PISA 2015 Results

STUDENTS' WELL-BEING

VOLUME III

Programme for International Student Assessment

OECD

PISA

PISA 2015 Results (Volume III)

STUDENTS' WELL-BEING

BETTER POLICIES FOR BETTER LIVES

Please cite this publication as:
OECD (2017), *PISA 2015 Results (Volume III): Students' Well-Being*, PISA, OECD Publishing, Paris.
http://dx.doi.org/10.1787/9789264273856-en

ISBN (print) 978-92-64-27381-8
ISBN (PDF) 978-92-64-27385-6

Series: PISA
ISSN (print): 1990-8539
ISSN (on line): 1996-3777

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Foreword

Over the past decade, the OECD Programme for International Student Assessment, PISA, has become the world's premier yardstick for evaluating the quality, equity and efficiency of school systems. But the evidence base that PISA has produced goes well beyond statistical benchmarking. By identifying the characteristics of high-performing education systems, PISA allows governments and educators to identify effective policies that they can then adapt to their local contexts.

While the latest PISA assessment in 2015 focused on science, it also looked beyond students' academic proficiency to offer a more detailed examination of their enjoyment of life. Are students basically happy? Do they feel that they belong to a community at school? Do they enjoy supportive relations with their peers, their teachers and their parents? Is there any association between the quality of students' relationships in and outside of school and their academic performance?

By and large, PISA finds that most 15-year-old students are relatively satisfied with their life, and those who are motivated to achieve reported even greater satisfaction. But PISA results also indicate that schoolwork-related anxiety and the prevalence of bullying at school (on average, there's a bully in every class…) erode students' well-being.

As with improving student performance, there is no single combination of policies and practices that will nurture the well-being of all students, everywhere; and every country has room for improvement, even the top performers. But it is fair to say that unless they are given the support they need to blossom in their life as students, adolescents are unlikely to enjoy well-being as adults.

This report is the product of a collaborative effort between the countries participating in PISA, the national and international experts and institutions working within the framework of the PISA Consortium, and the OECD Secretariat.

The development of this volume was guided by Andreas Schleicher and Yuri Belfali, and managed by Francesco Avvisati and Miyako Ikeda. This volume was drafted by Mario Piacentini with Esther Carvalhaes, Anna Choi, Hélène Guillou, Bonaventura Francesco Pacileo and Judit Pál. The volume was edited by Marilyn Achiron. Statistical and analytical support was provided by Guillaume Bousquet and Nadine Chami. Rose Bolognini co-ordinated production and Fung Kwan Tam designed the publication. Administrative support was provided by Claire Chetcuti, Juliet Evans, Thomas Marwood and Lesley O'Sullivan. Additional members of the OECD PISA and communications teams who provided analytical and communications support include Cassandra Davis, Alfonso Echazarra, Carlos Gonzalez-Sancho, Jeffrey Mo, Giannina Rech, Michael Stevenson and Sophie Vayssettes. Leslie Rutkowski provided external support on the analysis of data on bullying, and Jonas Bertling and René Veenstra acted as external peer reviewers. Communication support was provided by Simone Bloem.

To support the technical implementation of PISA, the OECD contracted an international consortium of institutions and experts, led by Irwin Kirsch of the Educational Testing Service (ETS). Overall co-ordination of the PISA 2015 assessment, the development of instruments, and scaling and analysis were managed by Claudia Tamassia of ETS; development of the electronic platform was managed by Michael Wagner of ETS. Development of the science and collaborative problem-solving frameworks, and adaptation of the frameworks for reading and mathematics, were led by John de Jong and

managed by Catherine Hayes of Pearson. Survey operations were led by Merl Robinson and managed by Michael Lemay of Westat. Sampling and weighting operations were led by Keith Rust and managed by Sheila Krawchuk of Westat. Design and development of the questionnaires were led by Eckhard Klieme and managed by Nina Jude of the Deutsches Institut für Pädagogische Forschung (DIPF).

Jonathan Osborne chaired the expert group that guided the preparation of the science assessment framework and instruments. This group included Marcus Hammann, Sarah Howie, Jody Clarke-Midura, Robin Millar, Andrée Tiberghien, Russell Tytler and Darren Wong. Charles Alderson and Jean-Francois Rouet assisted in adapting the reading framework, and Zbigniew Marciniak, Berinderjeet Kaur and Oh Nam Kwon assisted in adapting the mathematics framework. David Kaplan chaired the expert group that guided the preparation of the questionnaire framework and instruments. This group included Eckhard Klieme, Gregory Elacqua, Marit Kjærnsli, Leonidas Kyriakides, Henry M. Levin, Naomi Miyake, Jonathan Osborne, Kathleen Scalise, Fons van de Vijver and Ludger Woessmann. Keith Rust chaired the Technical Advisory Group, whose members include Theo Eggen, John de Jong, Jean Dumais, Cees Glas, David Kaplan, Irwin Kirsch, Christian Monseur, Sophia Rabe-Hesketh, Thierry Rocher, Leslie A. Rutkowski, Margaret Wu and Kentaro Yamamoto.

The development of the report was steered by the PISA Governing Board, chaired by Lorna Bertrand (United Kingdom) and Michelle Bruniges (Australia), with Maria Helena Guimarães de Castro (Brazil), Sungsook Kim (Korea) and Dana Kelly (United States) as vice chairs. Annex C of the volume lists the members of the various PISA bodies, including Governing Board members and National Project Managers in participating countries and economies, the PISA Consortium, and the individual experts and consultants who have contributed to PISA in general.

Editorial

Schools are not just places where students acquire academic skills; they also help students become more resilient in the face of adversity, feel more connected with the people around them, and aim higher in their aspirations for their future. Not least, schools are the first place where children experience society in all its facets, and those experiences can have a profound influence on students' attitudes and behaviour in life.

PISA is best known for its data on learning outcomes, but it also studies students' satisfaction with life, their relationships with peers, teachers and parents, and how they spend their time outside of school. PISA results show that students differ greatly, both between and within countries, in how satisfied they are with their life, their motivation to achieve, how anxious they feel about their schoolwork, their expectations for the future, and their perceptions of being bullied at school or treated unfairly by their teachers. Students in some of the countries that top the PISA league tables in science and mathematics reported comparatively low satisfaction with life; but Finland, the Netherlands and Switzerland seem able to combine good learning outcomes with highly satisfied students.

It is tempting to equate low levels of life satisfaction among students in East Asia or elsewhere to long study hours, but the data show no relationship between the time students spend studying, whether in or outside of school, and their satisfaction with life. And while educators often argue that anxiety is the natural consequence of testing overload, the frequency of tests is also unrelated to students' level of schoolwork-related anxiety.

There are other factors that make a difference to student well-being, and much comes down to teachers, parents and schools.

For a start, PISA finds that one major threat to students' sense of belonging at school is their perception of negative relationships with their teachers. Happier students tended to report positive relations with their teachers. Students in "happy" schools (schools where students' life satisfaction is above the average in the country) reported much greater support from their teachers than did students in "unhappy" schools.

This is important. Teenagers look for strong social ties and value acceptance, care and support from others. Adolescents who feel that they are part of a school community are more likely to perform better academically and be more motivated in school.

Of course, most teachers care about having positive relationships with their students; but some teachers may be insufficiently prepared to deal with difficult students and classroom environments. A stronger focus on classroom and relationship management in professional development may give teachers better means to connect with their students. Teachers should also be better supported to collaborate and exchange information about students' difficulties, character and strengths with their colleagues.

On average across OECD countries, 59% of students reported that they often worry that taking a test will be difficult, and 66% reported that they worry about poor grades. Some 55% of students say they are very anxious for a test even if they are well prepared. In all countries, girls reported greater schoolwork-related anxiety than boys; and anxiety about schoolwork, homework and tests is negatively related to performance.

PISA suggests that there is much teachers can do about this too. Students were less likely to report anxiety if the science teacher provides individual help when they are struggling. Teachers need to know how to help students develop a good understanding of their strengths and weaknesses, and an awareness of what they can do to mitigate those weaknesses. The design of assessments matters too. More frequent assessments that start with easier goals and gradually increase in difficulty can also help build students' sense of control, as can opportunities for students to demonstrate their skills in low-stakes tests before taking an assessment that counts.

Parents can make a big difference too. Students whose parents reported "spending time just talking to my child", "eating the main meal with my child around a table" or "discussing how well my child is doing at school" regularly were between 22% and 39% more likely to report high levels of life satisfaction. "Spending time just talking" is the parental activity most frequently and most strongly associated with students' life satisfaction. And it seems to matter for performance too: students whose parents reported "spending time just talking" were two-thirds of a school year ahead in science learning; and even after accounting for socio-economic status, the advantage remains at one-third of a school year.

Students' perceptions of how interested their parents are in them and in their school life is also related to their own attitudes towards education and their motivation to study. Those relationships are particularly strong among low-performing students – and stronger than the impact of most school resources and other factors measured by PISA.

Parents can help children manage test anxiety by encouraging them to trust in their ability to accomplish various academic tasks. PISA results show that girls who perceive that their parents encourage them to be confident in their abilities were less likely to report that they feel tense when they study.

Most parents also want their children to be motivated at school, and motivated students tend to do better at school. On average, students who are among the most motivated score the equivalent of more than one school year higher in PISA than the least-motivated students. Achievement motivation is also related to life satisfaction in a mutually reinforcing way.

But there can also be downsides to achievement motivation, particularly when it is a response to external pressure. PISA results show that countries where students are highly motivated to achieve also tend to be the countries where many students feel anxious about a test, even if they are well prepared for it. Both teachers and parents need to find ways to encourage students' motivation to learn and achieve without generating an excessive fear of failure.

All in all, a clear way to promote students' well-being is for schools to encourage all parents to be more involved with their child's school life. If parents and teachers establish relationships based on trust, schools can rely on parents as valuable partners in the cognitive and socio-emotional education of their students. Schools can also do a lot to help parents overcome barriers to participation in school activities related to inflexible work schedules, lack of childcare services or language. They can open flexible channels of communication, such as scheduled phone or video calls. Governments can also take action by promoting work-life balance policies.

PISA 2015 asked students how much time they spend on line and how they feel when they are engaged in online activities. Across OECD countries, most students agreed that "the Internet is a great resource for obtaining information" (88%) and that "it is very useful to have social networks on the Internet" (84%). The data also show that most students enjoy using various digital devices and the Internet, but some students are at risk of excessive Internet use. On average, 26% of students reported that they spend more than six hours per day on line during weekends, and 16% spend a similar amount of time on line during weekdays. In most participating countries, extreme Internet use – more than six hours per day – has a negative relationship with students' life satisfaction and engagement at school. And with cyberbullying on the rise, the Internet can be as much a source of harassment as a tool for learning.

There are no quick fixes for the risks of the digital era, but schools can create opportunities for students to use the Internet more responsibly, and develop clear prevention and response plans to counter cyberbullying.

Perhaps the most distressing threat to students' well-being is bullying, and it can have serious consequences for the victim, the bully and bystanders. PISA highlights a significant prevalence of all forms of bullying. On average across OECD countries, around 11% of students reported that they are frequently (at least a few times per month) made fun of, 7% reported that they are frequently left out of things, and 8% reported that they are frequently the object of nasty rumours in school. Around 4% of students – roughly one per class – reported that they are hit or pushed at least a few times per month, a percentage that varies from 1% to 9.5% across countries. Another 8% of students reported they are physically bullied a few times per year.

There is no one-size-fits-all approach to preventing bullying. What emerges clearly from the PISA data, however, is that schools must do more to foster an environment of safety, tolerance and respect for children. A co-ordinated, international analysis of existing strategies and support mechanisms can shed light on what schools can do in the difficult struggle to assure students' safety at school, and what national and local authorities and services can do to support schools in this effort. Anti-bullying programmes must include training for teachers on how to handle bullying and strategies to engage with parents. Teachers need to communicate to students that they will not tolerate any form of bullying; and parents need to be involved in responses to bullying. In fact, being a victim of bullying is less frequently reported among students who said that their parents support them when they face difficulties at school. And yet, only 44% of the parents of frequently bullied students reported that they had exchanged ideas about the child's development with teachers over the previous academic year.

The challenges to students' well-being are many, and there are no simple solutions. But the findings from PISA show how teachers, schools and parents can make a real difference. Together they can attend to students' psychological and social needs and help them develop a sense of control over their future and the resilience they need to be successful in life.

Andreas Schleicher
Director for Education and Skills and Special Advisor on Education Policy to the Secretary-General

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Executive summary

Schools are not only places where students acquire academic skills; they are also where children develop many of the social and emotional skills that they need to thrive. Schools that nurture children's development in these ways help students attain a sense of control over – and satisfaction with – their life. They can help students become more resilient in the face of adversity, feel more connected with the people around them, and aim higher in their aspirations for their future. In other words, what happens in school is crucial for well-being. Students' well-being, as defined in this report, refers to the psychological, cognitive, social and physical qualities that students need to live a happy and fulfilling life.

PISA 2015 examined students' well-being in four main areas of their life: their performance in school, their relationships with peers and teachers, their home life, and how they spend their time outside of school. On average across OECD countries, students reported a level of 7.3 on a life-satisfaction scale ranging from 0 to 10. Roughly speaking, this suggests that the "average" adolescent in an OECD country is satisfied with life. However, about 12% of students, on average across OECD countries – and more than 20% of students in some countries – reported that they are not satisfied with their life (they rated their satisfaction with life 4 or less on the scale). Satisfaction with life varies considerably between boys and girls (on average across OECD countries, 29% of girls but 39% of boys reported that they are very satisfied with their life), while there is little difference in reported life satisfaction between top-achieving and low-achieving students.

Anxiety about schoolwork is one of the sources of stress most often cited by school-age children and adolescents. On average across OECD countries, students who reported the highest levels of anxiety also reported a level of life satisfaction that is 1.2 points lower (on a scale of from 0 to 10) than students who reported the lowest levels of anxiety.

A greater motivation to achieve can give students a sense of purpose in life. It is thus not surprising that, across all countries and economies that participated in PISA 2015, students with greater overall motivation to achieve reported higher satisfaction with life.

SOCIAL RELATIONS AND STUDENTS' WELL-BEING

In many countries, verbal and psychological bullying occur frequently at school. More than one in ten students – which means at least a couple of students in a typical class – in 34 out of 53 countries and economies reported that their peers make fun of them at least a few times per month. Physical bullying is less frequent, but still a major problem in many schools. Around 4% of students – that is, roughly one per class – reported that they are hit or pushed at least a few times per month, and another 7.7% of students reported they are physically bullied a few times per year. On average across OECD countries, 42% of students who reported that they are frequently bullied also reported feeling like an outsider at school. Students in OECD countries who feel like they are outsiders at school were three times more likely to report that they are not satisfied with their life than those who do not feel like they are outsiders. In many countries and economies, students' sense of belonging at school has declined since PISA 2003.

PISA data show that certain types of parental activities are positively related not only to students' performance, but also to students' satisfaction with their life. Students whose parents reported "spending time just talking to my child", "eating

the main meal with my child around a table" or "discussing how well my child is doing at school" every week were between 22% and 62% more likely to report high levels of life satisfaction than students whose parents reported engaging in these activities less frequently.

In most countries, students reported less satisfaction with life if they perceive that they are not as wealthy as most of the other students in the school. But attending school with more advantaged schoolmates can also have a positive impact on students. On average across 28 countries and economies with available data, the children of blue-collar workers who attend schools where students have parents with white-collar occupations were around twice as likely to expect to earn a university degree than children of blue-collar workers who perform similarly but who attend other schools.

WHAT STUDENTS DO OUTSIDE OF SCHOOL AND THEIR WELL-BEING

On average across OECD countries, students who reported taking part in some moderate or vigorous physical activity were less likely to report that they feel very anxious about schoolwork and that they feel like an outsider at school. But around 6% of boys and 7% of girls reported that they do not participate in any form of physical activity outside of school. Many students spend a lot of their time on the Internet: 26% of students reported that they spend more than six hours per day on line during weekends, and 16% spend a similar amount of time on line during weekdays. These "extreme Internet users" are more likely to feel lonely at school, have low expectations of further education, and tend to arrive late for school.

Students who work for pay outside of school reported a level of satisfaction with life that is similar to that of students who do not work. But students who work for pay were more likely to report disengagement from school.

WHAT THE PISA RESULTS IMPLY FOR POLICY

The data from PISA 2015 show that many of the differences, both between and within countries, in students' well-being are related to students' perceptions about the disciplinary climate in the classroom or about the support their teachers give them. In particular, schools can help eradicate bullying in partnerships with parents, community organisations and health or social services. The data also show that parental involvement and adolescents' perceptions about the support their parents give them are associated with students' feelings about schoolwork, their performance in PISA and their well-being, in general. These results suggest that forging stronger relationships between schools and parents to give adolescents the support they need – academically and psychologically – could go a long way towards improving the well-being of all students.

Reader's guide

Data underlying the figures

The data referred to in this volume are presented in Annex B and, in greater detail, including some additional tables, on the PISA website (www.pisa.oecd.org).

Five symbols are used to denote missing data:

a The category does not apply in the country concerned. Data are therefore missing.

c There are too few observations or no observation to provide reliable estimates (i.e. there are fewer than 30 students or fewer than 5 schools with valid data).

m Data are not available. These data were not submitted by the country or were collected but subsequently removed from the publication for technical reasons.

w Data have been withdrawn or have not been collected at the request of the country concerned.

Country coverage

This publication features data on 72 countries and economies, including all 35 OECD countries and 37 partner countries and economies (see Map of PISA countries and economies in "What is PISA").

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Two notes were added to the statistical data related to Cyprus:

Note by Turkey: The information in this document with reference to "Cyprus" relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

B-S-J-G (China) refers to the four PISA-participating China provinces: Beijing, Shanghai, Jiangsu and Guangdong.

FYROM refers to the Former Yugoslav Republic of Macedonia.

For the countries below, when results are based on students' or school principals' responses:

Argentina: Only data for the adjudicated region of Ciudad Autónoma de Buenos Aires (CABA) are reported in figures and in the text (see Annex A4).

Kazakhstan: Results for Kazakhstan are reported in a selection of figures (see Annex A4).

Malaysia: Results for Malaysia are reported in a selection of figures (see Annex A4).

International averages

The OECD average corresponds to the arithmetic mean of the respective country estimates. It was calculated for most indicators presented in this report.

In this publication, the OECD average is generally used when the focus is on comparing characteristics of education systems. In the case of some countries, data may not be available for specific indicators, or specific categories may not apply. Readers should, therefore, keep in mind that the term "OECD average" refers to the OECD countries included in the respective comparisons. In cases where data are not available or do not apply for all sub-categories of a given population or indicator, the "OECD average" may be consistent within each column of a table but not necessarily across all columns of a table.

In analyses involving data from multiple years, the OECD average is reported on consistent sets of OECD countries, and several averages may be reported in the same table. The "OECD average-35" refers to the average across all the 35 OECD countries, and is reported as missing if fewer than 35 OECD countries have comparable data; for instance, the "OECD average-34" includes only 34 OECD countries that have non-missing values. This restriction allows for valid comparisons of the OECD average over time. A number in the label used in figures and tables indicates the number of countries included in the average.

In analyses involving data from optional questionnaires, in addition to the OECD average, an average across all countries and economies with available data is also reported:

Average-18: Arithmetic mean across all countries which participated in the parent questionnaire.

Average-19: Arithmetic mean across all countries which participated in the teacher questionnaire.

Average-22: Arithmetic mean across all countries which participated in the educational career questionnaire.

In cases where data are not available for all countries that participated in the optional questionnaire, the number of countries included in the average is indicated in a footnote.

Rounding figures

Because of rounding, some figures in tables may not add up exactly to the totals. Totals, differences and averages are always calculated on the basis of exact numbers and are rounded only after calculation.

All standard errors in this publication have been rounded to one or two decimal places. Where the value 0.0 or 0.00 is shown, this does not imply that the standard error is zero, but that it is smaller than 0.05 or 0.005, respectively.

Reporting student data

The report uses "15-year-olds" as shorthand for the PISA target population. PISA covers students who are aged between 15 years 3 months and 16 years 2 months at the time of assessment and who are enrolled in school and have completed at least 6 years of formal schooling, regardless of the type of institution in which they are enrolled, and whether they are in full-time or part-time education, whether they attend academic or vocational programmes, and whether they attend public or private schools or foreign schools within the country.

Reporting school data

The principals of the schools in which students were assessed provided information on their schools' characteristics by completing a school questionnaire. Where responses from school principals are presented in this publication, they are weighted so that they are proportionate to the number of 15-year-olds enrolled in the school.

Focusing on statistically significant differences

This volume discusses only statistically significant differences or changes. These are denoted in darker colours in figures and in bold font in tables. See Annex A3 for further information.

Changes in the PISA methodology

Several changes were made to the PISA methodology in 2015:

- **Change in assessment mode** from paper-based to computer. Over the past 20 years, digital technologies have fundamentally transformed the ways in which we read and manage information. To better reflect how students and societies access, use and communicate information, starting with the 2015 round, the assessment was delivered mainly on computers, although countries had the option to use a paper-based version. In order to ensure comparability of results between paper-based tasks that were used in previous PISA assessments and the computer-delivered tasks used in 2015, the 2015 assessment was anchored to previous assessments through a set of items that showed, across countries, the same characteristics in paper- and computer-delivered form. The statistical models used to facilitate the mode change are based on an approach that examines measurement invariance for each item in both modes. In effect, this both accounts for and corrects the potential effect of

mode differences by assigning the same parameters only for item-response variables that are comparable on paper and computer. It is conceivable, however, that country differences in familiarity with computers, or in student motivation to take the test on computer or on paper could influence differences in country performance. Box I.5.1 in Volume I examines the country-level correlation between students' exposure to computers and changes in mean mathematics performance between 2012 and 2015. The results show that countries where students have greater familiarity with ICT tools are roughly as likely to show positive and negative performance trends, as are countries where students have less familiarity with ICT. For more information, see Annex A5.

- **Change in the framework and set of PISA science items.** New science items were developed for PISA 2015 to reflect advances in science and other changes that countries had prioritised for the PISA 2015 assessment. Among other goals, the revision of the science framework included the aim to more fully use the capabilities of the new technology-based delivery mode. To verify that the new science assessment allowed for the establishment of reliable trends with previous PISA assessments, an evaluation of dimensionality was conducted. When new and existing science items were treated as related to distinct latent dimensions, the median correlation (across countries/language groups) between these dimensions was 0.92, a very high value (similar to the correlation observed among subscales from the same domain). Model-fit statistics confirmed that a unidimensional model fits the new science assessment, supporting the conclusion that new and existing science items form a coherent unidimensional scale with good reliability. For more information, see Annex A5.

- **Changes in scaling procedures** include:
  - Change from a one-parameter model to a hybrid model that applies both a one- and two-parameter model, as appropriate. The one-parameter (Rasch) model is retained for all items where the model is statistically appropriate; a more general 2-parameter model is used instead if the fit of the one-parameter model could not be established. This approach improves the fit of the model to the observed student responses and reduces model and measurement errors.
  - Change in treatment of non-reached items to ensure that the treatment is consistent between the estimation of item parameters and the estimation of the population model to generate proficiency estimates in the form of plausible values. This avoids introducing systematic errors when generating performance estimates.
  - Change from cycle-specific scaling to multiple-cycle scaling in order to combine data, and retain and aggregate information about trend items used in previous cycles. This change results in consistent item parameters across cycles, which strengthen and support the inferences made about proficiencies on each scale.
  - Change from including only a subsample for item calibration to including the total sample with weights, in order to fully use the available data and reduce the error in item-parameter estimates by increasing the sample size. This reduces the variability of item-parameter estimation due to the random selection of small calibration samples.
  - Change from assigning internationally fixed item parameters and dropping a few dodgy items per country, to assigning a few nationally unique item parameters for those items that show significant deviation from the international parameters. This retains a maximum set of internationally equivalent items without dropping data and, as a result, reduces overall measurement errors.

The overall impact of these changes on trend comparisons is quantified by the link errors. As in previous cycles, a major part of the linking error is due to re-estimated item parameters. While the magnitude of link errors is comparable to those estimated in previous rounds, the changes in scaling procedures will result in reduced link errors in future assessment rounds. For more information on the calculation of this quantity and how to use it in analyses, see Annex A5 and the *PISA 2015 Technical Report* (OECD, forthcoming).

- **Changes in population coverage and response rates.** Even though PISA has consistently used the same standardised methods to collect comparable and representative samples, and population coverage and response rates were carefully reviewed during the adjudication process, slight changes in population coverage and response rates can affect point estimates of proficiency. The uncertainty around the point estimates due to sampling is quantified in sampling errors, which are the major part of standard errors reported for country mean estimates. For more information, see Annexes A2 and A4.

- **Change in test design** from 13 booklets in the paper-based design to 396 booklet instances. Despite the significant increase in the number of booklet types and instances from previous cycles, it is important to bear in mind that all items belonging to the same domain were delivered in consecutive clusters. No student had more than one hour of test questions related to one domain only. This is an improvement over the existing design, which was made possible by computer delivery. It strengthens the overall measurement of each domain and each respondent's proficiency.
- **Changes in test administration.** As in PISA 2000 (but different from other cycles up to 2012), students in 2015 had to take their break before starting to work on test clusters 3 and 4, and could not work for more than one hour on clusters 1 and 2. This reduces cluster position effects. Another change in test administration is that students who took the test on computers had to solve test questions in a fixed, sequential order, and could not go back to previous questions and revise their answers after reaching the end of the test booklets. This change prepares the ground for introducing adaptive testing in future rounds of PISA.

In sum, changes to the assessment design, the mode of delivery, the framework and the set of science items were carefully examined in order to ensure that the 2015 results can be presented as trend measures at the international level. The data show no consistent association between students' familiarity with ICT and with performance shifts between 2012 and 2015 across countries. Changes in scaling procedures are part of the link error, as they were in the past, where the link error quantified the changes introduced by re-estimating item parameters on a subset of countries and students who participated in each cycle. Changes due to sampling variability are quantified in the sampling error. The remaining changes (changes in test design and administration) are not fully reflected in estimates of the uncertainty of trend comparisons. These changes are a common feature of past PISA rounds as well, and are most likely of secondary importance when analysing trends.

The factors below are examples of potential effects that are relevant for the changes seen from one PISA round to the next. While these can be quantified and related to, for example, census data if available, these are outside of the control of the assessment programme:

- **Change in coverage of PISA target population.** PISA's target population is 15-year-old students enrolled in grade 7 or above. Some education systems saw a rapid expansion of 15-year-olds' access to school because of a reduction in dropout rates or in grade repetition. This is explained in detail, and countries' performance adjusted for this change is presented in Chapters 2, 4 and 5 in Volume I.
- **Change in demographic characteristics.** In some countries, there might be changes in the composition of the population of 15-year-old students. For example, there might be more students with an immigrant background.
- **Change in student competency.** The average proficiency of 15-year-old students in 2015 might be higher or lower than that in 2012 or earlier rounds.

Abbreviations used in this report

% dif.	Percentage-point difference	ISCO	International Standard Classification of Occupations
Dif.	Difference	PPP	Purchasing power parity
ESCS	PISA index of economic, social and cultural status	S.D.	Standard deviation
GDP	Gross domestic product	S.E.	Standard error
ICT	Information and Communications Technology	Score dif.	Score-point difference
ISCED	International Standard Classification of Education		

Definition of immigrant students in PISA

PISA classifies students into several categories according to their immigrant background and that of their parents:

- **Non-immigrant students** are students whose mother or father (or both) was/were born in the country or economy where they sat the PISA test, regardless of whether the student was born in that country or economy. In this chapter, these students are also referred to as "students without an immigrant background".

- **Immigrant students** are students whose mother and father were both born in a country/economy other than that where the student sat the PISA test. In this chapter, they are also referred to as "students with an immigrant background". Among immigrant students, a distinction is made between those born in the country/economy of assessment and those born abroad:
  - **First-generation immigrant students** are foreign-born students whose parents are also both foreign-born.
  - **Second-generation immigrant students** are students born in the country/economy where they sat the PISA test and whose parents were both foreign-born.

In some analyses, these two groups of immigrant students are, for the purpose of comparison, considered along with non-immigrant students. In other cases, the outcomes of first- and second-generation immigrant students are examined separately. PISA also provides information on other factors related to students' immigrant background, including the main language spoken at home (i.e. whether students usually speak, at home, the language in which they were assessed in PISA or another language, which could also be an official language of the host country/economy) or, for first-generation immigrant students, the number of years since the student arrived in the country where he or she sat the PISA test.

Further documentation

For further information on the PISA assessment instruments and the methods used in PISA, see the *PISA 2015 Technical Report* (OECD, forthcoming).

This report uses the OECD StatLinks service. Below each table and chart is a URL leading to a corresponding Excel™ workbook containing the underlying data. These URLs are stable and will remain unchanged over time. In addition, readers of the e-books will be able to click directly on these links and the workbook will open in a separate window, if their Internet browser is open and running.

What is PISA?

"What is important for citizens to know and be able to do?" In response to that question and to the need for internationally comparable evidence on student performance, the Organisation for Economic Co-operation and Development (OECD) launched the triennial survey of 15-year-old students around the world known as the Programme for International Students Assessment, or PISA. PISA assesses the extent to which 15-year-old students, near the end of their compulsory education, have acquired key knowledge and skills that are essential for full participation in modern societies. The assessment focuses on the core school subjects of science, reading and mathematics. Students' proficiency in an innovative domain is also assessed (in 2015, this domain is collaborative problem solving). The assessment does not just ascertain whether students can reproduce knowledge; it also examines how well students can extrapolate from what they have learned and can apply that knowledge in unfamiliar settings, both in and outside of school. This approach reflects the fact that modern economies reward individuals not for what they know, but for what they can do with what they know.

PISA is an ongoing programme that offers insights for education policy and practice, and that helps monitor trends in students' acquisition of knowledge and skills across countries and in different demographic subgroups within each country. PISA results reveal what is possible in education by showing what students in the highest-performing and most rapidly improving education systems can do. The findings allow policy makers around the world to gauge the knowledge and skills of students in their own countries in comparison with those in other countries, set policy targets against measurable goals achieved by other education systems, and learn from policies and practices applied elsewhere. While PISA cannot identify cause-and-effect relationships between policies/practices and student outcomes, it can show educators, policy makers and the interested public how education systems are similar and different – and what that means for students.

WHAT IS UNIQUE ABOUT PISA?

PISA is different from other international assessments in its:

- **policy orientation**, which links data on student learning outcomes with data on students' backgrounds and attitudes towards learning, and on key factors that shape their learning, in and outside of school, in order to highlight differences in performance and identify the characteristics of students, schools and education systems that perform well
- **innovative concept of "literacy"**, which refers to students' capacity to apply knowledge and skills in key subjects, and to analyse, reason and communicate effectively as they identify, interpret and solve problems in a variety of situations
- **relevance to lifelong learning**, as PISA asks students to report on their motivation to learn, their beliefs about themselves, and their learning strategies
- **regularity**, which enables countries to monitor their progress in meeting key learning objectives
- **breadth of coverage**, which, in PISA 2015, encompasses the 35 OECD countries and 37 partner countries and economies.

Box A. PISA's contributions to the Sustainable Development Goals

The Sustainable Development Goals (SDGs) were adopted by the United Nations in September 2015. Goal 4 of the SDGs seeks to ensure "inclusive and equitable quality education and promote lifelong learning opportunities for all". More specific targets and indicators spell out what countries need to deliver by 2030. Goal 4 differs from the Millennium Development Goals (MDGs) on education, which were in place between 2000 and 2015, in the following two ways:

- Goal 4 is truly global. The SDGs establish a universal agenda; they do not differentiate between rich and poor countries. Every single country is challenged to achieve the SDGs.
- Goal 4 puts the quality of education and learning outcomes front and centre. Access, participation and enrolment, which were the main focus of the MDG agenda, are still important, and the world is still far from providing equitable access to high-quality education for all. But participation in education is not an end in itself; what matters for people and economies are the skills acquired through education. It is the competence and character qualities that are developed through schooling, rather than the qualifications and credentials gained, that make people successful and resilient in their professional and personal lives. They are also key in determining individual well-being and the prosperity of societies.

In sum, Goal 4 requires education systems to monitor the actual learning outcomes of their young people. PISA, which already provides measurement tools to this end, is committed to improving, expanding and enriching its assessment tools. For example, PISA 2015 assesses the performance in science, reading and mathematics of 15-year-old students in more than 70 high- and middle-income countries. PISA offers a comparable and robust measure of progress so that all countries, regardless of their starting point, can clearly see where they are on the path towards the internationally agreed targets of quality and equity in education.

Through participation in PISA, countries can also build their capacity to develop relevant data. While most countries that have participated in PISA already have adequate systems in place, that isn't true for many low-income countries. To this end, the OECD PISA for Development initiative not only aims to expand the coverage of the international assessment to include more middle- and low-income countries, but it also offers these countries assistance in building their national assessment and data-collection systems. PISA is also expanding its assessment domains to include other skills relevant to Goal 4. In 2015, for example, PISA assesses 15-year-old students' ability to solve problem collaboratively.

Other OECD data, such as those derived from the Survey of Adult Skills (a product of the OECD Programme for the International Assessment of Adult Competencies [PIAAC]) and the OECD Teaching and Learning International Survey (TALIS), provide a solid evidence base for monitoring education systems. OECD analyses promote peer learning as countries can compare their experiences in implementing policies. Together, OECD indicators, statistics and analyses can be seen as a model of how progress towards the SDG education goal can be measured and reported.

Source: OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, http://dx.doi.org/10.1787/eag-2016-en.

WHICH COUNTRIES AND ECONOMIES PARTICIPATE IN PISA?

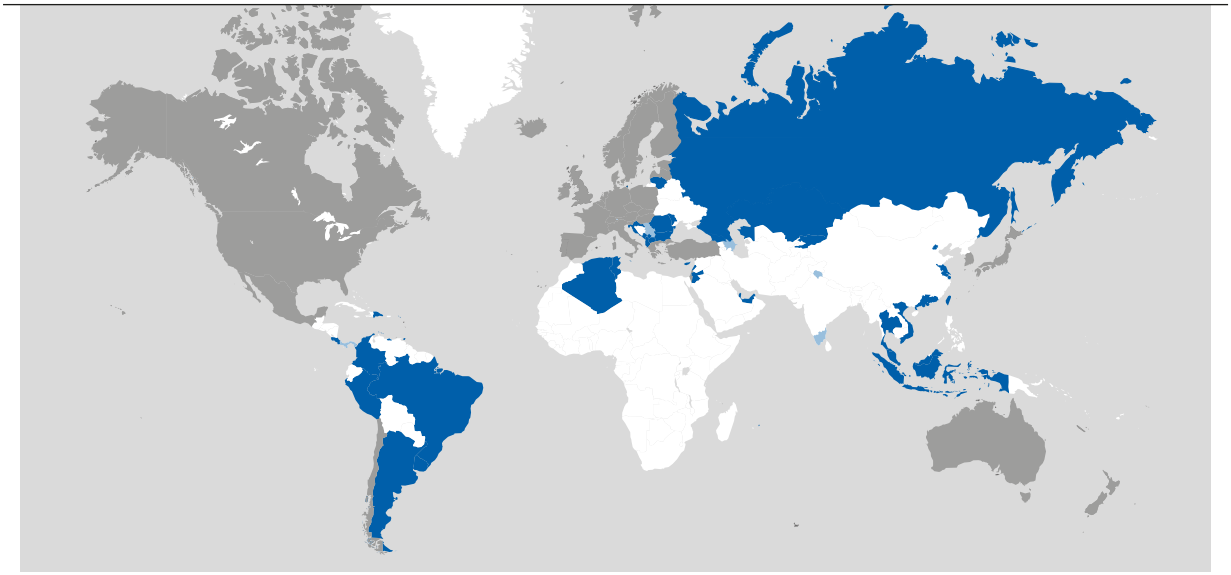
PISA is now used as an assessment tool in many regions around the world. It was implemented in 43 countries and economies in the first assessment (32 in 2000 and 11 in 2002), 41 in the second assessment (2003), 57 in the third assessment (2006), 75 in the fourth assessment (65 in 2009 and 10 in 2010), and 65 in the fifth assessment. So far, 72 countries and economies have participated in PISA 2015.

In addition to all OECD countries, the survey has been or is being conducted in:

- **East, South and Southeast Asia**: Beijing, Shanghai, Jiangsu and Guangdong (China), Hong Kong (China), Indonesia, Macao (China), Malaysia, Singapore, Chinese Taipei, Thailand and Viet Nam.
- **Central, Mediterranean and Eastern Europe, and Central Asia**: Albania, Bulgaria, Croatia, Georgia, Kazakhstan, Kosovo, Lebanon, Lithuania, the Former Yugoslav Republic of Macedonia, Malta, Moldova, Montenegro, Romania and the Russian Federation.

- **The Middle East**: Jordan, Qatar and the United Arab Emirates.
- **Central and South America**: Argentina, Brazil, Colombia, Costa Rica, Dominican Republic, Peru, Trinidad and Tobago, Uruguay.
- **Africa**: Algeria and Tunisia.

Map of PISA countries and economies



OECD countries

Australia, Austria, Belgium, Canada, Chile, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea, Latvia, Luxembourg, Mexico, The Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom, United States

Partner countries and economies in PISA 2015

Albania, Algeria, Argentina, Brazil, B-S-J-G (China)*, Bulgaria, Colombia, Costa Rica, Croatia, Cyprus[1], Dominican Republic, Former Yugoslav Republic of Macedonia, Georgia, Hong Kong (China), Indonesia, Jordan, Kazakhstan, Kosovo, Lebanon, Lithuania, Macao (China), Malaysia, Malta, Moldova, Montenegro, Peru, Qatar, Romania, Russian Federation, Singapore, Chinese Taipei, Thailand, Trinidad and Tobago, Tunisia, United Arab Emirates, Uruguay, Viet Nam

Partner countries and economies in previous cycles

Azerbaijan, Himachal Pradesh-India, Kyrgyzstan, Liechtenstein, Mauritius, Miranda-Venezuela, Panama, Serbia, Tamil Nadu-India

* B-S-J-G (China) refers to the four PISA participating China provinces: Beijing, Shanghai, Jiangsu, Guangdong.

1. Note by Turkey: The information in this document with reference to « Cyprus » relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

WHAT DOES THE TEST MEASURE?

In each round of PISA, one of the core domains is tested in detail, taking up nearly half of the total testing time. The major domain in 2015 was science, as it was in 2006. Reading was the major domain in 2000 and 2009, and mathematics was the major domain in 2003 and 2012. With this alternating schedule of major domains, a thorough analysis of achievement in each of the three core areas is presented every nine years; an analysis of trends is offered every three years.

The *PISA 2015 Assessment and Analytical Framework* (OECD, 2016a) presents definitions and more detailed descriptions of the domains assessed in PISA 2015:

- **Science literacy** is defined as the ability to engage with science-related issues, and with the ideas of science, as a reflective citizen. A scientifically literate person is willing to engage in reasoned discourse about science and technology, which requires the competencies to explain phenomena scientifically, evaluate and design scientific enquiry, and interpret data and evidence scientifically.
- **Reading literacy** is defined as students' ability to understand, use, reflect on and engage with written texts in order to achieve one's goals, develop one's knowledge and potential, and participate in society.
- **Mathematical literacy** is defined as students' capacity to formulate, employ and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts and tools to describe, explain and predict phenomena. It assists individuals in recognising the role that mathematics plays in the world and to make the well-founded judgements and decisions needed by constructive, engaged and reflective citizens.

Box B. **Key features of PISA 2015**

The content

- The PISA 2015 survey focused on science, with reading, mathematics and collaborative problem solving as minor areas of assessment. PISA 2015 also included an assessment of young people's financial literacy, which was optional for countries and economies.

The students

- Approximately 540 000 students completed the assessment in 2015, representing about 29 million 15-year-olds in the schools of the 72 participating countries and economies.

The assessment

- Computer-based tests were used, with assessments lasting a total of two hours for each student.
- Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses. The items were organised in groups based on a passage setting out a real-life situation. About 810 minutes of test items for science, reading, mathematics and collaborative problem solving were covered, with different students taking different combinations of test items.
- Students also answered a background questionnaire, which took 35 minutes to complete. The questionnaire sought information about the students themselves, their homes, and their school and learning experiences. School principals completed a questionnaire that covered the school system and the learning environment. For additional information, some countries/economies decided to distribute a questionnaire to teachers. It was the first time that this optional teacher questionnaire was offered to PISA-participating countries/economies. In some countries/economies, optional questionnaires were distributed to parents, who were asked to provide information on their perceptions of and involvement in their child's school, their support for learning in the home, and their child's career expectations, particularly in science. Countries could choose two other optional questionnaires for students: one asked students about their familiarity with and use of information and communication technologies (ICT); and the second sought information about students' education to date, including any interruptions in their schooling, and whether and how they are preparing for a future career.

HOW IS THE ASSESSMENT CONDUCTED?

For the first time, PISA 2015 delivered the assessment of all subjects via computer. Paper-based assessments were provided for countries that chose not to test their students by computer, but the paper-based assessment was limited to questions that could measure trends in science, reading and mathematics performance.[1] New questions were developed for the computer-based assessment only. A field trial was used to study the effect of the change in how the assessment was delivered. Data were collected and analysed to establish equivalence between the computer- and paper-based assessments.

The 2015 computer-based assessment was designed as a two-hour test. Each test form allocated to students comprised four 30-minute clusters of test material. This test design included six clusters from each of the domains of science, reading and mathematics to measure trends. For the major subject of science, an additional six clusters of items were developed to reflect the new features of the 2015 framework. In addition, three clusters of collaborative problem-solving items were developed for the countries that decided to participate in that assessment.[2] There were 66 different test forms. Students spent one hour on the science assessment (one cluster each of trends and new science items) plus one hour on one or two other subjects – reading, mathematics or collaborative problem solving. For the countries/economies that chose not to participate in the collaborative problem-solving assessment, 36 test forms were prepared.

Countries that chose paper-based delivery for the main survey measured student performance with 30 pencil-and-paper forms containing trend items from two of the three core PISA domains.

Each test form was completed by a sufficient number of students, allowing for estimations of proficiency on all items by students in each country/economy and in relevant subgroups within a country/economy (such as boys and girls, and students from different social and economic backgrounds).

The assessment of financial literacy was offered as an option in PISA 2015 based on the same framework as the one developed for PISA 2012.[3] The financial literacy assessment lasted one hour and comprised two clusters distributed to a subsample of students in combination with the science, mathematics and reading assessments.

To gather contextual information, PISA 2015 asked students and the principal of their school to respond to questionnaires. The student questionnaire took about 35 minutes to complete; the questionnaire for principals took about 45 minutes to complete. The responses to the questionnaires were analysed with the assessment results to provide both a broader and more nuanced picture of student, school and system performance. The *PISA 2015 Assessment and Analytical Framework* (OECD, 2016a) presents the questionnaire framework in detail. The questionnaires from all assessments since PISA's inception are available on the PISA website: www.pisa.oecd.org.

The questionnaires seek information about:

- students and their family backgrounds, including their economic, social and cultural capital
- aspects of students' lives, such as their attitudes towards learning, their habits and life in and outside of school, and their family environment
- aspects of schools, such as the quality of the schools' human and material resources, public and private management and funding, decision-making processes, staffing practices, and the school's curricular emphasis and extracurricular activities offered
- context of instruction, including institutional structures and types, class size, classroom and school climate, and science activities in class
- aspects of learning, including students' interest, motivation and engagement.

Four additional questionnaires were offered as options:

- **a computer familiarity questionnaire**, focusing on the availability and use of information and communications technology (ICT) and on students' ability to carry out computer tasks and their attitudes towards computer use
- **an educational career questionnaire**, which collects additional information on interruptions in schooling, on preparation for students' future career, and on support with science learning
- **a parent questionnaire**, focusing on parents' perceptions of and involvement in their child's school, their support for learning at home, school choice, their child's career expectations, and their background (immigrant/non-immigrant)
- **a teacher questionnaire**, which is new to PISA, will help establish the context for students' test results. In PISA 2015, science teachers were asked to describe their teaching practices through a parallel questionnaire that also focuses on teacher-directed teaching and learning activities in science lessons, and a selected set of enquiry-based activities. The teacher questionnaire asked about the content of the school's science curriculum and how it is communicated to parents too.

The contextual information collected through the student, school and optional questionnaires are complimented by system-level data. Indicators describing the general structure of the education systems, such as expenditure on education, stratification, assessments and examinations, appraisals of teachers and school leaders, instruction time, teachers' salaries, actual teaching time and teacher training are routinely developed and applied by the OECD (e.g. in the annual OECD publication, *Education at a Glance*). These data are extracted from *Education at a Glance 2016* (OECD, 2016b), *Education at a Glance 2015* (OECD, 2015) and *Education at a Glance 2014* (OECD, 2014) for the countries that participate in the annual OECD data collection that is administered through the OECD Indicators of Education Systems (INES) Network. For other countries and economies, a special system-level data collection was conducted in collaboration with PISA Governing Board members and National Project Managers.

WHO ARE THE PISA STUDENTS?

Differences between countries in the nature and extent of pre-primary education and care, in the age at entry into formal schooling, in the structure of the education system, and in the prevalence of grade repetition mean that school grade levels are often not good indicators of where students are in their cognitive development. To better compare student performance internationally, PISA targets students of a specific age. PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and have completed at least 6 years of formal schooling. They can be enrolled in any type of institution, participate in full-time or part-time education, in academic or vocational programmes, and attend public or private schools or foreign schools within the country. (For an operational definition of this target population, see Annex A2.) Using this age across countries and over time allows PISA to compare consistently the knowledge and skills of individuals born in the same year who are still in school at age 15, despite the diversity of their education histories in and outside of school.

The population of PISA-participating students is defined by strict technical standards, as are the students who are excluded from participating (see Annex A2). The overall exclusion rate within a country was required to be below 5% to ensure that, under reasonable assumptions, any distortions in national mean scores would remain within plus or minus 5 score points, i.e. typically within the order of magnitude of 2 standard errors of sampling. Exclusion could take place either through the schools that participated or the students who participated within schools (see Annex A2, Tables A2.1 and A2.2).

There are several reasons why a school or a student could be excluded from PISA. Schools might be excluded because they are situated in remote regions and are inaccessible, because they are very small, or because of organisational or operational factors that precluded participation. Students might be excluded because of intellectual disability or limited proficiency in the language of the assessment.

In 30 out of the 72 countries and economies that participated in PISA 2015, the percentage of school-level exclusions amounted to less than 1%; it was 4.1% or less in all countries and economies. When the exclusion of students who met the internationally established exclusion criteria is also taken into account, the exclusion rates increase slightly. However, the overall exclusion rate remains below 2% in 29 participating countries and economies, below 5% in 60 participating countries, and below 7% in all countries except the United Kingdom, Luxembourg (both 8.2%) and Canada (7.5%). In 13 out of the 35 OECD countries, the percentage of school-level exclusions amounted to less than 1% and was less than 3% in 30 OECD countries. When student exclusions within schools are also taken into account, there were 7 OECD countries below 2% and 25 OECD countries below 5%. For more detailed information about school and student exclusion from PISA 2015, see Annex A2.

WHAT KINDS OF RESULTS DOES PISA PROVIDE?

Combined with the information gathered through the tests and the various questionnaires, the PISA assessment provides three main types of outcomes:

- basic indicators that provide a baseline profile of the knowledge and skills of students
- indicators derived from the questionnaires that show how such skills relate to various demographic, social, economic and education variables
- indicators on trends that show changes in outcomes and distributions, and in relationships between student-level, school-level, and system-level background variables and outcomes.

WHERE CAN YOU FIND THE RESULTS?

This is the third of five volumes that present the results from PISA 2015. It begins by examining the well-being of students, what it is and how it can be measured. Chapters 3 through 6 discuss students' overall life satisfaction and performance at school and how they vary across countries. Chapter 4 examines the prevalence of schoolwork-related anxiety among students and how that anxiety can affect not only performance but students' overall well-being. Chapter 5 looks at how students' achievement motivation is related to students' gender, socio-economic status and immigrant background. It also discusses how the motivation to achieve can influence student performance and have an impact on students' satisfaction with their life. Chapter 6 examines some of the factors that shape the decision to continue on to higher education, and how this expectation can influence students' performance in school and have an impact on their well-being. Chapter 7 looks at students' sense of belonging at school and their relations with teachers. Chapter 8 examines the relationship between bullying and student performance and well-being. Chapters 9 and 10 discuss how parental involvement and parents' occupation, income and wealth are related to students' performance, satisfaction with life and their expectations for their future. Chapters 11 through 13 examine how students' use of time outside of school hours – physical activities and eating habits; work inside and outside of the home; and time spent using the computer – influences their overall well-being.

As promoting well-being at school has become an important priority for education policy, Chapter 14 discusses several policy initiatives, and frontline interventions by teachers and parents, that could help narrow disparities in well-being among students.

The other four volumes cover the following issues:

- *Volume I: Excellence and Equity in Education* provides a detailed examination of student performance in science and describes how performance has changed over previous PISA assessments. It also explores students' engagement with and attitudes towards science, including their expectations of working in a science-related career later on. An overview of student performance in reading and mathematics in 2015 is also provided, along with a description of how performance in those subjects has evolved over previous PISA assessments. The volume defines and discusses equity in education, focusing particularly on how socio-economic status and an immigrant background are related to students' performance in PISA and to their attitudes towards science.
- *Volume II: Policies and Practices for Successful Schools* examines how student performance is associated with various characteristics of individual schools and concerned school systems. The volume first focuses on science, describing the school resources devoted to science and how science is taught in schools. It discusses how both of these are related to student performance in science, students' epistemic beliefs, and students' expectations of pursuing a career in science. Then, the volume analyses schools and school systems and their relationship with education outcomes more generally, covering the learning environment in school, school governance, selecting and grouping students, and the human, financial, educational and time resources allocated to education. Trends in these indicators between 2006 and 2015 are examined when comparable data are available.
- *Volume IV: Students' Financial Literacy* examines 15-year-old students' understanding about money matters in the 15 countries and economies that participated in this optional assessment. The volume explores how the financial literacy of 15-year-old students is associated with their competencies in science, reading and mathematics, with their socio-economic status, and with their previous experiences with money. The volume also offers an overview of financial education in schools in the participating countries and economies, and provides case studies.
- *Volume V: Collaborative Problem Solving* examines students' ability to work with two or more people to try to solve a problem. The volume provides the rationale for assessing this particular skill and describes performance within and across countries. In addition, the volume highlights the relative strengths and weaknesses of each school system and examines how they are related to individual student characteristics, such as gender, immigrant background and socio-economic status. The volume also explores the role of education in building young people's skills in solving problems collaboratively.

Volumes I and II were published in December 2016. Volumes IV and V will also be published in 2017.

The frameworks for assessing mathematics, reading and science in 2015 are described in the *PISA 2015 Assessment and Analytical Framework: Science, Reading, Mathematic and Financial Literacy* (OECD, 2016a). They are also summarised in this volume.

Technical annexes at the end of this volume describe how questionnaire indices were constructed, and discuss sampling issues, quality-assurance procedures, the reliability of coding, and the process followed for developing the assessment instruments. Many of the issues covered in the technical annexes are elaborated in greater detail in the *PISA 2015 Technical Report* (OECD, forthcoming).

All data tables referred to in the analyses are included at the end of the respective volume in Annex B1, and a set of additional data tables is available on line (www.pisa.oecd.org). A Reader's Guide is also provided in each volume to aid in interpreting the tables and figures that accompany the report. Data from regions within the participating countries are included in Annex B2.

Notes

1. The paper-based form was used in 15 countries/economies including Albania, Algeria, Argentina, Georgia, Indonesia, Jordan, Kazakhstan, Kosovo, Lebanon, Macedonia, Malta, Moldova, Romania, Trinidad and Tobago, and Viet Nam, as well as in Puerto Rico, an unincorporated territory of the United States.

2. The collaborative problem solving assessment was not conducted in the countries/economies that delivered the PISA 2015 assessment on paper, nor was it conducted in the Dominican Republic, Ireland, Poland, Qatar or Switzerland.

3. The financial literacy assessment was conducted in Australia, Belgium (Flemish Community only), B-S-J-G (China), Brazil, Canada, Chile, Italy, Lithuania, the Netherlands, Peru, Poland, the Russian Federation, the Slovak Republic, Spain and the United States.

References

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Overview and the research framework

Students' well-being refers to the psychological, cognitive, social and physical functioning and capabilities that students need to live a happy and fulfilling life. PISA 2015 includes data on well-being that cover both positive attitudes and behaviours that promote healthy development (e.g. interest and motivation) as well as some negative outcomes (e.g. anxiety) that undermine students' quality of life. This section describes the PISA data on students' well-being and summarises the main findings of this report.

1

Overview: Students' well-being

Children spend a considerable amount of time in the classroom: following lessons, socialising with classmates, and interacting with teachers and other staff members. What happens in school is therefore key to understanding whether students enjoy good physical and mental health, how happy and satisfied they are with different aspects of their life, how connected to others they feel, and the aspirations they have for their future.

PISA 2015 offers a first-of-its-kind set of well-being indicators for adolescents that covers both negative outcomes (e.g. anxiety) and the positive impulses that promote healthy development (e.g. interest, motivation to achieve). Most of the PISA data on well-being are based on students' self-reports, and thus give adolescents the opportunity to express how they feel, what they think of their lives, and what aspirations they have for their future.

PISA also allows for those well-being indicators to be related to students' academic achievement across a large number of economies.

Students' well-being, as defined in this report, refers to the psychological, cognitive, social and physical functioning and capabilities that students need to live a happy and fulfilling life. Well-being is thus first and foremost defined by the quality of life of students as 15-years-old individuals. While investing in future outcomes of children and adolescents is extremely important, policy makers and educators need to pay attention to students' well-being now, while they are students. Well-being is also conceptualised in this report as a dynamic state: without sufficient investment to develop their capacities in the present, students are unlikely to enjoy well-being as adults.

PERFORMANCE AT SCHOOL AND LIFE SATISFACTION

PISA 2015 asked students to rate their life on a scale from 0 to 10, where 0 means the worst possible life, and 10 means the best possible life. On average across OECD countries, students reported a level of 7.3 on a life-satisfaction scale ranging from 0 to 10 (Figure III.3.1). Roughly speaking, this suggests that the "average" adolescent in an OECD country is satisfied with life.

But there are large variations in life satisfaction across countries. For example, while less than 4% of students in the Netherlands reported that they are not satisfied with their life (they reported a level of 4 or below on the scale), more than 20% of students in Korea and Turkey reported so. In Montenegro, and in the Latin American countries of Colombia, Costa Rica, the Dominican Republic and Mexico, more than one in two students reported that they are very satisfied with their life (they reported a life-satisfaction level of 9 or 10 out of 10). Fewer than one in five students in the Asian countries/economies of Hong Kong (China), Korea, Macao (China) and Chinese Taipei reported similar levels of life satisfaction.

Comparing average levels of subjective well-being across countries is challenging. Variations in students' reports of life satisfaction or happiness across countries might be influenced by cultural or local interpretations of what defines a happy life, and by differences in how life experiences are integrated into judgements of life satisfaction. Regardless of the dominant culture in their country/economy or of the language they speak, however, a large number of students in every education system reported that they are very satisfied with their life, and a smaller, but not negligible, number of students reported that they feel dissatisfied with their life. What lies behind these differences?

Gender, for one thing, is related to adolescents' life satisfaction. On average across OECD countries, 29% of girls but 39% of boys reported that they are very satisfied with their life – a difference of almost 10 percentage points. Girls were also more likely than boys to report low satisfaction with life. On average across OECD countries, 9% of boys but 14% of girls reported a level of life satisfaction equal to 4 or lower on a scale of 0 to 10 (Table III.3.8).

The relationship between performance at school and life satisfaction is weak. In most countries, top-achieving students (those in the top 10% of the performance distribution) and low-achieving students (those in the bottom 10% of the performance distribution) reported similar levels of life satisfaction (Figure III.3.3). And, on average, there is no significant relationship between the time students spend studying, whether in or outside of school, and their satisfaction with life (Figure III.3.5).

The environment in which students learn can shape students' development and life satisfaction. Every school has its own distinct climate and there is no universal recipe for creating a "happy" school. But schools, together with other social institutions, can attend to children's fundamental psychological and social needs, and help students develop a sense of control over their life and resilience in the face of unfavourable situations.

Figure III.1.1 ■ Snapshot of students' life satisfaction

Countries/economies with values **above** the OECD average
Countries/economies with values not significantly different from the OECD average
Countries/economies with values **below** the OECD average

		Students' life satisfaction[1]			Gender difference in life satisfaction (B – G)	Socio-economic disparity in life satisfaction (top – bottom quarter of ESCS[2])	Difference in life satisfaction between high-achieving and low achieving students in science (top – bottom quarter of science performance)
		Average	Students who are very satisfied with life (9-10)	Students who are not satisfied with life (0-4)			
		Mean	%	%	Dif.	Dif.	Dif.
	OECD average	7.31	34.1	11.8	**0.58**	**0.44**	**0.12**
OECD	Australia	m	m	m	m	m	m
OECD	Austria	7.52	39.7	11.1	**0.86**	**0.49**	0.16
OECD	Belgium (excl. Flemish)	7.49	32.8	8.3	**0.57**	**0.46**	0.23
OECD	Canada	m	m	m	m	m	m
OECD	Chile	7.37	38.1	12.1	**0.47**	**0.49**	0.04
OECD	Czech Republic	7.05	30.7	13.8	**0.65**	**0.63**	0.19
OECD	Denmark	m	m	m	m	m	m
OECD	Estonia	7.50	37.0	9.3	**0.46**	**0.70**	0.15
OECD	Finland	7.89	44.4	6.7	**0.74**	**0.47**	**0.18**
OECD	France	7.63	36.6	7.4	**0.45**	**0.49**	**0.35**
OECD	Germany	7.35	34.0	11.1	**0.80**	**0.50**	**0.26**
OECD	Greece	6.91	26.2	14.7	**0.64**	**0.48**	0.20
OECD	Hungary	7.17	31.7	13.1	**0.74**	**0.68**	**0.33**
OECD	Iceland	7.80	46.7	9.5	**0.93**	**0.73**	**0.55**
OECD	Ireland	7.30	32.4	11.9	**0.56**	**0.19**	0.04
OECD	Israel	m	m	m	m	m	m
OECD	Italy	6.89	24.2	14.7	**0.79**	**0.39**	0.09
OECD	Japan	6.80	23.8	16.1	-0.12	**0.38**	**0.31**
OECD	Korea	6.36	18.6	21.6	**0.47**	**0.48**	0.13
OECD	Latvia	7.37	31.5	8.9	**0.16**	**0.64**	**0.20**
OECD	Luxembourg	7.38	36.1	11.1	**0.78**	**0.49**	**0.24**
OECD	Mexico	8.27	58.5	6.4	**0.12**	0.12	0.06
OECD	Netherlands	7.83	32.5	3.7	**0.55**	-0.03	**-0.38**
OECD	New Zealand	m	m	m	m	m	m
OECD	Norway	m	m	m	m	m	m
OECD	Poland	7.18	32.4	12.6	**0.69**	**0.47**	-0.02
OECD	Portugal	7.36	31.0	8.9	**0.51**	**0.22**	-0.17
OECD	Slovak Republic	7.47	39.4	11.3	**0.59**	**0.43**	0.06
OECD	Slovenia	7.17	32.5	13.5	**0.91**	0.07	-0.05
OECD	Spain	7.42	33.0	9.5	**0.37**	**0.49**	**0.23**
OECD	Sweden	m	m	m	m	m	m
OECD	Switzerland	7.72	39.6	7.4	**0.65**	**0.22**	**0.23**
OECD	Turkey	6.12	26.3	28.6	**0.59**	0.29	-0.18
OECD	United Kingdom	6.98	28.3	15.6	**0.68**	**0.58**	0.10
OECD	United States	7.36	35.9	11.8	**0.60**	**0.67**	-0.10
Partners	Albania	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m
Partners	Brazil	7.59	44.6	11.8	**0.29**	**-0.16**	**-0.34**
Partners	B-S-J-G (China)	6.83	26.9	15.6	0.10	**0.49**	0.06
Partners	Bulgaria	7.42	42.8	13.9	**0.42**	**0.56**	0.16
Partners	CABA (Argentina)	m	m	m	m	m	m
Partners	Colombia	7.88	50.9	10.1	**0.37**	**-0.29**	**-0.49**
Partners	Costa Rica	8.21	58.4	7.1	**0.35**	0.04	**-0.33**
Partners	Croatia	7.90	47.8	7.3	**0.60**	0.15	**-0.23**
Partners	Cyprus[3]	7.06	30.1	13.7	**0.41**	**0.61**	**0.38**
Partners	Dominican Republic	8.50	67.8	8.3	0.10	-0.04	-0.12
Partners	FYROM	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m
Partners	Hong Kong (China)	6.48	13.9	15.6	0.07	**0.56**	0.16
Partners	Indonesia	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m
Partners	Lithuania	7.86	47.6	8.1	**0.52**	**0.59**	**0.24**
Partners	Macao (China)	6.59	16.5	15.4	0.01	**0.47**	**0.43**
Partners	Malta	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m
Partners	Montenegro	7.75	50.1	11.1	**0.49**	0.17	**-0.37**
Partners	Peru	7.50	42.8	12.9	**0.15**	-0.11	0.00
Partners	Qatar	7.41	42.6	13.8	**0.21**	**0.56**	**-0.24**
Partners	Romania	m	m	m	m	m	m
Partners	Russia	7.76	46.8	10.3	**0.32**	**0.22**	**-0.27**
Partners	Singapore	m	m	m	m	m	m
Partners	Chinese Taipei	6.59	18.5	16.0	**0.29**	**0.51**	0.11
Partners	Thailand	7.71	42.7	7.8	0.04	-0.16	-0.22
Partners	Trinidad and Tobago	m	m	m	m	m	m
Partners	Tunisia	6.90	38.5	19.3	0.17	**0.80**	0.03
Partners	United Arab Emirates	7.30	39.8	14.5	**0.27**	**0.67**	-0.15
Partners	Uruguay	7.70	44.2	9.8	**0.47**	**0.44**	0.05
Partners	Viet Nam	m	m	m	m	m	m

1. PISA 2015 asked students to rate their overall satisfaction with life on a scale that ranges from 0 to 10.
2. ESCS refers to the PISA index of economic, social and cultural status.
3. Note by Turkey: The information in this document with reference to " Cyprus " relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".
Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
Source: OECD, PISA 2015 Database, Tables III.3.2, III.3.4 and III.3.8.
StatLink http://dx.doi.org/10.1787/888933470414

Teachers can play a particularly important role in creating the conditions for students' well-being at school. Happier students tend to report positive relations with their teachers (Table III.3.11). PISA results show that students in "happy" schools (schools where students' life satisfaction is above the average in the country) reported a higher level of support from their science teacher than students in "unhappy" schools (schools where students' life satisfaction is below the average in the country). In other words, students' perceptions of support from teachers seem to be a characteristic feature of schools where students reported greater well-being.

Schoolwork-related anxiety

In all education systems, as adolescents progress through schooling, they are required to manage increasing academic demands in relatively more formal classroom settings. The pressure to get higher marks and the concern about receiving poor grades are some of the sources of stress most often cited by school-age children and adolescents.

PISA 2015 asked students to report whether they agree, strongly agree, disagree or strongly disagree with the following statements: "I often worry that it will be difficult for me to take a test"; "I worry I will get poor grades at school"; "I feel very anxious even if I am well prepared for a test"; "I get very tense when I study for a test"; and "I get nervous when I do not know how to solve a task at school". On average across OECD countries, 59% of students reported that they often worry that taking a test will be difficult, and 66% reported that they worry about poor grades. Some 55% of students reported feeling very anxious for a test even if they are well prepared; 37% reported they get very tense when studying; and 52% reported that they get nervous when they don't know how to solve a task at school (Table III.4.1).

In all countries and economies that participated in PISA 2015, girls reported greater schoolwork-related anxiety than boys (Table III.4.5). On average across OECD countries, boys were about 13 percentage points less likely than girls to report they get very tense when they study (Figure III.4.1). About 64% of girls but 47% of boys reported feeling very anxious even when they are well prepared for a test (Table III.4.2). One possible explanation may be that girls are less self-confident than boys and, as a result, experience more worry and discomfort before and during evaluations.

PISA 2015 shows that anxiety about schoolwork, homework and tests is negatively related to performance in science, mathematics and reading. On average across OECD countries, 63% of low-achieving students in science (students in the bottom quarter of science performance in a country) and 46% of high-achieving students (students in the top quarter) reported that they feel anxious for a test no matter how well prepared they are (Figure III.4.2). The fear of making mistakes on a test often disrupts the performance of top-performing girls who "choke under pressure". On average across OECD countries, 55% of girls but 38% of boys who are among the top 25% of students in their country in science performance reported that they feel very anxious for a test even if they are well prepared (Table III.4.4). But gender differences in anxiety are also observed among low-achieving students.

On average across OECD countries, students who reported the highest levels of anxiety also reported a level of life satisfaction that is 1.2 points lower (on a scale from 0 to 10) than students who reported the lowest levels of anxiety (Figure III.4.3).

Both parents and educators often argue that anxiety is the natural consequence of testing overload. In about five out of six school systems, students are assessed at least once a year with mandatory standardised tests; in about three out of four countries/economies, students are assessed at least once a year with non-mandatory standardised tests. However, the frequency of tests as reported by school principals seems unrelated to students' level of schoolwork-related anxiety. Rather, it is students' perception of the assessment as more or less threatening that determines how anxious students feel about tests.

PISA results show that teachers' practices, behaviours and communication in the classroom are associated with students' level of anxiety. After accounting for students' performance and socio-economic status, students who reported that their science teachers adapt the lesson to the class's needs and knowledge were less likely to report feeling anxious even if they are well prepared for a test, or to report that they get very tense when they study (Table III.4.11). Students were also less likely to report anxiety if the science teacher provides individual help when they are struggling. By contrast, negative teacher-student relations can undermine students' confidence and lead to greater anxiety. On average across OECD countries, students are about 60% more likely to get very tense when they study, and about 29% more likely to feel anxious before a test if they perceive that their teacher thinks they are less smart than they really are (Table III.4.11).

Figure III.1.2 [Part 1/2] ■ Snapshot of students' achievement motivation and schoolwork-related anxiety

Countries/economies with values **above** the OECD average
Countries/economies with values not significantly different from the OECD average
Countries/economies with values **below** the OECD average

		Index of schoolwork-related anxiety	Percentage of students who agreed/strongly agreed with the following statements			Difference in life satisfaction between students in the top and bottom quarter of the index of schoolwork-related anxiety (top – bottom)
			Even if I am well prepared for a test I feel very anxious	I get very tense when I study	Gender difference for "Even if I am well prepared for a test I feel very anxious" (B – G)	
		Mean index	%	%	% dif.	Dif.
	OECD average	0.01	55.5	36.6	**-16.7**	**-1.18**
OECD	Australia	0.19	67.5	46.9	**-17.1**	m
OECD	Austria	-0.10	50.8	19.3	**-15.3**	**-1.52**
OECD	Belgium[2]	-0.16	42.5	28.5	**-18.9**	**-0.75**
OECD	Canada	0.17	63.9	45.5	**-19.9**	m
OECD	Chile	0.10	56.0	40.2	**-11.2**	**-1.08**
OECD	Czech Republic	-0.21	40.3	32.4	**-17.0**	**-1.20**
OECD	Denmark	0.09	64.5	45.5	**-23.0**	m
OECD	Estonia	-0.22	52.8	27.5	**-15.7**	**-1.12**
OECD	Finland	-0.41	48.6	17.8	**-15.6**	**-1.37**
OECD	France	-0.10	47.2	29.2	**-16.6**	**-0.91**
OECD	Germany	-0.33	41.6	22.4	**-20.8**	**-1.63**
OECD	Greece	-0.09	59.0	38.0	**-17.6**	**-1.23**
OECD	Hungary	-0.10	54.5	27.1	**-17.3**	**-1.16**
OECD	Iceland	-0.12	51.1	36.5	**-24.1**	**-2.25**
OECD	Ireland	0.15	63.2	46.0	**-13.8**	**-1.54**
OECD	Israel	-0.27	44.5	33.2	**-15.7**	m
OECD	Italy	0.45	70.2	56.4	**-17.0**	**-1.04**
OECD	Japan	0.26	62.1	32.7	**-9.9**	**-0.32**
OECD	Korea	0.10	55.3	41.9	**-6.8**	**-1.56**
OECD	Latvia	-0.14	43.2	27.1	**-10.8**	**-0.68**
OECD	Luxembourg	-0.16	47.9	28.1	**-20.9**	**-1.34**
OECD	Mexico	0.26	60.1	49.7	**-10.6**	**-0.56**
OECD	Netherlands	-0.54	39.1	14.5	**-13.1**	**-0.96**
OECD	New Zealand	0.27	72.0	50.7	**-13.5**	m
OECD	Norway	0.07	60.9	45.7	**-26.1**	m
OECD	Poland	-0.11	45.1	26.0	**-16.7**	**-1.25**
OECD	Portugal	0.48	69.0	46.2	**-20.7**	**-0.56**
OECD	Slovak Republic	-0.17	47.1	29.1	**-15.4**	**-0.92**
OECD	Slovenia	0.06	61.9	35.8	**-20.6**	**-1.44**
OECD	Spain	0.40	67.1	48.1	**-14.5**	**-0.46**
OECD	Sweden	0.05	61.1	41.0	**-23.3**	m
OECD	Switzerland	-0.44	33.5	20.6	**-14.9**	**-1.32**
OECD	Turkey	0.31	58.8	56.0	**-11.8**	**-1.36**
OECD	United Kingdom	0.25	71.9	52.5	**-19.0**	**-2.09**
OECD	United States	0.19	67.7	43.3	**-20.7**	**-1.47**
Partners	Albania	m	m	m	m	m
Partners	Algeria	m	m	m	m	m
Partners	Brazil	0.60	80.8	56.0	**-12.7**	-0.08
Partners	B-S-J-G (China)	0.23	61.8	54.9	-1.6	**-0.79**
Partners	Bulgaria	-0.09	55.0	46.2	**-14.5**	**-0.90**
Partners	CABA (Argentina)	m	m	m	m	m
Partners	Colombia	0.52	78.8	57.7	**-7.9**	-0.10
Partners	Costa Rica	0.60	81.2	55.2	**-6.6**	-0.19
Partners	Croatia	0.00	47.0	36.1	**-22.2**	**-0.93**
Partners	Cyprus*	-0.08	57.7	40.0	**-12.8**	**-1.48**
Partners	Dominican Republic	0.41	80.0	53.5	-2.7	**-0.22**
Partners	FYROM	m	m	m	m	m
Partners	Georgia	m	m	m	m	m
Partners	Hong Kong (China)	0.33	67.1	52.7	**-7.4**	**-0.76**
Partners	Indonesia	m	m	m	m	m
Partners	Jordan	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m
Partners	Lithuania	-0.07	55.7	42.6	**-19.5**	**-0.94**
Partners	Macao (China)	0.37	65.6	58.5	**-7.2**	**-0.82**
Partners	Malta	m	m	m	m	m
Partners	Moldova	m	m	m	m	m
Partners	Montenegro	0.09	65.2	46.7	**-19.3**	**-0.69**
Partners	Peru	0.14	71.5	43.2	**-2.6**	**-0.32**
Partners	Qatar	0.22	65.2	49.4	**-7.4**	**-1.21**
Partners	Romania	m	m	m	m	m
Partners	Russia	-0.05	51.1	38.9	**-17.3**	**-0.65**
Partners	Singapore	0.57	76.3	59.9	**-6.4**	m
Partners	Chinese Taipei	0.39	66.6	61.5	**-8.7**	**-0.75**
Partners	Thailand	0.11	63.3	46.6	**-7.3**	**-0.84**
Partners	Trinidad and Tobago	m	m	m	m	m
Partners	Tunisia	0.10	59.7	57.2	**-15.6**	**-1.05**
Partners	United Arab Emirates	0.20	61.8	44.5	**-4.3**	**-1.05**
Partners	Uruguay	0.46	72.8	53.2	**-6.6**	-0.13
Partners	Viet Nam	m	m	m	m	m

*See note 3 under Figure III.1.1
1. ESCS refers to the PISA index of economic, social and cultural status.
2. Data for life satisfaction do not include the Flemish community of Belgium.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
Source: OECD, PISA 2015 Database, Tables III.4.1, III.4.2, III.4.9, III.5.1, III.5.2 and III.5.3.
StatLink http://dx.doi.org/10.1787/888933470425

Figure III.1.2 [Part 2/2] ■ Snapshot of students' achievement motivation and schoolwork-related anxiety

Countries/economies with values **above** the OECD average
Countries/economies with values not significantly different from the OECD average
Countries/economies with values **below** the OECD average

		Index of achievement motivation	Percentage of students who agreed/strongly agreed with the following statements			
			I want to be able to select from among the best opportunities available when I graduate	I want to be one of the best students in my class	Gender difference for "I want to be able to select from among the best opportunities" (B – G)	Socio-economic disparity for "I want to be able to select from among the best opportunities" (top – bottom quarters of ESCS[1])
		Mean index	%	%	% dif.	% dif.
	OECD average	-0.01	92.7	59.2	**-1.9**	**5.6**
OECD	Australia	0.33	95.8	74.2	**-1.8**	**4.4**
OECD	Austria	-0.26	92.3	46.8	0.3	**5.1**
OECD	Belgium[2]	-0.45	91.9	41.5	0.5	**3.7**
OECD	Canada	0.33	95.5	73.1	**-2.8**	**4.6**
OECD	Chile	0.29	95.9	72.0	-0.2	**2.5**
OECD	Czech Republic	-0.28	93.4	41.7	**-1.8**	**5.9**
OECD	Denmark	-0.15	83.2	69.2	**-2.0**	**14.6**
OECD	Estonia	-0.04	95.0	51.1	**-2.7**	**3.8**
OECD	Finland	-0.63	80.0	40.8	-1.8	**14.9**
OECD	France	-0.25	94.3	44.8	**-2.0**	**5.5**
OECD	Germany	-0.38	90.9	42.7	0.8	**5.5**
OECD	Greece	-0.10	95.5	63.4	**-3.3**	**3.2**
OECD	Hungary	-0.30	93.1	40.4	-0.8	**5.5**
OECD	Iceland	0.39	86.6	75.5	**-6.4**	**11.1**
OECD	Ireland	0.39	97.0	72.4	-0.6	**3.0**
OECD	Israel	0.83	96.8	86.4	**-3.2**	1.1
OECD	Italy	-0.17	95.0	52.0	-1.0	**2.5**
OECD	Japan	-0.51	87.3	32.9	1.6	**8.5**
OECD	Korea	0.34	96.1	81.9	**-2.9**	**5.7**
OECD	Latvia	-0.03	93.3	58.6	**-3.2**	**2.0**
OECD	Luxembourg	-0.17	92.5	53.8	**-2.8**	**4.5**
OECD	Mexico	0.25	96.1	81.2	**-1.4**	**3.9**
OECD	Netherlands	-0.44	93.9	29.7	0.1	**3.2**
OECD	New Zealand	0.24	94.5	70.0	-0.6	**6.3**
OECD	Norway	0.10	95.5	64.3	**-3.4**	**3.2**
OECD	Poland	-0.42	86.1	46.4	-1.4	**11.2**
OECD	Portugal	0.20	93.1	65.5	**-3.0**	**8.2**
OECD	Slovak Republic	-0.28	92.2	44.5	**-2.8**	**8.5**
OECD	Slovenia	-0.43	86.1	44.3	**-5.8**	**12.0**
OECD	Spain	-0.16	93.8	57.4	-1.0	**6.0**
OECD	Sweden	0.15	92.2	63.7	**-4.1**	**4.9**
OECD	Switzerland	-0.43	90.6	40.0	-0.8	**4.5**
OECD	Turkey	0.62	94.2	89.3	**-3.0**	**3.1**
OECD	United Kingdom	0.51	97.8	75.6	**-1.2**	**1.7**
OECD	United States	0.65	97.3	85.4	**-1.7**	**1.4**
Partners	Albania	m	m	m	m	m
Partners	Algeria	m	m	m	m	m
Partners	Brazil	0.12	96.7	63.9	**-2.2**	**1.1**
Partners	B-S-J-G (China)	0.11	96.6	81.1	-0.6	**-1.3**
Partners	Bulgaria	-0.06	93.9	67.2	**-5.3**	**6.2**
Partners	CABA (Argentina)	m	m	m	m	m
Partners	Colombia	0.50	98.3	91.6	-0.3	**0.9**
Partners	Costa Rica	0.51	97.9	85.5	**-1.3**	**1.3**
Partners	Croatia	-0.24	93.6	61.5	**-3.6**	**5.2**
Partners	Cyprus*	0.16	95.4	72.8	**-3.9**	**2.0**
Partners	Dominican Republic	0.34	93.2	90.4	-0.8	**4.3**
Partners	FYROM	m	m	m	m	m
Partners	Georgia	m	m	m	m	m
Partners	Hong Kong (China)	0.20	93.5	75.4	**-4.0**	**5.5**
Partners	Indonesia	m	m	m	m	m
Partners	Jordan	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m
Partners	Lithuania	0.00	90.8	63.5	**-5.6**	**5.7**
Partners	Macao (China)	-0.50	91.1	48.6	**-4.9**	**3.7**
Partners	Malta	m	m	m	m	m
Partners	Moldova	m	m	m	m	m
Partners	Montenegro	-0.16	92.0	54.4	**-4.8**	**2.5**
Partners	Peru	0.34	96.7	88.4	-0.2	**1.5**
Partners	Qatar	0.77	94.7	89.4	**-5.3**	**3.9**
Partners	Romania	m	m	m	m	m
Partners	Russia	-0.09	94.6	55.8	-1.1	**4.3**
Partners	Singapore	0.41	96.5	82.3	**-1.5**	**1.5**
Partners	Chinese Taipei	-0.01	97.2	68.1	**-1.8**	**4.2**
Partners	Thailand	0.24	97.4	79.7	**-2.7**	**1.1**
Partners	Trinidad and Tobago	m	m	m	m	m
Partners	Tunisia	0.67	96.5	93.1	**-3.2**	**2.1**
Partners	United Arab Emirates	0.78	95.6	91.5	**-3.5**	**2.8**
Partners	Uruguay	-0.05	95.0	49.9	**-1.8**	**4.5**
Partners	Viet Nam	m	m	m	m	m

*See note 3 under Figure III.1.1
1. ESCS refers to the PISA index of economic, social and cultural status.
2. Data for life satisfaction do not include the Flemish community of Belgium.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
Source: OECD, PISA 2015 Database, Tables III.4.1, III.4.2, III.4.9, III.5.1, III.5.2 and III.5.3.
StatLink http://dx.doi.org/10.1787/888933470425

Parents can help children manage anxiety by encouraging them to trust in their ability to accomplish various academic tasks. PISA results show that, after accounting for differences in performance and socio-economic status, girls who perceive that their parents encourage them to be confident in their abilities were 21% less likely to report that they feel tense when they study, on average across OECD countries (Table III.4.13). This relationship is stronger among girls than among boys, possibly suggesting that parents have more difficulty communicating with and addressing the insecurities of their sons.

Students' motivation to achieve

PISA 2015 provides indicators of how motivated students are to achieve – both in school and beyond. Girls were more likely than boys to report that they want top grades at school, and that they care about being able to select among the best opportunities when they graduate. Girls thus seem to care more than boys that their efforts at school are properly recognised, but they were less likely than boys to report that they are ambitious or competitive. On average across OECD countries, 68% of boys and 62% of girls reported that they want to be the best, whatever they do (Figure III.5.1 and Table III.5.2).

Socio-economic status is also related to students' motivation to achieve and personal ambition. In almost all countries and economies, disadvantaged students have less motivation to achieve than advantaged students do (Table III.5.3). But even though they may come from a relatively disadvantaged background, many immigrant students hold an ambition to succeed that, in most cases, matches, and in some cases surpasses, the aspirations of students who are native to their host country. PISA 2015 shows that, on average across OECD countries, both first- and second-generation immigrant students have a greater motivation to achieve than students without an immigrant background (Table III.5.3).

Motivated students tend to do better at school. On average across OECD countries, students who are among the most motivated score 38 points higher in science (the equivalent of more than one year of schooling) than students who are among the least motivated (Figure III.5.3).

Achievement motivation is related to life satisfaction in a mutually reinforcing way. Students who are highly satisfied with their life tend to have greater resiliency and are more tenacious in the face of academic challenges. A positive view of the world and life circumstances builds their self-efficacy and their motivation to achieve. In turn, a greater motivation to achieve, paired with realised achievements, gives students a sense of purpose in life. It is thus not surprising that, across all countries and economies that participated in PISA 2015, students with greater overall motivation to achieve reported higher satisfaction with life (Table III.5.6).

But there can also be downsides to achievement motivation, particularly when this motivation is a response to external pressure. PISA results show that countries where students are highly motivated to achieve also tend to be the countries where many students feel anxious about a test, even if they are well prepared for it. Students who want to be able to select among the best opportunities when they graduate, who want to be the best in their class, or who want top grades in all courses are more likely to suffer from anxiety (Figure III.5.6 and Table III.5.8). If a certain amount of tension or concern is essential to motivation and high performance, too much pressure can be counterproductive for a child's cognitive development and psychological well-being. Both teachers and parents have to find ways to encourage students' motivation to learn and achieve without generating an excessive fear of failure.

Expectation of further education

Students' expectations for their future influence what they choose to study and the activities they pursue. The factors that shape students' expectations include the influence of people close to the student, past academic achievement, the relative flexibility of school systems, and the degree of selectivity of tertiary institutions.

PISA 2015 asked students to report what level of education they expect to complete. Across OECD countries, 44% of students reported that they expect to complete university (ISCED 5a and 6). In Colombia, Korea, Qatar and the United States, more than three out four students reported that they expect to earn a university degree (Figure III.6.1).

In most countries and economies, girls were more likely than boys to report that they expect to complete university; and in all countries and economies, disadvantaged students were much less likely than advantaged students to report so (Table III.6.2). In addition, PISA results show that students' satisfaction with their life is strongly related to their expectation to complete university education (Figure III.6.2). On average across OECD countries, students who expect to complete university education were 30% more likely than students without such expectations to report high satisfaction with their life (9 or 10 on a scale from 0 to 10).

In most countries, top performers were more likely than low performers to report that they expect to earn a university degree. On average across OECD countries, almost 70% of top-performing students and 20% of low-performing students reported that they expect to complete tertiary education. But large proportions of students hold expectations of further education that do not seem aligned with their performance in school. For example, in Colombia, Costa Rica, the Dominican Republic, Peru, Qatar, Thailand, Turkey, the United Arab Emirates and the United States, more than one in two all-round low performers (students who score below proficiency Level 2 in the PISA reading, mathematics and science tests) expect to complete a university degree (Figure III.6.3 and Table III.6.7). In these countries, the returns in earnings from tertiary education tend to be relatively high. For example, in Colombia in 2014, tertiary-educated workers earned 2.3 times the salary of adult workers with only upper secondary or post-secondary non-tertiary education, on average.

STUDENTS' SOCIAL LIFE AT SCHOOL

Human beings in general, and teenagers in particular, desire strong social ties and value acceptance, care and support from others. Adolescents who feel that they are part of a school community are more likely to perform better academically and be more motivated in school; they are also less likely to engage in risky and antisocial behaviour. PISA 2015 asked students to report whether they feel like an outsider or left out of things at school, whether they make friends easily, they feel that they belong at school, they feel awkward and out of place at school, they feel that other students like them, or they feel lonely. As school is the primary environment for social interactions among 15-year-olds, these subjective evaluations indicate whether education systems are able to foster students' well-being.

On average across OECD countries in 2015, 73% of students reported that they feel that they belong at school; but that also means that a quarter of students do not share that feeling. Some 78% of students agreed or strongly agreed that they can make friends easily at school; 85% of students disagreed or strongly disagreed that they feel lonely at school; and 83% of students disagreed or strongly disagreed that they feel like an outsider or feel left out of things. Some 82% of students reported that they feel that other students like them, and 81% disagreed or strongly disagreed that they feel awkward and out of place at school. The percentage who report feeling like an outsider at school increased on average and in many countries between 2003 and 2015 (Table III.7.4).

Growing populations of immigrant students pose new challenges to maintaining cohesion at school, as students need to learn how to interact with peers from different cultural backgrounds. In 2015, 12.5% of students in PISA-participating countries and economies had an immigrant background. On average, and in 24 countries and economies, students without an immigrant background reported a stronger sense of belonging than immigrant students, even after accounting for socio-economic status. The opposite pattern is observed in Australia, Qatar and the United Arab Emirates, where both first- and second-generation immigrant students reported a greater sense of belonging at school than non-immigrant students (Figure III.7.2 and Table III.7.6).

Students across OECD countries who reported that they feel like an outsider at school score 22 points lower in science, on average, than those who did not report so. Even after accounting for students' socio-economic status, this gap remains significant in the large majority of countries (Figure III.7.4).

PISA results also show a strong relationship between the likelihood of reporting low satisfaction with life (a level of 4 or lower on a life-satisfaction scale that ranges from 0 to 10) and feeling like an outsider at school. Students in OECD countries who feel like they are outsiders at school were three times more likely to report that they are not satisfied with their life than those who do not feel like they are outsiders (Figure III.7.5). In Finland, Ireland, Korea, the Netherlands, the United Kingdom and the United States, the likelihood of reporting low satisfaction with life is more than four times higher if the student reported feeling like an outsider. The relationship between belonging at school and life satisfaction remains significant after accounting for students' socio-economic status.

PISA 2015 results show that, on average across OECD countries, students who reported that their science teacher is willing to provide help and is interested in their learning are about 1.8 times more likely to feel that they belong at school than those students who did not report so (Figure III.7.8). Conversely, students who reported that they are treated unfairly by their teacher are much more likely to feel like an outsider at school (Figure III.7.9). Students who reported some unfair treatment by their teachers were 1.7 times more likely to report feeling isolated at school than those who did not report so, on average across OECD countries.

Bullying

For some students, school is a place of torment. Bullying – a systematic abuse of power – can be inflicted directly, through physical (hitting, punching or kicking) and verbal (name-calling or mocking) abuse. Relational bullying refers to the

phenomenon of social exclusion, where some children are ignored, excluded from games or parties, rejected by peers, or are the victims of gossip and other forms of public humiliation and shaming. As teenagers use electronic communications more and more, cyberbullying has become a new form of aggression expressed via online tools, particularly mobile phones. Bullying tends to occur frequently during times of transition in children's and adolescents' lives, when they are figuring out where they fit in among new peer groups.

PISA 2015 measured the incidence of bullying using reports from the victim's perspective. Results show that, in many countries, verbal and psychological bullying occur frequently. On average across OECD countries, around 11% of students reported that they are frequently (at least a few times per month) made fun of, 7% reported that they are frequently left out of things, and 8% reported that they are frequently the object of nasty rumours in school. More than 10% of students in 34 out of 53 countries and economies reported that their peers make fun of them at least a few times per month. A similar proportion of students in 13 of 53 countries and economies reported that others frequently leave them out of things, while in 16 out of 53 countries and economies, more than 10% of students reported that they are frequently the object of nasty rumours (Figure III.8.2 and Table III.8.1).

Physical bullying is probably the most obvious kind of violence in schools, and educators tend to perceive physical bullying as more serious than verbal and relational bullying. On average across OECD countries, around 4% of students reported that they are hit or pushed at least a few times per month, although this percentage varies from 1% to 9.5% across countries. Another 7.7 % of students reported they are physically bullied a few times per year, similar proportions of students reported that they are threatened by others. Around 4% of students reported that their belongings have been destroyed or taken away by other students, and another 11% of students experienced this type of bullying a few times per year (Table III.8.1).

On average across OECD countries, boys were more likely than girls to report being victims of all forms of bullying except being left out of things on purpose and being the object of nasty rumours (Figure III.8.3). Across OECD countries, 9.2% of girls, on average, reported that they have been victims of nasty rumours at least a few times per month, while 7.6% of boys reported so. Results also show that the risk of being bullied increases substantially for immigrant students who arrived in the host country at an older age (13-16 years old).

Across OECD countries, low performers were more likely to report exposure to physical, verbal and relational bullying (Figure III.8.5). Frequent exposure to bullying among low performers might be related to the concentration of these students in schools that lack the resources to address disciplinary problems. Results show that, across OECD countries, schools where the incidence of bullying is high by international standards (more than 10% of students are frequently bullied) score 47 points lower in science, on average, than schools where bullying is less frequent (schools where less than 5% of students are frequently bullied). This difference in performance between the two types of schools remains substantial (around 25 score points) even after accounting for differences in schools' socio-economic profile (Figure III.8.6).

Students who are frequently bullied may feel constantly insecure and on guard, and have clear difficulties finding their place at school. They tend to feel unaccepted and isolated and, as a result, are often withdrawn. On average across OECD countries, 42% of students who reported that they are frequently bullied – but only 15% of students who reported that they are not frequently bullied – reported feeling like an outsider at school (Figure III.8.8).

PISA result shows that 26% of frequently bullied students reported relatively low satisfaction with life (a value of 4 or lower on a life-satisfaction scale ranging from 0 to 10). Only 10% of students who are not frequently bullied reported such low satisfaction with their lives. And victims of bullying often decide to stay out of school. On average across OECD countries, 9% of frequently bullied students (compared with less than half of that percentage among students who are not frequently bullied) reported that they had skipped school more than three or four times in the two weeks prior to the PISA test (Figure III.8.8).

According to PISA results, the proportion of students who reported being victims of bullying is larger in schools with high percentages of students who had repeated a grade, where students reported a poor disciplinary climate in class, and where students reported that their teachers treat them unfairly (Figure III.8.9). Victimisation is less frequently reported by students who said that their parents support them when they face difficulties at school (Figure III.8.11). But parents of bullies are not always aware that their child is bullying others, and some victims of humiliating treatment are often reluctant to talk about the problem with their parents. On average across 15 countries and economies with available data, only 44% of the parents of frequently bullied students reported that they had exchanged ideas on parenting, family support, or the child's development with teachers over the previous academic year (the parents of around 39% of students who are not frequently bullied had engaged in such discussions; Table III.8.19).

Figure III.1.3 [Part 1/2] ■ Snapshot of sense of belonging at school and bullying

Countries/economies with values **above** the OECD average
Countries/economies with values not significantly different from the OECD average
Countries/economies with values **below** the OECD average

		Index of sense of belonging	Percentage of students who agreed/ strongly agreed with the following statement: I feel like I belong at school	Percentage of students who disagreed/ strongly disagreed with the following statement: I feel like an outsider (or left out of things) at school	Socio-economic disparity for the index of sense of belonging (top – bottom quarters of ESCS[1])	Difference between non-immigrant and first-generation immigrant students in the percentage of students who agreed/ strongly agreed with the following statement: "I feel like I belong at school"	Change between PISA 2015 and 2003 in the percentage of students who disagreed/ strongly disagreed with the following statement: "I feel like an outsider"
		Mean index	%	%	Dif.	% dif.	% dif.
	OECD average	0.02	73.0	82.8	**0.21**	**4.6**	**-9.9**
OECD	Australia	-0.12	71.9	76.5	**0.29**	**-8.3**	**-15.9**
OECD	Austria	0.44	76.0	86.1	**0.22**	**9.7**	**-7.9**
OECD	Belgium	0.01	62.0	87.1	**0.15**	**10.1**	**-5.2**
OECD	Canada	-0.11	71.6	77.5	**0.25**	**-5.4**	**-13.9**
OECD	Chile	-0.04	77.3	79.9	**0.28**	3.5	m
OECD	Czech Republic	-0.25	70.9	79.8	**0.23**	6.2	**-10.0**
OECD	Denmark	0.14	70.3	87.6	**0.24**	**10.5**	**-7.2**
OECD	Estonia	-0.06	78.0	87.2	**0.22**	c	m
OECD	Finland	0.09	80.3	87.7	**0.23**	1.7	**-6.9**
OECD	France	-0.06	40.9	76.8	**0.27**	2.7	**-15.2**
OECD	Germany	0.29	74.9	85.5	**0.18**	**8.1**	**-8.4**
OECD	Greece	0.10	83.0	84.4	**0.16**	**6.5**	**-9.2**
OECD	Hungary	0.06	74.5	82.1	**0.30**	-4.6	**-8.6**
OECD	Iceland	0.19	78.5	82.9	**0.19**	**12.7**	**-7.2**
OECD	Ireland	-0.02	73.3	83.3	**0.15**	**5.3**	**-11.0**
OECD	Israel	m	m	m	m	m	m
OECD	Italy	0.05	67.3	88.9	**0.09**	4.6	**-6.4**
OECD	Japan	-0.03	81.9	88.1	**0.18**	c	**-6.2**
OECD	Korea	0.16	79.5	91.3	**0.33**	c	-0.2
OECD	Latvia	-0.20	78.6	84.2	**0.16**	c	**-10.7**
OECD	Luxembourg	0.14	66.0	83.2	**0.42**	**16.4**	**-9.0**
OECD	Mexico	-0.14	76.1	75.2	**0.21**	10.0	**-15.4**
OECD	Netherlands	0.17	80.9	91.0	0.06	1.1	**-5.0**
OECD	New Zealand	-0.17	73.7	77.7	**0.25**	-4.1	**-14.5**
OECD	Norway	0.21	75.7	87.9	**0.29**	2.4	**-6.6**
OECD	Poland	-0.25	62.4	78.5	0.07	c	**-13.3**
OECD	Portugal	0.10	82.3	87.1	**0.27**	**10.4**	**-7.0**
OECD	Slovak Republic	-0.28	69.7	77.3	**0.26**	c	**-14.6**
OECD	Slovenia	-0.10	74.5	82.4	**0.09**	0.7	m
OECD	Spain	0.47	87.2	89.9	**0.17**	**8.0**	**-6.4**
OECD	Sweden	0.04	69.3	79.4	**0.23**	**6.6**	**-15.3**
OECD	Switzerland	0.36	70.8	88.3	**0.10**	**11.5**	**-4.4**
OECD	Turkey	-0.44	61.4	64.3	**0.17**	c	**-21.9**
OECD	United Kingdom	-0.09	67.8	79.9	**0.22**	-1.0	**-13.1**
OECD	United States	-0.09	74.2	76.2	**0.30**	-0.4	m
Partners	Albania	0.40	93.1	94.5	**0.17**	c	m
Partners	Algeria	-0.21	87.4	72.3	**0.12**	m	m
Partners	Brazil	-0.15	76.1	79.2	**0.26**	c	**-14.2**
Partners	B-S-J-G (China)	-0.33	64.6	78.0	**0.31**	c	m
Partners	Bulgaria	-0.34	68.0	70.3	**0.24**	c	m
Partners	CABA (Argentina)	0.38	88.7	87.5	**0.41**	0.0	m
Partners	Colombia	-0.31	74.3	71.1	**0.14**	c	m
Partners	Costa Rica	-0.16	74.7	73.2	**0.18**	0.7	m
Partners	Croatia	0.05	81.2	86.0	**0.14**	2.6	m
Partners	Cyprus*	0.10	80.2	82.9	**0.08**	**10.0**	m
Partners	Dominican Republic	-0.40	66.9	60.4	**0.32**	c	m
Partners	FYROM	0.35	92.1	87.9	**0.36**	c	m
Partners	Georgia	0.20	64.8	95.1	**0.28**	c	m
Partners	Hong Kong (China)	-0.35	71.1	75.3	**0.21**	-0.2	**-7.0**
Partners	Indonesia	0.10	92.3	96.3	**0.06**	c	0.2
Partners	Jordan	0.19	85.9	76.8	**0.30**	**10.2**	m
Partners	Kosovo	0.29	92.5	86.8	**0.18**	-2.5	m
Partners	Lebanon	0.02	74.9	74.9	**0.26**	**-15.6**	m
Partners	Lithuania	-0.27	54.5	69.3	**0.29**	c	m
Partners	Macao (China)	-0.40	59.9	79.3	0.02	2.6	**-5.1**
Partners	Malta	-0.02	69.8	79.6	**0.12**	**19.1**	m
Partners	Moldova	0.04	67.7	91.1	**0.17**	c	m
Partners	Montenegro	-0.10	53.8	82.8	0.04	3.6	m
Partners	Peru	-0.22	71.4	79.4	**0.34**	c	m
Partners	Qatar	-0.10	70.7	75.6	**0.19**	**-7.5**	m
Partners	Romania	0.00	52.5	87.8	**0.13**	c	m
Partners	Russia	-0.37	74.6	80.4	**0.17**	4.8	**-13.3**
Partners	Singapore	-0.21	76.0	76.5	**0.20**	-1.2	m
Partners	Chinese Taipei	0.02	89.9	88.7	**0.22**	c	m
Partners	Thailand	-0.35	78.4	79.7	**0.14**	c	**-13.9**
Partners	Trinidad and Tobago	0.05	79.7	81.9	**0.28**	3.8	m
Partners	Tunisia	-0.20	57.6	80.1	**0.10**	c	**-10.3**
Partners	United Arab Emirates	-0.10	73.9	78.7	**0.21**	-1.9	m
Partners	Uruguay	-0.09	77.9	76.2	**0.37**	c	**-16.5**
Partners	Viet Nam	-0.06	80.8	95.3	**0.12**	c	m

*See note 3 under Figure III.1.1
1. ESCS refers to the PISA index of economic, social and cultural status.
2. Schools with a high prevalence of bullying are those where more than 10% of students are frequently bullied. Schools with a low prevalence of bullying are those where 5% of students or less are frequently bullied. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
Source: OECD, PISA 2015 Database, Tables III.7.1, III.7.3, III.7.4, III.7.6, III.8.1, III.8.6 and III.8.10.
StatLink http://dx.doi.org/10.1787/888933470435

Figure III.1.3 [Part 2/2] ■ Snapshot of sense of belonging at school and bullying

Countries/economies with values **above** the OECD average
Countries/economies with values not significantly different from the OECD average
Countries/economies with values **below** the OECD average

		Index of exposure to bullying	Percentage of students who reported being bullied at least a few times a month			Socio-economic disparity in the index of exposure to bullying, by school socio-economic profile (top-bottom quarter of school ESCS[1])	Difference in science performance between schools with high incidence and low incidence of bullying[2]
			Any type of bullying act	Other students made fun of me	I got hit or pushed around by other students		
		Mean	%	%	%	Dif.	Score dif.
	OECD average	0.00	18.7	10.9	4.3	**-0.10**	**-47**
OECD	Australia	0.45	24.2	15.1	5.7	**-0.35**	**-46**
OECD	Austria	0.10	19.1	11.9	4.2	0.02	**-51**
OECD	Belgium	0.18	18.5	11.1	3.1	**-0.16**	**-82**
OECD	Canada	0.39	20.3	13.4	5.0	**-0.16**	**-33**
OECD	Chile	0.15	18.0	9.6	3.2	-0.06	**-48**
OECD	Czech Republic	0.15	25.4	11.1	7.5	**-0.11**	**-48**
OECD	Denmark	0.22	20.1	11.2	3.5	-0.05	**-28**
OECD	Estonia	0.24	20.2	13.7	4.7	-0.07	**-29**
OECD	Finland	0.23	16.9	10.5	4.6	-0.09	**-22**
OECD	France	-0.08	17.9	11.7	3.1	**-0.27**	**-113**
OECD	Germany	0.17	15.7	9.2	2.3	**-0.09**	**-61**
OECD	Greece	-0.55	16.7	10.0	4.3	-0.15	**-83**
OECD	Hungary	-0.06	20.3	9.6	3.9	**-0.17**	**-75**
OECD	Iceland	-0.43	11.9	6.7	2.4	**-0.21**	**-17**
OECD	Ireland	0.1	14.7	8.5	3.1	0.03	-4
OECD	Israel	m	m	m	m	m	m
OECD	Italy	m	m	m	m	m	m
OECD	Japan	-0.21	21.9	17.0	8.9	**0.17**	**-47**
OECD	Korea	-1.44	11.9	10.2	0.9	**0.12**	m
OECD	Latvia	0.65	30.6	15.0	8.4	**-0.14**	**-20**
OECD	Luxembourg	-0.15	15.7	8.6	3.5	**-0.10**	**-91**
OECD	Mexico	0.13	20.2	13.0	5.3	**-0.14**	**-34**
OECD	Netherlands	-0.33	9.3	4.3	1.8	-0.08	**-88**
OECD	New Zealand	0.61	26.1	17.4	6.7	**-0.25**	**-32**
OECD	Norway	-0.01	17.7	9.4	4.6	-0.06	**-15**
OECD	Poland	0.27	21.1	11.7	4.1	-0.03	-17
OECD	Portugal	-0.52	11.8	6.7	2.3	**-0.11**	**-64**
OECD	Slovak Republic	0.1	22.5	10.4	4.9	**-0.28**	**-65**
OECD	Slovenia	0.01	16.4	8.8	4.1	**-0.14**	**-63**
OECD	Spain	-0.09	14.0	8.0	2.9	-0.01	**-21**
OECD	Sweden	-0.11	17.9	9.4	5.4	**-0.18**	**-36**
OECD	Switzerland	0.24	16.8	10.7	2.8	**-0.11**	**-44**
OECD	Turkey	-0.97	18.6	9.2	4.5	-0.09	**-67**
OECD	United Kingdom	0.4	23.9	15.1	5.4	-0.04	**-38**
OECD	United States	0.16	18.9	11.4	3.8	0.05	-10
Partners	Albania	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m
Partners	Brazil	-0.23	17.5	9.3	3.2	0.00	**-26**
Partners	B-S-J-G (China)	0.1	22.5	12.3	4.2	**-0.30**	**-92**
Partners	Bulgaria	0.14	24.7	12.4	9.1	**-0.17**	**-81**
Partners	CABA (Argentina)	m	m	m	m	m	m
Partners	Colombia	0.16	22.1	11.5	4.0	-0.06	**-29**
Partners	Costa Rica	0.1	20.8	11.8	2.7	0.03	-2
Partners	Croatia	-0.12	17.1	8.0	3.9	**-0.19**	**-53**
Partners	Cyprus*	m	18.1	11.2	6.5	m	m
Partners	Dominican Republic	-0.29	30.1	15.3	4.8	-0.02	-13
Partners	FYROM	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m
Partners	Hong Kong (China)	0.21	32.3	26.1	9.5	-0.06	**-42**
Partners	Indonesia	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m
Partners	Lithuania	-0.10	16.4	9.2	4.4	**-0.28**	**-55**
Partners	Macao (China)	0.49	27.3	19.9	4.2	**0.24**	m
Partners	Malta	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m
Partners	Montenegro	-0.91	16.4	6.8	3.5	0.00	**-58**
Partners	Peru	-0.23	18.4	7.7	3.6	**-0.18**	**-37**
Partners	Qatar	0.36	25.0	14.6	8.8	**-0.33**	**-61**
Partners	Romania	m	m	m	m	m	m
Partners	Russia	-0.01	27.5	11.8	3.1	0.17	**-18**
Partners	Singapore	0.51	25.1	18.3	5.1	**-0.35**	**-96**
Partners	Chinese Taipei	-0.57	10.7	6.8	0.8	0.06	**-42**
Partners	Thailand	0.11	27.2	19.9	7.1	**-0.36**	**-56**
Partners	Trinidad and Tobago	m	m	m	m	m	m
Partners	Tunisia	0.32	28.2	13.1	8.6	**-0.14**	**-39**
Partners	United Arab Emirates	0.30	27.0	15.9	8.0	**-0.20**	**-59**
Partners	Uruguay	-0.05	16.9	10.3	4.0	0.03	**-28**
Partners	Viet Nam	m	m	m	m	m	m

*See note 3 under Figure III.1.1
1. ESCS refers to the PISA index of economic, social and cultural status.
2. Schools with a high prevalence of bullying are those where more than 10% of students are frequently bullied. Schools with a low prevalence of bullying are those where 5% of students or less are frequently bullied. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
Source: OECD, PISA 2015 Database, Tables III.7.1, III.7.3, III.7.4, III.7.6, III.8.1, III.8.6 and III.8.10.
StatLink http://dx.doi.org/10.1787/888933470435

PARENTS AND THE HOME ENVIRONMENT

Families are the first social unit in which children learn and develop. It is not surprising, then, that interactions with parents have consistently been shown to influence students' achievement, expectations, attitudes and psychological health. In spite of the difficulties parents encounter in balancing their professional and private lives and their struggle to find "quality time" to spend with their child and to get involved in their child's education, PISA data paint a positive picture of how parents and children spend time together. Across the 18 countries and economies that distributed the parent questionnaire, an average of 82% of parents reported that they eat the main meal with their child around a table, 70% reported that they spend time just talking to their child, and 52% reported that they discuss how well their child is doing at school every day or almost every day. In Belgium (Flemish community), France, Italy, Portugal and Spain, more than 90% of parents eat a meal with their child daily or nearly every day (Figure III.9.1).

Among school-based activities, the activity most frequently reported by parents is attending a scheduled meeting or conferences for parents in their child's school. Some 77% of parents, on average, reported having done so during the previous academic year. Slightly more than half of the parents reported that they had "discussed my child's behaviour with a teacher on my own initiative", "discussed my child's progress with a teacher on my own initiative" or "talked about how to support learning at home and homework with my child's teachers" (Figure III.9.1).

Parents' activities that typically take place at home or in the context of the family, namely "asking how my child is performing in science class", "discussing how well my child is doing at school", "eating the main meal with my child around a table" and "spending time just talking to my child" are all positively related to their child's science performance in PISA 2015. An activity as simple as eating a meal together at least once a week is associated with an increase of at least 12 score points in science, on average, after accounting for students' socio-economic status (Figure III.9.2).

Conversely, most activities that reflect parents' direct involvement in their child's education have a negative relationship with the student's performance. Students whose parents reported that they "help my child with his/her science homework" or "obtain science-related materials (e.g. applications, software, study guides, etc.) for my child" at least once a week, score at least 23 points lower in science, on average, than students whose parents engage in these activities less frequently. In these cases, parents might be more directly involved in their child's school work because their child is performing poorly in science (Figure III.9.2).

PISA data show that certain types of parental activities are positively related not only to students' performance, but also to students' satisfaction with their life. Students whose parents reported "spending time just talking to my child", "eating the main meal with my child around a table" or "discussing how well my child is doing at school" every week were between 22% and 62% more likely to report high levels of life satisfaction (i.e. their responses put them at the equivalent of 9 or 10 on a scale of 0 to 10) than students whose parents reported engaging in these activities less frequently (Figure III.9.4). While countries vary in which parental activities are most strongly related to students' life satisfaction, "spending time just talking" is the parental activity most frequently and most strongly associated with students' life satisfaction. In most countries, students were more likely to report being very satisfied with their lives when their parents reported engaging in at least one of these home-based activities on a regular basis.

Parents' interest in their child's school life

In addition, students' perceptions of how interested their parents are in them and in their school life can affect their own attitudes towards education. Students who reported that their parents are interested in their school activities perform better in PISA than students who reported a lack of interest from their parents. This is true at all levels of performance in science, although this association is stronger among low-performing students (Figure III.9.6). In fact, students who "agree" or "strongly agree" that their parents are interested in their school activities are also more motivated to do well in school. Across OECD countries, these students were 2.5 times more likely to report that they "want top grades in school", on average (Figure III.9.7). Likewise, students who hold these perceptions of their parents' interest were almost twice as likely to report being highly satisfied with their life (reporting 9 or 10 on a scale of 0-10 of life satisfaction) than students who do not hold those perceptions.

A growing understanding that parents and teachers can be effective partners in helping children succeed in school has led policy makers and school leaders in many countries to take deliberate actions to increase parents' participation in school life. Parents' involvement not only provides additional support to their child's learning, but it also brings greater accountability to education systems. But even interested parents are sometimes prevented from being as engaged as they might wish to be.

Figure III.1.4 [Part 1/2] ■ Snapshot of parental support and education expectations

Countries/economies with values **above** the OECD average
Countries/economies with values not significantly different from the OECD average
Countries/economies with values **below** the OECD average

		Percentage of students who reported talking to their parents after school	Gender difference in the percentage of students who reported talking to their parents after school (B – G):	Percentage of students who agreed/strongly agreed with the following statement: "My parents are interested in my school activities"	Socio-economic disparity for "My parents are interested in my school activities" (top – bottom quarter of ESCS[1])
		%	% dif.	%	% dif.
	OECD average	86.1	**-2.1**	93.5	**5.3**
OECD	Australia	90.1	-0.5	94.1	**6.9**
OECD	Austria	84.1	**-3.4**	95.8	**2.8**
OECD	Belgium[3]	85.4	**-1.3**	93.9	**4.8**
OECD	Canada	88.2	**-1.1**	92.5	**7.9**
OECD	Chile	81.2	-1.9	91.1	**4.2**
OECD	Czech Republic	85.6	**-1.6**	91.0	**7.0**
OECD	Denmark	87.2	-0.1	94.5	**4.6**
OECD	Estonia	87.9	**-2.7**	91.7	**5.2**
OECD	Finland	82.8	**-2.1**	96.4	**3.7**
OECD	France	80.8	**-1.6**	95.3	**6.0**
OECD	Germany	86.9	**-2.8**	95.6	**4.3**
OECD	Greece	88.5	-1.2	94.6	**4.6**
OECD	Hungary	89.4	-1.1	96.0	**3.4**
OECD	Iceland	90.2	**-1.5**	93.5	**7.2**
OECD	Ireland	92.1	**-1.0**	96.5	**2.4**
OECD	Israel	88.0	**-6.6**	m	m
OECD	Italy	89.3	**-2.0**	96.1	**2.1**
OECD	Japan	90.2	**-4.7**	85.9	**10.0**
OECD	Korea	79.4	**-3.8**	96.5	**4.0**
OECD	Latvia	89.4	**-1.7**	92.5	1.6
OECD	Luxembourg	82.4	**-4.3**	95.3	**4.4**
OECD	Mexico	79.7	-1.8	91.1	**4.7**
OECD	Netherlands	89.0	**-1.2**	97.2	**2.7**
OECD	New Zealand	88.8	0.1	92.3	**9.1**
OECD	Norway	87.6	-0.6	93.3	**7.3**
OECD	Poland	83.4	**-2.4**	94.5	**3.6**
OECD	Portugal	92.0	-0.7	97.6	**2.6**
OECD	Slovak Republic	81.8	**-4.4**	91.8	**7.6**
OECD	Slovenia	79.8	**-4.9**	95.3	**3.1**
OECD	Spain	84.0	**-3.0**	95.2	**4.4**
OECD	Sweden	87.4	**-1.8**	92.6	**7.7**
OECD	Switzerland	82.7	**-2.7**	96.5	**1.7**
OECD	Turkey	80.0	**-3.4**	77.8	**13.9**
OECD	United Kingdom	88.7	1.0	93.7	**6.8**
OECD	United States	88.2	**-1.6**	91.7	**9.6**
Partners	Albania	m	m	m	m
Partners	Algeria	m	m	m	m
Partners	Brazil	85.2	-1.1	93.4	**4.0**
Partners	B-S-J-G (China)	72.1	**-2.7**	93.1	**5.2**
Partners	Bulgaria	84.1	**-4.1**	83.8	**4.0**
Partners	CABA (Argentina)	m	m	m	m
Partners	Colombia	82.5	-0.5	93.0	**2.9**
Partners	Costa Rica	83.5	-1.0	95.4	**2.5**
Partners	Croatia	85.8	**-3.5**	95.6	**1.6**
Partners	Cyprus*	86.1	**-6.6**	94.7	1.5
Partners	Dominican Republic	86.6	1.5	88.3	**7.1**
Partners	FYROM	m	m	m	m
Partners	Georgia	m	m	m	m
Partners	Hong Kong (China)	76.8	**-2.6**	70.2	**21.7**
Partners	Indonesia	m	m	m	m
Partners	Jordan	m	m	m	m
Partners	Kosovo	m	m	m	m
Partners	Lebanon	m	m	m	m
Partners	Lithuania	89.7	**-3.4**	93.8	**3.6**
Partners	Macao (China)	72.5	-2.1	72.0	**17.6**
Partners	Malta	m	m	m	m
Partners	Moldova	m	m	m	m
Partners	Montenegro	79.8	**-3.4**	91.8	**4.8**
Partners	Peru	81.7	-0.7	92.9	0.9
Partners	Qatar	88.6	**-2.8**	86.5	**8.6**
Partners	Romania	m	m	0.0	m
Partners	Russia	92.6	-0.8	94.6	**4.2**
Partners	Singapore	77.2	-1.1	85.9	**18.6**
Partners	Chinese Taipei	56.3	**-5.5**	84.2	**13.9**
Partners	Thailand	92.6	**-3.6**	94.5	0.3
Partners	Trinidad and Tobago	m	m	m	m
Partners	Tunisia	90.6	-1.4	86.5	**7.5**
Partners	United Arab Emirates	90.5	**-2.3**	85.6	**8.1**
Partners	Uruguay	81.2	-0.7	94.9	**4.8**
Partners	Viet Nam	m	m	m	m

*See note 3 under Figure III.1.1
1. ESCS refers to the PISA index of economic, social and cultural status.
2. Blue-collar occupations include skilled agricultural, forestry and fishery workers (ISCO-08 category 6), craft and related trades workers (ISCO-08 category 7), plant and machine operators and assemblers (ISCO-08 category 8) and elementary occupations (ISCO-08 category 9).
White-collar occupations include managers (ISCO-08 category 1), professionals (ISCO-08 category 2) and technicians and associate professionals (ISCO-08 category 3)
3. Data for life satisfaction do not include the Flemish community of Belgium.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
Source: OECD, PISA 2015 Database, III.9.16, III.9.17, III.9.18, III.9.19, III.10.9 and III.10.15.
StatLink http://dx.doi.org/10.1787/888933470449

Figure III.1.4 [Part 2/2] ■ Snapshot of parental support and education expectations

Countries/economies with values **above** the OECD average
Countries/economies with values not significantly different from the OECD average
Countries/economies with values **below** the OECD average

		Percentage of students who agreed/strongly agreed with the following statement: "My parents support me when I am facing difficulties at school"	Socio-economic disparity for "My parents support me when I am facing difficulties at school" (top – bottom quarter of ESCS[1])	Difference in life satisfaction between students in the top and bottom quarter of the index of wealth (top – bottom)	Percentage of students who expect to complete a university degree	Difference in the percentage of children of white-collar workers and children of blue-collar workers[2] who expect to complete a university degree (white – blue)
		%	% dif.	Dif.	%	% dif.
	OECD average	90.6	**5.8**	**0.66**	44.2	**25.5**
OECD	Australia	91.2	**6.3**	m	54.2	**25.7**
	Austria	91.6	**8.1**	**0.75**	27.1	**25.8**
	Belgium[3]	91.6	**5.0**	**0.71**	32.9	**22.8**
	Canada	90.1	**7.5**	m	63.5	**27.4**
	Chile	88.8	**5.5**	**0.72**	66.6	**27.2**
	Czech Republic	88.6	**4.3**	**0.71**	55.6	**36.3**
	Denmark	94.3	**4.3**	m	37.2	**20.4**
	Estonia	86.9	**6.2**	**1.08**	42.8	**32.8**
	Finland	90.9	**8.8**	**0.39**	27.1	**24.1**
	France	89.9	**5.9**	**0.76**	32.0	**27.8**
	Germany	91.3	**9.9**	**0.51**	17.8	**17.2**
	Greece	90.2	**5.2**	**0.79**	66.3	**32.0**
	Hungary	93.1	**2.7**	**0.92**	35.5	**39.5**
	Iceland	93.0	**7.0**	**0.84**	38.9	**18.8**
	Ireland	94.1	**2.4**	**0.60**	46.3	**24.2**
	Israel	m	m	m	57.0	**27.7**
	Italy	89.3	**5.7**	**0.74**	38.3	**27.0**
	Japan	87.1	**3.1**	**0.31**	58.7	**28.5**
	Korea	92.9	**4.4**	**0.70**	75.3	**19.8**
	Latvia	86.2	**6.3**	**0.78**	24.7	**22.5**
	Luxembourg	88.5	**11.9**	**0.54**	41.4	**34.6**
	Mexico	87.6	**4.4**	**0.22**	58.4	**21.2**
	Netherlands	96.6	**2.1**	**0.40**	17.4	**16.4**
	New Zealand	88.8	**9.6**	m	45.2	**21.5**
	Norway	93.0	**5.7**	m	24.1	**11.3**
	Poland	88.4	**6.1**	**0.83**	48.0	**35.0**
	Portugal	94.6	**5.5**	**0.65**	39.9	**32.8**
	Slovak Republic	88.1	**6.9**	**0.67**	m	m
	Slovenia	90.1	1.6	**0.41**	25.8	**23.8**
	Spain	90.5	**5.2**	**0.72**	51.0	**33.7**
	Sweden	92.2	**6.0**	m	38.7	**25.5**
	Switzerland	91.8	**5.3**	**0.24**	27.0	**23.6**
	Turkey	86.6	**5.4**	**0.73**	70.6	**15.4**
	United Kingdom	91.5	**5.8**	**0.83**	41.8	**22.5**
	United States	91.1	**5.3**	**0.89**	76.0	**20.7**
Partners	Albania	m	m	m	m	m
	Algeria	m	m	m	m	m
	Brazil	88.0	**2.3**	**0.16**	46.2	**22.3**
	B-S-J-G (China)	91.7	**3.3**	**0.66**	37.7	**32.6**
	Bulgaria	93.7	**5.3**	**0.99**	39.4	**28.4**
	CABA (Argentina)	m	m	m	m	m
	Colombia	87.6	1.0	**-0.20**	76.3	**16.7**
	Costa Rica	94.7	**2.0**	**0.24**	54.4	**7.4**
	Croatia	95.0	0.8	**0.71**	36.1	**31.0**
	Cyprus*	90.4	**4.1**	**0.72**	77.8	**27.0**
	Dominican Republic	75.3	**9.8**	0.16	63.5	**6.9**
	FYROM	m	m	m	m	m
	Georgia	m	m	m	m	m
	Hong Kong (China)	88.5	**8.3**	**0.65**	54.9	**21.6**
	Indonesia	m	m	m	m	m
	Jordan	m	m	m	m	m
	Kosovo	m	m	m	m	m
	Lebanon	m	m	m	m	m
	Lithuania	88.0	**8.0**	**1.03**	53.6	**39.4**
	Macao (China)	83.2	**10.6**	**0.84**	46.7	**12.0**
	Malta	m	m	m	m	m
	Moldova	m	m	m	m	m
	Montenegro	91.8	**3.6**	**0.74**	65.4	**25.9**
	Peru	85.1	**3.1**	-0.06	64.3	**23.3**
	Qatar	89.4	**8.0**	**1.07**	76.5	**10.1**
	Romania	0.0	m	m	m	m
	Russia	90.5	1.8	**0.69**	16.9	**13.1**
	Singapore	86.6	**9.8**	m	62.8	**36.3**
	Chinese Taipei	92.1	**4.8**	**0.68**	47.1	**28.9**
	Thailand	95.7	**2.1**	0.06	68.9	**20.9**
	Trinidad and Tobago	m	m	m	m	m
	Tunisia	85.5	**9.2**	**1.29**	51.5	**20.3**
	United Arab Emirates	91.4	**7.3**	**1.10**	72.0	**12.4**
	Uruguay	89.8	**6.6**	**0.82**	42.6	**29.5**
	Viet Nam	m	m	m	m	m

*See note 3 under Figure III.1.1

1. ESCS refers to the PISA index of economic, social and cultural status.
2. Blue-collar occupations include skilled agricultural, forestry and fishery workers (ISCO-08 category 6), craft and related trades workers (ISCO-08 category 7), plant and machine operators and assemblers (ISCO-08 category 8) and elementary occupations (ISCO-08 category 9).
White-collar occupations include managers (ISCO-08 category 1), professionals (ISCO-08 category 2) and technicians and associate professionals (ISCO-08 category 3)
3. Data for life satisfaction do not include the Flemish community of Belgium.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
Source: OECD, PISA 2015 Database, III.9.16, III.9.17, III.9.18, III.9.19, III.10.9 and III.10.15.
StatLink http://dx.doi.org/10.1787/888933470449

Parents who completed the parent questionnaire in PISA 2015 cited the inability to get time off from work (cited by 36% of parents), the inconvenience of school meeting times (cited by 33% of parents) and the lack of knowledge about how to participate in school activities (cited by 17% of parents) as among the most common barriers to their participation in school activities (Figure III.9.8).

