PISA 2022

IN LATIN AMERICA AND THE CARIBBEAN

04

HOW MUCH DID THE REGION IMPROVE?

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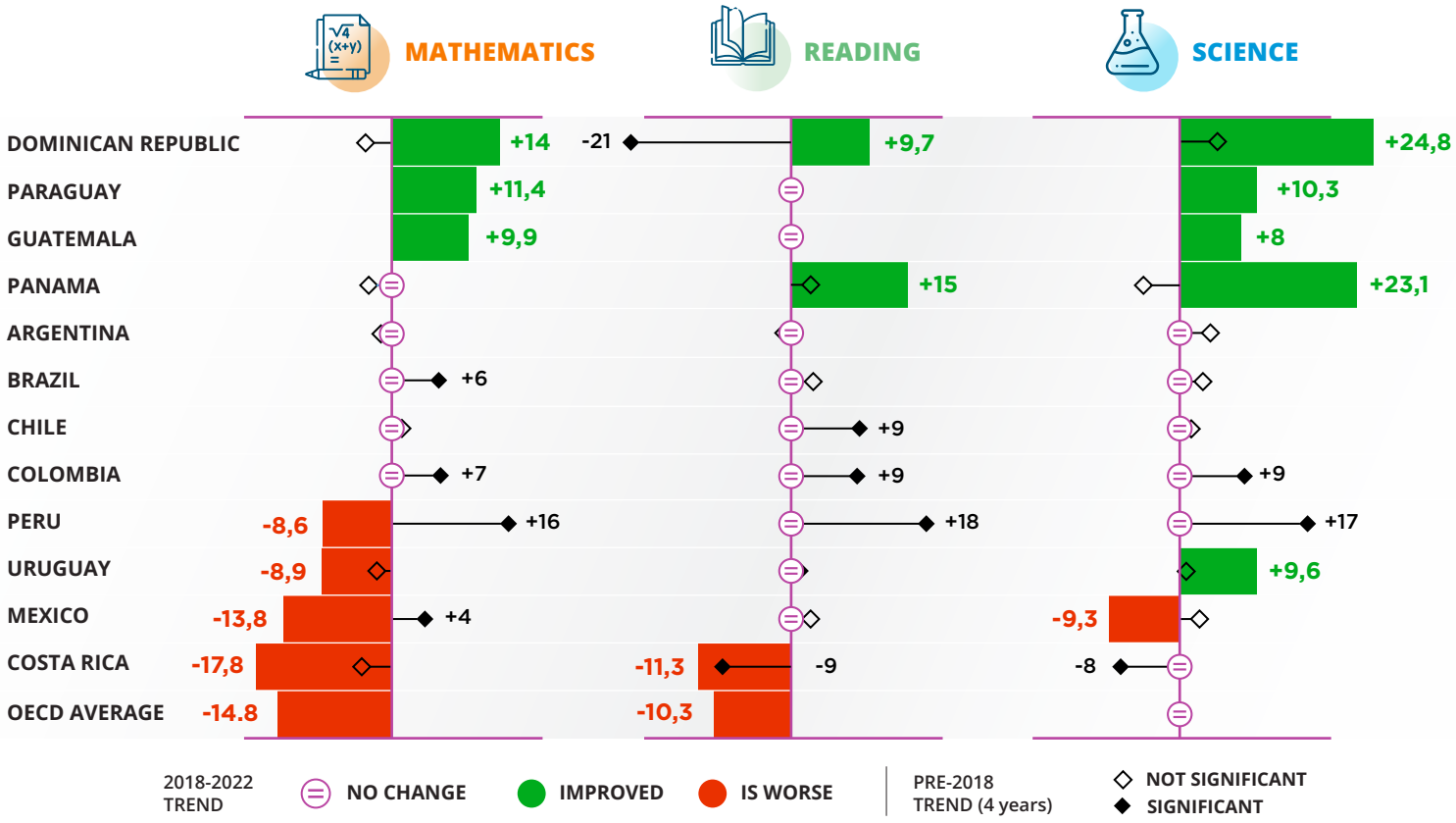
PISA 2022 records an unprecedented drop in OECD performance in mathematics and reading. The region shows disparate trends. Most countries have shown a slight long-term improvement, but this trend slowed or reversed between 2018 and 2022.

