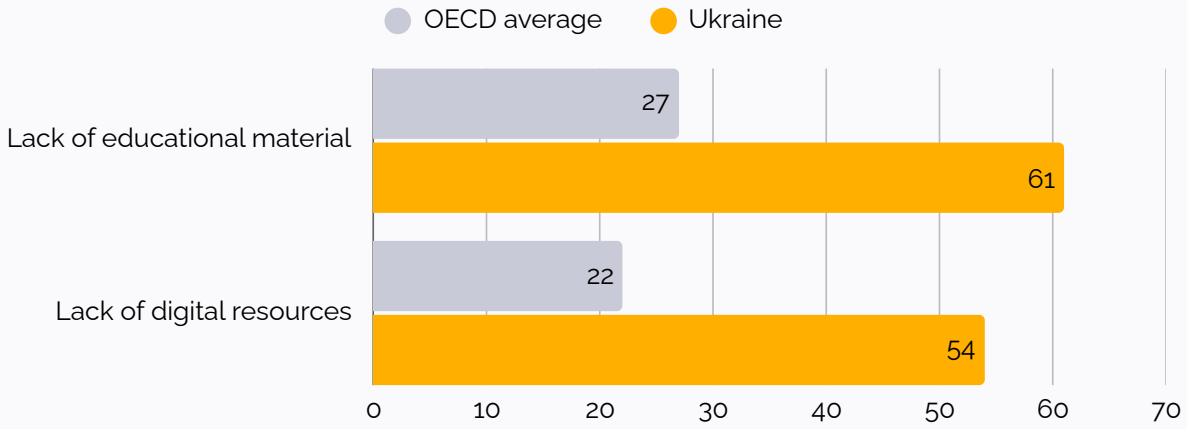
MORE FUNDING DOES NOT ALWAYS MEAN BETTER RESULTS

In countries with relatively low education spending, particularly in Ukraine, increased funding is usually associated with higher PISA results.
Once a certain level of expenditure is reached, this association weakens, and the efficient allocation of resources, the quality of teaching, and the management of the education system become more important.

EDUCATIONAL AND DIGITAL RESOURCES

More than half of Ukrainian students attend schools where, according to school principals' reports, a lack of resources hinders learning to some extent or significantly. By both indicators, the proportions in Ukraine are more than double the OECD average.

The percentage of students who, according to school principals' reports, are studying in schools where a lack of appropriate resources hinders their learning to some extent or significantly, %



RESOURCES AND LEARNING OUTCOMES

In Ukraine, students attending schools with a shortage of educational material achieve, on average, slightly lower scores in science; however, this association is **not statistically significant.** The most noticeable differences are observed in vocational education institutions and in schools located in villages and small towns.

DIGITAL REGULATIONS AND PRACTICES

Compared with the OECD average, Ukrainian schools are more likely to have formalised (that is, documented) rules governing the use of digital devices; however, they are significantly less likely to implement programmes that foster responsible online behaviour among students and support teachers in using digital technologies.

Only **about 10%** of Ukrainian students attend schools where **the use of mobile phones is prohibited**, compared with an average of **about 50%** across OECD countries.

HUMAN RESOURCES

THE TEACHER SHORTAGE

Around a third of Ukrainian students attend schools where, according to school principals' reports, a shortage of teaching staff is hampering the educational process. This figure is close to the OECD average. Among the reference countries, higher percentages were noted in Estonia and Poland, while lower percentages were recorded in Georgia and Bulgaria.

ASSOCIATION WITH PERFORMANCE

Students in schools where principals reported a perceived lack of teaching staff, on average, score slightly lower in Science. This association remains even after accounting for students' and schools' socio-economic status, though it is not statistically significant.

WHERE THE STAFFING PROBLEM IS FELT MOST ACUTELY

Type of school. The largest percentage of students studying in schools with a shortage of teaching staff is found in vocational education and training schools; the smallest percentage is in general secondary and professional pre-higher education schools.

The socio-economic status of schools. No significant differences were found. The problem is widespread regardless of the schools' socio-economic context.

Type of location. A perceived lack of teaching staff is most prevalent in large cities and towns with populations between 100,000 and 1 million, and the least acute in rural areas.

A PERCEIVED LACK OF TEACHING STAFF IS A SIGNIFICANT CHALLENGE FOR THE UKRAINIAN EDUCATION SYSTEM, ONE THAT MAY BE WORSENED BY A FULL-SCALE WAR AND THE FORCED DISPLACEMENT OF PROFESSIONALS.