Family wealth and inequalities in well-being

Wealth and social status can influence well-being at school, because the family background is often related to the type of school children attend and to how students evaluate themselves in comparison with their peers. PISA data show that there are large differences across countries in the strength of the relationship between socio-economic advantage and students' outcomes, suggesting that effective policies and school practices can help level the playing field and increase social mobility. Schools can promote social mobility if they help all students develop a positive view of themselves and their future.

The most visible and well-documented impact of wealth and income inequalities on students' well-being is the relatively low performance of students at the bottom of the socio-economic ladder. PISA consistently finds that disadvantaged students perform worse than advantaged students, even if the strength of the relationship varies greatly across countries. PISA results show a strong relationship between the variation in science performance related to family wealth and the overall income inequality of countries (Figure III.10.3). This association suggests that the inequalities observed more broadly in a country are reflected in student performance. In other words, in all systems, rich parents may use their wealth to provide better education for their children, but in more unequal societies, wealthy parents pass on more of that advantage to their children.

Family affluence and social status are not only related to academic performance but can also affect adolescents' satisfaction with life, perceptions about themselves and their aspirations for the future. In most countries, a greater proportion of wealthy students (among the 25% most wealthy in their country/economy) reported being "very satisfied" with their lives compared to the share of students who were among the 25% least wealthy who reported the same (Figure III.10.5). And in most countries, students reported less satisfaction with life if they are not as wealthy as the other students in the school (their relative wealth is lower) (Figure III.10.6).

Adolescents form opinions about themselves based on comparisons with their schoolmates. Disadvantaged students who attend advantaged schools may suffer from social isolation or even feel discriminated against if they are not prepared to be a member of a disadvantaged minority in the school. Does this mean that disadvantaged students are better off when they attend disadvantaged schools? When it comes to developing high personal ambitions, PISA results show that the answer to that question is a resounding "no". On average across 28 countries and economies with available data, the children of blue-collar workers who attend schools where students have parents with white-collar occupations were around twice as likely to expect to earn a tertiary degree and work in a management or professional occupation than children of blue-collar workers who perform similarly but who attend other schools (Figure III.10.8). In other words, the education and career expectations of disadvantaged students are related to the socio-economic profile and composition of their school. This result suggests that in schools with a high concentration of students with pro-school attitudes and high expectations for themselves, students of all social status tend to develop higher ambitions for their future.

HOW STUDENTS USE THEIR TIME OUTSIDE OF SCHOOL

Physical exercise and eating habits

Students' overall physical fitness and health are important pre-requisites for social and emotional well-being. People who exercise regularly are less likely to suffer from certain diseases and are in better overall health than people who do not. There is also strong evidence that participating in physical activity reduces depression and anxiety, and boosts self-esteem. Regular physical activity also appears to improve memory, perseverance and self-regulation.

In PISA 2015, students were asked four questions related to physical activities in and outside of school. Students reported the number of days per week they attended physical education classes at school, the number of days per week they engage in moderate physical activity outside of school for at least 60 minutes per day, or in vigorous activity outside of school for at least 20 minutes per day, and whether or not they exercise or practice sports before or after school.

In the majority of the countries and economies that participated in PISA 2015, most students take at least one physical education class per week, on average (Figure III.11.1). Students tend to participate less in physical education at school as they get older. On average across OECD countries, students in upper secondary school (ISCED 3) reported spending almost half a day less per week in physical education than students in lower secondary school (ISCED 2) (Table III.11.3).

On average across OECD countries, 43% of students reported that they exercise or practice sports before school, and 66% reported that they exercise or practice sports after school. Overall, boys were more likely than girls to report that they exercise both before and after school (Figure III.11.2). But, on average across OECD countries, about 5.7% of boys and 7.5% of girls reported that they do not participate in any form of physical activity outside of school. And socio-economic status is also related to adolescents' level of physical activity. Advantaged students were more likely than disadvantaged students to report that they engage in moderate or vigorous physical activity outside of school (Table III.11.10).

PISA results show that there is a positive relationship between the number of days students engage in moderate physical activity outside of school and a school system's average science performance (Figure III.11.7). Physical activities, such as walking and cycling can be considered moderate if they raise a person's heart rate and the person breaks into a sweat. Activities such as hiking, jogging, or playing tennis or football are considered vigorous if breathing becomes difficult and fast, and the heart rate increases rapidly. Within countries, an additional day of moderate physical activity is positively – albeit modestly – associated with students' science performance, after accounting for gender and socio-economic status; the opposite holds true for vigorous physical activity (Tables III.11.11a and III.11.12a).

A stronger association is found between physical exercise and non-cognitive outcomes. On average across OECD countries, students who reported taking part in some moderate or vigorous physical activity are 2.9 percentage points less likely to feel very anxious about tests, 6.7 percentage points less likely to feel like an outsider at school, 3 percentage points less likely to skip school frequently, and 2.2 percentage points less likely to be frequently bullied than students who do not engage in any form of physical activity outside of school (Table III.11.18). These differences suggest that students who are completely inactive outside of school may potentially enhance their well-being through engaging in some exercise at school.

Like physical exercise, eating well – and regularly – can have an impact on students' well-being. To learn more about adolescents' eating habits, PISA 2015 asked students to report whether they ate breakfast before school or ate dinner after school on the most recent day they attended school. On average across OECD countries, 26% of girls and 18% of boys reported that they had skipped breakfast. A considerably smaller proportion of students reported that they had skipped dinner. Still, girls were more likely to have skipped dinner than boys, although the difference between girls and boys was less pronounced than that concerning skipping breakfast (Figure III.11.11 and Table III.11.22).

Eating breakfast is positively related to students' science performance, on average across OECD countries, but the relationship differs considerably across countries. On average across OECD countries, boys who reported that they had eaten breakfast before school score 10 points higher in science than boys who had skipped breakfast. Girls who reported that they had eaten breakfast score six points higher than girls who reported that they had skipped breakfast (Figure III.11.12).

The family environment can also play a role in shaping adolescents' eating habits. Research suggests that in households where families eat dinner together, teenagers tend to enjoy better physical and emotional well-being, possibly because dinner provides time for informal discussions, and during that time, parents can promote healthy eating habits. Among students in OECD countries, those who reported that they had eaten dinner reported greater satisfaction with life than those who had skipped dinner. On average, boys who had eaten dinner reported a life satisfaction of 7.6 on a scale from 0 to 10 – 0.7 point higher than boys who had skipped dinner. The relationship is even stronger among girls, with a difference of one point on the scale of life satisfaction (Figure III.11.13).

Working for pay or in the household

For the first time, PISA 2015 asked students to report whether they worked for pay and/or worked in the home (or cared for family members) before or after school during the most recent day that they attended school. On average across OECD countries, 23% of students reported that they work for pay and 73% reported that they work in the house before or after school (Table III.12.1). Gender and socio-economic status are related to students' paid work status. In the majority of the countries, more boys than girls reported that they work for pay. The difference between the shares of boys and girls who reported that they work for pay is 11 percentage points in favour of boys, on average across OECD countries. And the share of disadvantaged students across OECD countries who reported that they work for pay is 6.3 percentage points larger than the share of advantaged students who so reported (Figure III.12.2 and Table III.12.7).

In the majority of countries and economies, more than one in two students reported that they help with housework or take care of family members outside of school hours (Table III.12.1). In 39 countries and economies, girls were significantly

more likely than boys to report that they help with housework (Table III.12.5). In Beijing-Shanghai-Jiangsu-Guangdong (China) (hereafter "B-S-J-G [China]") and Colombia disadvantaged girls were over 20 percentage points more likely than advantaged girls to report working in the house.

Students who work for pay or work in the home tend to score lower in science than those who do not work at all (Figures III.12.4 and III.12.5). The performance difference is greater among students who work for pay. On average across OECD countries, the score-point difference in science performance between students who work in the household and those who do not is 13 points, while the difference is 55 points between students who work for pay and those who do not, after accounting for gender and socio-economic status (Tables III.12.3 and III.12.8). The negative relationship between students' work status and science performance is stronger among advantaged students than among disadvantaged students. On average across OECD countries, advantaged students who reported working for pay score 68 points lower in science than advantaged students who do not work for pay; among disadvantaged students, this difference is 49 points.

Students who work for pay reported a level of satisfaction with life that is similar to that of students who do not work. By contrast, students who work for pay were almost 5 percentage points more likely than students who do not work for pay to report that they feel like an outsider at school, on average across OECD countries, with one in five students who work for pay reporting that he or she feels like an outsider. Students who work for pay are also 11 percentage points more likely to expect to leave formal education at the end of secondary school, 9 percentage points more likely to arrive late for school, and 4 percentage points more likely to skip school frequently, on average across OECD countries (Figure III.12.6 and Table III.12.10). These findings suggest that disengagement from school is correlated with students' employment status.

Using ICT

Over the past two decades, information and communication technologies (ICT) have transformed the ways 15-year-old students learn, socialise and play. Internet tools, including online networks, social media and interactive technologies, are giving rise to new learning styles where young people see themselves as agents of their own learning, where they can produce multimedia content, update and redefine their interests, and learn more about the world, others and themselves. But adolescents' use of ICT is also a source of concern among parents, teachers and policy makers, as it may lead to dangerous online relationships with strangers, being the victim or perpetrator of cyberbullying, and possibly problematic behaviour, including extreme videogaming, compulsive texting and overuse of smartphones.

According to PISA 2015 data, on average across OECD countries 91% of students have access to a cell phone at home that is connected to the Internet (smartphone), 74% have access to a portable laptop, close to 60% have access to a desktop computer and nearly 55% have access to a tablet that is connected to the Internet (Table III.13.4). Around the world, increasing numbers of children start playing with connected devices even before they can read well. On average across OECD countries, 61% of students reported that they accessed the Internet for the first time when they were younger than 10, and 18% reported they did so at the age of 6 or younger (Table III.13.6).

PISA 2015 asked students how much time they spend using the Internet at home within a typical school week. On average across OECD countries, students spend more than two hours on line during a typical weekday after school, and more than three hours on line during a typical weekend day (Tables III.13.7 and III.13.8). Between 2012 and 2015, the time spent on line outside of school increased by 40 minutes per day on both weekdays and weekends.

Students were also asked how they feel about the time they spend on line and how they feel when they are engaged in online activities. Across OECD countries, most students agreed that "the Internet is a great resource for obtaining information" (88%) and that "it is very useful to have social networks on the Internet" (84%). Some 67% of students reported that they are excited to discover new digital devices and applications. The data also show that most students enjoy using various digital devices and the Internet, but many of them are at risk of excessive Internet use. Across OECD countries, 90% of students enjoy using digital devices and 61% reported that they forget time when using them. More than one in two students (54%) reported that they feel bad if no Internet connection is available (Table III.13.15).

Given the amount of time 15-year-old students spend on the Internet every day, it is crucial to understand whether and how Internet use influences students' well-being. On the one hand, using the Internet may increase life satisfaction as it provides entertainment and removes logistical obstacles to socialising. On the other hand, online activities pose several risks to well-being. For example, sitting for long hours in front of a screen might be associated with doing less physical activity, sleeping disorders, obesity and weight gain. Extensive use of digital media and videogaming can also undermine students' motivation and concentration, and could also lead to social isolation.

Figure III.1.5 [Part 1/2] ■ Snapshot of students' activities outside of school

Countries/economies with values **above** the OECD average
Countries/economies with values not significantly different from the OECD average
Countries/economies with values **below** the OECD average

		Percentage of students who reported that they exercise or practice sports before or after school	Gender difference in students reporting they exercise or practice sports after school (B – G)	Percentage of students who reported eating breakfast before school	Gender difference in students reporting they eat breakfast before school (B – G)
		%	% dif.	%	% dif.
	OECD average	69.8	**12.2**	78.0	**7.5**
OECD	Australia	71.7	**8.9**	78.6	**11.2**
	Austria	61.4	**18.0**	64.2	**11.3**
	Belgium[2]	73.1	**11.9**	79.1	**7.2**
	Canada	74.2	**8.3**	75.8	**8.7**
	Chile	65.6	**20.8**	70.1	**11.9**
	Czech Republic	68.1	**7.2**	70.7	**4.3**
	Denmark	65.5	**5.9**	84.6	**6.4**
	Estonia	72.1	**5.0**	83.0	**3.9**
	Finland	69.6	2.6	83.5	**3.3**
	France	62.9	**15.3**	77.9	**12.0**
	Germany	70.0	**10.5**	71.4	**6.7**
	Greece	63.0	**19.8**	79.3	**6.7**
	Hungary	80.2	**9.1**	69.3	**12.6**
	Iceland	71.6	**7.9**	81.2	**9.9**
	Ireland	78.6	**13.4**	82.9	**8.9**
	Israel	67.4	**17.0**	72.1	**9.6**
	Italy	68.2	**14.8**	75.3	**11.0**
	Japan	57.7	**19.5**	92.5	-1.5
	Korea	46.3	**26.3**	78.8	**5.0**
	Latvia	76.3	**8.5**	80.9	**4.1**
	Luxembourg	75.4	**9.2**	74.9	**5.4**
	Mexico	76.1	**18.6**	81.7	**5.5**
	Netherlands	78.0	**5.3**	88.8	**4.9**
	New Zealand	73.0	**5.9**	79.8	**10.8**
	Norway	71.5	**4.0**	82.1	**5.4**
	Poland	79.0	**10.3**	80.4	**8.3**
	Portugal	70.9	**16.9**	92.6	**5.7**
	Slovak Republic	79.3	**10.3**	70.4	**6.6**
	Slovenia	55.9	**10.3**	65.5	**7.9**
	Spain	73.8	**15.1**	85.1	**7.4**
	Sweden	66.6	**5.9**	83.4	**5.0**
	Switzerland	73.1	**8.8**	73.6	**4.4**
	Turkey	70.7	**25.6**	79.1	**9.8**
	United Kingdom	63.4	**18.8**	71.1	**14.0**
	United States	73.4	**12.7**	71.7	**7.5**
Partners	Albania	m	m	m	m
	Algeria	m	m	m	m
	Brazil	66.0	**24.1**	76.9	**4.3**
	B-S-J-G (China)	75.6	**17.5**	94.0	-1.0
	Bulgaria	78.3	**12.9**	74.7	**11.7**
	CABA (Argentina)	m	m	m	m
	Colombia	73.9	**22.6**	86.8	**3.9**
	Costa Rica	67.4	**26.2**	86.8	**6.1**
	Croatia	65.4	**21.5**	80.6	**8.5**
	Cyprus*	72.8	**16.7**	74.1	**9.8**
	Dominican Republic	76.0	**20.2**	76.5	**6.0**
	FYROM	m	m	84.6	8.4
	Georgia	m	m	m	m
	Hong Kong (China)	64.7	**17.4**	m	m
	Indonesia	m	m	82.7	-0.8
	Jordan	m	m	m	m
	Kosovo	m	m	m	m
	Lebanon	m	m	m	m
	Lithuania	80.2	**13.7**	m	m
	Macao (China)	67.8	**20.8**	80.0	**8.0**
	Malta	m	m	88.4	0.6
	Moldova	m	m	m	m
	Montenegro	85.2	**12.7**	m	m
	Peru	75.1	**21.9**	89.7	**1.8**
	Qatar	78.6	**12.5**	90.2	**4.1**
	Romania	m	m	78.5	9.0
	Russia	79.8	**12.3**	m	m
	Singapore	58.7	**19.4**	88.4	**3.8**
	Chinese Taipei	63.6	**19.1**	65.7	**6.9**
	Thailand	76.5	**16.3**	87.3	1.0
	Trinidad and Tobago	m	m	m	m
	Tunisia	74.4	**23.3**	82.4	**10.9**
	United Arab Emirates	79.1	**14.1**	76.3	**12.2**
	Uruguay	70.3	**23.9**	81.0	**6.9**
	Viet Nam	m	m	m	m

*See note 3 under Figure III.1.1
1. Categories of Internet users are based on students' responses to questions about how much time they spend on line, outside of school, during a typical weekday. Low Internet users: one hour or less; moderate Internet users: 1 to 2 hours; high Internet users: 2 to 6 hours; extreme Internet users: more than 6 hours.
2. Data for life satisfaction do not include the Flemish community of Belgium.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
Source: OECD, PISA 2015 Database, Tables III.11.6, III.11.7b, III.11.21, III.11.22, III.12.1, III.12.7, III.13.9 and III.13.23.
StatLink http://dx.doi.org/10.1787/888933470458

Figure III.1.5 [Part 2/2] ■ Snapshot of students' activities outside of school

Countries/economies with values **above** the OECD average
Countries/economies with values not significantly different from the OECD average
Countries/economies with values **below** the OECD average

		Percentage of students who reported working for pay before or after school	Gender difference in students reporting they work for pay before or after school (B – G)	Average time, in minutes per day, students spend on the Internet outside of school, during weekdays	Average time, in minutes per day, students spend on the Internet outside of school, during weekend days	Difference in life satisfaction during weekdays between extreme and other Internet users (low, moderate and high)[1]
		%	% dif.	Minutes	Minutes	Dif.
	OECD average	23.3	**10.5**	146	184	**-0.38**
OECD	Australia	34.4	0.2	164	197	m
OECD	Austria	18.3	**12.2**	149	179	**-0.45**
OECD	Belgium[2]	21.9	**8.8**	146	199	**-0.49**
OECD	Canada	34.7	**5.4**	m	m	m
OECD	Chile	23.5	**12.5**	195	230	-0.08
OECD	Czech Republic	18.6	**11.0**	149	183	**-0.33**
OECD	Denmark	33.1	**3.2**	159	210	m
OECD	Estonia	16.4	**13.7**	163	192	**-0.66**
OECD	Finland	12.5	**8.1**	138	174	**-0.64**
OECD	France	14.3	**9.1**	127	191	**-0.25**
OECD	Germany	17.9	**7.5**	m	m	m
OECD	Greece	22.5	**17.2**	126	171	**-0.35**
OECD	Hungary	24.0	**16.2**	161	197	**-0.35**
OECD	Iceland	30.3	**5.4**	145	188	**-0.95**
OECD	Ireland	20.0	**11.3**	144	185	**-0.49**
OECD	Israel	32.3	**8.5**	135	158	m
OECD	Italy	26.5	**15.2**	165	169	-0.11
OECD	Japan	8.1	0.6	90	144	**-0.46**
OECD	Korea	5.9	**5.0**	55	107	**-0.64**
OECD	Latvia	18.4	**17.3**	147	180	**-0.38**
OECD	Luxembourg	20.4	**10.5**	155	192	**-0.29**
OECD	Mexico	26.9	**18.6**	121	136	-0.02
OECD	Netherlands	38.0	**6.9**	159	211	**-0.21**
OECD	New Zealand	36.1	**8.9**	163	196	m
OECD	Norway	32.7	**9.6**	m	m	m
OECD	Poland	18.4	**17.1**	146	183	**-0.33**
OECD	Portugal	15.4	**10.1**	140	191	-0.17
OECD	Slovak Republic	27.3	**20.3**	152	177	**-0.42**
OECD	Slovenia	11.6	**10.9**	120	159	**-0.34**
OECD	Spain	30.4	**8.5**	167	215	**-0.22**
OECD	Sweden	16.6	**8.5**	187	228	m
OECD	Switzerland	20.2	**9.3**	126	168	**-0.39**
OECD	Turkey	34.6	**21.7**	m	m	m
OECD	United Kingdom	23.2	**7.9**	188	224	**-0.51**
OECD	United States	30.4	**11.4**	m	m	m
Partners	Albania	m	m	m	m	m
Partners	Algeria	m	m	m	m	m
Partners	Brazil	43.7	**10.6**	190	209	**-0.17**
Partners	B-S-J-G (China)	13.4	**4.1**	42	99	0.05
Partners	Bulgaria	28.9	**20.6**	187	211	0.01
Partners	CABA (Argentina)	m	m	m	m	m
Partners	Colombia	12.3	**15.7**	143	159	**-0.36**
Partners	Costa Rica	45.3	**11.9**	182	205	**-0.18**
Partners	Croatia	15.2	**20.6**	141	188	**-0.23**
Partners	Cyprus*	20.4	**17.4**	m	m	m
Partners	Dominican Republic	34.9	**20.3**	130	153	0.11
Partners	FYROM	36.5	m	m	m	m
Partners	Georgia	m	m	m	m	m
Partners	Hong Kong (China)	m	**8.3**	123	167	**-0.46**
Partners	Indonesia	14.4	m	m	m	m
Partners	Jordan	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m
Partners	Lithuania	m	**19.1**	137	162	-0.19
Partners	Macao (China)	25.1	**-2.6**	130	200	-0.20
Partners	Malta	14.2	m	m	m	m
Partners	Moldova	m	m	m	m	m
Partners	Montenegro	m	**16.9**	m	m	m
Partners	Peru	43.8	**18.3**	92	117	**-0.32**
Partners	Qatar	28.1	**6.9**	m	m	m
Partners	Romania	45.3	m	m	m	m
Partners	Russia	m	**19.2**	161	193	**-0.25**
Partners	Singapore	32.7	**4.9**	147	198	m
Partners	Chinese Taipei	11.6	**6.2**	120	195	-0.04
Partners	Thailand	43.9	**16.8**	122	193	**-0.30**
Partners	Trinidad and Tobago	m	m	m	m	m
Partners	Tunisia	47.2	**17.0**	m	m	m
Partners	United Arab Emirates	41.7	**10.0**	m	m	m
Partners	Uruguay	24.7	**18.2**	185	199	**-0.23**
Partners	Viet Nam	m	m	m	m	m

*See note 3 under Figure III.1.1
1. Categories of Internet users are based on students' responses to questions about how much time they spend on line, outside of school, during a typical weekday. Low Internet users: one hour or less; woderate Internet users: 1 to 2 hours; high Internet users: 2 to 6 hours; extreme Internet users: more than 6 hours.
2. Data for life satisfaction do not include the Flemish community of Belgium.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
Source: OECD, PISA 2015 Database, Tables III.11.6, III.11.7b, III.11.21, III.11.22, III.12.1, III.12.7, III.13.9 and III.13.23.
StatLink http://dx.doi.org/10.1787/888933470458

PISA 2015 results show that, in most participating countries and economies, extreme Internet use – more than six hours per day – has a negative relationship with students' life satisfaction. Across OECD countries, "extreme Internet users" reported themselves as 0.4 point lower on the life-satisfaction scale than those who use the Internet less (Figure III.13.7). Some 17% of "extreme Internet users" across OECD countries also reported that they feel lonely at school, compared with 14% of "low Internet users" (students who use the Internet less than one hour a day), 12% of "moderate Internet users" (those who spend between one and two hours per day on Internet) and 13% of "high Internet users" (those who spend between two and six hours per day on Internet). "Low" and "extreme Internet users" were also more likely than "moderate" and "high Internet users" to report that they are bullied at school (Figure III.13.8).

PISA data also reveal that both "extreme" and "high Internet users" are at greater risk of disengagement from school. One in four "extreme Internet users" reported that they had arrived late for school in the two weeks prior to the PISA test – a share 10 percentage points larger than the share of "moderate Internet users" who so reported (Figure III.13.8). "Extreme Internet users" were also more likely to report low expectations of further education than moderate Internet users. And after accounting for students' socio-economic status, "extreme Internet users" score around 30 points lower in all subjects PISA assesses than students who use the Internet less (Figure III.13.9).

WHAT THE PISA RESULTS IMPLY FOR POLICY

The data from PISA 2015 show that students differ greatly, both between and within countries, in how satisfied they are with their lives, their motivation to achieve, how anxious they feel about their schoolwork, their participation in physical activities, their expectations for the future, and their perceptions of being bullied at school or treated unfairly by their teachers. Many of these differences are related to students' perceptions about the disciplinary climate in the classroom or about the support their teachers give them. The data also show that parents can make a big difference to students' feelings about schoolwork and their performance in PISA.

To try to reduce schoolwork-related anxiety among students, specific professional development can be offered to teachers so that they can identify those students who suffer from anxiety and teach these students how to learn from mistakes. For example, one way to encourage a positive attitude towards mistakes is to take the most common mistakes that the class made on a test or quiz and let the students analyse them together. In addition, teachers can help students set realistic – but challenging – goals for themselves, since students are more likely to value what they are learning, and to enjoy the process of learning, when they can attain the goals they set. Strategies for encouraging goal-setting and enhancing intrinsic motivation to learn include providing meaningful rationales for learning activities, acknowledging students' feelings about the tasks, and avoiding excessive pressure and control. Providing constructive feedback on the results of assessments can also nurture students' confidence and intrinsic motivation.

PISA finds that one major threat to students' feelings of belonging at school are their perceptions of negative relationships with their teachers. To build better teacher-student relations, teachers should be trained in basic methods of observation, listening and intercultural communication so that they can better take into account individual learners' needs. Teachers should also be encouraged to collaborate and exchange information about students' difficulties, character and strengths with their colleagues, so that they can collectively find the best approach to make students feel part of the school community.

The data also show that a large proportion of students report being victims of bullying at school. Effective anti-bullying programmes follow a whole-of-school approach that includes training for teachers on bullying behaviour and how to handle it, anonymous surveys of students to monitor the prevalence of bullying, and strategies to provide information to and engage with parents. Teachers and parents have a particularly important role to play in preventing bullying at school: teachers need to communicate to students that they will not tolerate any form of bullying; and parents need to be involved in school planning and responses to bullying.

PISA results from 18 culturally and economically diverse countries show that students whose parents routinely engage in day-to-day home-based activities, such as eating a meal together or spending time "just talking" not only score higher in PISA, but are also more satisfied with their lives. Schools can help parents become more involved in their child's education by removing any barriers to their participation in school events, such as offering flexible channels of communication for busy working parents, and suggesting ways in which parents can get involved both at home and in school.

To improve students' well-being, schools should also teach students the benefits of an active and healthy lifestyle through physical and health education. Engaging physical education at school can reduce the number of students who are physically inactive out of school.

Too many students spend too much time on the Internet: 26% of students reported that they spend more than six hours per day on line during weekends, and 16% spend a similar amount of time on line during weekdays. And with cyberbullying on the rise, the Internet can be as much a source of harassment as a tool for learning. Schools can consider investing in a comprehensive education and supervision plan to assist students in gaining the knowledge, skills and motivation they need to use the Internet safely and responsibly.

2

Students' well-being: What it is and how it can be measured

With student well-being increasingly incorporated into education policy, interest is growing in comparing how well different education systems promote students' development and quality of life. This chapter defines students' well-being and examines how it is measured by PISA. The chapter also discusses the aims of this volume as part of the *PISA 2015 Results*.

If parents around the world are asked what they want for their children, some might mention "achievement" or "success", but most would reply "happiness", "confidence", "kindness", "health", "satisfaction", and the like (Seligman et al., 2009). In short, people value well-being. Student well-being, defined as students' overall development and quality of life, is increasingly integrated into education policy. Not surprisingly, interest is growing in comparing countries not only in terms of how well students fare academically, but also in how well education systems promote students' skills and attitudes for well-being.

Children spend a considerable amount of time in the classroom – following lessons, socialising with classmates, and interacting with teachers and other staff members. By the time they enter school, children differ in how easily and intensely they become anxious, frustrated or positively excited. They also differ in capacities for attention and self-regulation. Some of these differences are linked to children's genetic endowment (Rothbart et al., 2011). But children's temperament, self-regulation and capacity for attention continue to develop throughout the school years (Rothbart and Jones, 1998). Experiences of success and failure during a child's adjustment to the challenges of school influence the child's representations and evaluations of self, peers and adults. What happens in school is key to understanding whether students enjoy good physical and mental health, how happy and satisfied they are with different aspects of their life, how connected to others they feel, and the aspirations they have for their future (Adamson, 2013; Bradshaw et al., 2007; Currie et al., 2012; Huebner et al., 2004; Rees and Main, 2015).

Teachers are powerful figures in the lives of most children (UNESCO, 2016). A positive class atmosphere where efforts are encouraged and rewarded and in which children are accepted and supported by their teachers, regardless of their intellect and temperament, is often associated with more positive reactions to the demands of schooling (Huebner et al., 2004), and to lower school-related stress (Torsheim et al., 2001). Even the most vulnerable child has capacities for positive experiences at school. "Accentuating the positive" in the child's experience of school can serve to increase autonomy, motivation and resilience, essential qualities for success both in and outside of school.

While there is a growing body of research on the topic, only a few large-scale studies of adolescents have taken a comprehensive view of well-being. One important exception is the Health Behaviour in School-Aged Children (HSBC), a large cross-national study conducted every four years across Europe and North America to gain insights into young people's well-being, health behaviours and their social context (http://www.hbsc.org/). National indicators on children have traditionally focused on threats to children's mental and physical health. It is now important to develop international data that extend beyond the study of adolescents' disorders, deficits and disabilities, and that put more emphasis on the positive attributes that define the success of students (Huebner et al., 2004). By examining students' strengths, assets and abilities, it will be possible to identify the core elements that enable them to flourish and thrive (Pollard and Lee, 2003). Understanding how education policy shapes students' well-being requires more data, both subjective and objective, on how students feel, what they do in and outside of school, and what they value most in life. Measuring the well-being of 15-year-old students, the target PISA population, is particularly important, as students at this age are in a key transition phase of physical and emotional development. Feeling well, and developing decision-making skills and psychological coping mechanisms at this age are the foundations for self-awareness and relationship-building – key competencies needed for self-fulfilment.

PISA offers the opportunity to produce a comprehensive set of well-being indicators for adolescents that covers both negative outcomes (e.g. anxiety, low performance) and the positive impulses that promote healthy development (e.g. interest, engagement, motivation to achieve). Most of the PISA data on well-being are based on students' answers to a questionnaire. Self-reported data give adolescents the opportunity to express how they feel, what they think of their lives and what aspirations they have for their future. PISA holds a unique advantage over other studies in that well-being indicators can be related directly to the academic achievement of students across a large number of economies. Even if PISA 2015 was not designed to provide complete coverage of all the dimensions of students' well-being, the student-level data in PISA can shed light on different manifestations of students' well-being both across and within countries.

A DEFINITION OF STUDENTS' WELL-BEING

Well-being is a complex, multi-dimensional construct that cannot be properly measured by a sole indicator in a single domain (Borgonovi and Pál, 2016). In order to accurately monitor well-being, it is critical that measurement tools take into consideration its multi-dimensional nature.

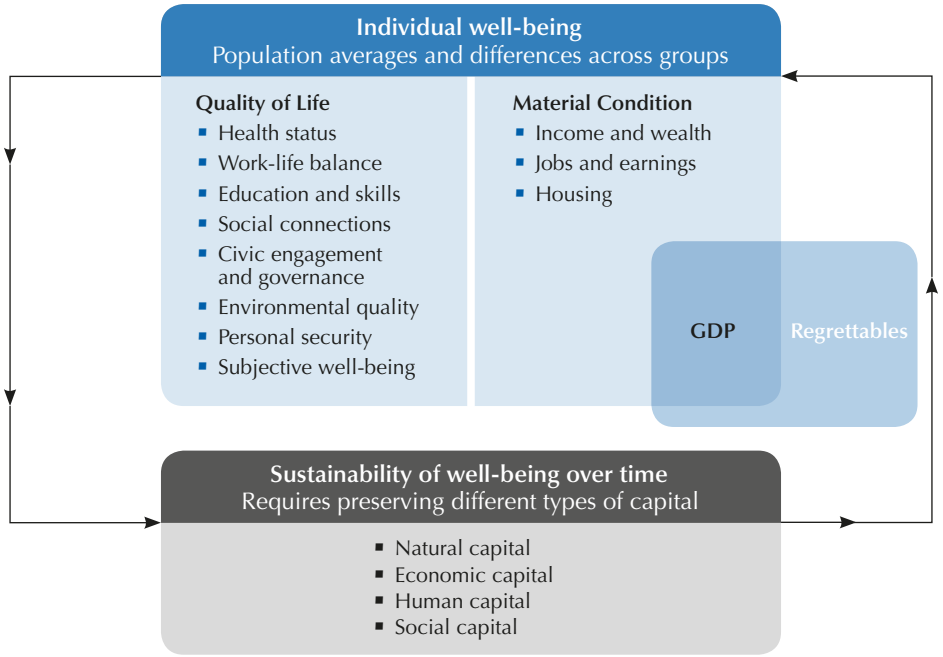
Most of the theoretical and measurement work on well-being, such as the OECD *How's Life* framework for measuring well-being and progress (Box III.2.1), is conceptually rooted in adult life. As such, it needs to be adapted to the PISA population of 15-year-old students and to the PISA focus on education policy. Adolescents might have priorities for their well-being that do not necessarily coincide with those of adults. A recent survey illustrates this well: when a large sample

of 14- and 15-year-olds were asked what having a good life means to them, the five most commonly used terms were "friends", "family", "bullying", "parents", and "school" (The Children's Society, 2015). Many adolescents also have limited financial autonomy and they are dependent on adults for their material well-being.

Box III.2.1 The OECD *How's Life* framework for measuring well-being

Although different individuals will place different weight on what aspects of life are most important to them, there is a high degree of convergence in identifying the main dimensions of well-being across different authors and using different methodologies (OECD, 2015). The OECD *How's Life* framework for measuring well-being identifies 11 dimensions of well-being under two broad headings (Figure III.2.1). Under the heading "material conditions", the framework groups those aspects of well-being that are grounded in market transactions: income and wealth, jobs and earnings, and housing. Higher GDP does not necessarily lead to improved material conditions, because some of the activities included in GDP actually correspond to a reduction in people's well-being (as in the case of higher transport costs due to increased congestion and longer commuting). These activities are called "regrettables" in the figure. "Quality of life" encompasses those things that are important to people's welfare but that lie primarily outside the market: health status, work-life balance, education and skills, social connections, civic engagement and governance, environmental quality, personal security, and subjective well-being.

Figure III.2.1 ■ **The OECD framework for measuring well-being**



Source: OECD (2015), *How's Life? 2015: Measuring Well-being*, OECD Publishing, Paris, http://dx.doi.org/10.1787/how_life-2015-en.

The OECD approach to assessing the resources for future well-being focuses on the broader natural, economic, human and social systems that embed and sustain individual well-being over time. The approach thus goes beyond simply measuring "stocks" to consider how these resources are managed, maintained or threatened.

Well-being as measured in the *How's Life* framework is concerned with individuals rather than with aggregate conditions. The indicators focus on outcomes rather than inputs or outputs. This is because the achieved well-being outcomes of a person (e.g. their health status) may be only imperfectly correlated with the relevant inputs (health expenditure) or outputs (e.g. surgical interventions). Distribution matters, since the implications for the well-being of individuals depend on what people actually experience, not just the average level achieved across society. Finally, well-being is measured through both objective and subjective indicators.

Students' well-being, as defined in this report, **refers to the psychological, cognitive, social and physical functioning and capabilities that students need to live a happy and fulfilling life**. This definition of well-being combines a "children's rights

approach", that emphasises the right of all children to have a happy life "here and now", with a "development approach", that underscores the importance of students developing the skills to improve their well-being in the present and in the future (Ben-Arieh et al., 2013). The evaluation of students' well-being must be sensitive to both their actual states and achievements ("functioning") and the freedom they have ("capabilities") to pursue what they value in life (Sen, 1999).

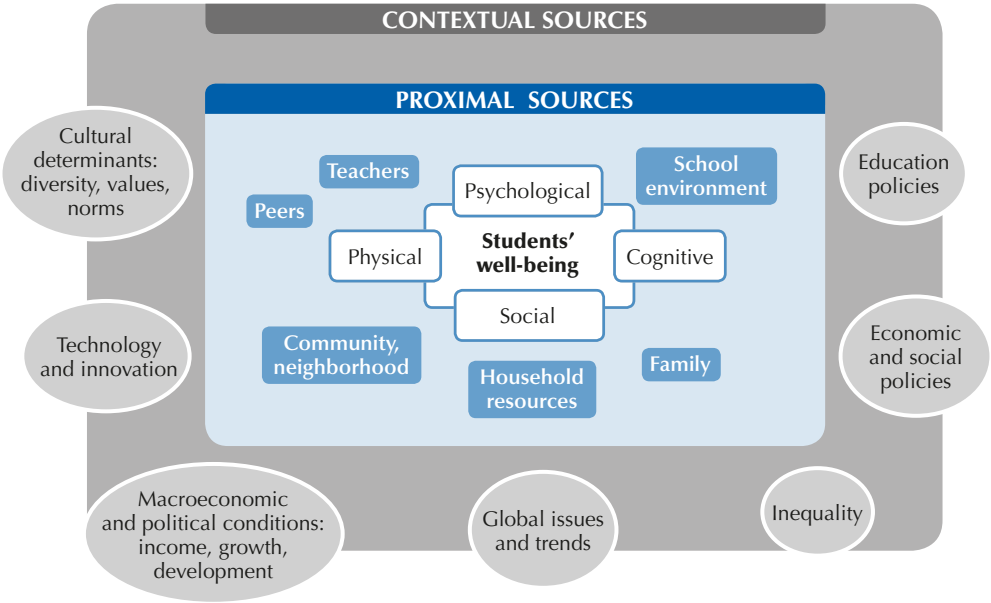
While investing in future outcomes of children and adolescents is extremely important, policy makers and educators need to pay attention to students' well-being now, while they are students. Children and adolescents should not be reduced to "human becomings" (Ben-Arieh et al., 2013). Too much focus on developing skills for the future might, for example, mean that students spend all their waking hours studying, with no time left for socialisation and leisure. Childhood and adolescence are, in themselves, important stages of life to be lived and enjoyed.

The sustainability of students' well-being demands investments in acquiring academic, non-cognitive and work-related skills that are necessary to function well in the present and in the future. Well-being is in fact a dynamic state: without sufficient investments to develop capabilities in the present, students are unlikely to enjoy well-being as adults. No trade-off between "being well" now and "becoming ready" for the future is necessary if the development of skills is well balanced with other essential social and leisure activities, and if such development happens in a supportive and caring environment.

PISA INDICATORS OF WELL-BEING SOURCES AND OUTCOMES

In this report, students' well-being is not quantified by a single measure, but is composed of various dimensions, and aspects within each dimension, that are more readily measurable. As Figure III.2.2 illustrates, students' well-being is the result of interactions among four distinct but closely related domains: psychological, social, cognitive and physical. Each dimension can be considered both as an outcome and as an enabling condition with respect to the other dimensions, and ultimately with students' overall quality of life.

Figure III.2.2 ■ **Dimensions and sources of students' well-being**



The **psychological dimension** of students' well-being includes students' sense of purpose in life, self-awareness, affective states and emotional strength. Psychological well-being is supported by self-esteem, motivation, resilience, self-efficacy, hope and optimism; it is hindered by anxiety, stress, depression and distorted views of the self and others. PISA 2015 measures some aspects of psychological well-being through students' reports of their motivation for achievement and schoolwork-related anxiety.

The **social dimension** of students' well-being refers to the quality of their social lives. It includes students' relationships with their family, their peers and their teachers, and students' feelings about their social life in and outside of school (Pollard and Lee, 2003). In PISA 2015, the main measure of students' social well-being is their self-reported sense of belonging at school. The quality of students' social relationships at school is also measured through students' self-reported exposure to bullying and perceptions of teachers' fairness.

The **cognitive dimension** of students' well-being refers to the cognitive foundations students need to participate fully in today's society, as lifelong learners, effective workers and engaged citizens. It comprises students' proficiency in using academic knowledge to solve problems alone or in collaboration with others, and high-order reasoning skills, such as critical thinking and being able to confront ideas from various perspectives. In PISA 2015, cognitive well-being is primarily measured through performance across the PISA domains (Box III.2.2).

The **physical dimension** of students' well-being refers to students' health and the adoption of a healthy lifestyle (Statham and Chase, 2010). PISA 2015 does not measure students' health status as such. However, it provides self-reported information on how much physical activity students engage in and on whether they eat regularly.

Box III.2.2 The measurement of cognitive skills in PISA

PISA is based on a dynamic and forward-looking model of lifelong learning, exploring the knowledge and skills students need to adapt successfully in a rapidly changing world and to apply their knowledge to real-world issues. This model reflects the fact that educators focus increasingly on what students can do with what they learn at school.

PISA also recognises that 15-year-olds cannot be expected to have learned everything they will need to know as adults, but they need to understand core processes and principles. Thus, PISA assesses students' ability to complete tasks relating to real life and not solely how well they have absorbed the content knowledge of the core subjects taught in school. The skills students have acquired up to age 15 are the product of a complex inter-relationship among their experience as students in different schools and classes, their life within their close and extended families, and their interactions with peers and acquaintances. Competency at age 15 is the sum of the infinite number of experiences that children have accumulated over the years.

International experts defined each of the competency domains that were examined in PISA 2015: science (the main domain for 2015), reading, mathematics, collaborative problem solving, and financial literacy, and drafted the assessment frameworks for each. Competency is not something that an individual either does or does not have; rather, it is measured on a continuum. There is no exact threshold that determines who is fully competent and who is not. However, it is necessary for measurement purposes to define at which level of competencies students are able to participate productively in society. In PISA, international experts set the baseline at Level 2 on the PISA proficiency scales.

In addition to assessing competencies in the three core domains of reading, mathematics and science, PISA has progressively examined competencies across disciplines and modes of delivery. For example, PISA delivered in 2012 an assessment of individual problem solving and, in 2015, an assessment of collaborative problem-solving. In 2018, PISA will include an assessment of global competence which will test students' ability to understand global issues and diverse cultural perspectives.

When analysing the relationship between the cognitive dimension of well-being and other well-being outcomes, the analysis in this volume focuses on students' performance in science, the major domain for 2015. All students were assessed in science, but only a proportion also responded to questions in the remaining domains. PISA 2015 defines scientific literacy as "the ability to engage with science-related issues, and with the ideas of science, as a reflective citizen" (OECD, 2016c). A scientifically competent person is willing to engage in reasoned discourse about science and technology. This requires the competencies to: explain phenomena scientifically (recognising, offering and evaluating explanations for a range of natural and technological phenomena); evaluate and design scientific enquiry (describing and appraising scientific investigations, and proposing ways to address questions scientifically); and interpret data and evidence scientifically (analysing and evaluating data, claims and arguments in a variety of representations, and drawing appropriate scientific conclusions).

PISA 2015 also asked students to report, on a scale from 0 to 10, how satisfied they are with their life. This scale shows the students' subjective evaluation of their own lives across all four dimensions. Even if this life satisfaction scale is a useful summary indicator, and it is used as such in this report, it is no substitute for a multi-dimensional measurement of well-being based on different indicators.

PISA data on the four dimensions of well-being can provide a description of the life of students across the world. However, a policy-relevant analysis of students' well-being also needs to examine the context of students' psychological, social, cognitive and physical functioning. While well-being is defined in this report at the "individual level" – looking at students' outcomes in the four dimensions – the development of well-being is analysed at the "environmental level" by looking at the relationship between the contexts in which the adolescent lives and his or her well-being outcomes.

Students' individual well-being is a result of their interaction with their environment, the material resources they have access to, and students' responses to external opportunities and stress factors. The student, with all of his or her personal characteristics and character strengths, interacts first and foremost with his or her family, teachers and peers, but also with a range of other actors in his or her proximal community. The material and social resources that the student obtains from the family and closer community are, in turn, influenced by the macro-economic social and cultural environment (at the local, national and global levels), and by economic, social and education policies (the external circle in Figure III.2.2). In a well-functioning system, these three levels – the student's self, his or her close networks and resources, and the macro/policy level – are interdependent and influence each other as they evolve over time. For example, students' perceptions of their quality of life at school (at the micro level) should not just be influenced by education policies (at the macro/policy level) but should also inform the design of policy reforms.

AIMS AND ORGANISATION OF THIS REPORT

The purpose of this volume is to describe the relationships between 15-year-old students' life satisfaction, social life, learning attitudes and school performance in a large number of school systems around the world. Drawing on data from PISA 2015, this volume analyses a broad set of indicators that, collectively, paint a comparative picture of how well adolescent students in different countries and economies are learning and faring in various aspects of life. The report illustrates both the strengths and the weaknesses of the available PISA data on well-being. Although PISA 2015 contains instruments to measure several aspects of well-being, it remains first and foremost a study of adolescents' cognitive skills.

This volume does not provide a ranking that shows which countries are most successful in promoting students' well-being. For such a ranking to be useful for policy, it should be based on a complete accounting of students' functioning and capabilities across all four dimensions of well-being. PISA 2015 measures some dimensions of well-being better than others. The dataset offers an unprecedented opportunity to describe students' school environments, the way students interact with their parents, how students use the Internet, students' level of physical activity, their aspirations for further education, and their overall life satisfaction. These states, activities and capabilities can be related with each other and with cognitive skills. However, PISA 2015 provides only limited information on the physical and mental health or emotional states of students, on how students spend their time, and how satisfied they are with different aspects of their lives.

This report uses PISA data to address specific policy questions, such as: "Are highly competitive school environments compatible with students' life satisfaction?"; "How much of a problem is bullying at school?"; "What can teachers do to foster a greater sense of belonging at school with an increasingly diverse student population?"; "What type of parental engagement and support helps students derive greater satisfaction from life and perform better in school?". The report describes the interactions between outcome indicators in different dimensions of students' well-being, and analyses a selected set of relationships between sources and outcomes of well-being.

The volume is organised in four sections. The first section (Chapters 3 through 6) analyses the relationships between how students learn (at what level they perform, how much time they invest in learning, how confident they feel when they study, what shapes their learning environment, what are their motivations to learn), their own perceptions about the quality of their life, and their expectations of further education. The second section (Chapters 7 and 8) focuses on students' relationships with their peers and teachers at school, and looks at the factors that affect students' sense of belonging at school. The third section (Chapters 9 and 10) analyses the social and material resources available in students' homes, with a focus on the importance of parental support for both cognitive achievement and life satisfaction. The fourth section (Chapters 11 through 13) describes the PISA data on physical activity and eating habits, and analyses how students' well-being is related to their use of the Internet and to the work they do in or outside the home. The concluding chapter discusses the policy implications of this first analysis of PISA data on students' well-being.

This report should be read together with the first two volumes of PISA 2015 Results (OECD, 2016a; OECD, 2016c). For example, this volume includes references to analyses of student performance (a core element of students' cognitive well-being) already published in *PISA 2015 Results (Volume I): Excellence and Equity in Education,* and to indicators of school environment and education policies presented in *PISA 2015 Results (Volume II): Policies and Practices for Successful Schools*.

MEASUREMENT ISSUES AND INTERPRETATION OF THE FINDINGS

Some caution is needed in interpreting the PISA data on well-being. While PISA aims to provide robust measures of complex constructs, it must do so while keeping the questionnaires relatively short, minimising perceived intrusiveness of the questions, and maximising cross-national and cross-cultural comparability of responses. Despite the extensive investments PISA makes in selecting questions and analysing the quality of the data, full comparability across countries and subpopulations cannot be guaranteed.

The PISA questionnaires use student self-reports to derive indices or to measure different dimensions of student well-being. Self-reported responses are informative and useful, but they are susceptible to three possible biases: social desirability (the tendency to respond in a manner that is more acceptable in one's own social and cultural context; Edwards, 1953); reference-group bias (what the comparison group is); and response-style bias (extreme responses, heaping, modesty). These biases can operate differently in different cultural contexts, thus limiting the cross-country comparability of responses (Hemert, Poortinga and Vijver, 2007). If students in different countries use different response styles or understand questions differently, empirical findings may reflect differences in reporting rather than in the underlying associations.

A number of questions based on self-reports in previous editions of PISA are used in this report to monitor trends over time. Students' and school principals' reports were designed to measure latent constructs (theoretical variables, such as life quality, that cannot be directly measured). However, the relationship between these measures and the latent constructs can vary through time, introducing a possible bias in comparisons across time.

Measurement difficulties are often more evident in well-being than in other domains. Many key indicators of well-being, such as life satisfaction, involve a strong subjective component, which, by definition, can be influenced by cultural norms and by the personality of the respondent. "Culture", in particular, plays a key role in influencing how one's perception of well-being is constructed, so that self-evaluations of well-being are grounded in a specific "time" but can differ across "place". In order to minimise the risk of misleading interpretations, possible cultural explanations of country differences in scales or in responses to individual questions are explicitly mentioned in the text.

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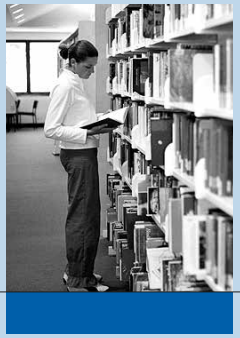
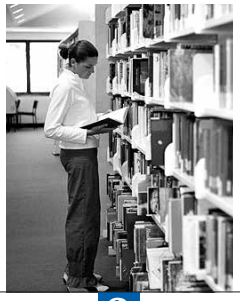


Performance at school and life satisfaction

A successful student not only performs well academically but is also happy at school. This section analyses the relationship between how students learn (at what level they perform, how much time they invest in learning, what are their self-beliefs and drivers to learning, what shapes their learning environment) and their own perceptions about their quality of life. PISA data on students' overall level of life satisfaction, schoolwork-related anxiety, achievement motivation and expectations of further education shed light on how schools and education systems can promote both high academic achievement and psychological well-being.



3

Students' satisfaction with their life

This chapter discusses how students' overall satisfaction with their life varies across countries, among subgroups of students within a country, and by school characteristics. The chapter also examines the associations between students' satisfaction with life, performance at school and the time students invest in studying.

Good educators strive to improve children's life prospects but also care about the quality of their students' current life. Much of the thinking around the link between education and the quality of students' lives has focused on mental health problems that children might manifest at school. Teenagers are particularly at risk of psychological disorders, because adolescence is a period of intense emotional upheaval (Gilman and Huebner, 2003). Satisfaction with life is known to decrease during adolescence (Goldbeck et al., 2007), and low life satisfaction has been linked to school dropout, substance abuse, aggression and misbehaviour among students (Huebner and Alderman, 1993; Valois et al., 2001; Zullig et al., 2001). Approaches that aim only to address mental health and behavioural problems might not devote enough attention to creating the conditions in which children and adolescents can flourish. Helping students find greater satisfaction with their lives, rather than just responding when students exhibit behaviours associated with dissatisfaction with life, can sustain the psychological, social and cognitive development of all students (Huebner and Hills, 2013; Suldo and Huebner, 2006).

What the data tell us

- On average across OECD countries, 15-year-old students are satisfied with the life they are living: they report a level of 7.3 on a scale of life satisfaction that ranges from 0 to 10.
- Girls and disadvantaged students are less likely than boys and advantaged students to report high levels of life satisfaction (a level of 9 or 10 on the scale).
- The relationship between performance at school and overall life satisfaction is weak. In most countries, top-achieving students report similar levels of life satisfaction as low-achieving students.
- On average, there is no significant relationship between the time students spend studying, whether in or outside of school, and their satisfaction with life.
- Students in schools where their peers collectively reported higher-than-average life satisfaction reported that they receive more support from teachers than students in schools where their peers reported lower-than-average life satisfaction.

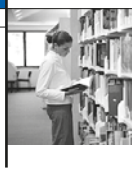
Life satisfaction can be defined as a subjective appraisal of the quality of one's life (Diener et al., 1999). Satisfaction with life is one measure of students' "subjective" well-being (defined as people's self-reported experience and evaluation of life), together with the frequency of positive emotions, such as joy and pride, the frequency of negative emotions, such as anger or sadness, and the sense of having a purpose in life (OECD, 2015a). This chapter presents the measure of students' overall life satisfaction in PISA 2015, discusses variations in life satisfaction between countries and across groups or schools within countries, and analyses the relationship between life satisfaction, performance at school and time spent studying. The relationships between life satisfaction and other aspects of well-being (e.g. quality of social life at school, living habits outside of school) will be explored in the next chapters.

DIFFERENCES IN STUDENTS' SATISFACTION WITH LIFE

PISA 2015 asked students to rate their life on a scale from 0 to 10, where 0 means the worst possible life and 10 means the best possible life. Self-reported measures of life satisfaction are more stable indicators of subjective well-being than reports of positive or negative affective states (Gilman et al., 2008).

Figure III.3.1 shows that, on average across OECD countries, students reported a level of 7.3 on a life satisfaction scale ranging from 0 to 10. Roughly speaking, this figure suggests that the "average" adolescent in an OECD country is satisfied with life. Still, there are large variations in life satisfaction across countries. For example, while less than 4% of students in the Netherlands reported that they are not satisfied with their lives (they reported a level of 4 or below on the scale), more than 20% of students in Korea and Turkey reported so. In Montenegro, and in the Latin American countries of Colombia, Costa Rica, the Dominican Republic and Mexico, more than one in two students reported that they are very satisfied with their life (they reported a life satisfaction level of 9 or 10 out of 10). Fewer than one in five students in the Asian countries/economies of Hong Kong (China), Korea, Macao (China) and Chinese Taipei reported similarly high levels of life satisfaction.

There is no evident relationship between adolescents' life satisfaction and a country's/economy's per capita GDP or similar measures of economic development. This finding is markedly different from what is observed among adults, who tend to report greater satisfaction with life if they live in higher-income countries (Deaton, 2008; Helliwell, Layard and

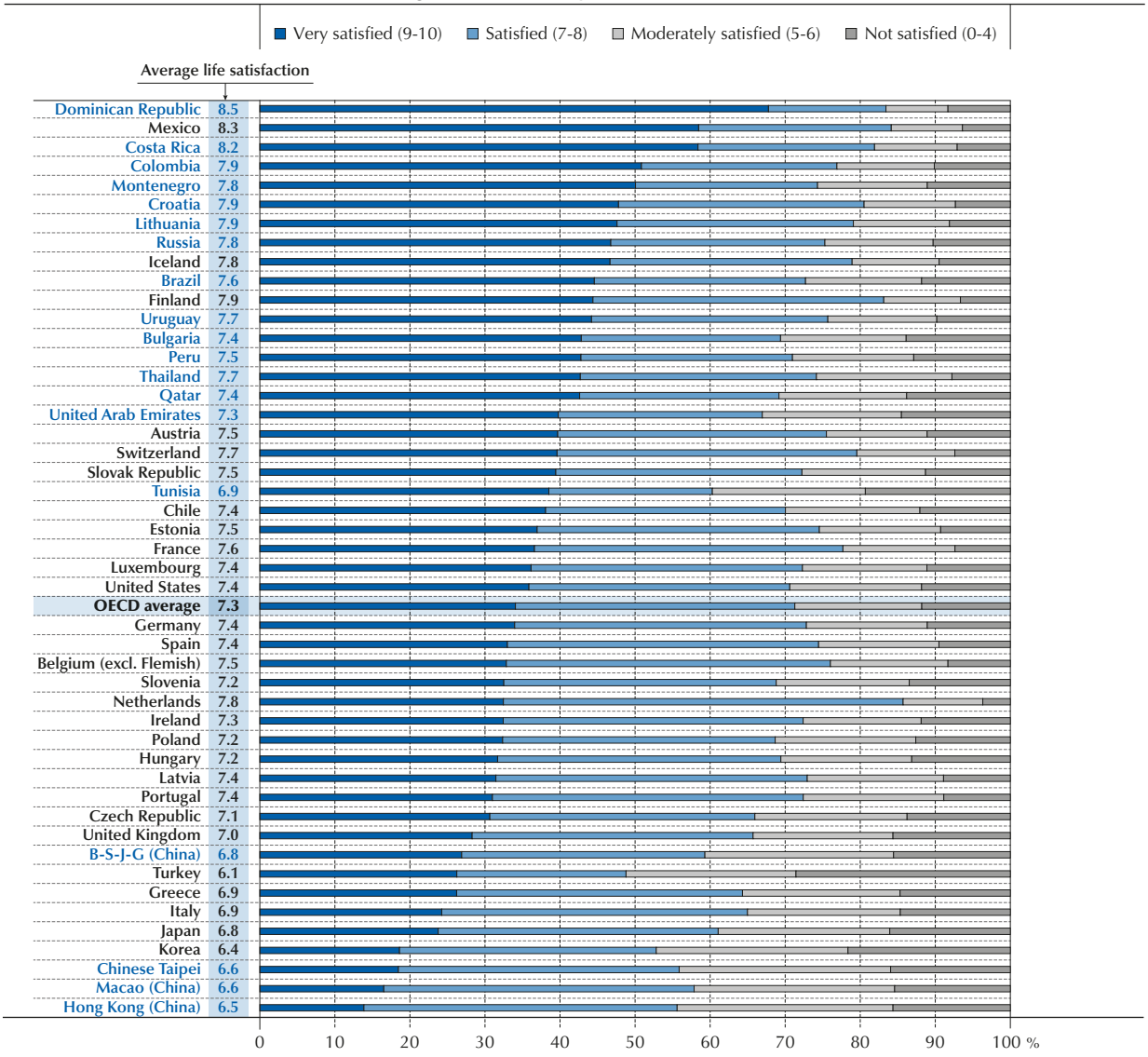


Sachs, 2016). In fact, countries where students reported the highest levels of life satisfaction in PISA are not necessarily those where adults were most satisfied with their life (among the countries with available data, the correlation between students' life satisfaction, as measured by PISA, and the life satisfaction reported by adults in the Gallup survey is only 0.2; see Table III.3.12). The lack of a correlation between per capita GDP and students' satisfaction with life might be partly explained by the fact that PISA includes only those 15-year-olds who are enrolled in school, thereby excluding large numbers of adolescents in low-income countries who are not enrolled and tend to live in poverty. The PISA for Development initiative is now piloting a programme that specifically targets the out-of-school population of adolescents in low-income countries. The relationship between income and life satisfaction within countries is explored in Chapter 10.

Comparing average levels of subjective well-being across countries is challenging. Variations in students' reports of life satisfaction or happiness across countries might be influenced by cultural interpretations of what defines a happy life, and by differences in how life experiences are integrated into judgements of life satisfaction (Diener, Oishi and Lucas, 2003; Park, Peterson and Ruch, 2009; Proctor, Linley and Maltby, 2009).

Figure III.3.1 ■ **Life satisfaction among 15-year-old students**

Percentage of students, by level of life satisfaction



Countries and economies are ranked in descending order of the percentage of students who reported being very satisfied with their life.

Source: OECD, PISA 2015 Database, Tables III.3.2 and III.3.8.

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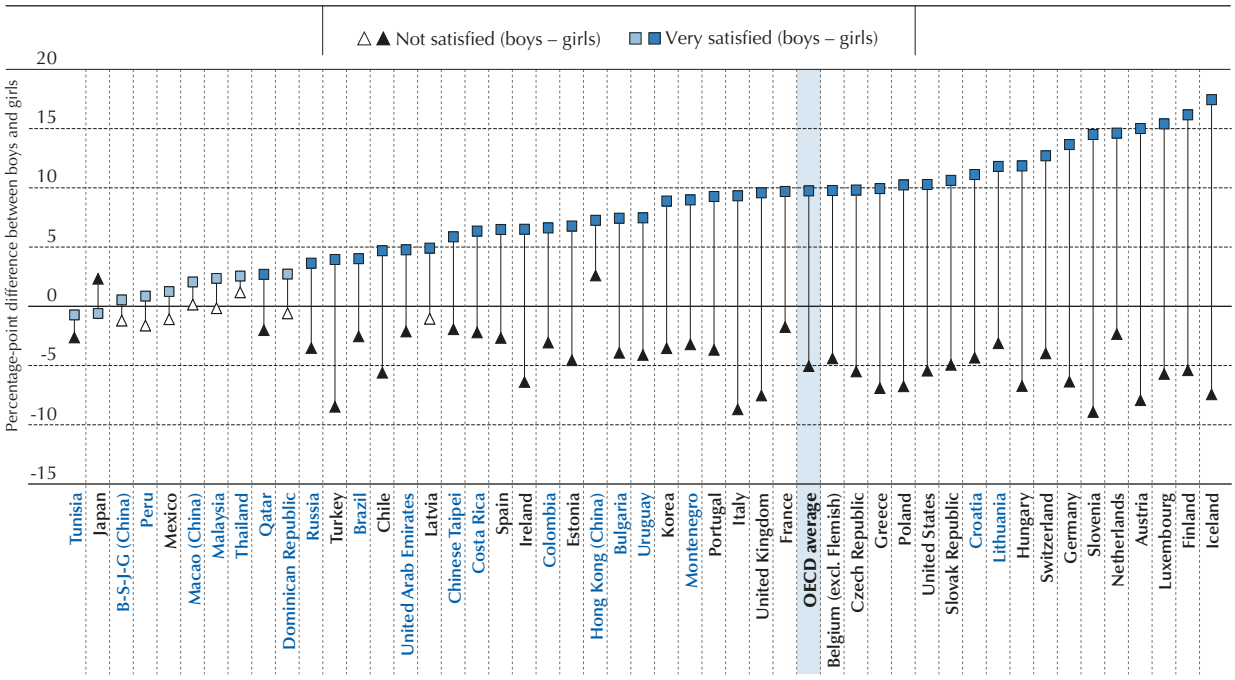
Research has documented cultural differences in how people think about "happiness", a construct that is closely related to life satisfaction. In some languages, including Chinese, Estonian, French, German, Japanese, Korean, Norwegian and Russian, happiness is closely associated with luck, while in others, notably Italian, Portuguese and Spanish, definitions of happiness focus on the realisation of one's desires, wishes and goals (Oishi, 2010). Tsai et al. (2007) found that American children's picture-book characters had wider smiles than those in Taiwanese books, and concluded that Americans value high-activation emotions, such as excitement, more than East Asians do. Differences in self-presentation can also play an important role. In some cultures, for example, it might not be desirable to say that you are happy, while in others it might be highly desirable to say so.

Overall life satisfaction summarises students' satisfaction with different aspects of their life, such as their autonomy, feelings and use of time (the "self"), peer relationships, and quality of family and community life. The relative importance of all these aspects in students' overall life satisfaction can differ across cultures. Research has found that for adolescents from Western cultures, such as that in the United States, where independence, personal feelings and interests are highly valued, self-related aspects are more important for overall judgements of life satisfaction. On the other hand, in Asian cultures, such as that in Korea, where social obligations and education are highly valued, meeting these social norms and expectations are the primary sources of life satisfaction for students (Park and Huebner, 2005).

In all countries, however, large variations in students' reports of life satisfaction are observed. Regardless of the dominant culture in their country/economy or of their language, a large number of students in every education system reported that they are very satisfied with their life, and a smaller, but not negligible, number of students reported that they feel dissatisfied with their life. This suggests that, notwithstanding the possible effect of cultural differences on the country averages, the measure of life satisfaction in PISA can be useful for identifying personal, school and other factors that might influence students' self-reported well-being within each country.

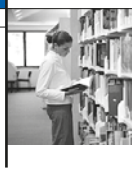
Gender, for example, is related to adolescents' life satisfaction. On average across OECD countries, around 29% of girls but 39% of boys reported that they are very satisfied with their life – a difference of almost 10 percentage points (Figure III.3.2 and Table III.3.8). Girls were also more likely than boys to report low satisfaction with life. On average across OECD countries, about 9% of boys but 14% of girls reported a level of life satisfaction equal to 4 or lower on a scale of 0 to 10. Gender differences in favour of boys are thus more marked at the top of the life satisfaction scale.

Figure III.3.2 ■ **Gender differences in life satisfaction**



Note: Statistically significant values are marked in a darker tone (see Annex A3).
Countries and economies are ranked in ascending order of the percentage-point difference between boys and girls who reported being very satisfied with their life.
Source: OECD, PISA 2015 Database, Table III.3.8.

StatLink http://dx.doi.org/10.1787/888933470607



In no country did larger shares of girls than boys report to be very satisfied with their life (Figure III.3.2). In Austria, Finland, Iceland, Luxembourg, the Netherlands, and Slovenia – all countries where students' satisfaction with life is higher than the OECD average – the difference in the share of boys and girls who reported high life satisfaction is greater than 14 percentage points in favour of boys. In Austria, Iceland, Italy, Slovenia Turkey and the United Kingdom, girls were at least 7 percentage points more likely than boys to report that they are not satisfied with their life. Research has found that the relationship between life satisfaction and behaviour tends to be stronger for boys than for girls. In particular, boys are at greater risk of ill health and disruptive behaviour than girls when they are dissatisfied with their life (Heffner and Antaramian, 2016).

Among adults, gender does not seem to play a major role in shaping people's evaluation of their own lives (OECD, 2013). The lower life satisfaction reported by 15-year-old girls in PISA seems linked to the transition from childhood to adulthood, and is possibly a reflection of girls' harsh self-criticism, particularly related to their image of their own bodies, as they undergo dramatic physical changes (Goldbeck et al., 2007). PISA 2015 does not collect data on students' body image, but other research suggests that exposure to images of overly thin girls and young women in traditional media and to photo sharing in new social media has a significant negative impact on adolescent girls' satisfaction with themselves (Voelker, Reel and Greenleaf 2015; see also Box III.8.3). Weight-based teasing from peers is also associated with body dissatisfaction among girls (Schaefer and Blodgett Salafia, 2014).

Differences in life satisfaction related to socio-economic status are also marked in the majority of PISA-participating countries and economies. On average across OECD countries, disadvantaged students report themselves around 0.4 points lower than advantaged students on the 10-point life satisfaction scale (Table III.3.2). Differences greater than 0.6 point between advantaged and disadvantaged students are observed in the Czech Republic, Estonia, Hungary, Iceland, Latvia, Tunisia, the United Arab Emirates and the United States. Only in Brazil and Colombia did disadvantaged students report higher life satisfaction than advantaged students.

Students from advantaged families might have easier access to resources that enable them to fulfil basic needs and achieve their material, education, health and leisure goals. The association between socio-economic status and satisfaction with life might strengthen in times of economic crisis, as the most disadvantaged groups often shoulder the heaviest burden when living conditions become more difficult. Markers of wealth or social status can also influence how adolescents evaluate themselves in comparison with their peers (see Chapter 10). Research has shown that wealth can affect a person's perceptions about his or her life, but greater wealth does not buy happiness (Kahneman and Deaton, 2010).

Immigrants often experience culture shock and stress while adjusting to their new life in their host country; and changes in living conditions and peer influences may affect adolescents more than adults. Data from PISA 2015 show that students with an immigrant background reported lower life satisfaction than students without an immigrant background, on average across OECD countries (Table III.3.2). First-generation immigrant students (foreign-born students whose parents are also foreign-born) reported, on average, a life satisfaction of 0.2 point lower than non-immigrant students. This is particularly evident in Qatar and Spain (a difference of more than 0.6 point), which saw large increases in the shares of first-generation immigrant students between 2006 and 2015 (Table I.7.1). Important mediators of life satisfaction among immigrants include how students perceive their country of origin and culture, the proximity of young people from the same cultural background, and exposure to open and welcoming peers and teachers in the host country (Liebkind and Jasinskaja-Lahti, 2000; OECD, 2015b).

LIFE SATISFACTION AND PERFORMANCE AT SCHOOL

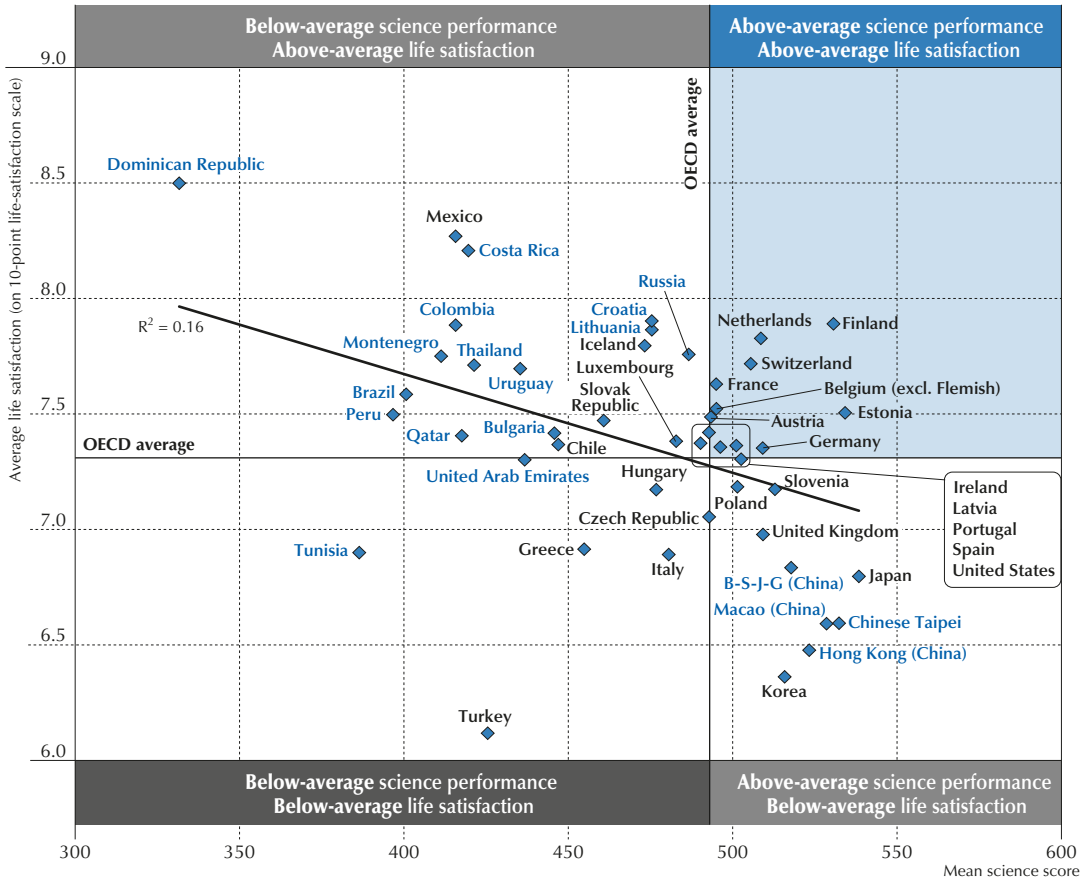
Are students who do better at school more satisfied with their life? As schoolwork represents one of the main life activities for 15-year-old students, high-performing students can be expected to have a sense of achievement and a more positive outlook on life. But empirical evidence of "the virtuous circle" – high achievement increases students' life satisfaction, which, in turn, motivates students to work harder – is limited. Perceived academic competence has been shown to predict life satisfaction (Huebner, Gilman and Laughlin, 1999; Suldo and Huebner, 2004), but the relationship between objective indicators of academic achievement and life satisfaction is much less clear (Chang et al., 2003).

Data from PISA 2015 show that, across countries, there is a modest, negative relationship between average performance in science and the average life satisfaction of 15-year-old students (Figure III.3.3). In other words, students in low-achieving countries tend to report higher levels of life satisfaction than students in high-achieving countries. Some countries stand out from this general pattern. In Finland, the Netherlands and Switzerland, for example, students perform above average in science and were more likely to report that they are satisfied with their life. Students in Turkey score below average in science and were more likely to report low life satisfaction.

Students in the countries in the upper left quadrant of Figure III.3.3, notably those in Colombia, Costa Rica, the Dominican Republic, Mexico and Montenegro, reported relatively high life satisfaction, but the countries score lower than average in science. Countries and economies in East Asia, including Hong Kong (China), Korea, Macao (China) and Chinese Taipei, perform much better than the OECD average, but students in these countries and economies reported relatively low satisfaction with life.

This correlation should not be interpreted as evidence of a trade-off between high achievement and student well-being. The results might, in fact, partly reflect cultural differences in response styles and self-presentation. The data cannot distinguish cultural factors that might affect adolescents' reports of life satisfaction from school influences on students' quality of life.

Figure III.3.3 ■ **Life satisfaction and performance across education systems**



Source: OECD, PISA 2015 Database, Tables I.2.3 and III.3.2.

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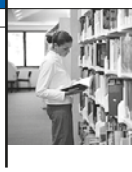
Analyses of the within-country variation in students' satisfaction with their life can provide a more nuanced picture of the relationship between performance and self-reported well-being. In most countries, top-achieving students (those in the top 10% of the performance distribution) and low-achieving students (those in the bottom 10% of the performance distribution) reported similar levels of life satisfaction (Tables III.3.3a and III.3.3b). Higher scores in reading are not associated with higher life satisfaction, on average, while stronger performance in mathematics and science is related to modest increases in self-reported quality of life (Figure III.3.4). Only in France, Japan and Macao (China) are top achievers in reading more satisfied with their life than low achievers.

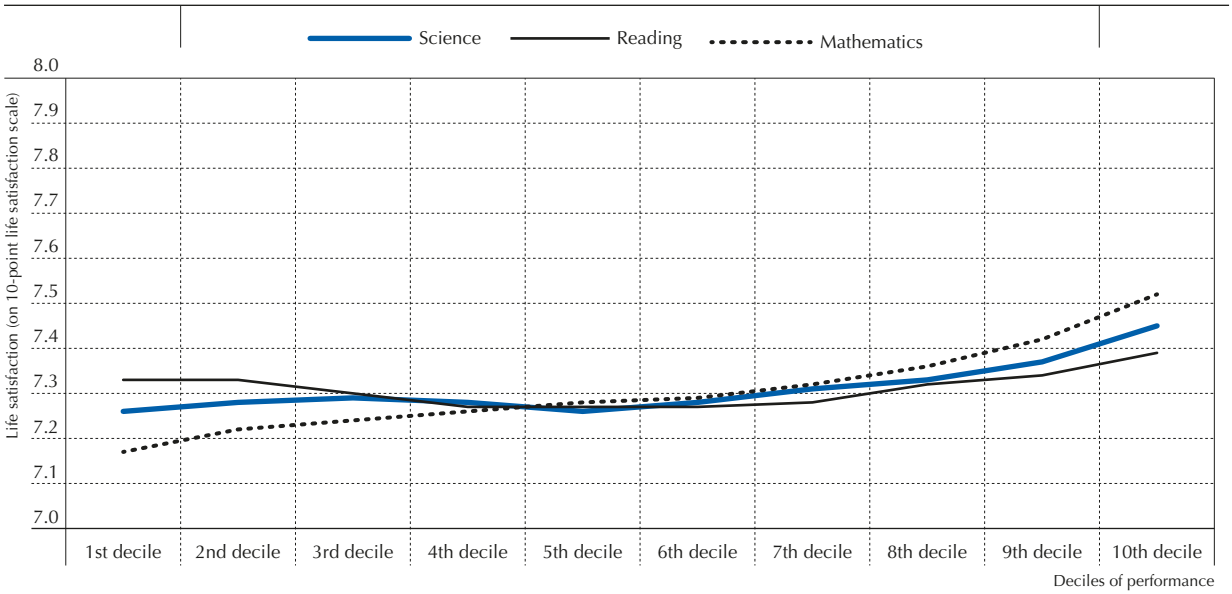
The relationship between performance and life satisfaction tends to be stronger among girls than among boys (Table III.3.5). On average across OECD countries, top-achieving girls in science reported an average life satisfaction of 7.3, while low-achieving girls reported 6.9 (a difference of 0.4 point). Top-achieving and low-achieving boys in science reported the



same level of life satisfaction (both 7.6). In Costa Rica, Croatia, the Netherlands and the Russian Federation (hereafter "Russia"), top-achieving boys in science reported a life satisfaction that is at least 0.5 point below low-achieving boys, while in France, Macao (China) and Peru, high-achieving boys reported higher life satisfaction than low-achieving boys by around 0.5 point.

Figure III.3.4 ■ **Life satisfaction and performance in core PISA subjects**

OECD average



Source: OECD, PISA 2015 Database, Tables III.3.3a and III.3.3b.

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Box III.3.1 **Time spent studying, performance and life satisfaction**

It has become conventional wisdom that the highest-achieving education systems build their success on making students work around the clock. Educators and parents are increasingly concerned about the culture of overwork in education, where high achievement equals hours of homework, catch-up classes, after-school lessons, long school terms and frequent testing (*The Guardian*, 2014; Deb et al., 2015; Leonard et al., 2015; *Shanghai Daily*, 2015). Adolescents, just like adults, need time every day to unwind and interact with their peers. Too much pressure in schools might mean that students feel compelled to spend more time studying, leaving less time for these non-academic activities, at the expense of students' quality of life.

Data from PISA can help establish whether these concerns about overwork are well placed or exaggerated. In 2015, students from Beijing-Shanghai-Jiangsu-Guangdong (China) (hereafter "B-S-J-G [China]"), Chile, Costa Rica, Korea, Chinese Taipei, Thailand and Tunisia spent at least 30 hours per week in regular lessons (all subjects combined; Table II.6.32). Long hours of study at school are observed among both the high-performing and low-achieving students of these school systems.

A significant number of 15-year-old students spend a large fraction of their waking hours in school lessons or studying school subjects. On average across OECD countries, 13% of students spend at least 60 hours per week studying at school (taking science, language-of-instruction and mathematics lessons) and outside of school (on homework, additional instruction, and in private study; Figure III.3.5). More than 40% of students in B-S-J-G (China) and the United Arab Emirates reported spending that many hours studying, while less than 5% of students in Finland and Germany reported so.

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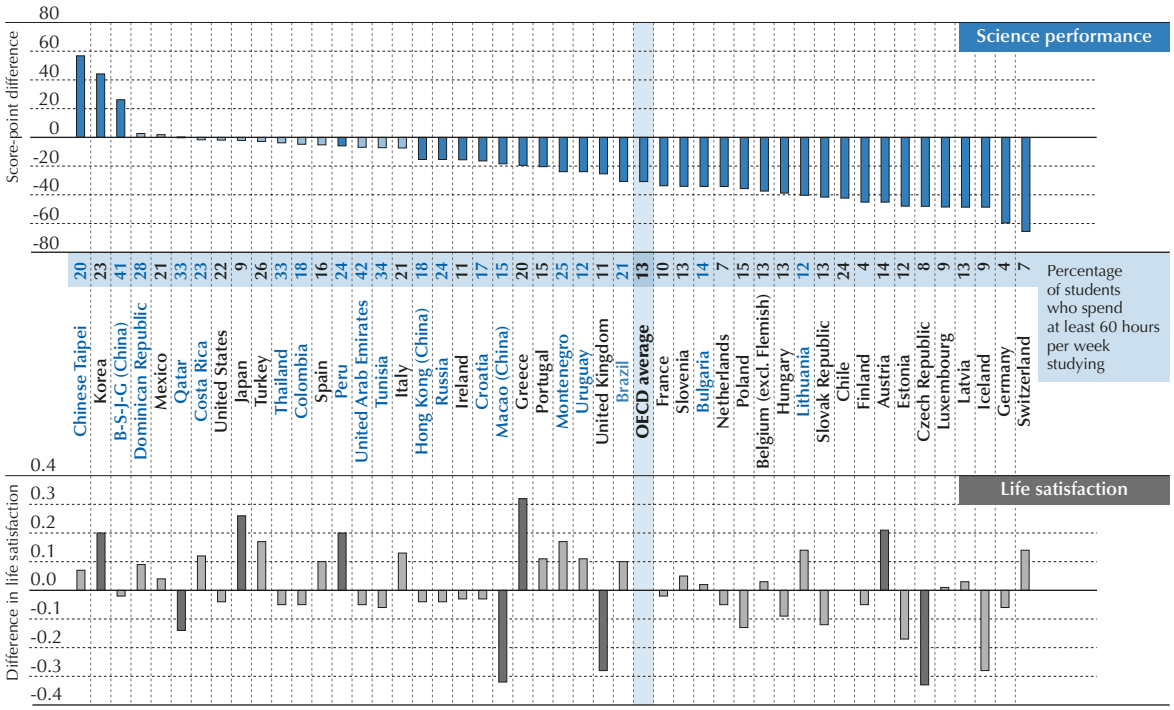
Figure III.3.5 ■ **Long study hours, performance and life satisfaction**

Differences between students who study at least 60 hours per week and students who study up to 40 hours per week in and out of school



Note: Statistically significant values are marked in a darker tone (see Annex A3).

Countries and economies are ranked in descending order of the score-point difference in science between students who study at least 60 hours a week and students who study up to 40 hours a week.

Source: OECD, PISA 2015 Database, Tables III.3.6 and III.3.7.

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Do long hours of study result in better performance on the PISA test? Previous analysis of PISA 2015 data shows that more time spent in science lessons is positively related to performance, while additional hours of study after school are related to poorer performance (OECD, 2016). On average across OECD countries, students who spend at least 60 hours per week on schoolwork (either at school or outside of school) score 28 points lower in mathematics, 33 points lower in reading, and 31 points lower in science than students who study 40 hours per week at most, after accounting for students' socio-economic status (Table III.3.6). This result is clearly related to the fact that, in most countries, low-achieving students are more likely than high-achievers to attend additional lessons for remedial purposes (OECD, 2016).

Differences across countries in the association between long study time and performance are striking, and reflect institutional and cultural variations in how after-school learning activities are organised, what they are intended to achieve, and how students are selected for them. In Germany and Switzerland, students who study for long hours score 60 points or more lower in science than students who spend fewer hours studying; while in B-S-J-G (China), Korea and Chinese Taipei, studying 60 hours or more per week is associated with large improvements in performance (Figure III.3.5). In these Asian countries/economies, spending many hours on homework and in additional instruction seems to be central to the life of top-performing students.

Studying very long hours is not necessarily associated with a lower quality of life, as perceived by students. On average, students who spend 60 hours or more per week on their studies report the same level of life satisfaction as students who study 40 hours per week or less. After accounting for students' socio-economic status, in Austria, Greece, Japan, Korea and Peru, students who study longer hours reported life satisfaction at least 0.2 point higher on the life satisfaction scale than students who reported studying fewer hours. The opposite relationship is found in the Czech Republic, Macao (China), and the United Kingdom. Korea is the only countries where students who

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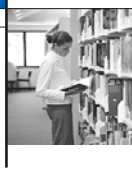

spend many hours studying reported higher life satisfaction and score higher than students who spend fewer hours studying. Korean adolescents who work hard and are successful in their studies may be more likely to receive positive feedback, attention, and respect from parents and teachers, which can, in turn, contribute to a greater satisfaction with life (Park and Huebner, 2005).

The relationship between study time and life satisfaction is likely to depend on how much students enjoy learning, and on the motivations that lead them to study outside of regular school hours. In particular, a student who spends more than 60 hours per week studying, but believes that this is what is expected from any 15-year-old student, and is what must be done to succeed (i.e. the student has internalised the cultural norms and value of long hours of study) is less likely to perceive an imbalance in the use of his or her time than a student who studies 40 hours per week only because his or her parents insist, or because all of his or her peers do.

The prevalence of additional instruction after school hours

The PISA educational career questionnaire includes detailed information on additional instruction in 22 countries and economies. Figure III.3.6 shows that, on average across these 22 countries and economies, about 60% of students take additional lessons in science and 72% take additional lessons in mathematics. Students in Thailand are most likely to attend additional lessons in both subjects (more than 89% of students do) and spend more hours on extra courses (over five hours per week, on average, in both subjects). In Korea, students start to take additional lessons when they are still very young. On average, 15-year-old Korean students who sit the PISA test have already taken 6.4 years of extra courses. At least one in two students across the 22 countries and economies reported taking extra courses with their regular teacher.

Figure III.3.6 ▪ **Prevalence of and motivations for additional instruction**

	Attendance at additional lessons					Percentage of students who attend additional lessons because:				
	Additional science lessons		Additional mathematics lessons							
	Percentage of students attending additional lessons	Hours per week spent in additional lessons	Percentage of students attending additional lessons	Hours per week spent in additional lessons	Number of years spent attending additional instruction	They want to learn more	Their parents wanted them to attend	They want to improve their grades	Attending additional lessons is gratifying	The teacher in the additional science instruction is one of the regular teachers in the school courses in 2015
Thailand	89.7	5.6	91.2	5.4	5.6	88.9	63.6	70.3	64.3	79.0
Greece	85.1	3.9	88.8	4.1	4.2	54.7	38.0	58.3	23.0	32.5
Bulgaria	84.0	3.8	87.2	3.8	4.3	58.6	21.5	47.0	28.1	56.6
United Kingdom (England)	74.7	3.0	74.3	2.8	3.9	60.3	40.9	67.6	23.1	71.6
Slovenia	68.6	2.2	81.9	3.1	4.5	45.4	11.5	40.0	12.6	38.9
Korea	67.7	2.3	88.7	5.0	6.4	46.0	12.7	52.2	9.7	54.1
Peru	63.6	2.7	73.7	3.6	3.9	85.6	45.0	74.3	54.0	75.1
Poland	62.2	2.2	72.3	2.3	5.3	59.5	31.2	52.0	28.6	68.4
Australia	61.2	2.8	73.8	3.3	4.5	48.3	32.3	45.8	22.6	56.9
Average-22	**59.6**	**2.5**	**72.4**	**3.1**	**4.1**	**56.0**	**30.0**	**50.8**	**25.9**	**51.3**
B-S-J-G (China)	59.4	2.5	74.0	3.7	3.5	82.6	42.6	75.1	43.6	58.2
Hong Kong (China)	58.7	2.3	76.9	3.1	4.8	72.2	38.0	65.3	35.5	45.2
Latvia	58.3	2.3	75.8	3.0	5.2	69.3	34.2	60.6	27.6	59.0
Slovak Republic	58.1	2.7	72.8	3.3	3.3	53.7	29.0	41.5	25.0	45.0
Italy	57.5	2.5	68.1	2.9	3.6	46.6	24.6	37.9	19.6	39.6
Spain	56.5	2.1	70.5	2.5	4.9	40.7	30.8	50.5	13.8	28.1
Lithuania	55.8	2.4	65.6	2.9	2.7	60.6	26.6	46.3	24.4	51.5
Belgium (French)	54.2	2.2	68.4	2.7	2.5	35.4	23.8	29.2	18.0	33.5
Croatia	46.8	2.1	66.6	2.6	3.7	57.5	29.6	50.9	22.2	53.5
Germany	45.0	1.7	68.1	3.0	m	43.1	23.8	50.8	18.5	m
Hungary	44.7	1.9	62.6	2.2	3.6	42.6	23.3	32.6	18.5	40.3
Iceland	34.1	1.5	59.2	2.1	2.2	40.6	21.0	37.1	21.4	45.4
Denmark	24.5	1.0	32.7	1.3	3.1	40.4	15.4	32.0	16.2	44.0

Note: The figure only includes countries and economies that participated in the optional Education Career questionnaire.
Countries and economies are ranked in descending order of the percentage of students attending additional science lessons.
Source: OECD, PISA 2015 Database, Table III.3.9.

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According to students' self-reports, the desire to learn more and improve their school marks motivates students to take additional lessons, particularly so in B-S-J-G (China), Hong Kong (China), Peru and Thailand. It was much less common for students to report that they take additional lessons because their parents want them to. For example, in Korea and Slovenia only one in eight students so reported. The pleasure of learning is not often cited as a reason for taking additional lessons. Some 64% of students in Thailand and 54% of students in Peru reported that they take additional lessons because they find it gratifying to study; only 10% of Korean students cited the pleasure of studying as a motive for taking additional classes.

The weak relationship between performance in PISA and students' satisfaction with their life does not necessarily mean that efforts invested in schoolwork and success at school cannot improve students' quality of life. The relationship between students' perceived quality of life and the effort they put into their schoolwork is complex. If some aspects of high academic performance, such as a sense of achievement, can boost students' satisfaction with life, other aspects, such as intense competition, psychological pressure and a work-leisure imbalance, might sap the energy and positive attitudes that adolescents need to flourish in life (Suldo et al., 2013).

SCHOOL CLIMATE, TEACHING PRACTICES AND VARIATIONS IN LIFE SATISFACTION ACROSS SCHOOLS

Adolescence is a turning point in life: depending on the kinds of care and opportunities that adults and institutions provide to adolescents, young people emerge from this phase of life full of promise, or full of problems (Roeser, Eccles and Sameroff, 2000). Schools are one of the most important social institutions for most adolescents, and the environment in which students learn can shape students' development and life satisfaction (Aldridge et al., 2016). Every school has its own distinct climate, which is composed of both psychological and institutional attributes (Modin and Östberg, 2009). There is no universal recipe to make a "happy school", and schools cannot be expected to make every student feel very satisfied with their life. But a growing body of research shows that schools, together with other social institutions, can attend to children's fundamental psychological and social needs, and help students develop a sense of control over their life and resilience in the face of unfavourable situations (Natvig et al., 2003; Suldo, 2016).

Specific instructional, interpersonal and organisational processes at school can be associated with students' socio-emotional functioning, depending on whether or not they meet adolescents' needs for competence, autonomy and quality relationships (Roeser, Eccles and Sameroff, 2000). Empirical studies, school interventions and interviews with school-aged children have identified the following characteristics common to schools where students feel the most satisfied (Aldridge et al., 2016; Comer and Ben-Avie, 1996; Gilman and Huebner, 2003; Suldo et al., 2013): engaging academic activities; order and discipline; parental involvement; care, respect and trust among students; positive student-teacher relations (i.e. competence and relational ability of teachers); and fairness (i.e. boys and girls of all ethnicities and socio-economic status are treated equally by adults in the school and have access to the same materials, activities and opportunities).

Teachers can play a particularly important role in creating the conditions for students' psychological well-being at school. Happier students tend to report positive relations with their teachers (Hoge, Smit and Hanson, 1990; Reddy, Rhodes and Mulhall, 2003; Roeser, Eccles and Sameroff, 1998). When students perceive that their teachers support them, they can cope better with stress at school (Malecki and Demaray, 2006).

PISA 2015 includes several questions on students' perceptions about their learning environment, with a focus on science classes. PISA asked students how often ("every lesson", "most lessons", "some lessons" or "never or hardly ever") their science teachers show an interest in every student's learning; give extra help when students need it; help students with their learning; continue teaching until students understand the material; and give students an opportunity to express their opinions. Students' responses were combined to create the index of teacher support in science classes (OECD, 2016). Figure III.3.7 shows that relatively "happy" schools (schools where students' life satisfaction is above the average in the country) have a higher index of teacher support than relatively "unhappy" schools (schools where students' life satisfaction is below the average in the country). In other words, students' perceptions of support from teachers seem to be a characteristic feature of schools where students report greater subjective well-being.

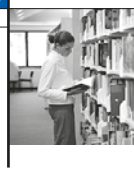
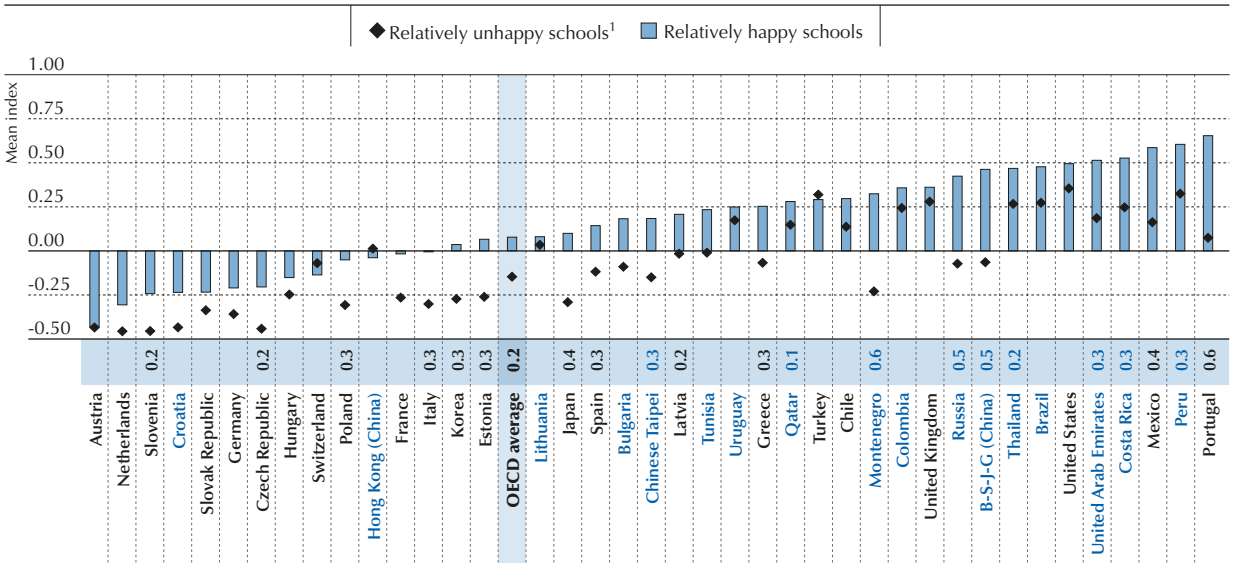


Figure III.3.7 ■ **Teacher support in "happy" and "unhappy" schools**

Index of teacher support in schools where students' life satisfaction is statistically significantly above/below the average in the country/economy



1. Relatively happy (unhappy) schools are schools where students' life satisfaction is statistically significantly above (below) the average in the country/economy.

Note: Statistically significant differences in the index of teacher support between schools that are relatively happy and those that are relatively unhappy are shown next to the country/economy name (see Annex A3).

Countries and economies are ranked in ascending order of the index of teacher support in relatively happy schools.

Source: OECD, PISA 2015 Database, Table III.3.10.

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Table III.3.11 shows that other students' perceptions about their science teachers are also more marked in happy schools than in unhappy schools. On average across OECD countries, the PISA index of adaptive instruction (how much science teachers in the school tailor lessons to the students in their classes, including to individual students who are struggling with a task), the index of perceived feedback (how much students perceive that their science teachers provide them with regular feedback), the index of enquiry-based instruction (the extent to which students engage in experimentation, debate and hands-on activities in their science classes) are all higher in happy schools than in unhappy schools.

More analysis is needed to identify the methods of teaching, assigning tasks, grading and communicating with students that can make the process of learning more enjoyable and rewarding for students, so that more students see their time learning at school and studying outside of school as time well spent. More research is also needed to determine the direction of the relationships between the school climate, teaching practices, and students' life satisfaction.

What do these results imply for policy?

- The weak link between life satisfaction and performance at school suggests that academic excellence does not always result in a better quality of life for students. Education systems should explore solutions that make learning more enjoyable and fulfilling for all students, so that high performance and personal happiness become self-reinforcing goals.
- More analysis of characteristics of schools where most students report high levels of life satisfaction could shed light on teaching practices that support psychological well-being (particularly among girls and disadvantaged students). This analysis can have implications for teacher education and training.

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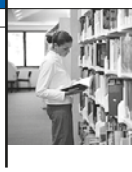

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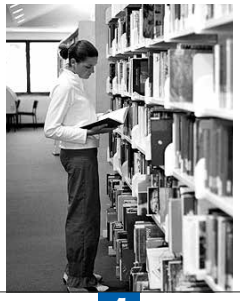


4

Schoolwork-related anxiety

For many students, assignments and tests present less a motivation to learn useful skills than a source of deep anxiety. This chapter examines the prevalence of schoolwork-related anxiety among students and how that anxiety can affect not only performance but students' overall well-being. The chapter concludes with a discussion of how teachers and parents can help reduce students' anxiety at school.

Although some students regard academic challenges and assessments as a way to improve themselves, many others develop serious anxiety when they cannot solve tasks at school, when they have problems with homework or when they know they are to be tested. This is especially true for students who have low confidence in their skills and for those who believe that their worth depends on doing better than others (Zeidner, 2007).

What the data tell us

- Feelings of anxiety related to schoolwork are common among 15-year-old students. On average across OECD countries, more than one in two students often worry about the difficulty of exams and feel very anxious, even if they are well prepared for a test.
- Anxiety is more frequent among girls than among boys. Around 64% of girls but 47% of boys reported that they agree or strongly agree that they feel very anxious even if they are well prepared for a test. In all countries and economies with the exception of Japan, girls were also more likely than boys to report that they get very tense when they study and that they get nervous when they don't know how to solve a task at school.
- Schoolwork-related anxiety is negatively related to performance at school and to life satisfaction.
- Students who reported that their science teachers adapt the lesson to the class's needs or provide individual help are less likely to feel anxious about their schoolwork.
- Girls whose parents encourage them to be confident were less likely to report feeling tense when they study.

The anxiety related to school tasks and tests, along with the pressure to get higher marks and the concern about receiving poor grades, is one of the sources of stress most often cited by school-age children and adolescents. Students who suffer from anxiety are more likely to perform poorly, be frequently absent from school, and drop out of school altogether (Cortina, 2008; Ramirez and Beilock, 2011). Excessive levels of anxiety can also negatively affect student's social and emotional development and sense of self-worth, prompt students to use chemical substances to reduce stress, and lead to exhaustion (Salend, 2012; Zeidner, 1998).

PREVALENCE OF SCHOOLWORK-RELATED ANXIETY AMONG 15-YEAR-OLD STUDENTS

Anxiety has different dimensions, and PISA 2015 chose to focus on the students' cognitive and emotional reactions to schoolwork. PISA 2015 asked students to report whether they strongly agree, agree, disagree or strongly disagree with the following statements: "I often worry that it will be difficult for me to take a test"; "I worry I will get poor grades at school"; "I feel very anxious even if I am well prepared for a test"; "I get very tense when I study for a test"; and "I get nervous when I do not know how to solve a task at school". The PISA questions thus cover both study- and test-related anxiety. Students' responses were used to construct the index of schoolwork-related anxiety, standardised to have a mean of 0 and a standard deviation of 1 across OECD countries. Positive values on the index indicate that students reported higher levels of schoolwork-related anxiety than the average student across OECD countries; negative values indicate that students reported lower levels of anxiety than the average student.

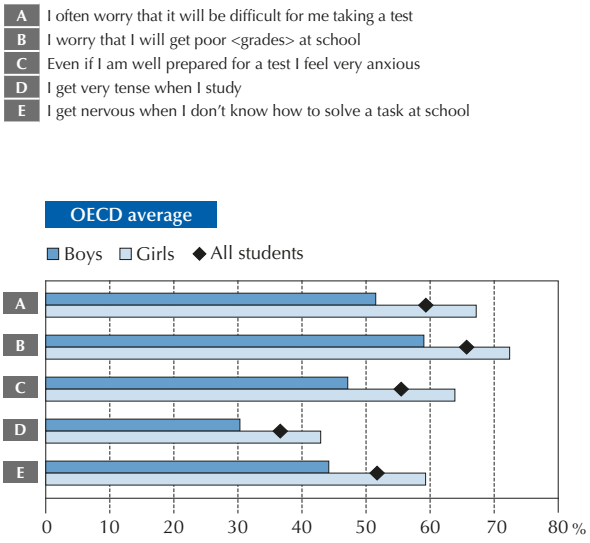
On average across OECD countries, about 59% of students reported that they often worry that taking a test will be difficult, and 66% reported that they worry about poor grades. Some 55% of students reported feeling very anxious for a test even if they are well prepared; 37% reported they get very tense when studying; and 52% reported that they get nervous when they don't know how to solve a task at school (Table III.4.1). There is a weak, negative correlation between an education system's performance in PISA and students' reported anxiety. Among the three countries where students reported the highest degree of schoolwork-related anxiety, Brazil and Costa Rica perform significantly below average, while Singapore is the top-performing country in PISA 2015 (Table III.4.5 and Figure I.2.13).

In all countries and economies that participated in PISA 2015, girls reported greater anxiety than boys (Table III.4.5). On average across OECD countries, boys were about 13 percentage points less likely than girls to report they get very tense when they study (Figure III.4.1). About 64% of girls but 47% of boys reported feeling very anxious even when they are well prepared for a test. This gender difference is particularly striking in the Nordic countries of Denmark, Iceland, Norway and Sweden (Table III.4.2). One possible explanation may be that girls are less self-confident than boys and, as a result, experience more worry and discomfort before and during evaluations (Zeidner, 1998). For girls, the prospect

of an assessment, particularly in subjects like mathematics and science, may pose what psychologists call a "stereotype threat" (Stoet and Geary, 2012) – the possibility that poor performance will confirm negative assumptions about the group to which they belong (for example, the stereotype that girls cannot excel in mathematics and science) (Stoet and Geary, 2012). Another possibility is that boys choose not to report being anxious in PISA because of social norms that expect boys to be strong and confident.

Figure III.4.1 ■ **Prevalence of schoolwork-related anxiety, by gender**

Percentage of students who reported that they "agree" or "strongly agree" with the following statements



		Index of schoolwork-related anxiety	% A	% B	% C	% D	% E
OECD	Australia	0.2	62	65	68	47	60
	Austria	-0.1	64	63	51	19	43
	Belgium	-0.2	56	65	42	28	54
	Canada	0.2	59	64	64	46	63
	Chile	0.1	59	81	56	40	54
	Czech Republic	-0.2	55	58	40	32	49
	Denmark	0.1	55	65	64	46	54
	Estonia	-0.2	51	55	53	28	41
	Finland	-0.4	38	44	49	18	37
	France	-0.1	62	65	47	29	55
	Germany	-0.3	52	53	42	22	35
	Greece	-0.1	46	48	59	38	65
	Hungary	-0.1	62	66	54	27	46
	Iceland	-0.1	48	59	51	37	44
	Ireland	0.1	62	69	63	46	55
	Israel	-0.3	58	50	44	33	43
	Italy	0.5	66	85	70	56	77
	Japan	0.3	78	82	62	33	50
	Korea	0.1	69	75	55	42	52
	Latvia	-0.1	53	68	43	27	47
	Luxembourg	-0.2	58	64	48	28	44
	Mexico	0.3	72	79	60	50	65
	Netherlands	-0.5	34	45	39	14	26
	New Zealand	0.3	65	67	72	51	61
	Norway	0.1	51	66	61	46	49
	Poland	-0.1	62	70	45	26	41
	Portugal	0.5	84	88	69	46	65
	Slovak Republic	-0.2	61	62	47	29	45
	Slovenia	0.1	61	72	62	36	51
	Spain	0.4	75	88	67	48	56
	Sweden	0.0	56	56	61	41	59
	Switzerland	-0.4	48	56	34	21	35
	Turkey	0.3	70	74	59	56	69
	United Kingdom	0.3	62	67	72	52	55
	United States	0.2	63	61	68	43	65
Partners	Brazil	0.6	79	93	81	56	74
	B-S-J-G (China)	0.2	66	79	62	55	60
	Bulgaria	-0.1	52	61	55	46	62
	Colombia	0.5	74	87	79	58	72
	Costa Rica	0.6	78	92	81	55	61
	Croatia	0.0	72	74	47	36	43
	Dominican Republic	0.4	65	82	80	53	64
	Hong Kong (China)	0.3	71	82	67	53	58
	Lithuania	-0.1	61	65	56	43	48
	Macao (China)	0.4	74	78	66	58	58
	Montenegro	0.1	65	68	65	47	58
	Peru	0.1	60	79	72	43	49
	Qatar	0.2	71	69	65	49	55
	Russia	-0.1	52	71	51	39	60
	Singapore	0.6	74	86	76	60	71
	Chinese Taipei	0.4	74	82	67	62	68
	Thailand	0.1	66	77	63	47	57
	Tunisia	0.1	58	73	60	57	52
	United Arab Emirates	0.2	68	72	62	44	63
	Uruguay	0.5	72	90	73	53	67

Note: All gender differences are statistically significant (see Annex A3).
Source: OECD, PISA 2015 Database, Tables III.4.1, III.4.2 and III.4.5.
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Socio-economic status is related to schoolwork-related anxiety in the majority of countries and economies that participated in PISA 2015. Differences in anxiety related to socio-economic status are particularly wide in Denmark, Luxembourg and Sweden (Table III.4.2). In Sweden, for example, 65% of disadvantaged students but only 48% of advantaged students reported they often worry about the difficulty of a test. In Luxembourg and Tunisia, disadvantaged students were at

least 18 percentage points more likely than advantaged students to feel anxious about a test, regardless of how well prepared they are. By contrast, advantaged students in Colombia, the Dominican Republic, Korea, Peru and Spain were at least 5 percentage points more likely than disadvantaged students to report that they worry about getting poor results. Advantaged students in Korea, in particular, were more likely than disadvantaged students to also report feeling tense when studying and feeling anxious even if they felt well prepared for the test. Sources of academic anxiety vary across cultures (Zeidner et al., 2005), and in some cultures parental expectations increase as socio-economic status rises (Ang and Huan, 2006; Chen, 2012; Xiao, 2013).

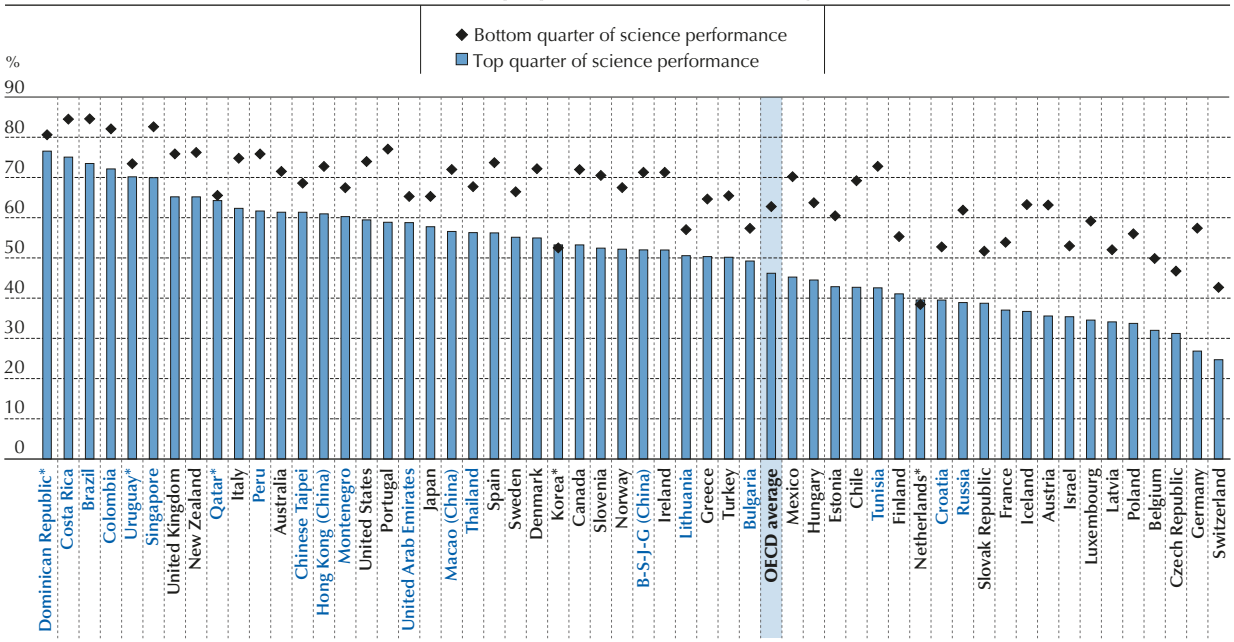
CONSEQUENCES OF SCHOOLWORK-RELATED ANXIETY

Anxiety can be highly disabling (Herzer, Wendt and Hamm, 2014). People with high levels of anxiety are more likely than people with low levels of anxiety to think and behave in ways that are irrelevant to the task at hand, thus undermining their performance (Sarason, Sarason and Pierce, 1990; Spielberger, 2013). Highly anxious students often feel that they have no influence over the outcome of the evaluation (Schunk, 1991).

PISA 2015 shows that anxiety is negatively related to performance in science, mathematics and reading. On average across OECD countries, 63% of low-achieving students in science (students in the bottom quarter of science performance in a country) and 46% of high-achieving students (students in the top quarter) reported that they feel anxious for a test no matter how well prepared they are (Figure III.4.2). The difference in schoolwork-related anxiety between low-achieving and high-achieving students in science is particularly large (over 25 percentage points) in Austria, Chile, Germany, Iceland and Tunisia (Table III.4.3a). By contrast, in Brazil, Colombia, Costa Rica, the Dominican Republic, Korea, Peru, Spain, Thailand and Tunisia, high-achieving students in science are more concerned than low-achievers about getting poor grades. At the cross-national level, there is a weak, negative relationship between the index of schoolwork-related anxiety and the system's science performance.

Figure III.4.2 ■ **Schoolwork-related anxiety among students in the top and bottom quarters of science performance**

Percentage of students who reported that they "agree" or "strongly agree" with the statement "Even if I am well prepared for a test, I feel very anxious"



Note: Differences in the percentage of students who feel anxious that are not statistically significant are marked with an asterisk next to the country/economy name (see Annex A3).

Countries and economies are ranked in descending order of the percentage of high-performing students in science who reported that they feel very anxious even if they are well prepared for a test.

Source: OECD, PISA 2015 Database, Table III.4.3a.

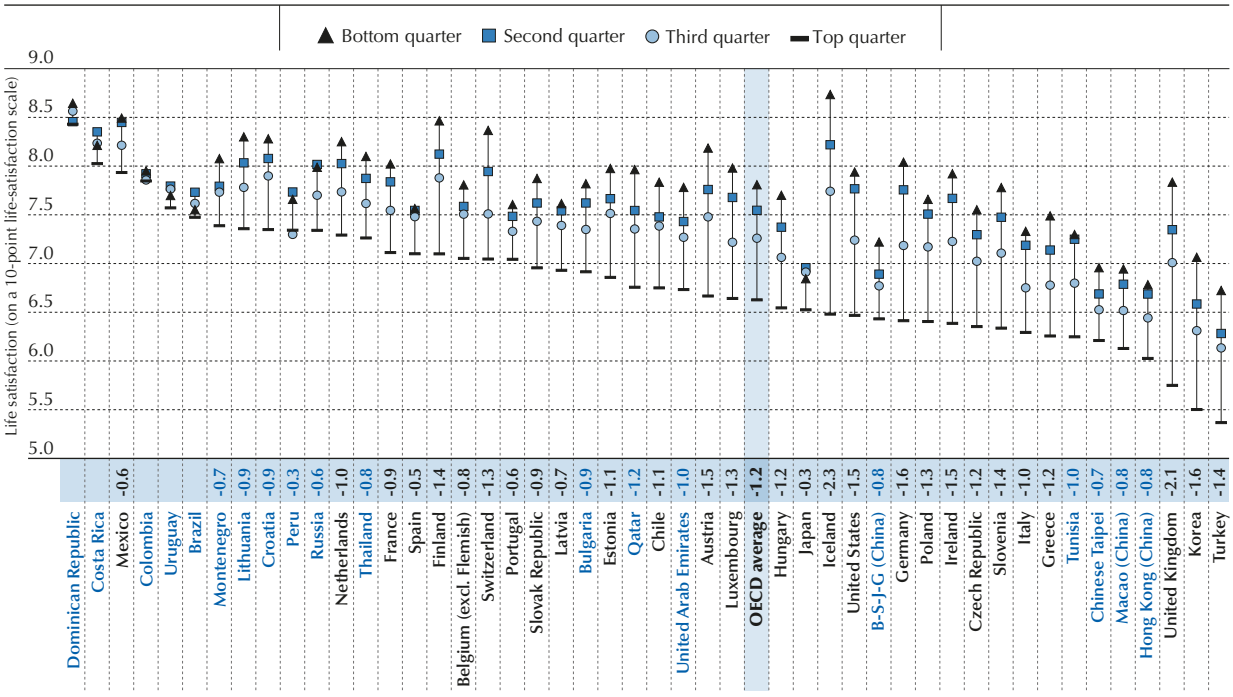
StatLink http://dx.doi.org/10.1787/888933470851

The fear of making mistakes on a test often disrupts the performance of top-performing students who "choke under pressure" (OECD, 2015). On average across OECD countries, 55% of girls but 38% of boys who are among the top 25% of students in their country in science performance reported that they feel very anxious for a test even if they are well prepared (Table III.4.4). But gender differences in anxiety are also observed among low-achieving students. Some 71% of low-achieving girls but 54% of low-achieving boys in science reported that they feel very anxious even if they are well prepared.