PISA average score variation between 2018–2022 and previous trends



Source: OECD (2023), PISA 2022, Vol. I., Fig. I.5.3 & Table I.B1.5.4. Note: No pre-2018 trend data for Paraguay and Guatemala

The countries in the region show disparate trends

- For some countries, the changes in performance observed between 2018 and 2022 deviate significantly from the trend of previous rounds; for others, the trend is confirmed or reinforced.
- **Colombia, Brazil, Chile, Argentina, and Panama** maintain their performance in mathematics compared to 2018.
- In mathematics, **Peru and Mexico** had a positive pre-2018 trend. But this was reversed by 2022. In **Costa Rica and Uruguay**, the pre 2018 trend remained stable, but their performance dropped in 2022.
- The **Dominican Republic, Paraguay, and Guatemala** are the only countries in the region to improve their mathematics scores.

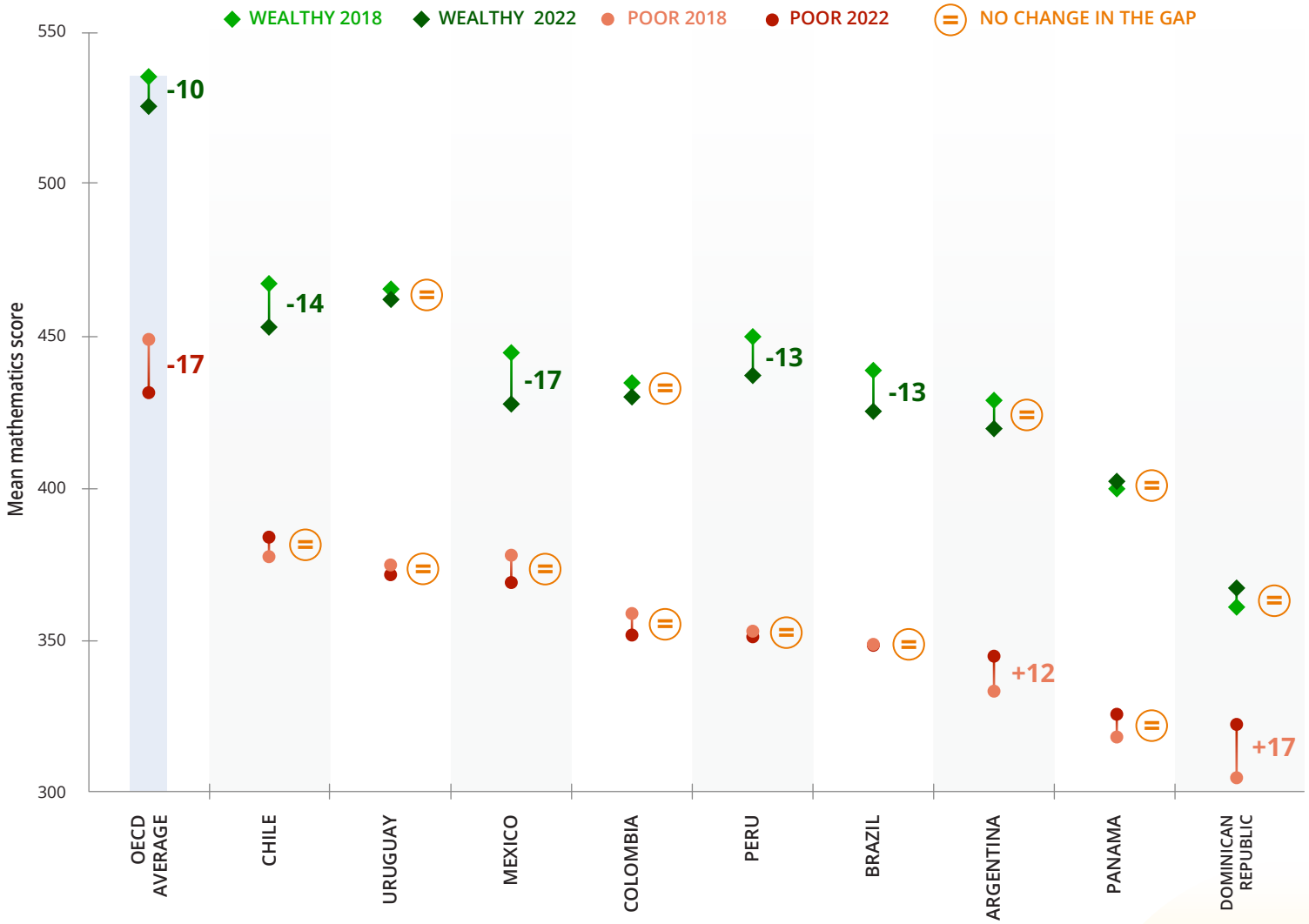
PISA 2022 records an unprecedented drop in OECD performance in mathematics and reading

