**PISA 2015**

**PERFORMANCE OF EUROPE & CENTRAL ASIA COUNTRIES**

**Doubled participation in 15 years**
A remarkable increase in PISA participation of ECA countries, from 10 countries since inception in 2000, to 22 in 2015.

**INEQUITY**

Girls perform better than boys
Performance in mathematics and science is gender neutral; but girls outperform boys in reading. Average, literacy of girls over boys exceeds, by one year of schooling.

Urban benefits
Students from urban areas perform better than students from rural ones (across all subjects). This difference is the equivalent, on average, to one year of schooling.

Students from better-off households do better
Students from better off households learn, on average, the equivalent to three additional years of schooling in mathematics when compared to peers from poorer households.

In Hungary and the Czech Republic, socioeconomic status explains four times more variation in mathematics performance than in Russia, Kosovo, and Montenegro, suggesting that in the former systems an individual’s background is one of the most important determinants for learning.

**ECA countries have a high proportion of students who do not achieve basic proficiency levels [34 percent for reading, and 38 percent for math].**

**STUDENT LEARNING DETERMINANTS**

**STUDENT FACTORS**

Early start helps
Countries with a higher proportion of students attending preschool in 2003 have higher science scores in PISA 2015 (even after controlling for ESCS).

Motivation matters
More motivated students outperform less motivated students. This difference is equivalent to more than one year of schooling.

**SCHOOL FACTORS**

Benefits of the learning environment
Students in a positive school environment outperformed students in a worse learning environment. This difference is equivalent to more than one year of schooling.

Teaching practices matter
Teacher-directed instruction is associated with better student performance, that is equivalent to one year of schooling.

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The summary statistics presented are based on PISA 2015 test score analysis conducted by the Europe and Central Asia team of the World Bank Group’s Education Global Practice. The findings do not necessarily represent the views of the WBG or its member countries.