On average across OECD countries, students in the top quarter of the index of schoolwork-related anxiety reported a level of life satisfaction that is 1.2 points lower (over half of a standard deviation on the life satisfaction scale, which ranges from 0 to 10) than students in the bottom quarter of the index (Figure III.4.3 and Table III.4.9). The relationship between life satisfaction and schoolwork-related anxiety is particularly strong in Iceland and the United Kingdom (over two points of a difference on the scale between students in the top quarter and those in the bottom quarter of the index of schoolwork-related anxiety). Only in Brazil, Colombia, Costa Rica, the Dominican Republic and Uruguay is this relationship not statistically significant.

Figure III.4.3 ■ **Schoolwork-related anxiety and life satisfaction**

Average life satisfaction, by quarter of the index of schoolwork-related anxiety



Note: Statistically significant differences between the top and bottom quarters on the distribution of schoolwork-related anxiety are shown next to the country/economy name (see Annex A3).

Countries and economies are ranked in descending order of the average life satisfaction among students in the top quarter of the index of schoolwork-related anxiety.

Source: OECD, PISA 2015 Database, Table III.4.9.

StatLink http://dx.doi.org/10.1787/888933470868

SOURCES OF AND REMEDIES FOR SCHOOLWORK-RELATED ANXIETY

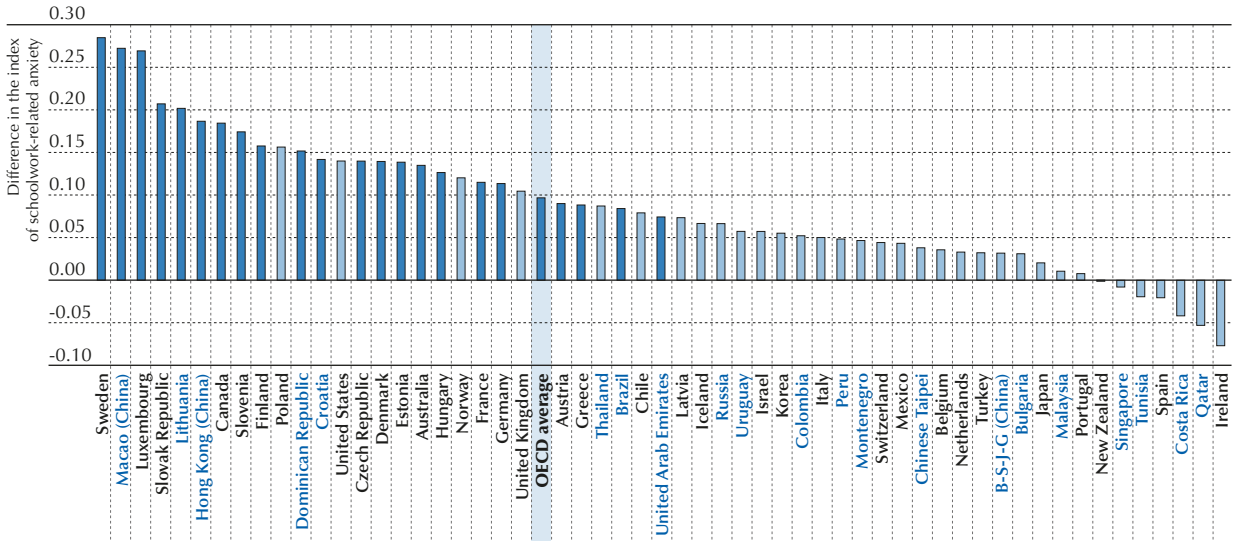
Students who attend schools with high performance standards may face a greater risk of developing anxiety about schoolwork, particularly if they feel that they cannot keep up with the achievements of their peers, and if teachers and school leaders assign a high value to rankings and competition within the classroom. Parents of students in elite schools often pay substantial tuition fees and expect their children to gain admission to top-tier universities. These elite tertiary institutions are becoming more and more selective, and some schools are responding to this competitive climate by providing more difficult classes, not always appropriate to the students' developmental levels. Students in these schools may feel caught in a cycle of escalating demands that is largely out of their control (Leonard et al., 2015). Figure III.4.4 shows that, after accounting for the performance of individual students, schoolwork-related anxiety is greater in top-performing schools (those whose students' average science performance is in the top decile of the country).

In other words, for given level of performance, students report greater anxiety if they attend more competitive schools. This result suggests that comparisons with peers can be a source of anxiety, and that a highly competitive learning environment can be a double-edged sword: some students thrive on competition, while others cannot cope with the stress.

Long study hours represent another possible factor of schoolwork-related anxiety. Students in selective, high-pressure schools might feel obliged to invest extra hours of work to comply with external expectations and with their own motivation for academic achievement. Table III.4.10 shows that, on average across OECD countries, students in schools where the average student studies more than 50 hours per week were more likely to report anxiety than students in schools where the average study time is between 35 and 40 hours per week. The relationship between study time in school and anxiety is more evident in some countries than in others. For example, in Belgium and Israel, students in schools with long study time are at least 11 percentage points more likely to report that they feel anxious for a test even if well prepared than students in schools with short study time.

Figure III.4.4 ■ **Schoolwork-related anxiety in top-performing schools**

Difference in prevalence of schoolwork-related anxiety between schools in the top decile of science performance and all other schools, after accounting for students' performance



Note: Statistically significant differences are marked in a darker tone (see Annex A3).

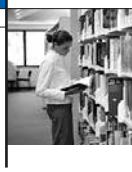
Countries and economies are ranked in descending order of the difference in schoolwork-related anxiety between schools in the top decile of science performance and all other schools.

Source: OECD, PISA 2015 Database, Table III.4.8a.

StatLink http://dx.doi.org/10.1787/888933470878

Both parents and educators often argue that anxiety is the natural consequence of testing overload. In about five out of six school systems, students are assessed at least once a year with mandatory standardised tests; in about three out of four countries/economies, students are assessed at least once a year with non-mandatory standardised tests (OECD, 2016). However, the frequency of tests as reported by school principals seems unrelated to students' level of anxiety. In fact, on average across OECD countries, students who are assessed through standardised or teacher-developed tests at least once a month reported the same level of anxiety, on average, as students who are assessed less frequently (Table III.4.15).

One interpretation of this result is that it is not the frequency of tests, but rather students' perception of the assessment as more or less threatening that determines how anxious students feel about tests. This perception is influenced by characteristics of the evaluation itself and by personal factors. According to Zeidner (1998), the nature of the task, difficulty, atmosphere, time constraints, examiner characteristics, mode of administration and physical setting determine whether an assessment is more or less likely to generate anxiety. These features of the testing environment interact with personal characteristics, such as study skills, test-taking skills, the desire for achievement, self-efficacy and academic ability. An important caveat in the interpretation of this result is that PISA data do not make a distinction between high-stake tests and low-stake tests.



Teachers can reduce anxiety and stress by regularly teaching students effective study methods. They can also help students feel prepared for the test by going over the content likely to be used in high-stakes exams, and by designing and conducting mock tests so that students are not confronted with completely unfamiliar material during the real test.

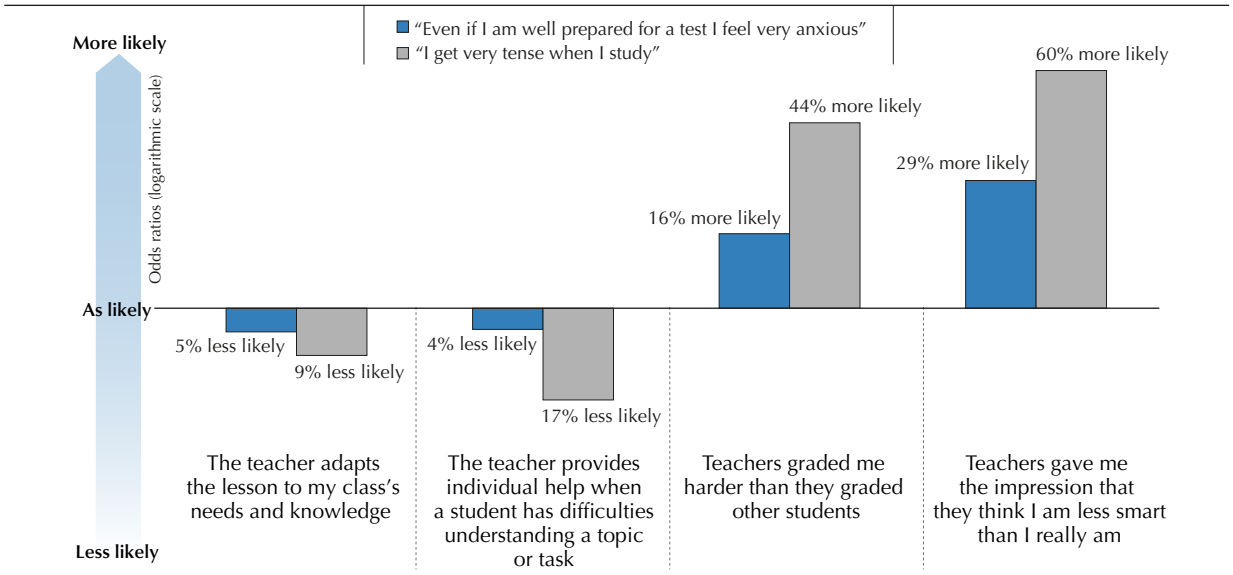
The way teachers communicate to students about homework and tests is important too. Under pressure to improve their students' test performance, teachers may emphasise the need to do well on a test to gain access to better jobs or university later on (Putwain, 2008). But these appeals to students' fears can make students feel threatened – and make them much more anxious (Putwain and Symes, 2014; Putwain and Best, 2012).

The quality of student-teacher relations and the classroom environment can greatly enhance students' resilience, motivation and confidence about schoolwork (den Brok, Brekelmans and Wubbels, 2004; von der Embse et al., 2016). For teachers, this means working to build students' self-efficacy and self-confidence by communicating clear, concrete and realistic expectations for performance. When teachers help students to set realistic learning goals, students are more likely to define and experience success on their own terms, regardless of their overall grade or the performance of their classmates (Ormrod, 2014).

Figure III.4.5 shows that teachers' practices, behaviours and communication in the classroom are associated with students' feelings about assessments. On average across OECD countries (and in 12 countries and economies with available data [Table III.4.11]), after accounting for students' performance and socio-economic status, students who reported that their science teachers adapt the lesson to the class's needs and knowledge were less likely to report feeling anxious even if they are well prepared for a test, or to report that they get very tense when they study. Students were also, on average, less likely to report anxiety if the science teacher provides individual help when they experience difficulties.

Figure III.4.5 ■ **Teachers' practices and students' schoolwork-related anxiety**

Likelihood that students feel anxious for a test even if they are well prepared or get very tense when they study for a test associated with teachers' practices



Notes: A logarithmic transformation of the odd ratios is plotted to make the values below one and above one comparable in the graph. The interpretation of the odd ratios (in terms of percentage change in the likelihood of the outcome) is indicated above or below each bar.
The values account for students' differences in the PISA index of economic, social and cultural status (ESCS) and performance in science.
All values are statistically significant (see Annex A3).
Source: OECD, PISA 2015 Database, Table III.4.11.
StatLink http://dx.doi.org/10.1787/888933470882

By contrast, negative teacher-student relations can threaten students' confidence and lead to greater anxiety. Figure III.4.5 also shows that, on average across OECD countries (and in the majority of countries and economies with available data [Table III.4.11]), students are 60% more likely to report feeling very tense when they study, and about 29% more likely to report feeling anxious before a test, if they perceive that their teacher thinks they are less smart than they

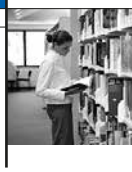
really are. Neuroscience research has shown that even short-term negative emotions at school (for example, the fear that arises in response to a teacher's facial expression showing anger) can exacerbate students' test and study anxiety (Raufelder et al., 2016).

Positive relationships with parents are another form of social support that enables adolescents to cope with stressful events (Baumrind, 1991; Cohen and Wills, 1985). Parents can help children manage anxiety by encouraging them to trust in their ability to accomplish various academic tasks. Parents who put excessive pressure on their children, by attributing too much importance to test scores and grades or setting unrealistically high expectations, can make students worry more and undermine their confidence (Gherasim and Butnaru, 2012; Putwain, Woods and Symes, 2010).

On average across OECD countries, almost 90% of students reported that their parents encourage them to be confident (Table III.9.18). Table III.4.13 shows that, after accounting for differences in performance and socio-economic status, girls who perceive that they get this form of emotional support from their parents were 21% less likely to report that they feel tense when they study, on average across OECD countries. This relationship is stronger among girls than among boys, possibly suggesting that parents have more difficulty communicating with and addressing the insecurities of their sons. This finding is consistent with previous research showing that boys have a tendency to perceive any intervention from their parents as a form of pressure, whereas girls are better at distinguishing between parental support and parental pressure (Leff and Hoyle, 1995; Raufelder et al., 2016).

What these results mean for policy

- Teachers, school leaders and school psychologists should be aware of the impact on well-being of severe schoolwork-related anxiety, and act together to create a more supportive and positive learning environment.
- Schools can educate parents about the deleterious effects of chronic anxiety among students, and engage families and students in a dialogue about expectations for achievement and the definition of success.



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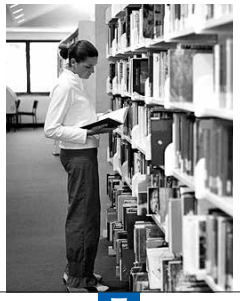


5

Students' motivation to achieve

Motivation is frequently what makes the difference between success and failure, in school as in life. This chapter examines how students' achievement motivation differs among countries and how it is related to students' gender, socio-economic status and immigrant background. It also discusses how the motivation to achieve can influence student performance and have an impact on students' satisfaction with their life.

One of the most important ingredients of achievement, both in school and in life, is motivation to achieve (OECD, 2013). In many cases, individuals with less talent, but greater motivation to reach their goals, are more likely to succeed than those who have talent but are not capable of setting goals for themselves and to stay focused on achieving them (Duckworth et al., 2011; Eccles and Wigfield, 2002). The motivation to achieve goals not only leads individuals to pursue work they perceive to be valuable, it also prompts them to compete with others (Covington, 2000). This drive may come from an internal or external source. Achievement motivation is intrinsic when it is sparked by an interest or enjoyment in the task itself. It is organic to the person, not a product of external pressure. Achievement motivation can be instead extrinsic when it comes from outside the person. Common sources of extrinsic motivation among students are rewards like good marks, or praise from parents and teachers.

Motivating students is one of the major challenges teachers face on a daily basis. Adolescents have new capabilities and interests that should motivate them to do well at school. As they become older, children become more able to exercise complex thought, have greater capacities for self-regulation, and hold a stronger desire for meaningful work (Damon, Menon, and Cotton Bronk, 2003). Despite these blossoming abilities and attitudes, steep declines in motivation to do schoolwork are often documented during adolescence (Lepper, Corpus, and Iyengar, 2005). At a period in life when school should be seen as more relevant, students rate school as less useful and important for their well-being (Wigfield and Cambria, 2010). The capacity to set goals and regulate efforts to achieve these goals is not just a characteristic of the individual but also a result of the home and school environments children encounter (Eccles and Wigfield, 2002). Because people tend to form beliefs about what they can achieve in life at a young age, the development of positive motivation to achieve at school is a prerequisite for success in life.

What the data tell us

- Girls were more likely than boys to report that they want top grades at school and that they care more than boys about being able to select among the best opportunities when they graduate. But boys were more likely than girls to describe themselves as ambitious and to aspire to be the best, whatever they do.
- In all PISA countries and economies except Belgium and Switzerland, disadvantaged students have lower levels of achievement motivation than advantaged students. On average across OECD countries, immigrant students reported higher achievement motivation than non-immigrant students.
- Achievement motivation is positively related to performance at school and to life satisfaction. On average across OECD countries, students in the top quarter of the index of achievement motivation score 37 points higher in science and reported 0.7 point higher life satisfaction (on a scale from 0 to 10) than students in the bottom quarter of the index.
- Students who want to be the best in their class or want top grades were more likely to report that they are very anxious about tests even if they are well prepared.

DIFFERENCES IN ACHIEVEMENT MOTIVATION BETWEEN AND WITHIN EDUCATION SYSTEMS

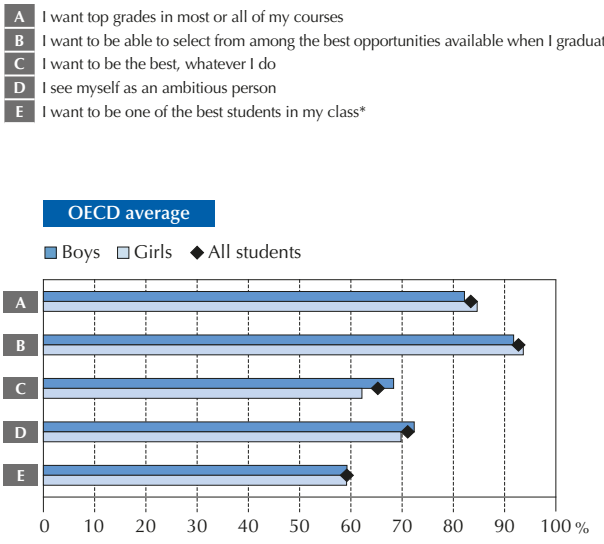
For the first time, PISA 2015 asked students to report whether they "strongly agree", "agree", "disagree" or "strongly disagree" with the following statements: "I want top grades in most or all of my courses"; "I want to be able to select from among the best opportunities available when I graduate"; "I want to be the best, whatever I do"; "I see myself as an ambitious person"; and "I want to be one of the best students in my class". Student responses to these five questions were used to construct the index of achievement motivation, which has a mean of 0 and a standard deviation of 1 across OECD countries.

This new measure of achievement motivation provides useful information on the goals students set for themselves. However, the data do not allow for distinguishing between students who have these achievement goals because they are intrinsically motivated (students who internalise and accept as their own the values and activities associated with excellence in and out of school) and students who strive to attain goals that are externally imposed on them. Extrinsically motivated actions can lead to passive compliance, or become seemingly intrinsic as individuals identify with and fully assimilate the external regulation (Ryan and Deci, 2000a). In other words, students can be extrinsically motivated by their parents or community to achieve good results at school, and still be committed and authentic in what they do (Ryan and Deci, 2000b). Striving for good grades and valuing what one learns are not necessarily incompatible goals (Covington, 2000; Hidi and Harackiewicz, 2000).

The degree of internalisation of achievement norms makes a difference for students' outcomes. Students who make efforts because they consciously value a goal or regulation enjoy positive learning outcomes, greater well-being, and value what school has to offer (Fredricks, Blumenfeld, and Paris, 2004). Students whose achievement motivation is instead mostly driven by external incentives and controlling conditions often fail to experience the feelings of joy, enthusiasm and interest that are crucial for autonomous learning. Instead, they suffer from anxiety, boredom or alienation. They are no longer interested in what is taught, but only in learning what content will be tested. Given the difficulty of distinguishing between intrinsically and extrinsically motivated goals in the PISA questions on achievement motivation, the results in this chapter should be considered together with the analysis on students' interest in and enjoyment of science – two clear manifestations of intrinsic motivation – that appears in the first volume of the PISA 2015 report (OECD, 2016a)

Figure III.5.1 ■ Students' achievement motivation, by gender

Percentage of students who reported that they "agree" or "strongly agree" with the following statements



		Index of achievement motivation (mean index)	%				
			A	B	C	D	E
OECD	Australia	0.3	89	96	87	81	74
	Austria	-0.3	78	92	46	67	47
	Belgium	-0.5	72	92	39	62	42
	Canada	0.3	89	95	82	82	73
	Czech Republic	0.3	92	96	84	69	72
	Denmark	-0.3	81	93	67	61	42
	Estonia	-0.1	77	83	50	80	69
	Finland	0.0	92	95	66	75	51
	France	-0.6	61	80	36	56	41
	Germany	-0.3	85	94	48	71	45
	Greece	-0.4	77	91	42	65	43
	Hungary	-0.1	73	96	66	78	63
	Iceland	-0.3	76	93	64	61	40
	Ireland	0.4	96	87	75	79	76
	Israel	0.4	93	97	87	85	72
	Italy	0.8	96	97	90	87	86
	Japan	-0.2	88	95	55	73	52
	Korea	-0.5	65	87	39	58	33
	Latvia	0.3	87	96	80	67	82
	Lithuania	0.0	89	93	65	75	59
	Luxembourg	-0.2	83	93	50	63	54
	Mexico	0.2	96	96	83	39	81
	Netherlands	-0.4	92	94	37	73	30
	New Zealand	0.2	89	95	86	77	70
	Norway	0.1	83	95	65	77	64
	Poland	-0.4	65	86	58	74	46
	Portugal	0.2	96	93	77	72	65
	Slovak Republic	-0.3	74	92	71	70	44
	Slovenia	-0.4	69	86	49	65	44
	Spain	-0.2	77	94	61	53	57
	Sweden	0.1	80	92	73	82	64
	Switzerland	-0.4	77	91	39	67	40
	Turkey	0.6	93	94	85	73	89
	United Kingdom	0.5	95	98	90	83	76
	United States	0.6	94	97	93	87	85
Partners	Brazil	0.1	95	97	80	40	64
	B-S-J-G (China)	0.1	72	97	89	73	81
	Bulgaria	-0.1	79	94	57	82	67
	Chile	0.5	97	98	92	40	92
	Colombia	-0.2	68	94	59	73	61
	Costa Rica	0.3	91	93	85	26	90
	Croatia	0.2	88	94	82	64	75
	Dominican Republic	0.0	83	91	66	71	64
	Hong Kong (China)	-0.5	50	91	57	56	49
	Macao (China)	-0.2	77	92	66	81	54
	Montenegro	0.3	96	97	90	39	88
	Peru	0.8	93	95	90	87	89
	Qatar	-0.1	81	95	73	89	56
	Russia	0.4	88	96	89	75	82
	Singapore	0.0	79	97	68	73	68
	Chinese Taipei	0.5	98	98	84	51	86
	Thailand	0.2	92	97	97	67	80
	Tunisia	0.7	97	96	89	91	93
	United Arab Emirates	0.8	94	96	92	89	92
	Uruguay	0.0	88	95	75	47	50

Note: Gender differences that are not statistically significant are shown with an asterisk next to the statement (see Annex A3).
Source: OECD, PISA 2015 Database, Tables III.5.1, III.5.2 and III.5.3.

StatLink http://dx.doi.org/10.1787/888933470981

The responses to the five statements show that boys and girls differ in their motivation to achieve. Girls were more likely than boys to report that they want top grades at school, and that they care more than boys about being able to select among the best opportunities when they graduate. Girls thus seem to care more than boys that their efforts at school are properly recognised, but they were less likely than boys to report that they are ambitious or competitive in contexts that are not necessarily related to school. On average across OECD countries, about 68% of boys and 62% of girls reported that they want to be the best, whatever they do (Figure III.5.1). In particular, boys in Austria, Italy, the Netherlands and Switzerland were at least 14 percentage points more likely than girls to report that they want to be the best, whatever they do. Some 72% of boys, and 70% of girls, described themselves as an ambitious person. In the Spanish-speaking countries of Chile, Colombia, Costa Rica, Mexico, Spain and Uruguay, boys were at least 13 percentage points more likely than girls to describe themselves as ambitious (Table III.5.2).

Several studies suggest that many boys do not want to be seen by their peers as interested in schoolwork (OECD 2015a; Skelton, Francis, and Valkanova, 2012). Boys can adopt a notion of masculinity that includes a disregard for authority, academic work and formal achievement. For these boys, academic achievement is not "cool" (Salisbury, Rees, and Gorard, 1999) and being studious is regarded as a feminine attribute (Skelton, Francis, and Valkanova, 2012). By contrast, studies show that girls seem to "allow" their female peers to work hard at school, as long as they are also perceived as "cool" outside of school (Van Houtte, 2004). Although a boy may understand the importance of achievement at school, he will choose not to show too much effort for fear of being excluded by his male classmates. Indeed, some have suggested that boys' motivation to achieve at school dissipates from the age of eight onwards, mostly due to the scarcity of male role models in the classroom (Salisbury, Rees, and Gorard, 1999). Low motivation related to peer pressure can be a relevant source of underachievement among boys, particularly among socio-economically disadvantaged boys (OECD, 2015a; Fryer and Austen-Smith, 2005).

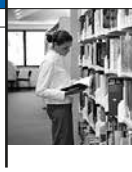
Some argue that girls' and women's relative lack of competitiveness and ambition explains gender differences in pay and career advancement (Dreber, Essen, and Ranehill, 2011; Gneezy, Niederle, and Rustichini, 2003; Niederle and Vesterlund, 2007). Society might equate upper-level management roles and men (Heilman, Block, and Martell, 1995; Ridgeway and Correll, 2004), but in many countries, teenage girls are at least as likely (if not more so) as teenage boys to aspire to a professional or managerial job requiring high academic qualifications (Francis, 2002; Mello, 2008; Schoon, 2006; Schoon, Martin, and Ross, 2007). Still, large gender differences persist in students' ambitions to pursue science-related careers (OECD, 2016a).

Gender differences in either intrinsic or extrinsic motivation to achieve can be related to gender disparities in performance. Figure III.5.2 shows gender gaps in science performance (in favour of girls) are larger in countries, such as Bulgaria and Qatar, where girls care more than boys about being able to select from among the best opportunities available when they graduate. Similar relationships are observed when using the other PISA questions on achievement motivation. This finding suggests that an inability to set clear achievement goals in their school work could be a factor behind the underperformance of many boys.

Socio-economic status is also related to the development of ambition. Young people from privileged homes benefit from more home-based and external opportunities for education, access to resources for their plans, role models, knowledge about career possibilities, and informal networks (Schoon, Martin, and Ross, 2007). Their parents also tend to have high educational aspirations for them. These resources encourage advantaged students to develop ambitious aspirations and the motivation to turn these aspirations into reality. Students who do less well in school may internalise their teachers' low expectations for them as they develop their own beliefs about their abilities and set the goals they wish to achieve.

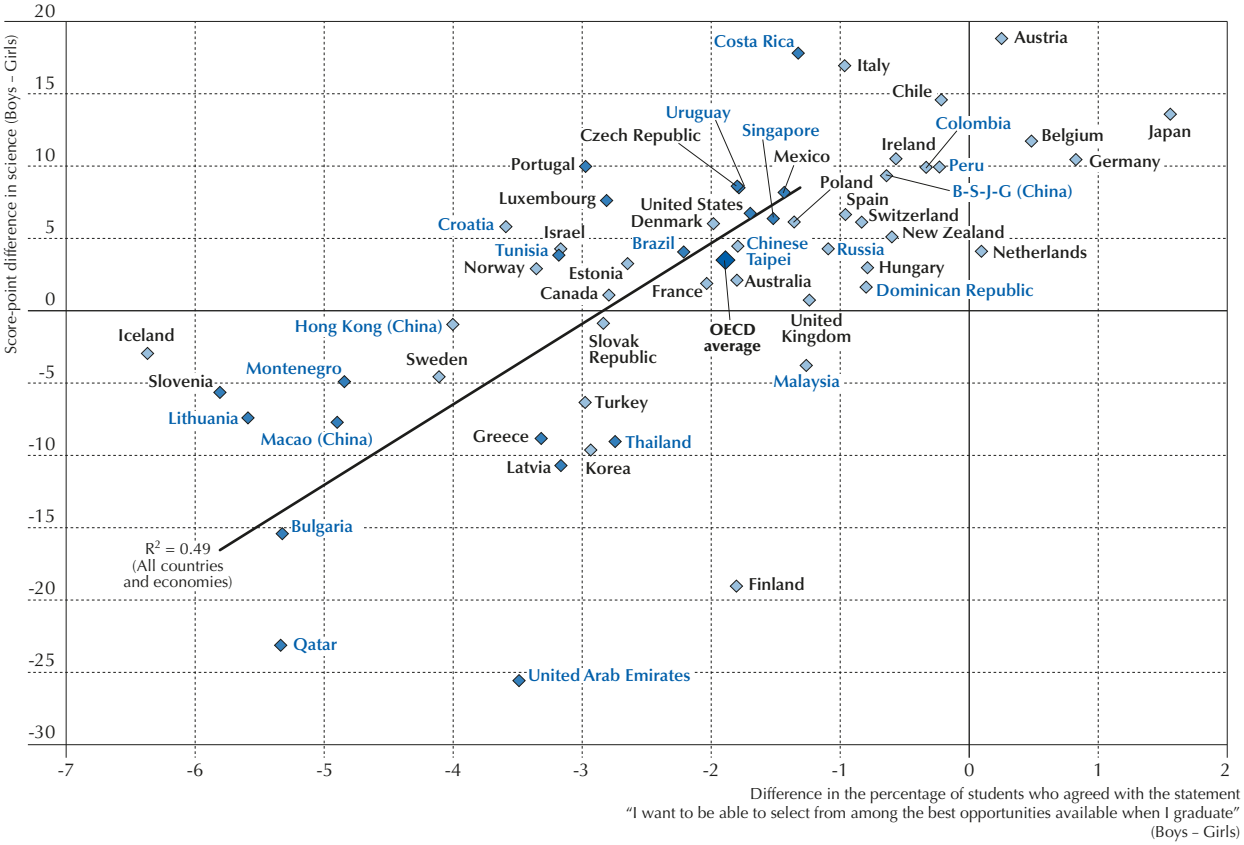
In almost all countries and economies, disadvantaged students have less achievement motivation than advantaged students (Table III.5.3). In Canada, Iceland, Korea, Lithuania and Portugal, disadvantaged students are more than half a standard deviation below their advantaged peers on the index of achievement motivation. On average across OECD countries, disadvantaged students were 11 percentage points less likely than advantaged students to report that they want to be among the best students in the class, and 13 percentage points less likely to see themselves as an ambitious person (Table III.5.2). In Colombia, the percentage of advantaged students who reported that they are ambitious is twice as large as the percentage of disadvantaged students who so reported.

Even though they may come from a relatively disadvantaged background, many immigrant students hold an ambition to succeed that in most cases matches, and in some cases surpasses, the aspirations of students who are native to their host country (OECD, 2015b). PISA 2015 shows that, on average across OECD countries, both first- and second-generation



immigrant students have a greater motivation to achieve (as measured by the PISA index of achievement motivation) than students without an immigrant background (Table III.5.3). Only in Brazil and Israel are first-generation immigrant students lower on the index of achievement motivation than non-immigrant students.

Figure III.5.2 ■ **Gender differences in achievement motivation and science performance**



Note: Gender gaps in both performance and achievement motivation that are statistically significant are shown in a darker tone (see Annex A3).
Source: OECD, PISA 2015 Database, Tables I.2.8a and III.5.2.
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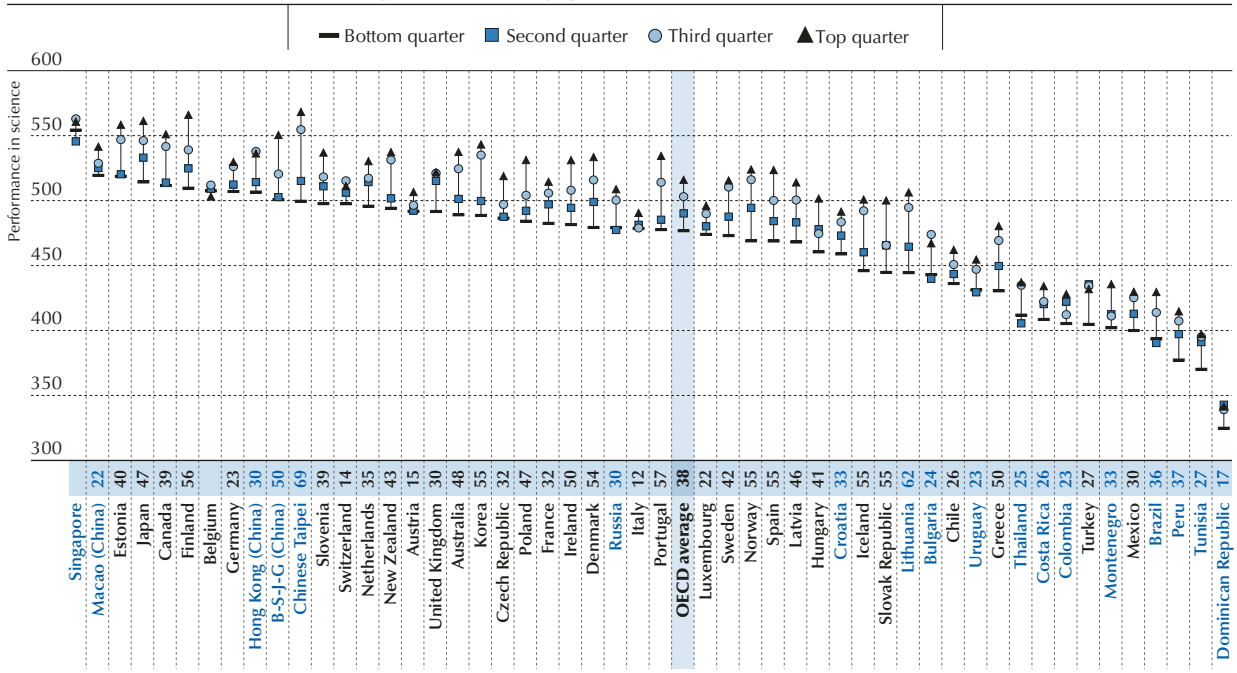
THE POSITIVE AND THE POTENTIALLY NEGATIVE ASPECTS OF ACHIEVEMENT MOTIVATION

Students with high achievement goals tend to do better at school. With higher autonomous and internalised achievement motivation often come higher self-esteem, stronger cognitive flexibility (McGraw and McCullers, 1979) and greater effort invested at school (Burton et al., 2006; Sheldon et al., 2004). Students who are highly motivated to achieve goals they consciously value are often autonomous individuals who believe that they can affect their environment in positive ways and solve problems, keep their living and work spaces organised, have a sense of duty and obligation in their personal and work lives, devote great effort toward achieving success, and regulate their behaviour to achieve their goals (Carter et al., 2012).

On average across OECD countries, students in the top quarter of the index of achievement motivation score 38 points higher in science (the equivalent of more than one year of schooling) than students in the bottom quarter of the index (Figure III.5.3). The difference in performance between the students in the top quarter and those in the bottom quarter of the index of achievement motivation is over 50 points in Denmark, Finland, Iceland, Korea, Lithuania, Norway, Portugal, the Slovak Republic, Spain and Chinese Taipei.

Figure III.5.3 ■ **Achievement motivation and students' performance in science**

Science performance, by quartiles of achievement motivation



Note: Statistically significant differences in science performance between the top and bottom quarters on the distribution of achievement motivation are shown next to the country/economy name (see Annex A3).

Countries and economies are ranked in descending order of the average science performance in the bottom quarter on the distribution of achievement motivation.

Source: OECD, PISA 2015 Database, Table III.5.5.

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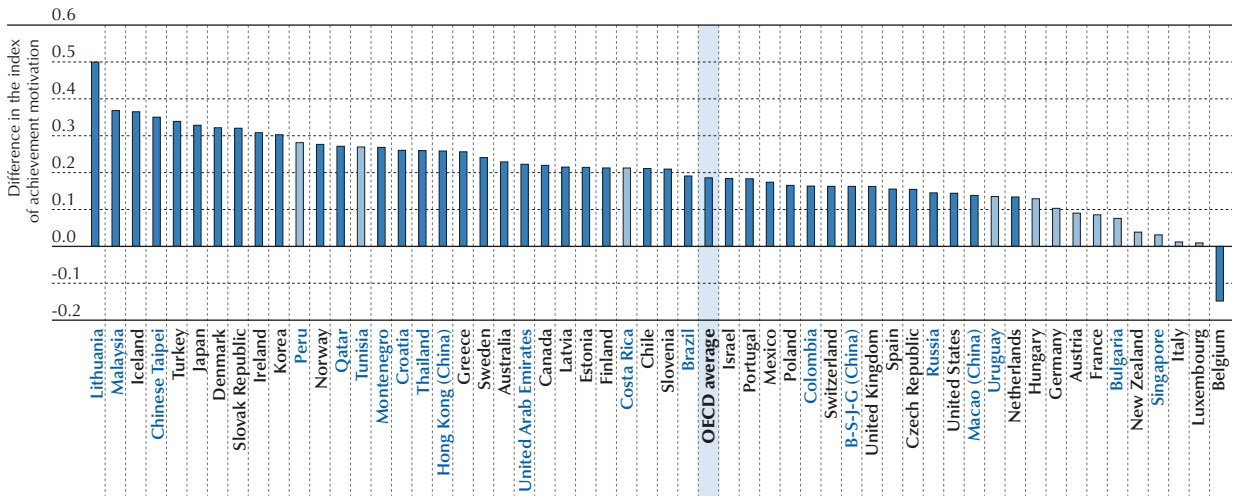
Figure III.5.4 ■ **Students' achievement motivation and resilience**

Difference between resilient students and non-resilient students[1]



1. Resilient students are students who are in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) in their country, and perform in the top quarter of students across all countries and economies, after accounting for socio-economic status. Non-resilient students are students in the bottom quarter of ESCS who do not perform in the top quarter of all students.

Note: Statistically significant differences in the index of achievement motivation are marked in a darker tone (see Annex A3).

Countries and economies are ranked in descending order of the difference in the index of achievement motivation between resilient and non-resilient students.

Source: OECD, PISA 2015 Database, Table III.5.7.

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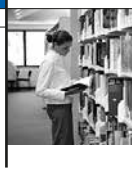
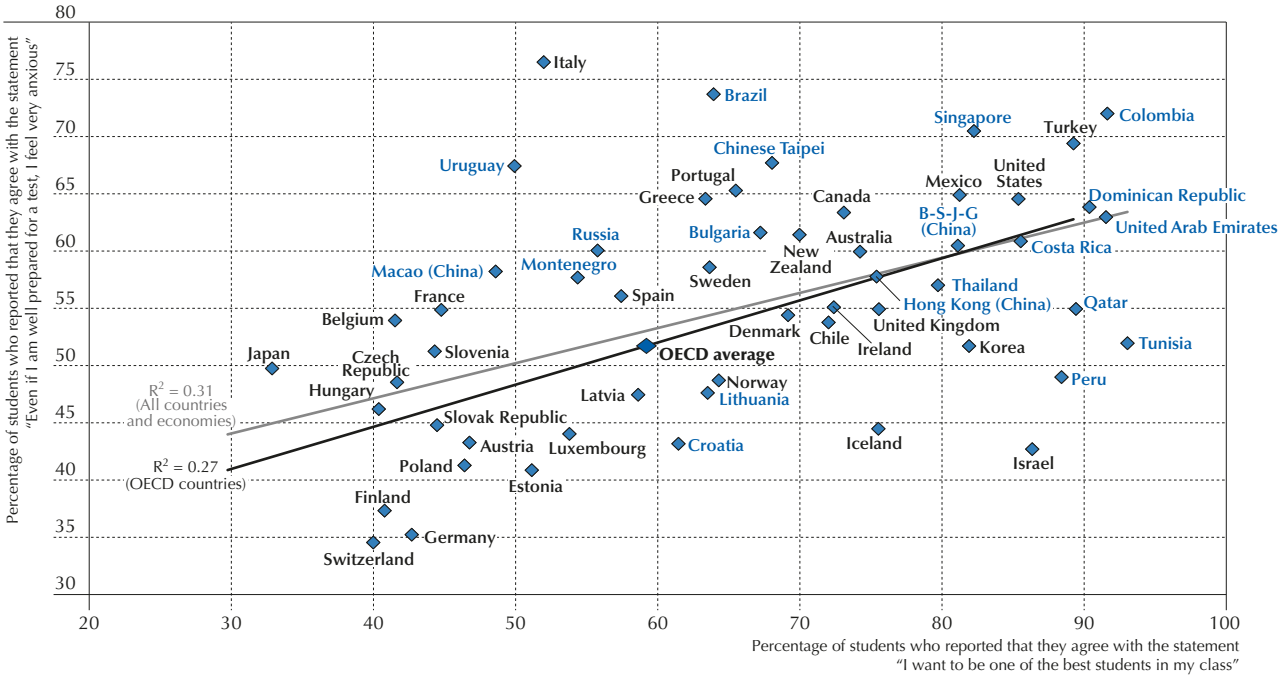


Lack of achievement motivation can explain at least some of the low performance among disadvantaged students. These students, many of whom also live in disadvantaged neighbourhoods, need extraordinary motivation to overcome the many obstacles to succeeding at school. But some disadvantaged students manage to find in themselves the motivation to reach high levels of achievement; and for many of them, high performance at school is required if they are to qualify for financial support to continue their education beyond compulsory schooling. Figure III.5.4 shows that resilient students – those disadvantaged students who beat the odds against them and perform in the top quarter among all students tested in PISA, after taking their socio-economic status into account – have a significantly higher level of achievement motivation than disadvantaged students who are not resilient. Educators in disadvantaged communities need to be aware of the need to nurture autonomous goal-setting by supporting their students' expectations of success (students' beliefs that they can perform particular tasks, and that they are responsible for their own performance) and showing them why learning is valuable (Bandura, 2010; Schultz, 1993; OECD, 2016a, 2016b).

Achievement motivation is related to life satisfaction in a mutually reinforcing way. Students with high life satisfaction tend to have greater resiliency and are more tenacious in the face of academic challenges. A positive view of the world and life circumstances builds their self-efficacy and their motivation to achieve. In turn, a higher motivation to achieve, paired with realised achievements, energises behaviour and gives students a sense of purpose in life. It is thus not surprising that, across all countries and economies that participated in PISA 2015, except Macao (China), students with higher overall achievement motivation reported greater satisfaction with life (Table III.5.6). On average across OECD countries, students in the top quarter of the index of achievement motivation reported a level of life satisfaction of 7.6 on a scale from 0 to 10, while students in the bottom quarter of the index reported a level of 6.9.

But there can be downsides to achievement motivation, when the goals originate from outside the student and are not internalised by the student. Very high external motivation can easily turn into a disabling form of perfectionism, especially when the goals are overambitious and the impetus to devote effort to a task stems from externally regulated feelings of obligation, guilt or shame. "Maladaptive perfectionists" fear that failure will invoke criticism or ridicule from teachers, parents and peers. They are also their own harshest critics, frequently berating themselves over any small thing that goes wrong (Dacanay, 2016). Because perfectionists fear being unable to complete a task perfectly, they often procrastinate. The dysfunctional thinking of perfectionism often leads to discouragement, self-doubt and mental exhaustion.

Figure III.5.5 ■ **Achievement motivation and anxiety, between countries**



Source: OECD, PISA 2015 Database, Tables III.2.1 and III.5.1.

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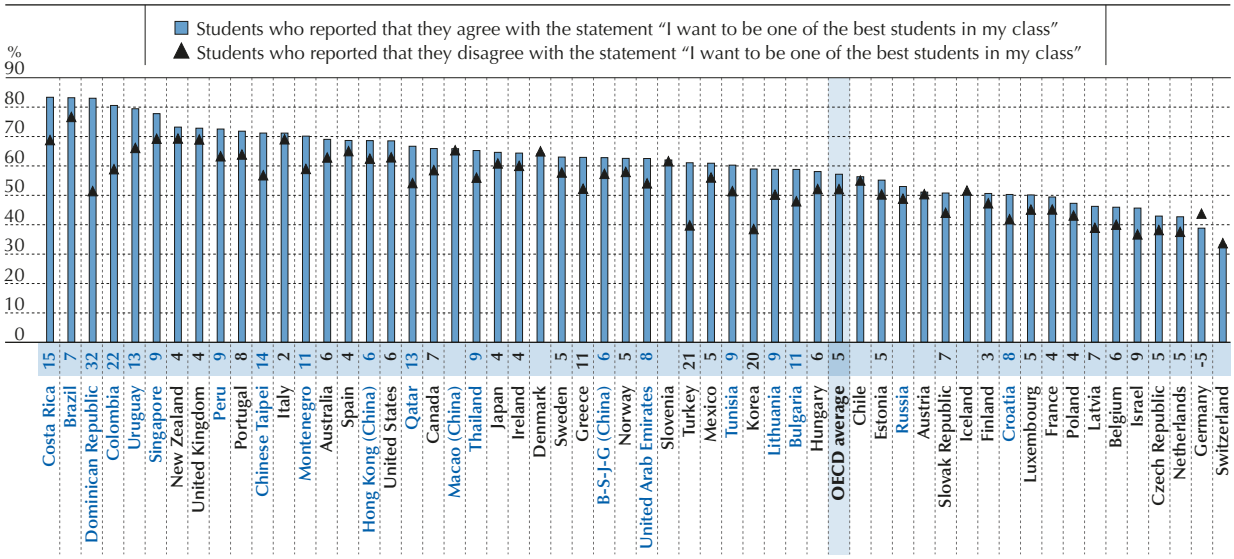
Figure III.5.5 shows that countries where students have high achievement motivation also tend to be those where many students feel anxious about a test, even if they are well prepared for the test. Students who want to be able to select among the best opportunities when they graduate, who want to be the best in their class, or who want top grades in all courses are more likely to suffer from anxiety (Figure III.5.6; Table III.5.8). On average across OECD countries, a student who sees himself or herself as an ambitious person is less likely to feel anxious about a test than a student who does not report being ambitious, possibly because ambition is the most intrinsic facet of achievement motivation among those measured in PISA. This relationship suggests that there are different manifestations of achievement motivation, and not all of them are positively related to students' well-being. If a certain amount of tension or concern is essential to motivation and high performance, too much pressure can be counterproductive for a child's cognitive development and psychological well-being.

Figure III.5.6 ■ **Achievement motivation and anxiety, within countries**

Percentage of students who reported that they "agree" or "disagree" with the statement "Even when I am well prepared for a test, I feel very anxious", by motivation to be the one of the best students in the class



Note: Statistically significant differences in the percentage of students who feel anxious between those who agreed that they want to be one of the best and those who disagreed are shown next to the country/economy name (see Annex A3).

Countries and economies are ranked in descending order of the percentage of students who reported feeling anxious even when they are well prepared for a test, among students who agreed that they want to be one of the best students.

Source: OECD, PISA 2015 Database, Table III.5.9.

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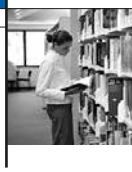
Both teachers and parents have to find ways to encourage motivation to learn and achieve without generating an excessive fear of failure. Teachers can, for example, provide students with tangible rewards that are related to the act of learning, such as the opportunity to share the results of their work with others, or to explain why what they learned was important to them (Covington and Müeller, 2001). Motivating students, particularly academically unmotivated students, requires preparation, sensitivity and attention to the needs, feelings and attitudes of each individual child.

What these results mean for policy

- Education systems that cultivate, foster and communicate the belief that all students can achieve at high levels can increase students' intrinsic drive to succeed and reduce gender or socio-economic disparities in achievement motivation.
- Disadvantaged students, in particular, would benefit from programmes that specifically target students most at risk of losing motivation, and also from teachers' efforts to strengthen intrinsic motivations to learn.
- Students who make efforts at school to please others or meet goals set by others may experience greater schoolwork-related anxiety. It is important that parents and educators help students develop intrinsic motivation to achieve, rather than expose them to exaggerated expectations and pressures. Schools and families can also educate students about the potential dangers of perfectionism.



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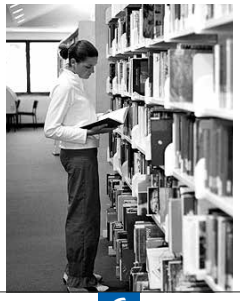


6

Students' expectations of further education

Which 15-year-old students are more likely to continue into higher education? This chapter examines some of the factors that shape that decision, and how the expectation of completing university can, in turn, influence students' performance in school and have an impact on their well-being, in general. The chapter also discusses how parents' attitudes can affect students' expectations of further education and how certain education policies can promote – or undermine – those expectations.

Adolescence is a time when students begin to think seriously about their future, when their aspirations become more closely aligned with their interests, their abilities and the opportunities available to them, and when their vision of themselves can be influenced by the peers and adults around them (Beal and Crockett, 2010). Students' expectations for their future influence what they choose to study and the activities they pursue, which, in turn, determine subsequent accomplishments (Nurmi, 2004).

Students' expectations can be self-fulfilling prophecies, as the effort students invest to meet their expectations often pay off (OECD, 2012). For example, when comparing students of similar socio-economic backgrounds and academic achievement, students who expect to graduate from university are more likely to complete this degree than their peers who do not have such high expectations (Beal and Crockett, 2010). Conversely, students who expect to drop out of school without qualifications are more likely to do so (Morgan, 2005; Perna, 2000). Positive expectations for the future are associated with high self-esteem and effective coping mechanisms. Negative or ambivalent expectations are instead often associated with a sense of hopelessness (Correa, Errico and Poggi, 2011).

What the data tell us

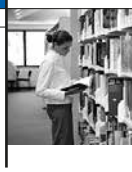
- On average across OECD countries, 44% of 15-years-old students in 2015 expected that they will complete university. In Colombia, Korea, Qatar and the United States, more than three out of four students expected so.
- In most countries and economies, girls were more likely than boys to expect to complete university; and in all countries and economies, disadvantaged students were much less likely than advantaged students to expect to earn a university degree.
- Top-performing students in all education systems were more likely than low-performing students to have high expectations for further education; but in several countries, large proportions of low-performing students expect to complete university.
- Students' expectations of further education are influenced by education policy, particularly the degree of sorting students into different education tracks.

A 15-year-old's expectation to participate in higher education is not a guarantee that the student will, in fact, pursue further education. Expectations of further education are based on students' evaluation of the costs and benefits of investments in further education (Morgan, 1998) and on students' self-assessment of their capacities to realise their aspirations. Adolescents frequently question their own opinions about their future, and often change their aspirations and expectations. The factors that shape students' expectations include the influence of people close to the student, such as peers, family members and teachers, past academic achievement, the degree of selectivity of universities, the direct financial and opportunity costs of participating in higher education, the returns associated with different choices, and the rigidity of the education system, which may restrict access to some education opportunities to only those students who have followed a particular path through the system. The variety of these factors explains how and why the expectations of 15-year-old students vary so considerably both within and across countries (Buchmann and Dalton, 2002; Mateju et al., 2007; Sewell et al., 2003; OECD, 2012). This chapter illustrates differences in education expectations between and within countries. In subsequent chapters, students' expectations of further education are examined in relation to students' social relationships at school, family resources and the activities students engage in outside of school.

DIFFERENCES IN EDUCATION EXPECTATIONS ACROSS AND WITHIN COUNTRIES

PISA 2015 asked students to report what level of education they expect to complete. The same question was asked in 2003, and to students in a group of countries and economies participating in the optional PISA educational career questionnaire in 2009. Across OECD countries, 44% of students reported that they expect to complete a university degree, defined as advanced research programmes or university programmes qualifying for advanced research (ISCED 5A and 6). In Colombia, Korea, Qatar and the United States, more than three out of four students reported that they expect to earn a university degree (Figure III.6.1).

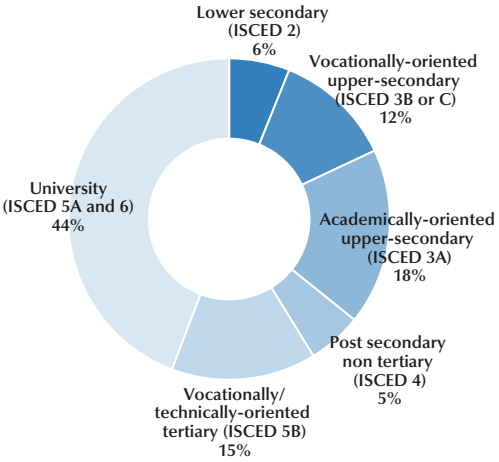
Should countries and economies be concerned that only a minority of students expects to complete university? It is difficult to accurately predict the number of university graduates a country needs to sustain innovation, growth and socio-cultural development. Tertiary graduation rates illustrate a country's capacity to provide the workforce with advanced and specialised knowledge and skills (OECD, 2016c). Earning a university degree is often a pathway to higher salaries



and better employment prospects. On average across OECD countries, the unemployment rate is 12.4% for adults who have not attained upper secondary education, while it is 4.9% for tertiary-educated adults (OECD 2016c). But university education also requires significant investments and means postponing the entry into the labour market. For some students, the opportunity costs of pursuing a university degree and the difficulties they must overcome to earn a degree may outweigh the benefits they will derive from enrolling in university. Not all students need a university degree to contribute productively to the economy and society, and to enjoy a fulfilling professional life.

Figure III.6.1 ■ **Percentage of students expecting to complete each education level**

OECD average



		Percentage of students in ISCED 2	Percentage of students expecting to complete					
			ISCED 2	ISCED 3A/C	ISCED 3A	ISCED 4	ISCED 5B	ISCED 5A & 6
OECD	Australia	86	2.8	4.7	30.5	4.6	3.2	54.2
	Austria	2	2.0	21.9	39.7	2.0	7.3	27.1
	Belgium	9	2.9	7.9	16.0	12.8	27.5	32.9
	Canada	12	1.3	0.0	11.7	7.2	16.4	63.5
	Chile	6	0.7	11.3	5.9	2.3	13.3	66.6
	Czech Republic	54	0.5	7.9	28.4	0.0	7.5	55.6
	Denmark	99	21.6	7.9	29.9	0.0	3.4	37.2
	Estonia	99	4.0	7.6	13.3	10.3	22.1	42.8
	Finland	100	15.7	0.0	38.8	4.7	13.7	27.1
	France	24	9.6	19.6	27.1	0.0	11.7	32.0
	Germany	96	34.5	2.6	39.8	3.8	1.5	17.8
	Greece	5	1.5	8.4	6.2	7.1	10.6	66.3
	Hungary	10	6.4	28.6	11.7	11.6	6.3	35.5
	Iceland	100	6.1	20.4	8.3	9.8	16.5	38.9
	Ireland	62	12.4	4.6	14.1	3.8	18.8	46.3
	Israel	11	1.1	2.5	28.0	2.7	8.7	57.0
	Italy	1	2.1	3.8	26.1	9.1	20.6	38.3
	Japan	m	m	12.0	10.9	m	18.5	58.7
	Korea	9	0.4	6.8	3.2	0.0	14.3	75.3
	Latvia	96	3.8	14.1	9.6	11.2	36.5	24.7
	Luxembourg	57	7.4	17.5	16.9	5.2	11.5	41.4
	Mexico	39	5.5	2.8	16.9	0.0	16.4	58.4
	Netherlands	71	13.2	0.0	13.1	28.9	27.3	17.4
	New Zealand	6	3.0	14.0	23.8	5.1	8.8	45.2
	Norway	100	3.1	17.5	7.0	11.1	37.3	24.1
	Poland	99	1.6	5.9	27.9	15.6	0.9	48.0
	Portugal	35	6.1	21.2	8.2	2.7	21.8	39.9
	Slovak Republic	47	m	m	m	m	m	m
	Slovenia	5	1.9	34.7	7.2	4.0	26.3	25.8
	Spain	100	13.0	7.7	15.5	0.0	12.9	51.0
	Sweden	98	7.6	18.6	14.4	0.5	20.2	38.7
	Switzerland	77	11.4	29.8	17.4	3.7	10.7	27.0
	Turkey	3	2.1	15.1	7.0	0.0	5.3	70.6
	United Kingdom	0	1.4	27.4	18.2	0.6	10.6	41.8
	United States	10	0.5	0.0	12.1	4.2	7.2	76.0
Partners	Brazil	22	3.5	5.3	26.6	9.4	9.0	46.2
	B-S-J-G (China)	63	11.9	14.6	13.3	7.2	15.3	37.7
	Bulgaria	3	3.3	13.8	7.2	12.8	23.5	39.4
	Colombia	40	1.8	0.0	13.9	0.0	8.1	76.3
	Costa Rica	53	2.3	8.8	6.5	7.2	20.7	54.4
	Croatia	0	0.2	12.9	19.2	19.2	12.4	36.1
	Dominican Republic	21	7.4	8.6	17.2	2.3	1.1	63.5
	Hong Kong (China)	33	2.1	2.3	13.4	11.5	15.9	54.9
	Lithuania	100	2.5	8.5	8.2	10.2	17.0	53.6
	Macao (China)	45	2.6	2.4	9.8	20.2	18.4	46.7
	Montenegro	3	0.5	13.6	1.0	19.6	0.0	65.4
	Peru	25	1.0	0.0	15.4	7.1	12.2	64.3
	Qatar	21	2.3	5.9	6.3	1.9	7.2	76.5
	Romania	100	m	m	m	m	m	m
	Russia	87	10.9	21.1	14.2	2.7	34.2	16.9
	Singapore	2	0.4	0.0	2.6	6.5	27.7	62.8
	Chinese Taipei	35	1.9	19.0	8.0	m	24.0	47.1
	Thailand	25	2.3	5.2	8.3	15.3	0.0	68.9
	Tunisia	34	7.6	2.6	23.3	9.4	5.6	51.5
	United Arab Emirates	14	2.0	3.8	13.2	3.5	5.5	72.0
	Uruguay	38	18.7	12.4	17.1	4.7	4.6	42.6

Note: The classification of education programmes follows the ISCED 1997 classification.
Source: OECD, PISA 2015 Database, Table III.6.1.

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In 2015, across all countries and economies, disadvantaged students were much less likely than advantaged students to expect to complete a university degree. A lack of financial resources and a paucity of role models can undermine the aspirations of disadvantaged students, with negative consequences on the effort they invest at school. Costa Rica and the Dominican Republic are the only countries where the difference between advantaged and disadvantaged students in expectations to complete a university degree is less than 10 percentage points. In Beijing-Shanghai-Jiangsu-Guangdong (China) (hereafter "B-S-J-G [China]"), the Czech Republic, Hungary, Lithuania, Poland, Portugal and Spain, this gap is over 50 percentage points (Table III.6.2)

Immigrants often leave their countries with the determination to give their children high-quality education (Dustmann and Glitz, 2011). Immigrant students hold an ambition to succeed and progress in school that often matches, and in some cases surpasses, the aspirations of children in their host country (OECD, 2015). In 2015, both first- and second-generation immigrant students were as likely as non-immigrants to expect to complete a university degree, on average across OECD countries (Table III.6.2). Among the countries where more than 10% of students have an immigrant background, in Australia, Canada, Latvia, New Zealand, Qatar, Singapore, Sweden, the United Arab Emirates and the United Kingdom, first-generation immigrant students were more likely to report that they expect to complete a university degree than students without an immigrant background. In Austria, Brazil, Germany, Greece, Hong Kong (China), Iceland, Israel, Italy, Slovenia, Spain and the United States, first-generation immigrant students had lower expectations for further education than non-immigrant students.

In 2015, girls were more likely than boys to expect to complete university. The largest differences between the shares of girls and boys who reported that they expect to earn a university degree (over 15 percentage points in favour of girls) are observed in Bulgaria, Estonia, Greece, Thailand, Tunisia and Uruguay. Only in France, Germany, the Netherlands and Chinese Taipei were boys as likely as girls to hold expectations of completing university education (Table III.6.2).

Girls' high expectations for their future education are reflected in high enrolment rates in universities. But even though women are over-represented among university graduates (57% of first-time graduates in 2014 were women in OECD countries, on average), they remain under-represented in certain fields of study, such as science and engineering. On average across OECD countries, there are three times more male graduates in engineering than female graduates (OECD, 2016c).

On average across OECD countries, about 36% of students expect that they will complete their education with a secondary degree (either lower or upper secondary, Figure III.6.1 and Table III.6.4). The share of students who expect to end their education at the secondary level is smallest in Singapore (3%) and largest in Germany (77%). Many students who are enrolled in secondary programmes that prepare students for a university education (ISCED 3A courses) expect to finish their education with their current degree (Table III.6.1).

In many countries and economies, students who attend schools in rural areas are less likely to expect to earn a university degree than students who attend urban schools. On average across OECD countries, 31% of students whose school is in a rural area or a village with fewer than 3 000 people, 42% of students in schools located in towns with up to 100 000 people, and 50% of students in cities with over 100 000 people expect to complete a university education. Differences in these expectations between urban and rural students were particularly large (over 40 percentage points) in Hungary and Turkey (Table III.6.3).

EXPECTATIONS OF FURTHER EDUCATION AND PSYCHOLOGICAL WELL-BEING

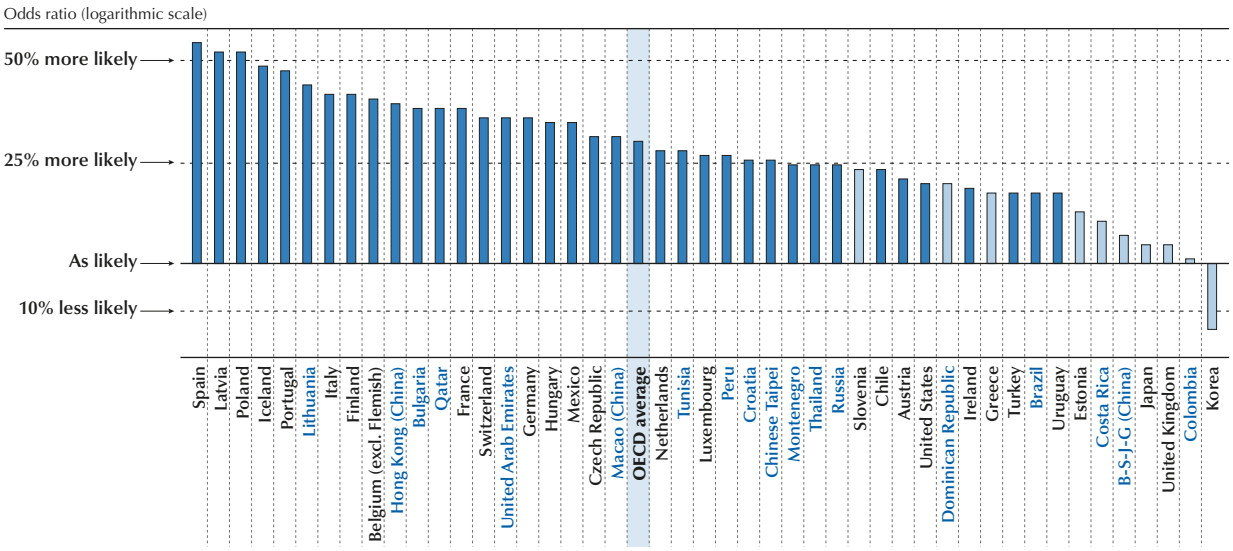
Positive expectations for the future signal high self-esteem and effective coping mechanisms. Figure III.6.2 shows that self-reported satisfaction with life is significantly related to students' expectations to complete university education. On average across OECD countries, students who expect to complete university education were 30% more likely than students without such expectations to report high satisfaction with their life (9 or 10 on a scale from 0 to 10). This relationship suggests that students' psychological and social well-being at school is strictly connected to how adolescents see their future as students (see also Figure III.8.8 on the relationship between exposure to bullying and education expectations).

EXPECTATIONS OF FURTHER EDUCATION AND HOW EDUCATION SYSTEMS ARE ORGANISED

Figure III.6.3 shows the percentage of low performers in all subjects (students who score below proficiency Level 2 in the PISA reading, mathematics and science tests) and top performers in at least one subject (those who score at Level 5 or 6) who expect to complete university education. In all countries and economies, top performers were more likely than low performers to report that they expect to earn a university degree. On average across OECD countries, about 70% of top-performing students and 20% of low-performing students reported that they expect to complete a university degree.

Figure III.6.2 ■ **Life satisfaction and expectations of completing a university degree**

Increased likelihood of feeling highly satisfied with life associated with the expectation of completing a university degree



Notes: Statistically significant values are shown in a darker tone (see Annex A3).
Highly satisfied students are students who reported 9 or 10 on the life-satisfaction scale, which ranges from 0 to 10.
Countries and economies are ranked in descending order of the likelihood of feeling highly satisfied with life associated with expectations of completing a university degree.
Source: OECD, PISA 2015 Database, Table III.6.8.

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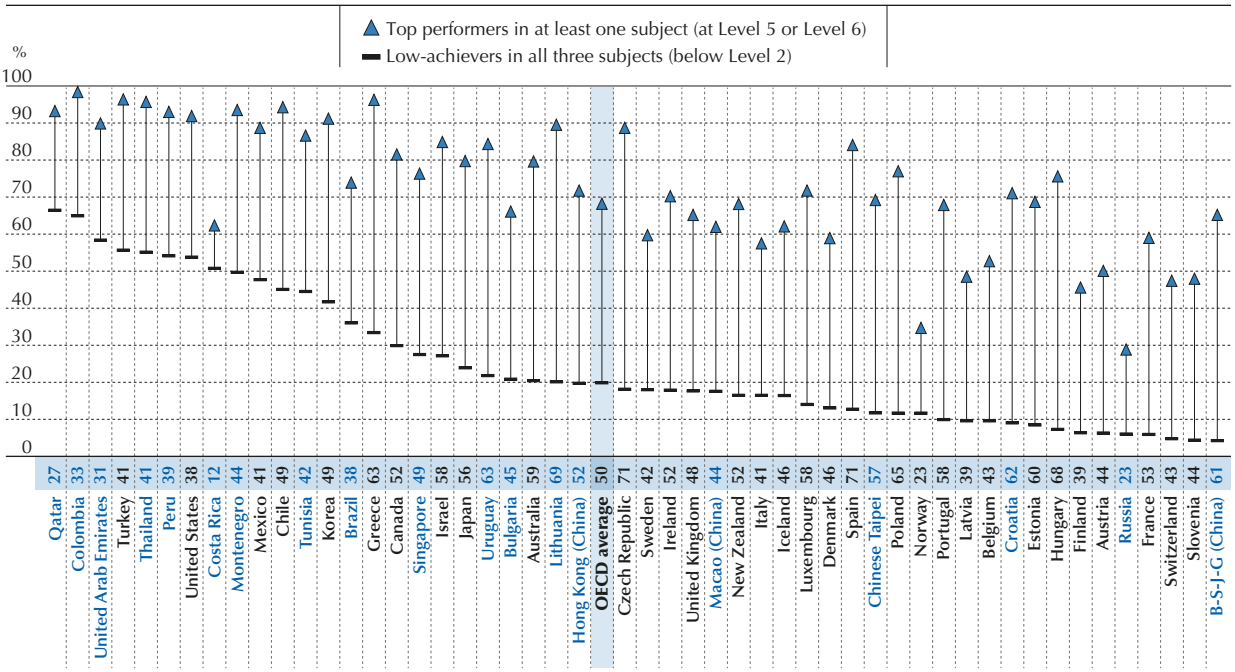
Figure III.6.3 ■ **Expectations of completing a university degree and performance**

Percentage of students expecting to complete a university degree, by performance in core PISA subjects



Notes: Only countries with available data for both low-achievers and top performers are shown.
Statistically significant differences between top-performers and low-achievers are shown next to the country/economy name (see Annex A3).
Countries and economies are ranked in descending order of the percentage of low-achievers expecting to complete a university degree.
Source: OECD, PISA 2015 Database, Table III.6.7.

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Large proportions of students hold expectations of further education that do not seem aligned with their performance in school. For example, in Colombia, Costa Rica, Peru, Qatar, Thailand, Turkey, the United Arab Emirates and the United States, more than one in two all-round low performers (students who score below proficiency Level 2 in the PISA reading, mathematics and science tests) reported that they expect to complete a university degree (Figure III.6.3). In these countries, the returns in earnings from higher education tend to be relatively high. For example, in Colombia in 2014, workers with higher education degrees earned 2.3 times the salary of adult workers with only upper secondary or post-secondary non-tertiary education, on average (OECD, 2016c, Table A6.1). If a large share of these low-performing students enrols in university, higher education institutions might be either forced to impose highly selective admissions and progression rules, or to lower the standards of their courses. In Finland, Germany, Latvia, the Netherlands, Norway, the Russian Federation (hereafter "Russia"), Slovenia and Switzerland, fewer than one in two students who are top performers in at least one PISA subject expect to earn a university degree (Table III.6.7). In some of these countries (Latvia, the Netherlands, Norway, Russia and Slovenia) more than one in four students expect to complete a tertiary vocational programme (ISCED 5B).

Promoting high expectations for further education among top-performing students is particularly important, considering that these are the students who are most likely to succeed in higher education. But students at all levels of proficiency should receive some counselling so that they develop a realistic understanding of the requirements of higher education and how they can work to fulfil them (see box III.14.3 for a concrete example of how this can be done).

Students' expectations of further education are also influenced by the structure of education systems. In flexible education systems, students who have low expectations at age 15 can change their minds later on and pursue a university education. Longitudinal studies have shown that, in these systems, it is not uncommon for students to revise their expectations based on their performance and on changes in the external environment (Anders and Micklewright, 2015). In more rigid education systems, low expectations reflect the reality that 15-year-old students have already been judged as likely (or not) to qualify for admission to university.

In Austria, Denmark, Finland, France, Germany and Switzerland, more than one in two students reported that they expect to finish their education careers upon acquiring a lower or upper secondary degree (Table III.6.1). Three of these six countries – Austria, Germany and Switzerland – separate students into academically and non-academically oriented programmes before they are 13 years old. In Germany, a large proportion of students, particularly disadvantaged students, expects to leave education at the end of the first cycle of secondary schooling, when they have received around nine or ten years of general training (either academic or work-oriented, depending on the education track into which students are selected at age 10). This dual system in Germany aims to reduce youth unemployment by preparing all students for a smooth transition into the labour market. In France, only 13% of disadvantaged students expect to complete university (Table III.6.2). In Austria, France and Switzerland, many 15-year-old students expect to finish their education at the end of their vocational training programmes at the upper secondary level (ISCED 3 B/C).

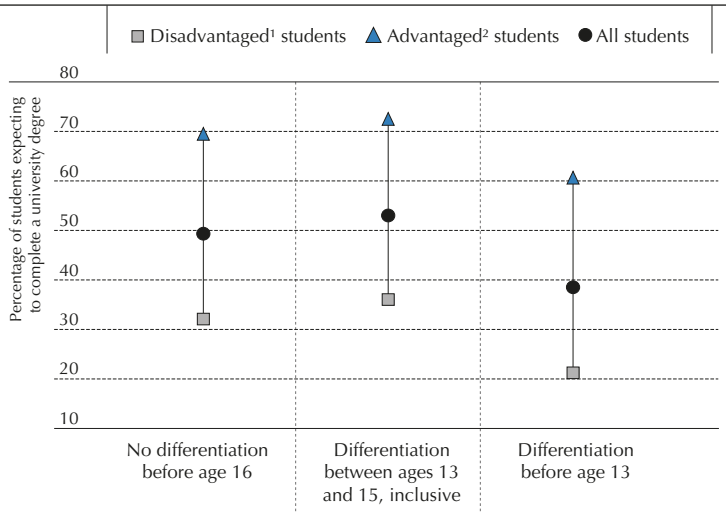
School systems that track students into different education paths give students a strong signal about their likely careers, channelling their expectations and giving low-achieving students the means to access the labour market. Boys and girls in education systems that separate students into different types of schools tend to have lower expectations for further education than those in systems that have a comprehensive approach to schooling at the primary and lower secondary levels (Buchmann and Dalton, 2002; Buchmann and Park, 2009; Kerckhoff, 2000; Mateju et al., 2007; McDaniel, 2010; Rosenbaum, 2001).

The socio-economic status of students strongly influences their placement into upper or lower tracks. Advantaged students are most likely to attend academically oriented programmes that provide a direct pathway to university (OECD, 2016b). Figure III.6.4 shows that in systems where students are tracked between the ages of 10 and 12, only 21% of disadvantaged students, on average, expect that they will complete university, while in countries where students are separated into different tracks between the ages of 13 and 15, 36% of disadvantaged students, on average, expect to complete a university degree. The difference in expectations between advantaged and disadvantaged students is slightly larger in systems with early tracking. If sorting into different programmes is not based entirely on merit, these systems may waste academic talent, as some academically capable students might end up in the wrong track and cannot pursue a university degree because movement across tracks is rare and difficult.

Besides tracking, another way education systems can guide students' expectations is through high-stakes evaluations. Marks on assessments are an important source of information about students' potential success in future education. They can thus help high-performing students understand their academic potential and the need to cultivate it further.

Figure III.6.4 ■ **Age at sorting into education tracks and expectations of completing a university degree**

Average across all countries and economies with available data



1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) in their country/economy.
2. A socio-economically advantaged student is a student who is in the top quarter of the PISA index of economic, social and cultural status (ESCS) in their country/economy.

Note: All differences between advantaged and disadvantaged students are statistically significant (see Annex A3).

Source: OECD, PISA 2015 Database, Table III.6.10.

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If fully based on merit, this source of "institutional information" might also reduce inequalities in expectations by making students' self-assessments less dependent on the influence of their social group. However, for students who are not adequately supported by teachers and parents, failure in an important test can result in lowered expectations, and might even encourage students to drop out of school altogether. For example, Reardon and Galindo (2002) find that, among students with similar performance, the requirement to pass a promotion test in the United States is strongly associated with an increased probability of students dropping out of school.

The evidence on the relationship between testing policies and early dropout is not conclusive, as it is difficult to identify causal effects without randomised experiments (e.g. by randomly assigning students with the same characteristics to high-testing and low-testing environments). PISA data can only add descriptive evidence on this relationship. Table III.6.12 shows that, on average across OECD countries, students who attend schools that assess students with mandatory standardised tests at least once a year are as likely as students who are not assessed in this way to expect to earn a university degree.

Box III.6.1 **Parents' expectations of a career in science for their children**

Students' expectations of further education are oriented by the occupation they expect to be working in later on. Parents can influence both sets of expectations. Most parents are concerned about their children's work prospects and they encourage their children to fulfil their aspirations. But parents follow different approaches when influencing how their children think about their future. Qualitative evidence (Irwin and Elley, 2013) suggests that some parents adopt a *laissez-faire* approach, only responding to their children's requests for information and support, while others believe that they can shape the future success of their children by choosing what is best for them.

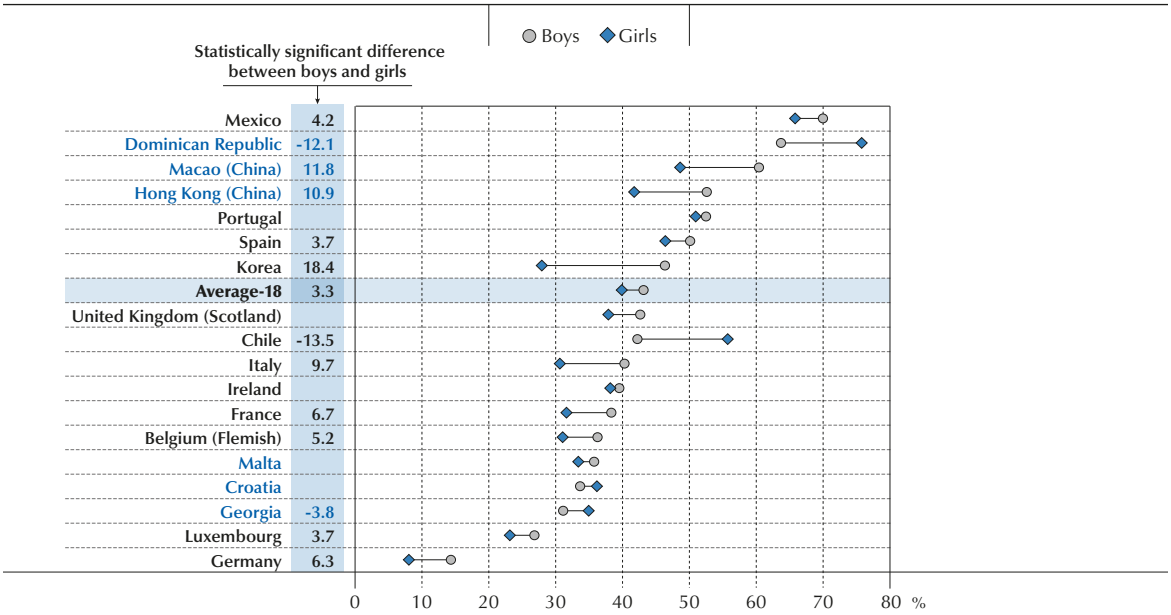
PISA 2015 data provide information on whether parents expect that their children will pursue a career in a science-related occupation, broadly defined as a career that requires studying science at the university level (OECD, 2016a). These data can identify the background characteristics of both children and their parents that are more closely related with expectations, and the degree of alignment between students' expectations and those of their parents (see also box III.10.2 for more data on students' occupation expectations).

...

Across countries that distributed the parental questionnaire, parents were more likely to expect a science-related career for their sons than for their daughters, especially in Asian countries. For instance, in Hong Kong (China), Korea and Macao (China), the share of parents who expected a science career for their sons was at least 10 percentage points larger than the share of parents who expected the same for their daughters. But in Chile, the Dominican Republic and Georgia parents of female students were more likely to have expectations of a science career for their child than parents of male students (Figure III.6.5).

Figure III.6.5 ■ **Parents who expect a career in science for their child, by student's gender**

Results based on parents' reports

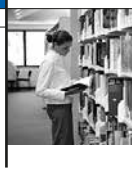


Note: Statistically significant differences between boys and girls are shown next to the country/economy name (see Annex A3).
Countries and economies are ranked in descending order of the percentage of boys whose parents reported that they expect a science-related career for them.
Source: OECD, PISA 2015 Database, Table III.6.13.
StatLink http://dx.doi.org/10.1787/888933471248

Gender and gender roles are not the only factors that can explain differences in how parents form their expectations. Parents are also influenced by their own life experiences and social context. Across countries, 57% of parents who reported that someone in their family (including themselves) works in a science-related career expected the same for their child, while only 36% of parents in families where no one works in science expected their child to work in a science-related job. Moreover, parents with a university degree were more likely than less-educated parents to expect that their children will seek a career in science. The difference between parents with a university degree and those who have not attained that level of education is particularly large in Belgium (Flemish Community), France, Korea, Malta, Portugal, Scotland (United Kingdom) and Spain (Table III.6.13).

The expectations of children and parents are strongly aligned. After accounting for the child's socio-economic status and performance in science, children whose parents expect that they will work in science were more likely to expect a career in science for themselves (Table III.6.14).

A possible consequence of failing a high-stakes test is the obligation to repeat a year of school. Repeating a grade is arguably the most visible demonstration of academic "failure". As such, it can adversely affect a student's expectations for himself or herself – and the expectations of others for the student – for a long time. Alexander, Entwisle and Dauber (2003) found that students in the city of Baltimore who had repeated a grade early in their schooling were more likely than their peers who had been promoted to drop out of school in adolescence, even if the former group of students performed better at school than their classmates who were promoted. The students who had repeated a grade, they explained, suffered from a weaker attachment to school. Table III.6.11 shows that, in the majority of countries and economies, students who had



repeated a grade are less likely than students who had not repeated a grade to expect to complete university, even after accounting for differences in gender, socio-economic status and performance in science and reading. This relationship is not causal, as students who had repeated a grade might differ from those who had not in ways that are not measured by PISA.

What these results imply for policy

- Expectations shape students' careers and can contribute to students' well-being. Schools should provide academic and career counselling to all students so that they develop ambitious – yet realistic – expectations about their education and career prospects.
- Disengagement among boys needs to be tackled so that more boys can develop expectations that are aligned with their academic potential.
- Where inequalities in education and career expectations are prevalent, opportunities for social mobility are limited. In systems that separate students at an early age, disadvantaged students are over-represented in the lower tracks and tend to develop low expectations of further education. Easing transitions between tracks could reduce the effects of differentiation on inequalities in expectations, skills and opportunities.

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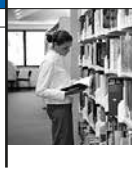

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Students' social life at school

The quality and the type of students' relationships at school are key indicators of their well-being. As fifteen-year-old students spend a substantial amount of time at school, those students who feel that they are part of their school and are accepted by their school community attribute more meaning to their life and have higher self-confidence. This section presents the PISA data on students' sense of belonging in schools and indicators of exposure to negative social interactions in schools, such as bullying by classmates and perceptions of unfair treatment from teachers. It further discusses the role of school climate in improving students' feelings of belonging at school and how school communities can help reduce the incidence of bullying.

7

Students' sense of belonging at school and their relations with teachers

When students feel that they are a part of a school community, they are more likely to perform better academically and are more motivated to learn. This chapter examines differences between countries in the strength of students' sense of belonging at school, and how a sense of belonging is associated with students' gender, socio-economic status and immigrant background. The chapter also explores how the climate at school and students' relations with their teachers can affect students' feelings of being a valued member of the school community.

A sense of belonging is defined as feeling accepted and liked by the rest of the group, feeling connected to others and feeling like a member of a community (Baumeister and Leary, 1995; Maslow, 1943). Human beings in general, and teenagers in particular, desire strong social ties and value acceptance, care and support from others. In school, a sense of belonging gives students feelings of security, identity and community, which, in turn, support academic, psychological and social development (Jethwani-Keyser, 2008).

What the data tell us

- The majority of students in 67 countries and economies feel that they belong to the school community. However, in several countries students' sense of belonging at school has weakened since 2003.
- On average across countries, disadvantaged students were 7.7 percentage points less likely than advantaged students to report that they feel that they belong at school. First-generation immigrant students were 4.6 percentage points less likely than students without an immigrant background to feel a sense of belonging at school.
- On average across OECD countries, students who reported that they feel like an outsider at school score 22 points lower in science than students who did not report so. Students in OECD countries who reported that they feel like outsiders at school were three times more likely to report that they are not satisfied with their life than those who do not feel like outsiders at school.
- Some 20% of students reported that they experienced some form of unfair treatment by their teachers (they were harshly disciplined, or felt offended or ridiculed in front of others) at least a few times in a given month. Students who reported that their teachers treat them fairly and support them in their learning, and can work in disciplined classrooms, have a stronger sense of belonging at school.

Adolescents who feel that they are part of a school community are more likely to perform better academically and be more motivated in school (Battistich et al., 1997; Goodenow, 1993). When children and adolescents feel a connection with school, they are less likely to engage in risky and antisocial behaviour (Catalano et al., 2004; Hawkins and Weis, 1985). Students with strong and rewarding social ties at school are less likely to drop out of school and never return (Lee and Burkam, 2003), or to engage in substance abuse and truancy (Schulenberg et al., 1994). Furthermore, researchers find that an absence of a feeling of connectedness at school is an antecedent of depression among adolescents (Shochet et al., 2006).

DIFFERENCES IN STUDENTS' SENSE OF BELONGING BETWEEN AND WITHIN COUNTRIES

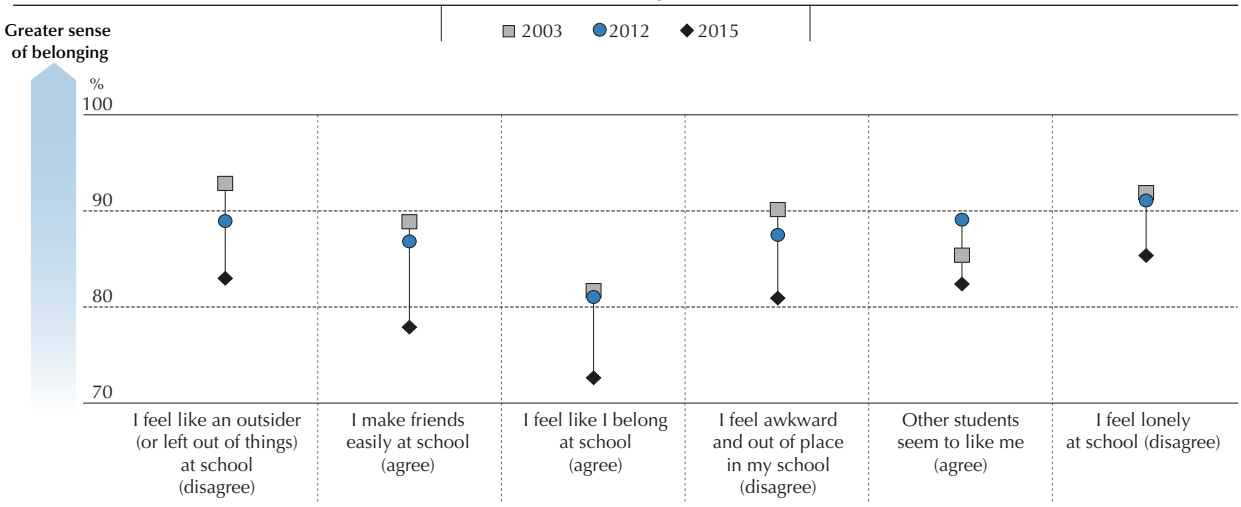
In PISA 2015 students were asked to report whether they feel like an outsider or left out of things, whether they make friends easily, they feel that they belong at school, they feel awkward and out of place at school, they feel that other students like them, or they feel lonely. Since the same questions were asked in previous PISA cycles, education systems can monitor changes in the quality of students' engagement with their school community. As school is the primary environment for social interactions among 15-year-olds, these subjective evaluations indicate whether education systems are able to foster students' well-being. Students' responses to these questions were used to construct the index of sense of belonging, which was standardised to have a mean of 0 and a standard deviation of 1 across OECD countries. Positive values on this scale mean that the student has a greater sense of belonging than the average student in OECD countries.

Figure III.7.1 shows the percentage of students who reported their agreement or disagreement with statements related to sense of belonging that were included in PISA 2003, 2012 and 2015. The second, third and fifth items were worded such that "agree" or "strongly agree" indicates a greater sense of belonging. The first, fourth and sixth items were worded such that "disagree" or "strongly disagree" indicates a greater sense of belonging. Higher points in the chart indicate a greater sense of belonging.

On average across OECD countries in 2015, 73% of students felt that they belong at school; 78% of students agreed or strongly agreed that they can make friends easily at school; 85% of students disagreed or strongly disagreed that they feel lonely at school; and 83% of students disagreed or strongly disagreed that they feel like an outsider or feel left out of things. Some 82% of students felt that other students like them, and 81% disagreed or strongly disagreed that they feel awkward and out of place at school. Most students thus reported that they feel socially connected at school. However, in some countries sizable minorities of students feel lonely or isolated (Table III.7.6). Students in the Dominican Republic, Macao (China) and Turkey reported the weakest sense of belonging at school.

Figure III.7.1 ■ **Change through 2003, 2012 and 2015 in students' sense of belonging at school**

Percentage of students who reported "agree" or "strongly agree" or who reported "disagree" or "strongly disagree" (OECD average-30[1])



1. OECD average-30 includes all OECD countries, with the exception of Chile, Estonia, Israel, Slovenia and the United States.
Note: All changes between 2003 and 2015, and 2012 and 2015 are statistically significant.
Source: OECD, PISA 2015 Database, Tables III.7.4 and III.7.5.
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Across OECD countries, students' sense of belonging deteriorated between 2012 and 2015, on average (Figure III.7.1). The proportion of students who disagreed or strongly disagreed that they feel like an outsider decreased, on average across countries, by around 6 percentage points over the period. This trend seems to be part of a gradual decline in students' feelings of connectedness at school over the past 12 years. In 2003, around 7% of students reported that they feel like an outsider; by 2012, that proportion had grown by 4 percentage points, and by 2015 it had grown by 10 percentage points. In none of the participating countries and economies did the percentage of students who reported that they feel like an outsider at school decrease significantly between 2003 and 2015.

Differences within countries are also very large. A substantial part of the variation within countries is explained by students' socio-economic status. In 65 countries and economies, advantaged students tend to feel more socially connected at school than disadvantaged students. The difference in sense of belonging related to socio-economic status is particularly large in Beijing-Shanghai-Jiangsu-Guangdong (China) (hereafter "B-S-J-G [China]"), Ciudad Autonoma de Buenos Aires (Argentina) (hereafter "CABA [Argentina]"), the Dominican Republic, the Former Yugoslav Republic of Macedonia (hereafter "FYROM"), Hungary, Jordan, Kazakhstan, Korea, Luxembourg, Peru, the United States and Uruguay (Table III.7.6).

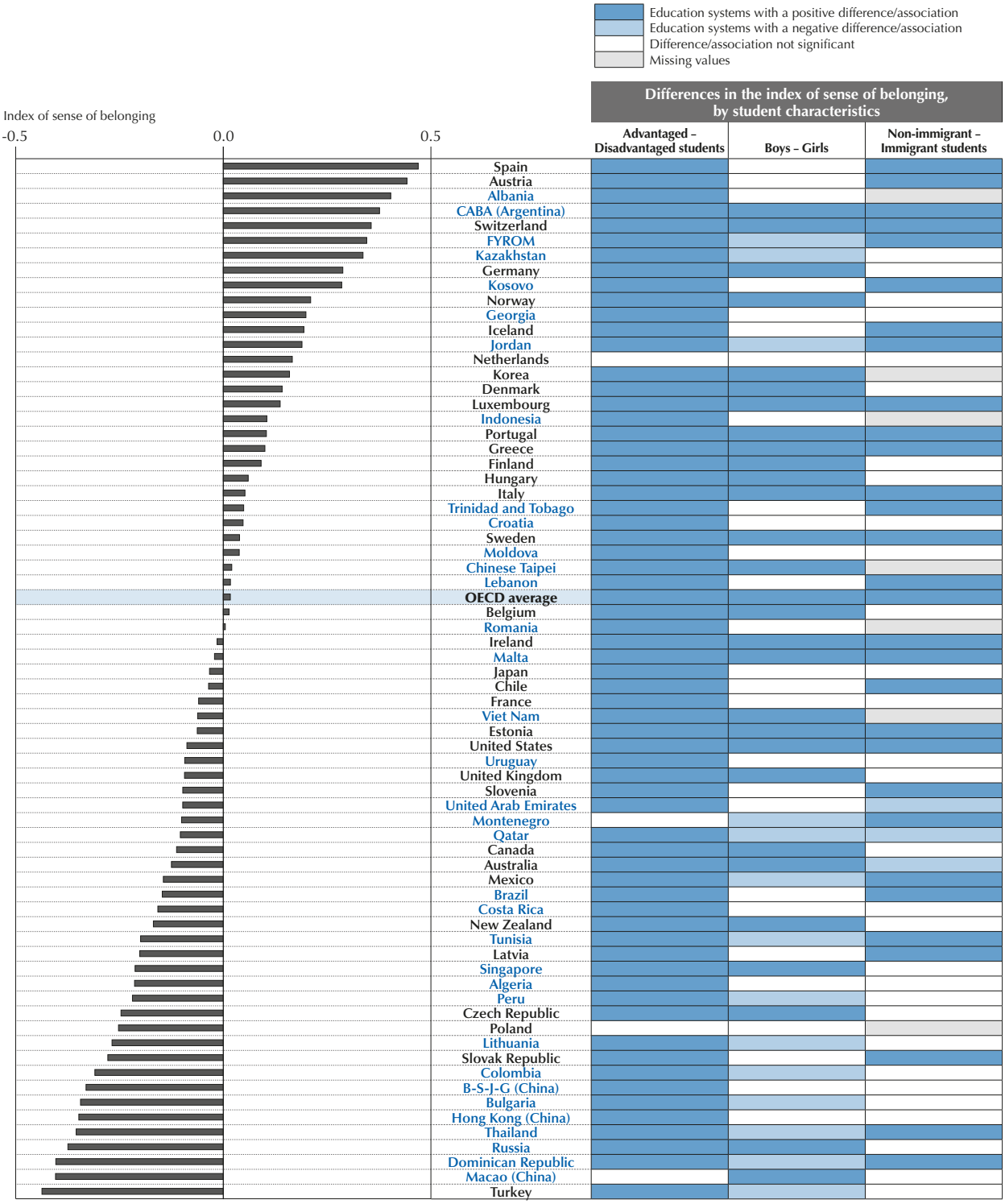
In 28 countries, boys were more likely than girls to report a greater sense of belonging at school. Differences in favour of boys are particularly noticeable (around one-fifth of a standard deviation) in Australia, Denmark, Finland, Ireland, Norway, the United Kingdom and the United States, while in Jordan, Qatar and Turkey, girls reported a much stronger sense of belonging than boys (over one-fifth of a standard deviation; Table III.7.6).

SENSE OF BELONGING AND IMMIGRANT BACKGROUND

Growing populations of immigrant students pose new challenges to maintaining cohesion at school, as students need to learn how to interact with peers from different cultural backgrounds (OECD, 2015b). Results from PISA indicate that, on average across OECD countries, 12.5% of students in 2015 had an immigrant background compared to 9.4% of students in 2006 (OECD, 2016, Table I.7.1). Countries vary widely in the extent to which first-generation immigrant students (foreign-born students whose parents are also foreign-born) and second-generation immigrant students (those who were born in the country of assessment but whose parents are foreign-born) are more or less likely than students without an immigrant background to feel that they belong at school. On average, and in 29 countries and economies, students without an immigrant background reported a stronger sense of belonging than immigrant students, even after accounting for socio-economic status (Figure III.7.2 and Table III.7.6). The opposite pattern is observed in Australia, Qatar and the United Arab Emirates, where both first- and second-generation immigrant students reported a greater sense of belonging at school than non-immigrant students.

Figure III.7.2 ■ Index of sense of belonging, by student characteristics

Results based on students' self-reports



	Advantaged – Disadvantaged students	Boys – Girls	Non-immigrant – Immigrant students
Education systems with a positive difference/association	65	28	29
Education systems with no difference/association	4	27	30
Education systems with a negative difference/association	0	14	3

Countries and economies are ranked in descending order of the index of sense of belonging.

Source: OECD, PISA 2015 Database, Table III.7.6.

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In Brazil, FYROM, Iceland, Latvia, Luxembourg, Norway, Spain, Sweden and Switzerland, first-generation immigrant students reported the greatest sense of alienation from schools compared to students without an immigrant background. Second-generation immigrant students expressed a stronger sense of belonging at school than first-generation immigrant students, particularly in Austria, Chile, FYROM, Jordan, Norway, Spain, Sweden and Switzerland (with a difference of over a third of a standard deviation) (Table III.7.6).

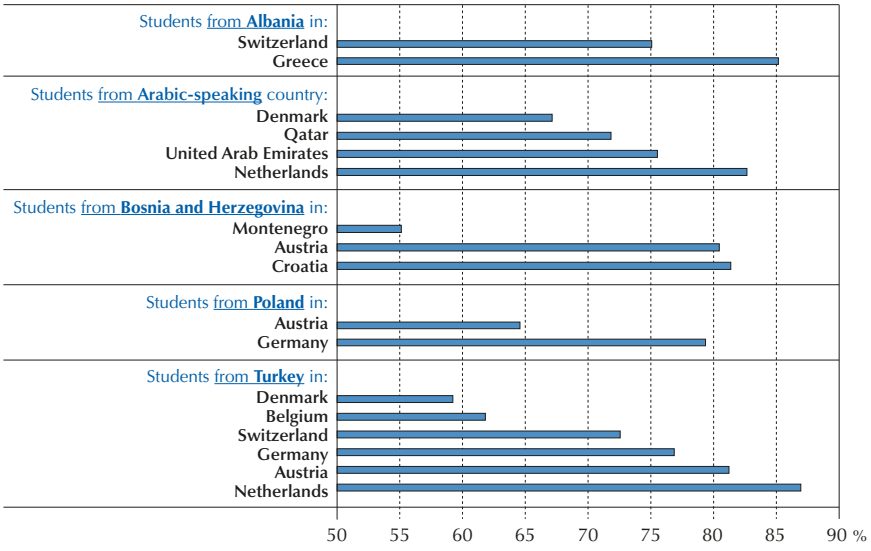
Box III.7.1 **Integrating immigrant students at school**

Children of immigrants often have to overcome many barriers in order to succeed at school. For some, the lack of familiarity with the language of instruction and precarious living conditions can turn the first years spent in their new country into a particularly stressful experience (OECD, 2015b). School plays a key role in assimilating immigrant adolescents because it is often the first social and cultural institution that children of immigrants have contact with (Chiu et al., 2012). Many students attend schools where there are deep divisions between immigrants and native-born students, or between newcomers and more acculturated immigrants. Teachers in these schools are often not sufficiently trained to address these divisions (OECD, 2010; Suárez-Orozco and Suárez-Orozco, 2013).

In PISA 2015 foreign-born students tended to report a weaker sense of belonging than non-immigrant students, on average, but this difference varies greatly across countries and economies (Table III.7.3). Figure III.7.3 shows the percentage of immigrant students who reported that they feel that they belong at school, by country of origin and country of destination, taking into account differences in the socio-economic status of students from the same country of origin who settled in different countries. Around 83% of students who were born in, or whose parents were born in, Arabic-speaking countries and who settled in the Netherlands reported feeling that they belong at school, but only 67% of students from Arabic-speaking countries who settled in Denmark reported the same.

Figure III.7.3 ▪ **Immigrant students' sense of belonging at school, by countries of origin and destination**

Percentage of students with an immigrant background who reported that they feel like they belong at school, adjusted for differences in socio-economic status



Notes: The estimates are obtained from pooled data from the PISA 2012 and 2015 databases. Only countries where the percentage of immigrant students in PISA 2015 is higher than 5% are shown.

The estimates are adjusted for differences in socio-economic status by assigning the same value of socio-economic status to all students of one origin group independently of the destination country.

The coverage of destination countries is limited by the fact that only some countries collect detailed information on immigrants' country of birth. Results are only shown for pairs of origin and destination countries/economies with data for 20 or more immigrant students.

Sources: OECD, PISA 2006, 2009, 2012 and 2015 Databases, Table III.7.9.

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...

Similarly, only 55% of students who migrated to Montenegro from Bosnia reported that they feel that they belong at school, while 81% of the Bosnians who migrated to Croatia so reported. These results suggest that the psychological well-being of immigrant students is affected not only by cultural differences between the country of origin and the host country, but also by how schools and communities help these students handle the daily problems of living, learning and communicating. Providing dedicated support to immigrant students to help them integrate into their new school community can strengthen the overall performance of education systems, particularly in those countries that recently saw a surge in migrant inflows.

THE CONSEQUENCES OF A WEAK SENSE OF BELONGING AT SCHOOL

There are many reasons why policy makers, teachers and parents should care about students' sense of belonging at school. First, there is an association between feelings of belonging at school and academic achievement. Research examining this association generally shows a positive circular relationship: a sense of belonging leads to higher academic achievement, and high academic achievement leads to greater social acceptance and sense of belonging (Wentzel, 1998). However, the link between social bonding with peers at school and achievement is likely to differ significantly across countries and across groups of students. In some countries, academic achievement is considered socially desirable among teenagers; in others, academic achievement is not a factor in social acceptance, and sometimes it is even sanctioned (Ogbu, 2003).

The relationship between belonging at school and performance in PISA is strong for those students with the least sense of belonging. Beyond a certain threshold, the relationship between sense of belonging and performance becomes flat. On average across OECD countries, the difference in science performance between students in the second quarter and students in the bottom quarter of the index of sense of belonging is 13 score points, while the difference between students in the top quarter and students in the third quarter is only 5 points (Table III.7.8a). It is thus important to identify and support those students with a very weak sense of belonging, because these students are likely to be adversely affected both in their personal well-being and in their academic performance (Anderman, 2002; Goodenow, 1993).

Looking at the individual components used to create the index of sense of belonging, students across OECD countries who reported that they feel like an outsider at school score 22 points lower in science, on average, than those who did not report so (Figure III.7.4). Even after accounting for students' socio-economic status, this gap remains significant in the large majority of countries. The negative relationship between feeling like an outsider and performance in science holds true in the large majority of countries and economies. In Lebanon, the difference in science performance between these two groups of students is as wide as 67 points, after accounting for students' and schools' socio-economic profile.

A sense of belonging and acceptance at school is important for adolescents' sense of self-worth and overall satisfaction with life (Juvonen, 2006). Figure III.7.5 shows a strong relationship between the likelihood of reporting low satisfaction with life (a level of 4 or lower on a scale from 0 to 10) and feeling like an outsider at school. Students in OECD countries who feel like they are outsiders at school were three times more likely to report that they are not satisfied with their life than those who do not feel like they are outsiders (Figure III.7.5). In Finland, Ireland, Korea, the Netherlands, the United Kingdom and the United States, the likelihood of reporting low satisfaction with life is more than four times higher if the student reported feeling like an outsider. The relationship between feeling like an outsider and life satisfaction remains significant after accounting for students' socio-economic status.

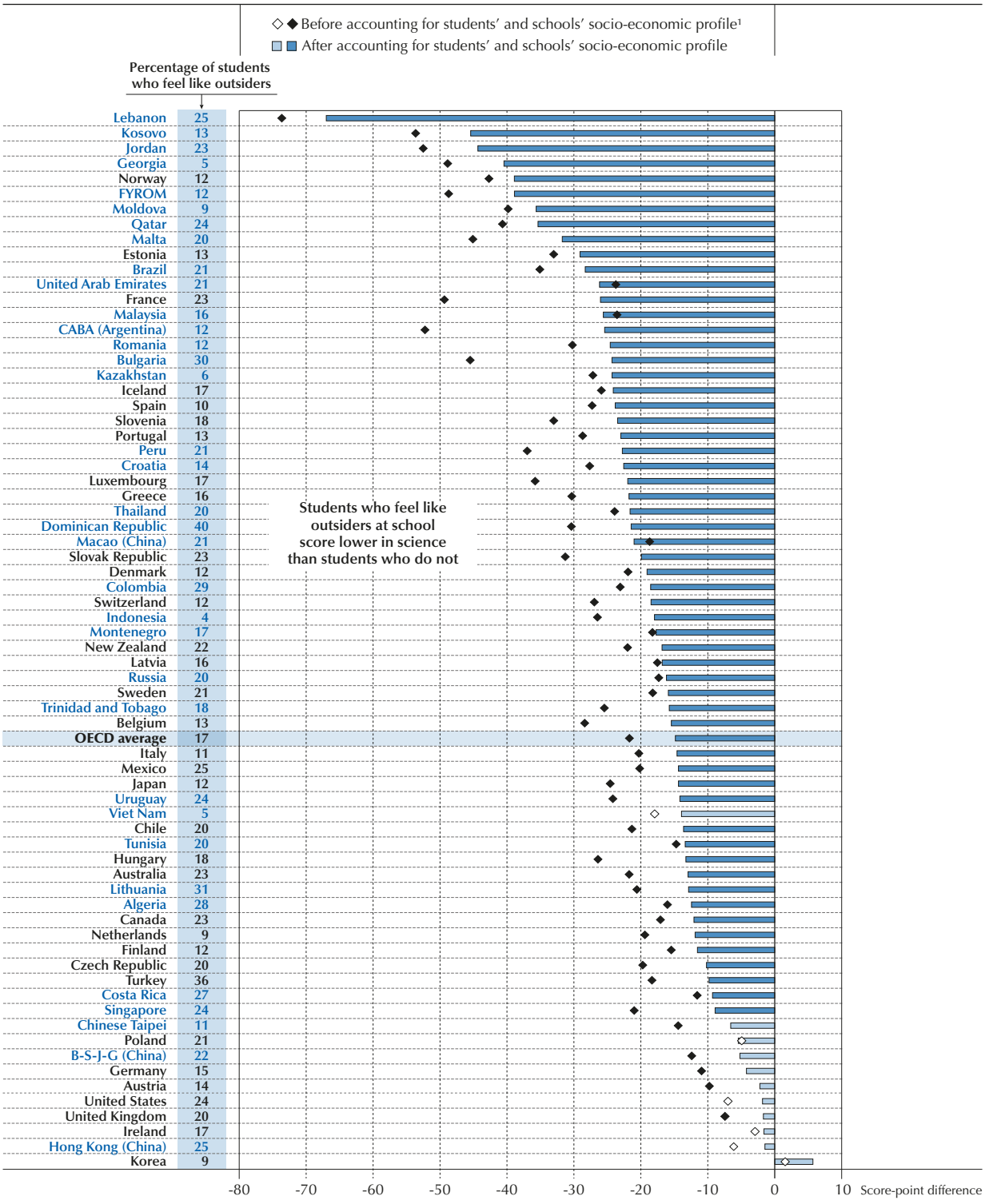
A weak sense of belonging at school might also discourage students from pursuing further education. Table III.7.12 shows that, on average across OECD countries, students in the bottom quarter of the index of sense of belonging were 11 percentage points more likely to expect to end their education at the secondary level than students in the top quarter of the index.

DISCIPLINARY CLIMATE AND SENSE OF BELONGING

Differences in students' sense of belonging are larger within schools than between schools (Table III.7.7; Ma, 2003). However, the quality of the school environment also matters. In particular, a disciplined and fair learning environment at school can help adolescents build the social skills they need to establish rewarding relationships with their educators and peers.

Figure III.7.4 ■ Feeling like an outsider at school and science performance

Score-point difference in science performance between students who feel like outsiders at school and students who do not feel like outsiders



1. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

Note: Statistically significant values are marked in a darker tone (see Annex A3).

Countries and economies are ranked in ascending order of the score-point difference between students who feel like outsiders and students who do not, after accounting for students' and schools' socio-economic profile.

Source: OECD, PISA 2015 Database, Table III.7.10.

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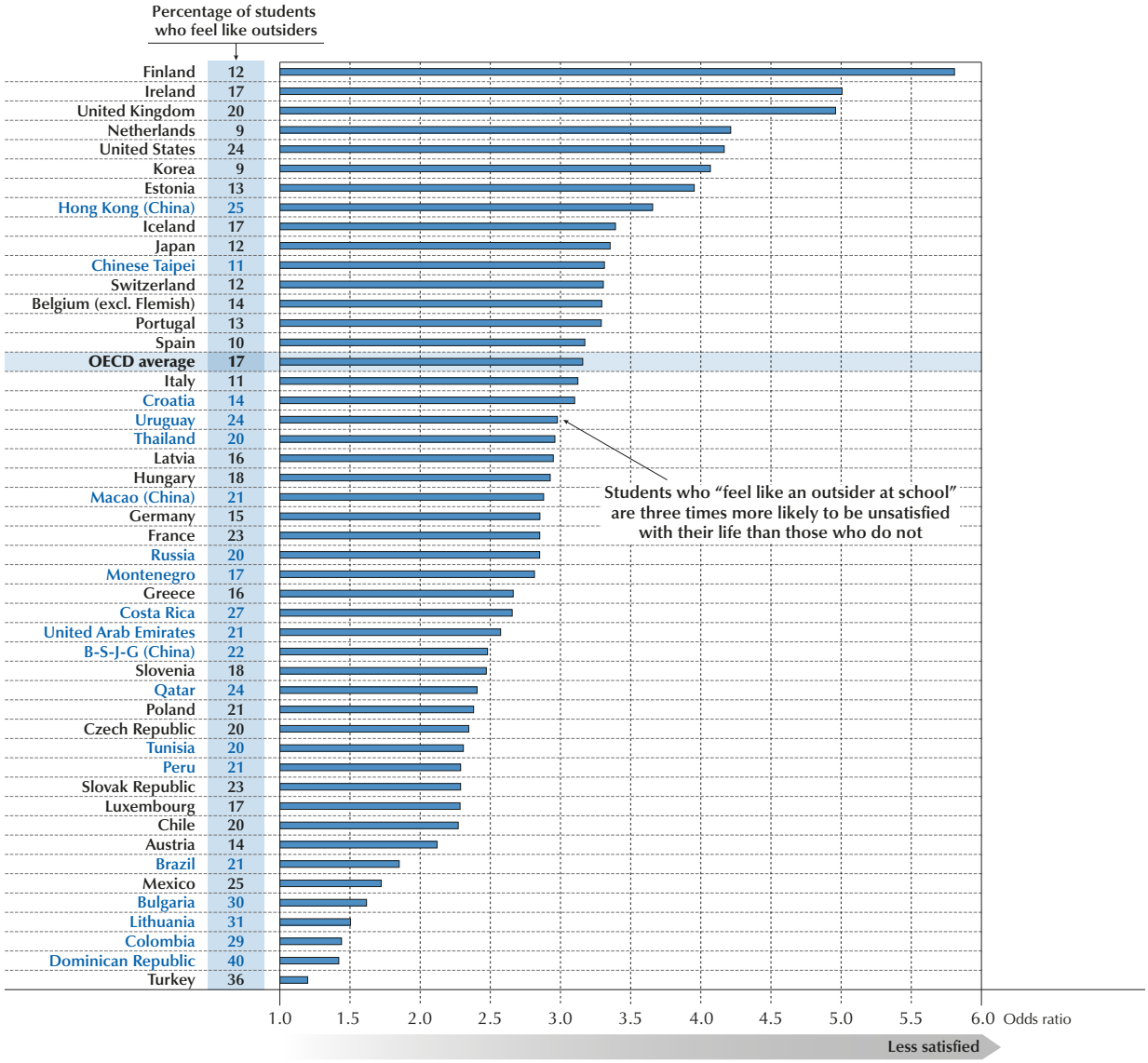
Figure III.7.5 ■ **Feeling like an outsider at school and low life satisfaction**

Likelihood that students are not satisfied[1] with their life if they "feel like an outsider at school", after accounting for students' and schools' socio-economic profile[2]



1. A student is classified as "not satisfied" if he or she reported between 0 and 4 on the life-satisfaction scale. The life-satisfaction scale ranges between 0 and 10.

2. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

Note: All values are statistically significant (see Annex A3).

Countries and economies are ranked in descending order of the odds of reporting low life satisfaction, after accounting for students' and schools' socio-economic profile.

Source: OECD, PISA 2015 Database, Table III.7.13.

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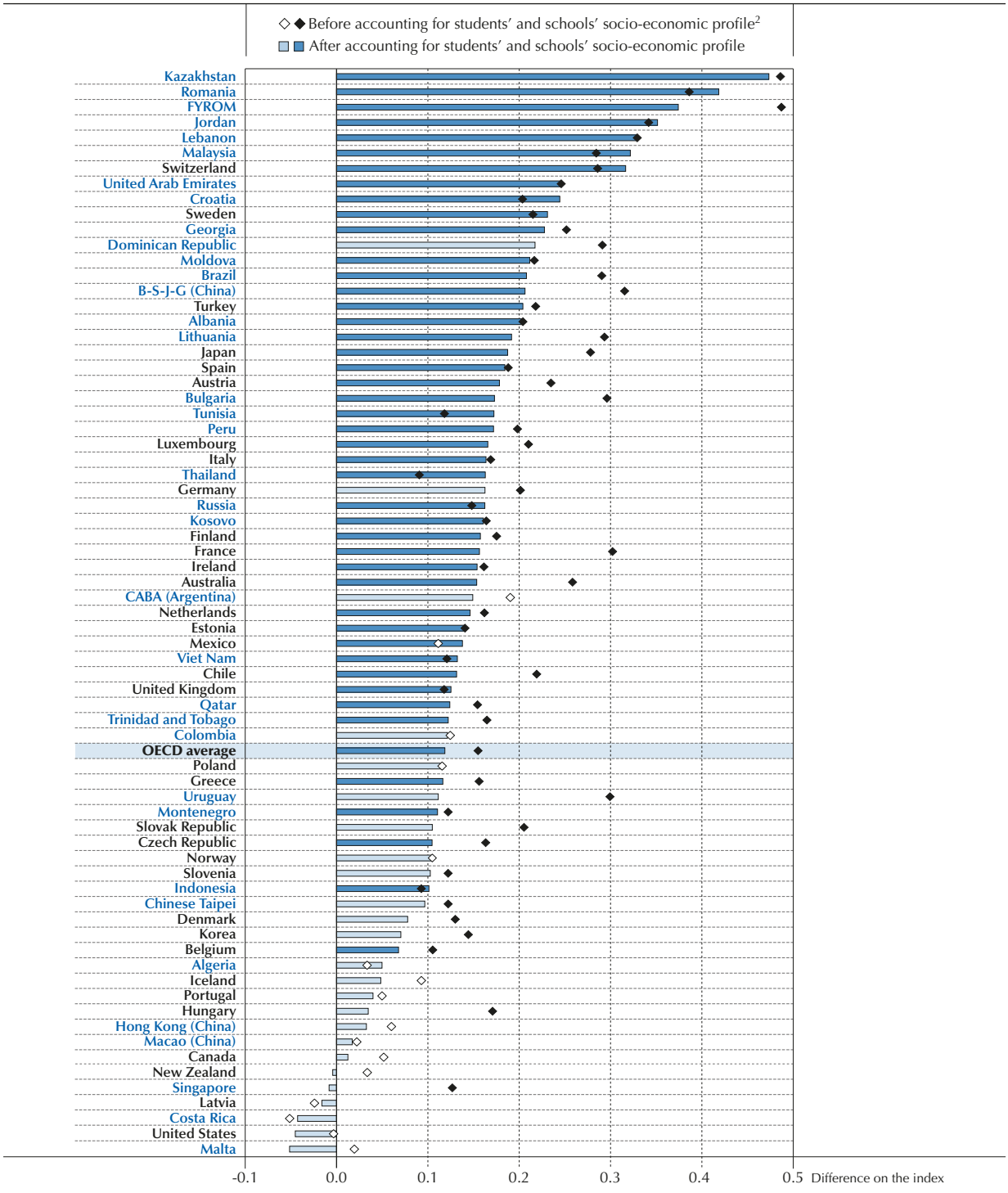
A school's disciplinary climate is a strong predictor of a student's sense of belonging at school (Arum and Velez, 2012; Chiu et al., 2016; OECD, 2003). Figure III.7.6 shows that working in a disciplined classroom can have a positive influence on students' sense of belonging at school. PISA 2015 measures disciplinary climate by an index based on students' reports of the frequency with which interruptions occur in science classes. Each bar in the figure reflects the difference in the index of sense of belonging between students in schools with a more favourable disciplinary climate in science classes (the average index of disciplinary climate is significantly above the country mean) and students in schools with a less favourable disciplinary climate (the average index of disciplinary climate is significantly below the country mean).

Figure III.7.6 ■ Sense of belonging and disciplinary climate in school

Difference on the index of sense of belonging between students who attend schools with a positive disciplinary climate[1] and those who attend schools with a negative disciplinary climate



1. Schools with positive (negative) disciplinary climate are those whose average index of disciplinary climate is statistically higher (lower) than the average level in the country/economy.

2. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

Note: Statistically significant values are marked in a darker tone (see Annex A3).

Countries and economies are ranked in descending order of the difference in sense of belonging between students in schools with a positive disciplinary climate and those in schools with a negative disciplinary climate, after accounting for students' and schools' socio-economic profile.

Source: OECD, PISA 2015 Database, Table III.7.14.

StatLink http://dx.doi.org/10.1787/888933471524

On average, this difference is 0.15 and remains significant after taking into account the socio-economic profile of schools (Figure III.7.6). In FYROM, Kazakhstan, Jordan, Lebanon, Malaysia, Romania and Switzerland, students' sense of belonging is much stronger when they attend classes with a good disciplinary climate. A possible interpretation of this relationship is that reducing disciplinary problems in class might not only lead to better student performance, but might also provide the kind of orderly learning environment that is conducive to supportive social relationships.