- Compared to PISA 2018, the OECD average performance in reading dropped 10 points, and almost 15 points in mathematics, 3 times higher than any previous consecutive change.
- Some high-performing countries, such as the **Netherlands, Finland, Belgium, and Poland**, had lower scores in all three subjects.
- Wealthier and poorer students from OECD countries have a lower performance.

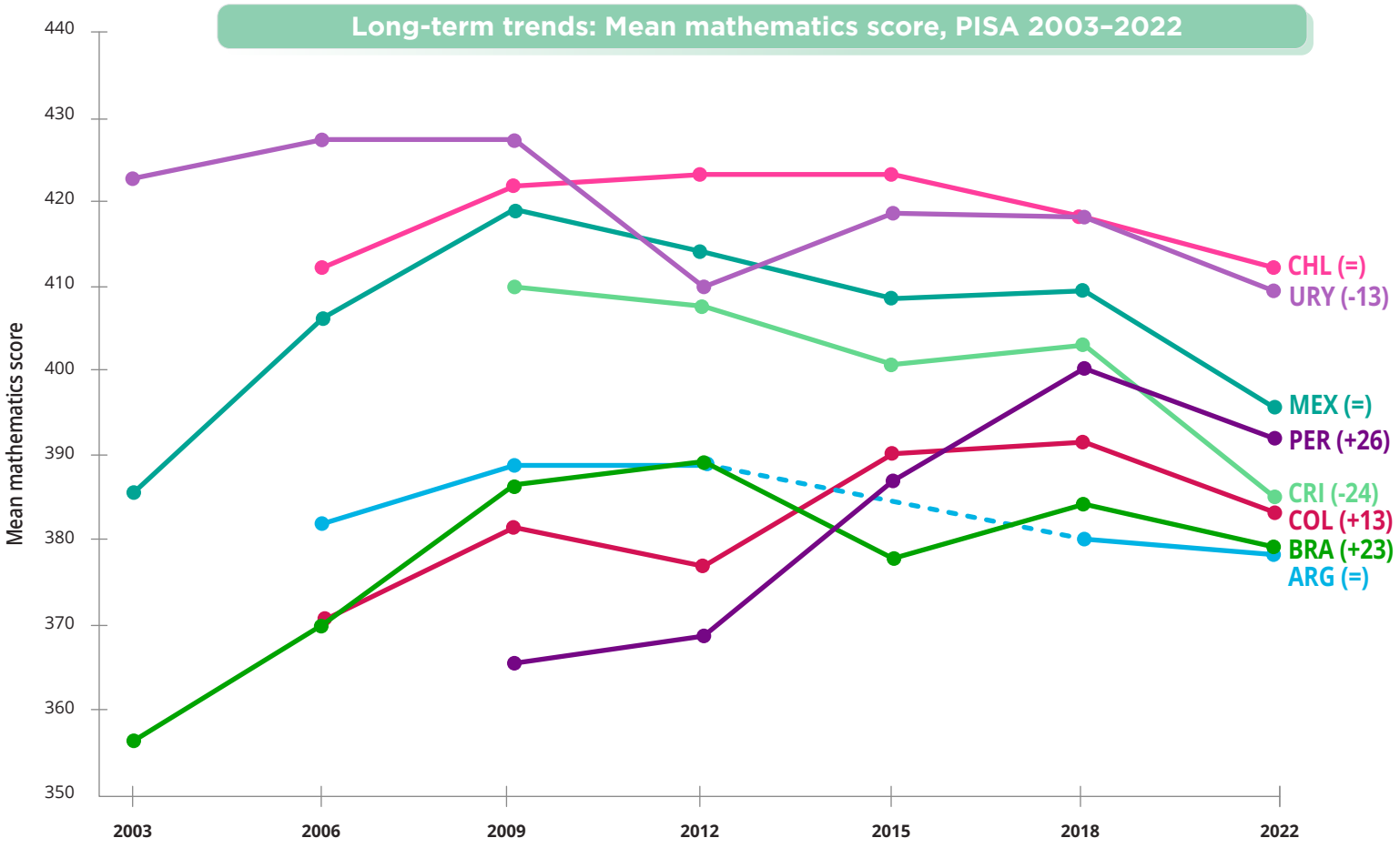
Two countries in the region reduce the learning gaps in mathematics between rich and poor students