7

THE EDUCATIONAL ENVIRONMENT OF TODAY'S 15-YEAR-OLD STUDENTS

The data are based on the responses of students and school principals to questionnaires and therefore reflect subjective views on the matters in question.

SCHOOL SAFETY AND BULLYING

over 93%
of students feel safe on their way to and from school, as well as in the classroom

14%
of students experience at least one form of bullying several times a month (the average across OECD countries is around 20%)

The Experience of Bullying amongst 15-Year-Old Students

The percentage of Ukrainian students who experienced bullying at least several times a month, 2018–2025, %

While there was a significant decline between 2018 and 2022, the prevalence of being bullied regularly remained virtually unchanged by 2025.

VARIOUS SAFETY AND BULLYING PROFILES

- **Boys** feel safer than girls in schools, but are more likely to report experiencing bullying on a regular basis.
- **Students with a higher socio-economic status** feel safer; however, no significant differences in experiences of bullying were found across socio-economic status groups.
- **Students in rural schools** feel safer than those in large cities, yet they report experiencing bullying on a regular basis more often.

A greater sense of safety at school is associated with higher life satisfaction, a stronger sense of belonging, and better performance in science; more frequent bullying experiences are associated with lower performance across all three domains.

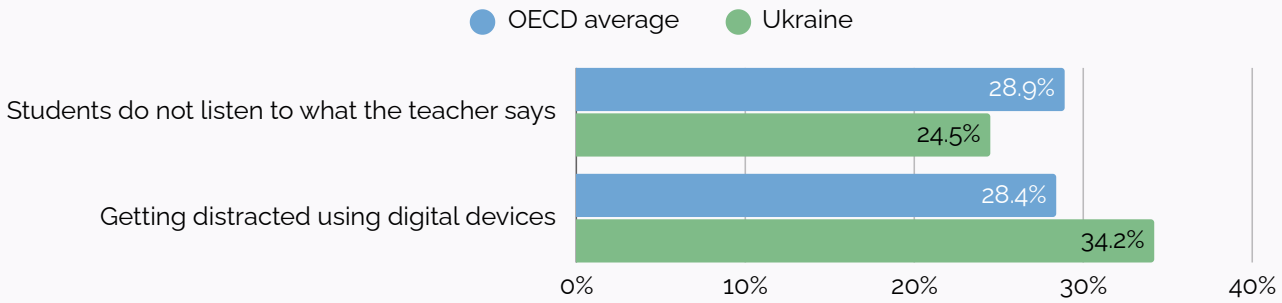
The questions in the PISA questionnaire were not specifically designed to assess safety in a wartime context. Consequently, students' responses reflect their subjective sense of safety in specific everyday situations and do not allow for an assessment of the level of wartime risks.

DISCIPLINARY CLIMATE AND TEACHER SUPPORT IN SCIENCE LESSONS

Ukrainian students report fewer disciplinary issues on average than students in OECD countries. The exception is digital distractions, which are reported more frequently in Ukraine.

Classroom Disruptions in Science Lessons

Percentage of students who report that the following happens in every or in most of their lessons, %



The disciplinary climate index in Ukraine is higher than the OECD average (0.50 compared with 0.14) and is the highest amongst the reference countries. At the same time, digital distractions remain a significant challenge for Ukrainian students.

77.9% of Ukrainian students reported that they are able to freely express their own opinions in every or in most science lessons (the OECD average is 70.4%).
Indicators of other forms of the teacher's support are also higher than the OECD average: teachers' interest in every student's learning, help with learning when needed, and continuing until students understand.

ASSOCIATION WITH PERFORMANCE

Both the disciplinary climate and teachers' support are associated with students' life satisfaction and a sense of belonging at school.
At the same time, only a **more favourable disciplinary climate** is associated with higher performance scores in science.