STUDENTS' RELATIONS WITH TEACHERS AND SENSE OF BELONGING AT SCHOOL

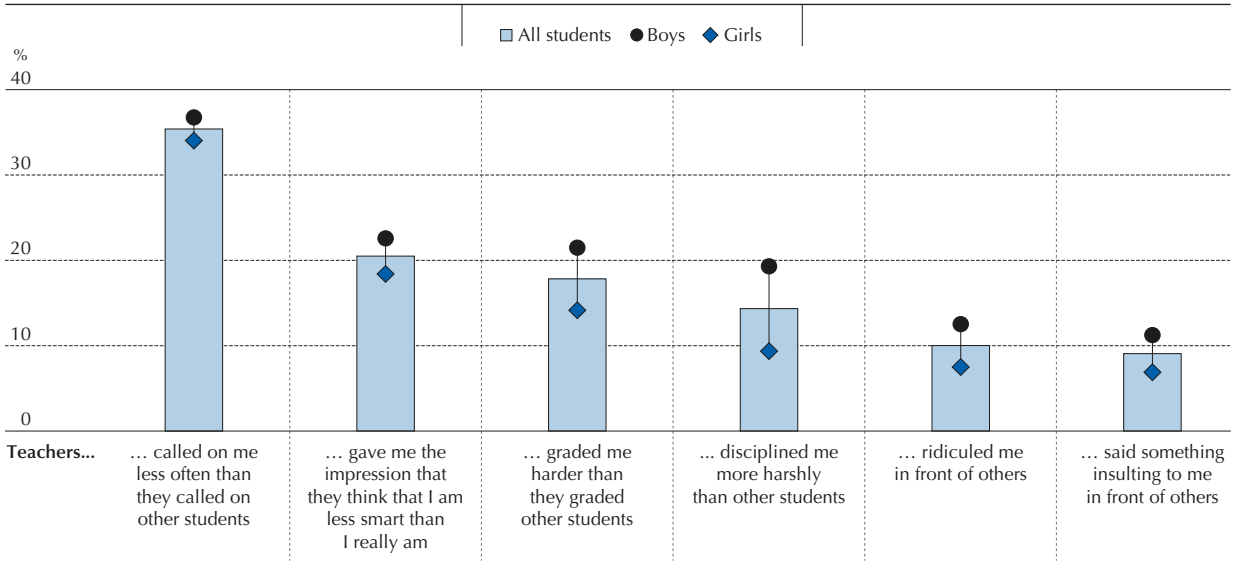
The quality of teacher-student relations can influence students' engagement with school and their socio-emotional development (Anderman, 2003; Battistich et al., 1995; Chiu et al., 2016; Ma, 2003; Noble et al., 2008). Teachers and school staff can promote students' healthy social and emotional development by creating a caring and respectful learning environment (Battistich et al., 1997; Noble et al., 2008). Positive relationships between teachers and students are particularly important for the social and emotional well-being of disadvantaged students (Battistich et al., 1997).

Analyses of PISA 2012 data have shown that positive and constructive teacher-student relations are associated with both better performance in mathematics and with a stronger sense of belonging at school (OECD, 2015a). In PISA 2015 students were asked to report whether their teachers call on them less often than they call on other students, grade them harder than they grade other students, give them the impression that they are less smart than they really are, discipline them more harshly than others, or ridicule them or tell them something insulting in front of others. PISA 2015 also asked students whether they perceive that their science teacher is interested in students' learning and is willing to provide support to students who experience difficulties.

A substantial proportion of students in PISA-participating countries and economies perceive that their teachers engage in different types of unfair behaviour. It is important to bear in mind that these data reflect only students' perceptions, and do not allow for assessing the gravity of what happens in the classroom. On average across OECD countries, 35% of students reported that, at least a few times per month, their teachers calls on them less than they call on others; 21% reported that their teachers give them the impression that they are less intelligent than they actually are; 18% of students reported that their teachers grade them more harshly than others; 14% reported that their teachers discipline them more harshly than others; 10% reported that their teachers ridicule them in front of others; and 9% reported that their teachers insult them in front of others (Figure III.7.7). As shown in Figure III.7.7, boys were more likely than girls to report that their teachers do not treat them fairly.

Figure III.7.7 ■ **Students' perception of teachers' unfairness, by gender**

Percentage of students who reported that their teachers behave unfairly "once a week or more" or "a few times a month" (OECD average)

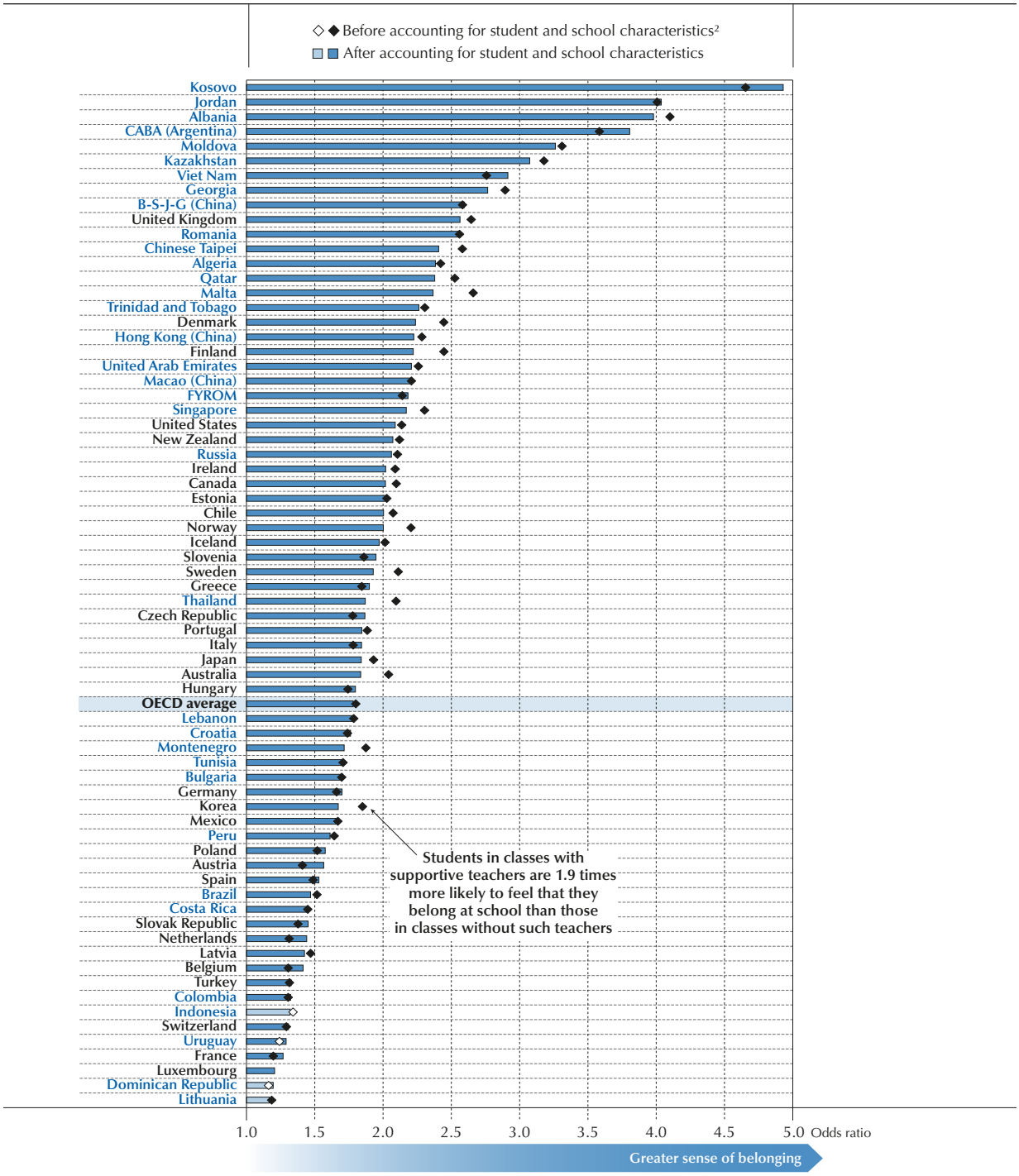


Source: OECD, PISA 2015 Database, Tables III.7.15 and III.7.16.

StatLink http://dx.doi.org/10.1787/888933471534

Figure III.7.8 ■ Students' sense of belonging at school, by perception of teacher support

Likelihood of reporting "I feel like I belong at school" associated with students' perceptions of teachers' supportive behaviour[1]



1. Perceived teacher support refers to students reporting "every lesson" or "most lessons" to the statements "The teacher shows an interest in every student's learning", "The teacher gives extra help when students need it" and "The teacher helps students with their learning".

2. Student and school characteristics include gender, performance in reading and science, and the PISA index of economic, social and cultural status (ESCS) at the student and school levels.

Note: Statistically significant values are marked in darker tone (see Annex A3).

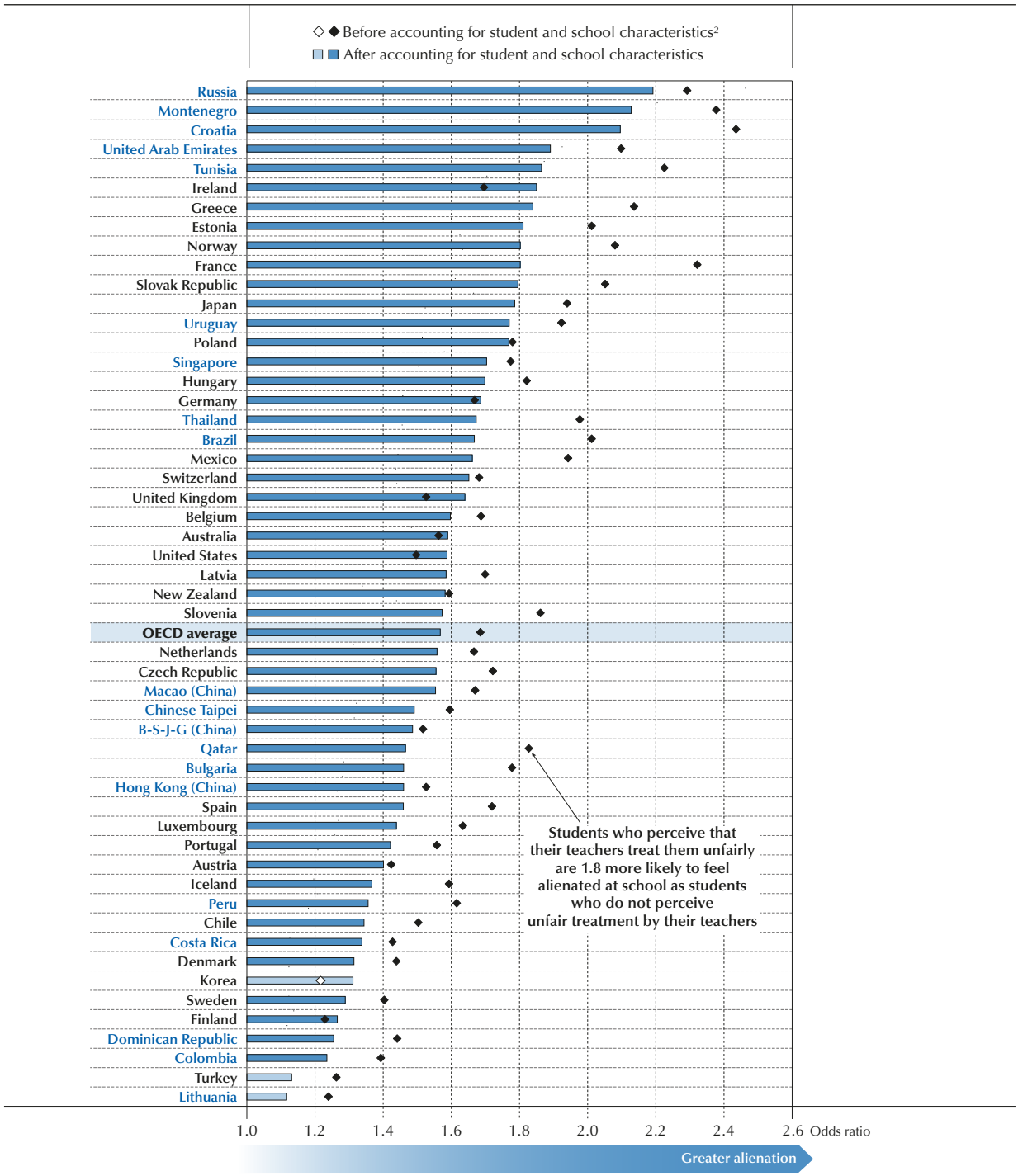
Countries and economies are ranked in descending order of the odds ratio of reporting "I feel like I belong at school", after accounting for student and school characteristics.

Source: OECD, PISA 2015 Database, Table III.7.19.

StatLink http://dx.doi.org/10.1787/888933471544

Figure III.7.9 ■ Students' sense of belonging and perceptions of teachers' unfairness

Likelihood of reporting "I feel like an outsider" associated with students' perceptions of teachers' unfair behaviour[1]



1. Perception of teachers behaving unfairly refers to students reporting "a few times a month" or "once a week or more" to the statements "Teachers disciplined me more harshly than other students", "Teachers ridiculed me in front of others" or "Teachers said something insulting to me in front of others".

2. Student and school characteristics include gender, performance in reading and science, and the PISA index of economic, social and cultural status (ESCS) at the student and school levels.

Notes: Statistically significant values are marked in darker tone (see Annex A3).

Countries and economies are ranked in descending order of the odds of reporting "I feel like an outsider (or left out of things)", after accounting for student and school characteristics.

Source: OECD, PISA 2015 Database, Table III.7.20.

StatLink http://dx.doi.org/10.1787/888933471559

Disadvantaged students and students with an immigrant background were also more likely to report unfair teacher behaviour (Tables III.7.16 and III.7.17). For example, disadvantaged students were 5 percentage points more likely than advantaged students to report that their teachers say something insulting to them in front of others. On average across OECD countries, students with an immigrant background were 4 percentage points more likely than students without an immigrant background to report that they frequently experience at least one of the six types of unfair treatments measured in PISA 2015 (Table III.7.17).

On the one hand, students who perceive that their teachers are supportive reported a greater sense of belonging at school (Figure III.7.8). On average across OECD countries, students who reported that their science teacher is willing to provide help and is interested in their learning are about 1.8 times more likely to feel that they belong at school than those students who did not report so. These results suggest that teachers may play a role in improving students' sense of belonging by showing attention and care to individual students.

On the other hand, across OECD countries, students who reported that they are treated unfairly by their teachers (they perceived that their teachers discipline them more harshly than other students, ridicule them in front of others or say something insulting to them in front of others) are 1.6 times more likely to feel like an outsider at school, on average across OECD countries, after accounting for student and school characteristics (Figure III.7.9). In Croatia, Montenegro and the Russian Federation (hereafter "Russia") students who reported that they are frequently treated unfairly by teachers were at least twice as likely to report that they feel like an outsider at school as students who reported that their teachers do not treat them unfairly, after accounting for socio-economic status. A similar association is observed when perceptions of unfair treatment are measured at the school level: in schools where perceptions of unfairness are pervasive (e.g. the share of students reporting unfair treatment is above the national average), students were more likely to report feeling like an outsider, after accounting for student and school characteristics (Table III.7.20).

One of the ways in which schools can improve their learning climate is by giving voice to students. Students can contribute perspectives on issues related to school climate and relationships that differ from those of principals or teachers (Levin, 2000; Mitra, 2003). Furthermore, by having a formal instrument to express their views, students themselves can develop a stronger sense of ownership and autonomy in their schools (Mitra, 2003; Rudduck and Flutter, 2000).

In PISA 2015, principals responded to a series of questions about quality assurance in their schools, one of which asks about the practice of seeking student feedback on teaching, resources and lessons. On average across OECD countries, around 10% of students were in schools that seek feedback from students because it is mandatory, 59% were in schools that seek feedback based on the school's initiative, and 31% attend schools that do not have any mechanism in place to collect student feedback (Table III.7.21). Differences across countries are large: in the Dominican Republic, more than 96% of students were in schools with this feedback mechanism (either mandatory or based on school initiative), while only 23% of students in France could provide feedback to the school administration. On average across OECD countries, students in advantaged schools were more likely to be asked for their feedback than students in disadvantaged schools. Private schools were also more likely than public schools to use this tool as a way to improve their students' learning experience.

These findings imply that policies and practices that promote communication and respectful interactions between teachers and students might help to enhance students' well-being (Anderman, 2003; O'Brien and Bowles, 2013). Improving students' sense of acceptance and belonging at school might also help students develop stronger interpersonal skills, openness and healthy attitudes towards other groups in society – qualities that are crucial for students' lives beyond school (O'Connor et al., 2010; Osterman, 2000; Shochet et al., 2006).

What these results imply for policy

- A sense of belonging at school makes a difference for both student performance and adolescents' satisfaction with life. School administrators and teachers need to put in place strategies to identify those students who are most at risk of social exclusion and provide them with the means to establish positive social ties with educators and peers.
- At 15, many students have strong perceptions that their teachers behave unfairly, and these perceptions can affect their sense of belonging and engagement at school. Teacher-training programmes might consider emphasising communication skills, the ability to manage behavioural problems and pedagogical approaches to establish positive and supportive relationships with students. Schools can also consider regularly collecting feedback from students on the quality of the learning climate and the relationships they maintain at school.

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8

Bullying

Bullying at school can have long-lasting consequences for students' (both victims and bullies) psychological well-being. This chapter defines bullying according to PISA and explains how PISA measures the incidence of bullying. It discusses the prevalence of bullying around the world and which students might be more likely to be victims of bullying. The chapter examines the relationship between bullying and student performance, and between bullying and other dimensions of students' well-being. The chapter concludes with a discussion on how schools, teachers and parents can help reduce the incidence of bullying.

Education policy makers around the world are becoming increasingly concerned about bullying (Nansel et al., 2004; Rigby, 2007; Rivara and Le Menestrel, 2016). Bullying is a systematic abuse of power, and can be identified by three key traits: repetition, intention to harm, and an unequal power between the bully and the victim (Woods and Wolke, 2004). The prevalence of bullying has been shown to vary significantly across countries (Craig et al., 2009; Nansel et al., 2004). But in all countries bullying has harmful effects on individual students, their families and the school community.

What the data tell us

- Some 4% of students across OECD countries reported they are hit or pushed around by other students at least a few times per month. Around 11% of students reported that other students make fun of them at least a few times per month. Girls are less likely than boys to be victims of physical aggression, but are more likely to be the objects of nasty rumours. Recently arrived immigrant students were also more likely to report being victims of all types of bullying.
- Low-performing students are more likely to become victims of bullying. Students in schools where bullying is frequent, by international standards, score 47 points lower in science than students in schools where bullying occurs less frequently.
- Students who reported being frequently exposed to bullying also reported a weaker sense of belonging at school and less satisfaction with life. Students who are frequently bullied are also more likely to be truant.
- The proportion of students who reported being victims of bullying is larger in schools with high percentages of students who had repeated a grade, where students reported a poor disciplinary climate in class, and where students reported that their teachers treat them unfairly. Victimisation was less frequently reported by students who said that their parents support them when facing difficulties at school.

Bullying has serious consequences for both the bully and the victim (Rivers, 2000). Adolescents engaged in bullying as perpetrators, victims, or both are more likely to skip classes, drop out of school, and perform worse academically than schoolmates who have no conflictual relationships with their peers (Konishi et al., 2010; Townsend et al., 2008). Adolescents who bully or are bullied are more likely to show symptoms of depression and anxiety, have low self-esteem, feel lonely, change their eating patterns, and lose interest in activities (Haynie et al., 2001; Kochel et al., 2012; Striegel-Moore et al., 2002). Emotional and behavioural problems suffered by both victims and bullies may continue into adulthood, leading to long-term negative outcomes, including less participation in the labour force (Drydakis, 2014).

Bystanders are also negatively affected by bullying. Those who witness bullying often report feelings of guilt or helplessness for not confronting the bully and/or supporting the victim (Huitsing and Veenstra, 2012).

The likelihood of becoming a bully, or the victim of a bully, is often associated in the literature with certain personal characteristics, such as age, physical appearance, gender and ethnicity. For example, students who are obese are more likely to become victims or bullies than their peers who are not obviously overweight (Griffiths et al., 2006; Janssen et al., 2004). Research also shows that adolescents who are physically less developed, unhappy with their appearance, or socially isolated are also more likely to be victims of bullying (Faris and Felmlee, 2014). Adolescents who are victims of violence or aggression at home, or who are exposed to violent or abusive relationships between their parents, are more likely to become bullies themselves (Wolke and Skew, 2011).

But the fact that some types of adolescents are more at risk than others should not lead to the erroneous conclusion that only students with a specific personality or social profile can become bullies or victims of bullying. Bullies do not necessarily come from difficult homes, and they vary considerably in their levels of social skills. Some are leaders within their social groups; others are marginalised in the peer group and may, themselves, be victimised (Ma, 2004). Recent research has also shown the dynamic and fluid nature of children's involvement in bullying across roles and over time. For instance, a student may be victimised by classmates at school but bully his or her siblings at home (Swearer and Hymel, 2015).

Group dynamics are important in explaining and understanding bullying (Huitsing and Veenstra, 2012). Bullying involves more than solely those who bully and those who are bullied in the classroom (Salmivalli et al., 1996; Sutton et al., 1999). The physical or psychological abuse generally occurs in the presence of peers, who play a critical role in strengthening, maintaining or ending the bullying behaviours (Pepler, Craig and O'Connell, 2010). School policies can limit bullying by influencing group norms in the classroom (Card and Hodges, 2006).

DEFINING AND MEASURING BULLYING IN SCHOOL

Bullying can take different forms. Physical (hitting, punching or kicking) and verbal (name-calling or mocking) bullying refers to direct forms of abuse (Smith and Sharp, 1994). Relational bullying refers to the phenomenon of social exclusion, where some children are ignored, excluded from games or parties, rejected by peers, or are the victims of gossip and other forms of public humiliation and shaming (Woods and Wolke, 2004).

As teenagers use electronic communications more and more, cyberbullying has become a new form of aggression expressed via online tools, particularly mobile phones (e.g. instant messaging, social networks and e-mails) (Box III.8.1). The different types of bullying – physical, verbal, relational, cyber – tend to occur concurrently. Bullying is particularly frequent during times of transition in children's and adolescents' lives, when they are figuring out where they fit in among new peer groups.

The rates of prevalence of bullying vary greatly across studies, reflecting differences in assessment approaches, as well as differences across contexts and cultures. PISA 2015 measures the incidence of bullying using reports from the victim's perspective. Figure III.8.1 shows the six questions on bullying included in PISA 2015 that are analysed in this report and the type of bullying they aim to measure. The index of exposure to bullying summarises students' reported experiences with these six forms of bullying (see Annex A1 for a detailed explanation of the construction of this index). The index was standardised to have a mean of 0 and a standard deviation of 1 across OECD countries. Positive values on the index indicate students who reported to be more frequently bullied than the average student in OECD countries, while negative values indicate students who reported less frequent exposure to bullying than the average student in OECD countries.

Students are classified as frequently bullied if they are among the 10% of students with the highest value on the index of exposure across all countries and economies with available data (a value greater than 1.59 on the index of exposure to bullying). This cut-off was selected because most of the students at or above this level are frequently exposed (at least a few times per month) to at least three of the six forms of bullying measured by the index (see Table A1.7 in Annex A1). Across all countries and economies with available data, more than one in two of the students who are classified as frequently bullied in this way reported they are made fun of, are excluded on purpose, or are objects of nasty rumours at least a few times per month; almost four out of ten reported that they are hit or pushed, threatened or have their belongings taken away or destroyed at least a few times per month.

Figure III.8.1 ■ **Measures of bullying from the victim's perspective**

During the past 12 months, how often have you had the following experiences in school?

(Please select one response in each row. Never or almost never; A few times a year; A few times a month; Once a week or more)

Action	Type of bullying
Other students left me out of things on purpose.	Relational
Other students made fun of me.	Verbal
I was threatened by other students.	Verbal/physical
Other students took away or destroyed things that belong to me.	Physical
I got hit or pushed around by other students.	Physical
Other students spread nasty rumours about me.	Relational

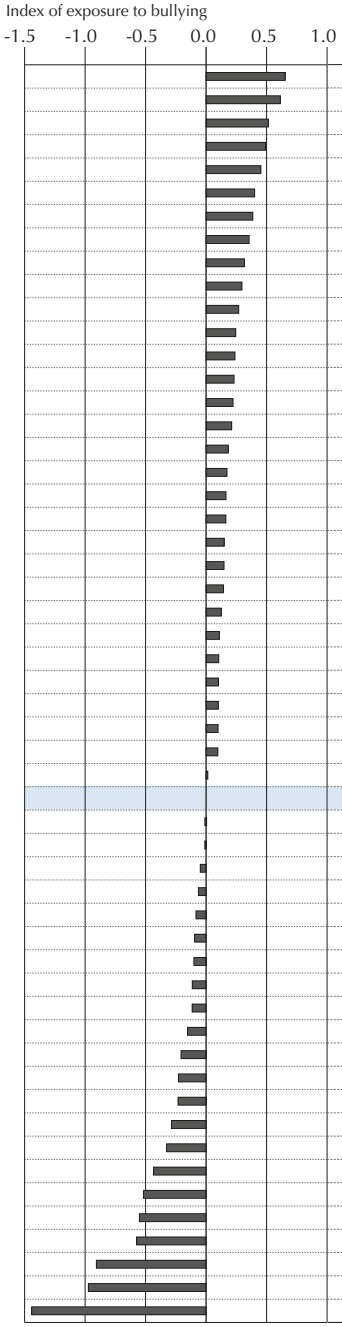
REPORTED FREQUENCY OF BULLYING, VICTIMISATION AND STUDENT CHARACTERISTICS

Certain types of bullying occur more frequently than others. Making fun of other students is usually the most common form of bullying (Wang, Iannotti and Nansel, 2009). While the incidence of physical bullying and cyberbullying peaks among middle-school students and declines as students age, verbal and relational bullying remain frequent among upper secondary students (Williams and Guerra, 2007). PISA 2015 shows that, in many countries, verbal and psychological bullying occur frequently. On average across OECD countries, around 11% of students reported that they are frequently (at least a few times per month) made fun of, 8% reported that they are frequently the object of nasty rumours in school, and 7% reported that they are frequently left out of things. More than 10% of students in 34 out of 53 countries and economies reported that their peers make fun of them at least a few times per month. A similar proportion of students in 16 of 53 countries and economies reported that they are frequently the object of rumours, while in 13 out of 53 countries and economies, more than 10% of students reported that others frequently leave them out of things (Table III.8.1 and Figure III.8.2).

Figure III.8.2 ■ Students' exposure to bullying

Results based on students' self-reports and index of exposure to bullying

	Percentage of frequently bullied students[1]	Percentage of students who reported being bullied at least "a few times a month"						
		Any type of bullying act	Other students left me out of things on purpose	Other students made fun of me	I was threatened by other students	Other students took away or destroyed things that belong to me	I got hit or pushed around by other students	Other students spread nasty rumours about me
Latvia	17.5	30.6	12.7	15.0	6.5	7.2	8.4	13.2
New Zealand	18.3	26.1	12.8	17.4	8.3	6.3	6.7	12.8
Singapore	14.5	25.1	11.9	18.3	4.4	5.1	5.1	8.7
Macao (China)	14.4	27.3	9.5	19.9	6.2	8.5	4.2	9.3
Australia	14.8	24.2	12.8	15.1	7.2	5.7	5.7	11.2
United Kingdom	14.2	23.9	11.4	15.1	6.5	4.7	5.4	11.1
Canada	12.9	20.3	9.5	13.4	4.7	4.0	5.0	7.8
Qatar	19.1	25.0	12.2	14.6	8.7	9.1	8.8	12.3
Tunisia	16.2	28.2	11.7	13.1	9.4	7.4	8.6	12.6
United Arab Emirates	17.8	27.0	12.4	15.9	8.2	9.4	8.0	12.7
Poland	10.7	21.1	8.3	11.7	3.9	4.2	4.1	13.0
Estonia	9.5	20.2	6.6	13.7	3.0	3.9	4.7	6.9
Switzerland	7.3	16.8	5.6	10.7	2.4	4.6	2.8	7.0
Finland	9.5	16.9	7.2	10.5	3.1	2.7	4.6	6.8
Denmark	6.4	20.1	6.0	11.2	1.9	4.2	3.5	7.7
Hong Kong (China)	15.4	32.3	8.5	26.1	7.1	10.5	9.5	9.4
Belgium	7.2	18.5	5.9	11.1	2.7	3.0	3.1	8.8
Germany	6.1	15.7	5.4	9.2	1.7	3.8	2.3	7.3
United States	10.0	18.9	10.0	11.4	4.9	3.5	3.8	7.9
Colombia	7.6	22.1	8.3	11.5	3.3	4.5	4.0	10.9
Czech Republic	11.7	25.4	9.8	11.1	4.5	7.3	7.5	13.3
Chile	7.9	18.0	7.4	9.6	2.9	4.6	3.2	9.6
Bulgaria	13.8	24.7	8.1	12.4	5.9	7.4	9.1	12.4
Mexico	10.1	20.2	9.0	13.0	4.1	4.6	5.3	9.3
Thailand	17.5	27.2	12.3	19.9	8.6	9.6	7.1	11.1
Slovak Republic	11.5	22.5	10.3	10.4	4.9	6.2	4.9	12.4
Costa Rica	10.9	20.8	8.1	11.8	4.6	2.0	2.7	12.2
Ireland	6.8	14.7	5.9	8.5	2.9	3.4	3.1	6.0
B-S-J-G (China)	10.5	22.5	7.9	12.3	3.5	12.5	4.2	6.3
Austria	7.9	19.1	5.7	11.9	2.9	5.3	4.2	7.7
Slovenia	7.3	16.4	5.4	8.8	2.7	3.4	4.1	8.2
OECD average	**8.9**	**18.7**	**7.2**	**10.9**	**3.7**	**4.2**	**4.3**	**8.4**
Norway	9.6	17.7	7.0	9.4	3.8	5.0	4.6	8.4
Russia	9.5	27.5	18.1	11.8	5.0	5.6	3.1	9.0
Uruguay	9.5	16.9	8.8	10.3	4.2	4.1	4.0	7.8
Hungary	9.3	20.3	9.4	9.6	3.9	5.0	3.9	11.8
France	6.7	17.9	6.7	11.7	3.0	3.0	3.1	7.7
Spain	6.0	14.0	4.5	8.0	2.6	3.8	2.9	6.0
Lithuania	9.6	16.4	6.8	9.2	4.8	4.2	4.4	7.9
Sweden	8.4	17.9	6.4	9.4	3.9	4.5	5.4	7.1
Croatia	6.7	17.1	5.1	8.0	3.9	3.5	3.9	9.5
Luxembourg	7.9	15.7	5.7	8.6	3.4	4.2	3.5	7.9
Japan	5.1	21.9	4.7	17.0	2.5	2.8	8.9	6.1
Brazil	9.0	17.5	7.8	9.3	4.1	5.3	3.2	7.9
Peru	6.1	18.4	6.2	7.7	2.7	5.4	3.6	9.6
Dominican Republic	12.2	30.1	16.2	15.3	8.3	11.4	4.8	13.1
Netherlands	3.3	9.3	2.5	4.3	1.3	2.2	1.8	4.9
Iceland	5.1	11.9	4.6	6.7	2.9	1.8	2.4	4.9
Portugal	5.7	11.8	4.7	6.7	3.2	3.0	2.3	5.6
Greece	6.7	16.7	4.9	10.0	3.2	4.6	4.3	7.3
Chinese Taipei	3.1	10.7	3.3	6.8	1.0	3.5	0.8	3.5
Montenegro	7.0	16.4	4.9	6.8	6.2	4.0	3.5	9.9
Turkey	8.8	18.6	8.6	9.2	6.0	5.5	4.5	9.0
Korea	2.1	11.9	1.4	10.2	0.9	1.6	0.9	2.8



1. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies. See Annex A1 for information on the index of exposure to bullying.

Note: The frequency of students' exposure to bullying is measured according to a three-point scale: 1) "Never or almost never"; 2) "A few times a year"; 3) "At least a few times a month". For detailed information on how the index of exposure to bullying was derived, see Annex A1.

Countries and economies are ranked in descending order of the index of frequent exposure to bullying.

Source: OECD, PISA 2015 Database, Table III.8.1.

StatLink http://dx.doi.org/10.1787/888933471563

Physical bullying is probably the most obvious kind of violence in schools, and educators tend to perceive physical bullying as more serious than verbal and relational bullying (Craig et al., 2009; Rivara and Le Menestrel, 2016). On average across OECD countries, around 4% of students reported that they are hit or pushed at least a few times per month, although this percentage varies from around 1% to 9.5% across countries (Figure III.8.2). Another 7.7% of students reported they are physically bullied a few times per year (Table III.8.1). Similar proportions of students reported that they are threatened by others, and about 11% of students reported that their belongings have been destroyed or taken away by other students a few times per year.

Box III.8.1 **The rise of cyberbullying**

With the advent of social media and electronic communications, a new type of bullying has emerged: cyberbullying. Cyberbullying can take various forms, including sending nasty text messages, chats or comments, spreading rumours via online posts, or excluding someone from online groups. Online victims tend to be offline victims too (Salmivalli, Sainio and Hodges, 2013). But unlike traditional bullying, where a victim can find refuge at home, cyberbullying affects its victims anytime, anywhere – to the extent that a victim may feel incapable of escaping it (Agatston, Kowalski and Limber, 2007). Cyberbullying can also enable a relatively less "powerful" student to bully someone who is seen as more powerful (Rivara and Le Menestrel, 2016).

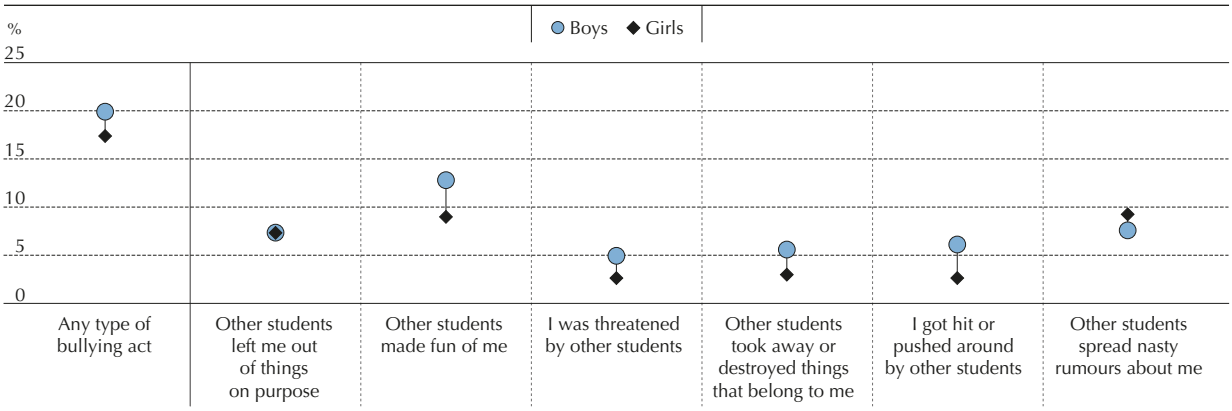
While boys are more likely to be bullies in traditional forms of bullying, girls are more likely to be involved in cyberbullying as victims and as perpetrators (Dukes, Stein and Zane, 2010; Mishna et al., 2012; Smith, 2013). The most recent data from the Health Behaviour in School-aged Children (HBSC) survey suggest that cyberbullying occurs less frequently than traditional forms of bullying, with between 1% and 12% of students in participating countries reporting to be victims of cyberbullying (Currie et al., 2012). Other studies find that between 7% and 15% of youth are affected by cyberbullying (Rivara and Le Menestrel, 2016). Students' ethnicity, sexual orientation, physical appearance, obvious health problems and disabilities are all related to the risk of becoming a victim of online harassment (Rivara and Le Menestrel, 2016).

The rise in the incidence of cyberbullying has been related to behavioural and psychosocial problems among young people (Ybarra and Mitchell, 2007). Victims and bullies are more likely to report feeling angry, anxious, sad or depressed. They often skip school, are harassed in other ways, and are unable to focus on school tasks (Juvonen and Gross, 2008; Li, 2005; Tokunaga, 2010). In extreme cases, victims may contemplate and even attempt suicide (DeSmet et al., 2014).

On average across OECD countries, boys were more likely than girls to report being bullied in all forms of bullying except being left out of things on purpose and being the object of nasty rumours (Figure III.8.3). Across OECD countries, 9.2% of girls, on average, reported that they are victims of nasty rumours at least a few times per month while 7.6% of boys reported so.

Figure III.8.3 ■ **Students' exposure to each type of bullying, by gender**

Percentage of students who reported being bullied at least a few times a month (OECD average)



Note: All gender differences are statistically significant except for the statement "Other students left me out of things on purpose" (see Annex A3).
Source: OECD, PISA 2015 Database, Table III.8.2.

StatLink http://dx.doi.org/10.1787/888933471577

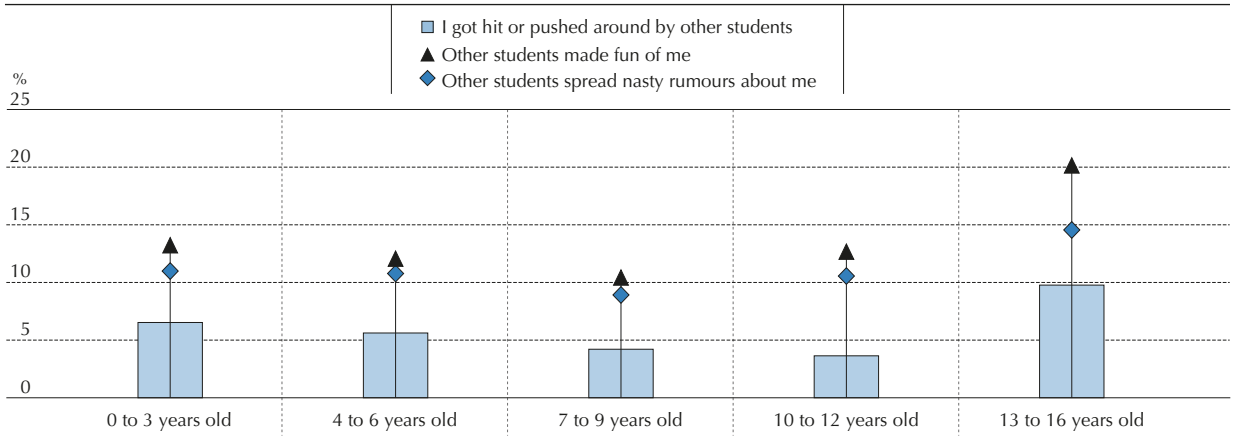
The difference between girls and boys in the percentage of students who reported that others spread nasty rumours about them is greater than five percentage points, in favour of girls, in Hong Kong (China), Macao (China), Qatar, Thailand, Tunisia and the United Arab Emirates. But the difference between boys and girls in the share of students who reported being frequently hit or pushed is larger than six percentage points, in favour of boys, in the Czech Republic, Hong Kong (China), Japan, Qatar, Singapore, Thailand, Tunisia and the United Arab Emirates (Table III.8.2). These findings are in line with previous research on gender differences in bullying that shows that boys are more often bullies than girls and are more likely to be physically violent towards each other (Camodeca et al., 2002; Veenstra et al., 2005).

Previous studies suggest that low socio-economic status is associated with a higher likelihood that children will be involved in bullying, either as a bully, a victim, or both (Tippett and Wolke, 2014). Data from PISA 2015 show that, across OECD countries, the difference in the likelihood of being frequently bullied that is related to socio-economic status is not very large: on average between 1 and 2 percentage points, depending on the type of bullying (Table III.8.2). Concentration of disadvantage might, however, be related to a higher incidence of bullying. In 29 countries and economies with available data, students in disadvantaged schools were more likely to report being a victim of bullying than students in advantaged schools. Only in Japan, Korea and Macao (China) were students in advantaged schools more likely than students in disadvantaged schools to report so (Table III.8.6).

Because of differences in language, culture, ethnicity and appearance, children of immigrants might be more likely to be victimised (Qin, Way and Rana, 2008). Figure III.8.4 shows that the risk of being bullied increases substantially for those immigrant students who were 13 to 16 years old when they arrived in the host country. Poor language proficiency can be one reason why recently arrived students become targets of rumours or mocking (Peguero, 2008). In some contexts, long-standing conflicts between ethnic or national groups can lead to ethnic-based victimisation at school, and recent arrivals with weaker social networks can be easy targets for bullies (McKenney et al., 2006). The high rates of victimisation among recent arrivals suggest that there is a need for schools to provide activities that promote a common identity and instil an openness to cultural differences (OECD, 2016; Strohmeier and Spiel, 2003).

Figure III.8.4 ■ **Immigrant students' age at arrival in the host country and exposure to bullying**

Percentage of immigrant students who reported being bullied at least a few times a month, by their age at arrival (OECD average)



Source: OECD, PISA 2015 Database, Table III.8.11.

StatLink http://dx.doi.org/10.1787/888933471582

Age differences can be another risk factor for bullying and victimisation at school. Grade repetition is a common practice used to give children and adolescents an extra year to develop academically, socially and/or behaviourally (OECD, 2016). But an unintended consequence of grade repetition can be an increase in bullying, given that students who are older than most of their classmates tend to display more aggression during adolescence than students who may also be low achievers, but who are promoted to the next grade with the rest of their classmates (Crothers et al., 2010). Table III.8.14 shows that, in most countries and economies, the larger the share of students in a school who had repeated a grade, the higher the likelihood of students reporting that they are frequently bullied. This relationship is still observed after accounting for differences in the socio-economic profile of the schools. This finding does not establish a causal relationship between

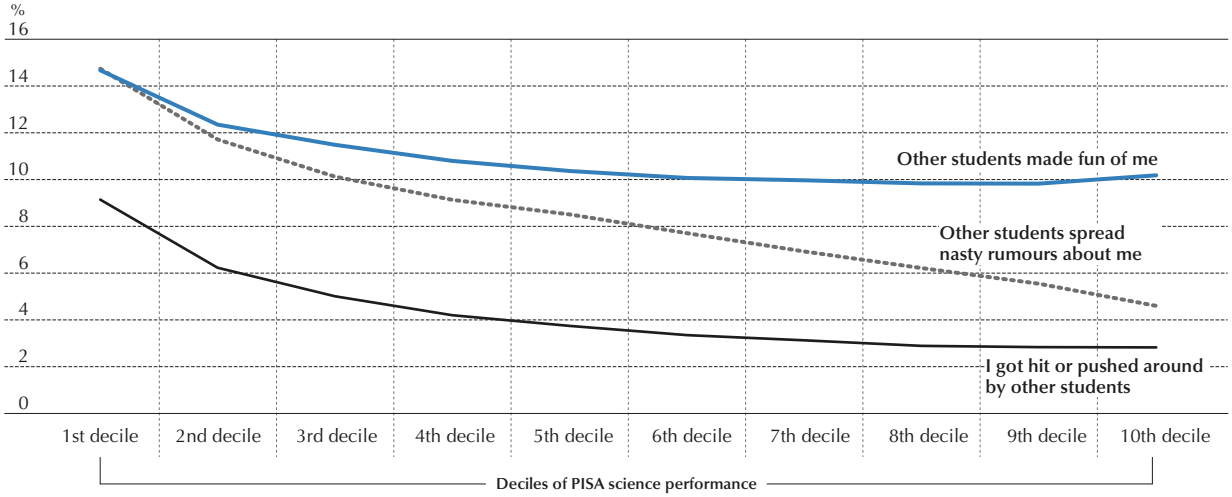
grade repetition and bullying behaviours; other school characteristics not accounted for in the analysis might be related to both a greater incidence of grade repetition and more frequent bullying. The finding might be related to the fact that students who have repeated a grade may have difficulty adjusting, socially and emotionally, to their status in class. Indeed, children frequently report that repeating a grade was the single most stressful event in their lives (Jimerson et al., 2002).

EXPOSURE TO BULLYING AND ACADEMIC PERFORMANCE

Being bullied can negatively affect academic achievement (Nakamoto and Schwartz, 2010) because the emotional, behavioural and psychological consequences of victimisation influence students' capacity to focus on academic tasks. Figure III.8.5 shows the percentage of students reporting that they are victims of certain types of bullying by deciles of science performance in PISA 2015. Across OECD countries, low performers tend to report greater exposure to physical, verbal and relational bullying. In Qatar, Thailand and the United Arab Emirates, students in the bottom decile of science performance were more likely – by at least 15 percentage points – to report being pushed or hit than students in the top decile of performance (Table III.8.4).

Figure III.8.5 ■ **Percentage of frequently bullied students, by science performance**

Percentage of students who reported being bullied at least a few times a month (OECD average)



Source: OECD, PISA 2015 Database, Table III.8.4.

StatLink http://dx.doi.org/10.1787/888933471598

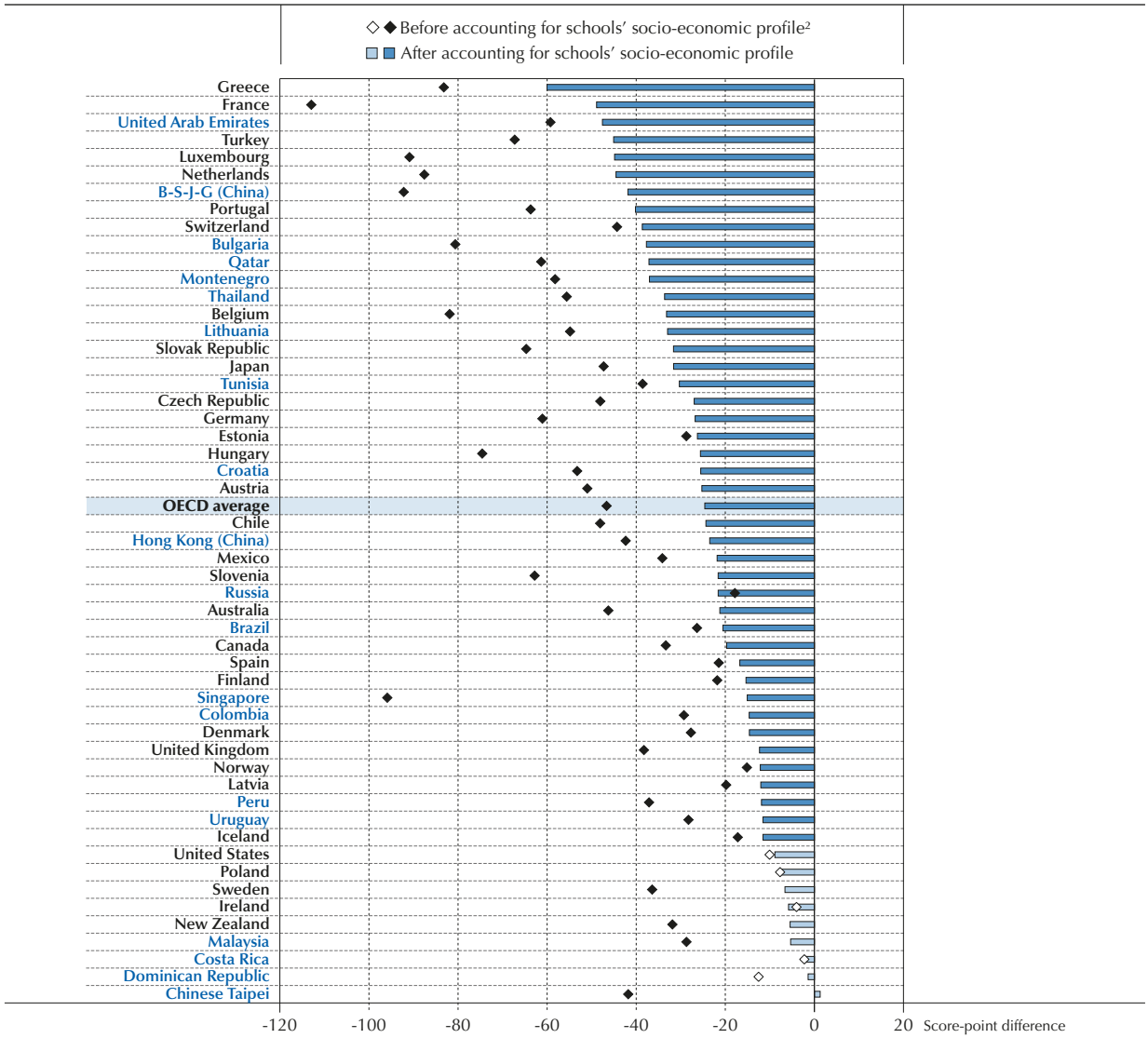
Frequent exposure to bullying among low performers might be related to the concentration of these students in schools that lack the resources to address disciplinary problems. Figure III.8.6 shows that, across OECD countries, schools where the incidence of bullying is high by international standards (more than 10% of students are frequently bullied) score 47 points lower in science, on average, than schools where bullying is less frequent (schools where less than 5% of students are frequently bullied). This difference in performance between the two types of schools remains substantial (around 25 score points) even after accounting for differences in schools' socio-economic profile. When comparing schools with similar socio-economic profiles, the association between science performance and reported bullying is particularly strong in Greece. This relationship suggests that bullying can both stem from and may exacerbate students' disengagement with school and underperformance.

REPERCUSSIONS OF BULLYING ON OTHER ASPECTS OF STUDENTS' WELL-BEING

Being bullied, especially being constantly bullied, is stressful for anyone. While research on both animals and humans shows that moderate stress can have beneficial effects, chronic exposure to high levels of stress can be detrimental to both psychological and physical health (Rivara and Le Menestrel, 2016). Prolonged exposure to the stress hormone cortisol can alter parts of the brain architecture, such as the amygdala and the hippocampus, that are critical for regulating emotions. These negative effects are more problematic for young people because the body's system for handling stress is particularly sensitive during this period of development (McEwen and Morrison, 2013; Rivara and Le Menestrel, 2016).

Figure III.8.6 ■ **Prevalence of bullying and school performance in science**

Score-point difference in science performance between schools with high and low prevalence of bullying[1]



1. Schools with a high prevalence of bullying are those where more than 10% of students are frequently bullied. Schools with a low prevalence of bullying are those where 5% of students or less are frequently bullied. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies. See Annex A1 for information on the index of exposure to bullying.

2. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

Note: Statistically significant values are marked in a darker tone (see Annex A3).

Countries and economies are ranked in ascending order of the score-point difference in science performance between schools with a high prevalence of bullying and schools with a low prevalence of bullying, after accounting for schools' socio-economic profile.

Source: OECD, PISA 2015 Database, Table III.8.10.

StatLink http://dx.doi.org/10.1787/888933471604

Figure III.8.7 indicates a negative association between being frequently bullied and several indicators of students' well-being, specifically students' sense of belonging at school, life satisfaction, expectations to remain in education, and engagement with school and confidence.

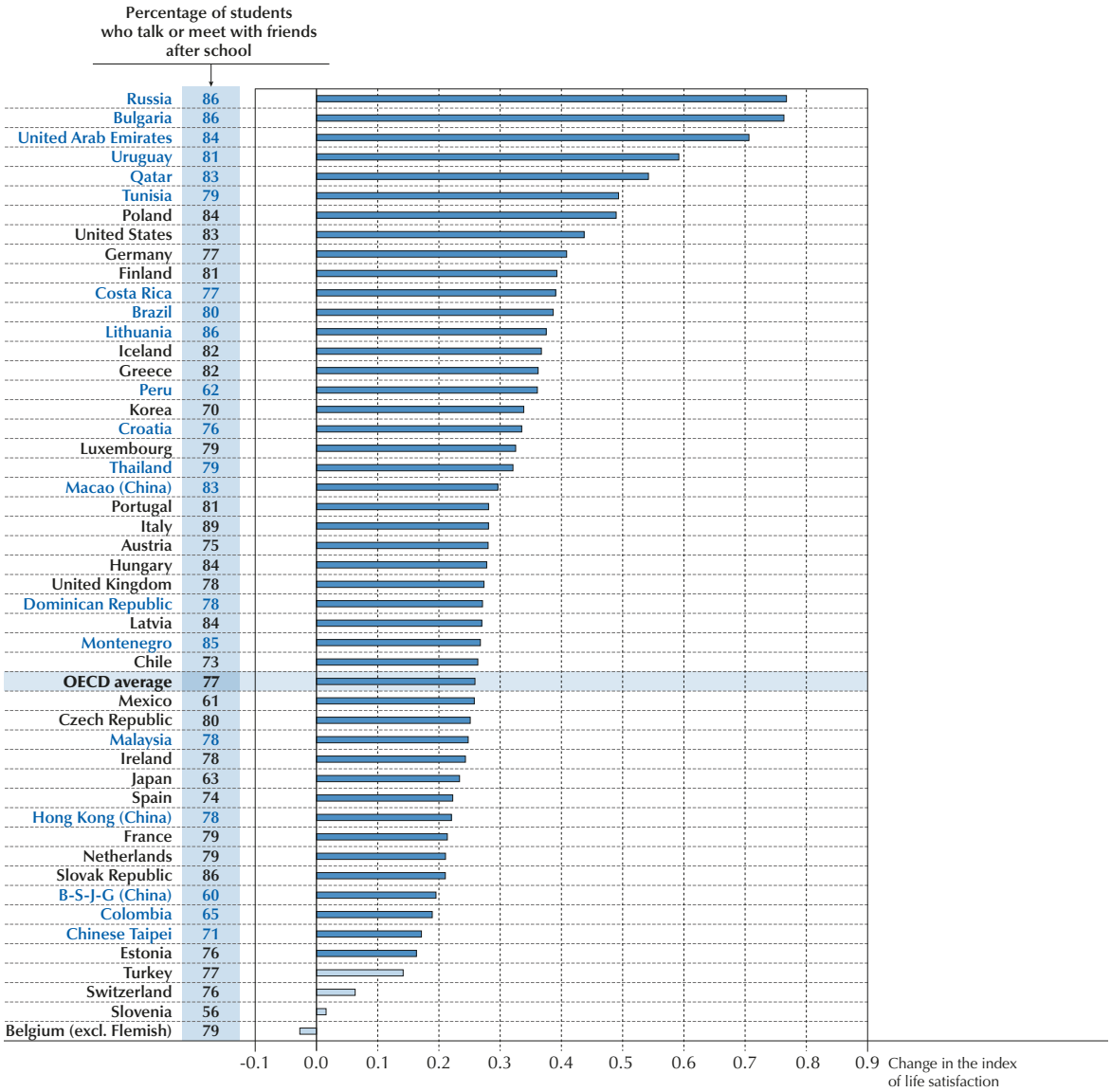
Students who are frequently bullied may feel constantly insecure and on guard, and have clear difficulties finding their place at school (Rivara and Le Menestrel, 2016). They tend to feel unaccepted and isolated and, as a result, are often withdrawn. As a way to reduce their exposure to bullies, they often forego making friends or miss out on taking chances that could help them become better integrated with their schoolmates (Juvonen and Graham, 2014). On average across OECD countries, about 42% of students who are frequently bullied – but only 15% of students who are not frequently bullied – reported feeling like an outsider at school (Figure III.8.8).

Box III.8.2 **Socialising with friends outside of school**

Relationships with peers strongly affect teenagers' well-being. Adolescents develop friendships that are more intimate, exclusive and constant than in earlier years. Frequent and positive interactions with friends may give students a greater sense of belonging at school, and be a source of happiness and self-esteem (Goodenow and Grady, 1993). Adolescents who do not have friends are often depressed (Parker and Asher, 1993). Having healthy relationships with peers can also motivate young people to study harder in school, participate in sports, volunteer and engage in other productive activities.

Figure III.8.7 ■ **Life satisfaction and socialising with friends**

Change in life satisfaction associated with talking or meeting with friends after school, after accounting for student characteristics[1]



1. Student characteristics include the PISA index of economic, social and cultural status (ESCS) and gender.

Note: Statistically significant values are marked in a darker tone (see Annex A3).

Countries and economies are ranked in descending order of difference in life satisfaction associated with talking with friends after school.

Source: OECD, PISA 2015 Database, Tables III.8.21 and III.8.23.

StatLink http://dx.doi.org/10.1787/888933471615

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But peers can also have adverse effects on adolescents, such as when the social group does not value school or education, or when it disparages the drive to achieve at school (Berndt, 1999). Peer pressure may also encourage adolescents to drink, smoke, use drugs, vandalise or steal (Bauman and Ennett, 1994).

PISA 2015 asked students whether they meet or talk with friends before or after school. The questionnaires that elicited this information did not ask students to give details about the number or gender of their friends, or about the duration, frequency and types of interactions students have with their friends.

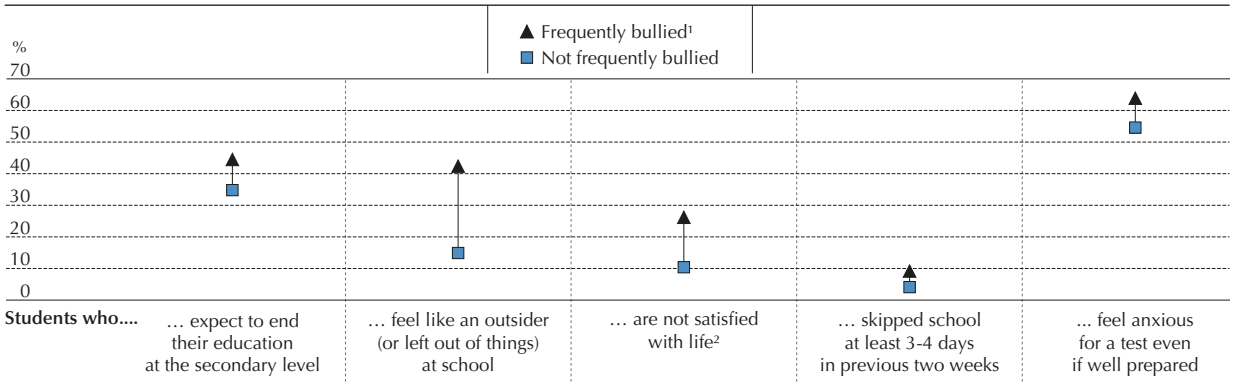
Some 77.5% of students reported that they meet or talk with friends after school and 57.7% of students reported that they interact with friends before school, on average across OECD countries (Table III.8.21). In Italy and Israel, close to 90% of students reported that they meet or talk with friends after school, while in Beijing-Shanghai-Jiangsu-Guangdong (China) (hereafter "B-S-J-G [China]") and Slovenia, the share is closer to 60%. In the majority of countries, girls were more likely than boys to report that they socialise with friends, but the gender difference in the share of students who reported so is 10 percentage points or less across all countries and economies. In most countries and economies, students with an immigrant background were less likely than students without an immigrant background to report that they interact with friends before or after school (Table III.8.22).

Students who meet or talk with friends either before or after school tended to report higher levels of life satisfaction. On average across OECD countries, students who talk with or meet friends after school reported a level of life satisfaction around 0.3 point higher on the life satisfaction scale (which ranges from 0 to 10) than students who do not talk with or meet friends after school. In Bulgaria, the Russian Federation and the United Arab Emirates, the difference between the two groups is larger than 0.7 point (Figure III.8.7).

Stressful life events, like bullying, can lead to depression, anxiety and symptoms of other psychological problems, such as sleep disorders (Swearer and Hymel, 2015). Victims of severe bullying think more often about suicide (Ybarra et al., 2006). Figure III.8.8 shows that 26% of frequently bullied students reported relatively low satisfaction with life (a value less than or equal to 4 on a scale from 0 to 10). Only around 10% of students who are not frequently bullied reported such low satisfaction with their life. In Korea, Turkey and the United Kingdom, more than one in three frequently bullied students reported low satisfaction with life (Table III.8.15). This relationship does not seem to be affected by the gender of the student, his or her socio-economic status or the socio-economic profile of the school. Victims of bullying are also more likely to experience schoolwork-related anxiety, either because anxious individuals are easy targets of bullies or because negative results at school are more worrying for students who are picked on by their peers (Berry and Hunt, 2009). Table III.8.15 shows that, in the majority of countries and economies, frequently bullied students are more likely than students who are not frequently bullied to report feeling anxious before a test, even if well prepared.

Figure III.8.8 ■ **Relationship between being frequently bullied and other student outcomes**

Results based on students' self-reports (OECD average)



1. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies. See Annex A1 for information on the index of exposure to bullying.
2. A student is classified as "not satisfied" with life if he or she reported between 0 and 4 on the life-satisfaction scale. The life-satisfaction scale ranges from 0 to 10.

Note: All differences between frequently bullied and not frequently bullied students are statistically significant (see Annex A3).

Source: OECD, PISA 2015 Database, Table III.8.15.

StatLink http://dx.doi.org/10.1787/888933471624

Exposure to severe bullying can affect not just how young people feel but also how they behave. The behavioural consequences of bullying others and being bullied include aggression, misbehaviour, irresponsible risk-taking, and the use of illegal substances (Kretschmer et al., 2016). Victims of bullying often decide to stay out of school. On average across OECD countries, about 9% of frequently bullied students (compared with less than half of that percentage among students who are not frequently bullied) reported that they had skipped school more than three or four times in the two weeks prior to the PISA test (Figure III.8.8)[1].

Bullied students are also more likely to develop negative expectations about the future. If children feel anxious about their social life at school, they might consider leaving formal education altogether. Figure III.8.8 shows that around 45% of frequently bullied students (compared with 35% of students who are not frequently bullied) expect to leave school at the end of their secondary education. This relationship is more strongly mediated by the socio-economic profile and performance of students and schools than the other relationships shown in Figure III.8.8 (Table III.8.15).

THE ROLE OF SCHOOLS, TEACHERS AND PARENTS IN ENDING BULLYING

Teachers and school staff are in a unique position to promote healthy relationships among students, intervene in instances of bullying and, with parents, help bullies and their victims learn how to build, or re-build, strong and healthy relationships with their peers (Pepler et al., 2006). Protecting children from abuse is the responsibility of all the adults in their lives, primarily parents and teachers. Close communication among these adults is essential for conveying consistent messages and supporting children in all the contexts in which they live, work and play. Young people who are more connected with their teachers and parents are less likely to be bullied; and even if they are bullied, they are less likely to develop crippling psychological problems as a result (Morin et al., 2012).

Educators can reduce aggression and victimisation by creating a climate of support and empathy both in and outside of the classroom (Espelage et al., 2013; Goldweber, Waasdorp and Bradshaw, 2013; Johnson, 2009). A school's disciplinary structure and adult support of students are the two key components of a positive school climate to counter bullying (Gregory and Cornell, 2009). Disciplinary structure refers to the idea that school rules are perceived as strict but fairly enforced. Adult support refers to students' perceptions that their teachers and other school staff members treat them with respect and want them to be successful (Konold, 2014). Schools with a low incidence of physical and relational violence tend to have more students who are aware of school rules, believe that these rules are fair, and have positive relations with their teachers (Gregory and Cornell, 2009).

Box III.8.3 Anti-bullying programmes: How they work and evidence of their effectiveness

School-based bullying-prevention programmes run the gamut from putting in place preventive measures to emphasising monitoring and surveillance in schools. Many anti-bullying programmes involve a whole-of-school approach, with co-ordinated engagement among teachers, students and parents. Several of these holistic programmes include training for teachers on bullying behaviour and how to handle it, anonymous surveys of students to monitor the prevalence of bullying, and a strategy to provide information to and engage with parents (Smith, Pepler and Rigby, 2004).

The Olweus Bullying Prevention Programme, first developed and implemented in Norway, has greatly influenced the design of anti-bullying strategies around the world. This programme includes meetings among teachers, improved supervision, surveys of students, parent-teacher meetings, role-playing among students to learn how to handle bullies, gathering and disseminating information about bullying for students and parents, developing class rules against bullying, and talking with bullies and their parents without imposing punitive measures (Ttofi and Farrington, 2009). Other prevention programmes include KiVa, which was developed in Finland and is now implemented in Belgium, Estonia, Hungary, Italy, the Netherlands and Sweden (Salmivalli, Kärnä and Poskiparta, 2011; Salmivalli, Kaukiainen and Voeten, 2005), the Kia Kaha programme, developed in New Zealand (Raskauskas, 2007), and the Respect programme in Norway (Ertesvåg and Vaaland, 2007). Castile and Leon (Spain) recently launched an anti-bullying strategy that co-ordinates the plans and actions of all public and private institutions involved in the fight against bullying (see box III.14.4).

The majority of studies evaluating bullying-prevention programmes find a positive impact (Evans, Fraser and Cotter, 2014; Ferguson et al., 2007; Smith, Pepler and Rigby, 2004; Ttofi and Farrington, 2010, 2009). But in most cases,

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the impact is modest. Randomised control trials found that the KiVa programme had a significant impact on reducing the incidence of bullying, and also made a difference in students' attitudes toward bullies and victims (Nocentini and Menesini, 2016; Salmivalli, Kärnä and Poskiparta, 2011).

After comparing the impact of the individual components of anti-bullying programmes, Ttoffi and Farrington (2009) found that training and information for parents, better supervision in the playground, improved disciplinary measures, working with peers, and classroom management are the most effective measures against bullying (Ttofi and Farrington, 2009). Programmes also need to be long-term, and frequently monitored and evaluated to be effective (Ttofi and Farrington, 2010). And programmes that combine systematic monitoring and targeting of high-risk youth tend to be more effective than programmes that do not include these actions (Ferguson et al., 2007; Smith, Pepler and Rigby, 2004).

Although these programmes may not eliminate bullying entirely, appropriate interventions can change the norms, attitudes towards and perceptions of bullying among students, teachers and parents. Over the medium and long term, these changes in attitude can help to mitigate the harmful effects of bullying and being bullied.

One of the common factors related to a lower incidence of bullying and victimisation is class and school discipline (Cornell and Huang, 2016; Gregory et al., 2010). When they work in a structured and orderly environment, students feel more secure, become more engaged with school work, and are less inclined to engage in high-risk behaviours (Kuperminc, 2001). Figure III.8.9 shows that, on average across OECD countries, the proportion of frequently bullied students is about 7 percentage points larger in schools with a poor disciplinary climate (worse than the country average) than the proportion in schools with a good disciplinary climate (better than the country average), before accounting for students' and schools' socio-economic profile (the difference is equal to 6 percentage points after accounting for socio-economic background). The relationship between bullying and disciplinary climate at school is particularly strong in Macao (China), the Slovak Republic and the United Arab Emirates, before accounting for schools' socio-economic profile.

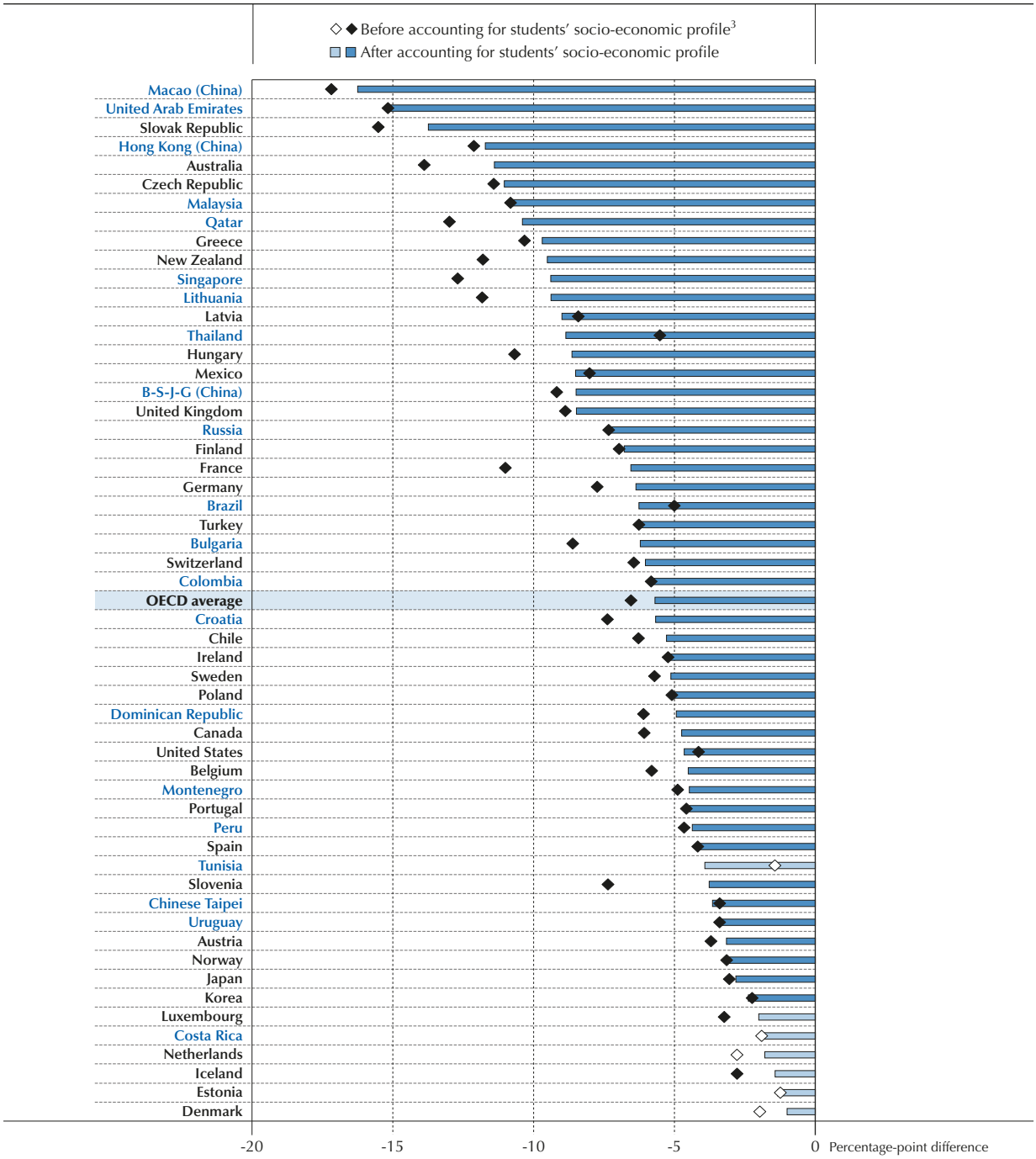
Perceptions of teacher unfairness might lead some children to believe they have the right to offend others as a way of exercising power. Students who have been humiliated or have had their self-confidence undermined often try to regain it by asserting their superiority over more vulnerable groups. Figure III.8.10 shows that, on average across OECD countries, students who attend schools with pervasive perceptions of teachers' unfair behaviour (perceptions of unfairness in the school are above the national average) are 12 percentage points more likely to be frequently bullied than students in schools where these perceptions are not as pervasive (perceptions of unfairness are below the national average). This could indicate that bullying is more frequent in schools where students do not perceive their teachers as effective in transmitting norms of respectful and non-violent behaviour. This relationship is only partly related to other characteristics of the schools, such as average performance or socio-economic profile. The association between perceptions of teacher unfairness in the school and student victimisation by bullies is particularly strong (over 10 percentage points, after accounting for student and school characteristics) in Brazil, Chile, the Czech Republic, the Dominican Republic, Greece, New Zealand, the Slovak Republic, Slovenia, Thailand and Tunisia. Teachers might help to limit bullying by being models of fair behaviour and respect (Veenstra et al., 2014).

While teachers are at the frontlines of implementing anti-bullying strategies, many are not aware of the frequency and severity of bullying in their school, and are not sufficiently prepared to intervene to prevent bullying (Veenstra et al., 2014). On average across the countries and economies that participated in the 2013 OECD Teaching and Learning International Survey (TALIS), 13% of lower secondary teachers (40% in Japan and 30% in Korea) reported a high need for professional development activities in the area of classroom management (OECD, 2014). Targeted training for school personnel can improve their bullying-intervention skills and their self-efficacy in working with students to prevent bullying (Duy, 2013; Gorsek and Cunningham, 2014).

PISA does not include data on teachers' participation in bullying-prevention programmes. But in the 19 countries and economies that distributed the teacher questionnaire, teachers reported whether their initial education or their professional development activities included training on student behaviour and classroom management. On average across these 19 countries and economies, 70% of students have teachers who reported that they attended courses during initial teacher training on how to manage students' behaviour. On average, only 42% of students have teachers who participated in professional development activities (i.e. additional training) focused on addressing behavioural issues. In Australia, Germany and Chinese Taipei, teachers in disadvantaged schools are more likely than teachers in advantaged schools to participate in these types of professional development activities (Table III.8.20).

Figure III.8.9 ■ Exposure to bullying and school's disciplinary climate

Estimated difference in the percentage of frequently bullied students[1] between schools with positive and negative disciplinary climate[2]



1. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies. See Annex A1 for information on the index of exposure to bullying.

2. Schools with positive (negative) disciplinary climate are those whose average index of disciplinary climate is statistically higher (lower) than the country/economy average.

3. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

Note: Values that are statistically significant are indicated in a darker tone (see Annex A3).

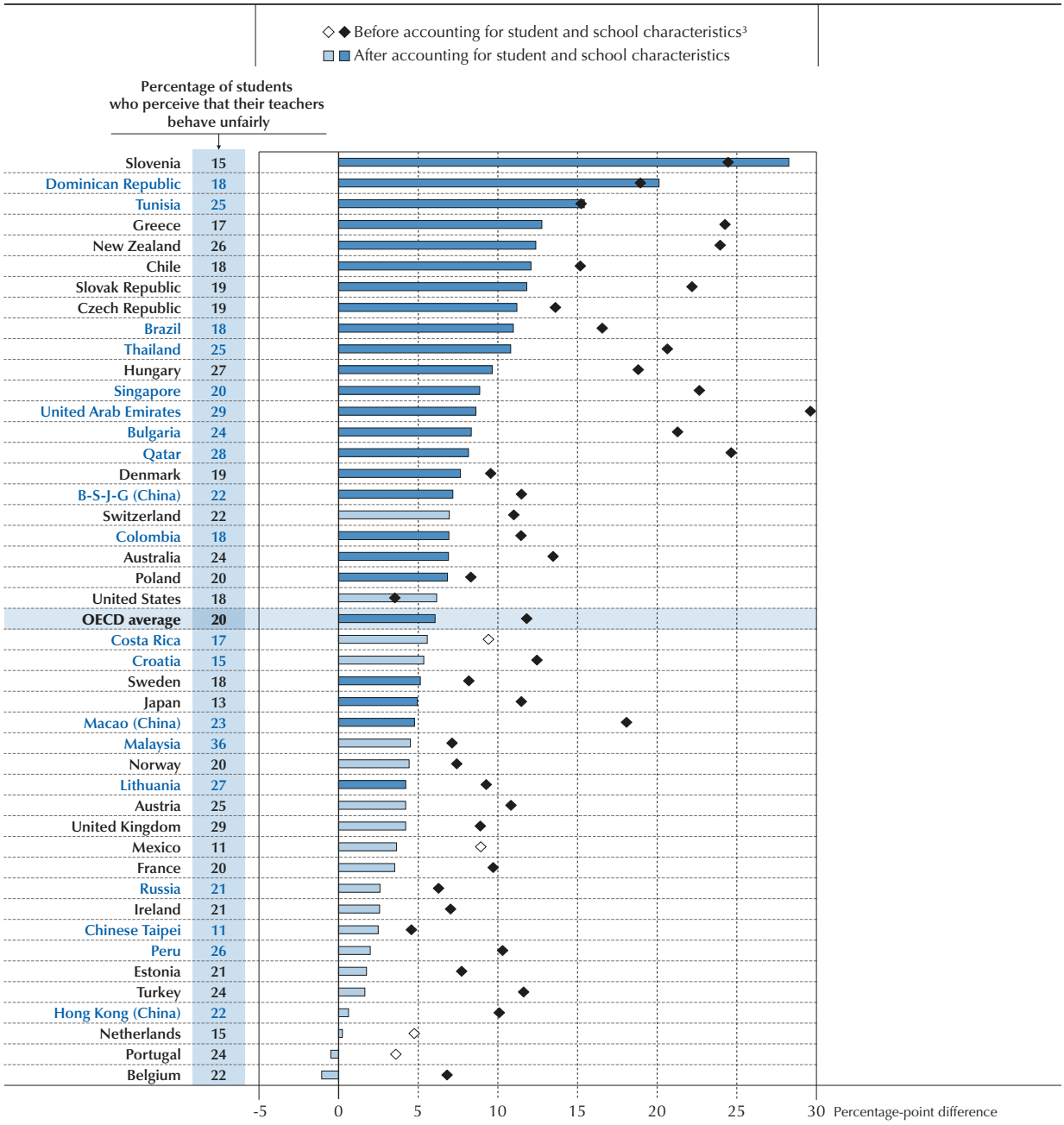
Countries and economies are ranked in ascending order of the difference in the percentage of bullied students between schools with a positive disciplinary climate and schools with a negative disciplinary climate, after accounting for students' and schools' socio-economic profile.

Source: OECD, PISA 2015 Database, Table III.8.16.

StatLink http://dx.doi.org/10.1787/888933471630

Figure III.8.10 ■ **Students' exposure to bullying and perceptions of teachers' unfairness**

Difference in the percentage of frequently bullied students[1] between schools with pervasive/not pervasive student perceptions of teachers' unfair behaviour[2]



1. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies. See Annex A1 for information on the index of exposure to bullying.

2. Perception of teachers' unfair behaviour is defined by a student reporting that "Teachers discipline [him/her] more harshly than other students", that "Teachers ridicule [him/her] in front of others" or that "Teachers say something insulting to [him/her] in front of others" at least a few times a month. Schools with high (low) percentages of frequently bullied students are those where the percentage of students who perceive that teachers treat them unfairly are higher (lower) than the national average.

3. Student and school characteristics include gender, the PISA index of economic, social and cultural status (ESCS) at the student and at the school levels, and science performance at the school level.

Note: Statistically significant differences are shows in a darker tone (see Annex A3).

Countries and economies are ranked in descending order of the difference in the percentage of frequently bullied students between schools with pervasive perceptions of teachers' unfair behaviour and those where perceptions of teachers' unfair behaviour are not pervasive, after accounting for student and school characteristics.

Source: OECD, PISA 2015 Database, Table III.8.17.

StatLink http://dx.doi.org/10.1787/888933471640

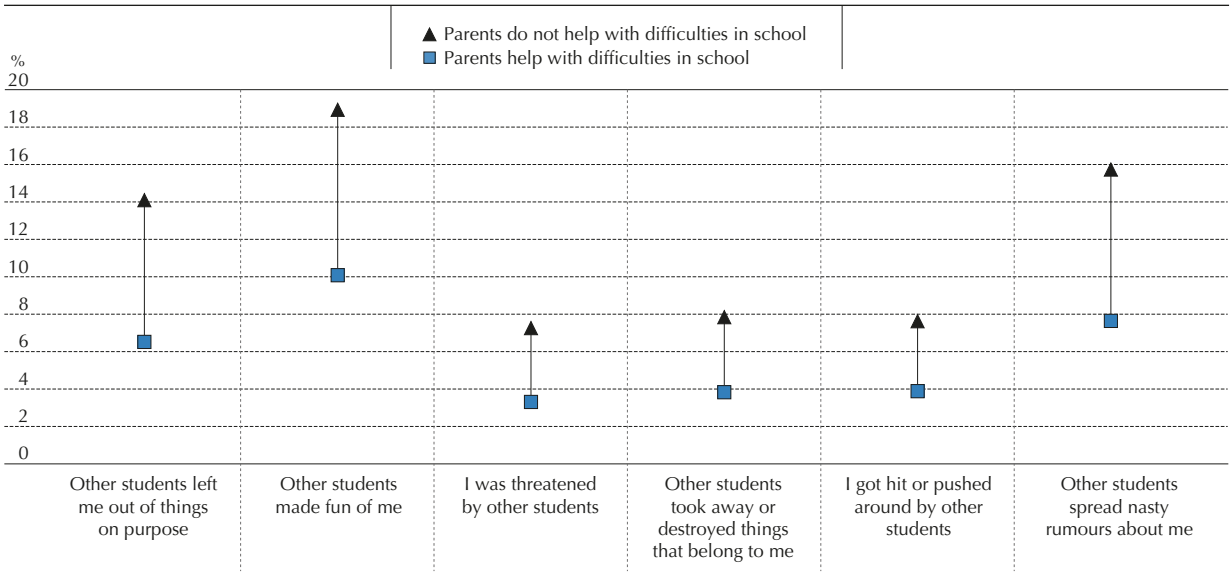
THE ROLE OF PARENTS IN REDUCING THE NEGATIVE IMPACT OF BULLYING

Stable emotional support from parents – including listening, offering praise, affection, trust and respect – is particularly important for adolescent victims of bullying (Amato, 1994; Gorman-Smith, Henry and Tolan, 2004; Leadbeater, Hoglund and Woods, 2003). Research has shown that caring parents can reduce the stress and pain of students who have been bullied (Rivara and Le Menestrel, 2016). Conversely, a home environment where parents unduly criticise their children, impose few rules, mistreat their children or are violent towards each other has been linked to greater incidence of bullying and victimisation (Holt, Kantor and Finkelhor, 2008).

In PISA 2015, students were asked to report the degree of emotional support they receive from their parents. On average across OECD countries, around 91% of students reported that their parents support them when facing difficulties at school (Table III.9.18). Disadvantaged students were less likely to report so), possibly because parents who are financially stressed are less likely to have the time, and the emotional and psychological presence to be fully supportive. As Figure III.8.11 illustrates, across OECD countries, the average share of students who reported being frequently bullied is substantially larger among students who also reported that their parents are not emotionally supportive.

Figure III.8.11 ■ **Exposure to bullying and parental support**

Percentage of students who are bullied a few times a month or more among students with and without supportive parents[1]



1. Students with (without) supportive parents reported that they "agree" or "strongly agree" ("disagree" or "strongly disagree") that their parents help them when they have difficulties in school.

Note: All differences between students with and without supportive parents are statistically significant (see Annex A3).

Source: OECD, PISA 2015 Database, Table III.8.18.

StatLink http://dx.doi.org/10.1787/888933471653

Schools can help parents in these efforts by including them in prevention strategies. An open line of communication with teachers and school staff can help parents acquire a greater awareness of the problem and take action. Parents of bullies are not always aware that their child is bullying others (Holt, Kantor and Finkelhor, 2008), and some victims of humiliating treatment are often reluctant to talk about the problem with their parents. On average across 15 countries and economies with available data, only 46% of the parents of frequently bullied students reported that they had exchanged ideas on parenting, family support, or the child's development with teachers over the previous academic year (around 41% of students who are not frequently bullied have parents who had engaged in such discussions). In France and Ireland, less than 30% of parents whose children are frequently bullied had exchanged such ideas and information with teachers (Table III.8.19).

What these results imply for policy

- Bullying occurs frequently in all countries and economies, and has long-lasting consequences on students' well-being. Policy makers need to invest more resources in sharing and implementing effective anti-bullying strategies.
- Teachers can do much to reduce bullying, but they need to become more aware of the gravity of non-physical forms of bullying. They also need to communicate to students that they will not tolerate any form of bullying, and act as role models in the classroom. Incorporating bullying-prevention modules in teacher training is essential.
- School leaders, teachers and students need to work together in the classroom to reduce the incidence of bullying. Whole-of-school prevention and intervention strategies can make everyone responsible for students' well-being by teaching students and teachers strategies to support victims and communicate with bullies, and by changing classroom norms.
- Bullying-prevention programmes need to make parents aware of their critical role in helping their children become agents to prevent, rather than bystanders to, all forms of bullying.

Note

1. The fact that victims of bullying are more likely to skip school might imply that PISA, as other surveys undertaken in schools, underestimate the actual percentage of students that are victims of bullying.

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Parents and the home environment

Students differ greatly in their material, social and cultural resources at home. These differences can be a significant source of inequality in students' well-being. Parents from disadvantaged backgrounds might have fewer resources to invest in their child's education, and less time to spend with their child. A way to promote students' well-being is to encourage all parents to be more involved with their child's interests and concerns, show interest in their school activities, and participate in school life. This section presents PISA data on activities that parents do with their children and in their children's schools and identifies some typical barriers to parental participation in school activities. It also analyses how inequalities in material resources as well as the socio-economic composition of schools relates to inequalities in students' views of their life and their future.

9

Parental involvement, student performance and satisfaction with life

This chapter examines how parents' interest in their child's life, certain parent-child activities, and parents' participation in school-related activities are associated with students' performance and students' satisfaction with their own life. The chapter also discusses the factors that parents cite as obstacles to participation in their child's school activities.

Few relationships in life are as significant and enduring as the relationship between children and their parents or the adults who raised them. Families are the first social unit in which children learn and develop. Good parenting can take different forms and be shaped by various social and cultural forces, but it invariably involves providing children with the support, care, love, guidance and protection that set the conditions for healthy physical, mental and social development. It is not surprising, then, that interactions with parents have consistently been shown to influence students' achievement, expectations, attitudes and psychological health (Fan and Williams, 2010; Hill and Tyson, 2009; Juang and Silbereisen, 2002; Kaplan, 2013). The activities parents and children do together, parents' expectations for their children's future, and the behaviours and attitudes parents model for their children are all associated with children's psychological well-being (Marchant, Paulson and Rothlisberg, 2001; OECD, 2012; Parker et al., 1999; Shumow and Lomax, 2002). Parents are also key players in helping their children succeed at school; after all, they are their children's first and longest-serving teachers.

As children grow, the connection with their parents also evolves. The relationship between parents and their 15-year-old children often reflects the greater autonomy and desire for independence that come with adolescence (Catsambis, 2002; Hartras, 2015; Seginer, 2006). Activities that parents and their young children once shared, such as reading together or helping with homework, often give way to adolescent children exploring their own interests by themselves, and to more mature interactions with their parents, involving discussion and negotiation (Seginer, 2006; Smetana, 2011).

This chapter explores how some forms of parental involvement, such as interest in their child's life, the activities they engage in together, and parents' participation in school-related activities, are associated with how well students do in school and how satisfied they are with their own life. It concludes with a discussion of factors that parents regard as obstacles hindering their participation in their child's school activities.

What the data tell us

- On average across 18 countries and economies, 82% of parents reported that they eat the main meal with their child around a table, 70% reported that they spend time just talking to their child, and 52% reported that they discuss how well their child is doing at school every day or almost every day. Students whose parents engage in these activities at least once a week score higher in the PISA science test and are more likely to report high levels of life satisfaction.
- "Spending time just talking" is the parent-child activity most strongly associated with students' life satisfaction.
- Most students in PISA-participating countries and economies reported that their parents are interested in their life at school. Students' positive perceptions about their parents' interest in their life at school are associated with higher scores in the PISA science test, and in particular, with a lower risk of low performance.
- Parents cited the inability to get time off from work (cited by 36% of parents), the inconvenience of school meeting times (cited by 33% of parents) and the lack of knowledge about how to participate in school activities (cited by 17% of parents) as among the most common barriers to their participation in school activities.

PARENTAL INVOLVEMENT AT HOME AND SCHOOL

Over the past 30 years, the number of single-income families has dropped significantly in many OECD countries, giving rise to increasing numbers of two-income households (OECD, 2012). More than ever, parents struggle to find a balance between their professional and private lives; very often, their interactions with their children are squeezed into the few "free" hours of busy days. At the same time, their adolescent children are beginning to have their own social lives; and the realities of various family configurations – such as parents who live apart or single parents who work long hours – may add to the difficulties that parents face in finding "quality time" to spend with their children and in getting involved in their education. In spite of all this, PISA data paint a positive picture of how parents and children spend time together.

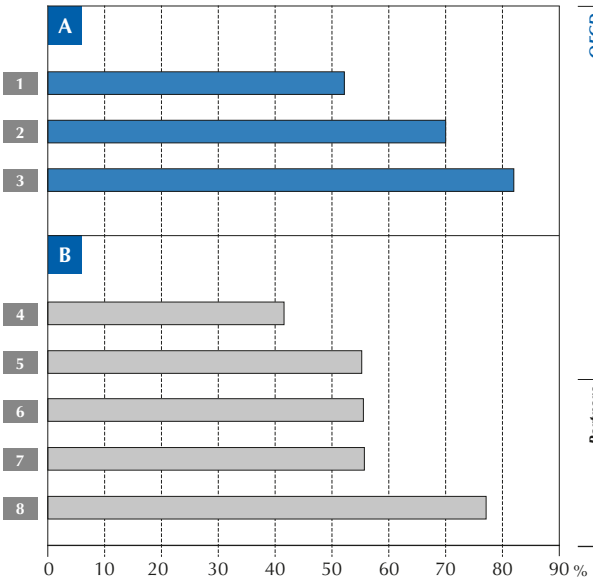
PISA asked parents how often they engage in certain activities at home with their child, and whether in the previous academic year they had interacted with their child's teacher in school (Figure III.9.1). Across the 18 countries and economies that distributed the parent questionnaire, eating the main meal together is by far the most common activity reported by parents. On average, 82% of parents reported that they eat the main meal with their child around a table, followed by 70% who reported that they spend time just talking to their child, and 52% who reported that they discuss how well their child is doing at school every day or almost every day. In Belgium (Flemish community), France, Italy, Portugal and Spain, more than 90% of parents eat a meal with their child daily or nearly every day.

Figure III.9.1 ■ **Parents' activities with their child and at their child's school**

Percentage of parents who reported engaging in home-based activities routinely and who had participated in school-related activities during the previous academic year (average for 18 countries/economies)

A **Percentage of parents who reported that they engage in the following activities "every day or almost every day"**
1 Discuss how well my child is doing at school
2 Spend time just talking to my child
3 Eat <the main meal> with my child around a table

B **Percentage of parents who reported that they had participated in the following school-related activities in the previous academic year**
4 Exchanged ideas on parenting, family support, or the child's development with my child's teacher
5 Discussed my child's progress with a teacher on my own initiative
6 Talked about how to support learning at home and homework with my child's teachers
7 Discussed my child's behaviour with a teacher on my own initiative
8 Attended a scheduled meeting or conferences for parents



		A			B				
		1	2	3	4	5	6	7	8
OECD	Belgium (Flemish)	34.5	71.2	90.7	25.5	35.7	40.5	33.7	79.4
	Chile	55.8	48.7	69.0	58.5	67.2	75.0	67.4	87.2
	France	44.0	73.1	91.4	20.0	41.4	37.1	42.3	69.1
	Germany	31.2	93.1	83.1	28.8	54.1	45.7	63.5	91.2
	Ireland	48.3	80.9	75.3	26.7	35.7	54.2	31.3	84.0
	Italy	75.2	77.1	94.9	35.9	64.4	44.0	58.2	62.9
	Korea	33.0	53.7	70.2	42.3	40.3	30.2	46.3	55.7
	Luxembourg	44.0	80.8	87.4	28.1	57.0	49.7	56.2	74.1
	Mexico	63.4	43.4	76.5	39.2	57.6	65.5	58.3	85.4
	Portugal	79.7	90.2	94.7	60.4	73.8	62.7	76.3	72.8
	Spain	74.0	79.1	92.6	58.3	75.0	67.4	71.4	81.9
	United Kingdom (Scotland)	56.7	84.1	68.2	20.4	25.9	69.6	14.6	87.6
	Average-18	52.2	70.0	82.0	41.6	55.2	55.5	55.7	77.1
Partners	Croatia	67.4	65.2	73.4	48.1	64.9	52.5	72.1	99.0
	Dominican Republic	49.6	56.3	69.9	71.9	76.7	84.2	75.8	94.5
	Georgia	61.9	82.5	85.6	52.8	80.6	69.8	79.0	91.7
	Hong Kong (China)	36.4	67.0	87.1	41.9	54.6	45.2	55.1	29.9
	Macao (China)	22.1	39.5	82.6	47.3	34.8	49.0	37.4	62.6
	Malta	61.9	74.2	83.3	42.3	54.7	57.4	63.8	79.3

Source: OECD, PISA 2015 Database, Table III.9.1.

StatLink http://dx.doi.org/10.1787/888933472181

Spending time just talking, while relatively less frequent, is also practiced routinely by most parents in 18 countries with available data. Overall, the share of parents who reported that they talk with their child about how he or she is doing at school is both smaller and more variable than that of parents who eat a meal with their child or spend time just talking to their child on a daily or nearly daily basis (Table III.9.1). Nonetheless, in Italy, Portugal and Spain, about 75% of parents reported that they discuss how well their child is doing at school at least almost every day. Such discussions are much less frequent in some high-performing Asian countries and economies. In Hong-Kong (China) and Korea, for example, slightly more than one in three parents reported that they talk with their child about school daily or nearly every day; in Macao (China), only around one in five parents so reported. These differences between Asian countries and other countries might partly reflect the higher response rates to the parent questionnaire in Asian countries (Box III.9.1).

The responses provided by parents in 2015 closely follow the pattern observed in 2012 with a slight upward trend in some activities. The most frequent home-based activity in 2012 was eating the main meal together (which increased by 2.6 percentage points in 2015), followed by spending time just talking to the child (which increased by 0.8 percentage point in 2015) and discussing with the child how well he or she is doing at school daily or almost every day (no significant changes observed compared to 2012). Trend data are available for 10 countries and show no dramatic change at the country level for most of them. The largest increase in the level of parental engagement in these activities (between 4.7 and 10.4 percentage points) was observed in Korea (Table III.9.3).

Box III.9.1 **PISA 2015 parent questionnaire**

PISA has assessed parental involvement in education since 2006 when the parent questionnaire was distributed for the first time, directly addressing the parents of the PISA students. For PISA 2015, specific aspects of parental involvement were added to the school questionnaire (on parent-school communication and collaboration), and to the student questionnaire (on parental support in learning). In particular, four items focusing on parental support appear in both the student and parent questionnaires so that students' and their parents' perceptions can be compared.

Analysis of the 2009 round of the PISA parent questionnaire has shown that some forms of parental involvement are more strongly related to cognitive and non-cognitive student outcomes than others (Borgonovi and Montt, 2012). These include reading to children when they are young, engaging in discussions that promote critical thinking and setting a good example.

In 2015, 18 countries and economies distributed the parent questionnaire to students who sat the PISA test. Parents were asked to complete the questionnaire at home. The parent questionnaire seeks information about the activities parents engage in with their child and the science-related activities the child used to participate in when they were 10 years old; parents' perceptions of their child's school, the criteria they value in choosing a school for their child, and their participation in school activities; the education their child might have benefitted from during early childhood, including attendance at pre-primary school and other types of care arrangements; parents' views on science and the environment; and parents' country of birth, income and expenditure on education.

Since students are asked to take the questionnaire home to their parents and return it to school the next day, response rates may decrease if students forget to bring the questionnaire home, forget to show it to their parents and/or forget to bring it to school once the questionnaire has been completed. Lower response rates may introduce bias in the estimates if certain kinds of students (those with more involved parents, higher achievers, etc.) are more likely to return the answered questionnaire than others (Borgonovi and Montt, 2012).

In every country and economy, the response rate for the parent questionnaire tends to be lower than that of the PISA student questionnaire. Some countries have significantly higher rates of non-response than others. For example, the parents of less than 5% of the students in the Dominican Republic, Georgia, Hong Kong (China) and Macao (China), and the parents of more than 40% of students in Germany and Scotland (United Kingdom) did not provide a response to the question: "How often do you or someone else in your home discuss how well [my] child is doing at school?" (see Table A1.8c in Annex A1). Some questions are more sensitive than others, and thus have higher rates of non-response. The most sensitive question concerns parents' income. Only in the Dominican Republic, Hong Kong (China) and Korea was the non-response rate lower than 10%, while it was higher than 50% in Germany and Scotland (United Kingdom). A comparison of the characteristics of students with complete responses and those with missing responses in the parent questionnaire shows that, in most countries/economies, the former group of students is more socio-economically advantaged and performs better in science than the latter group of students, even if there are variations in these differences across countries.

Among the school-based activities shown in Figure III.9.1, the activity most frequently reported by parents is attending a scheduled meeting or conferences for parents in their child's school. Some 77% of parents, on average, reported having done so during the previous academic year. Slightly more than half of the parents reported that they had "discussed my child's behaviour with a teacher on my own initiative", "discussed my child's progress with a teacher on my own initiative" or "talked about how to support learning at home and homework with my child's teachers". Compared to most other countries, smaller shares of parents (between 15% and 37%) in Belgium (Flemish community), Ireland, Macao (China) and Scotland (United Kingdom) reported that they had conversed with their child's teacher at their own initiative. In Chile, Hong Kong (China), Korea, Macao (China) and Mexico, there was an increase of between 2.3 and 13.5 percentage points since 2012 in the proportion of parents who reported that they discussed their child's progress with the teacher. These countries and economies, in addition to Croatia and Italy, also show a significant increase (ranging from 2.4 to 11 percentage points) since 2012 in the proportion of parents who discussed their child's behaviour with the teacher (Table III.9.3).

On average, parents reported that they had "exchanged ideas on parenting, family support, or the child's development with my child's teacher" less often than the activities mentioned above. Around 42% of parents reported that they had done so during the previous academic year. This could reflect a perception among some parents that these topics are more private than school-related in nature. Smaller proportions of parents reported that they had engaged in other school-related activities, such as participating in local school government (e.g. parent council or school-management committee; 19%), volunteering in physical or extracurricular activities (15%), and volunteering to support school activities (12%) (Table III.9.1).

In Asian countries and economies, parents reported fewer interactions with their children at home and less participation in school-based activities compared to the other countries with available data. The findings on home-based activities may reflect social and cultural differences in parents' style of communication; how parents balance the fine line between encouraging their children and pressuring them to do well in school; or larger societal expectations related to high academic achievement. In cultures where every student is expected to excel in school, parents may rely more strongly on school and peer influences to help keep their children on track academically. The differences in school-based activities may suggest cultural differences in forms and frequencies of parental involvement, in the relationship between families and schools, or both. Some degree of social desirability bias may also be at play here. Social desirability is the tendency of survey respondents to answer certain questions in ways that they believe are more socially acceptable or desirable (Edwards, 1953). Parents in different cultures may vary in how sensitive they are to this type of survey bias.

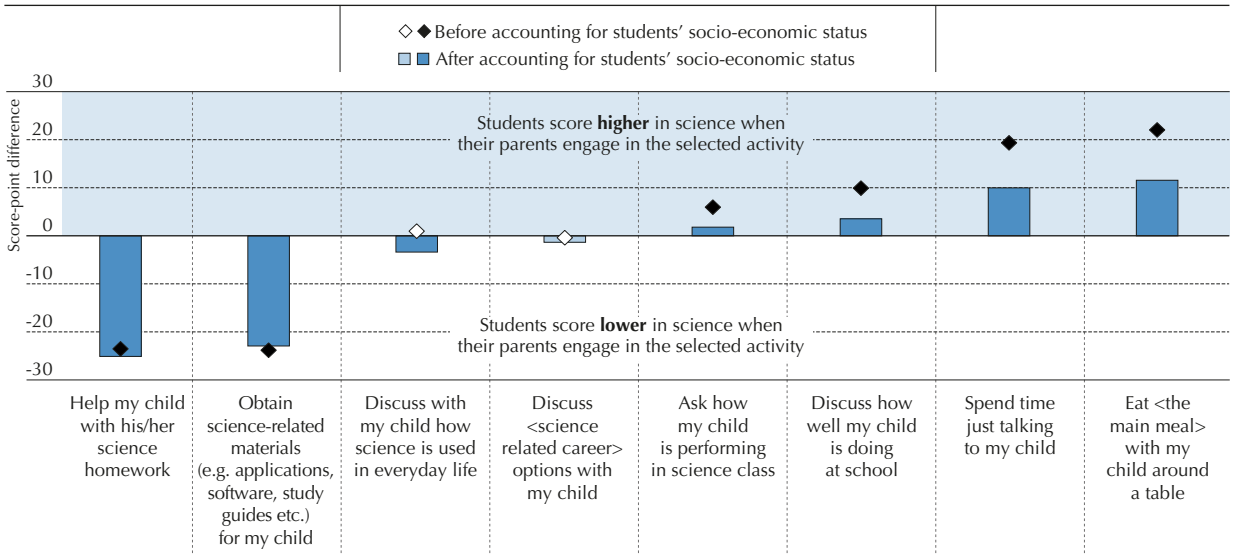
Overall, these results are an encouraging indication that most parents in participating countries and economies have been able to find some time to be with their children and that they have cultivated the habit of routinely talking with their children, eating with them, and participating in their school life. Such simple daily or weekly family interactions can provide students with the structure, regularity and support they need to thrive on their own.

PARENTAL INVOLVEMENT AND STUDENTS' PERFORMANCE IN PISA

The literature consistently documents positive associations between a range of home- and school-based parental activities and children's educational achievement, measured either as school marks or standardised test scores. This positive relationship holds in various disciplines, across ethnic groups, gender and over time (Bogenschneider, 1997; Catsambis, 2002; Fan and Williams, 2010; Kaplan and Seginer, 2015; Keith et al., 1998; Marjoribanks, 1996; Rodriguez, 2002; Shumow and Lomax, 2002). However, not every type of shared activity between parents and their child has been demonstrated to have a positive link to learning. Figure III.9.2 shows how parental engagement in a set of selected activities is associated with differences in students' performance in science.

Figure III.9.2 ■ **Parents' activities and students' science performance**

Difference in science performance between students whose parents engage in selected activities at least once a week and those whose parents engage in such activities less frequently (average for 18 countries/economies)



Note: Statistically significant values are marked in a darker tone (see Annex A3).
Source: OECD, PISA 2015 Database, Table III.9.4.

StatLink http://dx.doi.org/10.1787/888933472199

Parents' activities that typically take place at home or in the context of the family, namely "discussing how well my child is doing at school", "eating the main meal with my child around a table" and "spending time just talking to my child" are all positively related to the child's science performance in PISA 2015. An activity as simple as eating a meal together at least once a week is associated with an increase of at least 12 score points in science, on average, after accounting for students' socio-economic status. While there is no theoretical reason to expect a direct connection between students' performance in school and routinely eating a meal with their parents, the observed relationship may be capturing underlying traits of families that nurture this habit, traits that are more closely related to children's performance at school. For example, parents may use meal time as an occasion to encourage their children, monitor their progress in school and show support. These families may also be able to maintain an orderly, structured environment for their children at home with less stress and greater stability. This relationship is positive and significant in 7 out of 18 countries and economies, including Hong Kong (China), where the score difference is 18 points, and Macao (China), where the score difference is 30 points – two economies where relatively small shares of parents reported that they routinely eat a meal together with their child. The relationship is negative in only one country, Croatia, with a score difference of 16 points after accounting for socio-economic status (Table III.9.4).

Similarly, students whose parents "spend time just talking" to them at least once a week score 10 points higher, on average, than students of similar socio-economic status whose parents do so less frequently. This relationship is positive and significant in Georgia, Hong Kong (China), Korea and Portugal. Another possible explanation for the positive relationship between parent-child discussions and performance is that parents might find it easier to talk about school with children who perform relatively well and are engaged at school.

Conversely, most activities that reflect parents' direct involvement in their child's science education have a negative relationship with the student's science score. Students whose parents reported that they "help my child with his/her science homework" or "obtain science-related materials (e.g. applications, software, study guides, etc.) for my child" at least once a week, score over 20 points lower in science, on average, than students whose parents engage in these activities less frequently (Figure III.9.2). Poor performance in science may be the reason why parents are more directly involved in their child's school work.

PISA results are also consistent with research findings showing a negative relationship between parental help with homework and student performance in early adolescence and beyond (Fan, 2001; Hill and Tyson, 2009; Hoover-Dempsey et al., 2001). While help with homework might have been effective in the early years of school, during adolescence, students may respond better to other forms of parental support that respect their growing need for autonomy. This is illustrated by the positive associations found between students' performance in science and parents reporting that they "discuss how well my child is doing at school" or "spend time just talking to my child".

As Figure III.9.2 shows, parents' involvement in science homework or in monitoring their child's progress in science education is not strongly related to socio-economic status. This suggests that while advantaged and disadvantaged parents may differ widely in how they interact with their children at home, parents from all socio-economic groups try to help their children when they are struggling in school.

Box III.9.2 **Nurturing young scientists**

Science is not only the domain of scientists. Everyone needs to be able to "think like a scientist" to some extent. From reading food labels about nutrition facts, to understanding doctors' treatment options for a disease, to deciding to act in ways that are less harmful to the environment, contemporary society is full of opportunities for making use of scientific thinking. This means weighing evidence, coming to evidence-based conclusions, and understanding that scientific "truth" may change over time as new discoveries are made (OECD, 2016). Learning and reasoning scientifically are the result of a cumulative process that unfolds both at school and at home, and most children show an interest in science from an early age. Parents who value their children's education could stimulate their interests further by engaging in activities that increase their capacity to learn or by encouraging them to do so.

PISA asked parents whether their children, when they were 10 years old, used to spend time in various activities that signalled an interest in science. According to parents, the most popular activity was playing with construction games (e.g. plastic building bricks) (47% of parents reported that their children used to do this regularly or very often), followed by watching TV programmes about science (22% of parents reported this). Around 11% of parents reported that their children used to experiment with a science kit or visit websites about science topics; only 3% of parents reported that their child had attended a science club when he or she was 10 years old (Table III.9.6).

...

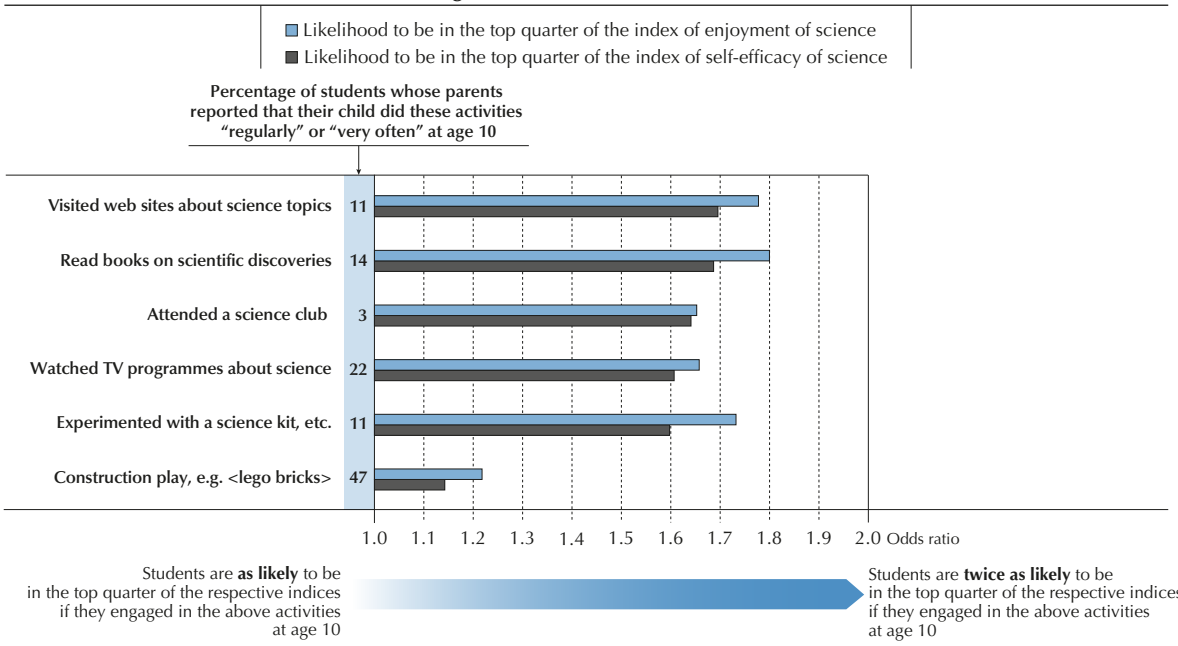
Some of these activities are associated with higher performance in science and with students' expectation to pursue a career in science later on (Tables III.9.9 and III.9.15; OECD, 2008). But not all parents value these activities to the same degree or can afford to offer them. Providing a telescope or a science kit for kids to play with may be far down the list of priorities for many parents. On average across 18 countries and economies, 14% of children with tertiary-educated parents did experiments with a science kit or used a telescope when they were 10 years old, compared to 9% of children whose parents are not tertiary-educated. Differences related to parents' education vary from country to country and are largest (in favour of parents with a tertiary education) in Korea, Malta and Portugal (Table III.9.7).

Watching the sky with a telescope or playing with a chemistry kit could nurture children's interest in science and strengthen their confidence about their own abilities in science. Students' engagement in science is shaped by two forces: how students think about themselves – what they think they are good at and what they think is good for them – and students' attitudes towards science and towards science-related activities – that is, whether they perceive these activities as important, enjoyable and useful (OECD, 2016).

Figure III.9.3 shows that among students who perform similarly in science and who are of similar socio-economic status, those who used to visit websites about science topics when they were 10 were more likely to be among the top quarter of students in their country in the level of enjoyment of science (by 78%) and in science self-efficacy (by 70%), as measured by PISA. Reading books on scientific discoveries, watching TV programmes about science and experimenting with a science kit were also associated with high levels of enjoyment of and self-efficacy in science. These associations do not show any causal link, but they reveal a close relationship between an early engagement in science activities and attitudes towards science at age 15. These students might have engaged in such activities more often than others because they were more interested in science to begin with. But it is also possible that engaging in these activities led to a deeper enjoyment of science and made these students more confident about learning science. As is the case with so much of what happens in learning, activities and interests may have a mutually reinforcing role, one that attentive parents can observe and foster to the benefit of their child.

Figure III.9.3 ■ **Science-related activities at age 10, and students' enjoyment of and self-efficacy in science**

Students' likelihood of being in the top quarter of the indices of enjoyment of science and science self-efficacy in their own country/economy if they engaged in science-related activities at age 10 (average for 18 countries/economies)



Note: Statistically significant values are marked in a darker tone (see Annex A3).
Source: OECD, PISA 2015 Database, Tables III.9.6, III.9.11 and III.9.13.
StatLink http://dx.doi.org/10.1787/888933472200

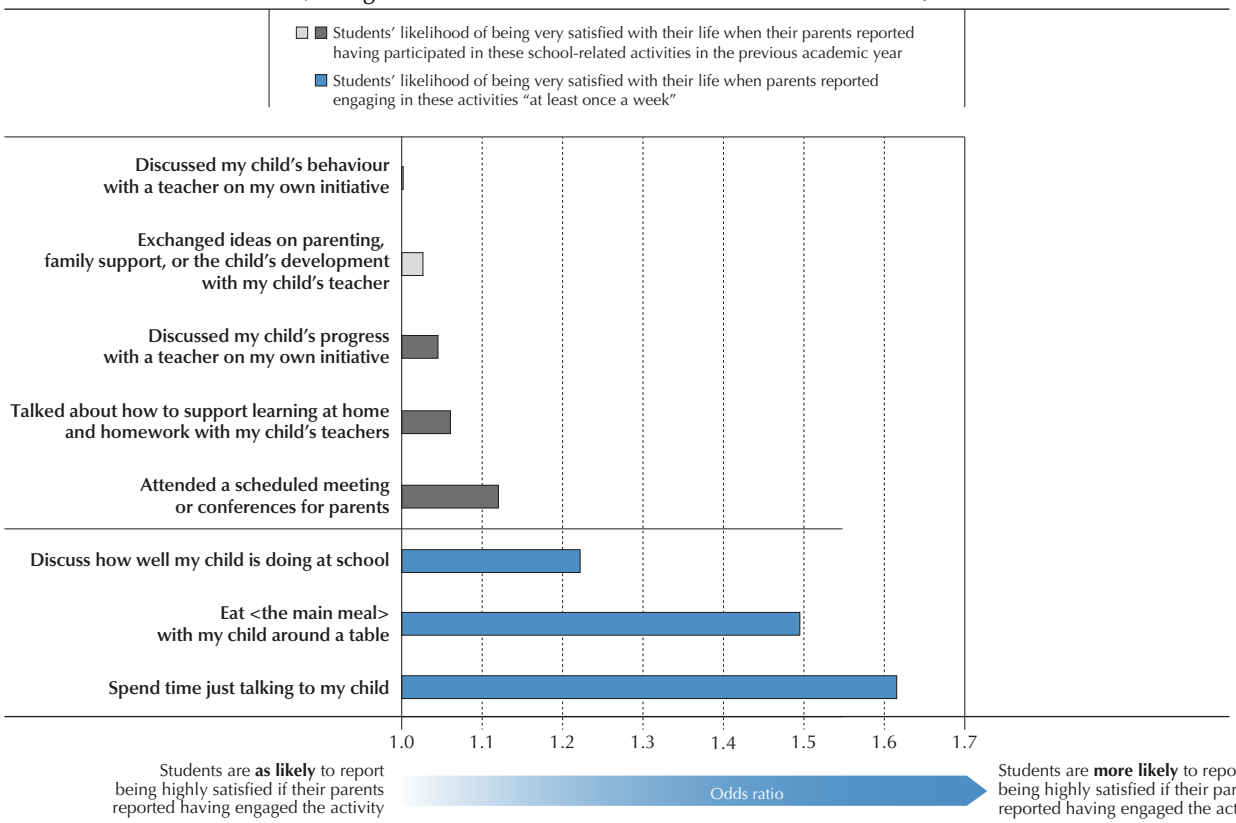
PARENTAL INVOLVEMENT AND STUDENTS' SATISFACTION WITH LIFE

PISA data show that certain types of parental activities are positively related not only to students' performance, but also to other areas of their life, such as how satisfied students are with their own life. Students whose parents reported "spending time just talking to my child", "eating the main meal with my child around a table" or "discussing how well my child is doing at school" at least once a week were between 22% and 62% more likely to report high levels of life satisfaction (i.e. their responses put them at the equivalent of 9 or 10 on a scale of 0 to 10) than students whose parents reported engaging in these activities less frequently (Figure III.9.4). Some school-related forms of parental involvement, such as having attended a school meeting or conferences for parents in the previous academic year or having interacted with their child's teacher, are also positively related to students' satisfaction with life, but the strength of these associations is considerably weaker. Parents of students who are struggling in school, and perhaps less satisfied with their life, may be more likely to interact with their child's teachers and school more often, which could partially explain these weaker associations.

Countries vary in which parental activities are most strongly related to students' life satisfaction. In Croatia, France, Hong Kong (China) and Portugal, for example, students were approximately twice as likely to report being very satisfied with their life if their parents reported eating the main meal with them; but they were less than 60% as likely to report being very satisfied with their life when their parents reported spending time just talking to them. In Mexico, by contrast, students were almost 80% more likely to report being very satisfied with their life when their parents reported spending time just talking to them, but less than 60% as likely to report being very satisfied with life if their parents reported eating with them frequently (Table III.9.5).

Figure III.9.4 ■ **Parents' activities and students' life satisfaction**

Students' likelihood of reporting being highly satisfied[1] with their life when their parents reported having engaged in the selected activities, after accounting for students' socio-economic status (average of all countries and economies with available data)



1. A student is classified as "very satisfied" with life if he or she reported 9 or 10 on the life-satisfaction scale. The life-satisfaction scale ranges from 0 to 10.

Notes: Statistically significant values are marked in a darker tone (see Annex A3). All values regarding activities parents reported engaging in "at least once a week" are statistically significant.

Source: OECD, PISA 2015 Database, Table III.9.5.

StatLink http://dx.doi.org/10.1787/888933472215

In spite of these differences, "spending time just talking" is the parental activity most frequently and most strongly associated with students' life satisfaction across all countries with available data. Only in Germany, Italy and Korea is this activity not significantly related to students' life satisfaction. In 12 countries, students were more likely to report being very satisfied with their lives when their parents reported engaging in at least one of these home-based activities at least once a week.