- In **Argentina and the Dominican Republic**, the poorest students perform better in mathematics than in PISA 2018.
- The wealthiest students perform worse in **Chile, Mexico, Brazil and Peru.**
- In **Argentina**, the gap is reduced due to the improved performance of poor students, while in **Chile**, affluent students get a worse score in 2022.

Trends in gaps in mathematics by socioeconomic status, PISA 2018–2022



Source: OECD (2023), PISA 2022, Vol. I., Table I.B1.5.19.



Source: OECD (2023), PISA 2022, Vol. I, Table I.B1.5.4

Only three countries in the region show positive long-term trends in mathematics performance

- **Peru, Brazil, and Colombia** have improved their mathematics scores since their first participation in PISA.
- **Uruguay and Costa Rica** have a lower performance in mathematics.
- The other countries in the region do not show significant changes in their long-term trend.
- The gap in mathematics between the best and worst performers in the region has narrowed considerably.

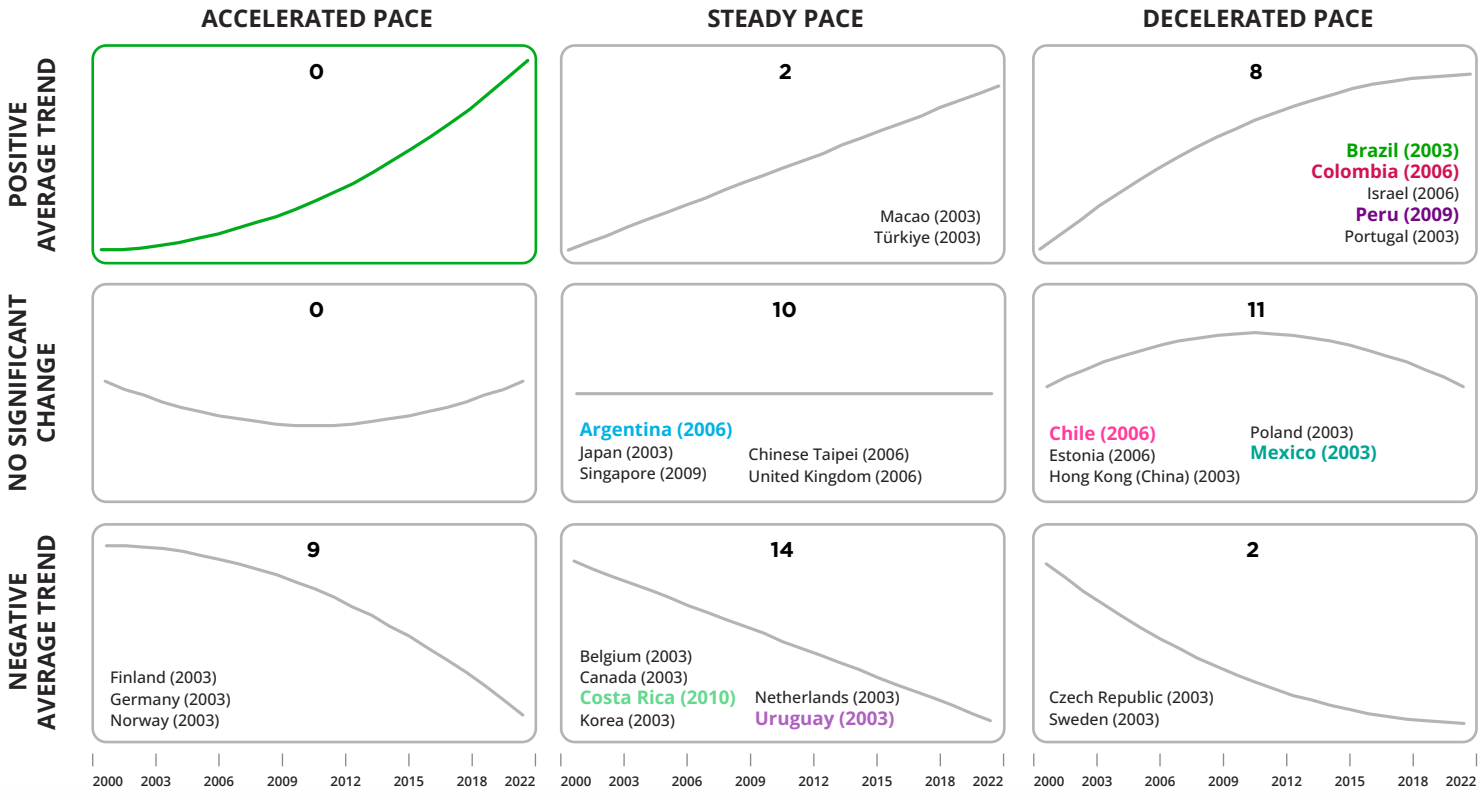
Almost every country in the region shows positive long-term trends in reading or science

- In reading, **Peru, Chile, Colombia and Brazil** show positive long-term trends.
- **Argentina and Costa Rica** have decreased their performance since their first participation in PISA.
- In science, all countries except **Costa Rica** maintained or improved their level of learning.
- In all three subjects, **Peru** stands out as the country in the region with the most significant improvements since its first participation in PISA.

The region has slowed down its rate of improvement in mathematics

- **Brazil, Colombia, and Peru** show a positive trend in mathematics, but the rate of improvement has slowed in recent years.
- **Argentina, Chile, and Mexico** show a stable trend, but **Chile and Mexico** have had a more negative trajectory in recent years.
- Since PISA 2000, no country has accelerated its rate of improvement.
- **Costa Rica and Uruguay** have a constant negative trend.
- No participating country shows a positive and accelerating trend in mathematics or any other subject.
- In contrast, many countries globally show negative trends in at least one subject.

Long-term trends: Rate of improvement in mathematics, PISA 2000–2022



Footnote: Only 56 countries are included with data from at least five participations for the region and some illustrative examples from outside the region (initial round).

Source: OECD (2023), PISA 2022, Vol. I, Table I.B1.5.4

Learn more about PISA in LAC here

Contact: education@iadb.org

References: OECD (2023), PISA 2022 Assessment and Analytical Framework, PISA, OECD Publishing, Paris, https://doi.org/10.1787/dfe0bf9c-en.

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