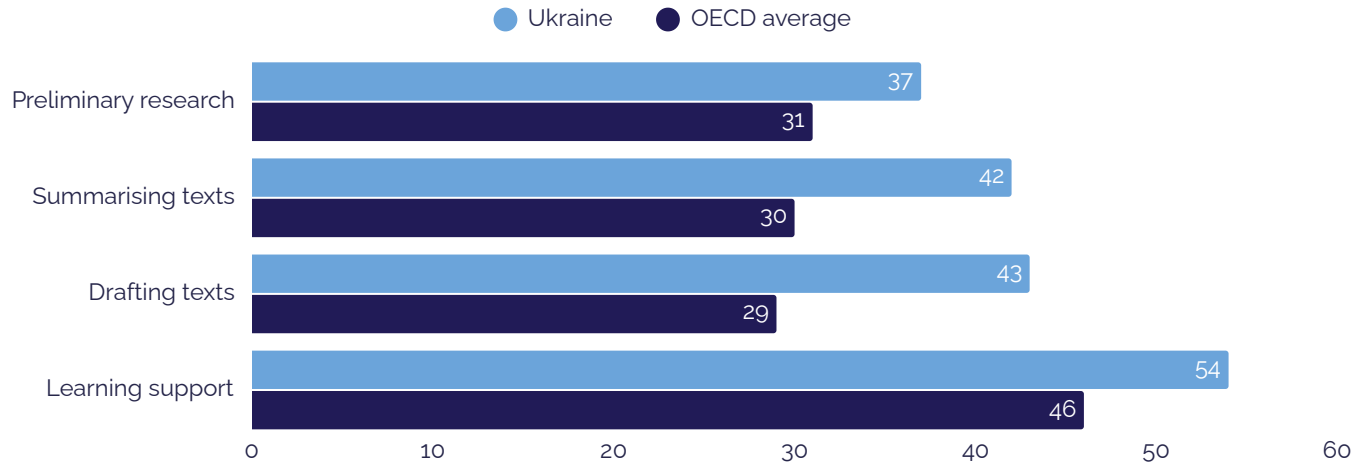
‘SUPPORT’ FROM AI

Ukrainian students actively use AI chatbots for learning. For three of the four tasks studied, the proportion of weekly users is highest among the reference countries.

54% of Ukrainian students use AI to help with their studies at least once a week (**OECD average: 46%**)

78% assess the quality of information generated by AI chatbots at least occasionally during lessons (**OECD average: 63%**)

Learning tasks students use AI chatbots to do at least once a week, %



These data do not measure the prevalence of breaches of academic integrity: PISA did not investigate whether the use of AI was permitted and declared, nor the extent to which it replaced students' own work.

THE SPREAD OF ARTIFICIAL INTELLIGENCE REQUIRES CLEAR REGULATIONS

Educational institutions should determine when and for what purpose AI may be used; require that its use be reported; teach students to verify facts, sources, and potential biases; and assess not only the final product but also the working process and the students’ individual contributions.

FAMILY SUPPORT

66.6%

students report that their families ask them at least once a week what they did at school (OECD average — 71.2%)

MORE OFTEN THAN ON AVERAGE ACROSS OECD COUNTRIES,

students in Ukraine discuss school issues and their future education with their families

More family support is associated with greater life satisfaction, a stronger sense of belonging at school, and better performance in science.

WHO REPORTS GREATER FAMILY SUPPORT?

- **students with better performance and higher socio-economic status** report higher levels of family support;
- **girls** feel more supported at home than boys;
- there are no significant differences related to **school location.**

THE EDUCATIONAL ENVIRONMENT IS NOT MERELY A BACKDROP FOR LEARNING.
A SENSE OF SAFETY, A SUPPORTIVE DISCIPLINARY CLIMATE, AND SUPPORT FROM TEACHERS AND FAMILIES ARE ASSOCIATED WITH BOTH STUDENTS' WELL-BEING AND THEIR ACADEMIC PERFORMANCE.

FROM RESILIENCE TO RECOVERY

8 *Key takeaways from PISA 2025 for Ukraine*

1 PERFORMANCE HAS STABILISED

Between 2022 and 2025, Ukrainian students' performance across the three main PISA domains **did not change significantly.** At the same time, it remains lower than in 2018, particularly in reading. This stabilisation amid a protracted war is an important indication of the system's resilience, but it does not mean that the previous decline has been reversed.

2 BASELINE PROFICIENCY IS A TOP PRIORITY

In each of the three core PISA domains, at least **a third of students** do not reach baseline Level 2. **56%** perform below Level 2 in at least one domain, and **29%** in all three. Therefore, efforts to develop basic competences must be systematic and encompass the entire student body.

3 READING IS THE MOST VULNERABLE AREA

In Reading, Ukraine has the lowest average score and lags furthest behind the OECD average.
This domain also saw the sharpest decline compared with 2018 and the widest gender gap. Boys require particular attention, as their reading scores continued to decline between 2022 and 2025.