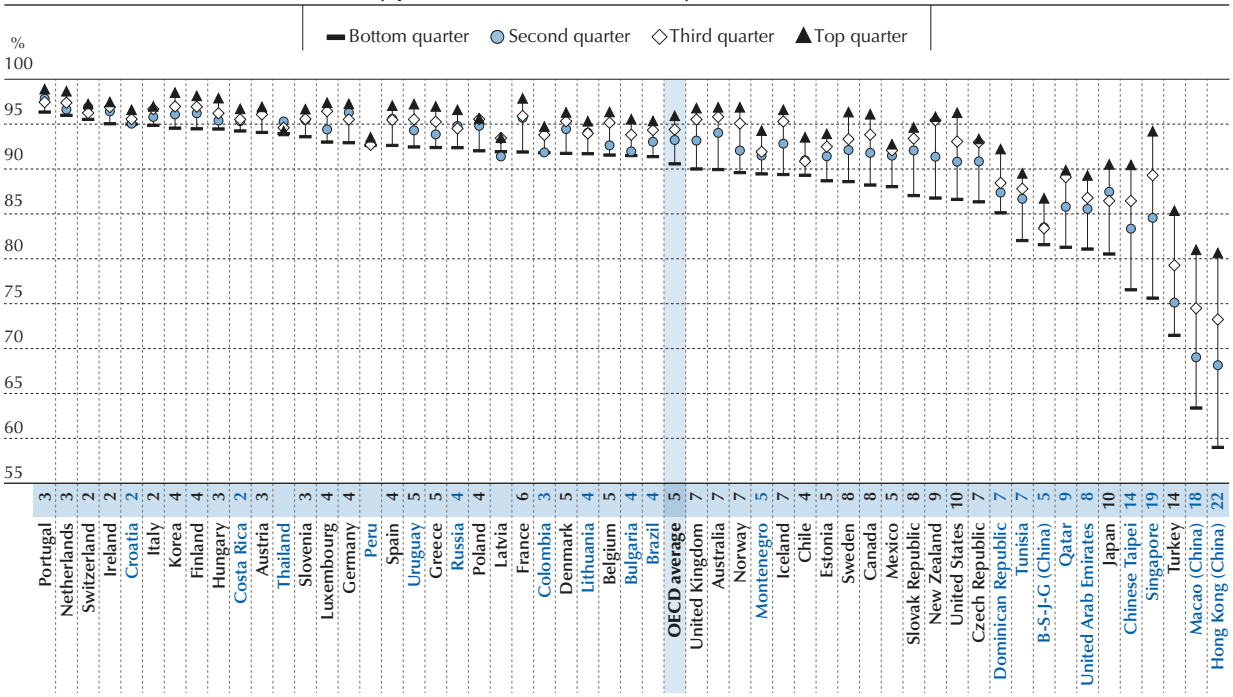
It is not possible from these results to determine the direction of the relationship between communication within the family and students' life satisfaction. Parents may be more likely to engage in these activities if their children are, in general, more satisfied with their life, which makes them more open to communicating and sharing a closer interaction with their parents and others. How adolescents perceive their parents' attempts to communicate with them can also play a role. Research shows that parental behaviour perceived as supportive is associated with a lower incidence of depression in their adolescent children; but if that behaviour is perceived as controlling, it is associated with a higher incidence of depression and antisocial behaviour (Barber, Stolz and Olsen, 2005; McNeely and Barber, 2010). It is also possible that by engaging in conversation and keeping a regular meal routine at home, parents are modelling social behaviours that help their children develop their own communication and social skills, which builds their self-confidence and makes them more satisfied with their life (Bandura, 1977).

STUDENTS' REPORTS OF THEIR PARENTS' INTEREST IN THEIR LIFE AT SCHOOL

Through the activities they engage in at home and at school, parents manifest their values as well as the aspirations and concerns they have for their child's life, in general, and for his or her success in school, in particular. But what parents tell their children, how they show affection and interest in them and how they support their academic achievement are ultimately subject to their children's interpretation. When asked about their perceptions regarding their parents' interest in their school life, 94% of PISA-participating students across OECD countries reported that they "agree" or "strongly agree" that "my parents are interested in my school activities" (Table III.9.18).

Figure III.9.5 ■ **Parents' interest in their child's activities at school, by socio-economic status**

Percentage of students who reported "agree" or "strongly agree" with the statement "My parents are interested in my school activities"



Note: Statistically significant differences in the percentage of students who reported that their parents are interested in their school activities, between students in the top and bottom quarters of the PISA index of economic, social and cultural status, are shown next to the country/economy name (see Annex A3).

Countries and economies are ranked in descending order of the percentage of students in the bottom quarter of the ESCS index who reported that their parents are interested in their school activities.

Source: OECD, PISA 2015 Database, Table III.9.20.

StatLink http://dx.doi.org/10.1787/888933472221

In most countries where this proportion is above the OECD average, there is little variation in students' responses related to socio-economic status (Table III.9.19 and Figure III.9.5). However, in countries where this proportion is below the OECD average, the share of students who "agree" or "strongly agree" that their parents are interested in their school activities is significantly smaller among disadvantaged students. The difference in this proportion between students in the bottom quarter of the PISA index of economic, social and cultural status and those in the top quarter of that index is between 10 and 15 percentage points in Japan, Chinese Taipei, Turkey and the United States. The largest gaps are observed in Hong Kong (China) (a gap of 22 percentage points), Macao (China) (a gap of 18 percentage points) and Singapore (a gap of 19 percentage points).

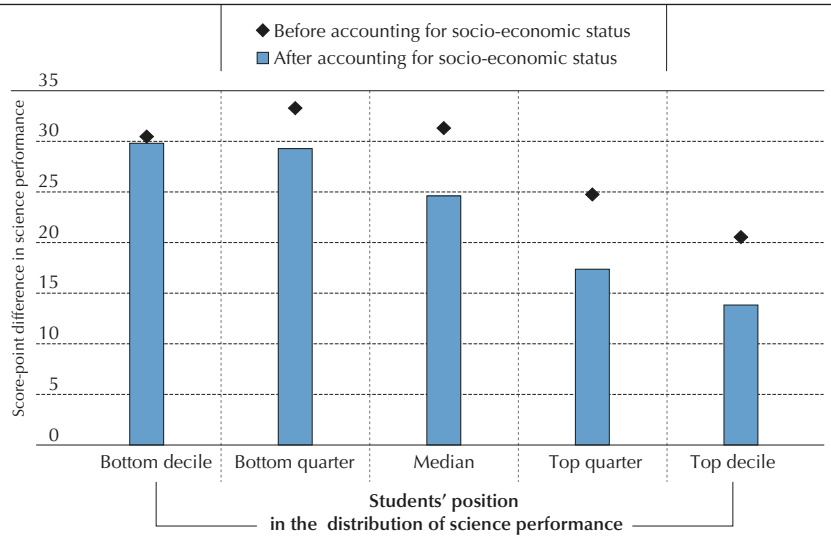
PARENTS' INTEREST IN SCHOOL, AND STUDENTS' PERFORMANCE IN PISA AND LIFE SATISFACTION

Students' perceptions of how interested their parents are in them and in their school life can influence their own views on the value of education, the goals they set for themselves and how much effort they put into learning – all of which may affect their performance and their motivation to do well in school (d'Ailly, 2003; Grolnick and Slowiaczek, 1994; Grolnick et al., 1991). These perceptions may also be related to students' feelings and beliefs about their parents' appreciation, care and love in general (McNeely and Barber, 2010), which may be linked to how satisfied they are with their own life.

Indeed, students who reported that their parents are interested in their school activities perform better in PISA than students who reported a lack of interest from their parents. This is true at all levels of performance in science, although this association is stronger among low-performing students (Figure III.9.6). This may indicate that parental interest acts as a protective factor against low performance, without necessarily being an equally powerful catalyst for high performance.

Figure III.9.6 ■ **Parents' interest in their child's activities at school and science performance**

Score-point difference between students who reported that their parents are interested in their school activities[1] and those who reported otherwise, by student performance in science (OECD average)

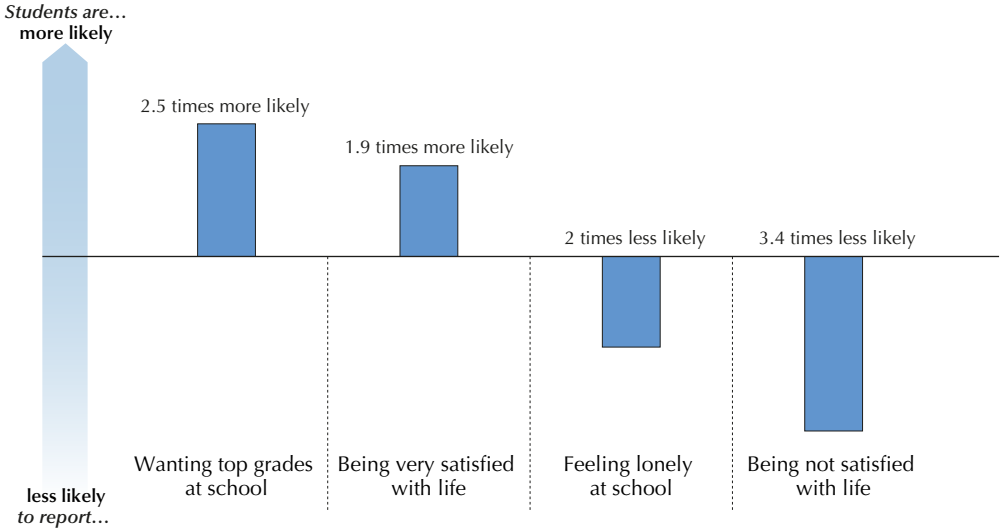


1. Students who reported "agree" or "strongly agree" with the statement "My parents are interested in my school activities".
Note: All values are statistically significant (see Annex A3).
Source: OECD, PISA 2015 Database, Table III.9.22.
StatLink http://dx.doi.org/10.1787/888933472232

In fact, students who "agree" or "strongly agree" that their parents are interested in their school activities are also more motivated to do well in school. Across OECD countries, these students were 2.5 times more likely to report that they "want top grades in school", on average (Figure III.9.7). Likewise, students who hold these perceptions of their parents' interest were almost twice as likely to report being highly satisfied with their life (reporting 9 or 10 on a scale from 0 to 10 of life satisfaction) than students who do not hold those perceptions. Students' positive views of their parents' interest in their school activities may signal some underlying protective effect in supportive parent-child relationships, as these students were also less likely to report feeling lonely at school and to report low satisfaction with life.

Figure III.9.7 ■ **Parents' interest in their child's activities at school and well-being**

Increased likelihood of students to report the following measures of well-being[1] if they agree or strongly agree that their parents are interested in their school activities, after accounting for students' socio-economic status (OECD average)



1. Students want top grades at school or feel lonely at school if they agree or strongly agree to related statements in the questionnaire. Students who are very (not) satisfied with life are those with self-reported values of 9 or 10 (between 0 and 4) on the life satisfaction scale, which ranges from 0 to 10 points.

Notes: The figure reports a logarithmic transformation of the odds ratios of the outcome (e.g. wanting top grades at school) related to parents' interest. The logarithm transformation makes the values of odds ratios below one and above one comparable in the graph. The label at the end of each bar displays the corresponding odds ratios (change in the likelihood of the outcome).

All values are statistically significant (see Annex A3).

Source: OECD, PISA 2015 Database, Table III.9.24.

StatLink http://dx.doi.org/10.1787/888933472242

OBSTACLES TO PARENTS' PARTICIPATION IN SCHOOL ACTIVITIES

Schools have not always been interested in encouraging parents to participate in their activities. Parents, especially those from disadvantaged and immigrant groups, were regarded by many teachers, school leaders and policy makers as obstacles to the creation of a society based on dominant values and ideology (Bowles and Gintis, 2000; Johnson, 1976; Ministère de l'Éducation nationale, de l'Enseignment Supérieur et de la Recherche, 2006; Seginer, 2006). Recently, a growing understanding that parents and teachers can be effective partners in helping children succeed in school has led policy makers and school leaders in many countries to take deliberate actions to increase parents' participation in school life (Bronfenbrenner, 1989; D'Agostino et al., 2001; Epstein, 2001; Raikes and Love, 2002). Policies and school-level practices to increase parental participation have been shown to facilitate students' positive behaviours and attitudes at school (Avvisati et al., 2014; Berlinski et al. 2016; Dizon-Ross, 2016). Parents' involvement not only provides additional support to their child's learning, but it also brings greater accountability to education systems. Thus, one meaningful way for school leaders to help parents engage more often and more effectively with their child's school is to help remove the barriers that hinder their regular participation in school activities.

Some of these barriers may be related to factors external to school, for example, when meetings and other school activities conflict with parents' work schedule, when parents are unable to participate due to transportation problems or childcare needs, or when parents and teachers do not speak the same language. Others may be related to a lack of familiarity with the institution, a lack of information about opportunities for parental involvement, or intimidation related to language or cultural distance – all barriers that schools can help remove.

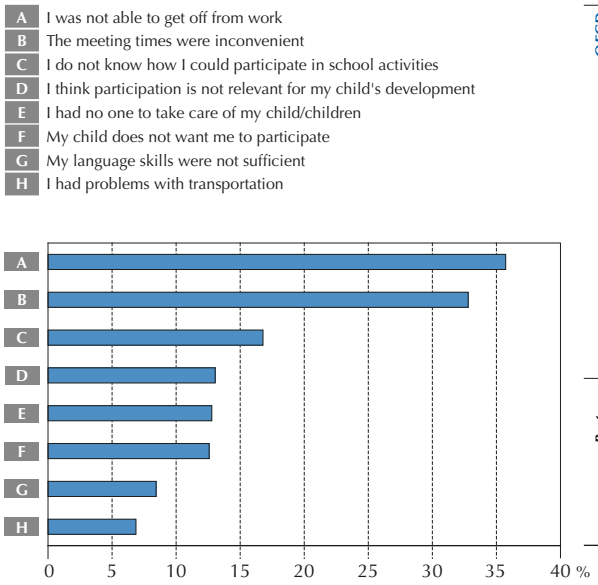
PISA asked parents whether these kinds of factors have hindered their participation in activities at their child's school during the previous academic year. Considering factors external to school, 36% of parents reported that "I was not able to get off from work", 33% reported that "the meeting times were inconvenient", and 13% of parents selected "I had no one to take care of my child/children", on average across 18 countries (Figure III.9.8). Considering barriers

related to communication, 17% reported that "I do not know how I could participate in school activities". Some 13% of parents selected the following reasons as obstacles: "I think participation is not relevant for my child's development" and "My child does not want me to participate". Some 8% of parents cited language barriers, and 7% mentioned problems with transportation.

Parents often face several of these obstacles at once. These barriers can be related to the neighbourhoods in which families live, the work arrangements they may have, the infrastructure and other human and social services available in their area, and the demographics of the region. In most countries and economies, relatively more parents reported that meeting times at school were inconvenient or that they were not able to get off from work than reported other reasons for not participating (Table III.9.26 and Figure III.9.8). In Hong Kong (China), 68% of parents reported that they are unable to get off from work and 66% reported that meeting times are inconvenient. These two reasons can overlap, as parents may have reported that meeting times are inconvenient because they cannot get time off from work to participate. Meeting times are also a serious impediment for around 66% of Korean parents. In these countries and economies, work constraints and inflexible schedules seem to be the major barriers to participation.

Figure III.9.8 ■ **Obstacles to parents' participation in their child's school activities**

Percentage of parents who agreed or strongly agreed that the following factors hindered their participation in their child's school activities in the previous year (average for 18 countries/economies)



		A	B	C	D	E	F	G	H
OECD	Belgium (Flemish)	16.6	19.6	7.0	11.7	5.2	4.9	3.9	3.6
	Chile	30.9	24.9	19.0	21.2	18.2	22.9	4.6	15.1
	France	41.5	39.1	14.9	4.1	11.1	3.6	2.6	5.8
	Germany	35.7	35.0	6.5	14.8	7.5	6.8	2.6	2.7
	Ireland	19.0	16.7	16.1	5.7	8.5	8.9	3.6	3.4
	Italy	31.1	31.9	17.5	11.2	8.9	7.7	6.0	9.0
	Korea	59.2	66.3	15.4	16.4	12.4	11.8	5.3	5.1
	Luxembourg	27.4	26.2	13.0	9.8	8.7	6.7	9.3	3.2
	Mexico	45.5	45.9	32.3	28.8	32.7	32.3	30.5	14.8
	Portugal	37.2	29.8	13.4	7.6	10.7	5.7	6.1	7.7
	Spain	34.5	24.7	14.8	12.1	10.8	8.8	4.8	3.4
	United Kingdom (Scotland)	20.5	18.5	12.5	5.7	8.0	11.2	1.5	3.7
	Average-18	35.7	32.8	16.8	13.0	12.8	12.6	8.4	6.9
Partners	Croatia	22.9	20.2	19.7	4.8	6.0	5.6	1.9	8.7
	Dominican Republic	44.4	29.5	40.7	36.5	33.2	45.5	26.2	9.7
	Georgia	29.1	19.8	13.5	14.1	8.7	12.9	6.4	4.4
	Hong Kong (China)	68.3	66.1	10.5	10.0	15.5	11.1	13.4	4.7
	Macao (China)	44.2	39.3	20.0	10.5	13.0	11.3	12.0	6.8
	Malta	35.1	36.9	15.5	10.0	11.1	8.8	11.1	11.8

Source: OECD, PISA 2015 Database, Table III.9.26.

StatLink http://dx.doi.org/10.1787/888933472257

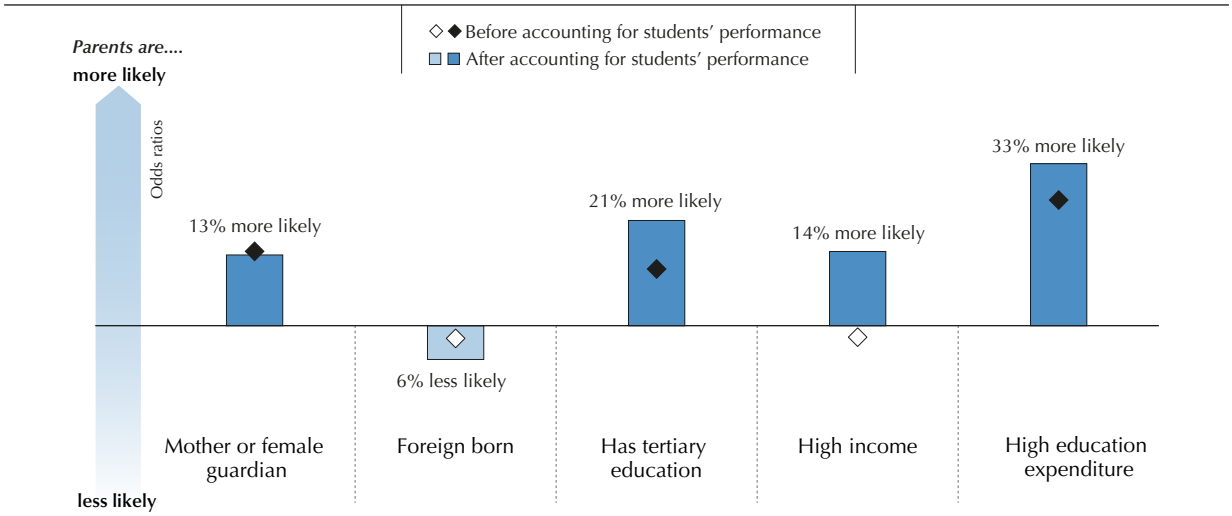
In Latin American countries, such as Chile, the Dominican Republic and Mexico, in addition to scheduling times and inflexible work schedules, parents frequently reported a lack of childcare services and problems with transportation (Figure III.9.8). These countries also show some of the largest shares of parents who reported that they do not know how they can participate in school activities, who think that their participation is not relevant for their child's development, or who reported that their child does not want them to participate. Between 29% and 46% of parents in the Dominican Republic and Mexico reported at least one of these reasons as obstacles to participation. Schools and teachers can reach out to parents and help educate them about the value of their involvement in their child's education, and about the many ways of getting involved in school activities while respecting their child's need for autonomy.

The PISA question about barriers to parents' participation in their child's school activities reveals the concerns of parents whose interaction with the school is constrained in various ways. But what can one learn about parents who do participate in their child's school life? Do these parents differ in any way from those who do not participate? PISA data show that parents' or guardians' levels of education, their income level, how much they spend on education, and their gender are all significant indicators of whether or not a parent takes the initiative to speak with his or her child's teacher (Figure III.9.9).

In particular, parents with a tertiary education were 21% more likely to report that they had "discussed their child's progress with the teacher at their own initiative" during the previous academic year, after accounting for students' performance. High-earning parents were 14% more likely, and those who spend more on education were 33% more likely to report that they had done so. Mothers or female guardians were, on average, 13% more likely than fathers or male guardians to report that they had talked to their child's teacher about his or her progress in school (survey respondents included only one of the two parents for each child); foreign-born parents were as likely as native-born parents to report that they had done so, after accounting for their child's performance in PISA.

Figure III.9.9 ■ **Parents who initiate talks with their child's teacher, by parents' socio-economic status, gender and immigration status**

Parents' likelihood of having discussed child's progress with the teacher on their own initiative, by parent/guardian's characteristics (average for 18 countries/economies)



Notes: The figure reports a logarithmic transformation of the odds ratios of initiating talks with the teacher related to parents' characteristics. The logarithm transformation makes the values of odds ratios below one and above one comparable in the graph. The interpretation of the odds ratios (in terms of percentage change in the likelihood of the outcome), after accounting for students' performance, is indicated at the end of each bar. The analysis excludes students whose two parents or guardians responded together to the parent questionnaire.

Students' parents were asked to report their family income before taxes and their total expenditures in education. Their answers were coded in six income (expenditure) classes, defined independently by each country. Low (high)-income (expenditure) students are students in the bottom (top) two categories of family income (expenditures). See Table III.10.10 for the income values corresponding to the categories.

Statistically significant values are marked in a darker tone (see Annex A3).

Source: OECD, PISA 2015 Database, Table III.9.23.

StatLink http://dx.doi.org/10.1787/888933472263

Language barriers and parents' participation in school activities

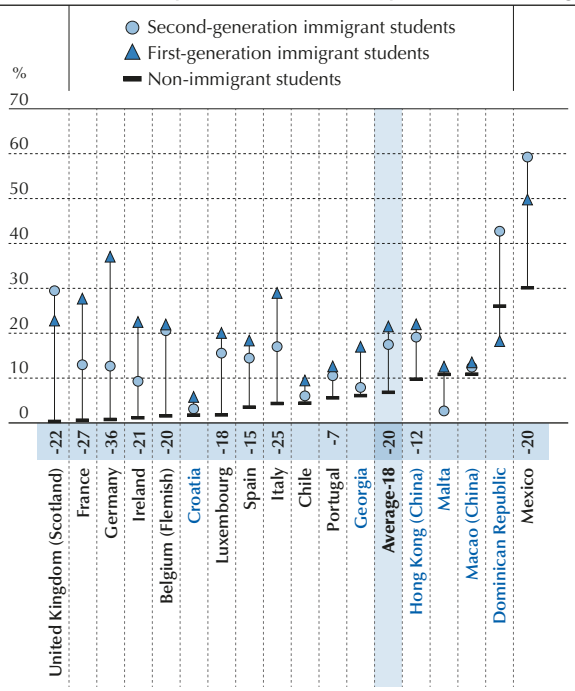
It is reasonable to expect that language barriers to parents' participation at school is more of a concern among immigrant parents, which might explain the relatively low percentage of parents who cite language as a reason for not participating in school activities (language barriers might also be related to the response rates to the parent questionnaire). But the reality is that there are large variations across countries in the proportion of parents who reported that their "language skills were not sufficient" (Table III.9.26). In 8 out of 18 countries, less than 5% of parents so reported; but in the Dominican Republic, 26% of parents reported that their "language skills were not sufficient" as did 31% of parents in Mexico. The wording of this question seems to capture not only parents who speak a language other than the official language(s) at school, but also native-born parents with less education who feel inhibited by their language skills when interacting with well-educated teachers and school staff. It is not possible to determine the extent to which these parents may be implying that the school environment is socially intimidating.

Some caution is advised in interpreting cross-country comparisons based on the immigrant background of students and their families, as observed differences are bound to be influenced by differences in immigrant populations in the countries and economies involved. That said, some patterns identified in the PISA data provide insights into how students' immigrant background is linked to their parents' inability to participate in school activities because of their language skills. The differences in parents' responses related to their child's immigrant background can also indicate which countries do a better job at integrating immigrant parents into their child's school life.

Figure III.9.10 shows that, on average across 18 countries and economies, among non-immigrant students, 7% of parents reported that they do not participate in school activities due to language barriers; among first-generation immigrant students, 21% of parents so reported; and among second-generation immigrant students, 17% of parents so reported. In a number of European countries and economies, namely Belgium (Flemish Community), France, Germany, Ireland, Italy and Scotland (United Kingdom), the share of parents who reported insufficient language skills as a barrier to participation is at least 20 percentage points larger among first-generation immigrant students than among non-immigrant students. In Germany, 36% of first-generation immigrant students have parents who reported such difficulties compared to less than 1% of non-immigrant students.

Figure III.9.10 ■ **Immigrant background and language skills hindering parents' participation in school activities**

Percentage of students whose parents reported that participation in their child's school activities in the previous academic year was hindered by insufficient language skills



Note: Statistically significant differences between the percentage of non-immigrant students and the percentage of first-generation immigrant students whose parents reported that their language skills hindered participation in their child's school activities is shown next to the country/economy name (see Annex A3).

Countries and economies are ranked in ascending order of the percentage of non-immigrant students whose parents reported that insufficient language skills hindered participation in their child's school activities in the previous academic year.

Source: OECD, PISA 2015 Database, Table III.9.25.

StatLink http://dx.doi.org/10.1787/888933472270

Immigrant families whose children were born in the host country (i.e. second-generation immigrant students) should, in principle, have had more time and opportunities to learn the host language and gradually feel more confident to participate in their child's school activities. But in several countries and economies, parents of second-generation students reported similar language constraints as parents of first-immigrant students (Table III.9.25). This pattern might be related to changes in the skills composition of immigrants over time, or to feelings of social exclusion shared by first- and second-generation immigrants. Policy makers should take a careful look at what aspects of their education, social, labour and immigration policies are keeping immigrant groups at the margin of their societies, and work across policy areas to encourage faster social and economic integration of these families.

Non-immigrant families can also face communication barriers. In Hong Kong (China), Macao (China) and Malta, the parents of around 10% of non-immigrant students reported insufficient language skills as a barrier to school participation (Figure III.9.10). In the Dominican Republic and Mexico, this proportion is remarkably large: nearly one in three non-immigrant students has a parent who cites insufficient language skills as an obstacle to participation. The problem might

be even more pervasive among socio-economically disadvantaged families. In Mexico, 44% of disadvantaged parents reported this problem compared with 15% of parents in advantaged families. In the Dominican Republic, 32% of disadvantaged parents so reported – nearly double the proportion observed among advantaged parents (Table III.9.27).

Linguistic diversity among non-immigrants, especially among indigenous populations, is one possible explanation for these findings. But factors other than parents' ability to speak the country's/economy's official language(s) might also be at play and might disproportionally affect less-educated, less-privileged parents. The school environment may seem unfriendly to them, teachers may hold stereotypical views about lack of parental interest in poor families, or the school may be using inefficient communication strategies, such as relying mostly on written instructions that may be difficult to follow by illiterate or less-educated parents. Schools need to consider how they can welcome parents from culturally, linguistically and socio-economically diverse backgrounds.

What these results imply for policy

- Parents can be encouraged to adopt simple and healthy routines – such as eating a meal together and talking together – that bring them closer to their child. Shared activities, adapted to various cultural contexts, need to respect adolescents' preferred modes of engagement and the growing need for autonomy that comes with adolescence.
- Schools can identify those parents who may be unable to participate in school activities for reasons other than a lack of interest. Building some flexibility in the ways in which parents can communicate with the school may encourage greater parental involvement. Scheduled phone or video calls may be as effective as some face-to-face meetings and may better fit the busy schedule of some parents.
- Teachers can be encouraged to welcome all parents as partners in education, particularly those from disadvantaged backgrounds whose children need their support the most to do well in school and in life. Through their engagement in their child's education, parents can help build a learning environment that encourages both high academic performance and the well-being of all students.
- Removing language barriers to parents' participation in school activities may require partnerships beyond the school. In countries with large immigrant populations, including many European countries, schools may need to seek collaboration with immigration and social services agencies, as these might offer useful services, including interpreters, that can help facilitate communication between the school and immigrant families.
- Governments can provide incentives to employers who adopt work-life balance policies so that parents have adequate time to attend to their children's needs. Healthy young people are more engaged and productive participants in society, so advancing policies that support parents' involvement in their children's lives is one way for governments to build more inclusive societies.

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10

Wealth, social status and inequalities in well-being

This chapter examines how parents' occupation, income and wealth are related to students' performance, satisfaction with life, and their expectations of further education and a career later on. It also shows how the socio-economic composition of schools is related to disadvantaged students' evaluations of the quality of their life and their expectations for their future.

Money is an obvious enabler of education opportunities: cash buys books, high-quality pre-schooling and daycare, enrichment activities, and access to private tutoring if needed. Low income adversely affects parents' ability to nurture and provide for their children's needs, so that poverty during childhood and adolescence is often associated with slower cognitive development and poorer health (Case et al., 2001; Currie et al., 2012). Wealth and social status can influence well-being at school, because the family background is often related to the type of school children attend and to how students evaluate themselves in comparison with their peers (Pajares and Urdan, 2006).

What the data tell us

- Family wealth is more strongly related to student performance in countries with relatively high income inequality than in countries with relatively low income inequality.
- The concentration of students in schools according to their parents' occupation is related to characteristics of education systems, such as differences between private and public schools or between vocational and academic schools.
- Life satisfaction is associated with a student's relative status at school, as measured by the difference between his or her wealth and the wealth of the other students in the school.
- Children of blue-collar workers reported holding higher education and career expectations when they attend schools with a large proportion of children of white-collar workers.

This chapter examines how parents' occupation, income and wealth are related to the socio-economic composition of the schools that students attend and to students' performance, life satisfaction and expectations. *PISA 2015 Results, Volume I* documented a strong link between academic performance and socio-economic status, as measured by a summary index of parents' education, occupation, assets and cultural resources (the PISA index of economic, social and cultural status; see OECD, 2016a). This relationship varies greatly across countries, and school systems can become more equitable over a relatively short time (OECD, 2017). The chapter extends this analysis by looking at relationships between multiple measures of students' well-being and inequalities in different types of household resources, thus peeking inside the black box of socio-economic status. Disentangling the different sources of the strong relationship between socio-economic status and students' well-being is important, because the policy responses to inequalities depend on the ways through which socio-economic advantage gets transmitted from one generation to the next. Understanding the implications of socio-economic inequalities on different aspects of students' well-being can also inform the design of policies for equal opportunities at the system level and guide school-level practices for creating equitable learning spaces.

SOCIO-ECONOMIC INEQUALITIES, SOCIAL SEGREGATION AT SCHOOL AND PERFORMANCE

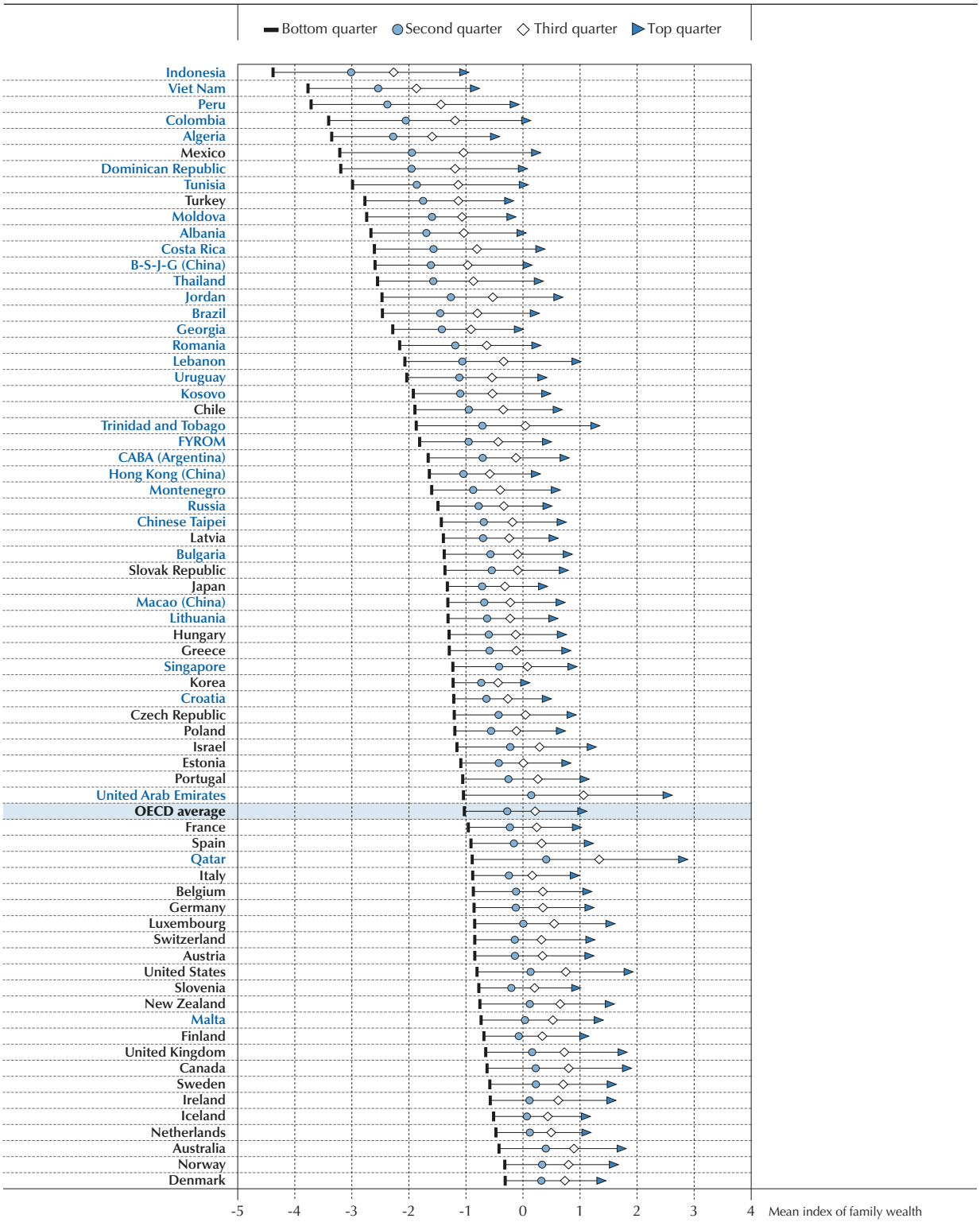
Recent trends in income distribution in OECD countries show signs of "polarisation": more families fall into either extreme end of the distribution, and fewer are in the middle (OECD, 2015). Income inequality is less of a concern if children in low-income families have a good chance of climbing up the income ladder when they grow up. However, income inequality tends to reproduce itself generation after generation (Corak, 2013).

PISA data on household possessions and family income can describe inequalities in the material conditions of students. The PISA index of family wealth is based on the number and type of home possessions, such as cell phones, computers, cars and rooms with a bath or shower. Figure III.10.1 shows that the values of this index vary greatly both between and within countries. Disparities in wealth, as measured by the difference between students in the top quarter and in the bottom quarter of the index, were relatively large (3.5 units or more) in Peru, Qatar and the United Arab Emirates (Table III.10.6). In general, inequalities in household possessions, as reported by students, were high in countries with a relatively low per capita income.

In 16 countries and economies where the parent questionnaire was distributed, parents also provided information on their household income. This information was coded into six categories (e.g. below "X" dollars; above "X" dollars and below "XX" dollars, etc.), defined at the national level by the participating countries. Figure III.10.2 shows that students are not equally distributed across the six income categories in the countries with available data. The Dominican Republic and Mexico are the two countries with the highest percentages of tested students with relatively low income (in the bottom two categories of family income). In the Dominican Republic, for example, 74% of students live in low-income families where parents reported an annual family income below USD 1 110 (in purchasing power parities), and 12% live in high-income families where the annual family income, as reported by parents, was above USD 1 860.

Figure III.10.1 ■ **Index of family wealth, by quarters of this index**

Results based on students' self-reports



Notes: The index of family wealth is based on the number and type of home possessions, such as cell phones, computers, cars and rooms with a bath or shower reported by the student.

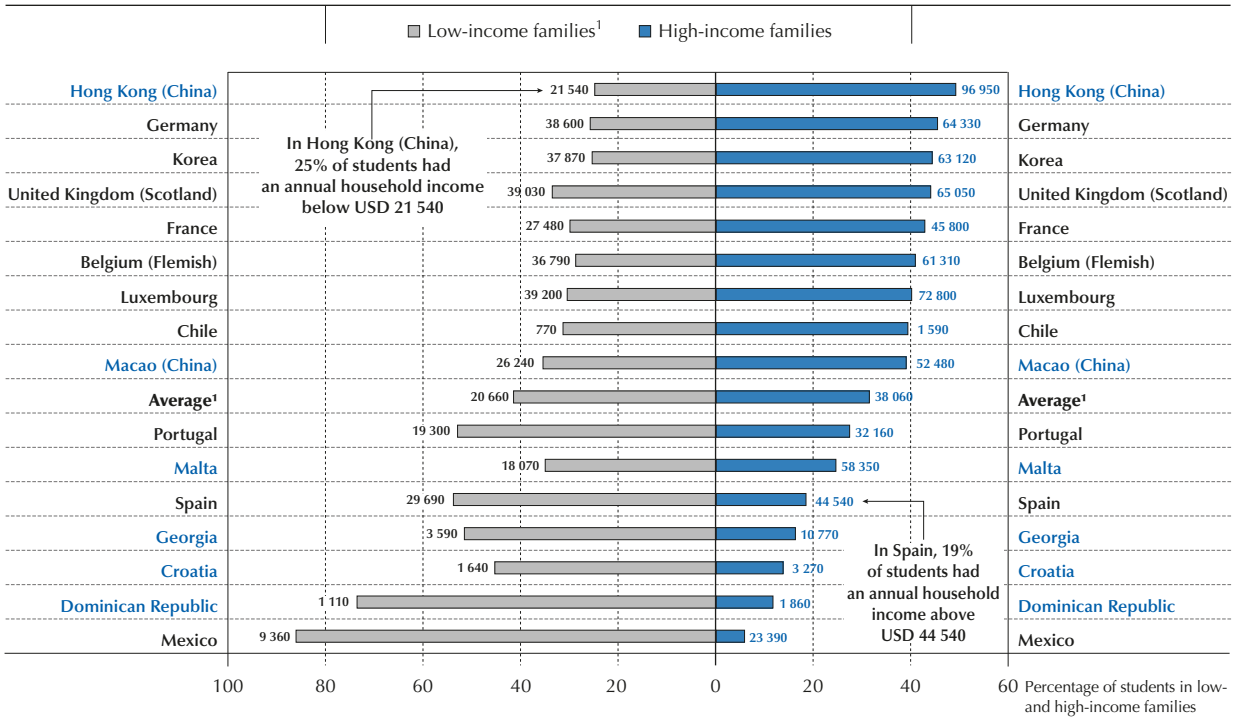
Countries and economies are ranked in ascending order of the mean index of family wealth for students in the bottom quarter of this index.

Source: OECD, PISA 2015 Database, Table III.10.6.

StatLink http://dx.doi.org/10.1787//888933472442

Figure III.10.2 ■ **Distribution of students, by family income**

Percentage of students in high- and low-income families and corresponding income (in USD)



1. "Average" includes all countries and economies with available data.

Notes: Students' parents were asked to report their family income before taxes. Their answers were coded in six income categories, defined independently by each country. Low(high)-income students are students in the bottom(top) two categories of family income.

The income level (USD) corresponding to the top two and bottom two income categories are shown next to the corresponding percentage bar.

Countries and economies are ranked in descending order of the percentage of students in high-income families.

Source: OECD, PISA 2015 Database, Table III.10.10.

StatLink http://dx.doi.org/10.1787/888933472457

By contrast, Belgium, France, Germany, Hong Kong (China), Korea, Luxembourg and Scotland (United Kingdom) show relatively large shares (40% or higher) of high-income students, and the threshold defining these students was also high in those countries (from USD 45 800 in France to USD 96 950 in Hong Kong [China]). Differences in the income available to individual children might be higher than what is shown in the figure if low-income families have more household members than high-income families.

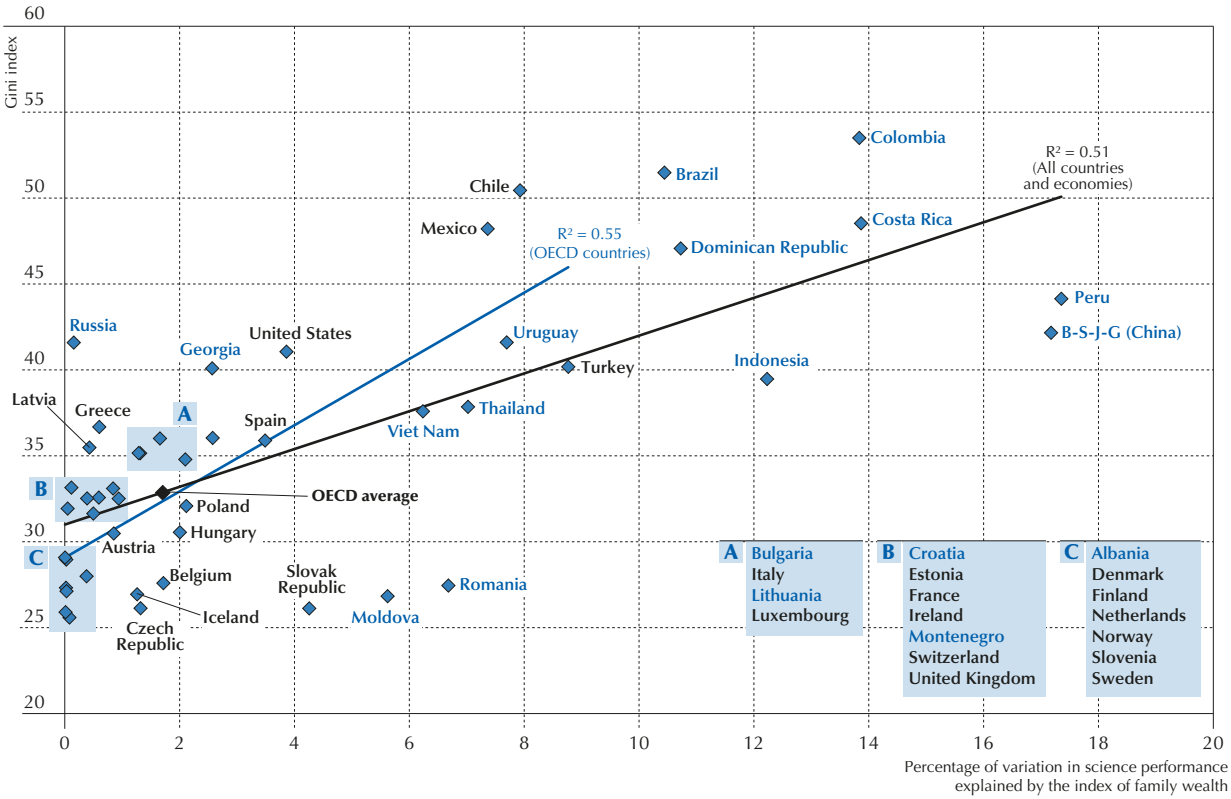
The most visible and well-documented impact of wealth and income inequalities on students' well-being is the relatively low performance of students at the bottom of the socio-economic ladder. PISA consistently finds that disadvantaged students perform worse than advantaged students, even if the strength of the relationship varies greatly across countries (OECD, 2016a). On average across OECD countries, a one-unit change in the index of family wealth corresponds to an increase of 10 points in a student's science score, before accounting for differences in parents' education, and an increase of 4 points after accounting for parents' education (Table III.10.7). Similarly, students in high-income families perform better in science than students in low-income families (Table III.10.11).

Does family wealth matter more for education success in more unequal societies? The fraction of the variation in performance in PISA that is explained by the wealth index is a measure of the relevance of the material resources of one generation for the education success of the next generation (Sandefur, 2015). Figure III.10.3 shows a strong relationship between the variation in science performance related to family wealth and the overall income inequality of countries. Among OECD countries, the level of income inequality (as measured by the Gini Index) is not as high as in several partner countries, on average, and the index of wealth accounts for only 2% of the variation in performance (Table III.10.7). Countries with high income inequality, such as Brazil, Colombia, the Dominican Republic and Uruguay also show a strong relationship between the wealth index and science performance. For example, in Colombia, income inequalities are high (the Gini index is 54 out of 100) and household possessions account for around 14% of the variation in performance.

This association suggests that the inequalities observed more broadly in a country are reflected in student performance. In other words, in all systems, rich parents may use their wealth to provide better education for their children, but in more unequal societies, wealthy parents pass on more of that advantage to their children (Sandefur, 2015). This finding confirms the negative relationship between income inequality and intergenerational mobility that has been called the *Great Gatsby Curve* (Corak, 2013). It suggests that education is an important mediator of the relationship between social mobility and income inequality (Jerrim and Macmillan, 2015).

Figure III.10.3 ■ **Family wealth, performance and income inequality**

Association between the Gini index and the percentage of variation in science performance explained by family wealth



Notes: The index of family wealth is based on the number and type of home possessions, such as cell phones, computers, cars and rooms with a bath or shower reported by the student. The percentage of variation in performance in PISA that is explained by the index of family wealth is a measure of the relevance of material resources of one generation for the education success of the next generation.

The Gini index measures the extent to which the distribution of income among households within an economy deviates from a perfectly equal distribution. A Gini index of zero represents perfect equality and an index of 100 represents perfect inequality.

Source: OECD, PISA 2015 Database, Table III.10.7.

StatLink http://dx.doi.org/10.1787/888933472460

The strength of the link between inequality in society and inequalities in academic outcomes should not lead to the wrong conclusion that education policies cannot influence opportunities for upward mobility. The design of education systems, in fact, mediates the relationship between parents' resources and learning outcomes by influencing, for example, the level of resources available to public and private schools, or to urban schools and schools in remote rural areas (Greenwald, Hedges and Laine, 1996; OECD, 2016b; Rivkin, Hanushek and Kain, 2005).

Differences in the social composition of schools are often related to structural characteristics of education systems. For example, a large country with a clear rural-urban divide is likely to show, all else being equal, more polarisation in the social composition of schools than a small, homogenous economy. But education policies can play an important role too. The social mix of schools can be analysed by looking at the concentration of students in schools according

to their parents' occupation, where occupation is classified in the two categories of blue-collar or white-collar jobs[1] (Figure III.10.4). This concentration is measured by a social segregation index ranging from 0 to 100, with values close to 0 indicating that children of blue-collar and white-collar workers are distributed evenly across schools, and values closer to 100 indicating that children of blue-collar and white-collar workers are likely to attend different schools[2] (Hutchens, 2004; Hutchens, 2001; Jenkins et al., 2008). The three countries where children of white-collar workers and children of blue-collar workers are more likely to mix in the same school are Algeria, the Former Yugoslav Republic of Macedonia (hereafter "FYROM") and Montenegro. The countries and economies with more pronounced segregation at school (above 25), based on parents' occupation, are Australia, Bulgaria, Chile, Ciudad Autonoma de Buenos Aires (Argentina) (hereafter "CABA [Argentina]"), Hungary, Indonesia, Israel, Norway, Peru, Qatar and the United Arab Emirates (Figure III.10.4).

Box III.10.1 **The value of a quiet space for learning**

The family and the household are the first social system where students begin to acquire the fundamental cognitive and social skills necessary for school and for life (Machida et al., 2002; OECD, 2012). The material resources available in the household where students live can influence their cognitive and psychological development; but some resources matter more than others.

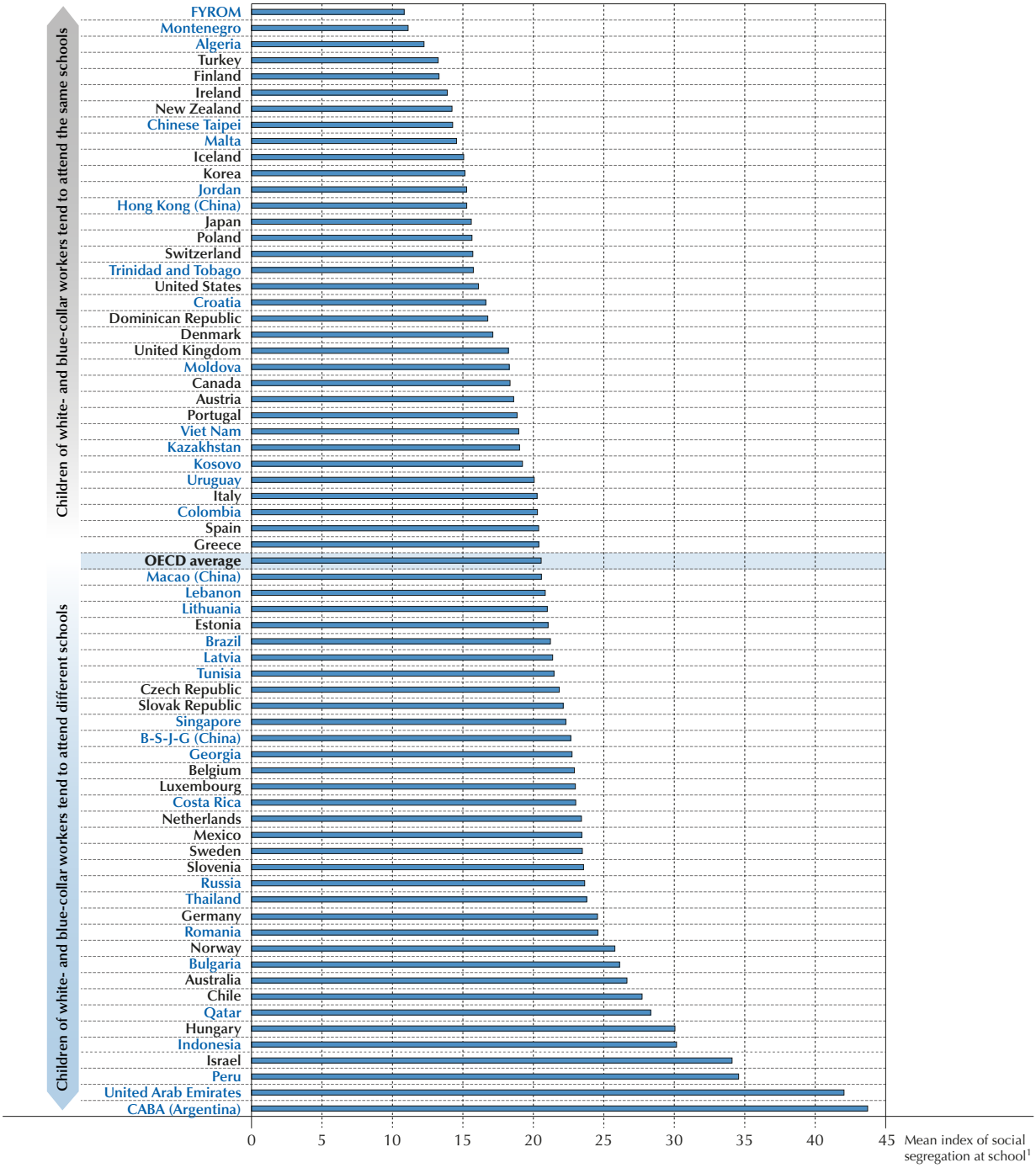
Living in a home where children have a quiet space to study or to engage in other activities is particularly important for students' learning. Across OECD countries, around 92% of students reported that they have a desk to study at and a quiet place to concentrate. But in Colombia, Indonesia, Mexico, Thailand, and Trinidad and Tobago, at least one in four students reported that they do not have a quiet place to study at home (Table III.10.1).

Students in poorer families are more likely to share a room and to live in more crowded conditions, where it is more difficult to concentrate. A crowded space might also make it harder for parents to maintain a calm, orderly home. It is thus not surprising that, across OECD countries, students who reported that they have a quiet place to study at home score roughly 30 points higher in science (the equivalent of one year of schooling; see Box I.2.1 in OECD, 2016a) than students who do not have such a place (Table III.10.2). The performance advantage of students with a quiet place to study remains significant after accounting for parents' education and is the largest in Beijing-Shanghai-Jiangsu-Guangdong (China) (hereafter "B-S-J-G [China]"), one of the few economies where the study time spent out of school is positively related to PISA scores. In B-S-J-G (China), 61% of students in advantaged schools have access to a room in their school where they can do their homework, while only 14% of students in disadvantaged schools have access to such a room (OECD, 2016b, Table II.6.43). In Japan, 96% of students have access to a quiet place to study at school, and there is no difference in access between advantaged and disadvantaged schools.

In Belgium, France, Germany and Luxembourg, the score-point difference in science performance between children who reported that they have a quiet place to study and other children is between 46 and 61 points (Table III.10.2). In these countries, the shares of students who reported that they do not have a quiet place to study are well below the OECD average of 8% (Table III.10.1). These disadvantaged students probably suffer from other forms of material deprivation and benefit less from a protective family environment. PISA cannot prove that there is a causal relationship between overcrowding or disorder at home and academic performance. But an analysis based on random variations in overcrowding (based on the fact that same-sex siblings are more likely to share a room) shows that the relationship between disadvantaged living conditions and academic failure is plausibly one of cause and effect (Goux and Maurin, 2005). The negative association between the availability of a quiet space for learning and academic achievement originates in early childhood and may build over time.

While financial and social aid to the poorest families can improve their children's performance in school, interventions at the school level can also help reduce unequal education opportunities. Whole-school strategies involving administrators, teachers, counsellors, parents, and public and civic-society organisations are necessary to identify the resources that low-performing children lack and the type of support that schools can provide. But even small and relatively easy-to-implement interventions, such as giving students access to a quiet place to study in the afternoon, can make a difference to materially deprived children.

Figure III.10.4 ■ **Social segregation at school, by parents' occupation**



1. The index of social segregation at school measures the concentration of students in different schools according to their parents' occupation (Jenkins et al., 2008; Hutchens, 2001 and 2004). It has values between 0 and 100, with values closer to 100 indicating that children of blue-collar and white-collar workers are distributed unevenly across schools.

White-collar workers are defined as managers (ISCO-08 category 1), professionals (ISCO-08 category 2) and technicians and associate professionals (ISCO-08 category 3).

Blue-collar workers are defined as skilled agricultural, forestry and fishery workers (ISCO-08 category 6), craft and related trades workers (ISCO-08 category 7), plant and machine operators and assemblers (ISCO-08 category 8) and workers in elementary occupations (ISCO-08 category 9).

Countries and economies are ranked in ascending order of the index of social segregation at school.

Source: OECD, PISA 2015 Database, Table III.10.14.

StatLink http://dx.doi.org/10.1787/888933472473

In Brazil, CABA (Argentina), Colombia, the Dominican Republic, Malta, Peru, Spain and Uruguay (all economies with relatively high income inequality), more than 20% of the index of segregation is explained by differences in the social composition of students attending private and public schools (Table III.10.13). In other words, much of the uneven distribution of children across schools reflects the fact that children of white-collar workers are more likely to study in private schools than the children of blue-collar workers. Highly selective private education is thus a potential source of socio-economic segregation across an education system, and private schools are more exclusive in some countries than in others (Jenkins et al., 2008).

In several European countries, a large fraction of social segregation at school is related to the fact that children of white-collar workers tend to be enrolled in school programmes that prepare them for university and children of blue-collar workers tend to attend vocational schools. Table III.10.14 shows that, in Croatia, 45% of the index of segregation is explained by differences in social background between the students enrolled in academic tracks and those enrolled in vocational tracks (in Montenegro, 33% of the index of segregation is so explained; in Italy, 31%; in Slovenia, 29%; and in the Netherlands, 27% of the index is so explained). Education policies can thus have an impact on the polarisation found in the social composition of schools, together with structural factors, such as rural-urban and residential inequalities.

SOCIAL COMPOSITION OF SCHOOLS, LIFE SATISFACTION AND EXPECTATIONS

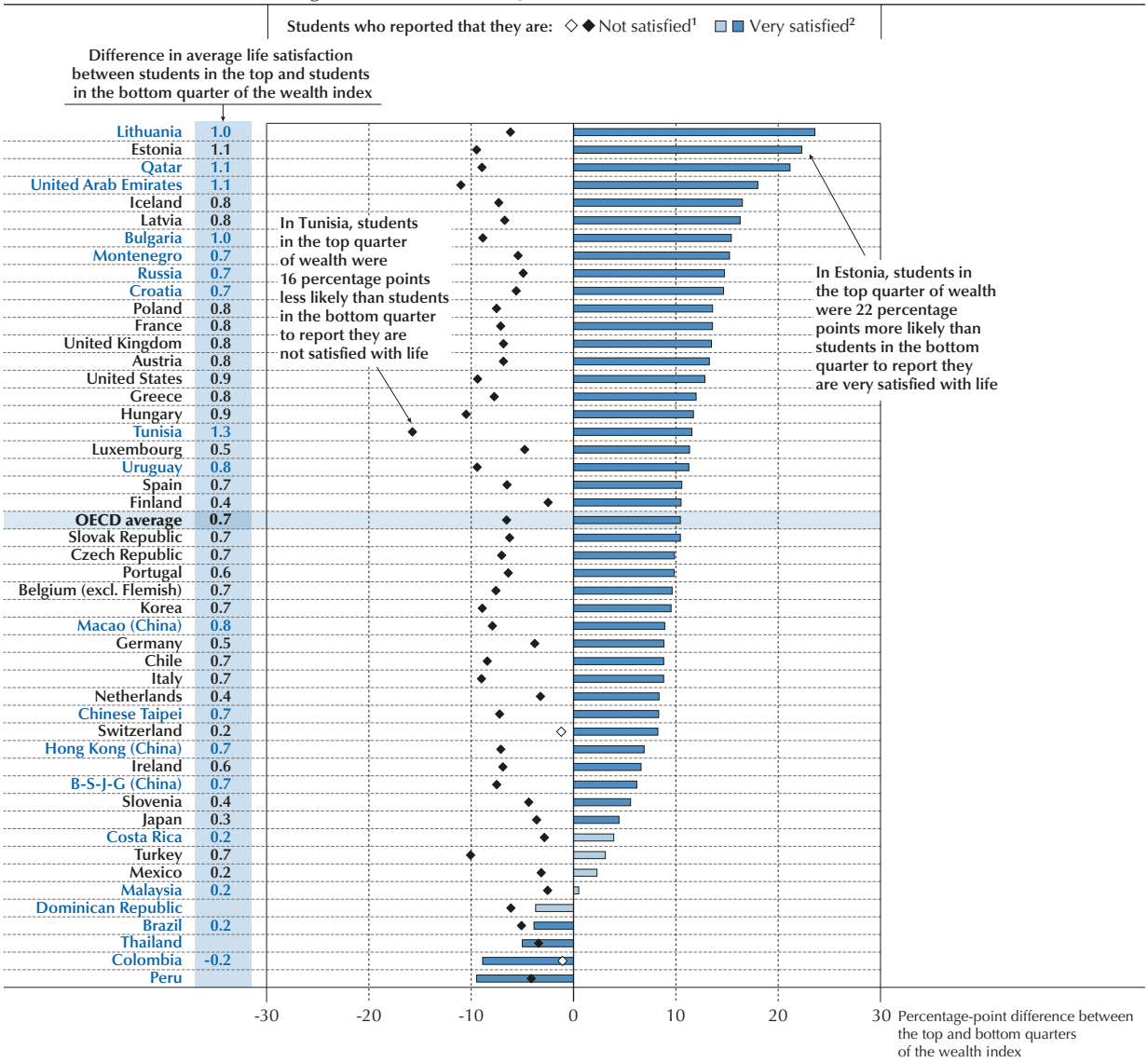
Family affluence and social status are not only related to academic performance but can also affect adolescents' satisfaction with life, their perceptions about themselves and their aspirations for the future. Economic conditions can affect adolescents' well-being by limiting their consumption and leisure opportunities. Adolescents from disadvantaged families may have to go without things perceived as important for them to participate in mainstream society and to conform with their peers (Becchetti and Pisani, 2014). Research has shown that measures of objective socio-economic status – like family or neighbourhood wealth – are related to students' subjective social status at school, where students place themselves on a ladder where the highest rung represents the people in their school with the most respect and the highest standing (Goodman et al., 2001). These perceived placements in the group may contribute to students' evaluation of their satisfaction with their own life (Sweeting and Hunt, 2014).

Figure III.10.5 shows how students' reports of life satisfaction vary according to their family's wealth. The right side of the graph (positive values) shows that, in most countries, a greater proportion of wealthy students (those at the top quarter of the wealth index) reported being "very satisfied" with their life compared to the share of students at the low end of the index (bottom quarter of the wealth index) who reported the same. This difference corresponds to 10 percentage points, on average, across OECD countries, but is at least twice as large in Estonia, Lithuania and Qatar. Wealthy students were also less likely than their less-privileged peers to report "low levels of life satisfaction", as seen on the left side of the graph (negative values). On average across OECD countries, the share of students who reported "low life satisfaction" is about 7 percentage points larger among students in the bottom quarter of the wealth index than among those at the top quarter of the index. This gap ranges between 10 and 16 percentage points in Hungary, Tunisia, Turkey and the United Arab Emirates, and is negligible in Colombia and Switzerland.

In a few countries, however, wealthy students are less likely to be very satisfied with their life than less-privileged students are. In Brazil, Colombia, Peru and Thailand, students at the lower end of the wealth index were between 4 and 10 percentage points more likely to report high life satisfaction than those at the top of the index. One possible explanation for this finding points to the role of social capital in relatively deprived communities (Woolcock and Narayan, 2000). When income and wealth are insufficient to buy comfort, safety, and a number of social and cultural goods, people may be more inclined to rely on each other and build nets of solidarity around practical matters (e.g. childcare, transportation, social life), which can help boost their sense of social integration and life satisfaction (Saegert et al., 2001). Other explanations for these results are plausible, too. For example, the factors students take into account when assessing their own life satisfaction may themselves be dependent on the students' socio-economic status (Diener et al., 2003; Neff, 2007; Tucker et al., 2006). Even in those countries where the difference in favour of the poorest students is largest, a substantial proportion of wealthy students (38% in Peru, 39% in Thailand, 43% in Brazil and 47% in Colombia) reported high levels of life satisfaction (Table III.10.8)

Figure III.10.6 shows the relationship between a student's life satisfaction and the wealth of his or her schoolmates. In most countries, students reported less life satisfaction if they are not as wealthy as the other students in their school (their relative wealth is lower), after accounting for students' index of family wealth (their absolute level of wealth). This relationship is most prominent in Croatia, Montenegro and the Russian Federation (hereafter "Russia"). Both absolute and relative wealth can thus have an influence on students' life satisfaction (Hudson, 2013).

Figure III.10.5 ■ **Family wealth and life satisfaction**



1. A student is classified as "not satisfied" with life if he or she reported between 0 and 4 on the life-satisfaction scale. The life-satisfaction scale ranges from 0 to 10.

2. A student is classified as "very satisfied" with life if he or she reported between 9 to 10 on the life-satisfaction scale. The life-satisfaction scale ranges from 0 to 10.

Notes: The index of family wealth is based on the number and type of home possessions, such as cell phones, computers, cars and rooms with a bath or shower, as reported by the student.

Statistically significant values are marked in a darker tone (see Annex A3).

Countries and economies are ranked in descending order of the difference in the percentage of students who reported feeling very satisfied with their life, between students in the top quarter and students in the bottom quarter of the index of wealth.

Source: OECD, PISA 2015 Database, Tables III.10.8 and III.10.9.

StatLink http://dx.doi.org/10.1787/888933472483

Adolescents form opinions about themselves based on comparisons with their schoolmates. Disadvantaged students who attend advantaged schools may suffer from social isolation or even feelings of discrimination if they are not prepared to be a member of a disadvantaged minority in the school. For example, many disadvantaged students in the United States dropped out of integration programmes (Carter, 2007; Davis, 2014). Poor students in Chile have also had problems integrating socially in prestigious schools (Montt, 2012).

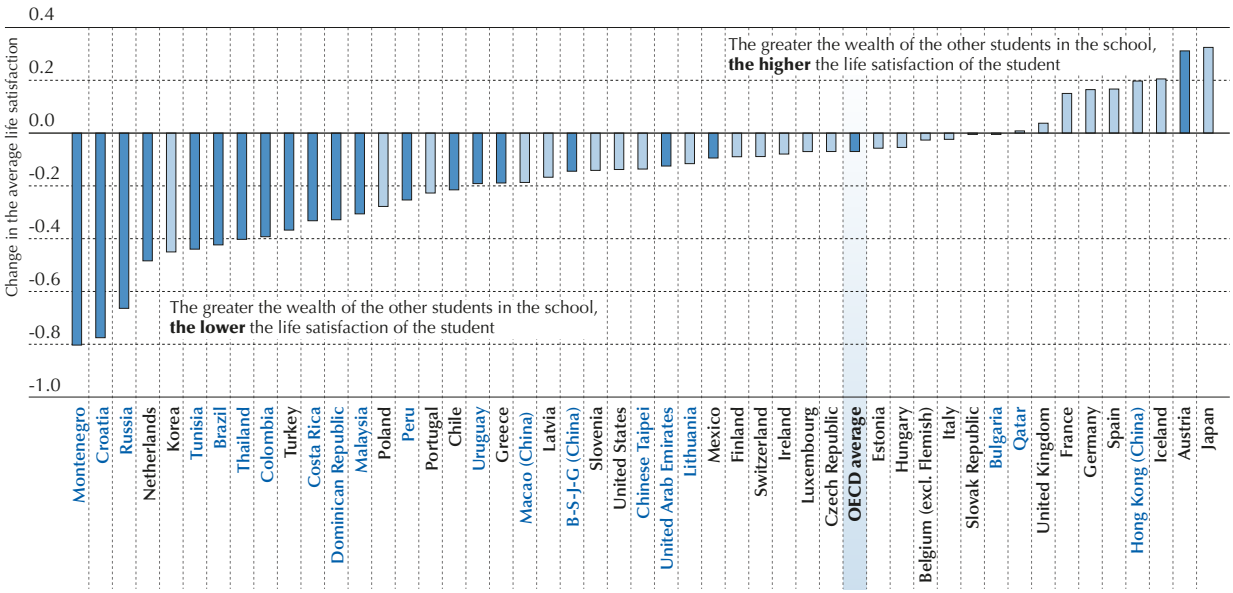
Does this mean that disadvantaged students are better off when they attend disadvantaged schools? On the one hand, comparing oneself with advantaged peers can undermine the self-belief and life satisfaction of a disadvantaged student.

On the other hand, disadvantaged students who attend the same school and learn in the same classroom as their advantaged peers might absorb the attitudes of their schoolmates and develop high aspirations and expectations for themselves.

Students' aspirations for further education and their career later on are shaped by family wealth, social status and neighbourhood characteristics (Stewart et al., 2007). Table III.10.15 shows that, on average across OECD countries, 29% of the children of blue-collar workers and 55% of the children of white-collar workers reported that they expect to complete a university education. Children of blue-collar workers were also much less likely to expect to work as managers or professionals than children of white-collar workers (with an average difference of 21 percentage points across OECD countries).

Figure III.10.6 ■ **Relative wealth at school and life satisfaction**

Change in a student's life satisfaction associated with a one-unit increase in the average wealth of the other students in the school



Notes: The index of family wealth is based on the number and type of home possessions, such as cell phones, computers, cars and rooms with a bath or shower, as reported by the student. The life-satisfaction scale ranges from 0 to 10.

Statistically significant values are marked in a darker tone (see Annex A3).

Countries and economies are ranked in ascending order of the change in life satisfaction associated with a one-unit change in the average index of family wealth of the other students of the school.

Source: OECD, PISA 2015 Database, Table III.10.9.

StatLink http://dx.doi.org/10.1787/888933472499

Box III.10.2 **Do students expect the same career as their parents?**

In his research linking a father's earnings to a son's adult earnings, Miles Corak has shown that more unequal economies tend to have less fluid societies (Corak, 2013). According to Corak's findings, in some places, like the United Kingdom and United States, around 50% of income differences in one generation are attributable to differences in the previous generation, while in some of the more egalitarian countries in Northern Europe, less than 30% of income differences in one generation are so attributable. But according to other research that examines the over-representation of aristocratic names in elite positions, much of a family's social status is transmitted from generation to generation across a span of centuries – even in Sweden (Clark, 2012).

Some of the persistence of socio-economic advantage stems from adolescents' expectations to pursue the same career as their parents. Parents are key role models who set an example, provide opportunities, and give advice to either aim for or steer clear of their own lines of work. Some parents want their children to follow their footsteps, while others encourage their children to explore other avenues and realise their own ambitions.

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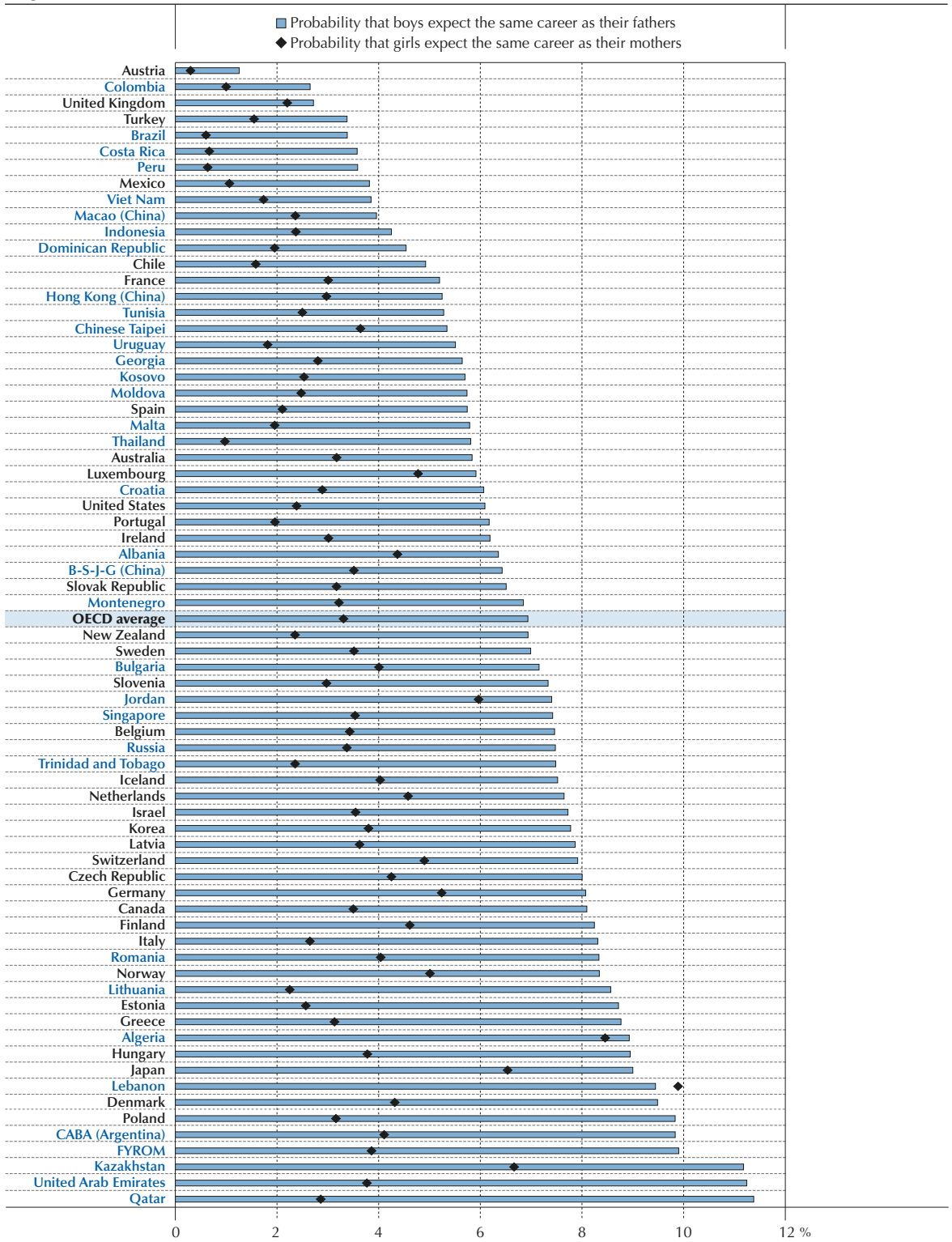
Figure III.10.7 ■ **Percentage of students who expect the same career as their parents, by gender**



Note: Students reported their expected occupation when they are 30 years old. Students' expected occupation and parents' current occupation are coded according to the International Standard Classification of Occupations, 2008 edition (ISCO-08), at the 3 digit level (e.g., 111 ISCO code: Senior officials and legislators).

Countries and economies are ranked in ascending order of the percentage of boys who expect to have the same career as their father.

Source: OECD, PISA 2015 Database, Table III.10.16.

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...

PISA 2015 asked students what occupation they expect to be working in when they are 30 years old. Students could enter any job title or description in an open-entry field; their answers were classified according to the International Standard Classification of Occupations, 2008 edition (ISCO-08). Across OECD countries and economies, around 7% of students expect to do the same job as their parents when they are 30 (Table III.10.16). This percentage ranges from around 1% in Indonesia, Peru, Turkey and Viet Nam, to more than 10% in Algeria and Lebanon (this analysis defines a job as a three-digit ISCO group: for example, Nursing and Midwifery Professionals [code 222] form one job).

A comparison of boys and girls adds interesting nuances to these data. In theory, virtually all careers should be available to both men and women, but this availability is not always perceived by adolescents as realistic. This perception arises, in part, from the influence of gender stereotypes in occupational choices. On average across OECD countries, 7% of boys expect to be working in the same occupation as their fathers, while only 3% of girls expect the same job as their mothers (Figure III.10.7). On average, around 2% of boys expect to be working in the same occupation as their mothers, and 2% of girls in the same occupation as their fathers. In Qatar and the United Arab Emirates, more than 10% of boys expect to be working in the same occupation as their fathers. In Algeria, Germany, Japan, Jordan and Lebanon, at least 5% of girls to follow in their mothers' footsteps, whereas less than 1% of girls in Austria, Brazil, Costa Rica and Peru reported so. In Albania, Denmark, Germany and Lebanon more than 15% of girls expect to work in the same job as their mothers (Table III.10.16).

Gender differences partly stem from the fact that girls' career expectations are concentrated in a more limited number of jobs that do not generally correspond to those of their fathers or mothers. On average across OECD countries, around 35% of boys expect to work in one of the five most popular occupations for male students in their countries, while around 38% of girls have this expectation (Table III.10.16). On average across OECD countries, over 9% of girls expect to work as medical doctors when they are 30 years old (Table III.10.17). In Algeria, Colombia, Costa Rica, the Dominican Republic, Lebanon, Qatar and Tunisia more than one in five girls aspire to become a doctor. Other popular occupations among girls are social scientists and social sector occupations (7% on average across OECD countries), and legal professionals (5%). On average across OECD countries, about 7% of boys aspire to work as engineers, 5% as sports and fitness workers, 4% as mechanics and 4% as medical doctors. Around 6% of boys and 5% of girls reported that they do not know what occupations they will work in when they are about 30 years old.

More analyses of adolescents' career expectations might shed more light on socio-economic and gender inequalities in positions of power, leadership and prestige. They could also reveal more about how social mobility and children's well-being are shaped by parents' attitudes and social norms.

Figure III.10.8 shows that, on average across OECD countries with available data, the children of blue-collar workers who attend schools where students have parents with white-collar occupations were around twice as likely to expect to earn a university degree and work in a management or professional occupation than children of blue-collar workers who perform similarly but who attend other schools. In other words, the education and occupation expectations of disadvantaged students are related to the socio-economic profile and composition of their school. This result suggests that in schools with a high concentration of optimistic students with pro-school attitudes and high expectations, students of all social status tend to develop greater ambitions for their future. Social segregation that clusters poor students in poor schools might, instead, tamp down students' expectations for, and beliefs in, themselves. The relationship shown in Figure III.10.8 might also reflect the likelihood that disadvantaged students who attend advantaged schools are a group of select students who not only perform better than other disadvantaged students but also hold higher expectations for their future.

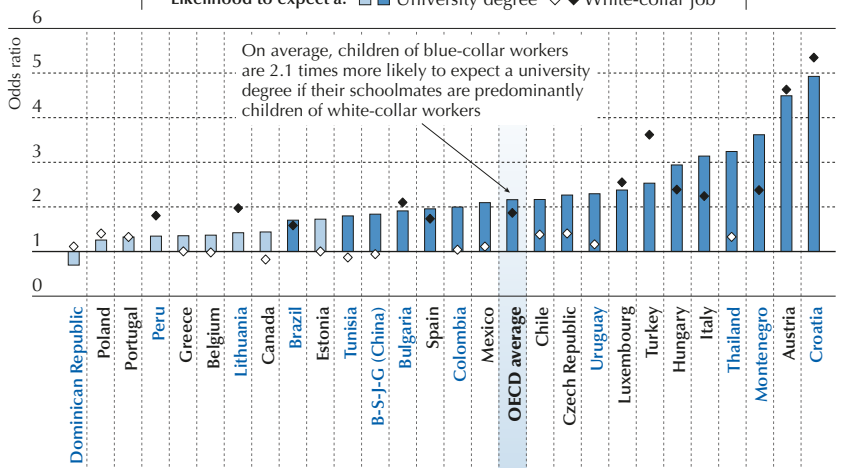
These results show that students are affected not only by the socio-economic background of their parents, but also by that of the other students around them – and in ways that go well beyond academic achievement. In schools with a diverse student body, those at the bottom of the socio-economic hierarchy are more at risk of being less satisfied with their life than those from a more advantaged background. In systems and contexts with more homogeneous but socially segregated schools, disadvantaged students might be less likely to develop higher expectations for their education and career because their peers at school have low motivation and aspirations.

The complex interplay between harmful and benevolent peer influences on the well-being of disadvantaged students can be an opportunity to be seized by teachers and schools in every country. Teachers can be trained to better understand the dynamics of diversity – social, economic and cultural – and work with all students to reduce some of their negative effects on the most vulnerable students. Teacher training that includes a focus on equity, cultural and social diversity can give

teachers some practical tools on how to counter the negative effects of social comparison that may lower adolescents' self-esteem and life satisfaction (Gorski, 2013). Skilful interventions by teachers can also make peer influences work towards a positive end, especially during adolescence, helping to raise the expectations of disadvantaged students about what they can accomplish, with hard work and dedication, in school and in life.

Figure III.10.8 ■ **Students' expectations and social composition of their school**

Education and career expectations of children of blue-collar workers in schools where the other students are predominantly children of white-collar workers



Notes: Workers in white-collar occupations are defined as managers (ISCO-08 category 1), professionals (ISCO-08 category 2) and technicians and associate professionals (ISCO-08 category 3).

Workers in blue-collar occupations are defined as skilled agricultural, forestry and fishery workers (ISCO-08 category 6), craft and related trades workers (ISCO-08 category 7), plant and machine operators and assemblers (ISCO-08 category 8) and workers in elementary occupations (ISCO-08 category 9).

Schools with students mostly from a white-collar background are schools where the percentage of children of white-collar workers is statistically significantly above the country/economy average.

Statistically significant values are marked in a darker tone (see Annex A3).

In order to increase international comparability, odds ratios are reported only for countries with at least fifty children of blue-collar workers in white-collar schools.

Countries and economies are ranked in ascending order of the likelihood that children of blue-collar workers expect to complete a university degree if their schoolmates' parents are predominantly white-collar workers.

Source: OECD, PISA 2015 Database, Table III.10.15.

StatLink http://dx.doi.org/10.1787/888933472516

PISA 2015 data show that there are large differences across countries in the strength of the relationship between socio-economic advantage and students' well-being outcomes, suggesting that policies and school practices can help level the playing field and increase social mobility (OECD, 2016b). Upward social mobility is possible only if disadvantaged students hold high aspirations for their future (Pajares and Urdan, 2006). Schools can promote social mobility if they help all students develop a positive view of themselves and their future.

What these results mean for policy

- Providing sufficient funding to public schools so that they can attain the quality standards of selective private schools, delaying early tracking, and improving the quality and image of vocational schools could reduce social segregation at school and boost upward social mobility.
- Schools should work in partnership with the wider community and other institutions to identify the resources that disadvantaged children might lack at home, and the support that they can provide.
- School leaders need to embrace social and economic diversity in their school and work to understand the challenges and opportunities of educating mixed groups of students. Schools may indeed reflect existing inequalities in the broader society, but school leaders can work to reduce the impact of these inequalities on students' lives by creating a school environment that is welcoming, stimulating and inclusive for teachers, staff members and students from all walks of life. …

- Rather than ignoring the role of socio-economic differences between students, teachers should pay close attention to what aspects of these differences may be harming the well-being of the most vulnerable students. They can work with all students to reduce the negative effects of social comparisons and encourage the beneficial effects of peer influences by valuing students' achievements and effort, treating all students with the same level of attention and respect, showing interest in the various cultural traditions represented in the student body, and having high expectations for all students.
- Providing high-quality and personalised career guidance might be particularly valuable in disadvantaged schools, where peer pressure can negatively affect students' aspirations and expectations.

Notes

1. White-collar occupations include managers (ISCO-08 category 1), professionals (ISCO-08 category 2) and technicians and associate professionals (ISCO-08 category 3). Blue-collar occupations are defined as occupations as skilled agricultural, forestry and fishery workers (ISCO-08 category 6), craft and related trades workers (ISCO-08 category 7), plant and machine operators and assemblers (ISCO-08 category 8), and elementary occupations (ISCO-08 category 9).

2. The index of social segregation, as defined in Jenkins et al. (2008) and originally in Hutchens (2001, 2004), can be expressed as follows: where $i = 1,\ldots,S$ is the number of students per school, the share of students with a low (high) social position is denoted by and P and R are the number of students in the country with a low and high social position, respectively. Then H is the sum, over all schools, of each school's shortfall from distributional evenness of the two groups. In order to understand how much of the measured segregation is associated with the type of schools children attend, the index can be split into two components: a part that is related to differences in the social composition *between* different types of schools (for example between private and public schools, or between vocational and general schools), and a part that is explained by differences across schools *within* each type: H = where and . This is with school types (e.g. private and public schools), the weight of the school type t, and the number of students in school type t with respectively a low and high social position.

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Students' use of their time outside of school

How adolescents spend their time outside of school also affects their development and well-being. This section focuses on students' activities outside of school and their relationship with well-being, using PISA data on students' physical activities, eating habits, work and Internet use. The data illustrate the importance of efforts at school to encourage students to exercise, eat healthily and use the Internet wisely.

11

Students' physical activities and eating habits

Regular exercise and healthy eating are important for people of all ages, but perhaps particularly so for teenagers, as adolescence is the period when many lifelong habits are formed. This chapter examines the extent of students' physical activities in and outside of school, and how regular physical activity (or the lack of it) is related to student performance and well-being. The chapter also describes students' eating habits, including eating disorders among adolescents, and the benefits of eating meals with parents.

Students' overall physical fitness and health are important pre-requisites for high academic performance, and social and emotional well-being. People who exercise regularly are less likely to suffer from diabetes or cardiovascular diseases (Haskell et al., 2007) and are in better overall health (Penedo and Dahn, 2005) than people who do not. In many high-income countries, and in a growing number of middle- and low-income countries, a sedentary lifestyle is one of the primary contributors to obesity (Bauman et al., 2012). There is strong evidence that participating in physical activity reduces depression and anxiety disorders, and boosts self-esteem (Biddle and Asare, 2011). Regular physical activity also appears to improve memory, perseverance and self-regulation (Biddle and Asare, 2011).

What the data tell us

- About 6.6% of students across OECD countries do not engage in any kind of moderate or vigorous physical activity outside of school. The share of physically inactive students is 1.8 percentage points higher among girls than among boys.
- Countries where students do more moderate physical activity tend to perform better in PISA. Within countries, students who do not engage in any moderate physical activities or do it every day score worse in science, on average, than students who exercise between one and six days per week.
- Physically active students are less likely than those who do not participate in any kind of physical activity outside of school to skip school, feel like an outsider at school, feel very anxious about schoolwork, or be frequently bullied.
- On average across OECD countries, 26% of girls and 18% of boys reported that they had skipped breakfast before school.
- Having dinner regularly is positively associated with adolescents' satisfaction with life, particularly among girls.

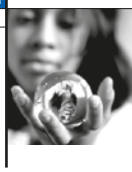
According to specialists, 14-18 year-old students should engage in some physical activity at least three days per week to strengthen their muscles and bones (Janssen and LeBlanc, 2010; Strong et al., 2005). However, analysis of data from the Health Behaviour in School-Aged Children (HBSC) survey finds that the majority of teenagers do not meet the recommended levels of physical activity, even if trends in those levels for 11-, 13- and 15-year-olds increased moderately between 2002 and 2010 (Hallal et al., 2012). Adolescents, and particularly girls, are less physically active as they grow older (Hallal et al., 2012). Since the habits established during adolescence often carry through into adulthood (Bailey, 2006), it is important to understand what influences these behaviours.

In addition to physical activity, eating habits are another important factor to consider for physical well-being. Among students (as, arguably, among all people), what, when and how one eats is closely related to physical and psychological well-being (Cooper, Bandelow and Nevill, 2011). Research shows that eating patterns can affect teenagers' quality of life in three ways. First, eating habits support (or undermine) a healthy lifestyle. Second, good eating habits are related to both physical growth and cognitive development (Birch, Savage and Ventura, 2007). Third, eating habits formed during adolescence are usually maintained through adulthood, influencing health and emotional well-being later on (Kemm, 1987; Videon and Manning, 2003).

In PISA 2015, students were asked four questions related to physical activities in and outside of school. Students reported the number of days per week they attended physical education classes at school, the number of days per week they engage in moderate physical activity outside of school for at least 60 minutes per day, or in vigorous activity outside of school for at least 20 minutes per day, and whether or not they exercise or practice sports before or after school. Physical activities, such as walking and cycling can be considered moderate if they raise a person's heart rate and the person breaks into a sweat. Activities such as hiking, jogging, or playing tennis or football are considered vigorous if breathing becomes difficult and fast, and the heart rate increases rapidly (Centers for Disease Control and Prevention, 2017).

PHYSICAL EDUCATION IN SCHOOL

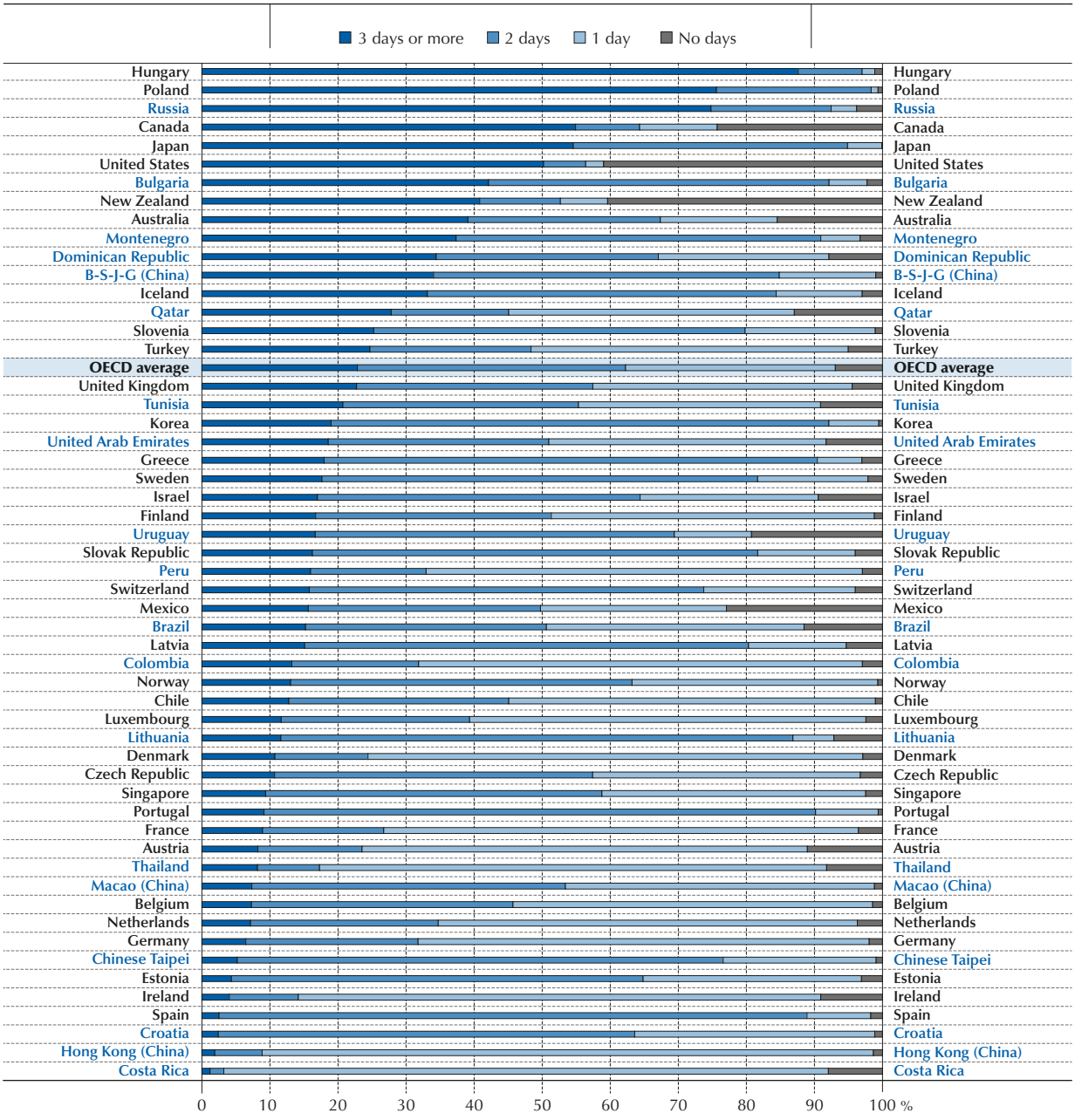
Fifteen-year-olds engage in moderate and vigorous physical activity through physical education classes at school and sports activities outside of school. Physical education aims to develop and promote students' physical competencies, a healthy lifestyle, and students' ability to apply those skills and knowledge to a range of activities (Bailey, 2006). Over the years, physical education has evolved from its original focus on teaching hygiene to teaching children the skills needed for a healthy and active lifestyle (Committee on Physical Activity and Physical Education in the School, Food and Nutrition Board, and Institute of Medicine, 2013).



In the majority of the countries and economies that participated in PISA 2015, most students take at least one physical education class per week, on average (Figure III.11.1). In Hungary, Poland, the Russian Federation (hereafter "Russia"), Canada, Japan and the United States – listed in descending order – more than one in two students reported that they take three or more physical education classes per week. In New Zealand and the United States, physical education is often an elective subject, as around 40% of students reported that they take no physical education class. Students are sometimes allowed to opt out of physical education for nonmedical reasons, often to give these students more time to learn other subjects.

Figure III.11.1 ■ **Physical education at school**

Number of days per week students reported that they attend physical education classes



Countries and economies are ranked in descending order of the percentage of students who reported that they attend physical education classes at least 3 days a week.

Source: OECD, PISA 2015 Database, Table III.11.1.

StatLink http://dx.doi.org/10.1787/888933472868

The emphasis on physical education classes tends to decrease as students get older. On average across OECD countries, students in upper secondary school (ISCED 3) reported spending almost half a day less per week in physical education than students in lower secondary school (ISCED 2) (Table III.11.3). In Austria, Korea and Montenegro, the difference between the two groups of students is greater than one day per week. Only in Hungary, where more time is devoted to physical education than in any other PISA-participating country or economy, did students in upper secondary programmes report attending more physical education classes than students in lower secondary programmes.

Students in rural areas reported spending more hours in physical education classes than students in cities, on average, possibly because rural schools are less likely to face space constraints for physical activities. The difference in favour of rural students was particularly large in Chile, while urban students in Hungary reported taking more physical education classes than students in rural areas (Table III. 11.3).

EXERCISING OUTSIDE OF SCHOOL

Students may choose to use their time before and after school to exercise or practice sports. Figure III.11.2 shows the share of students who exercised or practiced sports on the most recent day they attended school. On average across OECD countries, 43% of students reported that they exercise or practice sports before school, and 66% reported that they exercise or practice sports after school. Overall, boys were more likely than girls to report that they exercise both before and after school. The difference in the shares of boys and girls who reported that they engage in physical activities after school is greater than 20 percentage points (in favour of boys) in Korea, Costa Rica, Turkey, Brazil, Uruguay, Tunisia, Colombia, Peru, Croatia, Chile, Macao (China) and the Dominican Republic (in descending order of that difference) (Table III.11.7b).

On average across OECD countries, 5.7% of boys and 7.5% of girls reported that they do not participate in any form of physical activity outside of school (Figure III.11.3). In Japan and the United Arab Emirates, more than 20% of girls reported doing no moderate or vigorous physical activity. In Brazil, Korea, Tunisia and the United Arab Emirates, the percentage of girls who reported doing no physical activity is at least 10 percentage points larger than the percentage of boys who reported so. Conversely, in the Czech Republic, Denmark, Finland, Norway, the Slovak Republic and Sweden, a slightly larger share of boys than girls reported that they do not do any physical activity outside of school (Figure.III.11.3).

As observed when considering physical education classes at school, students in upper secondary programmes (ISCED 3) were slightly less likely than lower secondary students to report that they participate in vigorous physical activities outside of school (Table III.11.14). In Beijing-Shanghai-Jiangsu-Guangdong (China) (hereafter "B-S-J-G [China]), Chile, Korea and Tunisia, upper secondary students reported participating in less vigorous physical activity in the previous week (by more than half a day) than students in lower secondary education.

Socio-economic status is also related to adolescents' level of physical activity. On average across OECD countries, the share of disadvantaged students who reported that they do not engage in moderate or vigorous physical activity outside of school is 4.5 percentage points larger than the share of advantaged students who reported so (Table III.11.10).

Students in the 22 countries and economies that distributed the educational career questionnaire reported the hours they participate in after-school sports instruction. The decision to take additional sports lessons may depend on students' personal preferences as well as on the availability of such lessons in the location where they live or study. But in most cases, sports lessons involve some costs. Figure III.11.4 shows the difference in the percentage of disadvantaged and advantaged students who take additional sports lessons outside of school. In nine countries and economies, advantaged students were more likely to report that they take extra sports lessons than disadvantaged students; the opposite was true in B-S-J-G (China), Peru and Thailand. On average across the 22 countries, the share of advantaged students who take additional sports lessons is about 3 percentage points larger than the share of disadvantaged students who do; and this difference is larger among girls than among boys, on average.

Under pressure to improve performance, education systems may be tempted to shift instruction time from physical education classes to subjects like reading, science or mathematics. Reductions in the time devoted to physical education may have negative long-term consequences if students do not compensate the little physical training they receive at school with some physical activities outside of school. One of the objectives of physical education is to instil a lifelong habit of physical activity. Students who learn to appreciate sports during education classes might also be more inclined to do sports outside of school (Kohl and Cook, 2013).

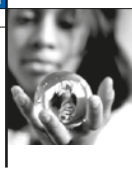
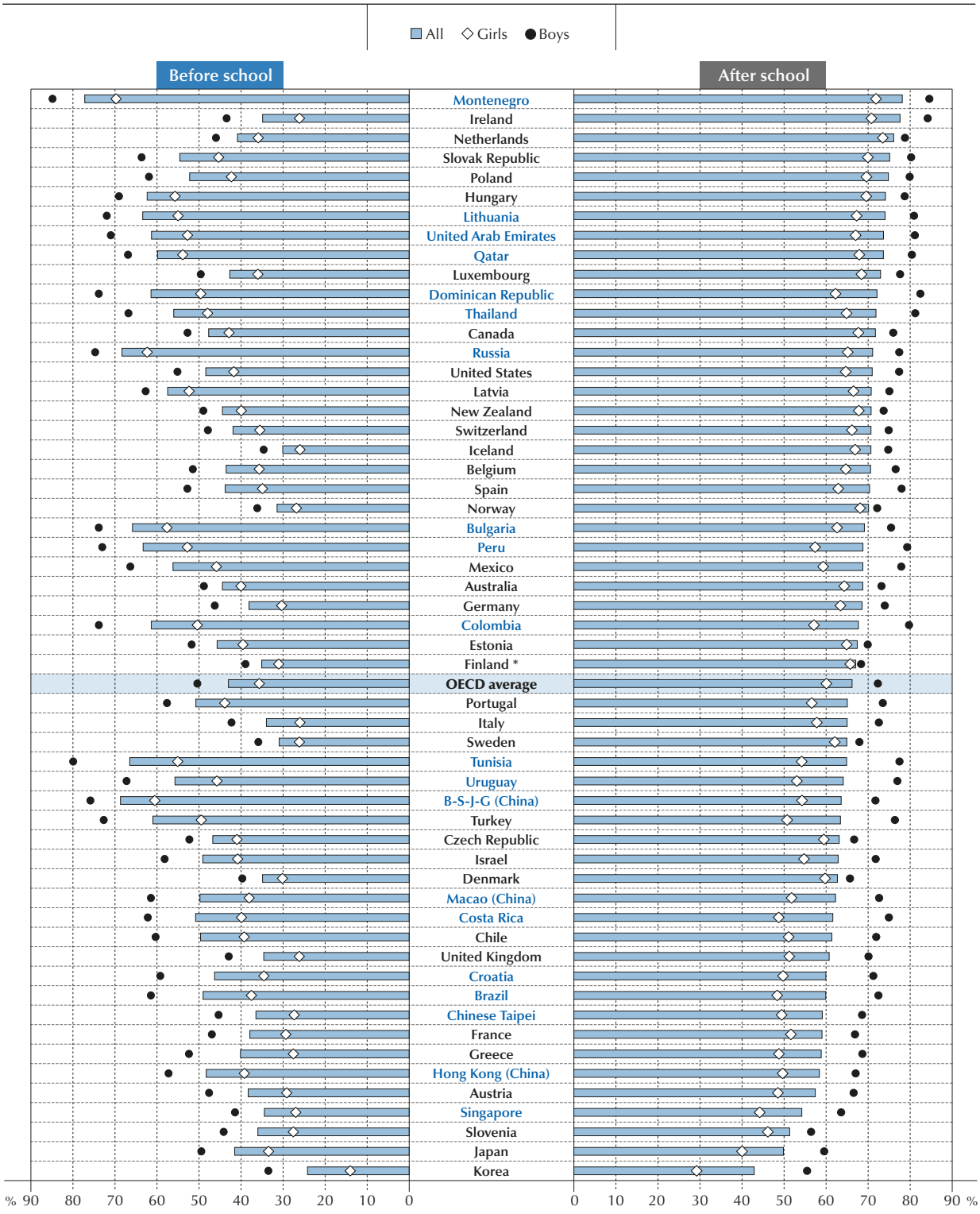


Figure III.11.2 ■ **Exercise before or after school**

Percentage of students who reported that they exercise or practice sports before or after school



Note: All gender differences for exercise before school are statistically significant. Gender differences for exercise after school that are not statistically significant are shown with an asterisk after the country/economy name (see Annex A3).

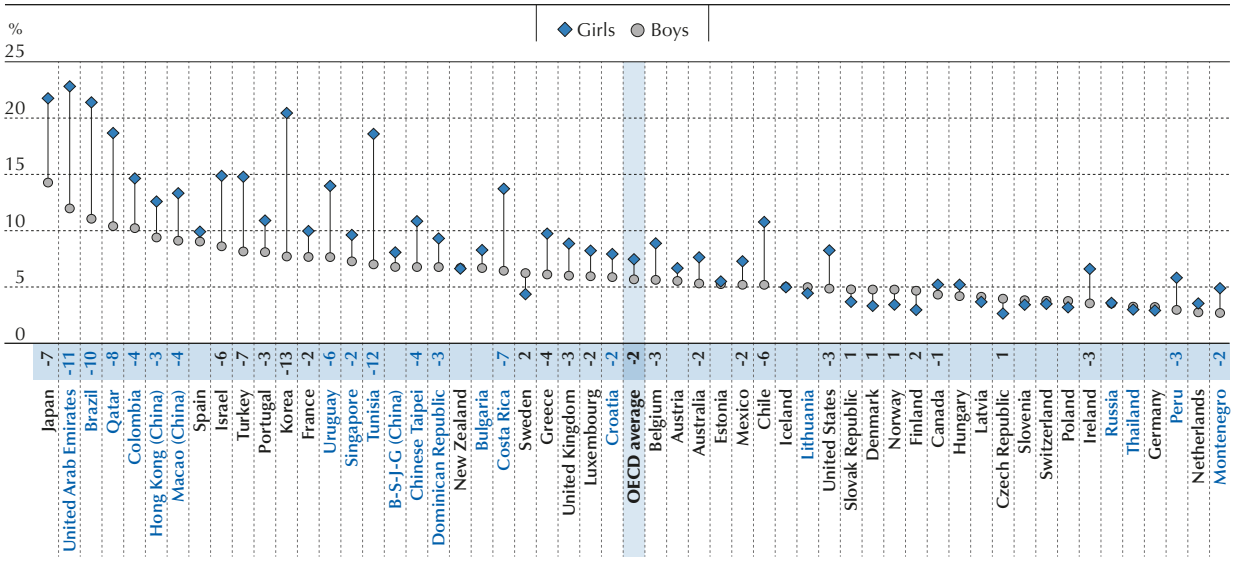
Countries and economies are ranked in descending order of the percentage of students who exercise or practice sports after school, among all students.

Source: OECD, PISA 2015 Database, Tables III.11.6, III.11.7a and III.11.7b.

StatLink http://dx.doi.org/10.1787/888933472876

Figure III.11.3 ■ Physical activities outside of school

Percentage of students who reported that they do not practice any vigorous or moderate physical activity outside of school



Note: Statistically significant differences between boys and girls are shown next to the country/economy name (see Annex A3).

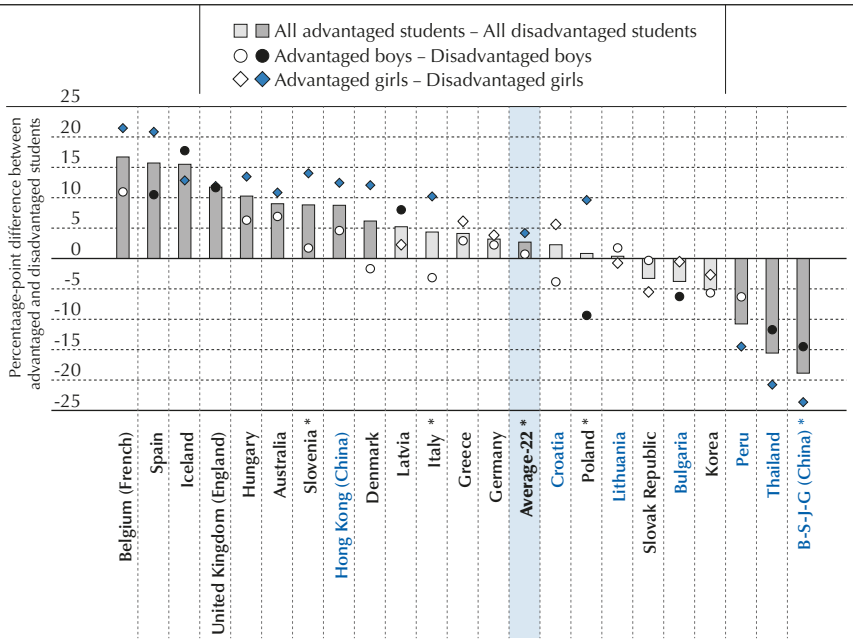
Countries and economies are ranked in descending order of the percentage of boys who reported that they do not practice any physical activity outside of school.

Source: OECD, PISA 2015 Database, Table III.11.10.

StatLink http://dx.doi.org/10.1787/888933472889

Figure III.11.4 ■ Extra sports lessons

Percentage-point difference between advantaged and disadvantaged students in attendance of sports lessons outside of school, by gender



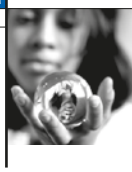
Notes: Statistically significant differences between advantaged and disadvantaged students are marked in a darker tone. Statistically significant differences in the socio-economic disparity between boys and girls are marked with an asterisk next to the country/economy name (see Annex A3).

A socio-economically advantaged (disadvantaged) student is a student in the top (bottom) quarter of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.

Countries and economies are ranked in descending order of the percentage-point difference between advantaged and disadvantaged students who take additional sports lessons, among all students.

Source: OECD, PISA 2015 Database, Table III.11.19.

StatLink http://dx.doi.org/10.1787/888933472890



Box III.11.1 **Extra lessons in music and the arts**

Some students may prefer to engage in leisure activities other than sports, such as practicing music (instruments, choir, composition), performing arts (dancing, acting) or visual arts (drawing, sculpting, photography) during their after-school hours. Engaging in leisure activities can have a positive effect on adolescents' psychological development and their satisfaction with life (Leversen et al., 2012).

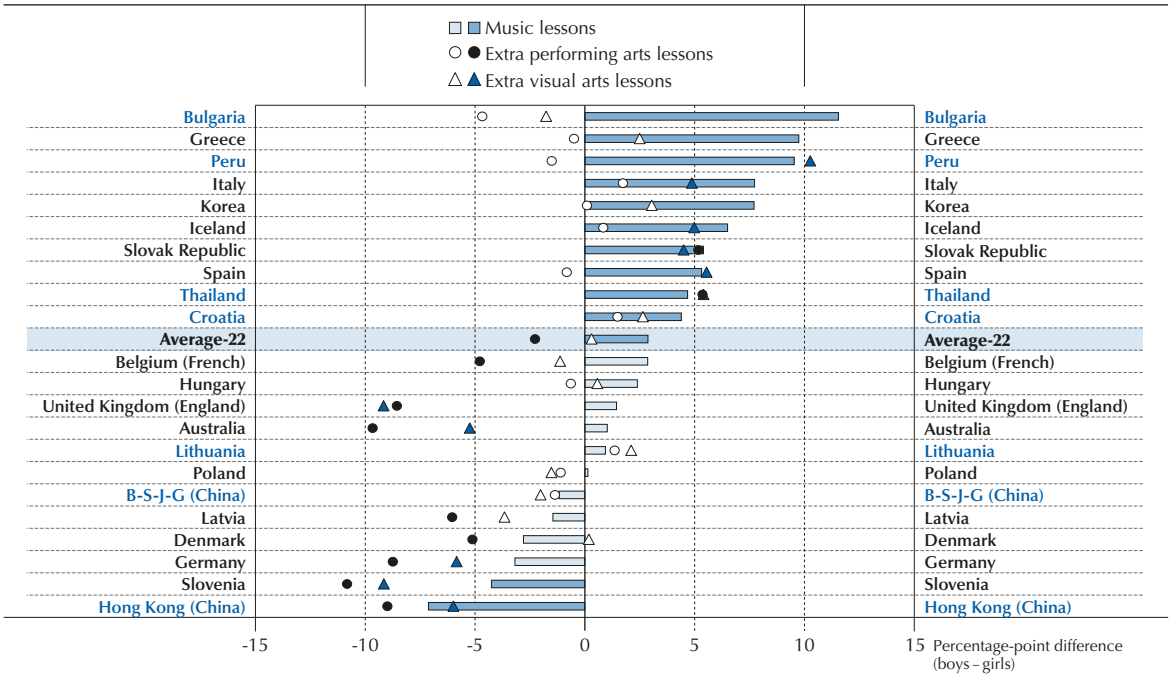
Through these lessons and activities, adolescents have an opportunity to connect with peers who have similar interests and preferences. Practicing music or instruments during childhood and adolescence is positively correlated with working memory capacity, processing speed and reasoning (Bergman, Nutley Darki and Klingberg, 2014). Engaging in musical activities can also have an impact on a person's well-being through emotion regulation (Chin and Rickard, 2014). A study in the United States found that 10th-grade students who participated in performing arts activities were less likely to be involved in risky behaviours, such as drinking alcohol, during adolescence and early adulthood (Eccles et al., 2003).

As with sports lessons, participating in these activities depends on an individual's preference, the availability of discretionary time, and financial resources. Demographic characteristics, particularly gender and socio-economic status, may affect the likelihood of taking additional lessons in arts and music outside of school. Students in the 22 countries and economies that distributed the educational career questionnaire reported the number of hours per week that they participate in performing or visual arts and/or music lessons in addition to their mandatory school classes.

On average across these 22 countries, around 38% of students take extra music lessons, 31% participate in performing arts lessons, and 33% take visual arts lessons outside of school (Table III.11.20). On average, the share of boys taking extra music lessons is 2.9 percentage points larger than the share of girls who do, whereas boys are 2.3 percentage points less likely than girls to take extra performing arts lessons (Figure III.11.5).

Figure III.11.5 ■ **Gender differences in additional music and art lessons**

Difference in the percentage of boys and girls who take additional music and art lessons



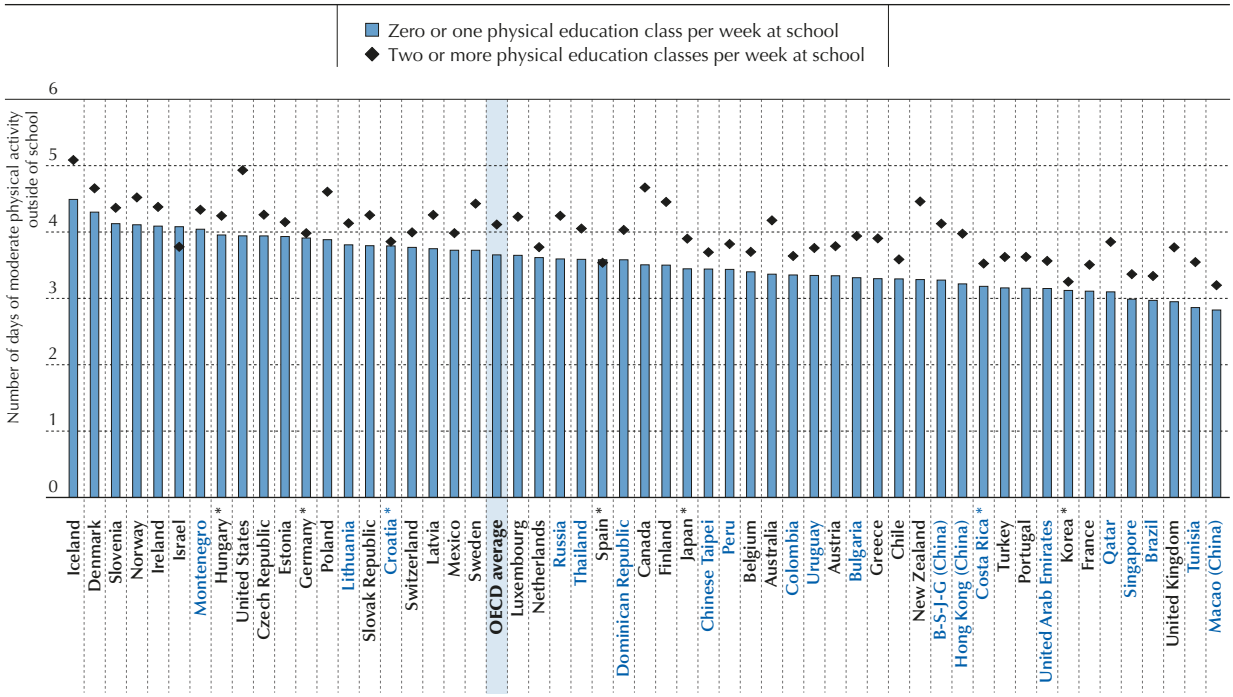
Countries and economies are ranked in descending order of the difference between the percentage of boys and girls who take extra music lessons.

Source: OECD, PISA 2015 Database, Table III.11.20.

StatLink http://dx.doi.org/10.1787/888933472906

Figure III.11.6 compares how much time per week students who participate in at least two physical education classes in school – and those who take none or only one class per week – engage in moderate or vigorous physical activity outside of school. In all but eight countries, students who take physical education classes at school are significantly more active outside of school. On average across OECD countries, students who participate in at least two physical education classes at school exercise moderately about 0.5 day per week more than students who do not take physical education classes (Table III.11.17). In Canada, Finland, New Zealand and the United States, the difference between the two groups of students in time spent engaged in moderate physical activity outside of school is equal to or greater than one day per week. This finding suggests that participating in physical activities at school might lead students to value sports more, even if it might also reflect the fact that some of the students who do not take any physical education class at school might opt out for medical reasons.

Figure III.11.6 ■ **Physical activities, in and outside of school**



Note: Differences in the number of days of moderate physical activities that are not statistically significant are marked with an asterisk next to the country/economy name (see Annex A3).

Countries and economies are ranked in descending order of the average number of days of moderate physical activity outside of school with no physical education classes in school.

Source: OECD, PISA 2015 Database, Table III.11.17.

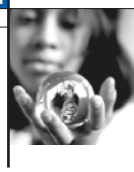
StatLink http://dx.doi.org/10.1787/888933472917

PHYSICAL ACTIVITIES AND ACADEMIC PERFORMANCE

Many studies have examined the relationship between students' physical activity and academic performance (Esteban-Cornejo et al., 2015; Busch et al., 2014; Singh et al., 2012). The evidence is mixed, as some researchers find a significant positive relationship between exercise and performance while others find no significant relationship. Research suggests that regular physical activity through sports or physical education classes can have a positive impact on students' academic performance because of its positive effects on cognitive functions (Sofi et al., 2011), executive functions (Allan, McMinn, and Daly, 2016), behaviour, concentration during classes (Singh et al., 2012), and psychological health (Busch et al., 2014).

Physical education classes and performance

On average across OECD countries, students who frequently attend physical education classes tend to have lower science scores in PISA (Table III.11.4a). This relationship is modest in the majority of countries (only 2.3% of the variation in science performance across OECD countries is explained by the number of days students attend physical education classes).

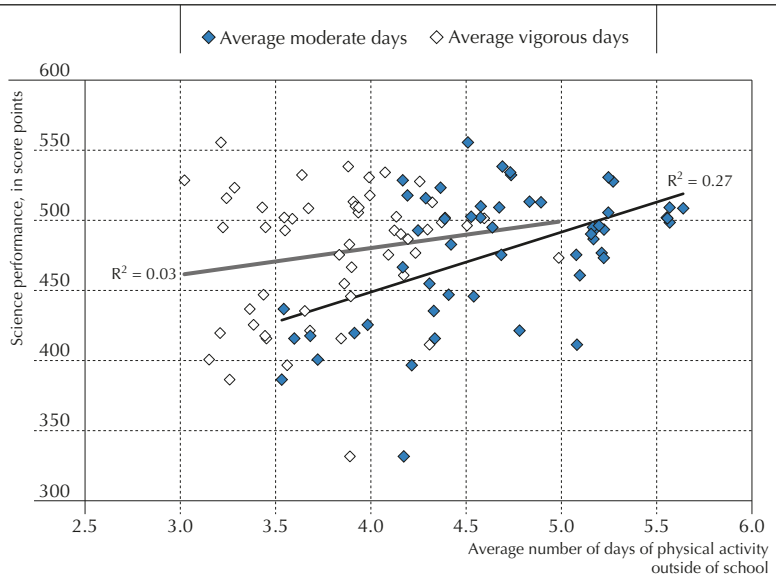


This association is unlikely to be due to any direct negative effect of exercise on academic skills, since good physical health is vital for healthy brain functions and the ability to learn (Strong et al., 2005). Research has also found that children respond faster and with greater accuracy to a variety of cognitive tasks after participating in a session of physical activity at school (Budde et al., 2008; Hillman et al., 2009; Pesce et al., 2009). A more plausible explanation is that students with poorer academic skills attend schools that provide more hours of physical education or attend optional physical education classes (Levine, Etchison, and Oppenheimer, 2014).

Exercise outside of school and performance

Figure III.11.7 shows that there is a positive relationship between the number of days students engage in moderate physical activity outside of school and the average science performance of education systems. The system-level relationship between the average number of days of vigorous physical activity outside of school and science performance is much weaker.

Figure III.11.7 ■ **Physical activity outside of school and science performance, between countries**



Source: OECD, PISA 2015 Database, Tables I.2.3 and III.11.13.
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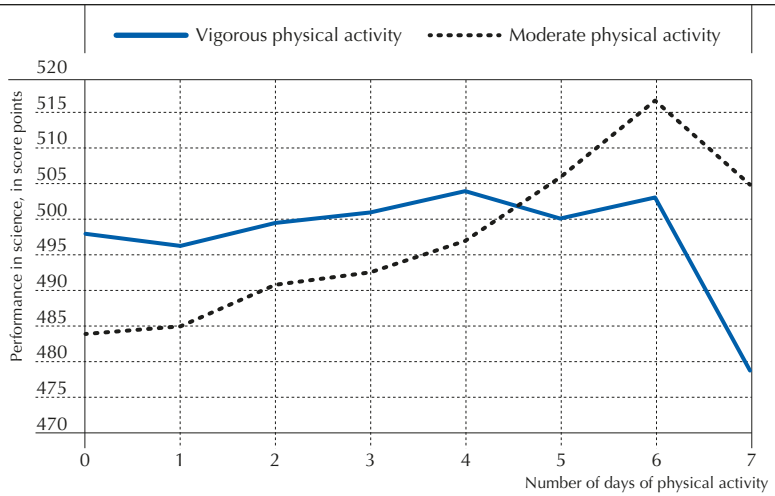
Within countries, an additional day of moderate physical activity is positively – albeit modestly – associated with students' science performance, after accounting for gender and socio-economic status; the opposite holds true for vigorous physical activity (Tables III.11.11a and III.11.12a). On average across OECD countries, an additional day of vigorous physical activity is linked to a three-point decrease in science scores, while an additional day of moderate physical activity is associated with a two-point increase, after accounting for students' gender and socio-economic status.

The difference in science scores related to an additional day of moderate physical activity, after accounting for gender and socio-economic status, is five points or greater in Belgium, Bulgaria, Montenegro, the Netherlands, Qatar, the Slovak Republic and Switzerland. In some of the top-performing countries in the PISA science assessment, such as Estonia, Hong Kong (China) and Singapore, the negative association between an additional day of vigorous physical activity and science performance is stronger than in other countries (Figure I.2.13 and Table III.11.12a).

Figure III.11.8 shows that students who engage in physical activity every day – especially vigorous physical activity – perform significantly worse than other students. On average across OECD countries, students who engage in vigorous physical activity every day score 25 points lower in science than students who exercise vigorously 4 days per week. Some of the students in the former group are a select group of "student athletes" who assign a higher priority to success in sports than to academic achievement. Student athletes may also face a higher risk of burnout and injuries due to too much training and pressure (Brenner, 2007).

Figure III.11.8 ■ **Physical activity outside of school and science performance (OECD average)**



Source: OECD, PISA 2015 Database, Table III.11.15.

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The relationship shown in Figure III.11.8 does not establish a causal relationship between physical activities and students' academic performance, and thus should not be treated as a prescription for or against the amount of physical activity an average 15-year-old student should engage in. The weak and often negative association between sports activities and performance in PISA highlights the need for further research to study the possible trade-offs between physical and cognitive performance. Students in highly competitive schools might be forced to reduce their physical activity, given the time they have to spend on homework and preparing for classes.

Asking students to reduce their physical activity to devote more time to study could backfire. A review of 50 studies finds that spending more time in school-based physical education classes and relatively less time on other school subjects does not adversely affect academic performance (Centers for Disease Control and Prevention, 2010). In addition, evidence from Shanghai suggests that low-performing students might perform worse if they replace the time spent on physical activities with extra homework or study (Zhang et al., 2015).

PHYSICAL ACTIVITIES AND NON-ACADEMIC OUTCOMES

Physical education and life satisfaction

The expected psychological and social benefits of physical education include a greater sense of self-efficacy, self-concept and self-worth (Haugen, Säfvenbom and Ommundsen, 2011), positive attitudes towards school, greater motivation and more focused goal orientation (Digelidis et al., 2003), connectedness with other students and teachers, and team building (Byrd and Ross, 1991; de la Haye et al., 2011; Macdonald-Wallis et al., 2011) . But there are significant gaps among the intent of the curriculum, the expected psychological or social benefits, and the reality of physical education programmes in many schools (HHS, 2013). These gaps are partly linked to the low status often attributed to physical education in the hierarchy of school subjects. In addition, physical education classes can be a source of anxiety and feelings of failure for unfit, uncoordinated and overweight youth.

PISA 2015 data show a weak, positive relationship between the number of physical education classes a student attends and the student's satisfaction with life (Table III.11.5). France is the only PISA-participating country where physical education and life satisfaction are negatively related.

Physical activities outside of school, life satisfaction and psychological well-being

Is the amount of time students spend engaged in physical activity linked with their satisfaction with life? Figure III.11.9 shows the difference in the average level of life satisfaction reported by students who engage in three or more days of vigorous or moderate physical activity per week and those who do not engage in any physical activity. In the majority of countries, students who exercise three or more days per week reported greater satisfaction with life than students who do not exercise outside of school. The difference in average life satisfaction is slightly larger when considering vigorous as opposed to moderate physical activity.

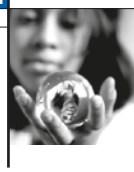
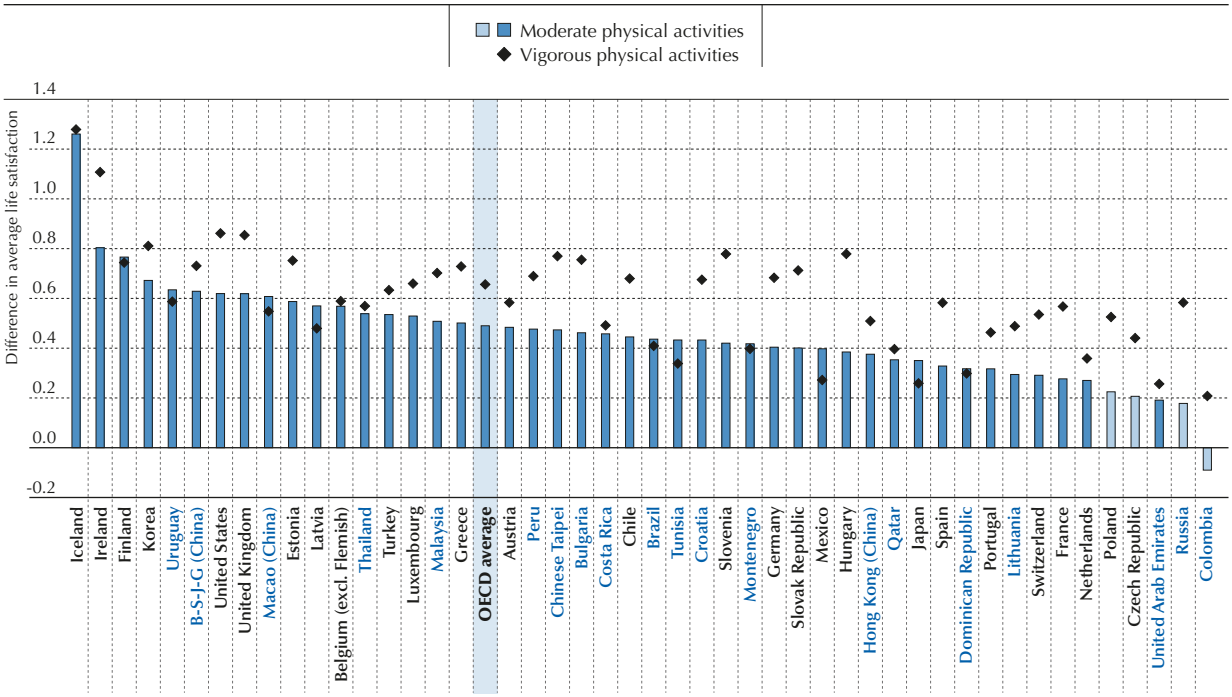


Figure III.11.9 ■ Physical activity and life satisfaction

Difference in average life satisfaction between students who engage in 3 or more days of moderate and vigorous physical activity per week and those who engage in no physical activity



Note: All differences in life satisfaction relative to engaging in vigorous physical activities are statistically significant. Statistically significant values for moderate physical activities are marked in a darker tone (see Annex A3).

Countries and economies are ranked in descending order of the difference in average life satisfaction among all students who engage in moderate physical activities.

Source: OECD, PISA 2015 Database, Table III.11.16.

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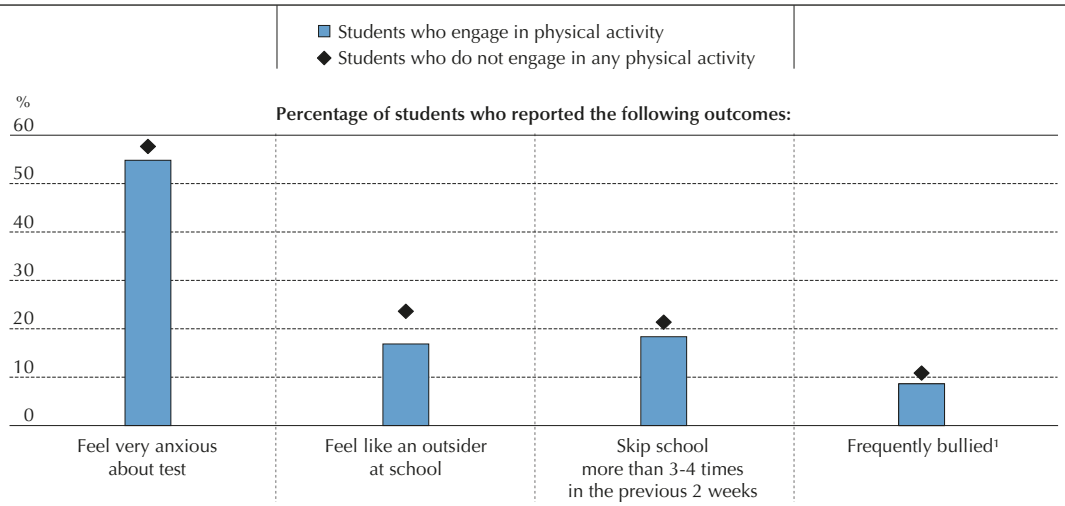
Figure III.11.10 ■ Physical activities and other outcomes

OECD average



1. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies. See Annex A1 for information on the index of exposure to bullying.

Note: All differences are statistically significant (see Annex A3).

Source: OECD, PISA 2015 Database, Table III.11.18.

StatLink http://dx.doi.org/10.1787/888933472953

On average across OECD countries, students who do not engage in any moderate physical activity reported a life satisfaction level of 6.9 on a scale from 0 to 10; students who exercise moderately at least 3 days per week reported a life satisfaction level of 7.4 on the scale (Table III.11.16). Similarly, students who exercise vigorously three days per week or more reported a satisfaction with life about 0.7 point higher than those who do not engage in any physical activity. This relationship should be interpreted with some caution because some of the students who do not report any physical activity might suffer from a physical disability.

Figure III.11.10 suggests that students who do not engage in any kind of physical activity outside of school tend to fare poorly in several psychosocial outcomes and are more likely to engage in risky behaviours. On average across OECD countries, students who reported taking part in some moderate or vigorous physical activity are 2.9 percentage points less likely to feel very anxious about schoolwork, 6.7 percentage points less likely to feel like an outsider at school, 3 percentage points less likely to skip school frequently, and 2.2 percentage points less likely to be frequently bullied than students who do not engage in any form of physical activity outside of school.

Box III.11.2 **Adolescents' physical activity and obesity**

The number of overweight or obese children and adolescents across the world has been increasing over the past few decades, particularly in developed countries (Lobstein et al., 2015). According to 2013-14 data from the Health Behaviour in School-aged Children survey, 22% of 15-year-old boys and 13% of 15-year-old girls are overweight or obese (based on students' self-reported weight and height measures), on average across 42 participating countries. In all participating countries and economies except Denmark, England, Greenland, Malta and the Netherlands, boys were more likely to be overweight or obese than girls; and in half of the countries, socio-economic status was negatively associated with the incidence of obesity. In countries where children practice more sports (defined as doing at least 60 minutes of moderate to vigorous physical activity per day), students are less likely to be overweight or obese, even if the relationship is relatively weak (a correlation of -0.18 for 15-year-old students). A stronger association is found among girls, however, with a correlation coefficient of -0.29 across 42 countries.

Source: (Quick et al., 2014).

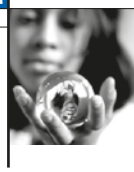
Previous research on what works to increase physical activity among adolescents does not reach a single, simple conclusion. But potentially effective strategies include high-quality physical education through improved teacher pedagogy and professional development activities (Dudley et al., 2011; Lonsdale et al., 2013). Supportive and well-trained physical education teachers can encourage students to be more active (Bailey, 2006; Borra et al., 2003). In addition, when parents believe that physical training is beneficial, their adolescent children tend to participate in physical activities (Heitzler et al., 2006). Schools could thus provide tips to parents on how to communicate the importance of exercise to their children.

STUDENTS' EATING HABITS

What affects adolescents' eating habits?

Different factors, such as health concerns, cultural habits and traditions, all influence what teenagers eat. Eating habits can also be shaped by such factors as family and peers, self-image, preferences and availability of food (Videon and Manning, 2003). Students can experience a drastic change in eating habits as they transition into adolescence. Teenagers become conscious of their own body and how it is perceived by others. Consequently, they may modify their diet in order to meet the expectations of their peers and respond to social pressure. In addition, as adolescents gain more autonomy, they, rather than their parents, decide how much time they want to spend eating, and when and what they eat (Neumark-Sztainer et al., 1999). One study using international data from the Health Behaviours in School-aged Children (HBSC) survey shows that, between 2002 and 2010, daily breakfast consumption among 11-15 year-olds increased significantly in only 6 out of the 19 countries and regions examined, while it decreased in 11 countries (Lazzeri et al., 2016).

To learn more about adolescents' eating habits, PISA 2015 asked students to report whether they ate breakfast before school or ate dinner after school on the most recent day they attended school. Figure III.11.11 indicates the share of students, by gender, who skipped breakfast or dinner. On average across OECD countries, 26% of girls and 18% of boys reported that they had skipped breakfast. In every country and economy except B-S-J-G (China), Hong Kong (China) and Japan, girls were more likely than boys to skip breakfast. The difference between the share of boys and girls who reported that they had

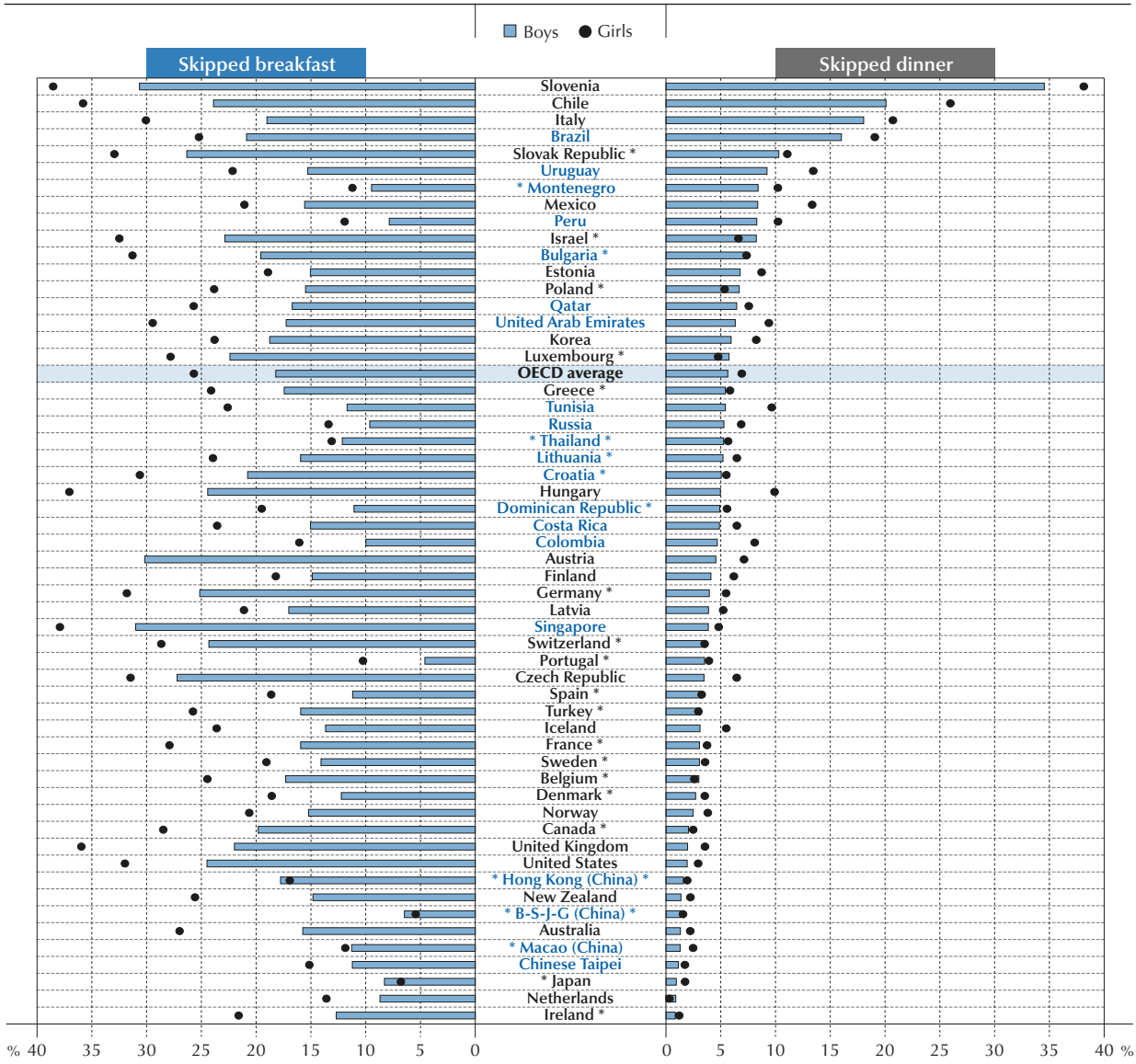


skipped breakfast ranges from 14 percentage points in the United Kingdom to 1 percentage point in Thailand. This gender difference may be partly due to the fact that girls are more likely than boys to be influenced by their perception of their own bodies (Paxton et al., 1991; Furnham, Badmin, and Sneade, 2002; McCabe and Ricciardelli, 2001; Jones, 2001). The PISA estimates represent an upper bound of the actual percentage of students skipping breakfast, as some students may choose to have breakfast when they arrive at school.

Compared to the share of students who had skipped breakfast, a considerably smaller proportion of students reported that they had skipped dinner (Table III.11.21). Still, girls were more likely to have skipped dinner than boys, but the difference between girls and boys was less pronounced than that concerning skipping breakfast (Figure III.11.11). On average across OECD countries, 7% of girls and 6% of boys reported that they had skipped dinner after school.

Figure III.11.11 ■ **Skipping meals**

Percentage of students who reported that they had skipped breakfast or dinner



Note: Differences that are not statistically significant are shown with an asterisk before (for skipping breakfast) and after (for skipping dinner) the country/economy name (see Annex A3).

Countries and economies are ranked in descending order of the percentage of boys who skipped dinner.

Source: OECD, PISA 2015 Database, Table III.11.22.

StatLink http://dx.doi.org/10.1787/888933472960

In all countries and economies except Brazil, Chile, Italy and Slovenia, less than 15% of students reported that they had skipped dinner (Table III.11.21).

Research has shown that adolescents' eating habits are related to the quality of family relationships and to socio-economic status (Keski-Rahkonen et al., 2003). Students living in families that enjoy closeness and good communication are more likely to have eaten breakfast before school (Berge et al., 2013). Fathers' education level and employment status are also significantly associated with eating breakfast before school (Hussein, 2014). Students from socio-economically advantaged backgrounds may be more aware of the importance of eating breakfast than disadvantaged students.

On average across OECD countries, 74% of disadvantaged students reported that they had eaten breakfast before school while 82% of advantaged students reported so. In Belgium, Singapore and the United Kingdom, the difference between the share of advantaged and disadvantaged students who ate breakfast before school is greater than or equal to 15 percentage points. Similarly, a larger share of advantaged students than disadvantaged students reported that they had eaten dinner. Across OECD countries, the average difference between the two groups of students is 2.3 percentage points (Table III.11.22).

Eating habits and students' well-being

Eating breakfast can have an impact on other aspects of adolescents' lives beyond health. Students who eat breakfast might perform better in school because they are better able to concentrate and pay attention than students who skip breakfast (Adolphus, Lawton, and Dye, 2013).

Eating breakfast is positively related to students' science performance, on average across OECD countries. The association is not strong, however, as in a number of countries eating breakfast and performance are negatively related. On average across OECD countries, boys who reported that they had eaten breakfast before school score 10 points higher in science than boys who had skipped breakfast. Girls who reported that they had eaten breakfast score six points higher than those who reported that they had skipped breakfast (Figure III.11.12). After accounting for socio-economic status, eating breakfast is positively associated with science performance among boys in 27 countries and among girls in 19 countries. Girls might be more likely than boys to skip breakfast because they think they are overweight, and a self-image of being overweight is associated with poor performance, particularly among girls (Florin, Shults, and Stettler, 2011).

The family environment can also play a role in shaping adolescents' eating habits. Eating the evening meal together, as a family, can ensure that teenagers consume enough fruits and vegetables, and reduce the likelihood that adolescents will skip breakfast (Videon and Manning, 2003). Research suggests that in households where families eat dinner together, teenagers tend to enjoy better physical and emotional well-being, possibly because dinner provides time for informal discussions, and during that time, parents can promote healthy eating habits (Videon and Manning, 2003). Korean middle-school students who frequently have dinner with their families are more likely to have a balanced and nutritious meal, report higher life satisfaction, and have better emotional control than students who do not have frequent family meals (Kwon et al., 2013).

Among students in OECD countries, those who reported that they had eaten dinner reported greater satisfaction with life than those who had skipped dinner. On average, boys who had eaten dinner reported a life satisfaction of 7.6 on a scale from 0 to 10, 0.7 point higher than boys who had skipped dinner. The relationship is even stronger among girls, with a difference of one point on the scale of life satisfaction. In B-J-S-G (China), Finland, Germany, Hong Kong (China), Ireland and the United States, the average level of life satisfaction among boys who reported that they had eaten dinner with their families was at least one point higher on the scale than that among boys who reported that they had skipped dinner (Figure III.11.13). Similarly, there is a positive relationship between eating breakfast and students' life satisfaction, although the magnitude of the difference in average life satisfaction is smaller than that related to eating dinner (Table III.11.27). Overall, the relationship between eating meals (dinner or breakfast) and life satisfaction varies across countries; but in the majority of countries and economies, the relationship is stronger among girls than among boys (Table III.11.28).

Although these associations do not establish cause and effect between eating meals and adolescents' satisfaction with life (nor the existence of such a direct relationship, as other factors might be related to both life satisfaction and eating habits), they align with evidence showing eating disorders to be strongly related to low satisfaction with life among adolescents (Matthews et al., 2012). Given that girls are more likely to suffer eating disorders and to be sensitive to body image, it may be beneficial to target policies that support a positive body image and that promote regular meals at girls and young women in particular (Box III.11.3). Schools can play an important role in both targeted and universal interventions to prevent eating disorders (chapter 14).

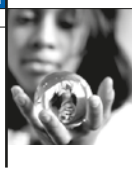
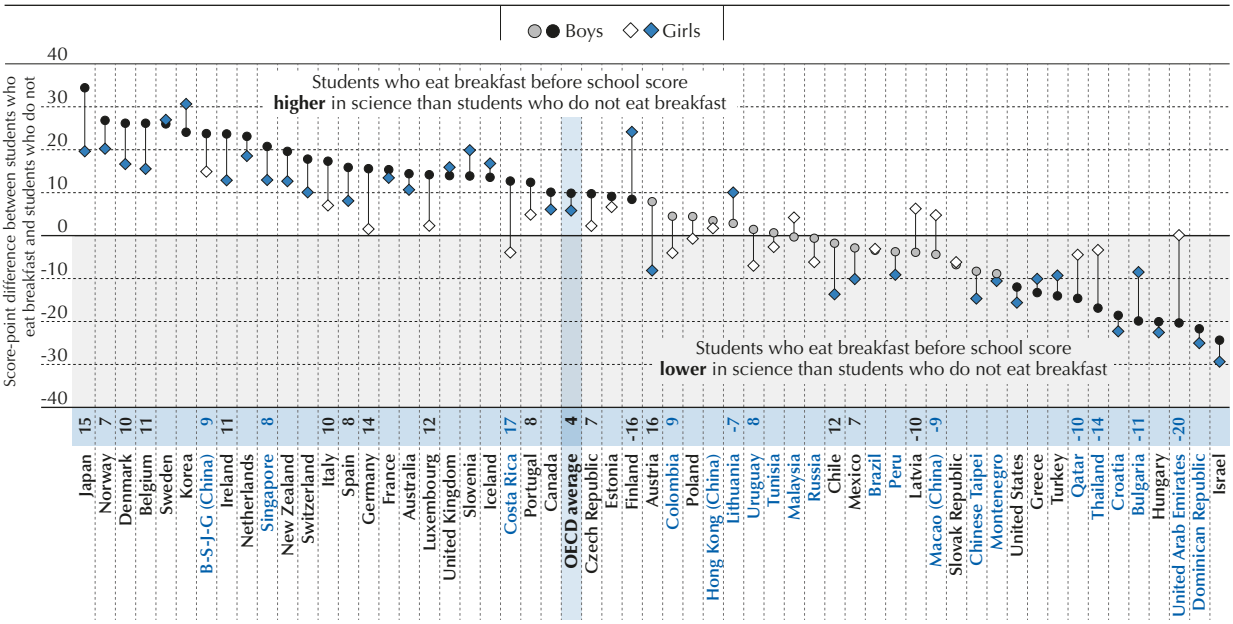


Figure III.11.12 ■ **Eating breakfast and science performance**

Score-point difference in science performance, after accounting for students' socio-economic status



Notes: Only countries and economies with valid values for both genders are shown.

Statistically significant differences between students who eat breakfast and those who do not are marked in a darker tone. Statistically significant differences between boys and girls are shown next to the country/economy name (see Annex A3).

Countries and economies are ranked in descending order of the score-point difference associated with eating breakfast, among boys.

Source: OECD, PISA 2015 Database, Table III.11.25.

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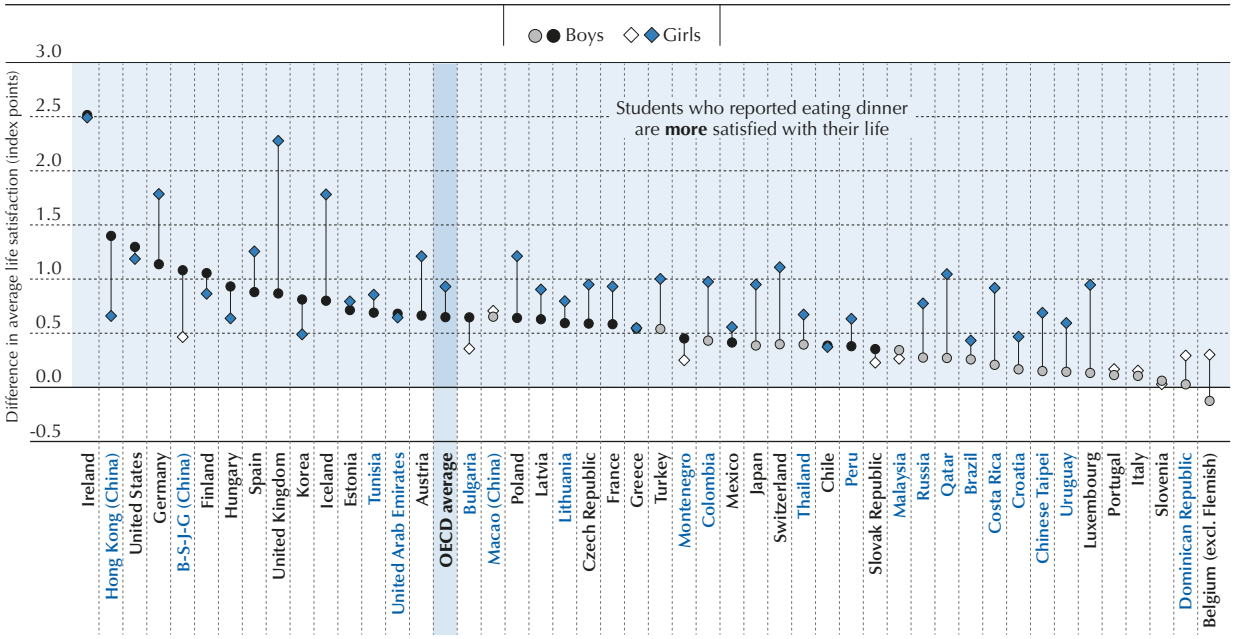
Figure III.11.13 ■ **Eating dinner and life satisfaction, by gender**

Difference in life satisfaction associated with eating dinner, after accounting for students' socio-economic status



Notes: Only countries and economies with valid values for both genders are shown.

Statistically significant differences are marked in a darker tone (see Annex A3).

Countries and economies are ranked in descending order of the difference in average life satisfaction among boys, by whether or not they eat dinner.

Source: OECD, PISA 2015 Database, Table III.11.28.

StatLink http://dx.doi.org/10.1787/888933472983

Box III.11.3 Eating disorders among adolescents

In most industrialised economies, healthy bodies are regarded as an ideal, but thinness is often equated with beauty. This mixed message may produce an obsession with weight that is particularly distressing for adolescents. Eating disorders among teenagers, such as binge eating, bulimia or anorexia nervosa, can pose serious health risks (Zipfel et al., 2000) and psychosocial problems (Herpertz-Dahlmann et al., 2001). In severe cases, anorexia can lead to death, through suicide or medical complications (Fairburn and Harrison, 2003; Pompili and Tatarelli, 2005). In a recent meta-analysis of 35 published articles, the crude mortality rate for anorexia nervosa was about 0.51% (Smink, van Hoeken and Hoek, 2012).

Different eating disorders share common symptoms, and individuals can be diagnosed with multiple disorders. For example, those with symptoms of anorexia and bulimia both tend to base their feelings of self-worth on their (usually distorted) view of their own body weight and shape (Fairburn and Harrison, 2003). Some 20-30% of bulimics previously had anorexia (Kaye, 2008).

Eating disorders can be triggered by a variety of factors, including dissatisfaction with one's own body, a distorted image of one's body, depression, low self-esteem, excessive dieting, compulsive behaviour, stress, social or cultural pressure to be thin, bullying or problems with friends, genetic predisposition, difficulties with family members, and stressful events in the family (Nilsson et al., 2007; Kaye, 2008; Fairburn and Harrison, 2003). Because many of these risk factors are related to psychosocial and mental health, treatments for eating disorders often include psychotherapy and can sometimes involve antidepressants or antipsychotics (Jaite et al., 2013).

Eating disorders are more commonly found among girls and young women, particularly those between the ages of 15 and 19 (Smink, van Hoeken, and Hoek, 2012). Around 90% of patients diagnosed with eating disorders are teenagers or young women (Kreipe and Birndorf, 2000).

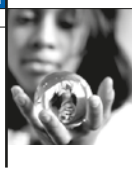
Studies in Australia, Denmark, the Netherlands, Norway and the United Kingdom have found slightly increasing prevalence rates for all types of eating disorders, except bulimia, particularly among adolescent girls (Currin et al., 2005; Mitchison et al., 2012; Steinhausen and Jensen, 2015; von Soest and Wichstrøm, 2014; Smink, et al. 2016).

The prevalence of eating disorders tends to be higher in Western countries (Makino, Tsuboi and Dennerstein, 2004). Frequent exposure to mass-media images that convey the notion that thin bodies are the ideal is related to dissatisfaction with one's own body, particularly among women (Grabe, 2008). According to HBSC data, 43% of 15-year-old girls and 22% of boys that age reported that they are too fat, and in all of the participating countries, girls were at least twice as likely as boys to report so.

Adolescents who are identified and treated early in the course of an eating disorder have a significantly better chance of recovery when compared with those who have been living with an eating disorder longer. However, the median duration of treatment delay is extraordinarily long for eating disorders, partly because people with eating disorders experience significant barriers to seeking help. A person who has an eating disorder may need guidance and support from those around him or her to take the first steps towards preventing or treating an eating disorder. It is therefore important that educators deepen their understanding about eating disorders. School strategies to prevent, intervene early and manage students' eating disorders can reduce the stigma and misconceptions that surround eating disorders.

What these results imply for policy

- Schools can encourage and organise regular physical activity to reduce the negative effects on well-being of not engaging in any kind of moderate or vigorous physical activity outside of school.
- Providing counseling to those students who are at risk of developing eating disorders may be beneficial, particularly for girls. Schools can work with parents, communities and social services to address issues related to eating habits.



Notes

1. The PISA estimates on skipping breakfast represent an upper bound of the actual percentage of students skipping breakfast. Some students may choose to have breakfast when they arrive at school if their schools offer breakfast. Because the PISA questionnaire only asks if students had breakfast before going to school, some of these students may appear as if they skipped breakfast when in fact they did not.

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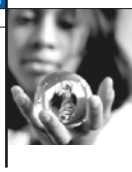

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12

Students' paid and unpaid work

For the first time, PISA 2015 asked students to report whether they worked for pay and/or worked in the home (or cared for family members) before or after school during the most recent day that they attended school. This chapter reveals the extent to which 15-year-old students around the world work for pay, or work unpaid in the household, before or after school. The chapter examines which students are more likely to work for pay and which are more likely to do household work without pay. It also discusses the relationship between paid and unpaid work, and students' performance in and attitudes towards school.

One crucial factor for an individual's capability to flourish is the amount of leisure time available to him or her. Students' engagement with paid or unpaid work in addition to time spent at school and on homework is an important determinant for the available time for leisure or non-academic activities. By choosing to spend their leisure time working for pay students can gain new experience and knowledge, explore career options, and earn money, but they may also spend less time on studying and on leisure activities.

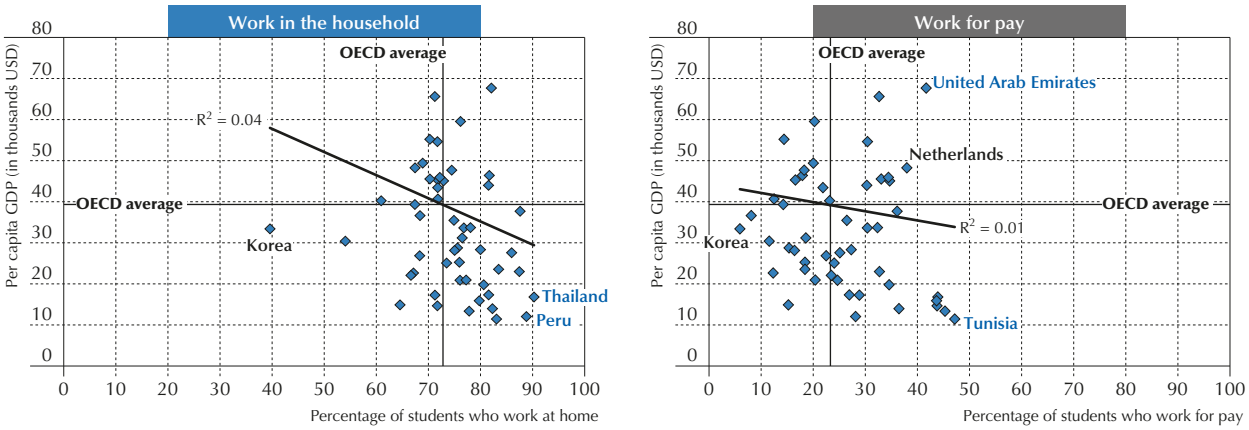
What the data tell us

- Working for pay or working in the home is common among adolescents. On average across OECD countries, around 23% of students reported that they worked for pay and 73% reported that they work in the house before or after school.
- More boys than girls work for pay, and fewer boys than girls do unpaid household chores.
- Disadvantaged students are about 6 percentage points more likely to work for pay than advantaged students, on average across OECD countries.
- Students who work for pay tend to score lower in science than those who do not work for pay.
- Students who work for pay were more likely than those who do not work for pay to report feeling like an outsider at school, having low expectations for further education, arriving late for school, and skipping school.

For the first time, PISA 2015 asked students to report whether they worked for pay and/or worked in the home (or cared for family members) before or after school during the most recent day that they attended school. Although the PISA questionnaires did not capture details on the duration, frequency and the types of work students are engaged in, the data can provide a glimpse of the work activities among 15-year-olds, and the relationship between working and well-being outcomes.

Family characteristics and socio-economic status can affect the probability of working in the household or working for pay (Gager, Cooney and Call, 1999). Having many siblings, or living with a single parent or in a multi-generational household tends to increase the demand for adolescents to work (Gager, Cooney and Call, 1999). Figure III.12.1 shows that there is no strong correlation between a country's/economy's per capita GDP and the average share of students working in the home or working for pay. In several countries, being financially independent earlier on in life is accepted as a cultural norm, and it is not unusual for teenagers to look for part-time jobs, irrespective of their family's income.

Figure III.12.1 ▪ **Students who work and per capita GDP**



Source: OECD, PISA 2015 Database, Tables II.6.59 and III.12.1.

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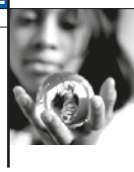


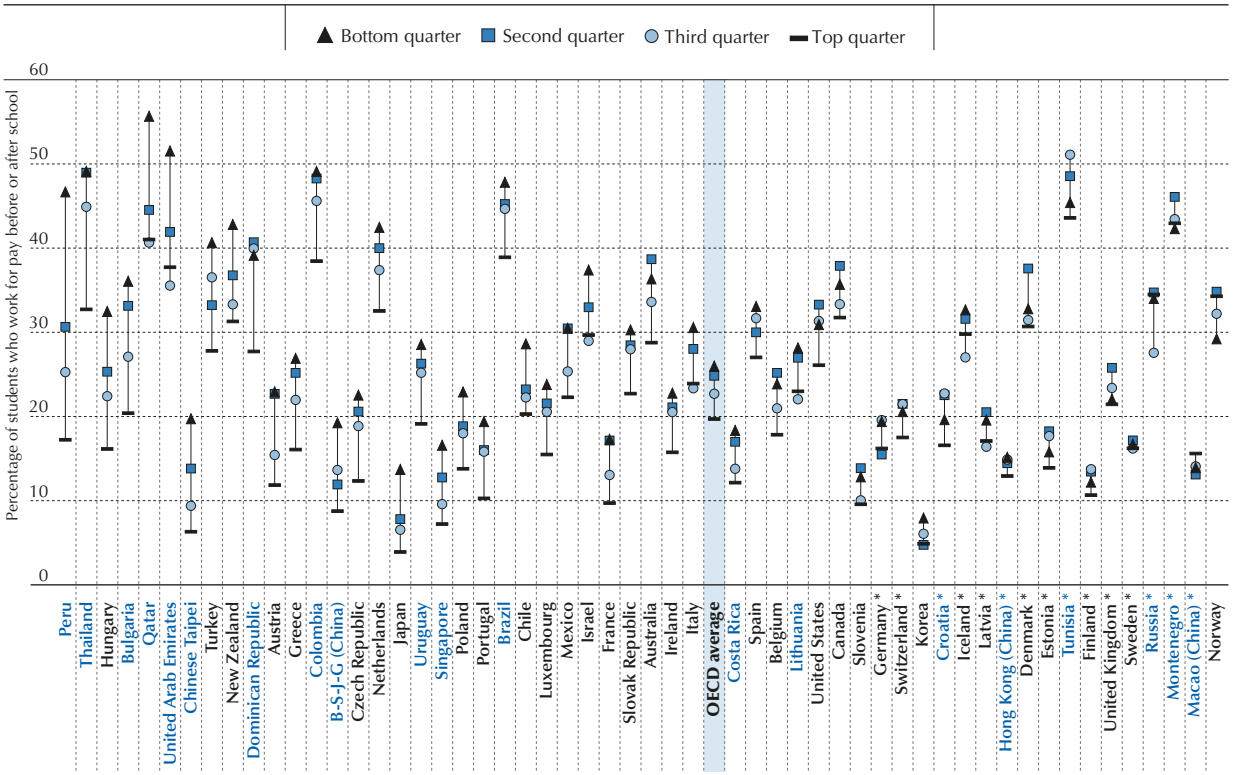
In Australia, Canada, Denmark, Iceland, the Netherlands, Norway, Qatar, the United Arab Emirates and the United States, for example, per capita GDP exceeds the OECD average, and yet more than 30% of students reported that they work for pay – higher than the OECD average (Tables II.6.59 and III.12.1). In these countries, at least 26% of advantaged students reported that they work for pay (Table III.12.7).

On average across OECD countries, 23% of students reported that they work for pay and 73% reported that they work in the house before or after school (Table III.12.1). In the majority of the countries, more boys than girls reported that they work for pay. The difference between the shares of boys and girls who reported that they work for pay is 11 percentage points in favour of boys, on average across OECD countries (Table III.12.7). In countries that separate students in different tracks, part of this difference is likely to be the result of the more limited opportunities of vocational education for female adolescents than for male adolescent (Karaca et al., 2016).

Disadvantaged students were also more likely than advantaged students to report that they work for pay. The difference between the shares of advantaged and disadvantaged students who reported working for pay is 6 percentage points, on average across OECD countries (Figure III.12.2). Figure III.12.2 shows the shares of students who work for pay by quarters of the PISA index of socio-economic and cultural status. In 40 countries and economies, students in the top quarter of the index are less likely to work for pay than students in the bottom quarter of the index (Table III.12.7). On average across OECD countries, 26% of disadvantaged students, but 20% of advantaged students, reported that they work for pay. The relationship between students' socio-economic status and paid employment is strongest in Peru, where advantaged students were 29 percentage points less likely to work for pay than disadvantaged students. Earnings from part-time jobs can help families economically, in that adolescents who work for pay can then purchase items for themselves that their parents would otherwise have to provide.

Figure III.12.2 ■ **Students who work for pay, by socio-economic status**

Quarters of the PISA index of economic, social and cultural status



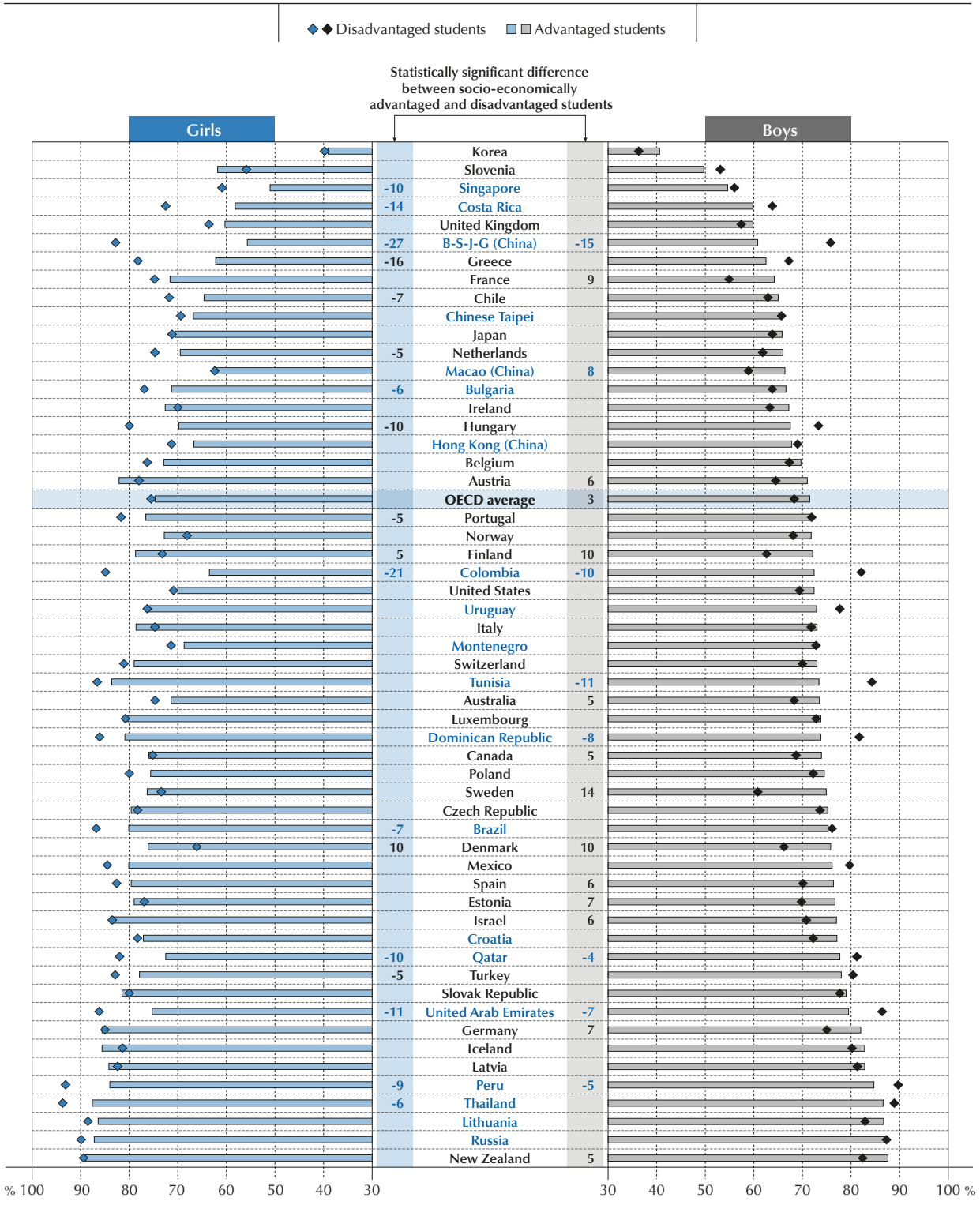
Note: Differences between the top and bottom quarters of the PISA index of economic, social and cultural status that are not statistically significant are shown with an asterisk next to the country/economy name (see Annex A3).

Countries and economies are ranked in ascending order of the difference in the percentage of students who work for pay between the top and bottom quarters of the PISA index of economic, social and cultural status.

Source: OECD, PISA 2015 Database, Table III.12.7.

StatLink http://dx.doi.org/10.1787/888933473000

Figure III.12.3 ■ Students who work at home, by gender and socio-economic status



Notes: Statistically significant differences between advantaged and disadvantaged students are shown before (for girls) and after (for boys) the country/economy name (see Annex A3).

A socio-economically advantaged (disadvantaged) student is a student in the top (bottom) quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.

Countries and economies are ranked in ascending order of the percentage of advantaged boys who work at home.

Source: OECD, PISA 2015 Database, Table III.12.5.

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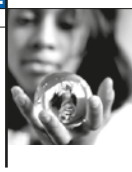


More students reported that they help out with household chores than work for pay. In the majority of countries and economies, more than one in two students reported that they help with housework or take care of family members outside of school hours (Table III.12.1). In 39 countries and economies, girls were significantly more likely than boys to report helping with housework (Table III.12.2); in Austria and France, girls were 11 percentage points more likely than boys to report doing so.

In 16 countries and economies (Greece, Hungary, Mexico, Turkey and most partner countries/economies with available data), disadvantaged students were more likely to report working in the home than advantaged students (Table III.12.5). In Beijing-Shanghai-Jiangsu-Guangdong (China) (hereafter "B-S-J-G [China]"), Colombia, Peru, Qatar and the United Arab Emirates, both disadvantaged boys and disadvantaged girls were significantly more likely to report working in the house than advantaged boys and girls (Figure III.12.3 and Table III.12.5). In B-J-S-G (China), Colombia, Costa Rica, Greece, Hungary, Peru, Qatar, Singapore and the United Arab Emirates, disadvantaged girls were at least 10 percentage points more likely than advantaged girls to report doing housework. However, on average across OECD countries, and in all the Nordic countries except Iceland, advantaged students were more likely than disadvantaged students to help with household chores (Table III.12.5).

Social and cultural norms often influence the likelihood that boys or girls help out with household chores. Research on 16 developing countries in Africa and Asia finds that girls, particularly girls with brothers, are more likely to do housework than boys (Webbink, Smits and de Jong, 2012). This difference is particularly pronounced in Asian countries.

There is no consensus on the desirability of paid work for adolescents. Many parents, and young people themselves, think that employment can help students develop a wide range of competencies, such as the capacity to assume responsibility, manage time, overcome shyness with adults and authority figures, and handle money. Work experience can instil positive traits that are also useful for learning at school, including independence, responsibility and a solid work ethic. But some educators complain that working teenagers who put in too many hours on their jobs may come to school tired, and have less time to focus on their studies and to engage in extracurricular activities (Mortimer, 2010).

Working outside of school hours may affect students' academic performance. The association between work activities and academic performance mostly depends on whether working takes time away from learning activities. For example, a study based on time-use data found that American students who have a job tend to spend less time on homework (Kalenkoski and Pabilonia, 2012).

As shown in Figures III.12.4 and III.12.5, students who work for pay or work in the home tend to score lower in science than those who do not work at all. The performance difference is greater among students who work for pay. On average across OECD countries, the score-point difference in science performance between students who work in the household and those who do not is 13 points, while the difference is 55 points among students who work for pay and those who do not.

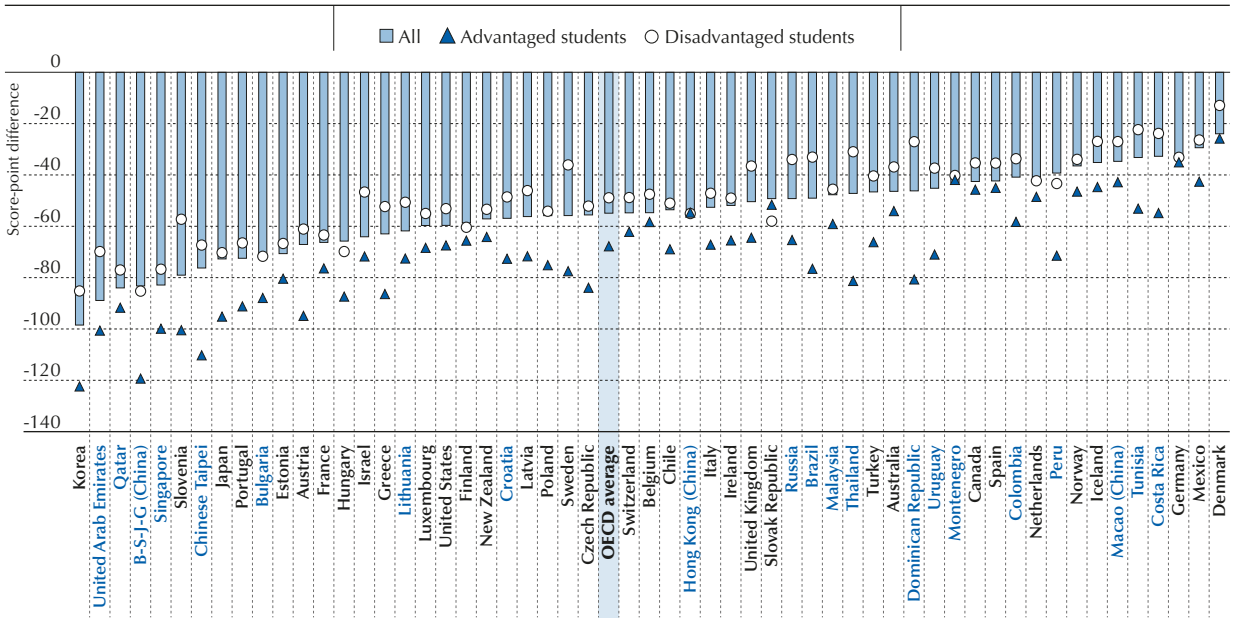
Some fraction of these academic "costs" of employment can be attributed to self-selection. Students who enter adolescence with strong academic interests and achievement goals may choose to work very little during high school, and even if they have jobs, they may limit their hours of employment so as not to jeopardise their marks. By contrast, those who choose to work long hours tend to have less of a sense of belonging at school, engage in some disruptive behaviour, and are given lower marks, even at the start of high school (Staff, Messersmith and Schulenberg, 2009). For many students who are disengaged with school, getting a job can be a precursor to dropping out of school entirely (Warren and Lee, 2003). From this perspective, employment does not directly interfere with success at school; it is an activity pursued by students who are already not inclined to strive for academic success or to complete high levels of education.

The negative relationship between students' work status and science performance is stronger among advantaged students than among disadvantaged students. On average across OECD countries, advantaged students who reported working for pay score 68 points lower in science than advantaged students who do not work for pay (Figure III.12.4). Among disadvantaged students, this difference is 49 points. Differences across countries are also large. In Denmark, the score-point difference in science performance among advantaged students who work for pay and those who do not is 26 points, while in Korea – where relatively few students have a paid job - this difference is 122 points – the largest difference among all countries. Although more data are needed to fully understand students' motivation to work and to measure the intensity of work, it is unlikely that advantaged students choose to work for pay because they are obliged to. The strong correlation between science performance and work for pay probably indicates that the advantaged students who work for pay may be disengaged from school.

Helping with housework is less strongly related to science performance than working for pay. On average across OECD countries, boys who reported that they work in the house score 14 points lower in science than those who do not, and girls who reported that they work in the house score 10 points lower in science than those who do not (Figure III.12.5). Paid work may require longer working hours and a more regular commitment than helping out at home.

Figure III.12.4 ■ **Working for pay and science performance**

Score-point difference in science performance associated with working for pay before or after school



Notes: All score-point differences are statistically significant (see Annex A3).

A socio-economically advantaged (disadvantaged) student is a student in the top (bottom) quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.

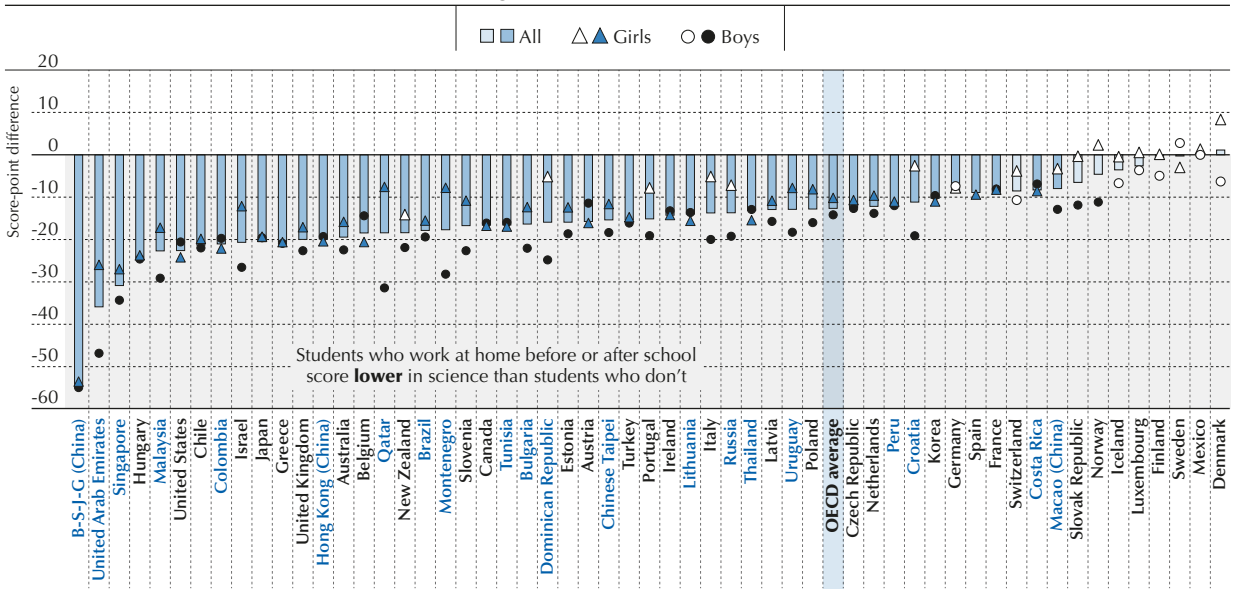
Countries and economies are ranked in ascending order of the score-point difference in science performance among all students who work for pay, after accounting for gender and socio-economic status.

Source: OECD, PISA 2015 Database, Table III.12.8.

StatLink http://dx.doi.org/10.1787/888933473029

Figure III.12.5 ■ **Working at home and science performance**

Score-point difference in science performance associated with working at home before or after school, after accounting for students' socio-economic status

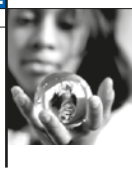


Note: Statistically significant differences are marked in a darker tone (see Annex A3).

Countries and economies are ranked in ascending order of the score-point difference in science performance among all students who work at home, after accounting for gender and socio-economic status.

Source: OECD, PISA 2015 Database, Table III.12.3.

StatLink http://dx.doi.org/10.1787/888933473035

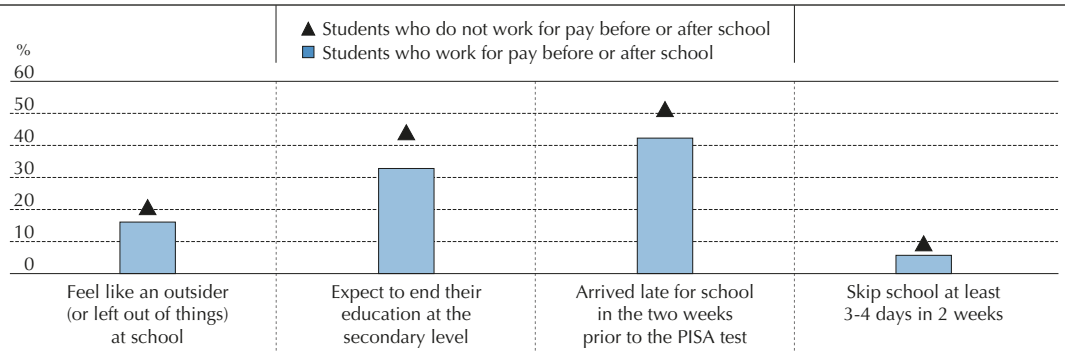


Students' participation in the labour market or help around the house can influence other aspects of students' well-being. Some teenagers decide to work because they want to learn, explore or earn money; others may be obliged to work for financial or other extrinsic reasons. Students in the former group are more likely to derive greater satisfaction from work than those in the latter group. Other students may choose to work because they want to leave formal education and enter the job market sooner.

Students who work for pay reported a level of satisfaction with life that is similar to that of students who do not work. The difference is just 0.2 point on a scale from 0 to 10, on average across OECD countries (Table III.12.9). By contrast, students who work for pay were 5 percentage points more likely than students who do not work for pay to report that they feel like an outsider at school, on average across OECD countries, with one out of five students who works for pay reporting feeling like an outsider (Figure III.12.6). They are also 11 percentage points more likely to expect to leave formal education at the end of secondary school, 9 percentage points more likely to arrive late for school, and 4 percentage points more likely to skip school frequently, on average across OECD countries (Table III.12.10). By contrast, housework is less likely than paid work to be related to students' negative feelings about school. These findings suggest that disengagement from school is strongly correlated with students' employment status.

Figure III.12.6 ■ **Students who work for pay and well-being outcomes**

Percentage of students who reported "agree"/"strongly agree", by work status (OECD average)



Note: All percentage-point differences between students who work for pay before or after school and those who do not are statistically significant (see Annex A3).

Source: OECD, PISA 2015 Database, Table III.12.10.

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Working for pay might also have stronger implications on students' satisfaction with specific aspects of their life than on students' overall evaluation of the quality of their life. For example, a study in Turkey found that adolescents who do not work were more satisfied than working adolescents with their family relations. To fully understand the consequences of working on students' well-being, more data and research are needed on the quantity and quality of adolescents' work, and on their motivations to work (Mortimer, 2010).

What these results imply for policy

- Many of the students who choose to work might do so because they feel disengaged from school. Working long hours can exacerbate disengagement and even result in students' dropping out of school entirely. Tackling the root causes of students' disengagement from school can help ensure that students still devote sufficient time to their learning, even if they also work after school.
- In several countries, disadvantaged students were more likely than advantaged students to report that they work in the house. Having to do intensive work in the home can sap students' energy and reduce time available for study, which could, in turn, widen inequalities in performance. Education and social policies that target disadvantaged families can help these students maintain a better balance between schoolwork and housework.
- More data on the intensity and type of jobs students do are needed to understand how working before or after school affects students' well-being.

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13

Students' use of ICT outside of school

This chapter describes how students spend their time on line outside of school. It examines students' access to the Internet, how they use the web, and the relationship between online activities – and the number of hours spent on line – and students' well-being. The chapter also discusses the digital divides related to socio-economic status that persist both between and within countries.

Over the past two decades, information and communication technologies (ICT) have transformed the ways 15-year-old students learn, socialise and play (OECD, 2015). Internet tools, including online networks, social media and interactive technologies, are giving rise to new learning styles where young people see themselves as agents of their own learning, and where they can produce multimedia content, update and redefine their interests, and learn more about the world, others and themselves. Using ICT at school allows students to access learning material tailored to their age and interests, promotes positive social behaviour, such as teamwork (American Academy of Pediatrics, Commitee on Public Education, 2001), and enables discussions with other young people around the globe.

What the data tell us

- Between 2006 and 2015, home access to the Internet became almost universal for students in most PISA-participating countries and economies. By 2015, 95% of students, on average across OECD countries, reported they had a link to the Internet at home. But in some participating countries and economies, such as Mexico and Peru, only one in two students could access the Internet from their home.
- On average across OECD countries, students spend more than two hours on line during a typical weekday after school, and more than three hours on line during a typical weekend day. Between 2012 and 2015, the time spent on line outside of school increased by at least 40 minutes per day on both weekdays and weekends.
- The majority of students reported that the Internet is a great resource for obtaining information, and more than one in two students in OECD countries reported that they feel bad if no Internet connection is available.
- Students who spend more than six hours on line per weekday outside of school were more likely to report that they are not satisfied with their life or that they feel lonely at school, and were less proficient in science than students who spend fewer hours on line.

But adolescents' use of ICT is also a source of concern among parents, teachers and policy makers. Students might develop dangerous relationships with strangers on line or may become victims of cyberbullying (Smith et al., 2008). Extreme videogaming, compulsive texting and overuse of smartphones are also increasingly documented. These behaviours can have serious physical, social, psychological and cognitive consequences. For example, spending long hours staring at screens is associated with less physical activity, sleeping disorders and obesity (Currie et al., 2012; Punamäki et al., 2007). Excessive use of ICT also undermines motivation and academic achievement (Borgonovi, 2016; Johnson et al., 2007), and can lead to social isolation and depression (Finn and Gorr, 1988; Kim et al., 2006; Wood et al., 2004).

This chapter uses PISA 2015 data to describe how students spend their time on line outside of school. In particular, it investigates students' access to the Internet, how they use the web, and the relationship between online activities and students' cognitive, social and psychological well-being. The results also illustrate the digital divides related to socio-economic status that persist both between and within countries.

CHANGES IN STUDENTS' ACCESS TO ICT AT HOME

Access to the Internet and digital devices at home

By 2015, the Internet had become an everyday tool for most 15-year-old students. Most digital devices are connected to the Internet to access web-based services, such as social networking sites, cloud computing services, online wikis or videogames. Many of these services support formal and informal learning, provide information on almost anything, offer entertainment, and help maintain connections with friends, family and teachers. Without an Internet connection at home, students might have only limited access to information that is important for their cognitive development.

Data collected from students participating in the PISA assessment show that, by 2015, almost every student (95%) in most OECD countries reported that they had a link to the Internet at home. However, this average masks large differences between countries and economies. In Denmark, Estonia, Finland, Iceland, Norway, Slovenia and Switzerland, almost all students had Internet access at home. In the lower-income countries of Algeria, Indonesia, Peru and Viet Nam, fewer than one in two students reported that they had Internet access at home (Table III.10.4).

Between 2006 and 2015, hundreds of thousands of students gained access to the Internet from their homes for the first time (Figure III.13.1). The expansion in Internet access was the greatest in Chile, Romania, the Russian Federation (hereafter "Russia") and the Slovak Republic, with an increase of more than 50 percentage points in the population of "wired" 15-year-olds (Table III.10.4). In almost all countries and economies, Internet access increased between the shorter period of 2012 to 2015. The largest increases during this period – those greater than 15 percentage points – were observed in Albania, Thailand, Tunisia and Viet Nam (Table III.10.5).

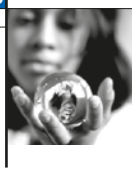
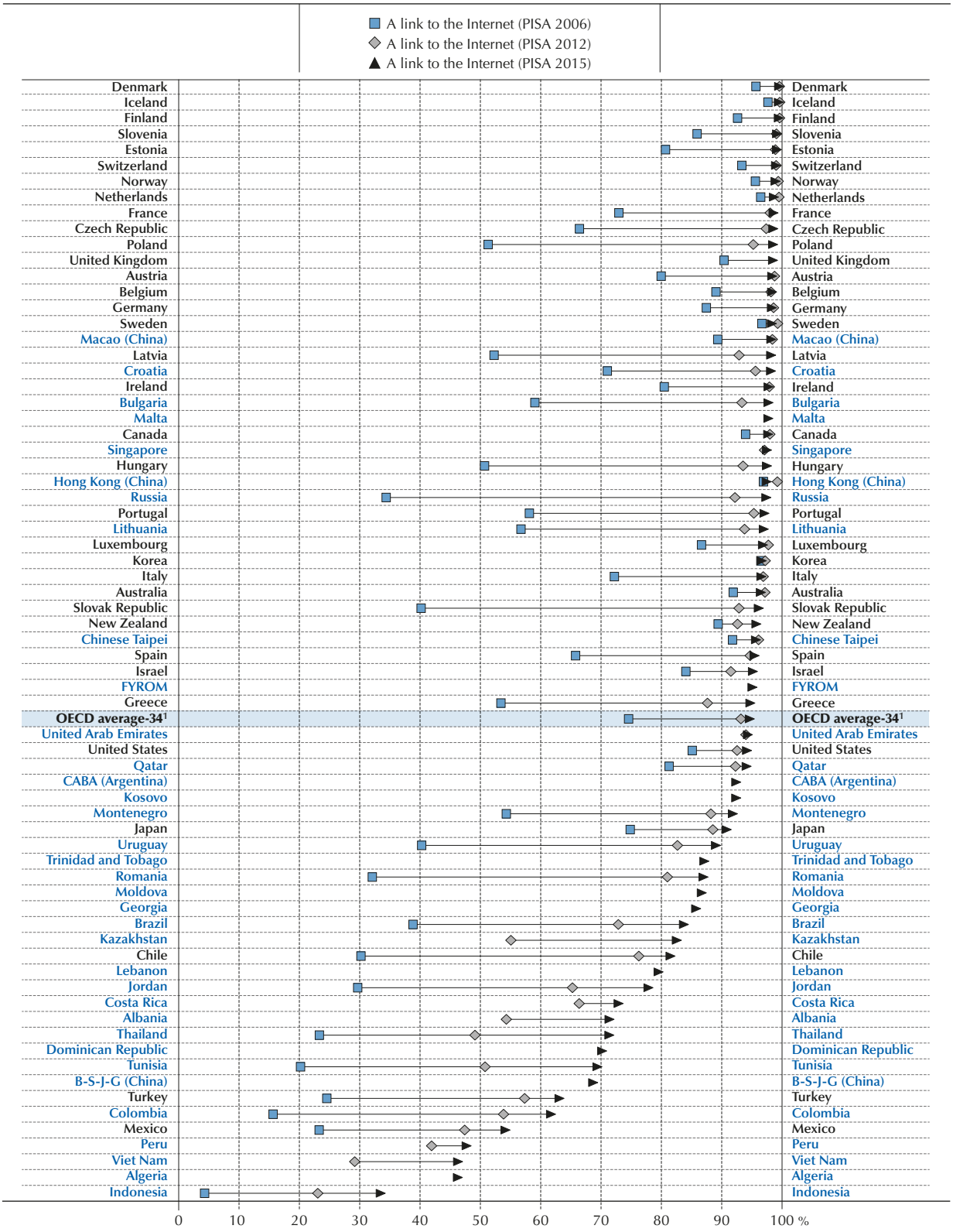


Figure III.13.1 ■ Change from 2006 through 2012 and 2015 in students' access to the Internet at home



1. "OECD average-34" includes all OECD countries with available data for PISA 2006, PISA 2012 and PISA 2015.

Countries and economies are ranked in descending order of the percentage of students who accessed the Internet at home in 2015.

Source: OECD, PISA 2006 and 2015 Databases, Tables III.10.4 and III.10.5.

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In 2015, 91% of students had access to a cell phone at home that was connected to the Internet (smartphone), 74% had access to a portable laptop, 60% had access to a desktop computer and 53% had access to a tablet that was connected to the Internet. But large differences in ownership of digital devices are observed between countries and economies. In Australia, Austria, Belgium, Denmark, Iceland, Luxembourg, the Netherlands and Portugal, more than 80% of students had access to a portable laptop or a notebook at home. In Beijing-Shanghai-Jiangsu-Guangdong (China) (hereafter "B-S-J-G [China]"), the Dominican Republic and Peru, less than 40% of students had access to such devices. In Colombia, the Dominican Republic, Mexico and Peru, only two in three students had access to a smartphone at home (Table III.13.4).

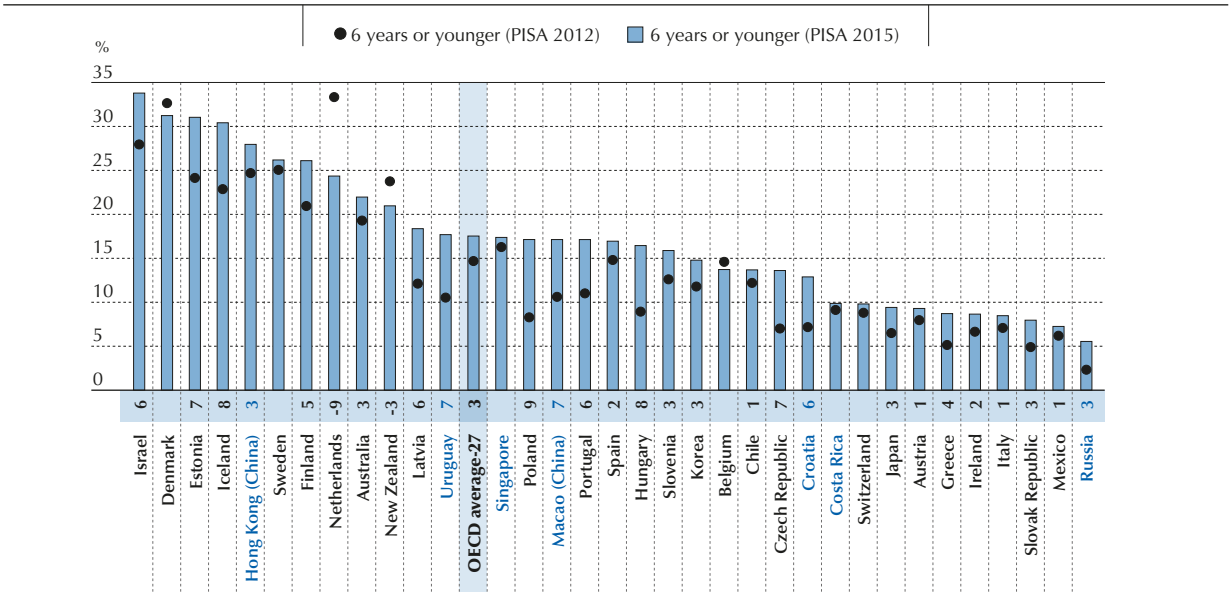
Between 2012 and 2015, the share of 15-year-old students across OECD countries who had access to a smartphone increased by 19 percentage points. Access to connected tablets at home increased by an even larger margin: 30 percentage points. These data not only show the fast-growing popularity of these tools, but also signal the enormous changes in teenagers' behaviour and activities outside of school (Table III.13.4).

Students use of the Internet

Around the world, increasing numbers of children start playing with connected devices even before they can read well. On average across OECD countries, 61% of students reported that they accessed the Internet for the first time when they were younger than 10, and 18% reported that they did so at the age of 6 or younger. In Denmark, Estonia and Finland, more than 80% of students were younger than 10 when they first browsed the Internet. By contrast, in B-S-J-G (China), the Dominican Republic, Mexico and Peru, at least one in five students was older than 13 when they first used the Internet; and in B-S-J-G (China), more than 5% of 15-year-old students reported that they have never used the Internet (Table III.13.6).

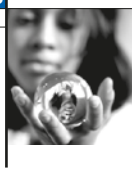
The share of students across OECD countries who reported that they were six years old or younger when they first used the Internet increased by three percentage points between 2012 and 2015 (Figure III.13.2); in Hungary, Iceland, Poland and Uruguay, this proportion increased by more than seven percentage points during the period. Across OECD countries, the share of students who reported that they have never used the Internet remained constant during the period at 0.3% (Table III.13.6). These results indicate that there is still a large disparity in Internet use between students in OECD countries and those in developing partner countries.

Figure III.13.2 ■ **Change between 2012 and 2015 in the share of children who used the Internet when they were six years old or younger**



1. "OECD average-27" includes OECD countries with available data for both PISA 2012 and PISA 2015.
Notes: Only countries and economies with available data for both PISA cycles are shown.
Statistically significant differences between 2012 and 2015 are shown next to country/economy name (see Annex A3).
Countries and economies are ranked in descending order of the percentage of students who started using computers at age 6 or younger in 2015.
Source: OECD, PISA 2012 and PISA 2015 Databases, Table III.13.6.

StatLink http://dx.doi.org/10.1787/888933473450



Spending time on line

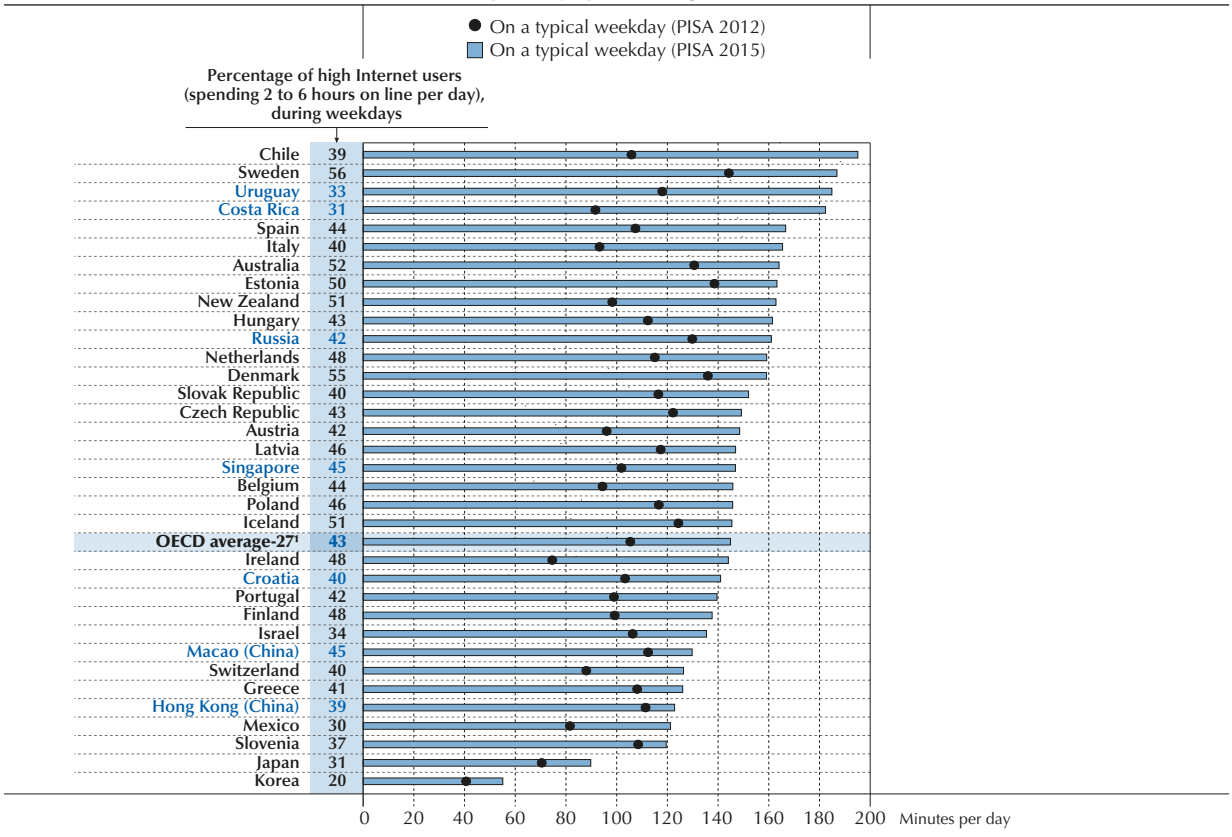
Acquiring proficiency in digital reading and online navigation requires time and practice. The more time students spend practicing these skills, the quicker they become confident and independent players in the digital space. For most teenagers, time spent on line is relatively well balanced with other leisure activities and obligations; for others, the desire to be on line can become problematic.

PISA 2015 asked students how much time they spend using the Internet at home within a typical school week.[1] On average across OECD countries, students reported spending about two hours and 26 minutes per day on line after school on a typical weekday, and more than three hours on line on a typical weekend day (Tables III.3.7 and III.3.8). But there are large differences between countries and economies. In Brazil, Bulgaria, Chile, Costa Rica, Sweden, the United Kingdom and Uruguay, students spend more than three hours on line per typical weekday, while in B-S-J-G (China) and Korea they spend less than one hour on line after school. Students in Bulgaria, Chile, the Netherlands, Spain, Sweden and the United Kingdom reported that they spend at least three and a half hours on line on a typical weekend day, while those in B-S-J-G (China), Korea and Peru reported spending less than two hours on line during a typical weekend day. On average across OECD countries, 26% of students could be considered "extreme Internet users" during weekend days, as they spend more than six hours on line during those days. Some 16% of students can be classified as "extreme Internet users" during weekdays.

In almost all countries and economies, the time spent on line outside of school increased between 2012 and 2015. The OECD average increase was around 40 minutes, on both weekdays and weekends. This increase was largest – by more than one hour and 20 minutes – in Chile and Costa Rica (Figure III.13.3 and Table III.13.9).

Figure III.13.3 ▪ **Change between 2012 and 2015 in time spent on line outside of school**

Minutes per day spent using the Internet



1. "OECD average-27" includes OECD countries with available data for both PISA 2012 and PISA 2015.

Notes: As the answers were given on a categorical scale, it is not possible to compute exactly the average time students spend on line. The numbers in this figure thus report a lower bound for the number of minutes students spend on online activities, whereby the answer "between one and two hours", for instance, is converted into "61 minutes at least".

Only countries and economies with avalailable data for both PISA cycles are shown.

Countries and economies are ranked in descending order of the time per day spent using the Internet in 2015.

Source: OECD, PISA 2012 and 2015 Databases, Tables III.13.7 and III.13.9.

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Only in some countries is there a noticeable gender gap in Internet use. In Denmark and Korea, boys spend half an hour more on line than girls outside of school on a typical weekend day, while in Israel, girls spend half an hour more on line than boys during those days. In Denmark and Sweden, the share of boys who could be considered "extreme Internet users" (they use the Internet more than six hours per day) is at least 10 percentage points larger than the share of girls who could be so considered. In B-S-J-G (China) and Korea, girls are 10 to 20 percentage points more likely than boys to be "low Internet users", meaning that they use the Internet for less than one hour during weekend days (Table III.3.8).

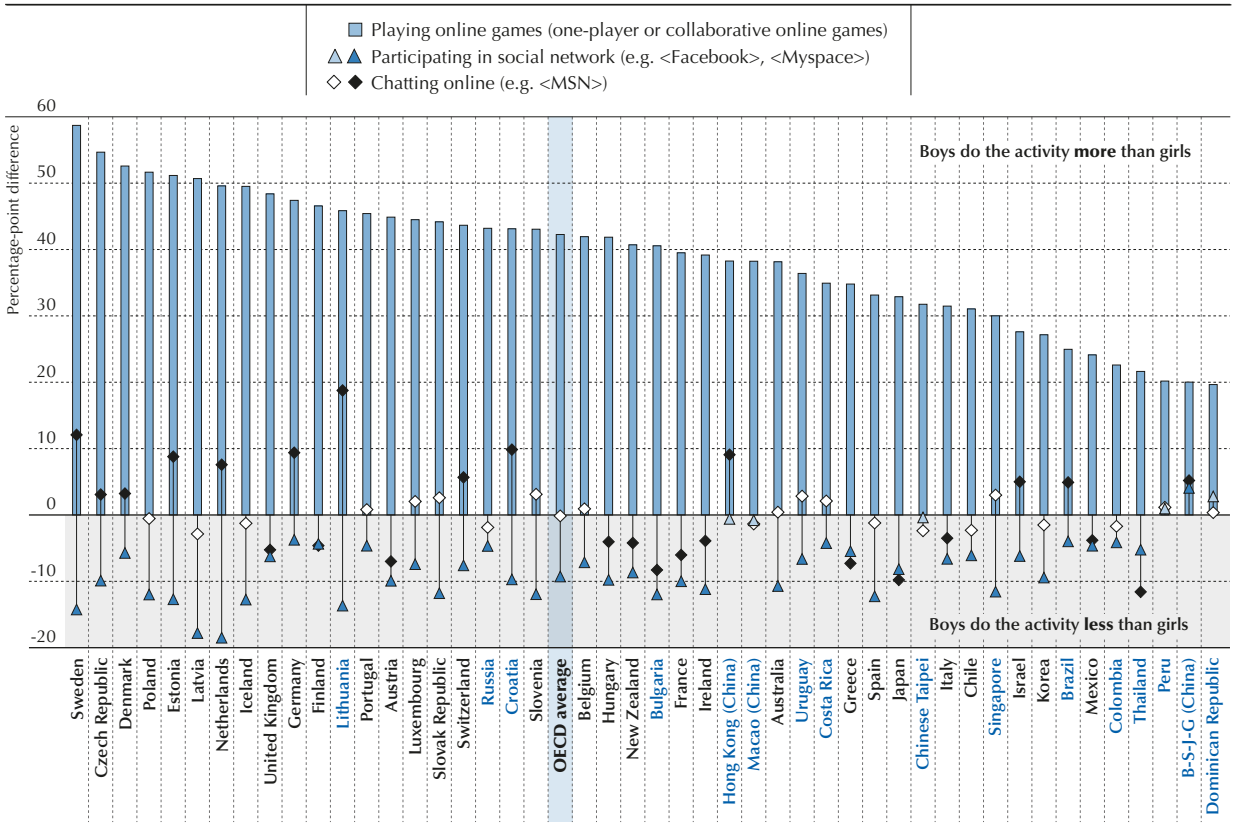
Online activities outside of school

Use of ICT for leisure online activities

What are students doing on line? PISA 2015 asked students whether they use the Internet/chat/social networks before and after school, and how often they engage in online activities, such as playing one-player or collaborative online games, chatting on line or participating in social networks.

Figure III.13.4 ■ **Use of ICT for leisure online activities, by gender**

Difference in the percentages of boys and girls who play online games, chat on line or participate in social networks every day outside of school

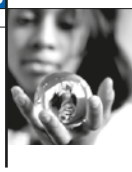


Note: Statistically significant differences are marked in a darker tone. All differences for "playing online games" are statistically significant (see Annex A3).
Countries and economies are ranked in descending order of the difference in the percentages of boys and girls who play online games.
Source: OECD, PISA 2015 Database, Table III.13.13.

StatLink http://dx.doi.org/10.1787/888933473470

Participating in social networks was the most popular online leisure activity across OECD countries, followed by chatting on line. Almost three out of four students reported that they participate in social networks every day or almost every day, and at least three out of five students reported that they chat on line. On average across OECD countries, 34% of students reported that they play online games every day or almost every day, and the same share of students said that they never play online videogames (Table III.13.12).

Between 2012 and 2015, the share of students who reported that they engage in online activity every day or almost every day grew by four percentage points, on average. In 15 out of 35 countries and economies with comparable data



for 2012 and 2015, the share of students who play online videogames, chat on line or participate in social networks outside of school increased over the period. Japan and Korea show an increase of more than 30 percentage points in the share of students engaged in online activities, while in Germany and Israel the share of these students shrank by more than 12 percentage points. On average across OECD countries, the share of students who spend time on online chats and the share of students who play online games increased by around five percentage points (Table III.13.14).

Figure III.13.4 reveals large differences in what boys and girls do on line. Some 85% of boys and 86% of girls reported that they participate in at least one of the three online activities considered (chatting, participating in social networks, playing videogames) almost every day, on average across OECD countries (Table III.13.13). But boys are more likely than girls to play online videogames. In the Czech Republic, Denmark, Estonia, Latvia, Poland and Sweden, at least twice as many boys as girls play online videogames almost every day. Girls are nine percentage points more likely than boys to visit social networking sites, on average across OECD countries; and in Latvia and the Netherlands, this gender gap is almost twice as large as the average. Chatting on line is popular among both boys and girls.

Socio-economic status exerts an additional influence on the choice of online activities. In OECD countries, the share of socio-economically advantaged students who participate daily in any of the three online activities is five percentage points larger than the share of disadvantaged students who do. Disparities in online activities related to socio-economic status are particularly large in Colombia, Mexico and Peru (over 40 percentage points in favour of advantaged students [Table III.13.13]).

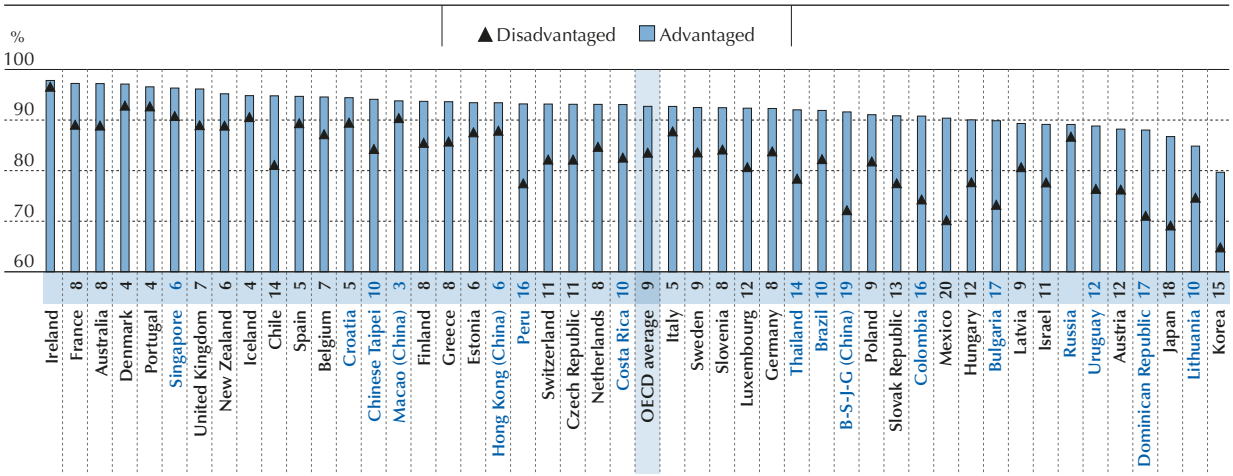
ATTITUDES TOWARDS THE INTERNET

For the first time, PISA 2015 asked students how they feel about the time they spend on line. Across OECD countries, most students agreed that "the Internet is a great resource for obtaining information" (88%) and that "it is very useful to have social networks on the Internet" (84%). Some 67% of students reported that they are excited to discover new digital devices and applications. In Ireland and Denmark, around 95% of students agreed that the Internet is a great resource for obtaining information, while in Japan and Korea, less than 80% of students agreed with this statement (Table III.13.15).

Socio-economically advantaged students are more likely than their disadvantaged peers to think that the Internet is a great resource for obtaining information. In Mexico, the difference between these two groups of students is 20 percentage points, while in B-S-J-G (China), Bulgaria, Colombia, the Dominican Republic, Japan and Peru, more than 15 percentage points separate the two groups. By contrast, in Denmark, Iceland, Macao (China) and Portugal, this gap is narrower than five percentage points (Figure III.13.5).

Figure III.13.5 ■ **Obtaining information from the Internet, by socio-economic status**

Percentage of students who reported they "agree" or "strongly agree" that the Internet is a great resource for obtaining information



Notes: Statistically significant differences between advantaged and disadvantaged students are shown next to country/economy name (see Annex A3).
Advantaged (disadvantaged) students are those in the top (bottom) quarter of the PISA index of economic, social and cultural status (ESCS).
Countries and economies are ranked in descending order of the percentage of advantaged students who think that the Internet is a great resource for obtaining information.
Source: OECD, PISA 2015 Database, Table III.13.16.

StatLink http://dx.doi.org/10.1787/888933473481

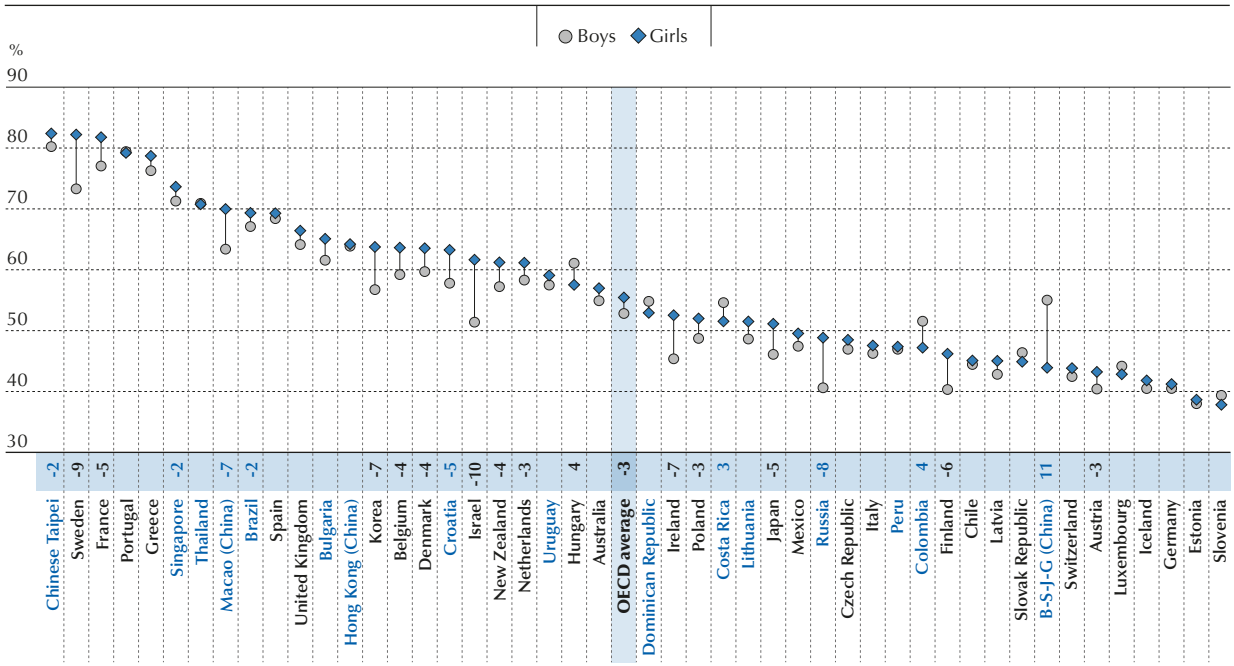
Boys and girls have different attitudes towards the Internet. While boys seem more enthusiastic about new digital devices and applications than girls (11 percentage points more, on average across OECD countries, and 20 percentage points more in the Czech Republic and Denmark), girls are more likely than boys to see the Internet as a useful tool for obtaining information. Girls are also more likely than boys to think that it is useful to participate in social networks on the Internet (Table III.13.16).

PISA 2015 also asked students how they feel when they are engaged in online activities. The data show that most students enjoy using various digital devices and the Internet, but many of them are at risk of problematic Internet use. Across OECD countries, 90% of students enjoy using digital devices and 61% reported that they forget time when using them. More than one in two students (54%) reported that they feel bad if no Internet connection is available. In some countries and economies, the share of students who showed some signs of problematic Internet use is even larger. In France, Greece, Portugal, Sweden and Chinese Taipei, more than 77% of students reported that they feel bad when no Internet connection is available. In Estonia and Slovenia, fewer than two in five students feel badly when they have no access to the Internet (Table III.13.15).

Figure III.13.6 shows that girls are slightly more likely than boys to feel bad when no Internet connection is available, on average across OECD countries. In B-S-J-G (China), boys were 11 percentage points more likely than girls to report that they feel bad when no Internet connection is available, while the opposite gender pattern is observed in Israel, Russia and Sweden. These data suggest that policies promoting the responsible use of the Internet should target both boys and girls.

Figure III.13.6 ■ **Feeling bad if not connected to the Internet, by gender**

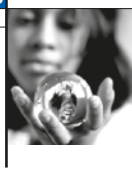
Percentage of students who reported "agree" or "strongly agree"



Note: Statistically significant differences between boys and girls are shown next to country/economy name (see Annex A3).
Countries and economies are ranked in descending order of the percentage of girls who feel bad if there is no Internet connection available.
Source: OECD, PISA 2015 Database, Table III.13.16.

StatLink http://dx.doi.org/10.1787/888933473499

Across OECD countries, 52% of advantaged students and 56% of disadvantaged students reported that they feel bad when no Internet connection is available. In European countries, including Belgium, the Czech Republic, Germany and Slovenia, socio-economically advantaged students were much less likely than disadvantaged students to report that they feel bad without an Internet connection (a difference greater than 12 percentage points). The opposite pattern is observed in those countries where the digital divide in access to the Internet is still wide, such as Colombia, Mexico and Thailand. In high-income countries, advantaged students may have more options for offline activities, or might have more supervision and education about Internet use (Table III.13.16; see Chapter 12).



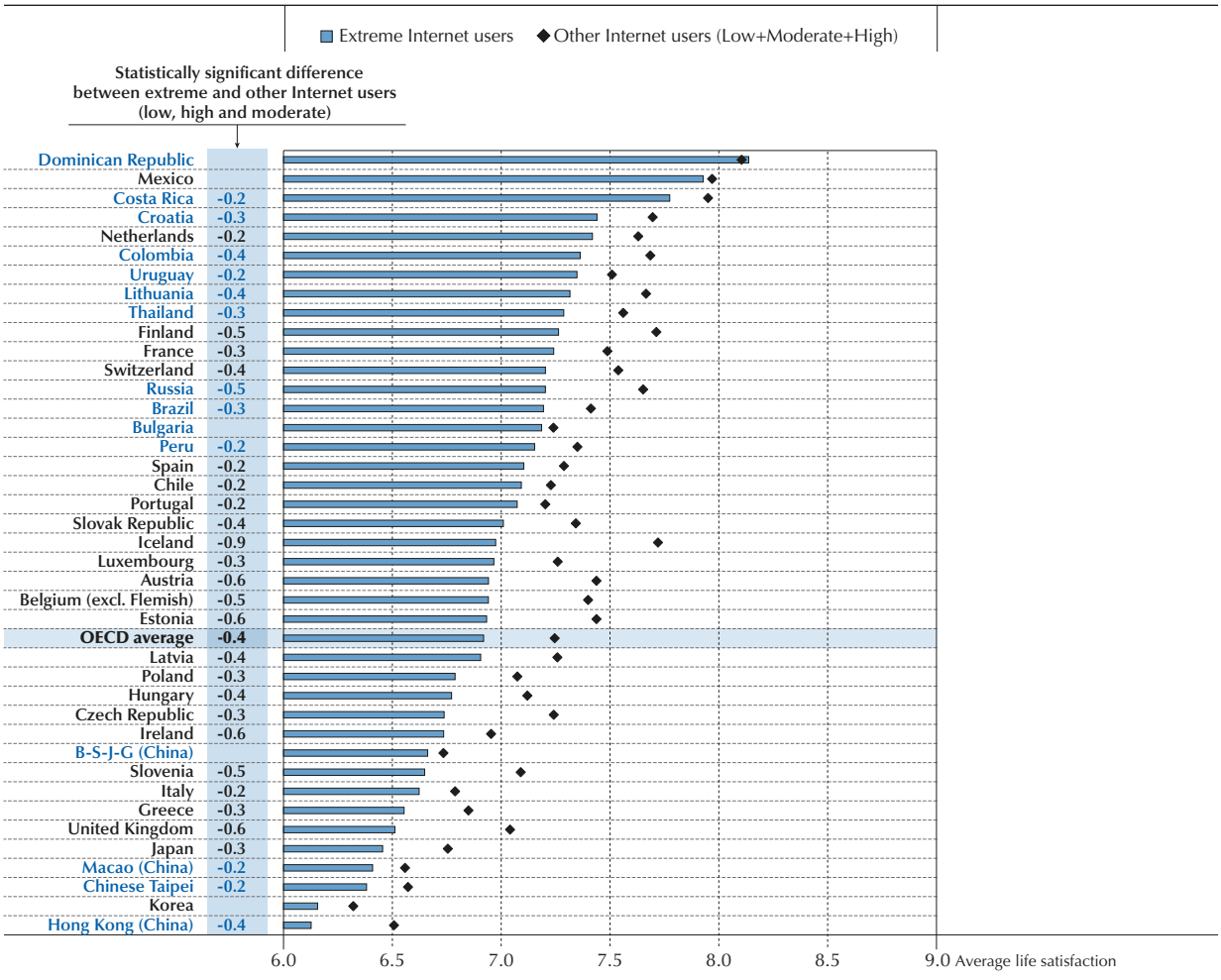
RELATIONSHIP BETWEEN INTERNET USE AND ADOLESCENTS' WELL-BEING

Given the amount of time 15-year-old students spend on the Internet every day, it is crucial to understand whether and how Internet use influences students' well-being. On the one hand, Internet use may increase life satisfaction by providing entertainment and removing logistical obstacles to socialising. On the other hand, online activities pose several risks to well-being. Extensive use of digital media can also undermine students' motivation and concentration, compromising academic achievement (Johnson et al., 2007). Excessive use of the Internet and videogaming could also lead to social isolation (Wood et al., 2004).

Consequences of extreme Internet use on students' social and psychological well-being

In most participating countries and economies, "extreme Internet use" – more than six hours per day – has a negative relationship with students' life satisfaction. PISA 2015 asked students to rate their life satisfaction on a scale from 0 to 10, where 0 means the worst possible life and 10 means the best possible life. Figure III.13.7 shows that across OECD countries, "extreme Internet users" reported themselves as 0.4 point lower on the life satisfaction scale than other Internet users. In Iceland, the difference between these groups is even larger: around 1 point.

Figure III.13.7 ■ **Average life satisfaction, by time spent on the Internet outside of school during weekend days**



Notes: Categories of Internet users are based on students' responses to questions about how much time they spend on line, outside of school, during a typical weekend day. Low Internet users: one hour or less; moderate Internet users: 1 to 2 hours; high Internet users: 2 to 6 hours; extreme Internet users: more than 6 hours.

Statistically significant differences in life satisfaction between extreme Internet users and other Internet users are shown next to the country/economy name (see Annex A3).

Countries and economies are ranked in descending order of the average life satisfaction of extreme Internet users.

Source: OECD, PISA 2015 Database, Table III.13.23.

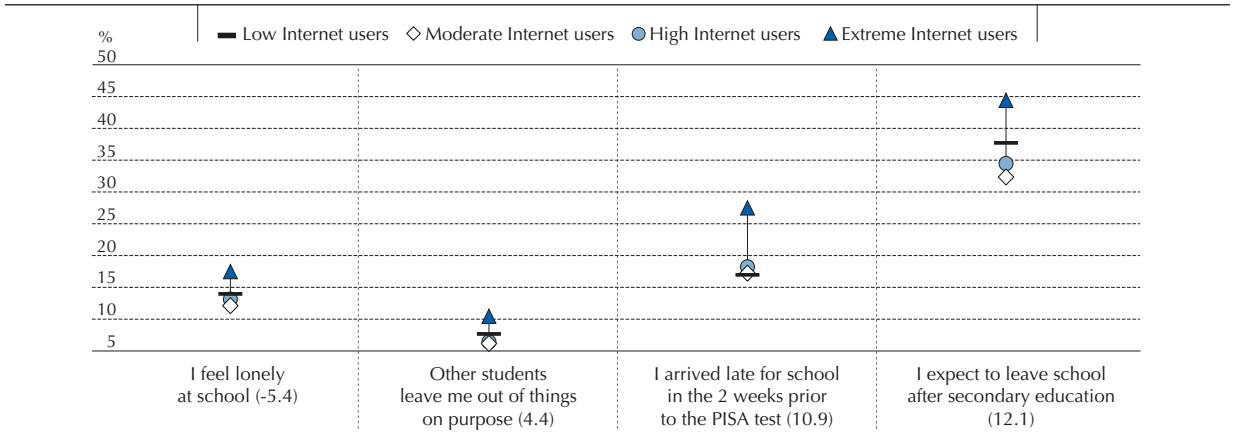
StatLink http://dx.doi.org/10.1787/888933473509

Extreme Internet use is also related to other dimensions of social and psychological well-being (OECD, 2015). Figure III.13.8 shows that, across OECD countries, 17% of "extreme Internet users" feel lonely at school, compared with 14% of "low Internet users" (students who use the Internet less than one hour per day), 12% of "moderate Internet users" (those who spend between one and two hours per day on the Internet) and 13% of "high Internet users" (those who spend between two and six hours per day on the Internet). "Low" and "extreme Internet users" were also more likely than "moderate" or "high Internet users" to report that they are bullied at school.

PISA data also reveal that both "extreme" and "high Internet users" are at greater risk of disengagement from school. One in four "extreme Internet users" reported that they had arrived late for school in the two weeks prior to the PISA test – a share of 11 percentage points larger than the share of "moderate Internet users" who so reported. "Extreme Internet users" were also more likely to report lower expectations of further education than moderate Internet users (Figure III.13.8).

Figure III.13.8 ■ **Well-being outcomes, by time spent on the Internet**

Time spent on the Internet outside of school during weekdays, OECD average



Notes: Categories of Internet users are based on students' responses to questions about how much time they spend on line, outside of school, during a typical weekday. Low Internet users: one hour or less; moderate Internet users: 1 to 2 hours; high Internet users: 2 to 6 hours; extreme Internet users: more than 6 hours.

Statistically significant differences between extreme and moderate Internet users are shown next to the category name (see Annex A3).

Source: OECD, PISA 2015 Database, Tables III.13.19a, III.13.20a, III.13.21 and III.13.22.

StatLink http://dx.doi.org/10.1787/888933473519

ICT use and cognitive well-being

Extreme Internet use is negatively related to academic performance. After accounting for students' socio-economic status, "extreme Internet users" score around 30 points lower than all the other groups of students across all subjects. In some countries, the score-point difference is extremely large. For instance, in B-S-J-G (China), Belgium, France, Switzerland and Chinese Taipei, "extreme Internet users" score 50 points lower in science than other students (Figure III.13.9 and Table III.13.24a).

One possible explanation of the negative relationship between "extreme Internet use" and performance might be that students who spend many hours on line take time away from homework, or get distracted in class because they feel the need to stay connected with their on line friends during school time. But it is also possible that students who spend many hours on line would perform worse even if the Internet did not exist, because they are not interested in their schoolwork, have short attention spans or other reasons.

Table III.13.12 shows that in all countries and economies with available data, except Korea, students who spend more than six hours on line outside of school during weekdays are also more likely to use online chats or e-mail during school hours. On average across OECD countries, 14% of students reported that they chat on line at school every day, and 5% use their e-mail at school every day.

But the use of smartphones and other online communication devices does not necessarily reduce attention spans or discipline. Some studies suggest that smartphones at school could increase students' academic engagement, if they are used for educational purposes (Brooks-Young, 2010; OECD, 2015). Using technologies at school for high-quality educational activities might reduce problems associated with the misuse of the Internet, both in and outside of school.

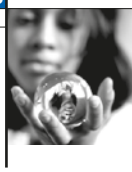
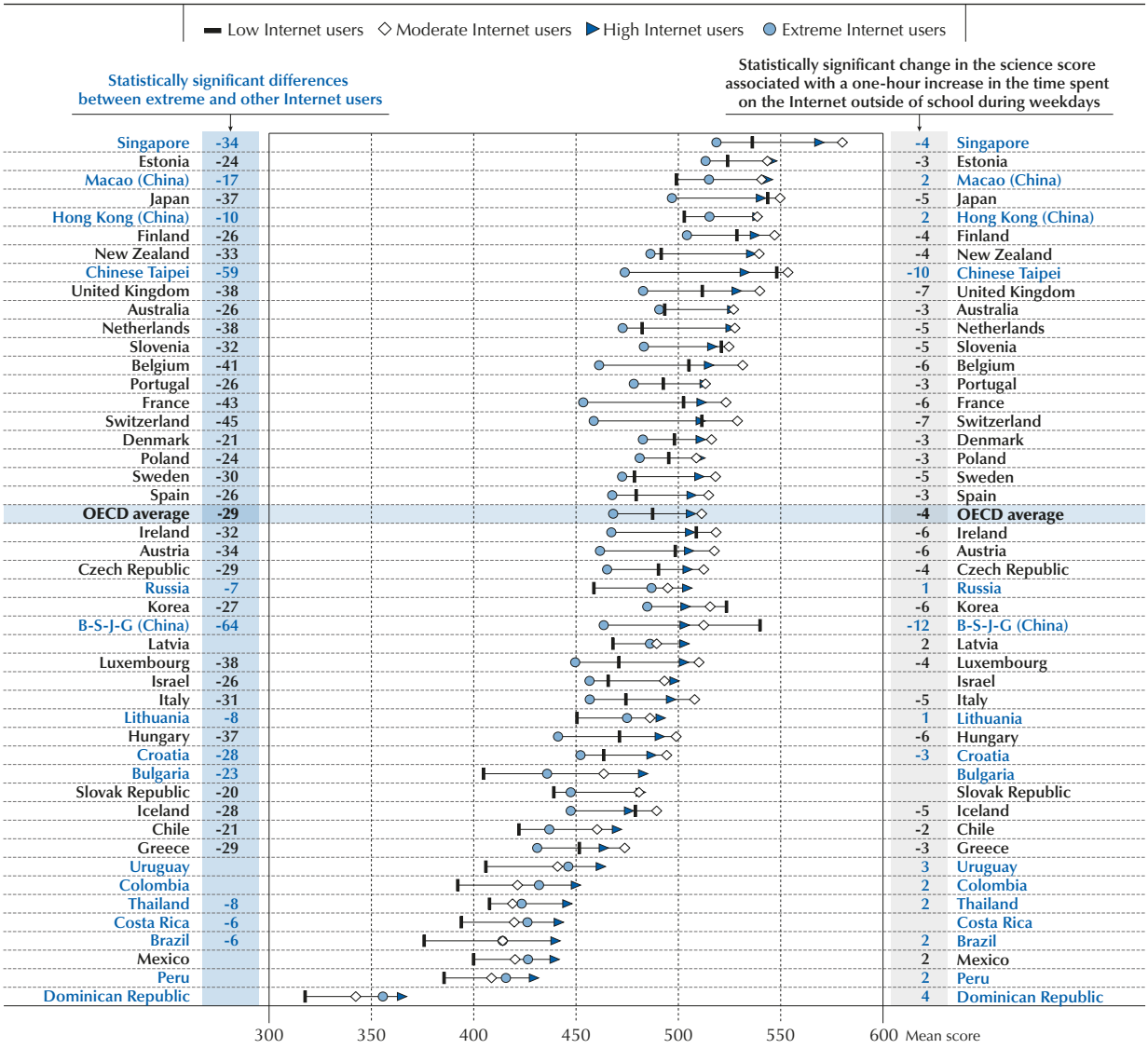


Figure III.13.9 ■ Science performance, by amount of time spent on the Internet outside of school during weekdays



Notes: Categories of Internet users are based on students' responses to questions about how much time they spend on line, outside of school, during a typical weekday. Low Internet users: one hour or less; moderate Internet users: 1 to 2 hours; high Internet users: 2 to 6 hours; extreme Internet users: more than 6 hours.

Statistically significant differences between extreme and other Internet users (low, high and moderate), before accounting for students' socio-economis status, are shown next to country/economy name (see Annex A3).

Countries and economies are ranked in descending order of science score among high Internet users.

Source: OECD, PISA 2015 Database, Table III.13.24a.

StatLink http://dx.doi.org/10.1787/888933473521

What these results imply for policy

- Providing access to the Internet and digital devices in schools, and teaching students how to use these tools responsibly and critically, can reduce the impact of the digital divide between advantaged and disadvantaged students.
- School-based prevention and intervention strategies can make everyone aware of the negative consequences of Internet overuse. Parents, teachers and students can work together to establish clear boundaries for responsible Internet use.

Notes

1. As the answers were given on a categorical scale, the average time spent on line is approximated with reference to its lower bound. For example, the answer "between one and two hours" is converted into "at least 61 minutes" (OECD, 2015, pp. 39).

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14

What PISA 2015 results on students' well-being imply for policy

Promoting well-being at school has become an important priority for education policy. Yet researchers, educators and parents still do not agree about the policies and practices that are more effective in fostering the healthy psychological, social, cognitive and physical development of students. This chapter discusses several policy initiatives, and frontline interventions by teachers and parents, that could help narrow disparities in well-being among students.

What is a successful student? Even if definitions of success vary, most educators and parents would agree that a successful student not only performs well academically but is also happy at school. Indeed, schools are not only places where students acquire academic skills; they are also social environments where children can develop the social and emotional competencies that they need to thrive.

All actors involved in education can promote students' well-being with four main objectives: to improve children's sense of purpose and positive feelings about their life; to prevent psychological and physical ill health; to nurture social interactions at school and create school environments that favour the development of caring, responsible and respectful adolescents; and to increase students' confidence and engagement at school, so as to promote autonomous learning and thinking.

However, there is no consensus on which well-being programmes at school or curriculum changes are most needed. Some argue that other institutions should assume responsibility for children's well-being – the family, above all. Others are concerned that directly teaching skills and behaviour at school to improve well-being (through prevention programmes for mental health, or activities that are explicitly designed to develop social or character skills, for example) might promote values that are espoused by educators or politicians but not by some parents (Arthur, 2005). Parents, educators and policy makers are also concerned that well-being programmes could affect student achievement by diverting time and money away from the teaching of academic subjects (Benninga et al., 2006).

Better data and more rigorous programme evaluations can provide essential information about the costs and benefits of integrating well-being activities in school curricula (Spence and Shortt, 2007). The data from PISA 2015 show that students differ greatly, both between and within countries, in how satisfied they are with their lives, in their motivation to achieve, in how anxious they feel about their schoolwork, in their participation in physical activities, in their expectations for the future, in their experiences of being bullied by their peers and in their perception of being treated unfairly by their teachers. Many of these differences are related to students' impressions about the disciplinary climate in the classroom and the support their teachers give them. The data also show that parental involvement and adolescents' sense of their parents' support are associated with students' feelings about schoolwork and their performance in PISA.

POLICY IMPLICATIONS OF RESULTS FROM PISA 2015 ON STUDENTS' WELL-BEING

Psychological health, motivation and confidence at school

PISA data show that in the majority of countries and economies, 15-year-old students rate their satisfaction with life at 7.3 on a scale from 0 to 10, on average (Chapter 3). However, a significant number of students in all countries reported worryingly low levels of life satisfaction. This international evidence is consistent with country studies showing that, at any one point in time, 3-5% of adolescents report suffering some degree of depression (Costello et al., 2003; Maughan, Collishaw and Stringaris, 2013).

Different types of interventions at school can help reduce the prevalence of serious psychological distress among adolescents. Universal prevention programmes can be applied to the entire student body, irrespective of individual students' risk status; targeted programmes focus on adolescents who have a high risk of developing mental health problems (Sawyer et al., 2010). Universal programmes avoid stigmatising target groups and can benefit large numbers of students. However, these programmes are often difficult to implement as part of routine practice in schools (Sawyer et al., 2010).

Preventing mental ill health and promoting psychological well-being at school have focused on helping students develop optimistic thinking, self-regulation, problem-solving and coping skills, and techniques to relax (Merry et al., 2011). Experts in positive psychology argue that universal interventions at school can produce measurable improvements in students' well-being and behaviour, with minimal demands on students' time (Seligman et al., 2009).

While many schools are now investing considerable resources in universal mental health or positive psychology programmes, the evidence on the effectiveness of these initiatives is still limited (Sawyer et al., 2010). Most interventions have been relatively brief, and thus perhaps insufficient to produce lasting changes in attitudes and behaviours. Implementing school-based, universal interventions requires substantial planning and funding over several years. The effectiveness of these programmes also requires teachers to be fully engaged with the interventions and trained to implement them.

A complementary strategy to specific well-being programmes focuses on changing school environments (Sawyer et al., 2010). PISA data suggest in fact that students' perceptions about their learning environment and their teachers are strongly related to their psychological well-being at school (Chapters 3 and 7).

Box III.14.1 Experiments in student-driven learning for well-being: The Free Semester initiative in Korea

Korean students are well known for their top marks in international assessments and their work ethic. But those high marks might be earned at a considerable cost: 22% of Korean students reported a level of life satisfaction that is less than or equal to 4 on a scale from 0 to 10 – nearly double the proportion of students across OECD countries who reported so (Table III.3.1). The Korean Ministry of Education's Plan for 2014 seeks to improve students' well-being through: a Free Semester initiative; curriculum changes, including the new Integrated Curriculum of Liberal Arts and Science; a stronger focus on humanities, arts, sports and character-building through activities and clubs; and the "Violence-Free Safe Schools" policy, which seeks to strengthen students' mental health by introducing anonymous counselling systems, education to prevent cyberbullying, and early-detection systems to identify students at risk of depression (UNESCO, 2016).

The Free Semester initiative has attracted considerable attention. Since 2013, students in participating schools have an opportunity to take a semester "free" from exams and other formal methods of assessments in their first or second year of secondary school. In 2016, more than 3 000 lower secondary schools participated in this initiative. During the free semester, students spend half of their day on academic subjects, following student-driven learning methods that encourage engagement through experiments, student-led discussions, moot courts and other collaborative projects. Students spend the rest of the day in extracurricular activities (visual arts, music, sports) and exploring careers (externship/internship, job shadowing, external lectures) that give them a stronger sense of their aspirations and greater awareness of the skills they need to realise them.

During the free semester, teachers assess students using a qualitative and informative approach. Teachers provide more extensive performance feedback and give students more opportunities to reflect on their own performance. Although no nationwide evaluation of the initiative is available yet, survey results from 42 participating schools indicate that students and teachers who completed the free semester report higher satisfaction with their life at school, on average (Korea Education Development Institute, 2015). Critics of the initiative claim that not enough activities have been developed and that the loss of traditional teaching time may increase the workload for teachers, create more academic burdens for the remaining semesters, and have a negative impact on learners' achievement in core subjects (UNESCO, 2016). Parents also expressed worries that the programme could impose more financial burdens if students need to make up for lost class hours with private education. If future evaluations show positive outcomes for learners' development and well-being, the initiative could be expanded to other levels of education.

Train teachers to recognise and address schoolwork-related anxiety

PISA 2015 data show that schoolwork-related anxiety is common among adolescents (Chapter 4). Often, this anxiety is students' reaction to, and interpretation of, the mistakes they make – or are afraid to make. Students internalise mistakes as evidence that they are not smart enough. Educators need to know how to help students develop a good understanding of their strengths and weaknesses, and an awareness of what they can do to overcome or mitigate their weaknesses.

Specific professional development can be offered to teachers so that they can identify those students who suffer from anxiety and teach these students how to learn from mistakes. Such training should provide teachers with practical tools they can use in their daily teaching. For example, one way to encourage a positive attitude towards mistakes is to take the most common mistakes that the class made on a test or quiz and let the students analyse them together.