4 EDUCATIONAL OPPORTUNITIES REMAIN UNEQUAL

Performance scores vary significantly by socio-economic background, location type, and students' educational pathways. Students in rural schools and vocational education institutions are particularly vulnerable. These differences cannot be explained by a single factor, but they clearly highlight the need for targeted support for groups and institutions with fewer opportunities for learning.

5 SCIENCE EDUCATION SHOULD DEVELOP SCIENTIFIC ENQUIRY SKILLS

Ukrainian students have a relatively strong ability to explain phenomena scientifically, whereas the most challenging tasks for them involve evaluating designs for scientific enquiry. This highlights the need to develop the ability to plan and evaluate research, work with data and evidence, verify information, and justify conclusions.

6 THE DIGITAL POTENTIAL EXISTS, BUT IT IS DISTRIBUTED UNEVENLY

Computational problem solving is a relative strength in Ukraine's profile, while performance is relatively stronger on the Programming subscale than on the Modelling subscale. However, the average score remains below the OECD average, and 46% of Ukrainian students perform below Level 3. Significant differences across gender, socio-economic status, and region indicate unequal opportunities for developing digital skills.

7 BELONGING AND SUPPORT ARE RESOURCES FOR RECOVERY

The majority of Ukrainian students feel they belong to their school community, and indicators of the disciplinary climate and teacher support are higher than the OECD average. Safety, family support, curiosity, perseverance, and a growth mindset are positively associated with students' academic outcomes. Support from teachers is primarily linked to life satisfaction and a sense of belonging at school.

8 RECOVERY REQUIRES CLEAR PRIORITIES

More than half of Ukrainian students attend schools that lack educational or digital resources, which hinders learning, while about a third attend schools facing a teacher shortage. Therefore, it is important not only to provide additional resources but also to allocate them in a targeted manner, support teaching staff, and direct efforts where educational needs are most acute.

AFTERWORD

The PISA 2025 results show that the Ukrainian education system has held its own. Despite the war and extremely challenging conditions, students continue to learn, and teachers continue to do their jobs every day.

However, surviving does not necessarily mean recovering. Many students still lack basic skills, educational opportunities remain unequal, and schools and teachers often lack the necessary resources and support.

It is now important to turn this resilience into progress: to help those facing the greatest challenges, to support teachers, to develop modern skills, and to give every child the opportunity to learn and grow.

ACKNOWLEDGEMENTS

It would have been impossible to carry out all the activities involved in organising PISA 2025 in Ukraine without the engagement of dozens of organisations and hundreds of people.

They are, first and foremost, international partners, particularly the OECD and UNICEF Ukraine, whose financial support has enabled Ukraine to participate in the study for the third time and to obtain data that is especially valuable given the conditions of war.

These also include representatives of the Ministry of Education and Science of Ukraine and the Ministry of Foreign Affairs of Ukraine, who facilitated the signing of the agreement on participation in the study and ensured the necessary regulatory framework for the assessment.

We would also like to thank specialists from the Ukrainian and Regional Centres for the Educational Quality Assessment, the Institute of Educational Analytics, regional PISA coordinators from the Regional Institutes of Postgraduate Teacher Training, PISA examiners and monitors representing various institutions across the country, as well as instructors, coordinators, and school principals participating in the Field Trial and Main Survey. Together, they form the large national PISA team, whose efforts made the study possible.

Above all, we thank the 15-year-old students who, with their parents' consent, took part in the assessment and questionnaires as part of the study, in order to provide the country's entire educational community with an objective snapshot of a wide range of issues — from academic achievement and resources to beliefs and values, and visions for the future.

A heartfelt thank you to everyone for all your hard work! And above all: a huge thank you to our defenders, whose valour has made it possible for PISA 2025 to take place in Ukraine.

Only by working together can we improve our education system!

What's next?

The PISA 2025 National Report is **only the first stage** in the analysis of this cycle's extensive dataset. The following are scheduled for publication in 2027:

- analytical material on student performance in the 'Learning in the Digital World (LDW)' domain, covering aspects not included in the National Report;
- a stand-alone report on the results of the Foreign Language Assessment (FLA).

Over the coming years — until the PISA 2029 results are reported — there are also plans to publish short thematic reports on specific aspects of the study.

PISA UKRAINE

Main Findings and Conclusions of PISA 2025: Executive Summary of the National Report /

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