Effective teacher training for students' well-being combines theoretical knowledge with learning in practice under the guidance of accomplished practitioners. It also lets teachers reflect on their own practice, their roles, and students' outcomes (Vescio, Ross and Adams, 2008). One example of such training combining theory, classroom practice and reflection about one own's practice is the Preservice Health Education Programme developed at the University of Southampton (United Kingdom). The programme centres on an annual Health Day at the university, early in the training programme, consisting of an introductory lecture, a range of interactive workshops (e.g. gaining confidence in teaching sensitive issues, healthy eating, emotional health and well-being), and an exhibition in which various health and education agencies participate (Byrne et al., 2016). Later in the course, the trainee teachers consolidate their learning by completing follow-up, school-based tasks, such as finding out about the school's education programmes, or observing, co-planning

and teaching lessons on health and well-being. Teachers reported that, after the training, they felt more confident teaching and dealing with students' health and personal issues, and held more positive attitudes about promoting the well-being of their students (Byrne et al., 2016).

PISA 2015 data suggest that it is not the frequency of tests, but rather students' perception of tests and other schoolwork as threatening that determines how anxious students feel (Chapter 4). More frequent assessments that start with easier goals and gradually increase in difficulty can build students' competence and sense of control, as can opportunities for students to demonstrate their skills in other tasks or low-stakes tests before taking an assessment that counts.

Greater collaboration with specialised health services can help schools identify and treat students with the most serious anxiety disorders. Primary healthcare providers and family members can provide information about what the school might do, and the school can inform parents and healthcare providers about the student's responses to school interventions. Developing a referral system of trusted health professionals is a simple practice that can yield long-term benefits for students and their families.

Box III.14.2 **Online resources for teachers' professional development on well-being: The Australian Student Wellbeing Hub**

Teachers play a crucial role in students' well-being. In their daily work, teachers need to address a variety of issues concerning the well-being of their students – issues that may have traditionally been considered the domain of families – and are generally willing to learn how to do so (Byrne et al., 2016). However, limited time and resources for professional learning may lead educators to feel they lack the knowledge and skills to address some life challenges their students are facing. Complex problems, like cyberbullying, require specific solutions for detecting risks and deciding on appropriate responses. Explicit training on social and emotional well-being can improve the level and type of support educators can offer their students, increase their confidence when they discuss emotional problems with students, and also help them make better sense of their daily experiences as teachers. Not all of this training needs to happen in a classroom. Carefully developed online learning resources can, in fact, offer dynamic and flexible opportunities for teachers' professional development. The online environment has garnered increasing interest from educators as a place where they can meet their learning needs, know what other teachers are doing, and collaborate (Ola and Olofsson, 2010; Shute and Slee, 2016).

The Australian Government developed the Student Wellbeing Hub (studentwellbeinghub.edu.au/) as a one-stop-shop for information and resources on student well-being for the whole school community, including students and their parents. A wide pool of experts, academics, employers, and professional and civil society associations have contributed to the development of the online platform. The Educator section of the Hub is designed to advance teachers' awareness of curricular and pedagogical approaches for well-being, and help schools build respectful and supportive learning communities. By navigating the hub, teachers can autonomously build their capacity to make a positive difference to their students' well-being.

Through the site, educators can access targeted support to improve their practices for students' well-being, including:

- self-paced professional learning modules, with videos, support materials, podcasts and practical strategies
- a school-audit survey tool through which school leaders and teachers can assess the effectiveness of their policies and procedures in relation to student safety and well-being
- classroom resources for teaching key topics, including the prevention of bullying, online safety, gender and cultural identity, and healthy habits
- helpful advice about effective methods for working with parents to ensure that students have safe interactions with peers and adults, both on line and off line.

These online resources complement, but are not a substitute for, more formal professional development activities and structured collaboration among teachers. Governments that want to invest in similar online platforms should consider including online opportunities for networking and coaching-style discussions, to allow for online contact with instructors and peers.

To find out more about the Australian Student Wellbeing Hub, go to: www.studentwellbeinghub.edu.au/.

Identify and share good practices to raise intrinsic motivation to achieve

Most students who participate in PISA reported that they set concrete, short-term goals for their school life, such as achieving a certain grade, or long-term goals, such as having the best opportunities when they graduate, for example (Chapter 5). These forms of motivation to learn are positively related to performance in PISA and to greater resilience among disadvantaged students. High levels of achievement motivation are also more common among students who reported that they are satisfied with their life.

Students who are encouraged to set realistic goals for their schoolwork may thus be able to boost their achievement and self-control, and find a sense of purpose in their time at school. Goal-setting might be particularly beneficial for boys, as PISA data suggest that underachievement among boys is related to boys' lower motivation to achieve at school. Offering tangible rewards, like grades, or some moderate competition in the classroom might prompt greater efforts towards learning, especially if students see a particular assignment as boring or as a chore.

The issue is whether offering rewards focuses undue attention on tangible payoffs, instead of on the material that students are learning. In most classrooms, students compete for a limited number of rewards (e.g. good grades). Although this may increase motivation to achieve good results, students might be more motivated to "beat" others or avoid losing – both of which can instil a fear of failure and a sense of frustration (Covington and Müeller, 2001). PISA data show that students who want to be one of the best students in the class are often those who suffer the most anxiety (Chapter 5).

Strategies for enhancing intrinsic motivation to learn include providing choice and meaningful rationales for learning activities, acknowledging students' feelings about the tasks, and avoiding excessive pressure and control. The first step for educators and education policy makers is to design education programmes and environments in which students can use and develop their abilities in productive and satisfying ways, while learning that, by investing greater effort, they can master more difficult skills.

Students are more likely to value what they are learning, and to enjoy the process of learning, when they set realistic goals for themselves and reach these goals; when the primary reason for investing effort are task-oriented and not related to seeking approval or avoiding failure; when students' personal interests are stimulated by what they are studying; and when tasks are related to real-world experiences. It is important to set students' goals at an appropriate level of difficulty. If the goal is set too high, it can reduce motivation and raise anxiety by undermining students' sense of competence and control; but if the goal is too easily attainable, it will not be meaningful.

The need to promote productive forms of achievement motivation also has implications for the design of assessments. Challenging assessments can spur students to work harder, without necessarily provoking anxiety, frustration or fear of failure. For an assessment to be motivating, educators need to make clear to students what they need to learn to do well on the assessment and reward the achievement of mastery-based goals, such as demonstrating growth in their understanding, skills and content knowledge. Assessments that reward creativity, effort and strategising can also have a positive effect on motivation to learn (Usher, 2012). Providing constructive feedback on the results of assessments can nurture autonomy and intrinsic motivation.

Give students the means to take well-informed decisions for their future studies and careers

Psychological well-being is rooted in a sense of purpose in life. During their adolescence, students take many decisions that will have critical implications for their future. Adolescents thus need to be given the opportunity to reflect on the options they have for their careers, and to think about what they would like to do as adults with a fully informed perspective on the costs and benefits of different choices.

Chapter 6 shows that disadvantaged students are much less likely to expect that they will complete university than advantaged students. For many, it is a problem of access to information. If these students are the first in their family to think about attending university, the process of choosing courses and searching for scholarships might seem daunting and beyond their control. Some disadvantaged students might think that only "rich kids" go to university, and thus feel that it is worthless to try (Usher and Kobler, 2012). Some other disadvantaged students may have limited information about the lifelong gains (in salary and job security, to name just two) associated with higher education, or may not realise that a university degree might now be a requirement for the job they would like to do.

Social influences and lack of accurate information might also distort students' choices in the opposite direction. Students from relatively advantaged families might think that a university degree is the only option for their education career, and not consider opportunities in vocational or technical education that might be a better fit for their work preferences and talents.

Box III.14.3 Education and Career Guidance in Singapore

Singapore has done well in PISA 2015, but is continuing to make important changes in its education system to prepare students even better for the future. Taking a lifelong perspective, multiple education-career pathways are being created that will enable students to discover and pursue their interests, and continuously develop social-emotional and cognitive skills. Education and career guidance is one important element to help students make informed decisions along their education and career journey (Ministry of Education, Singapore, 2017).

The Education and Career Guidance programme allows Singaporean students to receive support in different aspects of education and career planning through counselling, mentoring and online courses (Cheng and Tan, 2016). The programme's counsellors provide individualised support to students all the way from secondary to tertiary education, and work with various stakeholders to implement an education and career guidance plan customised for the individual student. Activities such as talks, fairs and learning journeys are also organised in collaboration with community and industry partners to help students explore their strengths and interests, in relation to their aspirations. These activities foster students' social and emotional competencies (including self-identity, awareness, motivation and self-directedness), and improve workplace readiness.

Figure III.14.1 ■ **The Singapore Education and Career Guidance framework from primary school to working life**

Upper primary > Secondary (13-16/17 years old) > Post-secondary (17/18-20 years old) > New entrants (20s)

	Awareness	Exploring and planning	Crystallisation and planning	Developing and transitting
Building self-awareness and personal management	Explore personal strengths, hobbies, interests	Develop self-awareness in areas of interest, abilities, values and career aspiration	Develop career self-concept	Take ownership of own career development
Exploring education, training and careers	Build awareness about the wide array of occupations in the world of work	Explore relevant courses of study and pathways linking to the world of work	Develop skills in acquiring and using sectorial career information	Develop skills and networks to facilitate entry into the chosen career
Develop plans and decision-making	Explore secondary schools and set goals in learning	Develop skills to plan, discuss with relevant others and make decisions on post-secondary education choices and careers	Develop school-to-work transition skills. Develop skills in planning and making informed decisions for further education and jobs	Navigate the world of work confidently and manage career transitions

Source: Adapted from Cheng, V. and E. Tan (2016), "Overview of education and career guidance (ECG) implementation in Singapore schools", www.asiapacificccda.org/resources/Documents/2016Conference/261_Overview_ECG%20in%20Sg%20Schs.pdf.

As part of the strategy to encourage young people to take greater ownership of their own learning throughout life, Singapore is launching a one-stop education, training and career guidance online portal for students and people in the workforce (SkillsFuture Singapore, 2017). By navigating a user-friendly platform, students can discover their interests and strengths, and explore various education and career pathways to realise their aspirations. This will be extended beyond schools so that when they join the workforce, they can use the portal to search for suitable jobs, manage their careers, and learn about new skills.

To find out more, go to: "SkillsFuture Programmes & Initiatives for you", www.skillsfuture.sg/skillsfuture-for-you.

Schools, and local and national governments need to establish programmes that help students navigate education pathways and working opportunities. Education and career counselling at school can empower students to create their own paths to success by supporting their motivation to achieve and their resilience at school. This help should acknowledge that different students may have different goals, based on their mindsets, talents and career preferences. Partnerships with civil society, employers and professional organisations can help schools increase the effectiveness of these counselling programmes (OECD, 2004).

Positive peer and teacher-student relationships

Supportive social relationships are the foundation of resilience and well-being. Diener and Seligman (2002) compared extremely happy students with a control group of students who were not happy. When the researchers examined the characteristics of the happy students, they found that they differ significantly from the others in their rich and satisfying social life. These students had close relationships and intimate friendships. In an international survey led by UNESCO, friendships and positive relationships in the school community were ranked by both students and educators as the most important ingredient of a "happy" school (UNESCO, 2016).

Students' level of engagement or disengagement with school is largely dependent on the degree to which their needs for competence, autonomy and belonging are fulfilled. Students' psychological and social needs are met when they participate in a cohesive, caring group with a shared purpose – that is, when schools function as communities that value and promote understanding of and respect for others, and are inclusive and open (Battistich et al., 1997). The benefits of participating in a caring school community may be particularly great for disadvantaged students and, in particular, for disadvantaged students with an immigrant background or from minority groups.

Provide effective teacher training on classroom and relationship management

PISA 2015 data show that students differ significantly in their sense of belonging at school (Chapter 7). Disadvantaged students and students with an immigrant background tend to report less of a sense of belonging at school than other students. In PISA, a greater sense of belonging is significantly related to a large number of desirable outcomes, including better performance. PISA data also reveal that students' sense of belonging at school has declined over the past decade, and that one major threat to students' feelings of belonging at school are their perceptions of negative relationships with their teachers.

Schools can function as caring communities only if they have engaged teachers. Teachers who work hard to get to know their students, treat students as individuals with qualities and strengths, and communicate interest in the students' personal lives outside of school often become inspiring figures in students' lives. Most teachers care about having positive relationships with their students; but some teachers might be less prepared to deal with difficult students and classroom environments.

A stronger focus on classroom and relationship management in teacher training and professional development can give teachers the means to connect with their students and support their engagement at school. Classroom management is a complex issue and consists of far more than establishing and imposing rules, rewards and incentives to manage behaviour. Effective classroom management involves practices and instructional techniques to create a learning environment that facilitates and supports active engagement in learning, encourages co-operation and promotes behaviour that benefits other people or society as a whole (McDonald, 2013). Teachers' mastery of classroom management facilitates both teaching and learning (OECD, 2016a), supports students' sense of belonging (Chapter 7), and reduces the incidence and negative effects of offensive behaviour (Chapter 8). Through effective training in relationship management, teachers can more effectively support their students. In most contexts, such training should teach educators how to take into account diverse learners' needs – especially those of minority groups – and give teachers a command of basic methods of observation, listening and intercultural communication.

Schools can also identify further professional development needs by regularly collecting feedback from students on the quality of the learning environment. By having a formal instrument to express their views and needs, students can develop a stronger sense of ownership and autonomy in their schools.

Prevent bullying and provide support to victims, bullies and bystanders

PISA 2015 data show that a significant proportion of students reported being victims of bullying at school (Chapter 8). Bullying has serious consequences for the victim, the bully and the bystanders. There is no one-size-fits-all approach to preventing bullying. What emerges clearly from the PISA data, however, is that schools must do more to foster an environment of safety, tolerance and respect for children. A co-ordinated, international analysis of existing strategies and support mechanisms can shed light on what schools can do in the difficult struggle to assure students' safety at school, and what national and local authorities can do to support schools in this effort.

Effective anti-bullying programmes involve a whole- school approach, with co-ordinated engagement among teachers, students and parents. Several of the anti-bullying programmes that have proved to be successful include training for teachers on how to handle bullying behaviour and its associated group processes, anonymous surveys of students to monitor the prevalence of bullying, and strategies to provide information to and engage with parents.

Box III.14.4 Improving the learning environment to fight bullying: The case of Castile and Leon

Castile and Leon is a sparsely populated region in northwest Spain with a per capita GDP slightly below the Spanish average and about 15% lower than the European Union average (OECD, 2016b). Yet students in Castile and Leon have consistently shown outstanding performance since they first participated in PISA in 2003, particularly in science, leading some commentators to dub the region the "Spanish Finland". In PISA 2015, students in Castile and Leon scored 519 points in science, 522 points in reading and 506 points in mathematics. Only 5% of students were low achievers in all three subjects, compared to 13% of students across OECD countries (OECD, 2016a).

Castile and Leon has also been exemplary in students' well-being since 2004, when it implemented the School Learning Environment Plan (*Plan de Convivencia Escolar*), which made students' well-being a policy priority. The central goal of the plan was to create a positive learning environment where the rights and duties of all education stakeholders are guaranteed, and students can learn to become engaged citizens by developing their cognitive, emotional, social and physical skills. The plan includes multiple actions, including anti-bullying procedures, public recognition for schools with good well-being practices, and the appointment of a school environment co-ordinator. Two of the main instruments of the plan are *CONV* and *Sociescuela*.

CONV is an information system that monitors schools' learning environment and identifies schools that are struggling with student behaviour problems. Twice a year, virtually all publicly funded schools report on their learning environment plan; the frequency, seriousness and types of behavioural problems in their schools and the corrective measures taken, if any; and the meetings and activities organised to create a better learning environment. Schools then use this information to draft a report describing their learning environment, which is then incorporated into the provincial and regional reports.

Sociescuela is an online survey that any student can take to assess their well-being. Head teachers can use the survey to assess students' relationships in a particular class or in the entire school. The survey includes questions about students' well-being, their self-confidence, and their friendships and conflicts, and about the school's disciplinary climate. Based on students' self-reports and witnesses' testimonies, the survey identifies the (potential) victims of bullying, the type of bullying, the bullies, and the students who are considered respectful and supportive. The group report also contains detailed information on the behaviour, attitudes and personality of the victims, as perceived by their classmates. In short, the report includes the type of information that principals and teachers need to deal effectively with a case of bullying.

Data from Spain (Díaz-Aguado Jalón et al, 2010) show that in the year 2007-08, bullying rates were lower in Castile and Leon, affecting 1 in 40 students, than in Spain as whole, where 1 in 26 students reported being bullied. PISA 2015 data confirm that students in Castile and Leon reported one of the lowest bullying rates among Spanish Autonomous Communities. For instance, only 1.7% of students in Castile and Leon agreed or strongly agreed that they were threatened by other students, compared to 2.6% of students in Spain and 3.7% of students, on average, across OECD countries.

Recently, Castile and Leon is adopting more systemic, participative and integrated approach for well-being at school. An example of this new strategy is the new anti-bullying plan (*Plan antiacoso y por el buen trato*), that incorporates new measures to reduce the prevalence of bullying even further. These measures include:

- a stronger focus on supporting victims and re-educating offenders, in addition to the traditional goal of eradicating bullying
- updating the intervention protocol in bullying incidents, particularly those related to cyberbullying, following the goals and principles of awareness, prevention, protection, confidentiality, co-ordinated action, collective solutions, systematisation, efficacy and urgency
- co-ordinating the plans and actions of all public and private institutions involved in the fight against bullying.

Links to further information:

Sociescuela [online student well-being survey] (website available in Spanish only), https://sociescuela.es/es/index.php.

Convivencia escolar [the school learning environment in Castile and Leon] (website available in Spanish only), http://www.educa.jcyl.es/convivencia/es.

Teachers have a particularly important role to play in preventing bullying. They need to communicate to students that they will not tolerate any form of bullying, and act as role models in the classroom. Teachers who clearly stand for antibullying norms strengthen their students' goal to act appropriately (Veenstra et al., 2014). Students and teachers can work together at reducing bullying. For this cooperation to happen, teachers need to play a central role in antibullying interventions. Furthermore, incorporating bullying-prevention modules in initial teacher training can ensure that all teachers have basic preparation in detecting and reacting to different acts of bullying.

Another important strategy against bullying is building partnerships between schools and parents. Parents need to be involved in school planning and responses to bullying.

Effectively organising antibullying interventions is crucial. With a combination of universal, whole-group interventions and targeted interventions to tackle acute cases of bullying, schools can effectively cooperate with other services to prevent and solve many cases of bullying.

Positive synergies between the school and home environments

Even within the same school, students differ greatly in their material, social and cultural resources at home. These differences can be a significant source of inequality in students' well-being. Parents from disadvantaged backgrounds might have less resources to invest in their child's education, and less time to spend with their child. A way to promote students' well-being is to encourage all parents to be more involved with their child's interests and concerns, show interest in their school life, and be more aware of the challenges children face at school.

Schools can create an environment of co-operation with parents and communities. Teachers can be given better tools to enlist parents' support, and schools can address some critical deficiencies of disadvantaged children, such as the lack of a quiet space for studying. If parents and teachers establish relationships based on trust, schools can rely on parents as valuable partners in the cognitive and socio-emotional education of their students. Parents can also more confidently rely on teachers for exchanging information and views on the social and psychological development of their children. Accounting for students' differences in their family resources also means creating equitable learning spaces at school, where children from all socio-economic backgrounds are treated equally and can develop high expectations for themselves.

Encourage parental involvement and remove barriers to participation in school activities

During adolescence, some changes in how children communicate with their parents and in which activities they enjoy together are inevitable. Children may show an increased interest (even preference) for the company of their peers. Add to this the long hours many parents spend at work and it is easy to see that "quality time" for parents and their adolescent children may need to be scheduled in advance. But such efforts are worthwhile: PISA data from 18 countries confirm that across wide cultural, socio-economic and individual differences, the value of supportive parents cannot be overestimated (Chapter 9). Students whose parents routinely engage in day-to-day home-based activities, such as eating a meal together or spending time "just talking" not only score higher in PISA, but are also more satisfied with their lives.

PISA 2015 findings underline the importance of students' perception of their parents' interest in their school activities. Students who regard their parents as being interested in their school life perform better, reported higher achievement motivation, and are more likely to be highly satisfied with their lives than students who reported a lack of parental interest. Low-performing students might benefit even more than high-performers from supportive parenting.

For some parents, spending time just talking to their child is a rare occurrence; others find it difficult to participate in their children's school life. These difficulties may be related to inflexible work schedules, lack of childcare services, or language barriers. But schools can do a lot to help parents overcome these barriers. They can first try to identify those parents who may be unable to participate in school activities. They can open flexible channels of communication, such as scheduled phone or video calls, which are simple, but effective, solutions to accommodate busy parents who cannot easily leave work to attend school meetings. Governments can also take action by providing incentives to employers who adopt policies to improve the work-life balance.

In those countries and communities where large shares of parents reported not knowing how they can participate in their child's school life or who believe that their participation is not relevant for their child's development, schools and teachers can help raise awareness among parents about the importance and benefits of their participation and suggest ways in which they can get involved both at home and in school. Parents' lack of familiarity with school rules,

lack of information about opportunities for involvement, or their perception of an intimidating social divide are all obstacles that schools can help dismantle. Teachers can plan welcoming "open houses" and encourage all parents to participate, particularly those from disadvantaged backgrounds whose children need their support the most. Through their engagement, parents can be a powerful force in building a learning environment that encourages both high achievement and the well-being of students.

Removing language barriers can also increase the level of parents' participation in school activities. In countries with large immigrant populations, including many European countries, schools may need to partner with immigration and social service agencies to provide interpreters, for example. In some other countries, non-immigrant parents reported confronting language barriers, a problem that disproportionally affects less-educated, less-privileged parents. This may be an indication that some parents feel intimidated when interacting with well-educated teachers and school staff. Schools may need to improve the way they welcome parents from culturally, linguistically and socio-economically diverse backgrounds.

Address the impact of socio-economic inequalities on students' perceptions about themselves and their aspirations for the future

PISA data show that the education and occupation expectations of disadvantaged students are related to the socio-economic profile and composition of their school (Chapter 10). Social segregation that groups poor students in poor schools might inadvertently set limits on students' expectations for, and beliefs in, themselves, reducing social mobility. Governments should strive to have excellent schools in every neighbourhood that are accessible and welcoming to all children and families (OECD, 2016a). However, school segregation is difficult to eliminate, as it is usually related to structural features of labour markets, institutions and residential markets.

Students could also be given the means to think critically about inequality – about the obstacles disadvantaged students face, and the internal or external resources they can use to overcome these obstacles. Teachers can follow specific professional development modules to better understand the dynamics of social, economic and cultural diversity, and work with all students to reduce some of their negative effects on the self-esteem and expectations of the most vulnerable students. Rather than ignoring the effects of socio-economic differences among students, teachers could try to identify the aspects of these differences that may be harming the well-being of the most vulnerable students. Skilful interventions by teachers can also make peer influences a force for good, helping to raise the expectations of disadvantaged students about what they can accomplish, with hard work and dedication, in school and in life.

Teachers who have good relationships with their students are better equipped to address some learning difficulties that are related to disadvantaged students' life outside of school. For example, PISA data show that many disadvantaged students work for pay before or after school (Chapter 12). These students might have a harder time meeting their school obligations and might need extra support from their teachers and school.

School leaders also need to understand the challenges and opportunities of educating mixed groups of students. Schools may indeed reflect existing inequalities in the broader society, but school leaders can work to reduce the impact of these inequalities on students' lives by creating a school environment that is welcoming, stimulating and inclusive for all teachers, staff members and students.

Opportunities to learn about healthy living habits

Teach the benefits of an active and healthy lifestyle through physical and health education

PISA data in Chapter 11 show that students' participation in physical education differs across countries. Students' participation in physical activities in school is positively associated with their physical activity outside of school. The quality of physical and health education might also differ within countries (Bailey, 2006).

Over the years, several education systems have promoted new curricula and approaches to physical education that help students to build physical literacy (the ability to move with competence in a variety of physical activities) and health literacy (the skills needed to find, understand and use information to make good decisions for health). For example, the 2015 Health and Curriculum of Ontario (Canada) defines a comprehensive set of knowledge and skills that students should acquire through health and physical education (Ministry of Education [Ontario], 2015). The practical approach adopted in all courses in this curriculum is related to the everyday experiences of students. The curriculum also promotes important education values and goals that help develop character and create supportive school communities. These include striving to achieve one's personal best, equity and fair play, sensitivity and respect for individual differences.

Sharing similar good practices in health and physical education internationally can increase the positive effects on well-being of the hours that students dedicate to these pursuits. An effective physical and health education curriculum is balanced if it addresses the physical, cognitive, psychological and social needs of students, thus focusing on group activities that are specifically designed to foster interaction skills. The curriculum content and learning activities in physical education should be constantly updated so that they reflect the real-life contexts and opportunities for sports and an active life that are available to students in their own community. The format and content of the courses should also be adaptable and recognise individual differences, allowing for differentiation of instruction according to a student's readiness, physical ability and interests.

PISA does not collect data on students' body image; but the data suggest that some students, particularly girls, do not eat their meals regularly (Chapter 11), possibly because they have an unrealistic idea of what they look like – or think they "should" look like (Box III.11.4). Education about body image and the risks of eating disorders is an important aspect of physical and health education. Having the correct information and education can help prevent children from developing an eating disorder, ease the suffering of young people in the early stages of an eating disorder, and reduce the stigma and misconceptions that surround such disorders. Efforts to promote positive body image and healthy lifestyle choices can be integrated into every school's teaching programme as way to prevent eating disorders from developing, rather than as a response to existing problems.

Promote healthy and productive use of the Internet

The objective of schools is to prepare students for active, effective and responsible participation in society. Online resources have become an essential component of this preparation. PISA data in Chapter 13 show that young people have fully embraced the Internet as a tool for socialising, and many think that the Internet is a great resource to search for the most up-to-date information.

Teenagers often spend a significant amount of time on the Internet, disengaging from other forms of recreation and face-to-face interactions. In PISA 2015, 26% of students reported that they spend more than six hours per day on line during weekends, and 16% spend a similar amount of time on line during weekdays. More than one in two students reported that they feel bad if they do not have access to the Internet. In most participating countries and economies, extreme Internet use – more than six hours per day – has a negative relationship with students' life satisfaction, sense of belonging and engagement at school.

Cyberbullying represents another risk associated with online activities. While PISA does not distinguish between online and face-to-face bullying, other evidence shows that the incidence of cyberbullying is on the rise (Box III.8.1).

There are no quick fixes for these two risks of the digital era. Schools need to create opportunities for students to share their understanding of digital technology and challenges with adults and peers. They can also develop a clear incident-response plan for staff in the event of violations of safety norms and cyberbullying, provide access to in-school counselling to students involved in cyber-related incidents, and introduce a "digital safety" theme across school policies and practices. Parents should also be involved in discussions and decisions about online safety. Digital safety plans should be integrated into a wider education strategy to strengthen psychological and social skills, such as resilience, empathy, ethical decision-making and conflict resolution.

Preventing the misuse of the Internet at school also requires making sure that technologies are used at school for high-quality educational activities – which, in turn, calls for investments in professional and curriculum development.

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Annex A

PISA 2015 TECHNICAL BACKGROUND

All tables in Annex A are available on line

Annex A1: Indices from the student questionnaire

Annex A2: The PISA target population, the PISA samples and the definition of schools
http://dx.doi.org/10.1787/888933433129

Annex A3: Technical notes on analyses in this volume

Annex A4: Quality assurance

Annex A5: Changes in the administration and scaling of PISA 2015 and implications for trends analyses

Annex A6: Guidelines and caveats about interpreting the results

Note regarding B-S-J-G (China)
B-S-J-G (China) refers to the four PISA participating China provinces : Beijing, Shanghai, Jiangsu, Guangdong.

Note regarding CABA (Argentina)
CABA (Argentina) refers to the Ciudad Autónoma de Buenos Aires, Argentina.

Note regarding FYROM
FYROM refers to the Former Yugoslav Republic of Macedonia.

Notes regarding Cyprus

Note by Turkey: The information in this document with reference to "Cyprus" relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

A note regarding Israel

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

ANNEX A1
INDICES FROM THE STUDENT QUESTIONNAIRE

Explanation of the indices

This section explains the indices derived from the PISA 2015 student and school context questionnaires used in this volume.

Several PISA measures reflect indices that summarise responses from students, their parents, teachers or school representatives (typically principals) to a series of related questions. The questions were selected from a larger pool of questions on the basis of theoretical considerations and previous research. The *PISA 2015 Assessment and Analytical Framework* (OECD, 2016) provides an in-depth description of this conceptual framework. Structural equation modelling was used to confirm the theoretically expected behaviour of the indices and to validate their comparability across countries. For this purpose, a model was estimated separately for each country and collectively for all OECD countries. For a detailed description of other PISA indices and details on the methods, see the *PISA 2015 Technical Report* (OECD, forthcoming).

There are three types of indices: simple indices, new scale indices, and trend scale indices.

Simple indices are the variables that are constructed through the arithmetic transformation or recoding of one or more items in exactly the same way across assessments. Here, item responses are used to calculate meaningful variables, such as the recoding of the four-digit ISCO-08 codes into "Highest parents' socio-economic index (HISEI)" or teacher-student ratio based on information from the school questionnaire.

New and trend scale indices are the variables constructed through the scaling of multiple items. Unless otherwise indicated, the index was scaled using a two-parameter item response model (a generalised partial credit model was used in the case of items with more than two categories) and values of the index correspond to Warm likelihood estimates (WLE) (Warm, 1989). For details on how each scale index was constructed, see the *PISA 2015 Technical Report* (OECD, forthcoming). In general, the scaling was done in three stages:

1. The item parameters were estimated from equally-weighted samples of students from all countries and economies; only cases with a minimum number of three valid responses to items that are part of the index were included. In the case of **trend indices**, a common calibration linking procedure was used: countries/economies that participated in both PISA 2006 and PISA 2015 contributed both samples to the calibration of item parameters; each cycle, and, within each cycle, each country/economy contributed equally to the estimation.
2. The estimates were computed for all students and all schools by anchoring the item parameters obtained in the preceding step.
3. For **new scale indices**, the Warm likelihood estimates were then standardised so that the mean of the index value for the OECD student population was zero and the standard deviation was one (countries being given equal weight in the standardisation process). **Trend indices** were equated so that the mean and standard deviation across OECD countries of rescaled PISA 2006 estimates and of the original estimates included in the PISA 2006 database matched. Trend indices are therefore reported on the same scale as used originally in PISA 2006, so that values can be directly compared to those included in the PISA 2006 database.

Sequential codes were assigned to the different response categories of the questions in the sequence in which the latter appeared in the student, school or parent questionnaires. Where indicated in this section, these codes were inverted for the purpose of constructing indices or scales. Negative values for an index do not necessarily imply that students responded negatively to the underlying questions. A negative value merely indicates that the respondents answered less positively than all respondents did on average across OECD countries. Likewise, a positive value on an index indicates that the respondents answered more favourably, or more positively, on average, than respondents in OECD countries did. Terms enclosed in brackets < > in the following descriptions were replaced in the national versions of the student, school and parent questionnaires by the appropriate national equivalent. For example, the term <qualification at ISCED level 5A> was translated in the United States into "Bachelor's degree, post-graduate certificate program, Master's degree program or first professional degree program". Similarly the term <classes in the language of assessment> in Luxembourg was translated into "German classes" or "French classes", depending on whether students received the German or French version of the assessment instruments.

In addition to simple and scaled indices described in this annex, there are a number of variables from the questionnaires that were used in this volume and correspond to single items not used to construct indices. These non-recoded variables have prefix of "ST" for the questionnaire items in the student questionnaire and "SC" for the items in the school questionnaire. All the context questionnaires, and the PISA international database, including all variables, are available through www.oecd.org/pisa.

Student-level simple indices

Student age

The age of a student (AGE) was calculated as the difference between the year and month of the testing and the year and month of a student's birth. Data on student's age were obtained from both the questionnaire (ST003) and the student tracking forms. If the month of testing was not known for a particular student, the median month for that country was used in the calculation.

Parents' level of education

Students' responses on questions ST005, ST006, ST007 and ST008 regarding parental education were classified using ISCED 1997 (OECD, 1999). Indices on parental education were constructed by recoding educational qualifications into the following categories: (0) None, (1) <ISCED level 1> (primary education), (2) <ISCED level 2> (lower secondary), (3) <ISCED level 3B or 3C> (vocational/pre-vocational upper secondary), (4) <ISCED level 3A> (general upper secondary) and/or <ISCED level 4> (non-tertiary post-secondary), (5) <ISCED level 5B> (vocational tertiary) and (6) <ISCED level 5A> and/or <ISCED level 6> (theoretically oriented tertiary and post-graduate). Indices with these categories were provided for a student's mother (MISCED) and father (FISCED). In addition, the index of highest education level of parents (HISCED) corresponds to the higher ISCED level of either parent. The index of highest education level of parents was also recoded into estimated number of years of schooling (PARED). The correspondence between education levels and years of schooling is available in the *PISA 2015 Technical Report* (OECD, forthcoming).

Parents' highest occupational status

Occupational data for both the student's father and the student's mother were obtained from responses to open-ended questions. The responses were coded to four-digit ISCO codes (ILO, 2007) and then mapped to the international socio-economic index of occupational status (ISEI) (Ganzeboom and Treiman, 2003). In PISA 2015, as in PISA 2012, the new ISCO and ISEI in their 2008 version were used rather than the 1988 versions that had been applied in the previous four cycles (Ganzeboom, 2010). Three indices were calculated based on this information: father's occupational status (BFMJ2); mother's occupational status (BMMJ1); and the highest occupational status of parents (HISEI) which corresponds to the higher ISEI score of either parent or to the only available parent's ISEI score. For all three indices, higher ISEI scores indicate higher levels of occupational status.

Immigrant background

The PISA database contains three country-specific variables relating to the students' country of birth, their mother and father (COBN_S, COBN_M and COBN_F). The items ST019Q01TA, ST019Q01TB and ST019Q01TC were recoded into the following categories: (1) country of birth is the same as country of assessment and (2) other. The index of immigrant background (IMMIG) was calculated from these variables with the following categories: (1) non-immigrant students (those students who had at least one parent born in the country), (2) second-generation immigrant students (those born in the country of assessment but whose parent(s) were born in another country) and (3) first-generation immigrant students (those students born outside the country of assessment and whose parents were also born in another country). Students with missing responses for either the student or for both parents were assigned missing values for this variable.

Grade repetition

The grade repetition variable (REPEAT) was computed by recoding variables ST127Q01TA, ST127Q02TA and ST127Q03TA. REPEAT took the value of "1" if the student had repeated a grade in at least one ISCED level and the value of "0" if "no, never" was chosen at least once, given that none of the repeated grade categories were chosen. The index is assigned a missing value if none of the three categories were ticked in any levels.

Study programme

PISA collects data on study programmes available to 15-year old students in each country. This information is obtained through the student tracking form and the student questionnaire. In the final database, all national programmes are included in a separate derived variable (PROGN) where the first six digits represent the National Centre code, and the last two digits are the nationally specific programme code. All study programmes were classified using the International Standard Classification of Education (ISCED) (OECD, 1999). The following indices were derived from the data on study programmes:

- Programme level (ISCEDL) indicates whether students were at the lower or upper secondary level (ISCED 2 or ISCED 3).
- Programme designation (ISCEDD) indicates the designation of the study programme (A = general programmes designed to give access to the next programme level, B = programmes designed to give access to vocational studies at the next programme level, C = programmes designed to give direct access to the labour market, M = modular programmes that combine any or all of these characteristics).
- Programme orientation (ISCEDO) indicates whether the programme's curricular content was general, pre-vocational or vocational.

Learning time

Learning time in test language regular lessons (LMINS) was computed by multiplying the number of minutes on average in the test language class by number of test language class periods per week (ST061 and ST059). Comparable indices were computed for mathematics (MMINS) and science (SMINS). Learning time in total (TMINS) was computed using information about the average minutes in a <class period> (ST061) in relation to information about the number of class periods per week attended in total (ST060). For convenience purposes, the information on learning time has been transformed into hours.

Out-of-school study time

Students were asked in a slider-format question how much time they spent studying in addition to their required school schedule (ST071). The index OUTHOURS was computed by summing the time spent studying for different school subjects.

Skipping classes or days of school

Students' responses over whether, in the two weeks before the PISA test, they skipped classes (ST09) or days of school (ST115) at least once were used to derive an indicator of student truancy which takes value 0 if students reported not skipping any class and not skipping any day of school in the two weeks before the PISA test and value 1 if students reported skipping classes or days of school at least once in the same period.

Arriving late for school

Students responded to a question whether and how frequently they arrived late for school during the last two weeks before the PISA test (ST062). This variable is used to derive an indicator of student truancy which takes a value of 0 if students reported not arriving late to school or arrived to school less than 3 days in the last two weeks and takes a value of 1 if students reported arriving to school late at least three days in the same period.

Perceived teacher support

Perceived teacher support refers to students reporting "every lesson" or "most lessons" to the statements "The teacher shows an interest in every student's learning", "The teacher gives extra help when students need it" and "The teacher helps students with their learning" in their responses to a question on things that happen during their science lessons (ST100).

Perceptions of teachers behaving unfairly

Perception of teachers behaving unfairly refers to students reporting "a few times a month" or "once a week or more" to the statements "Teachers disciplined me more harshly than other students", "Teachers ridiculed me in front of others" or "Teachers said something insulting to me in front of others" in their responses to a question on their school experiences with teachers (ST039).

Science-related career expectations

In PISA 2015, students were asked to answer a question (ST114) about "what kind of job [they] expect to have when [they] are about 30 years old". Answers to this open-ended question were coded to four-digit ISCO codes (ILO, 2007), in variable OCOD3. This variable was used to derive the index of science-related career expectations.

Science-related career expectations are defined as those career expectations whose realisation requires further engagement with the study of science beyond compulsory education, typically in formal tertiary education settings. The classification of careers into science-related and non-science-related is based on the four-digit ISCO-08 classification of occupations.

Only professionals (major ISCO group 2) and technicians/associate professionals (major ISCO group 3) were considered to fit the definition of science-related career expectations. In a broad sense, several managerial occupations (major ISCO group 1) are clearly science-related: these include research and development managers, hospital managers, construction managers, and other occupations classified under production and specialised services managers (submajor group 13). However, it was considered that when science-related experience and training is an important requirement of a managerial occupation, these are not entry-level jobs and 15-year-old students with science-related career expectations would not expect to be in such a position by age 30.

Several skilled agriculture, forestry and fishery workers (major ISCO group 6) could also be considered to work in science-related occupations. The United States O*NET OnLine (2016) classification of science, technology, engineering and mathematics (STEM) occupations indeed include these occupations. These, however, do not typically require formal science-related training or study after compulsory education. On these grounds, only major occupation groups that require ISCO skill levels 3 and 4 were included among science-related occupational expectations.

Among professionals and technicians/associate professionals, the boundary between science-related and non-science related occupations is sometimes blurred, and different classifications draw different lines.

The classification used in this report includes four groups of jobs:[1]

1. *Science and engineering professionals*: All science and engineering professionals (submajor group 21), except product and garment designers (2163), graphic and multimedia designers (2166).
2. *Health professionals*: All health professionals in submajor group 22 (e.g. doctors, nurses, veterinarians), with the exception of traditional and complementary medicine professionals (minor group 223).
3. *ICT professionals*: All information and communications technology professionals (submajor group 25).

1. In the United Kingdom (excluding Scotland), career expectations were coded to the three-digit level only. As a result, the occupations of product and garment designers (ISCO08: 2163) and graphic and multimedia designers (2166) are included among science and engineering professionals, medical and dental prosthetic technicians (3214) are included among science technicians and associate professionals, while telecommunications engineering technicians (3522) are excluded. These careers represent a small percentage of the students classified as having science-related career expectations, such that results are not greatly affected.

4. *Science technicians and associate professionals*, including:
   - physical and engineering science technicians (minor group 311)
   - life science technicians and related associate professionals (minor group 314)
   - air traffic safety electronic technicians (3155)
   - medical and pharmaceutical technicians (minor group 321), except medical and dental prosthetic technicians (3214)
   - telecommunications engineering technicians (3522).

How this classification compares to existing classifications

When three existing classifications of 15-year-olds' science career expectations, all based on the International Standard Classification of Occupations (ISCO), 1988 edition (ISCO-88), are compared to the present classification, based on ISCO-08, a few differences emerge. Some are due to the updated version of occupational codings (as discussed in the next section); the remaining differences are summarised in Table A1.1.

Table A1.1 ■ **Differences in the definition of science-related career expectations**

	This classification	OECD (2007)	Sikora and Pokropek (2012)	Kjærnsli and Lie (2011)
Science-related managerial jobs	out	in	in	out
Psychologists	out	in	in	out
Sociologists and social work professionals	out	in	out	out
Photographers and image and sound recording equipment operators, broadcasting and telecommunications equipment operators	out	in	in	out
Statistical, mathematical and related associate professionals	out	out	in	out
Aircraft controllers (e.g. pilots, air traffic controllers)	out	in	in	out
Ship controllers (Ships' desk officers, etc.)	out	out	in	out
Medical assistants, dental assistants, veterinary assistants, nursing and midwifery associate professionals	out	in	in	out
Computer assistants, computer equipment operators and industrial robot controllers	out	out	out	in
Air traffic safety electronic technicians	in	in	in	out
Pharmaceutical technicians and assistants	in	in	in	out
Dieticians and nutritionists	in	in	in	out

Developing a comparable classification for ISCO-88

The same open-ended question was also included in the PISA 2006 questionnaire (ID in 2006: ST30), but students' answers were coded in the PISA 2006 database according to ISCO-88. It is not possible to ensure a strictly comparable classification. To report changes over time, the correspondence described in Table A1.2 was used to derive a similar classification based on PISA 2006 data:

Table A1.2 ■ **ISCO-08 to ISCO-88 correspondence table for science-related career expectations**

Group	ISCO-08	ISCO-88
Science and engineering professionals	21xx (except 2163 and 2166)	21xx (except 213x), 221x
Health professionals	22xx (except 223x)	22xx (except 221x), 3223, 3226
ICT professionals	25xx	213x
Science technicians and associate professionals	311x, 314x, 3155, 321x (except 3214), 3522	311x, 3133, 3145, 3151, 321x, 3228

The main differences between ISCO-88 and ISCO-08, for the purpose of deriving the index of science-related career expectations, are the following:

- Medical equipment operators (ISCO-88: 3133) correspond to medical imaging and therapeutic equipment technicians in ISCO-08; air traffic safety technicians (ISCO-88: 3145) correspond to air traffic safety electronics technicians in ISCO-08; building and fire inspectors (ISCO-88: 3151) mostly correspond to civil engineering technicians in ISCO-08.
- Dieticians and nutritionists (ISC0-88: 3223) are classified among professionals in ISCO-08. For consistency, this ISCO-88 occupation was classified among health professionals.

- Physiotherapists and related associate professionals (ISCO-88: 3226) form two distinct categories in ISCO-08, with physiotherapists classified among professionals. Given that students who expect to work as physiotherapists far outnumber those who expect to work as related associate professionals, this ISCO-88 occupation was classified among health professionals.
- Several health-related occupations classified as "modern health associate professionals" in ISCO-88 are included among health professionals in ISCO-08 (e.g. speech therapist, ophthalmic opticians). While health professionals are, in general, included among science-related careers, health associate professionals are not included among science-related careers. In applying the classification to ISCO-88, the entire code was excluded from science-related careers.
- Telecommunications engineering technicians (ISCO-08: 3522) do not form a separate occupation in ISCO-88, where they can be found among electronics and telecommunications engineering technicians (ISCO-88: 3114).
- Information and communications technology professionals form a distinct submajor group (25) in ISCO-08 but are classified among physical, mathematical and engineering science professionals in ISCO-88.

Student-level scale indices

New scale indices

Schoolwork-related anxiety

The index of schoolwork-related anxiety (ANXTEST) was constructed using student responses to question (ST118) over the extent they strongly agreed, agreed, disagreed or strongly disagreed with the following statements when asked to think about him or herself: I often worry that it will be difficult for me taking a test; I worry that I will get poor <grades> at school; Even if I am well prepared for a test I feel very anxious; I get very tense when I study; I get nervous when I don't know how to solve a task at school.

Achievement motivation

The index of achievement motivation (MOTIVAT) was constructed using students' responses to a new question developed for PISA 2015 (ST119). Students reported, on a four-point Likert scale with the answering categories "strongly disagree", "disagree", "agree", and "strongly agree", their agreement with the following statements: I want top grades in most or all of my courses; I want to be able to select from among the best opportunities available when I graduate; I want to be the best, whatever I do; I see myself as an ambitious person; I want to be one of the best students in my class. Higher values indicate that students have greater achievement motivation.

Trend scale indices

Enjoyment of science

The index of enjoyment of science (JOYSCIE) was constructed based on a trend question (ST094) from PISA 2006 (ID in 2006: ST16), asking students on a four-point Likert scale with the categories "strongly agree", "agree", "disagree", and "strongly disagree" about their agreement with the following statements: I generally have fun when I am learning <broad science> topics; I like reading about <broad science>; I am happy working on <broad science> topics; I enjoy acquiring new knowledge in <broad science>; and I am interested in learning about <broad science>. The derived variable JOYSCIE was equated to the corresponding scale in the PISA 2006 database, thus allowing for a trend comparison between PISA 2006 and PISA 2015. Higher values on the index reflect greater levels of agreement with these statements.

Sense of belonging

The index of sense of belonging (BELONG) was constructed using students' responses to a trend question about their sense of belonging to school. Students reported, on a four-point Likert scale with the answering categories "strongly agree", "agree", "disagree", and "strongly disagree", their agreement with the following statements (ST034): I feel like an outsider (or left out of things) at school; I make friends easily at school; I feel like I belong at school; I feel awkward and out of place in my school; Other students seem to like me; I feel lonely at school. The answers to three items were reversed-coded so that higher values in the index indicate a greater sense of belonging.

Science learning in school

PISA 2015 focused on science learning in school by including several questions about the learning environment in science lessons. They asked how often specific activities happened in the school science course. The questions were used to create the following indices: teacher-directed instruction, perceived feedback, adaptive instruction, enquiry-based instruction, teacher support to students and disciplinary climate. Higher values in these indices indicate that the activities happened more frequently in science lessons.

Teacher-directed instruction

The index of teacher-directed instruction (TDTEACH) was constructed from students' reports on how often ("never or almost never"; "some lessons"; "many lessons"; "every lesson or almost every lesson") the following happened in their science lessons (ST103): The teacher explains scientific ideas; A whole class discussion takes place with the teacher; The teacher discusses our questions; The teacher demonstrates an idea.

Perceived feedback

The index of perceived feedback (PERFEED) was constructed from students' reports on how often ("never or almost never"; "some lessons"; "many lessons"; "every lesson or almost every lesson") the following happened in their science lessons (ST104): The teacher tells me how I am performing in this course; The teacher gives me feedback on my strengths in this <school science> subject; The teacher tells me in which areas I can still improve; The teacher tells me how I can improve my performance; The teacher advises me on how to reach my learning goals.

Adaptive instruction

The index of adaptive instruction (ADINST) was constructed from students' reports on how often ("never or almost never"; "some lessons"; "many lessons"; "every lesson or almost every lesson") the following happened in their science lessons (ST107): The teacher adapts the lesson to my class's needs and knowledge; The teacher provides individual help when a student has difficulties understanding a topic or task; The teacher changes the structure of the lesson on a topic that most students find difficult to understand.

Enquiry-based instruction

The index of enquiry-based instruction (IBTEACH) was constructed from students' reports on how often ("in all lessons"; "in most lessons"; "in some lessons"; "never or hardly ever") the following happened in their science lessons (ST098): Students are given opportunities to explain their ideas; Students spend time in the laboratory doing practical experiments; Students are required to argue about science questions; Students are asked to draw conclusions from an experiment they have conducted; The teacher explains how a science idea can be applied to a number of different phenomena; Students are allowed to design their own experiments; There is a class debate about investigations; The teacher clearly explains the relevance of science concepts to our lives; Students are asked to do an investigation to test ideas.

Disciplinary climate

The index of disciplinary climate (DISCLISCI) was constructed from students' reports on how often ("every lesson", "most lessons", "some lessons", "never or hardly ever") the following happened in their science lessons (ST097): The teacher shows an interest in every student's learning; The teacher gives extra help when students need it; The teacher helps students with their learning; The teacher continues teaching until students understand the material; The teacher gives students an opportunity to express their opinions. Schools were classified with having a positive disciplinary climate if the index of disciplinary climate for the school is above the national average and classified as having a negative disciplinary climate if below the national average.

Science self-efficacy

The index of science self-efficacy (SCIEEFF) was constructed based on a trend question (ST129) that was taken from PISA 2006 (ID in 2006: ST17). Students were asked, using a four-point answering scale with the categories "I could do this easily", "I could do this with a bit of effort", "I would struggle to do this on my own", and "I couldn't do this", to rate how they would perform in the following science tasks: recognise the science question that underlies a newspaper report on a health issue; explain why earthquakes occur more frequently in some areas than in others; describe the role of antibiotics in the treatment of disease; identify the science question associated with the disposal of garbage; predict how changes to an environment will affect the survival of certain species; interpret the scientific information provided on the labelling of food items; discuss how new evidence can lead you to change your understanding about the possibility of life on Mars; and identify the better of two explanations for the formation of acid rain. Responses were reverse-coded so that higher values of the index correspond to higher levels of science self-efficacy. The derived variable SCIEEFF was equated to the corresponding scale in the PISA 2006 database, thus allowing for a trend comparison between PISA 2006 and PISA 2015.

Scaling of indices related to the PISA index of economic social and cultural status

The PISA index of economic, social and cultural status (ESCS) was derived, as in previous cycles, from three variables related to family background: parents' highest level of education (PARED), parents' highest occupation status (HISEI), and home possessions (HOMEPOS), including books in the home. PARED and HISEI are simple indices, described above. HOMEPOS is a proxy measure for family wealth.

Household possessions

In PISA 2015, students reported the availability of 16 household items at home (ST011) including three country-specific household items that were seen as appropriate measures of family wealth within the country's context. In addition, students reported the amount of possessions and books at home (ST012 and ST013).

HOMEPOS is a summary index of all household and possession items (ST011, ST012 and ST013). The home possessions scale for PISA 2015 was computed differently than in the previous cycles, to align the IRT model to the one used for all cognitive and non-cognitive scales. Categories for the number of books in the home are unchanged in PISA 2015. The ST011 items (1 = "yes", 2 = "no") were reverse-coded so that a higher level indicates the presence of the indicator.

Family wealth

In PISA 2015, students reported the availability at home of a link to the Internet and a room of their own. They also reported the number of number of televisions, cars, rooms with a bath or shower, smartphones, computers (desktop computer, portable

laptop, or notebook), tablet computers, e-book readers, they have at home. In addition, countries added three specific household items that were seen as appropriate measures of family wealth within the country's context. The index of family wealth was derived from this information.

Computation of ESCS

For the purpose of computing the PISA index of economic, social and cultural status (ESCS), values for students with missing PARED, HISEI or HOMEPOS were imputed with predicted values plus a random component based on a regression on the other two variables. If there were missing data on more than one of the three variables, ESCS was not computed and a missing value was assigned for ESCS.

The PISA index of economic, social and cultural status was derived from a principal component analysis of standardised variables (each variable has an OECD mean of zero and a standard deviation of one), taking the factor scores for the first principal component as measures of the PISA index of economic, social and cultural status. All countries and economies (both OECD and partner countries/economies) contributed equally to the principal component analysis, while in previous cycles, the principal component analysis was based on OECD countries only. However, for the purpose of reporting the ESCS scale has been transformed with zero being the score of an average OECD student and one being the standard deviation across equally weighted OECD countries.

Principal component analysis was also performed for each participating country or economy separately, to determine to what extent the components of the index operate in similar ways across countries or economy.

School-level simple indices

School type

Schools are classified as either public or private according to whether a private entity or a public agency has the ultimate power for decision making concerning its affairs (SC013). As in previous PISA surveys, the index on school type (SCHLTYPE) has three categories, based on two questions: SC013 which asks if the school is a public or a private school, and SC016 which asks about the sources of funding. This index was calculated in 2015 and in all previous cycles.

Year of reference for the trends in resources, policies and practices

Resources, policies and practices are compared between PISA 2015 and previous PISA cycles throughout the report. Whenever possible, the report compares PISA 2015 to PISA 2006 since science was the core subject in both cycles. However, PISA 2015 is compared to more recent cycles when the questions were not included in the PISA 2006 questionnaires, the wording of the questions changed (even slightly), or the number/order of the items within each question changed substantively between cycles.

Proportion of missing observations for variables used in this volume

Unless otherwise indicated, no adjustment is made for non-response to questionnaires in analyses included in this volume. The reported percentages and estimates based on indices refer to the proportion of the sample with valid responses to the corresponding questionnaire items. Tables A1.8a, A1.8b and A1.8c, available online, report the proportion of the sample covered by analyses based on student or school questionnaire variables. Where this proportion shows large variation across countries/economies or across time, caution is required when comparing results on these dimensions. Table A1.8d reports the differences in student characteristics between students with available data and students with missing data.

Derivation of the index of exposure to bullying

The development of comparable measures of student and school characteristics from the student and school questionnaires is a major goal of PISA. Cross-country validity of the measured items requires more than a thorough process of translation into different languages. It also makes assumptions about having measured similar characteristics in different national and cultural contexts. Many questionnaire items in PISA are designed to be combined in some way in order to measure latent constructs that cannot be observed directly (e.g. a student's achievement motivation). Transformations or scaling procedures are applied to these items in order to construct meaningful indices (OECD, forthcoming).

PISA 2015 includes eight items on students' exposure to bullying or bullying victimisation. A scale for exposure to bullying is not included in the international database, but was derived for this report using confirmatory factor analysis (CFA). This annex describes how the scale was constructed and reports the results of tests of the measurement reliability and cross-country invariance of the scale. These tests are important because international comparisons and analysis based on the scale are possible as long as the latent construct ("exposure to bullying" in this case) is the same and measured in the same way across different countries and economies. The scaling analysis used the software Mplus, Version 7.1 (Muthén and Muthén, 1998-2012).

Exploratory analysis of the data showed that the first two of the eight items on bullying did not load well onto a unidimensional construct and were also not strongly correlated with the other six items. The averages of these two items also vary across countries much more than the other six items, potentially indicating measurement issues (e.g. students in some countries might have interpreted the questions differently from students in other countries). In order to produce a scale of bullying with a sufficiently good model fit in all countries and comparability across countries, the scaling was limited to the six other items. Students reported how frequently they were exposed to the types of bullying described by the six items, according to

a four-point scale: 1) "Never or almost never"; 2) "A few times a year"; 3) "A few times a month"; 4) "Once a week or more". In alignment with how previous literature has defined "frequent bullying" [Salmivalli et al., 2011], categories 3) and 4) were aggregated into a single category. Such aggregation only marginally affected the overall fit of the scale but improved the international invariance of the scale. Students might find it relatively difficult to distinguish between "a few times a month" and "once a week or more", so that the variation between the two categories might reflect different interpretations of the question or different response styles across countries, rather than real differences in exposure to bullying. Figure A1.1 summarises how the original data in PISA 2015 were selected and recoded for scaling purposes.

Figure A1.1 ■ **Questionnaire items used for the scale of exposure to bullying**

	"Never or almost never"	"A few times a year"	"A few times a month" or "Once a week or more" (the two categories are merged)
~~Q01: I got called names by other students.~~ (Not used for the scale)	~~☐ 1~~	~~☐ 2~~	~~☐ 3~~
~~Q02: I got picked on by other students.~~ (Not used for the scale)	~~☐ 1~~	~~☐ 2~~	~~☐ 3~~
Q03: Other students left me out of things on purpose.	☐ 1	☐ 2	☐ 3
Q04: Other students made fun of me.	☐ 1	☐ 2	☐ 3
Q05: I was threatened by other students.	☐ 1	☐ 2	☐ 3
Q06: Other students took away or destroyed things that belonged to me.	☐ 1	☐ 2	☐ 3
Q07: I got hit or pushed around by other students.	☐ 1	☐ 2	☐ 3
Q08: Other students spread nasty rumours about me.	☐ 1	☐ 2	☐ 3

More frequent bullying

The data on bullying are not continuous but take one of the three frequency categories, and thus require a model that explicitly accounts for this categorical distribution (Muthén, 1997, 1993). The model assumes that an observed variable, x (one of the six types of bullying), comes from a latent response variable, x^* (the student's actual exposure to that type of bullying). The observed categories of x for each student i correspond to particular thresholds along the continuum of the latent variable x^*:

x_i = "Never or almost never"(category 1) if $x_i^* \leq \tau_{i,1}$;

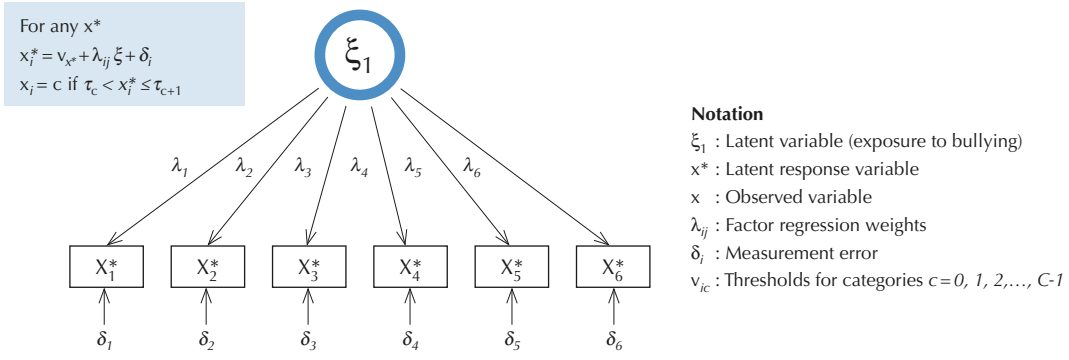
x_i = "A few times a year" (category 2) if $\tau_{i,1} < x_i^* \leq \tau_{i,2}$;

And

x_i = "A few times a month" or "once a week or more" (category 3); if $x_i^* > \tau_{i,2}$

The thresholds are parameters to be estimated in the model. Figure A1.2 provides a graphical representation of the model used to scale the six items on bullying. The model uses a theta parameterisation and fixes for identification the first factor loading to 1, the latent variable means to 0 and the residual variance to 1 across all groups.

Figure A1.2 ■ **Representation of the categorical model for the scale of exposure to bullying**



A first method to check the reliability of the scale is to estimate the correlation between the different items included in the scale across all countries. Cronbach's alpha measures the average covariance between item pairs, and can be used to check the internal consistency of a scaled index within the countries and to compare it between the countries (OECD, forthcoming). Table A1.4 shows that, on average (assigning equal weight to all countries with available data) the scale of exposure to bullying has a Cronbach alpha of 0.83. The Cronbach alpha ranges between 0.71 (lowest) for Korea to 0.9 (highest) for Qatar, suggesting that the correlation between the six items included in the scale is acceptable in most countries.

Measurement invariance of the scale is usually established through a set of hierarchical tests, ranging from least strict to most strict. Chi-square tests, chi-square difference tests, fit indices, and changes in fit indices across specifications are typical measures of measurement invariance. Three levels of invariance are analysed in this annex: 1) configural (or baseline) invariance; 2) metric (or equal slopes) invariance; 3) scalar (or equal slopes and thresholds) invariance. Configural invariance is verified if, for two or more populations, the same construct is measured with the same indicators in the same way. Metric invariance requires that, in addition to configural invariance, all factor loadings are statistically equivalent. For scalar invariance, in addition to metric invariance, all thresholds should be statistically equivalent.

When the slope and thresholds for all items in the measurement model are not significantly different across groups, full scalar equivalence is achieved. However, Byrne et al. (1989) have argued that full scalar equivalence is not a necessary condition for comparisons to be valid. If at least two items per latent variable (namely, the item that is fixed at unity to identify the model and one other item) are equivalent, comparisons can be validly made across countries (Steenkamp and Baumgartner, 1998). Thus, partial equivalence does not require the invariance of all loadings and intercepts in all countries. The final model used for the bullying scale was based on a partial-invariance specification in which at least three items are fixed across all countries, and up to three items are allowed to vary across 11 countries and economies (see Table A1.5 for details on which constraints were relaxed in which countries). The selection of the country-items pairs that were freely estimated was determined empirically, on the basis on the deterioration of fit associated with constraining these items to baseline values.

Table A1.5 reports the contribution of the different countries/economies to the Chi-square fit statistic under three different model specifications (configural, scalar and scalar with partial invariance). A high value of the Chi-square test statistic indicates a worse fit of the model. The Chi-square is sensitive to sample size (Bentler and Bonett, 1980).

Table A1.3 shows the change in model fit associated with assuming metric and scalar invariance, under the full and partial invariance specifications. The model fit is measured by the comparative fit index (CFI) and by the Root Mean Square Error of Approximation (RMSEA). A value of CFI equal to 1 indicates perfect fit; a value around 0.9 is generally considered acceptable. A value of the RMSEA equal to 0.00 indicates perfect fit; values between 0.05 and 0.08 are considered acceptable. As can be seen from the table, allowing up to three items to be estimated freely in a limited number of countries significantly reduces the deterioration in the model fit associated with assuming equal slopes in all countries. When allowing factor loadings to vary for up to 3 items in 11 countries and economies, the change in the model fit is within defensible criteria for measurement invariance in categorical models (Rutkowski and Svetina, 2017; Rutkowski and Svetina, 2013). These findings support, to some extent, the international comparisons described in Chapter 8. However, given that only partial and not full invariance could be verified, some caution needs to be exercised in interpreting cross-country analysis based on this scale.

Table A1.3 ■ **Change in fit indexes with restrictions for full and partial invariance**

	Configural	Metric	Scalar	Change in model fit (Metric – Configural)	Change in model fit (Scalar-Configural)
	Full invariance				
CFI[1]	0.989	0.978	0.979	-0.011	-0.010
RMSEA[2]	0.069	0.066	0.076	-0.003	0.007
	Partial invariance				
CFI	0.989	0.984	0.982	-0.005	-0.007
RMSEA	0.069	0.068	0.061	-0.001	-0.008

1. Comparative Fit Index.
2. Root Mean Square Error Of Approximation.

Tables A1.6a, A1.6b and A1.6c report the factor loadings and thresholds for the baseline model (configural) and for the specification with partially fixed slopes and thresholds (scalar) that accounts for PISA's complex sampling scheme. Table A1.7 shows the rate of victimisation by item of students in the top 10% of the international index of exposure to bullying.

Table available online

Table A1.4 Cronbach Alpha reliability coefficients for the scale of exposure to bullying
(http://dx.doi.org/10.1787/888933473532)

Table A1.5 Chi-Square tests of model fit
(http://dx.doi.org/10.1787/888933473544)

Table A1.6a Factor loadings for the configural (baseline) model
(http://dx.doi.org/10.1787/888933473558)

Table A1.6b Factor loadings for the scalar model with partial invariance and replicate weights
(http://dx.doi.org/10.1787/888933473565)

Table A1.6c Estimated thresholds for the configural (baseline) model
(http://dx.doi.org/10.1787/888933473578)

Table A1.6d Estimated thresholds for the scalar model with partial invariance and replicate weights
(http://dx.doi.org/10.1787/888933473585)

Table A1.7 Rate of victimisation of "frequently bullied students"
(http://dx.doi.org/10.1787/888933473597)

Table A1.8a Weighted share of responding students covered by analyses based on student and educational career questionnaire
(http://dx.doi.org/10.1787/888933473606)

Table A1.8b Weighted share of responding students covered by analyses based on school questionnaire
(http://dx.doi.org/10.1787/888933473611)

Table A1.8c Weighted share of responding students covered by analyses based on parent questionnaire
(http://dx.doi.org/10.1787/888933473622)

Table A1.8d Differences between students with complete and students with missing observations on the parental questionnaire
(http://dx.doi.org/10.1787/888933473637)

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ANNEX A2
THE PISA TARGET POPULATION, THE PISA SAMPLES AND THE DEFINITION OF SCHOOLS

Definition of the PISA target population

PISA 2015 provides an assessment of the cumulative outcomes of education and learning at a point at which most young adults are still enrolled in initial education.

A major challenge for an international survey is to ensure that international comparability of national target populations is guaranteed.

Differences between countries in the nature and extent of pre-primary education and care, the age at entry into formal schooling and the institutional structure of education systems do not allow for a definition of internationally comparable grade levels. Consequently, international comparisons of performance in education typically define their populations with reference to a target age group. Some previous international assessments have defined their target population on the basis of the grade level that provides maximum coverage of a particular age cohort. A disadvantage of this approach is that slight variations in the age distribution of students across grade levels often lead to the selection of different target grades in different countries, or between education systems within countries, raising serious questions about the comparability of results across, and at times within, countries. In addition, because not all students of the desired age are usually represented in grade-based samples, there may be a more serious potential bias in the results if the unrepresented students are typically enrolled in the next higher grade in some countries and the next lower grade in others. This would exclude students with potentially higher levels of performance in the former countries and students with potentially lower levels of performance in the latter.

In order to address this problem, PISA uses an age-based definition for its target population, i.e. a definition that is not tied to the institutional structures of national education systems. PISA assesses students who were aged between 15 years and 3 (complete) months and 16 years and 2 (complete) months at the beginning of the assessment period, plus or minus a 1-month allowable variation, and who were enrolled in an educational institution with grade 7 or higher, regardless of the grade level or type of institution in which they were enrolled, and regardless of whether they were in full-time or part-time education. Educational institutions are generally referred to as schools in this publication, although some educational institutions (in particular, some types of vocational education establishments) may not be termed schools in certain countries. As expected from this definition, the average age of students across OECD countries was 15 years and 9 months. The range in country means was 2 months and 18 days (0.20 years), from the minimum country mean of 15 years and 8 months to the maximum country mean of 15 years and 10 months.

Given this definition of population, PISA makes statements about the knowledge and skills of a group of individuals who were born within a comparable reference period, but who may have undergone different educational experiences both in and outside school. In PISA, these knowledge and skills are referred to as the outcomes of education at an age that is common across countries. Depending on countries' policies on school entry, selection and promotion, these students may be distributed over a narrower or a wider range of grades across different education systems, tracks or streams. It is important to consider these differences when comparing PISA results across countries, as observed differences between students at age 15 may no longer appear later on as/if students' educational experiences converge over time.

If a country's scores in science, reading or mathematics are significantly higher than those in another country, it cannot automatically be inferred that the schools or particular parts of the education system in the first country are more effective than those in the second. However, one can legitimately conclude that the cumulative impact of learning experiences in the first country, starting in early childhood and up to the age of 15, and embracing experiences in school, home and beyond, have resulted in higher outcomes in the literacy domains that PISA measures.

The PISA target population does not include residents attending schools in a foreign country. It does, however, include foreign nationals attending schools in the country of assessment.

To accommodate countries that requested grade-based results for the purpose of national analyses, PISA 2015 provided a sampling option to supplement age-based sampling with grade-based sampling.

Population coverage

All countries and economies attempted to maximise the coverage of 15-year-olds enrolled in education in their national samples, including students enrolled in special-education institutions. As a result, PISA 2015 reached standards of population coverage that are unprecedented in international surveys of this kind.

The sampling standards used in PISA permitted countries to exclude up to a total of 5% of the relevant population either by excluding schools or by excluding students within schools. All but 12 countries – the United Kingdom (8.22%), Luxembourg (8.16%), Canada (7.49%), Norway (6.75%), New Zealand (6.54%), Sweden (5.71%), Estonia (5.52%), Australia (5.31%),

Montenegro (5.17%), Lithuania (5.12%), Latvia (5.07%), and Denmark (5.04%) – achieved this standard, and in 29 countries and economies, the overall exclusion rate was less than 2%. When language exclusions were accounted for (i.e. removed from the overall exclusion rate), Denmark, Latvia, New Zealand and Sweden no longer had an exclusion rate greater than 5%. For details, see www.pisa.oecd.org.

Exclusions within the above limits include:

- At the school level: schools that were geographically inaccessible or where the administration of the PISA assessment was not considered feasible; and schools that provided teaching only for students in the categories defined under "within-school exclusions", such as schools for the blind. The percentage of 15-year-olds enrolled in such schools had to be less than 2.5% of the nationally desired target population (0.5% maximum for the former group and 2% maximum for the latter group). The magnitude, nature and justification of school-level exclusions are documented in the *PISA 2015 Technical Report* (OECD, forthcoming).
- At the student level: students with an intellectual disability; students with a functional disability; students with limited assessment language proficiency; other (a category defined by the national centres and approved by the international centre); and students taught in a language of instruction for the main domain for which no materials were available. Students could not be excluded solely because of low proficiency or common disciplinary problems. The percentage of 15-year-olds excluded within schools had to be less than 2.5% of the nationally desired target population.

Table A2.1 describes the target population of the countries participating in PISA 2015. Further information on the target population and the implementation of PISA sampling standards can be found in the *PISA 2015 Technical Report* (OECD, forthcoming).

- **Column 1** shows the total number of 15-year-olds according to the most recent available information, which in most countries means the year 2014 as the year before the assessment.
- **Column 2** shows the number of 15-year-olds enrolled in schools in grade 7 or above (as defined above), which is referred to as the "eligible population".
- **Column 3** shows the national desired target population. Countries were allowed to exclude up to 0.5% of students a priori from the eligible population, essentially for practical reasons. The following a priori exclusions exceed this limit but were agreed with the PISA Consortium: Belgium excluded 0.21% of its population for a particular type of student educated while working; Canada excluded 1.22% of its population from Territories and Aboriginal reserves; Chile excluded 0.04% of its students who live in Easter Island, Juan Fernandez Archipelago and Antarctica; and the United Arab Emirates excluded 0.04% of its students who had no information available. The adjudicated region of Massachusetts in the United States excluded 13.11% of its students, and North Carolina excluded 5.64% of its students. For these two regions, the desired target populations cover 15-year-old students in grade 7 or above in public schools only. The students excluded from the desired population are private school students.
- **Column 4** shows the number of students enrolled in schools that were excluded from the national desired target population, either from the sampling frame or later in the field during data collection.
- **Column 5** shows the size of the national desired target population after subtracting the students enrolled in excluded schools. This is obtained by subtracting Column 4 from Column 3.
- **Column 6** shows the percentage of students enrolled in excluded schools. This is obtained by dividing Column 4 by Column 3 and multiplying by 100.
- **Column 7** shows the number of students participating in PISA 2015. Note that in some cases this number does not account for 15-year-olds assessed as part of additional national options.
- **Column 8** shows the weighted number of participating students, i.e. the number of students in the nationally defined target population that the PISA sample represents.
- Each country attempted to maximise the coverage of PISA's target population within the sampled schools. In the case of each sampled school, all eligible students, namely those 15 years of age, regardless of grade, were first listed. Sampled students who were to be excluded had still to be included in the sampling documentation, and a list drawn up stating the reason for their exclusion. Column 9 indicates the total number of excluded students, which is further described and classified into specific categories in Table A2.2.
- **Column 10** indicates the weighted number of excluded students, i.e. the overall number of students in the nationally defined target population represented by the number of students excluded from the sample, which is also described and classified by exclusion categories in Table A2.2. Excluded students were excluded based on five categories: students with an intellectual disability (the student has a mental or emotional disability and is cognitively delayed such that he/she cannot perform in the PISA testing situation); students with a functional disability (the student has a moderate to severe permanent physical disability such that he/she cannot perform in the PISA testing situation); students with limited proficiency in the assessment language (the student is unable to read or speak any of the languages of the assessment in the country and would be unable to overcome the language barrier in the testing situation – typically a student who has received less than one year of instruction in the languages of assessment may be excluded); other (a category defined by the national centres and approved by the international centre); and students taught in a language of instruction for the main domain for which no materials were available.

[Part 1/1]

Table A2.1 PISA target populations and samples

		Population and sample information												Coverage indices		
		Total population of 15-year-olds	Total enrolled population of 15-year-olds at grade 7 or above	Total in national desired target population	Total school-level exclusions	Total in national desired target population after all school exclusions and before within-school exclusions	School-level exclusion rate (%)	Number of participating students	Weighted number of participating students	Number of excluded students	Weighted number of excluded students	Within-school exclusion rate (%)	Overall exclusion rate (%)	Coverage Index 1: Coverage of national desired population	Coverage Index 2: Coverage of national enrolled population	Coverage Index 3: Coverage of 15-year-old population
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Australia	282 888	282 547	282 547	6 940	275 607	2.46	14 530	256 329	681	7 736	2.93	5.31	0.947	0.947	0.906
	Austria	88 013	82 683	82 683	790	81 893	0.96	7 007	73 379	84	866	1.17	2.11	0.979	0.979	0.834
	Belgium	123 630	121 954	121 694	1 597	120 097	1.31	9 651	114 902	39	410	0.36	1.66	0.983	0.981	0.929
	Canada	396 966	381 660	376 994	1 590	375 404	0.42	20 058	331 546	1 830	25 340	7.10	7.49	0.925	0.914	0.835
	Chile	255 440	245 947	245 852	2 641	243 211	1.07	7 053	203 782	37	1 393	0.68	1.75	0.983	0.982	0.798
	Czech Republic	90 391	90 076	90 076	1 814	88 262	2.01	6 894	84 519	25	368	0.43	2.44	0.976	0.976	0.935
	Denmark	68 174	67 466	67 466	605	66 861	0.90	7 161	60 655	514	2 644	4.18	5.04	0.950	0.950	0.890
	Estonia	11 676	11 491	11 491	416	11 075	3.62	5 587	10 834	116	218	1.97	5.52	0.945	0.945	0.928
	Finland	58 526	58 955	58 955	472	58 483	0.80	5 882	56 934	124	1 157	1.99	2.78	0.972	0.972	0.973
	France	807 867	778 679	778 679	28 742	749 937	3.69	6 108	734 944	35	3 620	0.49	4.16	0.958	0.958	0.910
	Germany	774 149	774 149	774 149	11 150	762 999	1.44	6 522	743 969	54	5 342	0.71	2.14	0.979	0.979	0.961
	Greece	105 530	105 253	105 253	953	104 300	0.91	5 532	96 157	58	965	0.99	1.89	0.981	0.981	0.911
	Hungary	94 515	90 065	90 065	1 945	88 120	2.16	5 658	84 644	55	1 009	1.18	3.31	0.967	0.967	0.896
	Iceland	4 250	4 195	4 195	17	4 178	0.41	3 374	3 966	131	132	3.23	3.62	0.964	0.964	0.933
	Ireland	61 234	59 811	59 811	72	59 739	0.12	5 741	59 082	197	1 825	3.00	3.11	0.969	0.969	0.965
	Israel	124 852	118 997	118 997	2 310	116 687	1.94	6 598	117 031	115	1 803	1.52	3.43	0.966	0.966	0.937
	Italy	616 761	567 268	567 268	11 190	556 078	1.97	11 583	495 093	246	9 395	1.86	3.80	0.962	0.962	0.803
	Japan	1 201 615	1 175 907	1 175 907	27 323	1 148 584	2.32	6 647	1 138 349	2	318	0.03	2.35	0.976	0.976	0.947
	Korea	620 687	619 950	619 950	3 555	616 395	0.57	5 581	569 106	20	1 806	0.32	0.89	0.991	0.991	0.917
	Latvia	17 255	16 955	16 955	677	16 278	3.99	4 869	15 320	70	174	1.12	5.07	0.949	0.949	0.888
	Luxembourg	6 327	6 053	6 053	162	5 891	2.68	5 299	5 540	331	331	5.64	8.16	0.918	0.918	0.876
	Mexico	2 257 399	1 401 247	1 401 247	5 905	1 395 342	0.42	7 568	1 392 995	30	6 810	0.49	0.91	0.991	0.991	0.617
	Netherlands	201 670	200 976	200 976	6 866	194 110	3.42	5 385	191 817	14	502	0.26	3.67	0.963	0.963	0.951
	New Zealand	60 162	57 448	57 448	681	56 767	1.19	4 520	54 274	333	3 112	5.42	6.54	0.935	0.935	0.902
	Norway	63 642	63 491	63 491	854	62 637	1.35	5 456	58 083	345	3 366	5.48	6.75	0.933	0.933	0.913
	Poland	380 366	361 600	361 600	6 122	355 478	1.69	4 478	345 709	34	2 418	0.69	2.38	0.976	0.976	0.909
	Portugal	110 939	101 107	101 107	424	100 683	0.42	7 325	97 214	105	860	0.88	1.29	0.987	0.987	0.876
	Slovak Republic	55 674	55 203	55 203	1 376	53 827	2.49	6 350	49 654	114	912	1.80	4.25	0.957	0.957	0.892
	Slovenia	18 078	17 689	17 689	290	17 399	1.64	6 406	16 773	114	247	1.45	3.07	0.969	0.969	0.928
	Spain	440 084	414 276	414 276	2 175	412 101	0.53	6 736	399 935	200	10 893	2.65	3.16	0.968	0.968	0.909
	Sweden	97 749	97 210	97 210	1 214	95 996	1.25	5 458	91 491	275	4 324	4.51	5.71	0.943	0.943	0.936
	Switzerland	85 495	83 655	83 655	2 320	81 335	2.77	5 860	82 223	107	1 357	1.62	4.35	0.956	0.956	0.962
	Turkey	1 324 089	1 100 074	1 100 074	5 746	1 094 328	0.52	5 895	925 366	31	5 359	0.58	1.10	0.989	0.989	0.699
	United Kingdom	747 593	746 328	746 328	23 412	722 916	3.14	14 157	627 703	870	34 747	5.25	8.22	0.918	0.918	0.840
	United States	4 220 325	3 992 053	3 992 053	12 001	3 980 052	0.30	5 712	3 524 497	193	109 580	3.02	3.31	0.967	0.967	0.835
Partners	Albania	48 610	45 163	45 163	10	45 153	0.02	5 215	40 896	0	0	0.00	0.02	1.000	1.000	0.841
	Algeria	389 315	354 936	354 936	0	354 936	0.00	5 519	306 647	0	0	0.00	0.00	1.000	1.000	0.788
	Argentina	718 635	578 308	578 308	2 617	575 691	0.45	6 349	394 917	21	1 367	0.34	0.80	0.992	0.992	0.550
	Brazil	3 430 255	2 853 388	2 853 388	64 392	2 788 996	2.26	23 141	2 425 961	119	13 543	0.56	2.80	0.972	0.972	0.707
	B-S-J-G (China)	2 084 958	1 507 518	1 507 518	58 639	1 448 879	3.89	9 841	1 331 794	33	3 609	0.27	4.15	0.959	0.959	0.639
	Bulgaria	66 601	59 397	59 397	1 124	58 273	1.89	5 928	53 685	49	433	0.80	2.68	0.973	0.973	0.806
	Colombia	760 919	674 079	674 079	37	674 042	0.01	11 795	567 848	9	507	0.09	0.09	0.999	0.999	0.746
	Costa Rica	81 773	66 524	66 524	0	66 524	0.00	6 866	51 897	13	98	0.19	0.19	0.998	0.998	0.635
	Croatia	45 031	35 920	35 920	805	35 115	2.24	5 809	40 899	86	589	1.42	3.63	0.964	0.964	0.908
	Cyprus*	9 255	9 255	9 253	109	9 144	1.18	5 571	8 785	228	292	3.22	4.36	0.956	0.956	0.949
	Dominican Republic	193 153	139 555	139 555	2 382	137 173	1.71	4 740	132 300	4	106	0.08	1.79	0.982	0.982	0.685
	FYROM	16 719	16 717	16 717	259	16 458	1.55	5 324	15 847	8	19	0.12	1.67	0.983	0.983	0.948
	Georgia	48 695	43 197	43 197	1 675	41 522	3.88	5 316	38 334	35	230	0.60	4.45	0.955	0.955	0.787
	Hong Kong (China)	65 100	61 630	61 630	708	60 922	1.15	5 359	57 662	36	374	0.65	1.79	0.982	0.982	0.886
	Indonesia	4 534 216	3 182 816	3 182 816	4 046	3 178 770	0.13	6 513	3 092 773	0	0	0.00	0.13	0.999	0.999	0.682
	Jordan	126 399	121 729	121 729	71	121 658	0.06	7 267	108 669	70	1 006	0.92	0.97	0.990	0.990	0.860
	Kazakhstan	211 407	209 555	209 555	7 475	202 080	3.57	7 841	192 909	0	0	0.00	3.57	0.964	0.964	0.912
	Kosovo	31 546	28 229	28 229	1 156	27 073	4.10	4 826	22 333	50	174	0.77	4.84	0.952	0.952	0.708
	Lebanon	64 044	62 281	62 281	1 300	60 981	2.09	4 546	42 331	0	0	0.00	2.09	0.979	0.979	0.661
	Lithuania	33 163	32 097	32 097	573	31 524	1.79	6 525	29 915	227	1 050	3.39	5.12	0.949	0.949	0.902
	Macao (China)	5 100	4 417	4 417	3	4 414	0.07	4 476	4 507	0	0	0.00	0.07	0.999	0.999	0.884
	Malaysia	540 000	448 838	448 838	2 418	446 420	0.54	8 861	412 524	41	2 344	0.56	1.10	0.989	0.989	0.764
	Malta	4 397	4 406	4 406	63	4 343	1.43	3 634	4 296	41	41	0.95	2.36	0.976	0.976	0.977
	Moldova	31 576	30 601	30 601	182	30 419	0.59	5 325	29 341	21	118	0.40	0.99	0.990	0.990	0.929
	Montenegro	7 524	7 506	7 506	40	7 466	0.53	5 665	6 777	300	332	4.66	5.17	0.948	0.948	0.901
	Peru	580 371	478 229	478 229	6 355	471 874	1.33	6 971	431 738	13	745	0.17	1.50	0.985	0.985	0.744
	Qatar	13 871	13 850	13 850	380	13 470	2.74	12 083	12 951	193	193	1.47	4.17	0.958	0.958	0.934
	Romania	176 334	176 334	176 334	1 823	174 511	1.03	4 876	164 216	3	120	0.07	1.11	0.989	0.989	0.931
	Russia	1 176 473	1 172 943	1 172 943	24 217	1 148 726	2.06	6 036	1 120 932	13	2 469	0.22	2.28	0.977	0.977	0.953
	Singapore	48 218	47 050	47 050	445	46 605	0.95	6 115	46 224	25	179	0.39	1.33	0.987	0.987	0.959
	Chinese Taipei	295 056	287 783	287 783	1 179	286 604	0.41	7 708	251 424	22	647	0.26	0.67	0.993	0.993	0.852
	Thailand	895 513	756 917	756 917	9 646	747 271	1.27	8 249	634 795	22	2 107	0.33	1.60	0.984	0.984	0.709
	Trinidad and Tobago	17 371	17 371	17 371	0	17 371	0.00	4 692	13 197	0	0	0.00	0.00	1.000	1.000	0.760
	Tunisia	122 186	122 186	122 186	679	121 507	0.56	5 375	113 599	3	61	0.05	0.61	0.994	0.994	0.930
	United Arab Emirates	51 687	51 518	51 499	994	50 505	1.93	14 167	46 950	63	152	0.32	2.25	0.978	0.977	0.908
	Uruguay	53 533	43 865	43 865	4	43 861	0.01	6 062	38 287	6	32	0.08	0.09	0.999	0.999	0.715
	Viet Nam	1 803 552	1 032 599	1 032 599	6 557	1 026 042	0.63	5 826	874 859	0	0	0.00	0.63	0.994	0.994	0.485

Notes: For a full explanation of the details in this table please refer to the *PISA 2015 Technical Report* (OECD, forthcoming).
The figure for total national population of 15-year-olds enrolled in Column 2 may occasionally be larger than the total number of 15-year-olds in Column 1 due to differing data sources.
For Mexico, in 2015, the Total population of 15-year-olds enrolled in grade 7 or above is an estimate of the target population size of the sample frame from which the 15-year-olds students were selected for the PISA test. At the time Mexico provided the information to PISA, the official figure for this population was 1 573 952.
* See note at the beginning of this Annex.
StatLink http://dx.doi.org/10.1787/888933433129

[Part 1/2]

Table A2.2 Exclusions

		Student exclusions (unweighted)					
		Number of excluded students with functional disability (Code 1)	Number of excluded students with intellectual disability (Code 2)	Number of excluded students because of language (Code 3)	Number of excluded students for other reasons (Code 4)	Number of excluded students because of no materials available in the language of instruction (Code 5)	School-level exclusion rate (%)
		(1)	(2)	(3)	(4)	(5)	(6)
OECD	Australia	85	528	68	0	0	681
	Austria	8	15	61	0	0	84
	Belgium	4	18	17	0	0	39
	Canada	156	1 308	366	0	0	1 830
	Chile	6	30	1	0	0	37
	Czech Republic	2	9	14	0	0	25
	Denmark	18	269	156	70	1	514
	Estonia	17	93	6	0	0	116
	Finland	2	90	17	8	7	124
	France	5	21	9	0	0	35
	Germany	4	25	25	0	0	54
	Greece	3	44	11	0	0	58
	Hungary	3	13	9	30	0	55
	Iceland	9	66	47	9	0	131
	Ireland	25	57	55	60	0	197
	Israel	22	68	25	0	0	115
	Italy	78	147	21	0	0	246
	Japan	0	2	0	0	0	2
	Korea	3	17	0	0	0	20
	Latvia	7	47	16	0	0	70
	Luxembourg	4	254	73	0	0	331
	Mexico	4	23	3	0	0	30
	Netherlands	1	13	0	0	0	14
	New Zealand	23	140	167	0	3	333
	Norway	11	253	81	0	0	345
	Poland	11	20	0	3	0	34
	Portugal	4	99	2	0	0	105
	Slovak Republic	7	71	2	34	0	114
	Slovenia	33	36	45	0	0	114
	Spain	9	144	47	0	0	200
	Sweden	154	0	121	0	0	275
	Switzerland	8	42	57	0	0	107
	Turkey	1	23	7	0	0	31
	United Kingdom	77	690	102	0	1	870
	United States	16	120	44	13	0	193
Partners	Albania	0	0	0	0	0	0
	Algeria	0	0	0	0	0	0
	Argentina	10	10	1	0	0	21
	Brazil	20	99	0	0	0	119
	B-S-J-G (China)	6	25	2	0	0	33
	Bulgaria	39	6	4	0	0	49
	Colombia	3	4	2	0	0	9
	Costa Rica	3	1	0	9	0	13
	Croatia	2	75	9	0	0	86
	Cyprus*	12	164	52	0	0	228
	Dominican Republic	1	3	0	0	0	4
	FYROM	7	1	0	0	0	8
	Georgia	3	25	7	0	0	35
	Hong Kong (China)	0	35	1	0	0	36
	Indonesia	0	0	0	0	0	0
	Jordan	43	17	10	0	0	70
	Kazakhstan	0	0	0	0	0	0
	Kosovo	9	13	27	0	0	50
	Lebanon	0	0	0	0	0	0
	Lithuania	12	213	2	0	0	227
	Macao (China)	0	0	0	0	0	0
	Malaysia	10	22	9	0	0	41
	Malta	8	27	6	0	0	41
	Moldova	12	8	1	0	0	21
	Montenegro	14	23	5	0	258	300
	Peru	4	9	0	0	0	13
	Qatar	76	110	7	0	0	193
	Romania	1	1	1	0	0	3
	Russia	3	10	0	0	0	13
	Singapore	3	15	7	0	0	25
	Chinese Taipei	3	19	0	0	0	22
	Thailand	1	19	2	0	0	22
	Trinidad and Tobago	0	0	0	0	0	0
	Tunisia	0	0	3	0	0	3
	United Arab Emirates	16	24	23	0	0	63
	Uruguay	2	4	0	0	0	6
	Viet Nam	0	0	0	0	0	0

Exclusion codes:
Code 1: Functional disability – student has a moderate to severe permanent physical disability.
Code 2: Intellectual disability – student has a mental or emotional disability and has either been tested as cognitively delayed or is considered in the professional opinion of qualified staff to be cognitively delayed.
Code 3: Limited assessment language proficiency – student is not a native speaker of any of the languages of the assessment in the country and has been resident in the country for less than one year.
Code 4: Other reasons defined by the national centres and approved by the international centre.
Code 5: No materials available in the language of instruction.
Note: For a full explanation of the details in this table please refer to the *PISA 2015 Technical Report* (OECD, forthcoming).

* See note at the beginning of this Annex.
StatLink http://dx.doi.org/10.1787/888933433129

[Part 2/2]

Table A2.2 Exclusions

		Student exclusion (weighted)					
		Weighted number of excluded students with functional disability (Code 1)	Weighted number of excluded students with intellectual disability (Code 2)	Weighted number of excluded students because of language (Code 3)	Weighted number of excluded students for other reasons (Code 4)	Weighted number of excluded students because of no materials available in the language of instruction (Code 5)	Total weighted number of excluded students
		(7)	(8)	(9)	(10)	(11)	(12)
OECD	Australia	932	6 011	793	0	0	7 736
	Austria	74	117	675	0	0	866
	Belgium	33	192	185	0	0	410
	Canada	1 901	18 018	5 421	0	0	25 340
	Chile	194	1 190	9	0	0	1 393
	Czech Republic	40	140	188	0	0	368
	Denmark	122	1 539	551	421	11	2 644
	Estonia	29	176	13	0	0	218
	Finland	18	858	156	67	58	1 157
	France	562	2 144	914	0	0	3 620
	Germany	423	2 562	2 357	0	0	5 342
	Greece	43	729	193	0	0	965
	Hungary	57	284	114	554	0	1 009
	Iceland	9	67	47	9	0	132
	Ireland	213	526	516	570	0	1 825
	Israel	349	1 070	384	0	0	1 803
	Italy	3 316	5 199	880	0	0	9 395
	Japan	0	318	0	0	0	318
	Korea	291	1 515	0	0	0	1 806
	Latvia	21	115	38	0	0	174
	Luxembourg	4	254	73	0	0	331
	Mexico	842	4 802	1 165	0	0	6 810
	Netherlands	33	469	0	0	0	502
	New Zealand	233	1 287	1 568	0	24	3 112
	Norway	105	2 471	790	0	0	3 366
	Poland	876	1 339	0	203	0	2 418
	Portugal	29	818	13	0	0	860
	Slovak Republic	44	567	12	288	0	912
	Slovenia	84	71	92	0	0	247
	Spain	511	7 662	2 720	0	0	10 893
	Sweden	2 380	0	1 944	0	0	4 324
	Switzerland	91	540	726	0	0	1 357
	Turkey	43	4 094	1 222	0	0	5 359
	United Kingdom	2 724	27 808	4 001	0	214	34 747
	United States	7 873	67 816	26 525	7 366	0	109 580
Partners	Albania	0	0	0	0	0	0
	Algeria	0	0	0	0	0	0
	Argentina	579	770	18	0	0	1 367
	Brazil	1 743	11 800	0	0	0	13 543
	B-S-J-G (China)	438	2 970	201	0	0	3 609
	Bulgaria	347	51	35	0	0	433
	Colombia	181	309	17	0	0	507
	Costa Rica	22	5	0	71	0	98
	Croatia	13	501	75	0	0	589
	Cyprus*	16	212	65	0	0	292
	Dominican Republic	24	82	0	0	0	106
	FYROM	15	4	0	0	0	19
	Georgia	19	170	41	0	0	230
	Hong Kong (China)	0	363	11	0	0	374
	Indonesia	0	0	0	0	0	0
	Jordan	656	227	122	0	0	1 006
	Kazakhstan	0	0	0	0	0	0
	Kosovo	28	37	104	0	0	174
	Lebanon	0	0	0	0	0	0
	Lithuania	40	1 000	10	0	0	1 050
	Macao (China)	0	0	0	0	0	0
	Malaysia	663	1 100	580	0	0	2 344
	Malta	8	27	6	0	0	41
	Moldova	66	51	1	0	0	118
	Montenegro	27	38	6	0	261	332
	Peru	224	520	0	0	0	745
	Qatar	76	110	7	0	0	193
	Romania	31	63	26	0	0	120
	Russia	425	2 044	0	0	0	2 469
	Singapore	22	115	43	0	0	179
	Chinese Taipei	78	568	0	0	0	647
	Thailand	114	1 830	163	0	0	2 107
	Trinidad and Tobago	0	0	0	0	0	0
	Tunisia	0	0	61	0	0	61
	United Arab Emirates	30	75	47	0	0	152
	Uruguay	10	22	0	0	0	32
	Viet Nam	0	0	0	0	0	0

Exclusion codes:
Code 1: Functional disability – student has a moderate to severe permanent physical disability.
Code 2: Intellectual disability – student has a mental or emotional disability and has either been tested as cognitively delayed or is considered in the professional opinion of qualified staff to be cognitively delayed.
Code 3: Limited assessment language proficiency – student is not a native speaker of any of the languages of the assessment in the country and has been resident in the country for less than one year.
Code 4: Other reasons defined by the national centres and approved by the international centre.
Code 5: No materials available in the language of instruction.
Note: For a full explanation of the details in this table please refer to the *PISA 2015 Technical Report* (OECD, forthcoming).

* See note at the beginning of this Annex.

StatLink http://dx.doi.org/10.1787/888933433129

- **Column 11** shows the percentage of students excluded within schools. This is calculated as the weighted number of excluded students (Column 10), divided by the weighted number of excluded and participating students (Column 8 plus Column 10), then multiplied by 100.
- **Column 12** shows the overall exclusion rate, which represents the weighted percentage of the national desired target population excluded from PISA either through school-level exclusions or through the exclusion of students within schools. It is calculated as the school-level exclusion rate (Column 6 divided by 100) plus within-school exclusion rate (Column 11 divided by 100) multiplied by 1 minus the school-level exclusion rate (Column 6 divided by 100). This result is then multiplied by 100.
- **Column 13** presents an index of the extent to which the national desired target population is covered by the PISA sample. Australia, Canada, Denmark, Estonia, Latvia, Lithuania, Luxembourg, Montenegro, New Zealand, Norway, Sweden and the United Kingdom were the only countries where the coverage is below 95%.
- **Column 14** presents an index of the extent to which 15-year-olds enrolled in schools are covered by the PISA sample. The index measures the overall proportion of the national enrolled population that is covered by the non-excluded portion of the student sample. The index takes into account both school-level and student-level exclusions. Values close to 100 indicate that the PISA sample represents the entire education system as defined for PISA 2015. The index is the weighted number of participating students (Column 8) divided by the weighted number of participating and excluded students (Column 8 plus Column 10), times the nationally defined target population (Column 5) divided by the eligible population (Column 2) (times 100).
- **Column 15** presents an index of the coverage of the 15-year-old population. This index is the weighted number of participating students (Column 8) divided by the total population of 15-year-old students (Column 1).

This high level of coverage contributes to the comparability of the assessment results. For example, even assuming that the excluded students would have systematically scored worse than those who participated, and that this relationship is moderately strong, an exclusion rate on the order of 5% would likely lead to an overestimation of national mean scores of less than 5 score points (on a scale with an international mean of 500 score points and a standard deviation of 100 score points). This assessment is based on the following calculations: if the correlation between the propensity of exclusions and student performance is 0.3, resulting mean scores would likely be overestimated by 1 score point if the exclusion rate is 1%, by 3 score points if the exclusion rate is 5%, and by 6 score points if the exclusion rate is 10%. If the correlation between the propensity of exclusions and student performance is 0.5, resulting mean scores would be overestimated by 1 score point if the exclusion rate is 1%, by 5 score points if the exclusion rate is 5%, and by 10 score points if the exclusion rate is 10%. For this calculation, a model was used that assumes a bivariate normal distribution for performance and the propensity to participate. For details, see the *PISA 2015 Technical Report* (OECD, forthcoming).

Sampling procedures and response rates

The accuracy of any survey results depends on the quality of the information on which national samples are based as well as on the sampling procedures. Quality standards, procedures, instruments and verification mechanisms were developed for PISA that ensured that national samples yielded comparable data and that the results could be compared with confidence.

Most PISA samples were designed as two-stage stratified samples (where countries applied different sampling designs, these are documented in the *PISA 2015 Technical Report* [OECD, forthcoming]). The first stage consisted of sampling individual schools in which 15-year-old students could be enrolled. Schools were sampled systematically with probabilities proportional to size, the measure of size being a function of the estimated number of eligible (15-year-old) students enrolled. At least 150 schools were selected in each country (where this number existed), although the requirements for national analyses often required a somewhat larger sample. As the schools were sampled, replacement schools were simultaneously identified, in case a sampled school chose not to participate in PISA 2015.

In the case of Iceland, Luxembourg, Macao (China), Malta and Qatar, all schools and all eligible students within schools were included in the sample.

Experts from the PISA Consortium performed the sample selection process for most participating countries and monitored it closely in those countries that selected their own samples. The second stage of the selection process sampled students within sampled schools. Once schools were selected, a list of each sampled school's 15-year-old students was prepared. From this list, 42 students were then selected with equal probability (all 15-year-old students were selected if fewer than 42 were enrolled). The number of students to be sampled per school could deviate from 42, but could not be less than 20.

Data-quality standards in PISA required minimum participation rates for schools as well as for students. These standards were established to minimise the potential for response biases. In the case of countries meeting these standards, it was likely that any bias resulting from non-response would be negligible, i.e. typically smaller than the sampling error.

A minimum response rate of 85% was required for the schools initially selected. Where the initial response rate of schools was between 65% and 85%, however, an acceptable school-response rate could still be achieved through the use of replacement schools.

This procedure brought with it a risk of increased response bias. Participating countries were, therefore, encouraged to persuade as many of the schools in the original sample as possible to participate. Schools with a student participation rate between 25% and 50% were not regarded as participating schools, but data from these schools were included in the database and contributed to the various estimations. Data from schools with a student participation rate of less than 25% were excluded from the database.

PISA 2015 also required a minimum participation rate of 80% of students within participating schools. This minimum participation rate had to be met at the national level, not necessarily by each participating school. Follow-up sessions were required in schools in which too few students had participated in the original assessment sessions. Student participation rates were calculated over all original schools, and also over all schools, whether original sample or replacement schools, and from the participation of students in both the original assessment and any follow-up sessions. A student who participated in the original or follow-up cognitive sessions was regarded as a participant. Those who attended only the questionnaire session were included in the international database and contributed to the statistics presented in this publication if they provided at least a description of their father's or mother's occupation.

Table A2.3 shows the response rates for students and schools, before and after replacement.

- **Column 1** shows the weighted participation rate of schools before replacement. This is obtained by dividing Column 2 by Column 3.
- **Column 2** shows the weighted number of responding schools before school replacement (weighted by student enrolment).
- **Column 3** shows the weighted number of sampled schools before school replacement (including both responding and non-responding schools, weighted by student enrolment).
- **Column 4** shows the unweighted number of responding schools before school replacement.
- **Column 5** shows the unweighted number of responding and non-responding schools before school replacement.
- **Column 6** shows the weighted participation rate of schools after replacement. This is obtained by dividing Column 7 by Column 8.
- **Column 7** shows the weighted number of responding schools after school replacement (weighted by student enrolment).
- **Column 8** shows the weighted number of schools sampled after school replacement (including both responding and non-responding schools, weighted by student enrolment).
- **Column 9** shows the unweighted number of responding schools after school replacement.
- **Column 10** shows the unweighted number of responding and non-responding schools after school replacement.
- **Column 11** shows the weighted student participation rate after replacement. This is obtained by dividing Column 12 by Column 13.
- **Column 12** shows the weighted number of students assessed.
- **Column 13** shows the weighted number of students sampled (including both students who were assessed and students who were absent on the day of the assessment).
- **Column 14** shows the unweighted number of students assessed. Note that any students in schools with student-response rates of less than 50% were not included in these rates (both weighted and unweighted).
- **Column 15** shows the unweighted number of students sampled (including both students that were assessed and students who were absent on the day of the assessment). Note that any students in schools where fewer than half of the eligible students were assessed were not included in these rates (neither weighted nor unweighted).

Definition of schools

In some countries, subunits within schools were sampled instead of schools, and this may affect the estimation of the between-school variance components. In Austria, the Czech Republic, Germany, Hungary, Japan, Romania and Slovenia, schools with more than one study programme were split into the units delivering these programmes. In the Netherlands, for schools with both lower and upper secondary programmes, schools were split into units delivering each programme level. In the Flemish community of Belgium, in the case of multi-campus schools, implantations (campuses) were sampled, whereas in the French community, in the case of multi-campus schools, the larger administrative units were sampled. In Australia, for schools with more than one campus, the individual campuses were listed for sampling. In Argentina and Croatia, schools that had more than one campus had the locations listed for sampling. In Spain, the schools in the Basque region with multi-linguistic models were split into linguistic models for sampling. In Luxembourg, a school on the border with Germany was split according to the country in which the students resided. In addition, the International schools in Luxembourg were split into the students who were instructed in any of the three official languages, and those in the part of the schools that was excluded because no materials were available in the languages of instruction. The United Arab Emirates had schools split by curricula, and sometimes by gender, with other schools remaining whole. Because of reorganisation, some of Sweden's schools were split into parts, with each part having one principal. In Portugal, schools were reorganised into clusters, with teachers and the principal shared by all units in the school cluster.

[Part 1/1]

Table A2.3 Response rates

		Initial sample – before school replacement					Final sample – after school replacement					Final sample – students within schools after school replacement				
		Weighted school participation rate before replacement (%)	Weighted number of responding schools (weighted also by enrolment)	Weighted number of schools sampled (responding and non-responding) (weighted also by enrolment)	Number of responding and non-responding schools (unweighted)	Total in national desired target population after all school exclusions and before within-school exclusions	Weighted school participation rate after replacement (%)	Weighted number of responding schools (weighted also by enrolment)	Weighted number of schools sampled (responding and non-responding) (weighted also by enrolment)	Number of responding schools (unweighted)	Number of responding and non-responding schools (unweighted)	Weighted student participation rate after replacement (%)	Number of students assessed (weighted)	Number of students sampled (assessed and absent) (weighted)	Number of students assessed (unweighted)	Number of students sampled (assessed and absent) (unweighted)
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Australia	94	260 657	276 072	720	788	95	262 130	276 072	723	788	84	204 763	243 789	14 089	17 477
	Austria	100	81 690	81 730	269	273	100	81 690	81 730	269	273	87	63 660	73 521	7 007	9 868
	Belgium	83	98 786	118 915	244	301	95	113 435	118 936	286	301	91	99 760	110 075	9 635	10 602
	Canada	74	283 853	381 133	703	1 008	79	299 512	381 189	726	1 008	81	210 476	260 487	19 604	24 129
	Chile	92	215 139	232 756	207	232	99	230 749	232 757	226	232	93	189 206	202 774	7 039	7 515
	Czech Republic	98	86 354	87 999	339	344	98	86 354	87 999	339	344	89	73 386	82 672	6 835	7 693
	Denmark	90	57 803	63 897	327	371	92	58 837	63 931	331	371	89	49 732	55 830	7 149	8 184
	Estonia	100	11 142	11 154	206	207	100	11 142	11 154	206	207	93	10 088	10 822	5 587	5 994
	Finland	100	58 653	58 782	167	168	100	58 800	58 800	168	168	93	53 198	56 934	5 882	6 294
	France	91	679 984	749 284	232	255	94	706 838	749 284	241	255	88	611 563	693 336	5 980	6 783
	Germany	96	764 423	794 206	245	256	99	785 813	794 206	253	256	93	685 972	735 487	6 476	6 944
	Greece	92	95 030	103 031	190	212	98	101 653	103 218	209	212	94	89 588	94 986	5 511	5 838
	Hungary	93	83 897	89 808	231	251	99	88 751	89 825	244	251	92	77 212	83 657	5 643	6 101
	Iceland	99	4 114	4 163	122	129	99	4 114	4 163	122	129	86	3 365	3 908	3 365	3 908
	Ireland	99	61 023	61 461	167	169	99	61 023	61 461	167	169	89	51 947	58 630	5 741	6 478
	Israel	91	105 192	115 717	169	190	93	107 570	115 717	173	190	90	98 572	108 940	6 598	7 294
	Italy	74	383 933	516 113	414	532	88	451 098	515 515	464	532	88	377 011	430 041	11 477	12 841
	Japan	94	1 087 414	1 151 305	189	200	99	1 139 734	1 151 305	198	200	97	1 096 193	1 127 265	6 647	6 838
	Korea	100	612 937	615 107	168	169	100	612 937	615 107	168	169	99	559 121	567 284	5 581	5 664
	Latvia	86	14 122	16 334	231	269	93	15 103	16 324	248	269	90	12 799	14 155	4 845	5 368
	Luxembourg	100	5 891	5 891	44	44	100	5 891	5 891	44	44	96	5 299	5 540	5 299	5 540
	Mexico	95	1 311 608	1 373 919	269	284	98	1 339 901	1 373 919	275	284	95	1 290 435	1 352 237	7 568	7 938
	Netherlands	63	121 527	191 966	125	201	93	178 929	191 966	184	201	85	152 346	178 985	5 345	6 269
	New Zealand	71	40 623	56 875	145	210	85	48 094	56 913	176	210	80	36 860	45 897	4 453	5 547
	Norway	95	58 824	61 809	229	241	95	58 824	61 809	229	241	91	50 163	55 277	5 456	6 016
	Poland	88	314 288	355 158	151	170	99	352 754	355 158	168	170	88	300 617	343 405	4 466	5 108
	Portugal	86	87 756	102 193	213	254	95	97 516	102 537	238	254	82	75 391	91 916	7 180	8 732
	Slovak Republic	93	50 513	54 499	272	295	99	53 908	54 562	288	295	92	45 357	49 103	6 342	6 900
	Slovenia	98	16 886	17 286	332	349	98	16 896	17 286	333	349	92	15 072	16 424	6 406	7 009
	Spain	99	404 640	409 246	199	201	100	409 246	409 246	201	201	89	356 509	399 935	6 736	7 540
	Sweden	100	93 819	94 097	202	205	100	93 819	94 097	202	205	91	82 582	91 081	5 458	6 013
	Switzerland	93	75 482	81 026	212	232	98	79 481	81 375	225	232	92	74 465	80 544	5 838	6 305
	Turkey	97	1 057 318	1 091 317	175	195	99	1 081 935	1 091 528	187	195	95	874 609	918 816	5 895	6 211
	United Kingdom	84	591 757	707 415	506	598	93	654 992	707 415	547	598	89	517 426	581 252	14 120	16 123
	United States	67	2 601 386	3 902 089	142	213	83	3 244 399	3 893 828	177	213	90	2 629 707	2 929 771	5 712	6 376
Partners	Albania	100	43 809	43 919	229	230	100	43 809	43 919	229	230	94	38 174	40 814	5 213	5 555
	Algeria	96	341 463	355 216	159	166	96	341 463	355 216	159	166	92	274 121	296 434	5 494	5 934
	Argentina	89	508 448	572 941	212	238	97	556 478	572 941	231	238	90	345 508	382 352	6 311	7 016
	Brazil	93	2 509 198	2 692 686	806	889	94	2 533 711	2 693 137	815	889	87	1 996 574	2 286 505	22 791	26 586
	B-S-J-G (China)	88	1 259 845	1 437 201	248	268	100	1 437 652	1 437 652	268	268	97	1 287 710	1 331 794	9 841	10 097
	Bulgaria	100	56 265	56 483	179	180	100	56 600	56 600	180	180	95	50 931	53 685	5 928	6 240
	Colombia	99	664 664	673 817	364	375	100	672 526	673 835	371	375	95	535 682	566 734	11 777	12 611
	Costa Rica	99	66 485	67 073	204	206	99	66 485	67 073	204	206	92	47 494	51 369	6 846	7 411
	Croatia	100	34 575	34 652	160	162	100	34 575	34 652	160	162	91	37 275	40 803	5 809	6 354
	Cyprus*	97	8 830	9 126	122	132	97	8 830	9 126	122	132	94	8 016	8 526	5 561	5 957
	Dominican Republic	99	136 669	138 187	193	195	99	136 669	138 187	193	195	94	122 620	130 700	4 731	5 026
	FYROM	100	16 426	16 472	106	107	100	16 426	16 472	106	107	95	14 999	15 802	5 324	5 617
	Georgia	97	40 552	41 595	256	267	99	41 081	41 566	262	267	94	35 567	37 873	5 316	5 689
	Hong Kong (China)	75	45 603	60 716	115	153	90	54 795	60 715	138	153	93	48 222	51 806	5 359	5 747
	Indonesia	98	3 126 468	3 176 076	232	236	100	3 176 076	3 176 076	236	236	98	3 015 844	3 092 773	6 513	6 694
	Jordan	100	119 024	119 024	250	250	100	119 024	119 024	250	250	97	105 868	108 669	7 267	7 462
	Kazakhstan	100	202 701	202 701	232	232	100	202 701	202 701	232	232	97	187 683	192 921	7 841	8 059
	Kosovo	100	26 924	26 924	224	224	100	26 924	26 924	224	224	99	22 016	22 333	4 826	4 896
	Lebanon	67	40 542	60 882	208	308	87	53 091	60 797	270	308	95	36 052	38 143	4 546	4 788
	Lithuania	99	31 386	31 588	309	311	100	31 543	31 588	310	311	91	27 070	29 889	6 523	7 202
	Macao (China)	100	4 414	4 414	45	45	100	4 414	4 414	45	45	99	4 476	4 507	4 476	4 507
	Malaysia	51	229 340	446 237	147	230	98	437 424	446 100	224	230	97	393 785	407 396	8 843	9 097
	Malta	100	4 341	4 343	59	61	100	4 341	4 343	59	61	85	3 634	4 294	3 634	4 294
	Moldova	100	30 145	30 145	229	229	100	30 145	30 145	229	229	98	28 754	29 341	5 325	5 436
	Montenegro	100	7 301	7 312	64	65	100	7 301	7 312	64	65	94	6 346	6 766	5 665	6 043
	Peru	100	468 406	470 651	280	282	100	469 662	470 651	281	282	99	426 205	430 959	6 971	7 054
	Qatar	99	13 333	13 470	166	168	99	13 333	13 470	166	168	94	12 061	12 819	12 061	12 819
	Romania	99	171 553	172 652	181	182	100	172 495	172 495	182	182	99	162 918	164 216	4 876	4 910
	Russia	99	1 181 937	1 189 441	209	210	99	1 181 937	1 189 441	209	210	97	1 072 914	1 108 068	6 021	6 215
	Singapore	97	45 299	46 620	175	179	98	45 553	46 620	176	179	93	42 241	45 259	6 105	6 555
	Chinese Taipei	100	286 778	286 778	214	214	100	286 778	286 778	214	214	98	246 408	251 424	7 708	7 871
	Thailand	99	739 772	751 010	269	273	100	751 010	751 010	273	273	97	614 996	634 795	8 249	8 491
	Trinidad and Tobago	92	15 904	17 371	141	163	92	15 904	17 371	141	163	79	9 674	12 188	4 587	5 745
	Tunisia	99	121 751	122 767	162	165	99	121 838	122 792	163	165	86	97 337	112 665	5 340	6 175
	United Arab Emirates	99	49 310	50 060	473	477	99	49 310	50 060	473	477	95	43 774	46 263	14 167	15 014
	Uruguay	98	42 986	43 737	217	221	99	43 442	43 737	219	221	86	32 762	38 023	6 059	7 026
	Viet Nam	100	996 757	996 757	188	188	100	996 757	996 757	188	188	100	871 353	874 859	5 826	5 849

* See note at the beginning of this Annex.

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Grade levels

Students assessed in PISA 2015 are at various grade levels. The percentage of students at each grade level is presented by country in Table A2.4a and by gender within each country in Table A2.4b.

[Part 1/1]

Table A2.4a Percentage of students at each grade level

		All students											
		7th grade		8th grade		9th grade		10th grade		11th grade		12th grade and above	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	0.0	(0.0)	0.1	(0.0)	11.2	(0.3)	74.6	(0.4)	14.0	(0.4)	0.1	(0.0)
	Austria	0.0	(0.0)	2.0	(0.6)	20.8	(0.9)	71.2	(1.0)	5.9	(0.3)	0.0	(0.0)
	Belgium	0.6	(0.1)	6.4	(0.5)	30.7	(0.7)	61.0	(0.9)	1.3	(0.1)	0.0	(0.0)
	Canada	0.1	(0.0)	0.7	(0.1)	10.8	(0.5)	87.6	(0.6)	0.8	(0.1)	0.0	(0.0)
	Chile	1.7	(0.3)	4.1	(0.6)	24.0	(0.7)	68.1	(1.0)	2.1	(0.2)	0.0	(0.0)
	Czech Republic	0.5	(0.1)	3.9	(0.3)	49.4	(1.2)	46.2	(1.2)	0.0	(0.0)	0.0	c
	Denmark	0.2	(0.1)	16.4	(0.6)	81.9	(0.7)	1.4	(0.5)	0.0	c	0.0	c
	Estonia	0.8	(0.2)	21.3	(0.6)	76.6	(0.6)	1.3	(0.3)	0.0	c	0.0	(0.0)
	Finland	0.5	(0.1)	13.6	(0.4)	85.7	(0.4)	0.0	(0.0)	0.2	(0.1)	0.0	c
	France	0.0	(0.0)	1.0	(0.2)	23.1	(0.6)	72.5	(0.7)	3.2	(0.2)	0.1	(0.1)
	Germany	0.5	(0.1)	7.7	(0.4)	47.3	(0.8)	43.1	(0.8)	1.5	(0.5)	0.0	(0.0)
	Greece	0.2	(0.1)	0.7	(0.2)	3.8	(0.8)	95.3	(0.9)	0.0	c	0.0	c
	Hungary	1.7	(0.3)	8.5	(0.5)	75.8	(0.7)	14.0	(0.5)	0.0	c	0.0	c
	Iceland	0.0	c	0.0	c	0.0	c	100.0	c	0.0	c	0.0	c
	Ireland	0.0	(0.0)	1.8	(0.2)	60.6	(0.7)	26.5	(1.1)	11.1	(0.9)	0.0	c
	Israel	0.0	c	0.1	(0.0)	16.4	(0.9)	82.7	(0.9)	0.9	(0.3)	0.0	c
	Italy	0.1	(0.0)	1.0	(0.2)	15.2	(0.6)	77.2	(0.7)	6.6	(0.3)	0.0	c
	Japan	0.0	c	0.0	c	0.0	c	100.0	(0.0)	0.0	c	0.0	c
	Korea	0.0	c	0.0	c	9.1	(0.8)	90.4	(0.8)	0.5	(0.1)	0.0	c
	Latvia	0.9	(0.2)	11.7	(0.5)	84.4	(0.6)	2.9	(0.3)	0.0	(0.0)	0.0	c
	Luxembourg	0.3	(0.1)	7.9	(0.1)	50.9	(0.1)	40.3	(0.1)	0.6	(0.0)	0.0	c
	Mexico	2.3	(0.3)	4.8	(0.4)	31.9	(1.4)	60.3	(1.6)	0.5	(0.1)	0.2	(0.0)
	Netherlands	0.1	(0.0)	2.8	(0.3)	41.6	(0.6)	54.8	(0.6)	0.8	(0.2)	0.0	(0.0)
	New Zealand	0.0	c	0.0	c	0.0	(0.0)	6.2	(0.3)	88.8	(0.5)	5.0	(0.5)
	Norway	0.0	c	0.0	c	0.6	(0.1)	99.3	(0.2)	0.1	(0.1)	0.0	c
	Poland	0.6	(0.1)	4.9	(0.3)	93.8	(0.4)	0.6	(0.2)	0.0	c	0.0	c
	Portugal	3.2	(0.3)	8.4	(0.5)	22.9	(0.9)	65.1	(1.2)	0.4	(0.1)	0.0	c
	Slovak Republic	2.2	(0.4)	4.6	(0.4)	42.6	(1.3)	50.6	(1.2)	0.1	(0.0)	0.0	c
	Slovenia	0.0	c	0.3	(0.1)	4.8	(0.3)	94.6	(0.4)	0.3	(0.1)	0.0	c
	Spain	0.1	(0.0)	8.6	(0.5)	23.4	(0.6)	67.9	(0.9)	0.1	(0.1)	0.0	c
	Sweden	0.1	(0.1)	3.1	(0.4)	94.9	(0.8)	1.8	(0.7)	0.1	(0.1)	0.0	c
	Switzerland	0.5	(0.1)	11.8	(0.7)	61.3	(1.2)	25.9	(1.3)	0.5	(0.1)	0.0	(0.0)
	Turkey	0.6	(0.1)	2.6	(0.4)	20.7	(1.0)	72.9	(1.2)	3.0	(0.3)	0.1	(0.0)
	United Kingdom	0.0	c	0.0	c	0.0	c	1.6	(0.3)	97.4	(0.4)	1.0	(0.3)
	United States	0.0	(0.0)	0.5	(0.3)	9.6	(0.7)	72.4	(0.9)	17.3	(0.6)	0.1	(0.0)
Partners	Albania	0.2	(0.1)	1.0	(0.2)	35.8	(2.3)	61.7	(2.3)	1.2	(0.7)	0.0	(0.0)
	Algeria	18.8	(1.0)	23.5	(1.1)	35.1	(1.5)	19.4	(2.1)	3.2	(0.7)	0.0	c
	Brazil	3.5	(0.2)	6.4	(0.4)	12.5	(0.5)	35.9	(0.9)	39.2	(0.8)	2.5	(0.2)
	B-S-J-G (China)	1.1	(0.2)	9.2	(0.7)	52.7	(1.7)	34.6	(2.0)	2.2	(0.5)	0.1	(0.0)
	Bulgaria	0.5	(0.2)	3.0	(0.6)	92.2	(0.8)	4.3	(0.4)	0.0	c	0.0	c
	Colombia	5.3	(0.4)	12.3	(0.6)	22.7	(0.6)	40.2	(0.7)	19.5	(0.6)	0.0	c
	Costa Rica	6.2	(0.7)	14.0	(0.7)	33.0	(1.2)	46.5	(1.6)	0.2	(0.1)	0.1	(0.1)
	Croatia	0.0	c	0.2	(0.2)	79.2	(0.5)	20.6	(0.4)	0.0	c	0.0	c
	Cyprus*	0.0	c	0.3	(0.0)	5.8	(0.1)	93.1	(0.1)	0.7	(0.1)	0.0	c
	Dominican Republic	7.1	(0.8)	13.8	(1.2)	20.6	(0.8)	41.9	(1.1)	14.2	(0.7)	2.4	(0.3)
	FYROM	0.1	(0.1)	0.1	(0.1)	70.2	(0.2)	29.7	(0.2)	0.0	c	0.0	c
	Georgia	0.1	(0.0)	0.8	(0.2)	22.0	(0.8)	76.0	(0.9)	1.1	(0.3)	0.0	c
	Hong Kong (China)	1.1	(0.1)	5.6	(0.4)	26.0	(0.7)	66.7	(0.7)	0.6	(0.5)	0.0	c
	Indonesia	2.1	(0.3)	8.1	(0.7)	42.1	(1.5)	45.5	(1.6)	2.3	(0.4)	0.0	(0.0)
	Jordan	0.2	(0.1)	0.6	(0.1)	6.6	(0.4)	92.6	(0.4)	0.0	c	0.0	c
	Kosovo	0.0	(0.1)	0.6	(0.1)	24.9	(0.8)	72.4	(0.9)	2.1	(0.2)	0.0	c
	Lebanon	3.7	(0.5)	8.3	(0.8)	16.6	(1.1)	62.3	(1.4)	9.0	(0.8)	0.1	(0.1)
	Lithuania	0.1	(0.0)	2.6	(0.2)	86.3	(0.4)	11.0	(0.4)	0.0	(0.0)	0.0	c
	Macao (China)	2.9	(0.1)	12.2	(0.2)	29.7	(0.2)	54.5	(0.1)	0.6	(0.1)	0.0	c
	Malta	0.0	c	0.0	c	0.3	(0.1)	6.1	(0.2)	93.6	(0.1)	0.1	(0.0)
	Moldova	0.2	(0.1)	7.6	(0.5)	84.5	(0.8)	7.5	(0.8)	0.0	(0.0)	0.0	c
	Montenegro	0.0	c	0.0	c	83.7	(0.1)	16.3	(0.1)	0.0	c	0.0	c
	Peru	2.5	(0.3)	6.6	(0.4)	15.9	(0.5)	50.2	(0.8)	24.8	(0.8)	0.0	c
	Qatar	0.9	(0.1)	3.5	(0.1)	16.3	(0.1)	60.7	(0.1)	18.0	(0.1)	0.6	(0.0)
	Romania	1.4	(0.3)	8.9	(0.5)	74.8	(0.9)	14.9	(0.7)	0.0	c	0.0	c
	Russia	0.2	(0.1)	6.6	(0.3)	79.7	(1.5)	13.4	(1.5)	0.1	(0.0)	0.0	c
	Singapore	0.0	(0.0)	1.9	(0.3)	7.9	(0.8)	90.0	(1.0)	0.1	(0.0)	0.1	(0.0)
	Chinese Taipei	0.0	c	0.0	c	35.4	(0.7)	64.6	(0.7)	0.0	c	0.0	c
	Thailand	0.2	(0.1)	0.6	(0.2)	23.8	(1.0)	72.9	(1.0)	2.4	(0.4)	0.0	c
	Trinidad and Tobago	3.3	(0.2)	10.8	(0.3)	27.3	(0.3)	56.5	(0.3)	2.2	(0.2)	0.0	c
	Tunisia	4.3	(0.3)	10.6	(0.8)	19.6	(1.3)	60.9	(1.7)	4.6	(0.4)	0.0	c
	United Arab Emirates	0.6	(0.1)	2.5	(0.3)	10.6	(0.7)	53.4	(0.8)	31.4	(0.8)	1.5	(0.1)
	Uruguay	7.5	(0.6)	9.7	(0.5)	20.7	(0.7)	61.3	(1.2)	0.8	(0.1)	0.0	c
	Viet Nam	0.3	(0.1)	1.7	(0.4)	7.7	(1.8)	90.4	(2.2)	0.0	(0.0)	0.0	c
	Argentina**	1.6	(0.4)	9.7	(0.8)	27.4	(1.2)	58.5	(1.6)	2.8	(0.3)	0.0	c
	Kazakhstan**	0.1	(0.1)	2.7	(0.3)	60.4	(1.7)	36.2	(1.8)	0.6	(0.1)	0.0	c
	Malaysia**	0.0	c	0.0	c	3.2	(0.6)	96.4	(0.7)	0.4	(0.3)	0.0	c

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
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[Part 1/1]

Table A2.4b Percentage of students at each grade level

		Boys												Girls											
		7th grade		8th grade		9th grade		10th grade		11th grade		12th grade and above		7th grade		8th grade		9th grade		10th grade		11th grade		12th grade and above	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	0.0	(0.0)	0.2	(0.1)	13.2	(0.4)	73.5	(0.5)	13.1	(0.5)	0.0	(0.0)	0.0	(0.0)	0.1	(0.0)	9.2	(0.3)	75.7	(0.5)	14.9	(0.6)	0.1	(0.1)
	Austria	0.1	(0.1)	2.0	(0.4)	21.6	(1.2)	71.1	(1.2)	5.2	(0.4)	0.0	(0.0)	0.0	c	2.0	(0.9)	20.0	(1.0)	71.4	(1.3)	6.6	(0.4)	0.0	(0.0)
	Belgium	0.7	(0.1)	6.7	(0.5)	33.6	(1.0)	57.9	(1.1)	1.2	(0.2)	0.0	c	0.6	(0.1)	6.2	(0.5)	27.7	(0.8)	64.2	(1.1)	1.3	(0.1)	0.0	(0.0)
	Canada	0.1	(0.1)	1.0	(0.2)	11.7	(0.6)	86.5	(0.6)	0.7	(0.1)	0.0	(0.0)	0.1	(0.0)	0.4	(0.1)	9.9	(0.6)	88.8	(0.6)	0.8	(0.1)	0.0	(0.0)
	Chile	2.2	(0.5)	4.8	(0.8)	26.4	(0.9)	64.8	(1.3)	1.8	(0.2)	0.1	(0.1)	1.2	(0.4)	3.5	(0.7)	21.5	(0.8)	71.4	(1.1)	2.4	(0.3)	0.0	c
	Czech Republic	0.6	(0.2)	5.5	(0.5)	52.3	(1.5)	41.5	(1.6)	0.0	(0.0)	0.0	c	0.4	(0.2)	2.2	(0.3)	46.2	(1.5)	51.2	(1.6)	0.0	c	0.0	c
	Denmark	0.3	(0.1)	21.9	(0.9)	76.6	(1.0)	1.2	(0.5)	0.0	c	0.0	c	0.1	(0.1)	10.8	(0.5)	87.3	(0.7)	1.7	(0.6)	0.0	c	0.0	c
	Estonia	1.3	(0.3)	23.7	(0.9)	74.2	(0.8)	0.8	(0.3)	0.0	c	0.0	(0.0)	0.2	(0.1)	18.8	(0.8)	79.1	(0.8)	1.9	(0.4)	0.0	c	0.0	c
	Finland	0.4	(0.1)	15.5	(0.6)	83.9	(0.6)	0.0	(0.0)	0.2	(0.1)	0.0	c	0.5	(0.1)	11.5	(0.5)	87.7	(0.5)	0.0	c	0.3	(0.2)	0.0	c
	France	0.0	c	1.0	(0.2)	26.1	(0.9)	69.6	(1.0)	3.1	(0.3)	0.2	(0.1)	0.1	(0.1)	1.0	(0.2)	20.1	(0.6)	75.4	(0.8)	3.3	(0.3)	0.1	(0.0)
	Germany	0.7	(0.2)	9.0	(0.5)	50.1	(1.0)	38.8	(1.0)	1.4	(0.4)	0.0	(0.0)	0.3	(0.1)	6.3	(0.6)	44.3	(0.9)	47.5	(1.0)	1.6	(0.6)	0.0	c
	Greece	0.4	(0.2)	1.1	(0.3)	4.7	(1.0)	93.8	(1.2)	0.0	c	0.0	c	0.1	(0.1)	0.2	(0.1)	2.8	(0.8)	96.9	(0.8)	0.0	c	0.0	c
	Hungary	1.8	(0.4)	10.1	(0.6)	75.6	(0.9)	12.5	(0.6)	0.0	c	0.0	c	1.6	(0.4)	6.9	(0.8)	76.0	(0.9)	15.5	(0.7)	0.0	c	0.0	c
	Iceland	0.0	c	0.0	c	0.0	c	100.0	c	0.0	c	0.0	c	0.0	c	0.0	c	0.0	c	100.0	c	0.0	c	0.0	c
	Ireland	0.0	c	2.2	(0.3)	62.8	(0.9)	24.1	(1.2)	10.9	(1.0)	0.0	c	0.0	(0.0)	1.4	(0.2)	58.2	(0.9)	29.0	(1.4)	11.3	(1.1)	0.0	c
	Israel	0.0	c	0.1	(0.1)	18.0	(1.2)	80.9	(1.3)	1.1	(0.6)	0.0	c	0.0	c	0.1	(0.0)	14.9	(0.8)	84.4	(0.8)	0.7	(0.1)	0.0	c
	Italy	0.2	(0.1)	1.3	(0.3)	18.1	(0.8)	75.0	(0.9)	5.4	(0.4)	0.0	c	0.1	(0.0)	0.7	(0.2)	12.2	(0.8)	79.3	(1.0)	7.7	(0.5)	0.0	c
	Japan	0.0	c	0.0	c	0.0	c	100.0	c	0.0	c	0.0	c	0.0	c	0.0	c	0.0	c	100.0	c	0.0	c	0.0	c
	Korea	0.0	c	0.0	c	10.1	(1.4)	89.4	(1.4)	0.5	(0.1)	0.0	c	0.0	c	0.0	c	8.0	(0.8)	91.5	(0.8)	0.5	(0.1)	0.0	c
	Latvia	1.5	(0.4)	14.7	(0.8)	81.8	(0.9)	1.9	(0.3)	0.0	(0.0)	0.0	c	0.4	(0.2)	8.7	(0.7)	87.0	(0.7)	3.9	(0.4)	0.0	c	0.0	c
	Luxembourg	0.2	(0.1)	9.4	(0.2)	52.4	(0.3)	37.3	(0.2)	0.7	(0.1)	0.0	c	0.3	(0.1)	6.4	(0.2)	49.4	(0.2)	43.3	(0.2)	0.6	(0.1)	0.0	c
	Mexico	3.1	(0.5)	5.9	(0.6)	32.2	(1.5)	58.0	(1.6)	0.6	(0.2)	0.2	(0.0)	1.5	(0.3)	3.7	(0.4)	31.6	(1.7)	62.5	(1.7)	0.4	(0.1)	0.2	(0.1)
	Netherlands	0.0	(0.0)	3.8	(0.4)	45.3	(0.8)	50.2	(0.8)	0.8	(0.3)	0.0	c	0.1	(0.0)	1.9	(0.3)	38.0	(0.7)	59.3	(0.7)	0.7	(0.2)	0.0	(0.0)
	New Zealand	0.0	c	0.0	c	0.0	c	6.9	(0.5)	88.6	(0.8)	4.5	(0.5)	0.0	c	0.0	c	0.0	(0.0)	5.4	(0.4)	89.1	(0.6)	5.5	(0.6)
	Norway	0.0	c	0.0	c	0.8	(0.2)	99.1	(0.2)	0.1	(0.1)	0.0	c	0.0	c	0.0	c	0.3	(0.1)	99.6	(0.1)	0.1	(0.1)	0.0	c
	Poland	0.9	(0.2)	6.8	(0.5)	92.1	(0.6)	0.2	(0.2)	0.0	c	0.0	c	0.4	(0.1)	3.0	(0.3)	95.6	(0.5)	1.1	(0.3)	0.0	c	0.0	c
	Portugal	4.2	(0.4)	10.5	(0.7)	25.4	(1.0)	59.6	(1.4)	0.3	(0.1)	0.0	c	2.1	(0.4)	6.4	(0.5)	20.5	(0.9)	70.5	(1.2)	0.5	(0.1)	0.0	c
	Slovak Republic	2.4	(0.4)	4.8	(0.5)	43.5	(1.6)	49.4	(1.8)	0.0	c	0.0	c	1.9	(0.5)	4.3	(0.6)	41.7	(1.8)	51.9	(1.8)	0.1	(0.1)	0.0	c
	Slovenia	0.0	c	0.5	(0.2)	5.4	(0.7)	93.9	(0.7)	0.2	(0.1)	0.0	c	0.0	c	0.2	(0.1)	4.1	(0.6)	95.3	(0.6)	0.4	(0.2)	0.0	c
	Spain	0.1	(0.1)	10.7	(0.7)	25.4	(0.8)	63.7	(1.1)	0.1	(0.1)	0.0	c	0.0	c	6.5	(0.5)	21.3	(0.8)	72.1	(1.0)	0.1	(0.1)	0.0	c
	Sweden	0.1	(0.1)	3.5	(0.5)	95.0	(0.9)	1.4	(0.7)	0.1	(0.1)	0.0	c	0.2	(0.1)	2.6	(0.4)	94.9	(1.0)	2.3	(0.9)	0.1	(0.1)	0.0	c
	Switzerland	0.7	(0.2)	13.4	(0.8)	60.7	(1.1)	24.7	(1.2)	0.5	(0.1)	0.0	c	0.3	(0.1)	10.1	(0.8)	62.0	(1.7)	27.2	(1.9)	0.5	(0.2)	0.0	(0.0)
	Turkey	0.8	(0.3)	3.1	(0.6)	25.4	(1.2)	68.4	(1.6)	2.2	(0.4)	0.1	(0.1)	0.4	(0.2)	2.1	(0.4)	16.1	(1.1)	77.5	(1.3)	3.8	(0.4)	0.1	(0.0)
	United Kingdom	0.0	c	0.0	c	0.0	c	1.9	(0.5)	97.3	(0.6)	0.9	(0.3)	0.0	c	0.0	c	0.0	c	1.4	(0.2)	97.5	(0.3)	1.1	(0.3)
	United States	0.0	c	0.5	(0.4)	11.6	(0.8)	72.4	(1.0)	15.3	(0.7)	0.2	(0.1)	0.1	(0.1)	0.5	(0.2)	7.6	(0.6)	72.4	(0.9)	19.4	(0.7)	0.1	(0.0)
Partners	Albania	0.2	(0.2)	0.9	(0.2)	41.2	(2.7)	56.3	(2.6)	1.3	(0.9)	0.0	(0.0)	0.1	(0.1)	1.1	(0.3)	30.4	(2.1)	67.1	(2.2)	1.2	(0.5)	0.1	(0.0)
	Algeria	24.4	(1.3)	25.7	(1.2)	32.6	(1.5)	14.7	(1.9)	2.6	(0.7)	0.0	c	12.6	(1.1)	21.0	(1.2)	37.9	(2.0)	24.6	(2.5)	3.9	(0.8)	0.0	c
	Brazil	4.6	(0.3)	7.8	(0.6)	13.9	(0.6)	36.5	(1.0)	35.3	(0.9)	1.8	(0.2)	2.4	(0.2)	5.0	(0.4)	11.1	(0.6)	35.3	(0.9)	43.0	(0.9)	3.1	(0.2)
	B-S-J-G (China)	1.2	(0.2)	9.9	(0.7)	55.4	(1.7)	31.6	(1.9)	1.9	(0.5)	0.1	(0.0)	1.1	(0.2)	8.4	(0.8)	49.6	(1.8)	38.1	(2.2)	2.6	(0.5)	0.1	(0.1)
	Bulgaria	0.6	(0.2)	4.1	(0.8)	91.8	(1.0)	3.5	(0.4)	0.0	c	0.0	c	0.4	(0.2)	1.8	(0.4)	92.7	(0.7)	5.2	(0.4)	0.0	c	0.0	c
	Colombia	7.2	(0.6)	14.3	(0.8)	25.2	(0.8)	37.1	(0.9)	16.2	(0.8)	0.0	c	3.6	(0.4)	10.5	(0.7)	20.5	(0.9)	42.9	(1.0)	22.5	(0.8)	0.0	c
	Costa Rica	7.8	(0.8)	16.7	(0.8)	34.3	(1.2)	41.2	(1.5)	0.1	(0.0)	0.0	c	4.7	(0.7)	11.4	(0.7)	31.8	(1.4)	51.6	(1.8)	0.3	(0.1)	0.2	(0.1)
	Croatia	0.0	c	0.2	(0.1)	80.5	(0.5)	19.4	(0.5)	0.0	c	0.0	c	0.0	c	0.3	(0.2)	78.0	(0.7)	21.7	(0.7)	0.0	c	0.0	c
	Cyprus*	0.0	c	0.3	(0.1)	6.6	(0.2)	92.4	(0.2)	0.6	(0.1)	0.0	c	0.0	c	0.3	(0.1)	5.1	(0.2)	93.8	(0.2)	0.8	(0.1)	0.0	c
	Dominican Republic	10.3	(1.1)	16.4	(1.5)	23.3	(1.2)	37.2	(1.4)	11.1	(0.8)	1.7	(0.3)	4.0	(0.6)	11.2	(1.1)	18.1	(0.8)	46.5	(1.1)	17.2	(0.8)	3.0	(0.3)
	FYROM	0.2	(0.2)	0.2	(0.2)	70.9	(0.3)	28.8	(0.2)	0.0	c	0.0	c	0.0	c	0.0	c	69.4	(0.3)	30.6	(0.3)	0.0	c	0.0	c
	Georgia	0.1	(0.0)	0.9	(0.2)	23.0	(1.0)	75.2	(1.0)	0.8	(0.2)	0.0	c	0.1	(0.1)	0.7	(0.2)	20.9	(0.9)	76.8	(1.0)	1.5	(0.4)	0.0	c
	Hong Kong (China)	1.3	(0.2)	6.4	(0.5)	28.5	(0.8)	63.3	(0.9)	0.5	(0.4)	0.0	c	1.0	(0.2)	4.7	(0.4)	23.5	(0.8)	70.2	(0.9)	0.6	(0.6)	0.0	c
	Indonesia	2.5	(0.4)	8.9	(0.9)	44.3	(1.9)	42.1	(2.0)	2.1	(0.4)	0.0	(0.0)	1.7	(0.3)	7.2	(1.0)	39.8	(1.9)	48.9	(2.1)	2.4	(0.4)	0.0	c
	Jordan	0.1	(0.1)	0.5	(0.1)	6.6	(0.7)	92.9	(0.7)	0.0	c	0.0	c	0.2	(0.1)	0.7	(0.1)	6.6	(0.6)	92.4	(0.6)	0.0	c	0.0	c
	Kosovo	0.1	(0.1)	0.5	(0.1)	26.4	(0.9)	71.5	(1.0)	1.6	(0.3)	0.0	c	0.0	c	0.7	(0.2)	23.5	(1.0)	73.3	(1.0)	2.5	(0.3)	0.0	c
	Lebanon	4.0	(0.6)	8.2	(0.9)	17.2	(1.4)	63.5	(1.7)	6.9	(0.7)	0.2	(0.1)	3.4	(0.6)	8.3	(1.0)	16.1	(1.2)	61.2	(1.8)	10.8	(1.2)	0.1	(0.1)
	Lithuania	0.2	(0.1)	3.5	(0.3)	87.4	(0.6)	8.8	(0.5)	0.0	(0.0)	0.0	c	0.0	(0.0)	1.7	(0.2)	85.1	(0.7)	13.1	(0.6)	0.0	(0.0)	0.0	c
	Macao (China)	4.3	(0.2)	16.4	(0.3)	30.8	(0.2)	48.2	(0.2)	0.4	(0.1)	0.0	c	1.6	(0.2)	8.0	(0.2)	28.7	(0.3)	60.8	(0.3)	0.9	(0.2)	0.0	c
	Malta	0.0	c	0.0	c	0.5	(0.1)	6.8	(0.3)	92.7	(0.2)	0.0	c	0.0	c	0.0	c	0.1	(0.0)	5.4	(0.2)	94.4	(0.2)	0.1	(0.1)
	Moldova	0.3	(0.1)	8.2	(0.7)	86.3	(0.9)	5.0	(0.9)	0.1	(0.1)	0.0	c	0.2	(0.1)	7.0	(0.6)	82.8	(1.2)	10.1	(1.2)	0.0	c	0.0	c
	Montenegro	0.0	c	0.0	c	85.2	(0.2)	14.8	(0.2)	0.0	c	0.0	c	0.0	c	0.0	c	82.2	(0.2)	17.8	(0.2)	0.0	c	0.0	c
	Peru	3.0	(0.5)	7.5	(0.5)	17.9	(0.7)	48.7	(0.9)	22.9	(1.0)	0.0	c	1.9	(0.3)	5.6	(0.5)	14.0	(0.6)	51.7	(1.0)	26.8	(0.9)	0.0	c
	Qatar	0.8	(0.1)	3.6	(0.1)	18.0	(0.2)	59.3	(0.2)	17.6	(0.2)	0.6	(0.1)	1.0	(0.1)	3.4	(0.1)	14.5	(0.1)	62.1	(0.2)	18.4	(0.2)	0.6	(0.1)
	Romania	1.7	(0.4)	10.7	(0.8)	74.3	(1.0)	13.3	(0.7)	0.0	c	0.0	c	1.1	(0.4)	7.2	(0.8)	75.3	(1.1)	16.4	(0.8)	0.0	c	0.0	c
	Russia	0.2	(0.1)	7.2	(0.5)	80.1	(1.7)	12.4	(1.7)	0.0	(0.0)	0.0	c	0.1	(0.1)	6.0	(0.4)	79.3	(1.5)	14.4	(1.6)	0.1	(0.1)	0.0	c
	Singapore	0.1	(0.0)	1.8	(0.3)	8.9	(0.9)	89.1	(1.1)	0.1	(0.1)	0.0	(0.0)	0.0	(0.0)	2.0	(0.4)	6.9	(0.8)	90.8	(1.1)	0.2	(0.1)	0.1	(0.0)
	Chinese Taipei	0.0	c	0.0	c	36.5	(1.3)	63.5	(1.3)	0.0	c	0.0	c	0.0	c	0.0	c	34.3	(1.3)	65.7	(1.3)	0.0	c	0.0	c
	Thailand	0.2	(0.1)	0.8	(0.3)	25.4	(1.2)	71.4	(1.2)	2.3	(0.4)	0.0	c	0.3	(0.1)	0.5	(0.2)	22.5	(1.3)	74.1	(1.3)	2.6	(0.4)	0.0	c
	Trinidad and Tobago	3.7	(0.3)	14.2	(0.5)	30.8	(0.5)	48.9	(0.5)	2.4	(0.2)	0.0	c	2.8	(0.2)	7.5	(0.4)	23.8	(0.4)	63.9	(0.5)	2.0	(0.3)	0.0	c
	Tunisia	5.9	(0.5)	13.8	(1.0)	22.0	(1.4)	54.0	(1.9)	4.3	(0.5)	0.0	c	3.0	(0.3)	7.8	(0.7)	17.5	(1.4)	67.0	(1.8)	4.8	(0.5)	0.0	c
	United Arab Emirates	0.7	(0.1)	2.9	(0.4)	11.4	(1.1)	54.0	(1.3)	29.6	(1.0)	1.4	(0.2)	0.4	(0.1)	2.2	(0.5)	9.9	(0.9)	52.8	(0.9)	33.1	(1.1)	1.6	(0.2)
	Uruguay	9.2	(0.8)	11.2	(0.7)	22.5	(0.9)	56.5	(1.5)	0.5	(0.1)	0.0	c	6.0	(0.7)	8.3	(0.6)	19.0	(0.8)	65.6	(1.1)	1.1	(0.2)	0.0	c
	Viet Nam	0.5	(0.2)	2.3	(0.6)	11.1	(2.6)	86.1	(3.2)	0.0	c	0.0	c	0.1	(0.0)	1.1	(0.4)	4.6	(1.2)	94.2	(1.4)	0.0	(0.0)	0.0	c
	Argentina**	2.3	(0.6)	11.5	(0.9)	27.8	(1.3)	56.0	(1.8)	2.4	(0.3)	0.0	c	1.0	(0.3)	8.1	(0.9)	26.9	(1.4)	60.8	(1.7)	3.2	(0.3)	0.0	c
	Kazakhstan**	0.1	(0.1)	3.1	(0.4)	62.8	(2.3)	33.5	(2.4)	0.5	(0.1)	0.0	c	0.1	(0.1)	2.3	(0.3)	57.8	(1.7)	39.0	(1.8)	0.7	(0.1)	0.0	c
	Malaysia**	0.0	c	0.0	c	4.2	(0.8)	95.4	(0.9)	0.4	(0.3)	0.0	c	0.0	c	0.0	c	2.3	(0.5)	97.2	(0.6)	0.4	(0.4)	0.0	c

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933433129

Reference

OECD (forthcoming), *PISA 2015 Technical Report*, PISA, OECD Publishing, Paris.

ANNEX A3
TECHNICAL NOTES ON ANALYSES IN PISA 2015 RESULTS

Methods and definitions

Odds ratio

The odds ratio is a measure of the relative likelihood of a particular outcome across two groups. The odds ratio for observing the outcome when an antecedent is present is simply

$$OR = \frac{(p_{11}/p_{12})}{(p_{21}/p_{22})}$$

where p_{11}/p_{12} represents the "odds" of observing the outcome when the antecedent is present, and p_{21}/p_{22} represents the "odds" of observing the outcome when the antecedent is not present.

Logistic regression can be used to estimate the log ratio: the exponentiated logit coefficient for a binary variable is equivalent to the odds ratio. A "generalised" odds ratio, after accounting for other differences across groups, can be estimated by introducing control variables in the logistic regression.

Statistics based on multilevel models

Statistics based on multilevel models include variance components (between- and within-school variance), the index of inclusion derived from these components, and regression coefficients where this has been indicated. Multilevel models are generally specified as two-level regression models (the student and school levels), with normally distributed residuals, and estimated with maximum likelihood estimation. Where the dependent variable is science, reading or mathematics performance, the estimation uses ten plausible values for each student's performance on the mathematics scale. Models were estimated using the Stata ® (version 14.1) "mixed" module. The three-level regression models are estimated with HLM® (version 6.06) using only five plausible values of science performance.

In multilevel models, weights are used at both the student and school levels. The purpose of these weights is to account for differences in the probabilities of students being selected in the sample. Since PISA applies a two-stage sampling procedure, these differences are due to factors at both the school and the student levels. For the multilevel models, student final weights (W_FSTUWT) were used. Within-school weights correspond to student final weights, rescaled to amount to the sample size within each school. Between-school weights correspond to the sum of final student weights (W_FSTUWT) within each school. The definition of between-school weights is the same as in PISA 2012 initial reports. For the three-level regression models, the sum of the weights is the same across education systems so that each education system contributes equally to the results.

The index of inclusion is based on the intraclass correlation and is estimated as:

$$100 * \frac{\sigma_w^2}{\sigma_w^2 + \sigma_b^2}$$

where σ_w^2 and σ_b^2 represent the within- and between-variance estimates, respectively.

The results in multilevel models, and the between-school variance estimate in particular, depend on how schools are defined and organised within countries and by the units that were chosen for sampling purposes. For example, in some countries, some of the schools in the PISA sample were defined as administrative units (even if they spanned several geographically separate institutions, as in Italy); in others they were defined as those parts of larger educational institutions that serve 15-year-olds; in still others they were defined as physical school buildings; and in others they were defined from a management perspective (e.g. entities having a principal). The *PISA 2015 Technical Report* (OECD, forthcoming) and Annex A2 provide an overview of how schools are defined. In Slovenia, the primary sampling unit is defined as a group of students who follow the same study programme within a school (an education track within a school). So in this case, the between-school variation is actually the between-track variation. The use of stratification variables in the selection of schools may also affect the estimate of the between-school variation, particularly if stratification variables are associated with between-school differences.

Because of the manner in which students were sampled, the within-school variation includes variation between classes as well as between students.

Multiple imputation

Multiple imputation replaces each missing value with a set of plausible values that represent the uncertainty about the right value to impute. The multiple imputed data sets are then analysed by using standard procedures for complete data and by combining results from these analyses. For the three-level regression models, five imputed values were computed for each missing value using the predictive mean matching method in SAS® PROC MI. Five plausible values of science performance were then analysed by the HLM® software using one of the five imputed data sets.

Diversity index of grade levels

The diversity index of grade levels is based on the Herfindahl index and can be interpreted as the probability (in %) that two students selected at random are enrolled in different grades. It is defined as:

$$D = 100 - ((\sum_{g=1}^{G} p_g^2) * 100))$$

where p_g is the proportion of students enrolled in grade level g.

Standard errors and significance tests

The statistics in this report represent estimates of national performance based on samples of students, rather than values that could be calculated if every student in every country had answered every question. Consequently, it is important to measure the degree of uncertainty of the estimates. In PISA, each estimate has an associated degree of uncertainty, which is expressed through a standard error. The use of confidence intervals provides a way to make inferences about the population means and proportions in a manner that reflects the uncertainty associated with the sample estimates. From an observed sample statistic and assuming a normal distribution, it can be inferred that the corresponding population result would lie within the confidence interval in 95 out of 100 replications of the measurement on different samples drawn from the same population.

In many cases, readers are primarily interested in whether a given value in a particular country is different from a second value in the same or another country, e.g. whether girls in a country perform better than boys in the same country. In the tables and charts used in this report, differences are labelled as statistically significant if the probability of reporting a difference when there is actually no such difference in corresponding population values is lower than 5%. Similarly, the risk of reporting a correlation as significant if there is, in fact, no correlation between two measures, is contained at 5%.

Throughout the report, significance tests were undertaken to assess the statistical significance of the comparisons made.

Differences between subgroup means

Differences between groups of students (e.g. students who have skipped a day of school and students who have not skipped a day of school) or categories of schools (e.g. advantaged and disadvantaged schools) were tested for statistical significance. The definitions of the subgroups can, in general, be found in the tables and the text accompanying the analysis. Socio-economically (dis)advantaged schools, for instance, are defined as schools in the (bottom) top quarter of the distribution of the average PISA index of economic, social and cultural status (ESCS) across schools within each country/economy. All differences marked in bold in the tables presented in Annex B of this report are statistically significant at the 95% level.

Change in the performance per unit of an index

For many tables, the difference in student performance per unit of an index was calculated. Figures in bold indicate that the differences are statistically significantly different from zero at the 95% confidence level.

Odds ratio

Figures in bold in the data tables presented in Annex B of this report indicate that the relative risk/odds ratio is statistically significantly different from 1 at the 95% confidence level. To compute statistical significance around the value of 1 (the null hypothesis), the relative-risk/odds-ratio statistic is assumed to follow a log-normal distribution, rather than a normal distribution, under the null hypothesis.

Multilevel models

The standard errors of multilevel models are not estimated with the usual replication method, which accounts for stratification and sampling rates from finite populations. Instead, standard errors are "model-based": their computation assumes that schools, and students within schools, are sampled at random (with sampling probabilities reflected in school and student weights) from a theoretical, infinite population of schools and students which complies with the model's parametric assumptions.

The standard error for the estimated index of inclusion is calculated by deriving an approximate distribution for it from the (model-based) standard errors for the variance components, using the delta-method.

Multiple imputation

The standard errors take into account the between-imputation variance. The standard errors of the results therefore consist of sampling variance, cognitive test measurement variance and error due to the imputation of missing values.

Reference

Gorard, S. and **C. Taylor** (2002), "What is segregation ? A comparison of measures in terms of 'strong' and 'weak' compositional invariance", *Sociology*, Vol.36/4, pp. 875-895, http://dx.doi.org/ 10.1177/003803850203600405.

ANNEX A4
QUALITY ASSURANCE

Quality assurance procedures were implemented in all parts of PISA 2015, as was done for all previous PISA surveys. The PISA 2015 Technical Standards (www.oecd.org/pisa/) specify the way in which PISA must be implemented in each country, economy and adjudicated region. International contractors monitor the implementation in each of these and adjudicate on their adherence to the standards.

The consistent quality and linguistic equivalence of the PISA 2015 assessment instruments were facilitated by assessing the ease with which the original English version could be translated. Two source versions of the assessment instruments, in English and French were prepared (except for the financial literacy assessment and the operational manuals, which were provided only in English) in order for countries to conduct a double translation design, i.e. two independent translations from the source language(s), and reconciliation by a third person. Detailed instructions for the localisation (adaptation, translation and validation) of the instruments for the field trial and for their review for the main survey, and translation/adaptation guidelines were supplied. An independent team of expert verifiers, appointed and trained by the PISA Consortium, verified each national version against the English and/or French source versions. These translators' mother tongue was the language of instruction in the country concerned, and the translators were knowledgeable about education systems. For further information on PISA translation procedures, see the *PISA 2015 Technical Report* (OECD, forthcoming).

The survey was implemented through standardised procedures. The PISA Consortium provided comprehensive manuals that explained the implementation of the survey, including precise instructions for the work of school co-ordinators and scripts for test administrators to use during the assessment sessions. Proposed adaptations to survey procedures, or proposed modifications to the assessment session script, were submitted to the PISA Consortium for approval prior to verification. The PISA Consortium then verified the national translation and adaptation of these manuals.

To establish the credibility of PISA as valid and unbiased and to encourage uniformity in administering the assessment sessions, test administrators in participating countries were selected using the following criteria: it was required that the test administrator not be the science, reading or mathematics instructor of any students in the sessions he or she would conduct for PISA; and it was considered preferable that the test administrator not be a member of the staff of any school in the PISA sample. Participating countries organised an in-person training session for test administrators.

Participating countries and economies were required to ensure that test administrators worked with the school co-ordinator to prepare the assessment session, including reviewing and updating the Student Tracking Form; completing the Session Attendance Form, which is designed to record students' attendance and instruments allocation; completing the Session Report Form, which is designed to summarise session times, any disturbance to the session, etc.; ensuring that the number of test booklets and questionnaires collected from students tallied with the number sent to the school (paper-based assessment countries) or ensuring that the number of USB sticks used for the assessment were accounted for (computer-based assessment countries); and sending the school questionnaire, student questionnaires, parent and teacher questionnaires (if applicable), and all test materials (both completed and not completed) to the national centre after the testing.

The PISA Consortium responsible for overseeing survey operations implemented all phases of the PISA Quality Monitor (PQM) process: interviewing and hiring PQM candidates in each of the countries, organising their training, selecting the schools to visit, and collecting information from the PQM visits. PQMs are independent contractors located in participating countries who are hired by the international survey operations contractor. They visit a sample of schools to observe test administration and to record the implementation of the documented field-operations procedures in the main survey.

Typically, two or three PQMs were hired for each country, and they visited an average of 15 schools in each country. If there were adjudicated regions in a country, it was usually necessary to hire additional PQMs, as a minimum of five schools were observed in adjudicated regions.

All quality-assurance data collected throughout the PISA 2015 assessment were entered and collated in a central data-adjudication database on the quality of field operations, printing, translation, school and student sampling, and coding.

Comprehensive reports were then generated for the PISA Adjudication Group. This group was formed by the Technical Advisory Group and the Sampling Referee. Its role is to review the adjudication database and reports to recommend adequate treatment to preserve the quality of PISA data. For further information, see the *PISA 2015 Technical Report* (OECD, forthcoming).

The results of adjudication and subsequent further examinations showed that the PISA Technical Standards were met in all countries and economies that participated in PISA 2015 except for those countries listed below:

- In Albania, the PISA assessment was conducted in accordance with the operational standards and guidelines of the OECD. However, because of the ways in which the data were captured, it was not possible to match the data in the test with the data from the student questionnaire. As a result, Albania cannot be included in analyses that relate students' responses from the questionnaires to the test results.
- In Argentina, the PISA assessment was conducted in accordance with the operational standards and guidelines of the OECD. However, there was a significant decline in the proportion of 15-year-olds who were covered by the test, both in absolute and relative numbers. There had been a re-structuring of Argentina's secondary schools, except for those in the adjudicated region of Ciudad Autónoma de Buenos Aires, which is likely to have affected the coverage of eligible schools listed in the sampling frame. As a result, Argentina's results may not be comparable to those of other countries or to results for Argentina from previous years.
- In Kazakhstan, the national coders were found to be lenient in marking. Consequently, the human-coded items did not meet PISA standards and were excluded from the international data. Since human-coded items form an important part of the constructs that are tested by PISA, the exclusion of these items resulted in a significantly smaller coverage of the PISA test. As a result, Kazakhstan's results may not be comparable to those of other countries or to results for Kazakhstan from previous years.
- In Malaysia, the PISA assessment was conducted in accordance with the operational standards and guidelines of the OECD. However, the weighted response rate among the initially sampled Malaysian schools (51%) falls well short of the standard PISA response rate of 85%. Therefore, the results may not be comparable to those of other countries or to results for Malaysia from previous years.

Reference

OECD (forthcoming), *PISA 2015 Technical Report*, OECD Publishing, Paris.

ANNEX A5

CHANGES IN THE ADMINISTRATION AND SCALING OF PISA 2015 AND IMPLICATIONS FOR TRENDS ANALYSES

Available on line only.

It can be found at: www.oecd.org/pisa

ANNEX A6
GUIDELINES AND CAVEATS ABOUT INTERPRETING THE RESULTS

Interpreting the data from students, parents and schools

PISA 2015 asked students and school principals to answer questions about the learning environment and organisation of schools, and the social and economic contexts in which learning takes place. Information based on their responses has been weighted so that it reflects the number of 15-year-old students enrolled in grade 7 or above. These are self-reports rather than external observations and may be influenced by cultural differences in how individuals respond. For example, individual students in the same classroom may perceive and report classroom situations in different ways, or respondents may provide responses that are considered to be more socially desirable or acceptable than others.

In addition to the general limitation of self-reported data, there are other limitations, particularly those concerning the information collected from principals, that should be taken into account when interpreting the data:

- On average across OECD countries, 268 principals were surveyed, but in 10 countries and economies, fewer than 150 principals were surveyed, and in Ciudad Autónoma de Buenos Aires (Argentina), Luxembourg, Macao (China), Malta and Montenegro, fewer than 100 principals were surveyed (see Table A7.1 from Annex A7 of Volume II). Although principals can provide information about their schools, generalising from a single source of information for each school is not straightforward. Also, principals' perceptions may not be the most appropriate sources of some information related to teachers, such as teachers' morale and commitment.
- Students' attitudes towards learning and their performance in each subject depend on many factors, including all the education that they have acquired in previous years and their experiences outside the school setting. In most cases, 15-year-old students have been in their current school for only two or three years. The learning environment examined by PISA may therefore only partially reflect the learning environment that shaped students' experiences in education earlier in their school careers. To the extent that students' current learning environment differs from that of their earlier school years, the contextual data collected by PISA are an imperfect proxy for students' cumulative learning environments.
- In some countries and economies, the definition of the school in which students are taught is not straightforward because schools vary in the level and purpose of education. For example, in some countries and economies, subunits within schools (e.g. study programmes, shifts and campuses) were sampled instead of schools as administrative units. See Annex A2 for further information.
- The age-based sampling followed in PISA means that, in some education systems, students are not always representative of their schools. Interpreting differences between schools correctly therefore requires specific knowledge about how school systems are structured.

Despite these caveats, information from the school questionnaire provides unique insights into the ways in which national and subnational authorities seek to realise their education objectives.

Schooling and school effects

In using results from non-experimental data on school performance, such as the PISA Database, it is important to bear in mind the distinction between school effects and the effects of schooling, particularly when interpreting the modest association between factors such as school resources, policies and institutional characteristics and student performance. School effects are education researchers' shorthand for the effect on academic performance of attending one school or another, usually schools that differ in resources or policies and institutional characteristics. Where schools and school systems do not vary in fundamental ways, the school effect can be modest. Nevertheless, modest school effects should not be confused with a lack of an effect of schooling (the influence on performance of not being schooled compared with being schooled).

Interpreting correlations

A correlation is a simple statistic that measures the degree to which two variables are associated with each other, but does not prove causality between the two.

Interpreting results before and after accounting for socio-economic status

When examining the relationship between education outcomes and resources, policies and practices within school systems, this volume takes into account the socio-economic differences among students and schools. The advantage of doing this lies in comparing similar entities, namely students and schools with similar socio-economic profiles. At the same time, there is a risk that such adjusted comparisons underestimate the strength of the relationship between student performance and resources, policies and practices, since most of the differences in performance are often attributable to both policies and socio-economic status.

Conversely, analyses that do not take socio-economic status into account can overstate the relationship between student performance and resources, policies and practices, as the level of resources and the kinds of policies adopted may also relate to the socio-economic profile of students, schools and countries and economies. At the same time, analyses without adjustments may paint a more realistic picture of the schools that parents choose for their children. They may also provide more information for other stakeholders who are interested in the overall performance of students, schools and systems, including any effects that may be related to the socio-economic profile of schools and systems. For example, parents may be primarily interested in a school's absolute performance standards, even if a school's higher achievement record stems partially from the fact that the school has a larger proportion of advantaged students.

Interpreting the results by school characteristics

When presenting the results by the socio-economic profile of schools, the location of schools, the type of school or the education level, the number of students and schools in each subsample has to meet the PISA reporting requirements of at least 30 students and 5 schools. Even when these reporting requirements are met, the reader should interpret the results cautiously when the number of students or schools is just above the threshold. Table A7.1 (OECD, 2016) shows the unweighted number of students and schools by school characteristics in the PISA sample so that the reader can interpret the results appropriately.

Interpreting odds ratios

An odds ratio indicates the degree to which an explanatory variable is associated with a categorical outcome variable with two categories (e.g. yes/no) or more than two categories. An odds ratio below one denotes a negative association; an odds ratio above one indicates a positive association; and an odds ratio of one means that there is no association.

Imagine that the association between being a boy and having repeated a grade is being analysed, the following odds ratios would be interpreted as:

- 0.2 > Boys are five times less likely to have repeated a grade than girls.
- 0.5 > Boys are half as likely to have repeated a grade as girls.
- 0.9 > Boys are 10% less likely to have repeated a grade than girls.
- 1.0 > Boys and girls are equally likely to have repeated a grade.
- 1.1 > Boys are 10% more likely to have repeated a grade than girls.
- 2.0 > Boys are twice more likely to have repeated a grade than girls.
- 5.0 > Boys are five times more likely to have repeated a grade than girls.

Reference

OECD (2016), *PISA 2015 Results (Volume II): Policies and Practices for Successful Schools*, OECD Publishing, Paris, http://dx.doi.org/10.1787/9789264267510-en.

Annex B

PISA 2015 DATA

All tables in Annex B are available on line

Annex B1: Results for countries and economies

Annex B2: Results for regions within countries

Annex B3: List of tables available on line

Note regarding B-S-J-G (China)
B-S-J-G (China) refers to the four PISA participating China provinces : Beijing, Shanghai, Jiangsu, Guangdong.

Note regarding CABA (Argentina)
CABA (Argentina) refers to the Ciudad Autónoma de Buenos Aires, Argentina.

Note regarding FYROM
FYROM refers to the Former Yugoslav Republic of Macedonia.

Notes regarding Cyprus

Note by Turkey: The information in this document with reference to "Cyprus" relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

A note regarding Israel

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

ANNEX B1
RESULTS FOR COUNTRIES AND ECONOMIES

[Part 1/3]

Table III.3.2 Life satisfaction, by student characteristics

Results based on students' self-reports

		Average life satisfaction, by:											
		All students				National quarters of life satisfaction indicators							
		All students		Variability		Bottom quarter		Second quarter		Third quarter		Top quarter	
		Mean	S.E.	S.D.	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	7.52	(0.04)	2.20	(0.03)	4.35	(0.09)	7.46	(0.03)	8.59	(0.03)	9.69	(0.02)
	Belgium (excl. Flemish)	7.49	(0.04)	1.99	(0.03)	4.73	(0.11)	7.31	(0.04)	8.32	(0.04)	9.60	(0.03)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	7.37	(0.04)	2.31	(0.03)	4.08	(0.08)	7.07	(0.06)	8.53	(0.03)	9.81	(0.03)
	Czech Republic	7.05	(0.04)	2.30	(0.02)	3.80	(0.06)	6.66	(0.07)	8.23	(0.03)	9.55	(0.02)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	7.50	(0.03)	2.10	(0.02)	4.51	(0.06)	7.36	(0.05)	8.48	(0.04)	9.69	(0.03)
	Finland	7.89	(0.03)	1.85	(0.02)	5.34	(0.06)	7.81	(0.03)	8.78	(0.03)	9.64	(0.03)
	France	7.63	(0.03)	1.94	(0.03)	4.96	(0.07)	7.43	(0.03)	8.47	(0.03)	9.68	(0.02)
	Germany	7.35	(0.04)	2.17	(0.03)	4.28	(0.07)	7.19	(0.05)	8.36	(0.03)	9.59	(0.02)
	Greece	6.91	(0.03)	2.30	(0.02)	3.70	(0.06)	6.57	(0.03)	7.90	(0.05)	9.50	(0.02)
	Hungary	7.17	(0.04)	2.31	(0.03)	3.91	(0.08)	6.92	(0.06)	8.27	(0.03)	9.61	(0.02)
	Iceland	7.80	(0.04)	2.21	(0.04)	4.66	(0.10)	7.70	(0.03)	8.87	(0.04)	9.96	(0.03)
	Ireland	7.30	(0.03)	2.15	(0.02)	4.26	(0.06)	7.12	(0.05)	8.30	(0.03)	9.56	(0.02)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	6.89	(0.04)	2.25	(0.03)	3.70	(0.07)	6.60	(0.05)	7.89	(0.04)	9.38	(0.04)
	Japan	6.80	(0.03)	2.29	(0.02)	3.65	(0.05)	6.35	(0.05)	7.76	(0.03)	9.46	(0.04)
	Korea	6.36	(0.04)	2.35	(0.02)	3.22	(0.06)	5.73	(0.06)	7.40	(0.03)	9.12	(0.04)
	Latvia	7.37	(0.04)	2.02	(0.03)	4.58	(0.07)	7.11	(0.06)	8.27	(0.03)	9.56	(0.02)
	Luxembourg	7.38	(0.03)	2.21	(0.03)	4.25	(0.07)	7.20	(0.05)	8.45	(0.03)	9.64	(0.02)
	Mexico	8.27	(0.03)	2.02	(0.03)	5.40	(0.08)	8.34	(0.03)	9.36	(0.03)	10.00	(0.00)
	Netherlands	7.83	(0.02)	1.54	(0.02)	5.90	(0.05)	7.56	(0.03)	8.30	(0.03)	9.55	(0.03)
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	7.18	(0.04)	2.30	(0.03)	3.96	(0.08)	6.84	(0.06)	8.30	(0.03)	9.65	(0.02)
	Portugal	7.36	(0.03)	1.99	(0.02)	4.60	(0.06)	7.06	(0.05)	8.24	(0.03)	9.55	(0.02)
	Slovak Republic	7.47	(0.03)	2.29	(0.02)	4.20	(0.06)	7.26	(0.05)	8.58	(0.03)	9.86	(0.03)
	Slovenia	7.17	(0.04)	2.29	(0.03)	3.93	(0.08)	6.89	(0.06)	8.31	(0.03)	9.60	(0.02)
	Spain	7.42	(0.03)	2.07	(0.03)	4.51	(0.06)	7.30	(0.05)	8.32	(0.03)	9.56	(0.02)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	7.72	(0.03)	1.97	(0.03)	5.04	(0.07)	7.54	(0.03)	8.59	(0.03)	9.71	(0.03)
	Turkey	6.12	(0.06)	2.93	(0.02)	2.13	(0.07)	5.17	(0.06)	7.50	(0.11)	9.68	(0.03)
	United Kingdom	6.98	(0.04)	2.31	(0.02)	3.69	(0.07)	6.63	(0.03)	8.10	(0.06)	9.50	(0.02)
	United States	7.36	(0.03)	2.21	(0.02)	4.24	(0.06)	7.04	(0.06)	8.44	(0.03)	9.72	(0.02)
	OECD average	7.31	(0.01)	2.17	(0.01)	4.27	(0.01)	7.04	(0.01)	8.32	(0.01)	9.62	(0.00)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	7.59	(0.03)	2.42	(0.02)	4.09	(0.05)	7.37	(0.04)	8.90	(0.05)	10.00	(0.00)
	B-S-J-G (China)	6.83	(0.04)	2.34	(0.02)	3.71	(0.05)	6.18	(0.06)	7.89	(0.06)	9.57	(0.03)
	Bulgaria	7.42	(0.04)	2.53	(0.02)	3.78	(0.07)	7.09	(0.05)	8.82	(0.05)	10.00	(0.00)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	7.88	(0.04)	2.36	(0.03)	4.44	(0.08)	7.73	(0.06)	9.38	(0.04)	10.00	(0.00)
	Costa Rica	8.21	(0.03)	2.12	(0.03)	5.13	(0.06)	8.27	(0.06)	9.46	(0.05)	10.00	(0.00)
	Croatia	7.90	(0.04)	2.05	(0.03)	5.05	(0.09)	7.70	(0.03)	8.91	(0.03)	9.95	(0.03)
	Cyprus*	7.06	(0.03)	2.31	(0.02)	3.83	(0.06)	6.67	(0.04)	8.21	(0.04)	9.57	(0.02)
	Dominican Republic	8.50	(0.04)	2.32	(0.04)	5.12	(0.11)	8.90	(0.07)	10.00	(0.00)	10.00	(0.00)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	6.48	(0.04)	2.06	(0.03)	3.74	(0.07)	6.06	(0.07)	7.33	(0.03)	8.80	(0.03)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	7.86	(0.03)	2.15	(0.03)	4.82	(0.07)	7.69	(0.03)	8.96	(0.06)	10.00	(0.00)
	Macao (China)	6.59	(0.03)	2.12	(0.03)	3.75	(0.06)	6.14	(0.06)	7.54	(0.03)	8.95	(0.03)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	7.75	(0.03)	2.49	(0.03)	4.11	(0.07)	7.54	(0.07)	9.36	(0.03)	10.00	(0.00)
	Peru	7.50	(0.04)	2.43	(0.03)	3.99	(0.07)	7.22	(0.05)	8.80	(0.06)	10.00	(0.00)
	Qatar	7.41	(0.02)	2.55	(0.02)	3.73	(0.05)	7.08	(0.03)	8.81	(0.05)	10.00	(0.00)
	Romania	m	m	m	m	2.00	(0.00)	m	m	m	m	m	m
	Russia	7.76	(0.04)	2.28	(0.04)	4.46	(0.09)	7.54	(0.04)	9.05	(0.06)	10.00	(0.00)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	6.59	(0.03)	2.11	(0.02)	3.84	(0.04)	5.97	(0.05)	7.51	(0.03)	9.07	(0.04)
	Thailand	7.71	(0.03)	2.11	(0.03)	4.67	(0.06)	7.43	(0.05)	8.76	(0.06)	10.00	(0.00)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	6.90	(0.04)	2.89	(0.03)	2.86	(0.07)	6.15	(0.07)	8.58	(0.08)	10.00	(0.00)
	United Arab Emirates	7.30	(0.03)	2.50	(0.03)	3.73	(0.05)	6.85	(0.07)	8.64	(0.05)	10.00	(0.00)
	Uruguay	7.70	(0.03)	2.27	(0.03)	4.43	(0.07)	7.53	(0.03)	8.83	(0.05)	10.00	(0.00)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	7.07	(0.04)	2.13	(0.02)	4.23	(0.04)	6.36	(0.06)	8.10	(0.06)	9.59	(0.03)

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470470

[Part 2/3]

Table III.3.2 Life satisfaction, by student characteristics

Results based on students' self-reports

		Average life satisfaction, by:									
		National quarters of the ESCS[1] index									
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m
	Austria	7.26	(0.07)	7.48	(0.07)	7.62	(0.06)	7.75	(0.04)	**0.49**	(0.08)
	Belgium (excl. Flemish)	7.22	(0.10)	7.39	(0.08)	7.64	(0.06)	7.69	(0.07)	**0.46**	(0.12)
	Canada	m	m	m	m	m	m	m	m	m	m
	Chile	7.09	(0.07)	7.40	(0.08)	7.38	(0.07)	7.58	(0.06)	**0.49**	(0.08)
	Czech Republic	6.72	(0.08)	6.98	(0.07)	7.16	(0.08)	7.35	(0.05)	**0.63**	(0.10)
	Denmark	m	m	m	m	m	m	m	m	m	m
	Estonia	7.16	(0.07)	7.44	(0.06)	7.55	(0.07)	7.86	(0.06)	**0.70**	(0.09)
	Finland	7.68	(0.06)	7.79	(0.05)	7.95	(0.06)	8.15	(0.04)	**0.47**	(0.07)
	France	7.41	(0.07)	7.57	(0.05)	7.65	(0.06)	7.89	(0.04)	**0.49**	(0.08)
	Germany	7.06	(0.08)	7.41	(0.07)	7.35	(0.05)	7.56	(0.06)	**0.50**	(0.09)
	Greece	6.64	(0.08)	6.89	(0.07)	7.01	(0.07)	7.11	(0.07)	**0.48**	(0.10)
	Hungary	6.85	(0.08)	7.20	(0.08)	7.10	(0.07)	7.53	(0.07)	**0.68**	(0.11)
	Iceland	7.47	(0.09)	7.65	(0.09)	7.84	(0.08)	8.21	(0.07)	**0.73**	(0.12)
	Ireland	7.25	(0.07)	7.15	(0.09)	7.36	(0.07)	7.44	(0.05)	**0.19**	(0.08)
	Israel	m	m	m	m	m	m	m	m	m	m
	Italy	6.68	(0.07)	6.84	(0.06)	6.97	(0.08)	7.07	(0.05)	**0.39**	(0.09)
	Japan	6.58	(0.06)	6.85	(0.06)	6.85	(0.07)	6.96	(0.07)	**0.38**	(0.10)
	Korea	6.19	(0.07)	6.22	(0.07)	6.38	(0.07)	6.67	(0.06)	**0.48**	(0.09)
	Latvia	7.08	(0.07)	7.27	(0.07)	7.38	(0.06)	7.73	(0.07)	**0.64**	(0.10)
	Luxembourg	7.20	(0.07)	7.16	(0.07)	7.47	(0.05)	7.69	(0.05)	**0.49**	(0.09)
	Mexico	8.21	(0.08)	8.32	(0.05)	8.21	(0.07)	8.33	(0.05)	0.12	(0.09)
	Netherlands	7.85	(0.06)	7.81	(0.05)	7.82	(0.05)	7.82	(0.03)	-0.03	(0.07)
	New Zealand	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m
	Poland	6.88	(0.09)	7.24	(0.08)	7.27	(0.08)	7.35	(0.07)	**0.47**	(0.12)
	Portugal	7.24	(0.06)	7.42	(0.07)	7.35	(0.06)	7.46	(0.06)	**0.22**	(0.09)
	Slovak Republic	7.18	(0.07)	7.49	(0.07)	7.58	(0.06)	7.61	(0.05)	**0.43**	(0.08)
	Slovenia	7.18	(0.07)	7.22	(0.08)	7.05	(0.08)	7.25	(0.08)	0.07	(0.11)
	Spain	7.24	(0.06)	7.24	(0.07)	7.47	(0.06)	7.73	(0.05)	**0.49**	(0.07)
	Sweden	m	m	m	m	m	m	m	m	m	m
	Switzerland	7.65	(0.06)	7.67	(0.07)	7.68	(0.07)	7.88	(0.05)	**0.22**	(0.07)
	Turkey	5.97	(0.13)	6.07	(0.11)	6.16	(0.09)	6.26	(0.09)	0.29	(0.16)
	United Kingdom	6.69	(0.07)	6.98	(0.08)	7.01	(0.06)	7.27	(0.06)	**0.58**	(0.08)
	United States	7.00	(0.08)	7.29	(0.07)	7.47	(0.06)	7.67	(0.07)	**0.67**	(0.11)
	OECD average	7.09	(0.01)	7.27	(0.01)	7.35	(0.01)	7.53	(0.01)	**0.44**	(0.02)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	7.72	(0.05)	7.50	(0.05)	7.56	(0.05)	7.56	(0.05)	**-0.16**	(0.07)
	B-S-J-G (China)	6.56	(0.07)	6.80	(0.06)	6.93	(0.09)	7.05	(0.09)	**0.49**	(0.12)
	Bulgaria	7.09	(0.08)	7.46	(0.09)	7.45	(0.07)	7.66	(0.06)	**0.56**	(0.10)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	8.05	(0.07)	7.93	(0.05)	7.80	(0.08)	7.76	(0.06)	**-0.29**	(0.08)
	Costa Rica	8.21	(0.07)	8.25	(0.07)	8.13	(0.07)	8.25	(0.07)	0.04	(0.09)
	Croatia	7.79	(0.07)	7.93	(0.06)	7.94	(0.06)	7.94	(0.05)	0.15	(0.08)
	Cyprus*	6.74	(0.07)	7.09	(0.07)	7.07	(0.07)	7.35	(0.07)	**0.61**	(0.11)
	Dominican Republic	8.54	(0.09)	8.47	(0.08)	8.49	(0.08)	8.50	(0.08)	-0.04	(0.12)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	6.23	(0.08)	6.36	(0.06)	6.56	(0.08)	6.79	(0.06)	**0.56**	(0.09)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	7.60	(0.07)	7.84	(0.06)	7.83	(0.06)	8.20	(0.06)	**0.59**	(0.09)
	Macao (China)	6.33	(0.07)	6.60	(0.07)	6.64	(0.08)	6.80	(0.06)	**0.47**	(0.09)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	7.59	(0.07)	7.82	(0.06)	7.83	(0.07)	7.76	(0.07)	0.17	(0.11)
	Peru	7.57	(0.09)	7.56	(0.07)	7.40	(0.06)	7.46	(0.06)	-0.11	(0.11)
	Qatar	7.16	(0.05)	7.29	(0.05)	7.44	(0.04)	7.72	(0.04)	**0.56**	(0.06)
	Romania	m	m	2.00	m	m	m	m	m	m	m
	Russia	7.70	(0.07)	7.69	(0.06)	7.71	(0.07)	7.92	(0.06)	**0.22**	(0.08)
	Singapore	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	6.31	(0.05)	6.64	(0.06)	6.61	(0.05)	6.82	(0.05)	**0.51**	(0.07)
	Thailand	7.75	(0.07)	7.87	(0.06)	7.63	(0.07)	7.59	(0.06)	-0.16	(0.09)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	6.43	(0.09)	6.79	(0.09)	7.13	(0.09)	7.23	(0.08)	**0.80**	(0.12)
	United Arab Emirates	7.03	(0.06)	7.17	(0.06)	7.30	(0.06)	7.70	(0.06)	**0.67**	(0.08)
	Uruguay	7.48	(0.07)	7.61	(0.07)	7.78	(0.07)	7.92	(0.06)	**0.44**	(0.09)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	6.94	(0.07)	7.07	(0.07)	7.12	(0.06)	7.14	(0.05)	**0.20**	(0.09)

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
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StatLink http://dx.doi.org/10.1787/888933470470

[Part 3/3]

Table III.3.2 Life satisfaction, by student characteristics

Results based on students' self-reports

		Average life satisfaction, by:													
		Gender						Immigrant background							
		Boys		Girls		Gender difference (B – G)		Non-immigrant		First-generation		Second-generation		Difference by migrant status (non-immigrant – first-generation)	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Austria	7.95	(0.04)	7.09	(0.05)	**0.86**	(0.06)	7.59	(0.04)	7.15	(0.16)	7.33	(0.08)	**0.45**	(0.16)
OECD	Belgium (excl. Flemish)	7.77	(0.05)	7.20	(0.06)	**0.57**	(0.07)	7.50	(0.05)	7.40	(0.13)	7.59	(0.13)	0.11	(0.14)
OECD	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Chile	7.60	(0.05)	7.13	(0.06)	**0.47**	(0.08)	7.38	(0.04)	6.93	(0.28)	7.52	(0.45)	0.44	(0.29)
OECD	Czech Republic	7.37	(0.04)	6.72	(0.05)	**0.65**	(0.07)	7.06	(0.04)	6.83	(0.27)	6.83	(0.33)	0.23	(0.28)
OECD	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Estonia	7.73	(0.04)	7.27	(0.05)	**0.46**	(0.06)	7.51	(0.04)	7.69	(0.43)	7.40	(0.10)	-0.17	(0.44)
OECD	Finland	8.25	(0.04)	7.51	(0.04)	**0.74**	(0.05)	7.90	(0.03)	7.72	(0.22)	7.99	(0.19)	0.17	(0.22)
OECD	France	7.86	(0.04)	7.41	(0.04)	**0.45**	(0.05)	7.66	(0.03)	7.34	(0.13)	7.50	(0.12)	**0.32**	(0.13)
OECD	Germany	7.76	(0.04)	6.96	(0.04)	**0.80**	(0.05)	7.36	(0.04)	7.29	(0.16)	7.31	(0.10)	0.07	(0.17)
OECD	Greece	7.22	(0.05)	6.59	(0.04)	**0.64**	(0.06)	6.94	(0.03)	6.81	(0.24)	6.55	(0.15)	0.13	(0.24)
OECD	Hungary	7.54	(0.05)	6.80	(0.06)	**0.74**	(0.09)	7.17	(0.04)	7.17	(0.32)	7.53	(0.20)	0.00	(0.32)
OECD	Iceland	8.28	(0.05)	7.35	(0.05)	**0.93**	(0.07)	7.82	(0.04)	7.39	(0.24)	7.43	(0.44)	0.43	(0.24)
OECD	Ireland	7.58	(0.04)	7.02	(0.04)	**0.56**	(0.05)	7.36	(0.03)	7.15	(0.10)	6.55	(0.20)	0.21	(0.11)
OECD	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Italy	7.29	(0.04)	6.50	(0.06)	**0.79**	(0.07)	6.92	(0.04)	6.76	(0.15)	6.45	(0.20)	0.16	(0.16)
OECD	Japan	6.74	(0.05)	6.86	(0.05)	-0.12	(0.07)	6.80	(0.03)	m	m	m	m	m	m
OECD	Korea	6.59	(0.05)	6.12	(0.05)	**0.47**	(0.07)	6.36	(0.04)	m	m	m	m	m	m
OECD	Latvia	7.46	(0.05)	7.29	(0.05)	**0.16**	(0.06)	7.38	(0.03)	7.04	(0.50)	7.17	(0.15)	0.34	(0.49)
OECD	Luxembourg	7.78	(0.04)	6.99	(0.05)	**0.78**	(0.06)	7.43	(0.04)	7.32	(0.07)	7.33	(0.05)	0.11	(0.08)
OECD	Mexico	8.33	(0.04)	8.21	(0.04)	**0.12**	(0.05)	8.28	(0.03)	8.02	(0.39)	m	m	0.26	(0.40)
OECD	Netherlands	8.11	(0.03)	7.56	(0.04)	**0.55**	(0.05)	7.80	(0.03)	7.74	(0.20)	8.10	(0.08)	0.06	(0.20)
OECD	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Poland	7.53	(0.05)	6.83	(0.06)	**0.69**	(0.07)	7.18	(0.04)	m	m	m	m	m	m
OECD	Portugal	7.61	(0.04)	7.11	(0.04)	**0.51**	(0.05)	7.38	(0.03)	7.18	(0.16)	7.21	(0.17)	0.19	(0.17)
OECD	Slovak Republic	7.76	(0.04)	7.17	(0.05)	**0.59**	(0.07)	7.47	(0.03)	m	m	6.94	(0.63)	m	m
OECD	Slovenia	7.62	(0.04)	6.71	(0.06)	**0.91**	(0.08)	7.19	(0.04)	7.01	(0.21)	6.99	(0.19)	0.18	(0.22)
OECD	Spain	7.60	(0.04)	7.24	(0.05)	**0.37**	(0.06)	7.48	(0.04)	6.82	(0.11)	7.40	(0.19)	**0.66**	(0.11)
OECD	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Switzerland	8.03	(0.04)	7.38	(0.04)	**0.65**	(0.06)	7.79	(0.04)	7.45	(0.11)	7.65	(0.06)	**0.34**	(0.12)
OECD	Turkey	6.41	(0.07)	5.83	(0.08)	**0.59**	(0.10)	6.13	(0.06)	m	m	5.59	(0.54)	m	m
OECD	United Kingdom	7.31	(0.04)	6.64	(0.05)	**0.68**	(0.06)	7.03	(0.04)	6.75	(0.09)	6.74	(0.16)	**0.29**	(0.10)
OECD	United States	7.66	(0.05)	7.06	(0.04)	**0.60**	(0.06)	7.42	(0.04)	7.07	(0.15)	7.20	(0.09)	**0.34**	(0.16)
	OECD average	7.60	(0.01)	7.02	(0.01)	**0.58**	(0.01)	7.33	(0.01)	7.22	(0.05)	7.18	(0.05)	**0.23**	(0.05)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	7.74	(0.03)	7.45	(0.03)	**0.29**	(0.04)	7.59	(0.03)	7.53	(0.62)	7.70	(0.47)	0.06	(0.62)
Partners	B-S-J-G (China)	6.88	(0.04)	6.78	(0.06)	0.10	(0.06)	6.84	(0.04)	m	m	m	m	m	m
Partners	Bulgaria	7.62	(0.05)	7.20	(0.05)	**0.42**	(0.07)	7.42	(0.04)	m	m	m	m	m	m
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	8.08	(0.04)	7.71	(0.05)	**0.37**	(0.05)	7.88	(0.04)	m	m	8.07	(0.48)	m	m
Partners	Costa Rica	8.39	(0.04)	8.04	(0.05)	**0.35**	(0.06)	8.22	(0.03)	8.04	(0.20)	8.15	(0.13)	0.17	(0.20)
Partners	Croatia	8.21	(0.05)	7.62	(0.05)	**0.60**	(0.06)	7.89	(0.04)	7.38	(0.35)	8.08	(0.10)	0.51	(0.35)
Partners	Cyprus*	7.27	(0.05)	6.86	(0.05)	**0.41**	(0.07)	7.10	(0.03)	6.79	(0.13)	6.85	(0.16)	**0.31**	(0.13)
Partners	Dominican Republic	8.55	(0.06)	8.45	(0.06)	0.10	(0.09)	8.49	(0.04)	7.76	(0.46)	9.20	(0.21)	0.74	(0.46)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	6.51	(0.06)	6.44	(0.05)	0.07	(0.07)	6.53	(0.04)	6.48	(0.10)	6.31	(0.08)	0.05	(0.10)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	8.12	(0.04)	7.60	(0.04)	**0.52**	(0.06)	7.88	(0.03)	6.45	(0.78)	7.66	(0.23)	1.42	(0.78)
Partners	Macao (China)	6.60	(0.05)	6.59	(0.04)	0.01	(0.06)	6.64	(0.04)	6.72	(0.07)	6.50	(0.05)	-0.07	(0.08)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	7.99	(0.04)	7.50	(0.05)	**0.49**	(0.06)	7.77	(0.04)	7.35	(0.20)	7.45	(0.21)	**0.43**	(0.20)
Partners	Peru	7.57	(0.04)	7.42	(0.06)	**0.15**	(0.07)	7.51	(0.04)	m	m	m	m	m	m
Partners	Qatar	7.51	(0.03)	7.30	(0.03)	**0.21**	(0.05)	7.75	(0.03)	7.12	(0.03)	7.25	(0.07)	**0.63**	(0.05)
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	7.92	(0.05)	7.60	(0.05)	**0.32**	(0.07)	7.75	(0.04)	7.86	(0.24)	7.79	(0.19)	-0.11	(0.26)
Partners	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Chinese Taipei	6.74	(0.04)	6.45	(0.03)	**0.29**	(0.05)	6.60	(0.03)	m	m	m	m	m	m
Partners	Thailand	7.73	(0.05)	7.70	(0.04)	0.04	(0.06)	7.72	(0.03)	m	m	7.14	(0.38)	m	m
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	6.99	(0.07)	6.82	(0.06)	0.17	(0.10)	6.91	(0.04)	m	m	6.99	(0.41)	m	m
Partners	United Arab Emirates	7.44	(0.05)	7.17	(0.04)	**0.27**	(0.06)	7.60	(0.05)	7.13	(0.05)	7.11	(0.06)	**0.47**	(0.06)
Partners	Uruguay	7.95	(0.04)	7.47	(0.04)	**0.47**	(0.06)	7.69	(0.03)	m	m	m	m	m	m
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	7.12	(0.05)	7.02	(0.05)	0.11	(0.07)	7.08	(0.04)	m	m	6.79	(0.33)	m	m

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470470

[Part 1/1]

Table III.3.3a Life satisfaction, by deciles of science performance

		Average life satisfaction, by: Science performance																Difference between the 10th and the 1st decile	
		1st decile		2nd decile		3rd decile		4th decile		5th decile		6th decile		7th decile		8th decile		9th decile		10th decile			
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Austria	7.54	(0.18)	7.42	(0.16)	7.41	(0.13)	7.43	(0.14)	7.46	(0.12)	7.50	(0.11)	7.58	(0.13)	7.55	(0.11)	7.58	(0.10)	7.75	(0.08)	0.21	(0.20)
OECD	Belgium (excl. Flemish)	7.26	(0.17)	7.42	(0.18)	7.50	(0.18)	7.46	(0.17)	7.45	(0.14)	7.50	(0.15)	7.52	(0.13)	7.56	(0.15)	7.59	(0.14)	7.62	(0.10)	0.36	(0.20)
OECD	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Chile	7.35	(0.16)	7.33	(0.17)	7.35	(0.19)	7.37	(0.18)	7.35	(0.18)	7.37	(0.16)	7.43	(0.14)	7.35	(0.17)	7.40	(0.13)	7.37	(0.10)	0.02	(0.19)
OECD	Czech Republic	6.99	(0.16)	6.96	(0.15)	7.05	(0.16)	7.00	(0.20)	6.92	(0.14)	6.99	(0.14)	7.08	(0.13)	7.14	(0.11)	7.17	(0.10)	7.21	(0.09)	0.22	(0.16)
OECD	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Estonia	7.55	(0.14)	7.49	(0.14)	7.42	(0.18)	7.45	(0.15)	7.37	(0.13)	7.39	(0.14)	7.44	(0.14)	7.58	(0.15)	7.59	(0.13)	7.77	(0.11)	0.22	(0.18)
OECD	Finland	7.81	(0.12)	7.83	(0.11)	7.83	(0.13)	7.82	(0.12)	7.86	(0.11)	7.88	(0.10)	7.92	(0.10)	7.94	(0.09)	8.00	(0.09)	8.01	(0.08)	0.19	(0.14)
OECD	France	7.43	(0.15)	7.51	(0.13)	7.48	(0.12)	7.53	(0.11)	7.58	(0.11)	7.63	(0.12)	7.68	(0.10)	7.71	(0.10)	7.78	(0.09)	7.90	(0.07)	**0.47**	(0.17)
OECD	Germany	7.27	(0.16)	7.29	(0.17)	7.33	(0.15)	7.25	(0.14)	7.25	(0.13)	7.22	(0.12)	7.28	(0.16)	7.33	(0.12)	7.50	(0.11)	7.73	(0.09)	**0.46**	(0.17)
OECD	Greece	6.91	(0.18)	6.80	(0.19)	6.81	(0.19)	6.84	(0.15)	6.81	(0.15)	6.91	(0.15)	6.93	(0.15)	6.98	(0.13)	7.03	(0.12)	7.11	(0.09)	0.21	(0.21)
OECD	Hungary	6.96	(0.17)	7.10	(0.20)	7.12	(0.19)	7.13	(0.16)	7.09	(0.16)	7.16	(0.15)	7.10	(0.13)	7.24	(0.12)	7.33	(0.11)	7.49	(0.11)	**0.53**	(0.20)
OECD	Iceland	7.31	(0.19)	7.58	(0.22)	7.68	(0.20)	7.78	(0.20)	7.77	(0.17)	7.83	(0.19)	7.92	(0.13)	7.92	(0.13)	8.06	(0.15)	8.07	(0.14)	**0.75**	(0.23)
OECD	Ireland	7.19	(0.14)	7.28	(0.14)	7.37	(0.14)	7.30	(0.13)	7.30	(0.13)	7.28	(0.15)	7.38	(0.11)	7.36	(0.11)	7.33	(0.11)	7.26	(0.09)	0.07	(0.17)
OECD	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Italy	7.05	(0.17)	6.84	(0.16)	6.80	(0.16)	6.77	(0.12)	6.75	(0.15)	6.77	(0.15)	6.92	(0.14)	6.93	(0.13)	6.93	(0.11)	7.16	(0.10)	0.11	(0.21)
OECD	Japan	6.53	(0.13)	6.62	(0.12)	6.73	(0.12)	6.84	(0.12)	6.88	(0.14)	6.88	(0.14)	6.82	(0.15)	6.84	(0.13)	6.89	(0.12)	6.93	(0.10)	**0.41**	(0.17)
OECD	Korea	6.39	(0.14)	6.32	(0.14)	6.31	(0.14)	6.29	(0.16)	6.28	(0.16)	6.27	(0.14)	6.34	(0.15)	6.40	(0.13)	6.55	(0.13)	6.46	(0.12)	0.06	(0.18)
OECD	Latvia	7.25	(0.15)	7.34	(0.16)	7.30	(0.16)	7.34	(0.14)	7.35	(0.14)	7.32	(0.13)	7.35	(0.13)	7.39	(0.12)	7.46	(0.12)	7.63	(0.10)	**0.38**	(0.18)
OECD	Luxembourg	7.31	(0.16)	7.27	(0.16)	7.30	(0.14)	7.29	(0.15)	7.39	(0.13)	7.37	(0.11)	7.39	(0.13)	7.35	(0.12)	7.45	(0.13)	7.69	(0.11)	**0.38**	(0.19)
OECD	Mexico	7.96	(0.16)	8.30	(0.15)	8.37	(0.13)	8.35	(0.14)	8.33	(0.12)	8.29	(0.11)	8.33	(0.11)	8.31	(0.11)	8.28	(0.09)	8.16	(0.09)	0.21	(0.17)
OECD	Netherlands	8.17	(0.13)	8.03	(0.12)	7.97	(0.10)	7.85	(0.10)	7.80	(0.10)	7.80	(0.10)	7.70	(0.09)	7.66	(0.11)	7.68	(0.08)	7.70	(0.09)	**-0.47**	(0.15)
OECD	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Poland	7.15	(0.14)	7.29	(0.17)	7.24	(0.16)	7.18	(0.17)	7.08	(0.15)	7.09	(0.16)	7.16	(0.14)	7.27	(0.15)	7.23	(0.14)	7.15	(0.14)	0.00	(0.19)
OECD	Portugal	7.48	(0.13)	7.48	(0.14)	7.46	(0.13)	7.36	(0.12)	7.30	(0.15)	7.33	(0.13)	7.30	(0.14)	7.28	(0.12)	7.25	(0.11)	7.39	(0.09)	-0.09	(0.17)
OECD	Slovak Republic	7.43	(0.17)	7.50	(0.16)	7.43	(0.17)	7.36	(0.14)	7.37	(0.13)	7.46	(0.12)	7.57	(0.12)	7.52	(0.14)	7.49	(0.14)	7.58	(0.10)	0.15	(0.19)
OECD	Slovenia	7.32	(0.14)	7.21	(0.15)	7.19	(0.17)	7.19	(0.14)	7.09	(0.16)	7.16	(0.15)	7.08	(0.17)	7.04	(0.14)	7.06	(0.17)	7.41	(0.13)	0.09	(0.19)
OECD	Spain	7.36	(0.13)	7.35	(0.12)	7.34	(0.12)	7.31	(0.12)	7.36	(0.14)	7.40	(0.14)	7.41	(0.12)	7.45	(0.11)	7.56	(0.11)	7.66	(0.09)	**0.31**	(0.15)
OECD	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Switzerland	7.70	(0.14)	7.61	(0.18)	7.60	(0.17)	7.66	(0.13)	7.68	(0.12)	7.69	(0.13)	7.71	(0.16)	7.73	(0.17)	7.88	(0.11)	7.90	(0.09)	0.20	(0.18)
OECD	Turkey	6.34	(0.19)	6.29	(0.18)	6.16	(0.19)	6.10	(0.21)	5.99	(0.23)	5.94	(0.19)	6.07	(0.19)	6.09	(0.21)	6.03	(0.17)	6.19	(0.17)	-0.16	(0.26)
OECD	United Kingdom	6.85	(0.15)	6.95	(0.15)	7.01	(0.14)	7.01	(0.14)	6.99	(0.14)	6.96	(0.13)	7.00	(0.15)	6.98	(0.14)	6.97	(0.11)	7.06	(0.09)	0.21	(0.18)
OECD	United States	7.33	(0.13)	7.42	(0.15)	7.46	(0.15)	7.46	(0.14)	7.38	(0.14)	7.36	(0.13)	7.31	(0.12)	7.34	(0.14)	7.33	(0.14)	7.20	(0.13)	-0.13	(0.20)
	OECD average	7.26	(0.03)	7.28	(0.03)	7.29	(0.03)	7.28	(0.03)	7.26	(0.03)	7.28	(0.03)	7.31	(0.03)	7.33	(0.03)	7.37	(0.02)	7.45	(0.02)	**0.19**	(0.04)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	7.67	(0.12)	7.79	(0.12)	7.75	(0.11)	7.70	(0.14)	7.63	(0.10)	7.58	(0.10)	7.56	(0.11)	7.47	(0.08)	7.44	(0.09)	7.36	(0.08)	**-0.30**	(0.14)
Partners	B-S-J-G (China)	6.88	(0.14)	6.87	(0.14)	6.74	(0.15)	6.73	(0.16)	6.70	(0.16)	6.81	(0.16)	6.90	(0.15)	6.91	(0.17)	6.93	(0.15)	6.87	(0.16)	-0.01	(0.21)
Partners	Bulgaria	7.09	(0.20)	7.38	(0.16)	7.49	(0.19)	7.41	(0.18)	7.49	(0.16)	7.45	(0.15)	7.41	(0.15)	7.42	(0.13)	7.50	(0.13)	7.46	(0.11)	0.37	(0.23)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	8.03	(0.13)	8.19	(0.16)	8.17	(0.13)	8.10	(0.13)	7.98	(0.14)	7.82	(0.16)	7.73	(0.15)	7.58	(0.12)	7.62	(0.12)	7.67	(0.08)	**-0.35**	(0.15)
Partners	Costa Rica	8.39	(0.13)	8.36	(0.14)	8.32	(0.17)	8.26	(0.14)	8.25	(0.15)	8.21	(0.14)	8.17	(0.16)	8.14	(0.13)	8.07	(0.13)	7.95	(0.12)	**-0.44**	(0.16)
Partners	Croatia	8.17	(0.12)	7.96	(0.14)	7.92	(0.13)	7.92	(0.12)	7.88	(0.15)	7.89	(0.14)	7.84	(0.12)	7.88	(0.12)	7.82	(0.10)	7.75	(0.10)	**-0.42**	(0.16)
Partners	Cyprus*	7.05	(0.14)	6.83	(0.16)	6.89	(0.17)	6.92	(0.17)	6.96	(0.13)	7.02	(0.14)	7.12	(0.14)	7.15	(0.11)	7.25	(0.11)	7.43	(0.10)	**0.37**	(0.17)
Partners	Dominican Republic	8.32	(0.20)	8.49	(0.20)	8.60	(0.20)	8.64	(0.18)	8.67	(0.16)	8.70	(0.15)	8.57	(0.15)	8.42	(0.16)	8.23	(0.15)	8.36	(0.10)	0.04	(0.22)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	6.37	(0.17)	6.46	(0.15)	6.39	(0.14)	6.41	(0.15)	6.50	(0.15)	6.46	(0.13)	6.50	(0.13)	6.57	(0.12)	6.56	(0.12)	6.55	(0.12)	0.18	(0.21)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	7.52	(0.14)	7.75	(0.15)	7.97	(0.13)	7.93	(0.12)	7.97	(0.15)	7.86	(0.14)	7.86	(0.12)	7.90	(0.15)	7.91	(0.12)	7.96	(0.09)	**0.43**	(0.16)
Partners	Macao (China)	6.21	(0.14)	6.41	(0.14)	6.52	(0.16)	6.57	(0.16)	6.57	(0.15)	6.68	(0.13)	6.68	(0.13)	6.71	(0.12)	6.76	(0.12)	6.80	(0.12)	**0.59**	(0.18)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	8.12	(0.16)	7.90	(0.15)	7.85	(0.18)	7.81	(0.14)	7.82	(0.18)	7.68	(0.17)	7.58	(0.15)	7.56	(0.14)	7.67	(0.16)	7.57	(0.14)	**-0.55**	(0.20)
Partners	Peru	7.09	(0.17)	7.49	(0.16)	7.63	(0.14)	7.65	(0.15)	7.69	(0.14)	7.62	(0.13)	7.60	(0.12)	7.48	(0.11)	7.37	(0.11)	7.31	(0.11)	0.22	(0.20)
Partners	Qatar	7.44	(0.14)	7.54	(0.11)	7.58	(0.11)	7.47	(0.14)	7.47	(0.13)	7.42	(0.11)	7.34	(0.09)	7.31	(0.09)	7.27	(0.08)	7.27	(0.07)	-0.17	(0.15)
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	7.90	(0.14)	7.88	(0.15)	7.82	(0.18)	7.78	(0.16)	7.77	(0.16)	7.77	(0.16)	7.79	(0.15)	7.72	(0.16)	7.64	(0.14)	7.52	(0.11)	**-0.38**	(0.18)
Partners	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Chinese Taipei	6.60	(0.13)	6.56	(0.13)	6.57	(0.12)	6.55	(0.11)	6.53	(0.11)	6.56	(0.11)	6.57	(0.13)	6.59	(0.12)	6.65	(0.11)	6.76	(0.08)	0.16	(0.15)
Partners	Thailand	7.67	(0.14)	7.81	(0.14)	7.76	(0.12)	7.84	(0.13)	7.87	(0.16)	7.76	(0.14)	7.78	(0.12)	7.67	(0.14)	7.57	(0.11)	7.40	(0.10)	-0.28	(0.17)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	6.80	(0.25)	6.80	(0.20)	6.94	(0.24)	6.94	(0.21)	7.00	(0.25)	6.93	(0.21)	6.95	(0.18)	6.90	(0.16)	6.82	(0.20)	6.91	(0.13)	0.11	(0.27)
Partners	United Arab Emirates	7.19	(0.13)	7.43	(0.14)	7.42	(0.13)	7.39	(0.11)	7.35	(0.12)	7.33	(0.12)	7.32	(0.11)	7.24	(0.11)	7.23	(0.10)	7.13	(0.09)	-0.07	(0.14)
Partners	Uruguay	7.59	(0.16)	7.82	(0.14)	7.68	(0.14)	7.75	(0.14)	7.66	(0.15)	7.59	(0.14)	7.63	(0.13)	7.71	(0.13)	7.74	(0.10)	7.79	(0.09)	0.20	(0.19)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	6.88	(0.14)	7.08	(0.14)	7.10	(0.16)	7.09	(0.16)	7.09	(0.15)	7.09	(0.15)	7.04	(0.13)	7.13	(0.11)	7.11	(0.09)	7.07	(0.10)	0.19	(0.17)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470484

[Part 1/3]

Table III.3.5 Average life satisfaction, by deciles of science performance and gender

		Average life satisfaction, by deciles of science performance																	
		Boys																	
		1st decile		2nd decile		3rd decile		4th decile		5th decile		6th decile		7th decile		8th decile		9th decile		10th decile		Difference between the 10th and the 1st decile	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Austria	8.12	(0.18)	8.04	(0.20)	7.99	(0.18)	8.01	(0.17)	7.89	(0.18)	7.97	(0.17)	7.95	(0.17)	7.85	(0.15)	7.80	(0.14)	7.92	(0.12)	-0.20	(0.23)
OECD	Belgium (excl. Flemish)	7.73	(0.21)	7.87	(0.24)	7.86	(0.27)	7.83	(0.28)	7.77	(0.27)	7.81	(0.20)	7.73	(0.23)	7.76	(0.21)	7.64	(0.19)	7.74	(0.15)	0.01	(0.26)
OECD	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Chile	7.79	(0.19)	7.69	(0.24)	7.58	(0.24)	7.65	(0.26)	7.58	(0.22)	7.55	(0.21)	7.54	(0.24)	7.55	(0.19)	7.58	(0.17)	7.55	(0.13)	-0.24	(0.23)
OECD	Czech Republic	7.44	(0.22)	7.36	(0.22)	7.51	(0.20)	7.46	(0.24)	7.34	(0.20)	7.37	(0.19)	7.40	(0.18)	7.31	(0.17)	7.33	(0.15)	7.21	(0.14)	-0.23	(0.25)
OECD	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Estonia	7.71	(0.17)	7.79	(0.18)	7.76	(0.22)	7.73	(0.22)	7.59	(0.18)	7.62	(0.20)	7.67	(0.19)	7.75	(0.18)	7.78	(0.16)	7.91	(0.13)	0.20	(0.20)
OECD	Finland	7.99	(0.15)	8.22	(0.14)	8.20	(0.17)	8.34	(0.15)	8.35	(0.15)	8.29	(0.11)	8.29	(0.11)	8.25	(0.11)	8.26	(0.12)	8.29	(0.10)	0.29	(0.18)
OECD	France	7.54	(0.22)	7.85	(0.18)	7.82	(0.16)	7.87	(0.18)	7.91	(0.14)	7.86	(0.15)	7.86	(0.13)	7.86	(0.14)	7.91	(0.11)	8.02	(0.10)	**0.48**	(0.23)
OECD	Germany	7.78	(0.19)	7.81	(0.21)	7.75	(0.23)	7.75	(0.19)	7.61	(0.21)	7.64	(0.21)	7.73	(0.20)	7.72	(0.16)	7.83	(0.15)	7.90	(0.11)	0.12	(0.22)
OECD	Greece	7.35	(0.25)	7.37	(0.27)	7.22	(0.28)	7.20	(0.23)	7.07	(0.21)	7.07	(0.19)	7.16	(0.20)	7.24	(0.18)	7.28	(0.15)	7.28	(0.13)	-0.07	(0.26)
OECD	Hungary	7.48	(0.25)	7.62	(0.21)	7.61	(0.26)	7.63	(0.23)	7.60	(0.21)	7.51	(0.22)	7.40	(0.20)	7.53	(0.18)	7.50	(0.15)	7.53	(0.15)	0.04	(0.30)
OECD	Iceland	7.91	(0.24)	8.14	(0.28)	8.36	(0.25)	8.37	(0.25)	8.44	(0.19)	8.43	(0.20)	8.33	(0.19)	8.20	(0.18)	8.25	(0.20)	8.33	(0.14)	0.42	(0.28)
OECD	Ireland	7.41	(0.21)	7.57	(0.17)	7.75	(0.18)	7.60	(0.16)	7.57	(0.18)	7.78	(0.14)	7.75	(0.13)	7.62	(0.15)	7.42	(0.14)	7.29	(0.12)	-0.12	(0.25)
OECD	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Italy	7.53	(0.20)	7.28	(0.23)	7.36	(0.19)	7.25	(0.18)	7.13	(0.22)	7.26	(0.24)	7.35	(0.19)	7.27	(0.20)	7.19	(0.15)	7.32	(0.15)	-0.21	(0.26)
OECD	Japan	6.50	(0.19)	6.50	(0.21)	6.74	(0.22)	6.85	(0.21)	6.82	(0.19)	6.77	(0.18)	6.67	(0.20)	6.80	(0.17)	6.83	(0.17)	6.87	(0.16)	0.37	(0.26)
OECD	Korea	6.75	(0.19)	6.65	(0.21)	6.68	(0.24)	6.69	(0.24)	6.49	(0.25)	6.49	(0.25)	6.44	(0.25)	6.50	(0.22)	6.62	(0.22)	6.59	(0.16)	-0.16	(0.24)
OECD	Latvia	7.28	(0.22)	7.43	(0.24)	7.50	(0.26)	7.46	(0.21)	7.54	(0.18)	7.36	(0.18)	7.36	(0.20)	7.41	(0.19)	7.53	(0.16)	7.69	(0.14)	0.42	(0.27)
OECD	Luxembourg	7.80	(0.22)	7.76	(0.21)	7.71	(0.19)	7.73	(0.20)	7.82	(0.19)	7.75	(0.16)	7.71	(0.15)	7.75	(0.16)	7.82	(0.14)	7.91	(0.12)	0.11	(0.26)
OECD	Mexico	7.83	(0.21)	8.35	(0.19)	8.41	(0.16)	8.49	(0.19)	8.45	(0.19)	8.44	(0.16)	8.42	(0.14)	8.34	(0.14)	8.34	(0.13)	8.19	(0.13)	0.36	(0.23)
OECD	Netherlands	8.47	(0.18)	8.40	(0.18)	8.32	(0.15)	8.19	(0.15)	8.06	(0.14)	8.09	(0.14)	8.03	(0.12)	7.94	(0.14)	7.92	(0.12)	7.80	(0.11)	**-0.67**	(0.21)
OECD	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Poland	7.37	(0.21)	7.63	(0.23)	7.73	(0.20)	7.67	(0.20)	7.54	(0.21)	7.52	(0.20)	7.46	(0.21)	7.47	(0.22)	7.49	(0.22)	7.37	(0.16)	0.00	(0.26)
OECD	Portugal	7.72	(0.19)	7.83	(0.20)	7.75	(0.19)	7.62	(0.20)	7.55	(0.21)	7.60	(0.19)	7.53	(0.17)	7.43	(0.16)	7.48	(0.15)	7.63	(0.14)	-0.10	(0.24)
OECD	Slovak Republic	7.69	(0.25)	7.82	(0.21)	7.86	(0.19)	7.71	(0.19)	7.67	(0.20)	7.71	(0.17)	7.89	(0.18)	7.85	(0.19)	7.71	(0.17)	7.68	(0.13)	0.00	(0.29)
OECD	Slovenia	7.98	(0.15)	7.75	(0.22)	7.74	(0.23)	7.71	(0.22)	7.59	(0.20)	7.63	(0.18)	7.49	(0.25)	7.34	(0.18)	7.31	(0.19)	7.68	(0.17)	-0.30	(0.24)
OECD	Spain	7.82	(0.18)	7.63	(0.20)	7.48	(0.18)	7.49	(0.17)	7.51	(0.16)	7.53	(0.20)	7.59	(0.18)	7.63	(0.15)	7.62	(0.18)	7.75	(0.11)	-0.08	(0.22)
OECD	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Switzerland	8.08	(0.15)	7.97	(0.26)	7.96	(0.21)	8.10	(0.19)	8.08	(0.15)	8.08	(0.16)	7.95	(0.19)	7.96	(0.20)	8.06	(0.14)	8.05	(0.14)	-0.04	(0.20)
OECD	Turkey	6.59	(0.25)	6.65	(0.28)	6.50	(0.31)	6.53	(0.27)	6.38	(0.25)	6.33	(0.27)	6.32	(0.24)	6.27	(0.28)	6.16	(0.22)	6.43	(0.21)	-0.16	(0.33)
OECD	United Kingdom	7.35	(0.19)	7.38	(0.21)	7.39	(0.18)	7.46	(0.20)	7.33	(0.17)	7.29	(0.18)	7.26	(0.18)	7.22	(0.16)	7.25	(0.15)	7.20	(0.15)	-0.15	(0.25)
OECD	United States	7.73	(0.18)	7.75	(0.22)	7.79	(0.19)	7.80	(0.22)	7.68	(0.20)	7.61	(0.17)	7.63	(0.17)	7.62	(0.17)	7.62	(0.17)	7.36	(0.14)	-0.37	(0.22)
OECD	**OECD average**	7.60	(0.04)	7.65	(0.04)	7.65	(0.04)	7.65	(0.04)	7.58	(0.04)	7.58	(0.04)	7.57	(0.04)	7.55	(0.03)	7.55	(0.03)	7.59	(0.03)	-0.01	(0.05)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	7.78	(0.17)	7.90	(0.16)	7.94	(0.18)	7.89	(0.17)	7.80	(0.13)	7.81	(0.12)	7.76	(0.14)	7.62	(0.13)	7.54	(0.13)	7.43	(0.12)	-0.35	(0.20)
Partners	B-S-J-G (China)	6.98	(0.17)	6.97	(0.19)	6.88	(0.20)	6.83	(0.19)	6.77	(0.18)	6.87	(0.20)	6.87	(0.21)	6.88	(0.23)	6.86	(0.20)	6.89	(0.17)	-0.10	(0.24)
Partners	Bulgaria	7.02	(0.29)	7.54	(0.28)	7.68	(0.29)	7.74	(0.22)	7.68	(0.21)	7.66	(0.19)	7.65	(0.19)	7.74	(0.17)	7.75	(0.18)	7.57	(0.16)	0.55	(0.34)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	8.09	(0.20)	8.46	(0.22)	8.38	(0.19)	8.39	(0.19)	8.12	(0.20)	8.02	(0.18)	7.96	(0.19)	7.83	(0.18)	7.86	(0.16)	7.76	(0.14)	-0.32	(0.25)
Partners	Costa Rica	8.57	(0.17)	8.61	(0.17)	8.52	(0.24)	8.43	(0.21)	8.48	(0.21)	8.46	(0.17)	8.42	(0.17)	8.31	(0.16)	8.09	(0.15)	8.06	(0.15)	**-0.51**	(0.22)
Partners	Croatia	8.51	(0.15)	8.48	(0.18)	8.32	(0.20)	8.28	(0.18)	8.16	(0.16)	8.16	(0.19)	8.10	(0.17)	8.13	(0.15)	8.07	(0.13)	7.96	(0.15)	**-0.55**	(0.21)
Partners	Cyprus*	7.37	(0.19)	7.16	(0.23)	7.09	(0.21)	7.22	(0.21)	7.23	(0.22)	7.24	(0.19)	7.25	(0.19)	7.26	(0.16)	7.44	(0.16)	7.48	(0.14)	0.11	(0.24)
Partners	Dominican Republic	8.21	(0.36)	8.35	(0.30)	8.52	(0.30)	8.59	(0.29)	8.64	(0.29)	8.82	(0.25)	8.77	(0.20)	8.59	(0.26)	8.44	(0.19)	8.50	(0.15)	0.28	(0.37)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	6.41	(0.25)	6.58	(0.22)	6.48	(0.25)	6.55	(0.23)	6.59	(0.23)	6.52	(0.23)	6.52	(0.18)	6.57	(0.19)	6.47	(0.21)	6.44	(0.17)	0.04	(0.31)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	7.92	(0.19)	8.11	(0.20)	8.28	(0.18)	8.22	(0.19)	8.23	(0.19)	8.15	(0.17)	8.14	(0.18)	8.04	(0.21)	8.07	(0.15)	8.07	(0.13)	0.15	(0.22)
Partners	Macao (China)	6.19	(0.17)	6.44	(0.18)	6.48	(0.19)	6.62	(0.20)	6.63	(0.21)	6.71	(0.20)	6.72	(0.20)	6.73	(0.18)	6.74	(0.18)	6.70	(0.18)	**0.51**	(0.24)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	8.25	(0.25)	8.10	(0.22)	8.12	(0.29)	8.07	(0.21)	8.12	(0.22)	8.00	(0.21)	7.86	(0.18)	7.77	(0.19)	7.90	(0.19)	7.82	(0.18)	-0.43	(0.29)
Partners	Peru	6.91	(0.20)	7.44	(0.21)	7.61	(0.18)	7.77	(0.19)	7.82	(0.16)	7.74	(0.18)	7.78	(0.15)	7.68	(0.15)	7.52	(0.18)	7.39	(0.14)	**0.48**	(0.24)
Partners	Qatar	7.46	(0.20)	7.63	(0.21)	7.68	(0.19)	7.61	(0.15)	7.57	(0.17)	7.57	(0.15)	7.44	(0.12)	7.37	(0.12)	7.37	(0.13)	7.51	(0.11)	0.06	(0.22)
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	8.10	(0.21)	8.04	(0.22)	8.04	(0.25)	7.99	(0.25)	8.01	(0.21)	8.02	(0.21)	7.88	(0.21)	7.88	(0.21)	7.72	(0.24)	7.55	(0.14)	**-0.55**	(0.26)
Partners	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Chinese Taipei	6.85	(0.19)	6.74	(0.20)	6.74	(0.15)	6.69	(0.15)	6.66	(0.18)	6.70	(0.17)	6.74	(0.20)	6.68	(0.17)	6.73	(0.18)	6.83	(0.12)	-0.02	(0.24)
Partners	Thailand	7.65	(0.22)	7.77	(0.21)	7.83	(0.21)	7.99	(0.22)	8.03	(0.22)	7.87	(0.23)	7.81	(0.19)	7.66	(0.26)	7.50	(0.22)	7.23	(0.18)	-0.41	(0.30)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	6.76	(0.31)	6.87	(0.32)	6.99	(0.30)	7.11	(0.29)	7.09	(0.34)	7.07	(0.26)	7.09	(0.30)	6.95	(0.27)	6.92	(0.27)	7.05	(0.18)	0.29	(0.33)
Partners	United Arab Emirates	7.12	(0.21)	7.41	(0.20)	7.47	(0.19)	7.54	(0.18)	7.51	(0.21)	7.48	(0.17)	7.54	(0.16)	7.49	(0.19)	7.39	(0.16)	7.42	(0.12)	0.30	(0.24)
Partners	Uruguay	8.02	(0.21)	8.11	(0.20)	7.95	(0.18)	8.01	(0.20)	7.91	(0.20)	7.92	(0.23)	7.82	(0.19)	7.91	(0.13)	7.89	(0.17)	7.93	(0.13)	-0.09	(0.26)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	6.95	(0.21)	7.14	(0.22)	7.14	(0.21)	7.24	(0.22)	7.19	(0.18)	7.15	(0.17)	7.05	(0.18)	7.14	(0.18)	7.14	(0.17)	7.09	(0.14)	0.15	(0.24)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470512

[Part 2/3]

Table III.3.5 Average life satisfaction, by deciles of science performance and gender

		Average life satisfaction, by deciles of science performance																	
		Girls																	
		1st decile		2nd decile		3rd decile		4th decile		5th decile		6th decile		7th decile		8th decile		9th decile		10th decile		Difference between the 10th and the 1st decile	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	7.05	(0.24)	6.97	(0.24)	6.92	(0.19)	6.87	(0.22)	7.01	(0.18)	7.04	(0.18)	7.23	(0.19)	7.15	(0.19)	7.22	(0.18)	7.44	(0.15)	0.40	(0.28)
	Belgium (excl. Flemish)	6.88	(0.26)	6.97	(0.28)	7.16	(0.23)	7.13	(0.24)	7.15	(0.22)	7.18	(0.24)	7.29	(0.21)	7.31	(0.22)	7.44	(0.18)	7.50	(0.15)	**0.62**	(0.31)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	7.01	(0.25)	7.06	(0.26)	7.03	(0.26)	7.17	(0.22)	7.15	(0.25)	7.16	(0.22)	7.26	(0.21)	7.19	(0.22)	7.21	(0.18)	7.07	(0.17)	0.05	(0.31)
	Czech Republic	6.52	(0.24)	6.51	(0.26)	6.63	(0.26)	6.65	(0.25)	6.53	(0.20)	6.64	(0.20)	6.74	(0.25)	6.89	(0.21)	6.93	(0.16)	7.16	(0.15)	**0.65**	(0.29)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	7.30	(0.19)	7.26	(0.21)	7.13	(0.22)	7.20	(0.23)	7.12	(0.20)	7.14	(0.20)	7.22	(0.19)	7.37	(0.21)	7.38	(0.20)	7.58	(0.15)	0.29	(0.25)
	Finland	7.35	(0.16)	7.32	(0.16)	7.28	(0.16)	7.33	(0.17)	7.43	(0.17)	7.56	(0.16)	7.56	(0.17)	7.70	(0.15)	7.77	(0.13)	7.74	(0.12)	**0.39**	(0.20)
	France	7.29	(0.22)	7.16	(0.18)	7.13	(0.20)	7.26	(0.17)	7.31	(0.16)	7.42	(0.15)	7.51	(0.17)	7.54	(0.14)	7.65	(0.14)	7.75	(0.12)	0.46	(0.25)
	Germany	6.86	(0.23)	6.91	(0.23)	6.89	(0.20)	6.75	(0.22)	6.90	(0.21)	6.88	(0.18)	6.86	(0.19)	6.93	(0.18)	7.09	(0.17)	7.45	(0.13)	**0.59**	(0.26)
	Greece	6.21	(0.26)	6.20	(0.23)	6.40	(0.24)	6.43	(0.22)	6.64	(0.21)	6.77	(0.21)	6.74	(0.19)	6.74	(0.20)	6.77	(0.20)	6.91	(0.15)	**0.70**	(0.32)
	Hungary	6.46	(0.25)	6.50	(0.26)	6.63	(0.25)	6.64	(0.23)	6.61	(0.21)	6.84	(0.20)	6.85	(0.18)	6.95	(0.21)	7.15	(0.16)	7.38	(0.16)	**0.92**	(0.28)
	Iceland	6.68	(0.29)	7.02	(0.30)	7.13	(0.28)	7.21	(0.29)	7.21	(0.28)	7.26	(0.29)	7.58	(0.23)	7.67	(0.22)	7.86	(0.21)	7.82	(0.19)	**1.14**	(0.33)
	Ireland	6.96	(0.18)	6.99	(0.19)	6.98	(0.21)	7.07	(0.17)	7.03	(0.20)	6.90	(0.19)	7.00	(0.23)	7.01	(0.20)	7.08	(0.17)	7.17	(0.15)	0.22	(0.24)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	6.69	(0.27)	6.47	(0.28)	6.32	(0.24)	6.35	(0.19)	6.36	(0.23)	6.42	(0.21)	6.45	(0.23)	6.56	(0.19)	6.55	(0.17)	6.84	(0.15)	0.15	(0.32)
	Japan	6.53	(0.17)	6.74	(0.20)	6.72	(0.20)	6.83	(0.20)	6.93	(0.20)	6.95	(0.18)	6.97	(0.18)	6.89	(0.18)	7.01	(0.17)	7.01	(0.16)	**0.48**	(0.24)
	Korea	5.83	(0.22)	5.95	(0.24)	5.87	(0.18)	5.96	(0.23)	6.14	(0.19)	6.11	(0.21)	6.22	(0.18)	6.32	(0.18)	6.44	(0.23)	6.31	(0.17)	0.47	(0.27)
	Latvia	7.21	(0.20)	7.16	(0.19)	7.11	(0.19)	7.16	(0.17)	7.27	(0.17)	7.31	(0.20)	7.37	(0.17)	7.35	(0.18)	7.42	(0.19)	7.55	(0.15)	0.34	(0.27)
	Luxembourg	6.82	(0.19)	6.84	(0.23)	6.91	(0.23)	6.87	(0.21)	6.99	(0.18)	7.01	(0.16)	7.10	(0.18)	7.07	(0.19)	6.99	(0.20)	7.35	(0.16)	**0.54**	(0.24)
	Mexico	8.06	(0.22)	8.30	(0.22)	8.31	(0.18)	8.27	(0.17)	8.22	(0.17)	8.17	(0.17)	8.24	(0.16)	8.19	(0.17)	8.26	(0.14)	8.08	(0.11)	0.02	(0.25)
	Netherlands	7.89	(0.16)	7.66	(0.16)	7.63	(0.15)	7.57	(0.14)	7.55	(0.14)	7.56	(0.15)	7.41	(0.13)	7.40	(0.14)	7.41	(0.12)	7.56	(0.10)	-0.33	(0.20)
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	6.91	(0.21)	6.93	(0.22)	6.77	(0.26)	6.71	(0.27)	6.61	(0.23)	6.73	(0.26)	6.87	(0.22)	7.00	(0.20)	6.96	(0.23)	6.84	(0.20)	-0.08	(0.30)
	Portugal	7.20	(0.18)	7.17	(0.18)	7.18	(0.19)	7.15	(0.16)	7.07	(0.18)	7.08	(0.18)	7.06	(0.18)	7.13	(0.17)	7.02	(0.19)	7.02	(0.13)	-0.18	(0.23)
	Slovak Republic	7.14	(0.22)	7.09	(0.24)	6.96	(0.24)	7.05	(0.20)	7.07	(0.18)	7.19	(0.21)	7.27	(0.16)	7.19	(0.18)	7.25	(0.17)	7.44	(0.15)	0.30	(0.27)
	Slovenia	6.52	(0.22)	6.56	(0.24)	6.62	(0.25)	6.63	(0.24)	6.59	(0.23)	6.75	(0.23)	6.71	(0.23)	6.75	(0.23)	6.79	(0.24)	7.12	(0.21)	**0.60**	(0.30)
	Spain	6.90	(0.18)	7.08	(0.19)	7.23	(0.19)	7.13	(0.17)	7.23	(0.18)	7.27	(0.17)	7.28	(0.17)	7.28	(0.18)	7.40	(0.16)	7.58	(0.13)	**0.69**	(0.21)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	7.22	(0.22)	7.29	(0.21)	7.22	(0.22)	7.28	(0.22)	7.32	(0.24)	7.28	(0.22)	7.35	(0.25)	7.46	(0.22)	7.62	(0.18)	7.72	(0.13)	**0.50**	(0.25)
	Turkey	6.08	(0.33)	5.88	(0.26)	5.77	(0.35)	5.65	(0.35)	5.62	(0.31)	5.66	(0.25)	5.80	(0.29)	5.94	(0.31)	5.89	(0.28)	5.98	(0.24)	-0.10	(0.43)
	United Kingdom	6.34	(0.21)	6.53	(0.24)	6.61	(0.24)	6.55	(0.22)	6.63	(0.19)	6.67	(0.20)	6.74	(0.25)	6.74	(0.22)	6.67	(0.16)	6.87	(0.14)	**0.53**	(0.27)
	United States	6.92	(0.22)	7.11	(0.22)	7.15	(0.21)	7.18	(0.18)	7.14	(0.21)	7.09	(0.24)	6.99	(0.17)	7.04	(0.21)	6.99	(0.18)	6.98	(0.18)	0.06	(0.29)
	OECD average	6.89	(0.04)	6.91	(0.04)	6.92	(0.04)	6.93	(0.04)	6.96	(0.04)	7.00	(0.04)	7.06	(0.04)	7.10	(0.04)	7.15	(0.04)	7.26	(0.03)	**0.37**	(0.05)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	7.53	(0.18)	7.71	(0.15)	7.56	(0.16)	7.55	(0.16)	7.48	(0.17)	7.39	(0.15)	7.41	(0.15)	7.33	(0.12)	7.30	(0.11)	7.27	(0.10)	-0.26	(0.21)
	B-S-J-G (China)	6.76	(0.21)	6.74	(0.22)	6.64	(0.22)	6.60	(0.28)	6.64	(0.25)	6.69	(0.22)	6.92	(0.22)	6.95	(0.22)	6.96	(0.19)	6.92	(0.23)	0.16	(0.32)
	Bulgaria	7.08	(0.28)	7.14	(0.23)	7.09	(0.28)	7.16	(0.24)	7.29	(0.25)	7.24	(0.28)	7.21	(0.22)	7.12	(0.21)	7.25	(0.18)	7.34	(0.16)	0.26	(0.34)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	8.01	(0.20)	7.98	(0.21)	7.99	(0.16)	7.86	(0.19)	7.82	(0.18)	7.68	(0.24)	7.55	(0.17)	7.38	(0.16)	7.37	(0.16)	7.54	(0.13)	**-0.47**	(0.23)
	Costa Rica	8.24	(0.19)	8.25	(0.18)	8.10	(0.22)	8.15	(0.20)	8.07	(0.18)	8.03	(0.24)	7.99	(0.21)	7.83	(0.18)	7.89	(0.17)	7.84	(0.14)	-0.40	(0.24)
	Croatia	7.83	(0.20)	7.51	(0.20)	7.59	(0.19)	7.59	(0.19)	7.67	(0.19)	7.67	(0.19)	7.60	(0.18)	7.66	(0.15)	7.57	(0.15)	7.47	(0.15)	-0.36	(0.25)
	Cyprus*	6.45	(0.21)	6.54	(0.20)	6.62	(0.20)	6.70	(0.21)	6.78	(0.24)	6.88	(0.17)	7.09	(0.24)	7.02	(0.20)	7.11	(0.17)	7.37	(0.14)	**0.92**	(0.26)
	Dominican Republic	8.45	(0.30)	8.60	(0.27)	8.65	(0.24)	8.71	(0.27)	8.64	(0.22)	8.61	(0.21)	8.39	(0.27)	8.27	(0.27)	8.08	(0.22)	8.16	(0.17)	-0.29	(0.36)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	6.31	(0.22)	6.35	(0.20)	6.26	(0.19)	6.33	(0.20)	6.39	(0.19)	6.39	(0.19)	6.45	(0.17)	6.57	(0.19)	6.65	(0.15)	6.67	(0.12)	0.36	(0.26)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	7.00	(0.22)	7.33	(0.20)	7.74	(0.19)	7.65	(0.19)	7.69	(0.21)	7.58	(0.24)	7.64	(0.17)	7.78	(0.20)	7.76	(0.16)	7.83	(0.15)	**0.82**	(0.27)
	Macao (China)	6.19	(0.18)	6.42	(0.21)	6.52	(0.22)	6.54	(0.20)	6.55	(0.22)	6.62	(0.19)	6.67	(0.20)	6.66	(0.21)	6.81	(0.19)	6.90	(0.15)	**0.71**	(0.23)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	7.93	(0.23)	7.69	(0.25)	7.58	(0.24)	7.53	(0.27)	7.50	(0.26)	7.42	(0.26)	7.30	(0.22)	7.41	(0.21)	7.46	(0.21)	7.27	(0.18)	**-0.66**	(0.30)
	Peru	7.27	(0.25)	7.52	(0.23)	7.69	(0.21)	7.57	(0.23)	7.58	(0.22)	7.53	(0.22)	7.46	(0.20)	7.25	(0.21)	7.18	(0.15)	7.19	(0.15)	-0.08	(0.28)
	Qatar	7.33	(0.15)	7.46	(0.15)	7.41	(0.16)	7.40	(0.15)	7.38	(0.15)	7.30	(0.13)	7.30	(0.12)	7.26	(0.12)	7.17	(0.11)	7.02	(0.11)	-0.31	(0.18)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	7.73	(0.19)	7.69	(0.20)	7.65	(0.23)	7.60	(0.19)	7.56	(0.22)	7.52	(0.24)	7.66	(0.21)	7.58	(0.20)	7.57	(0.19)	7.48	(0.20)	-0.25	(0.27)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	6.31	(0.16)	6.39	(0.15)	6.42	(0.16)	6.41	(0.15)	6.41	(0.14)	6.41	(0.18)	6.44	(0.19)	6.43	(0.16)	6.58	(0.17)	6.68	(0.11)	0.37	(0.21)
	Thailand	7.73	(0.18)	7.75	(0.18)	7.69	(0.21)	7.76	(0.17)	7.73	(0.18)	7.72	(0.17)	7.75	(0.14)	7.71	(0.13)	7.64	(0.15)	7.50	(0.12)	-0.23	(0.22)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	6.86	(0.33)	6.72	(0.29)	6.89	(0.30)	6.87	(0.31)	6.85	(0.30)	6.81	(0.26)	6.87	(0.26)	6.82	(0.23)	6.75	(0.23)	6.77	(0.17)	-0.09	(0.39)
	United Arab Emirates	7.27	(0.17)	7.35	(0.18)	7.27	(0.16)	7.25	(0.17)	7.24	(0.18)	7.22	(0.16)	7.14	(0.17)	7.06	(0.15)	7.11	(0.15)	6.85	(0.11)	**-0.42**	(0.20)
	Uruguay	7.25	(0.24)	7.52	(0.23)	7.46	(0.25)	7.52	(0.21)	7.43	(0.25)	7.38	(0.23)	7.44	(0.21)	7.51	(0.20)	7.55	(0.17)	7.65	(0.14)	0.39	(0.28)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	6.79	(0.20)	7.02	(0.20)	7.02	(0.19)	7.02	(0.16)	6.98	(0.17)	7.03	(0.16)	7.06	(0.16)	7.12	(0.14)	7.09	(0.14)	7.05	(0.14)	0.25	(0.23)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470512

[Part 3/3]

Table III.3.5 Average life satisfaction, by deciles of science performance and gender

		Average life satisfaction, by deciles of science performance																	
		Gender difference (B-G)																	
		1st decile		2nd decile		3rd decile		4th decile		5th decile		6th decile		7th decile		8th decile		9th decile		10th decile		Difference between the 10th and the 1st decile	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	**1.08**	(0.28)	**1.07**	(0.30)	**1.07**	(0.27)	**1.14**	(0.26)	**0.88**	(0.27)	**0.93**	(0.26)	**0.71**	(0.27)	**0.70**	(0.25)	**0.58**	(0.26)	**0.48**	(0.20)	-0.60	(0.36)
	Belgium (excl. Flemish)	**0.85**	(0.33)	**0.90**	(0.38)	0.70	(0.40)	0.70	(0.40)	0.62	(0.35)	**0.63**	(0.29)	0.44	(0.31)	0.44	(0.32)	0.20	(0.26)	0.24	(0.22)	-0.61	(0.41)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	**0.78**	(0.31)	**0.64**	(0.32)	0.55	(0.30)	0.47	(0.33)	0.42	(0.36)	0.40	(0.29)	0.29	(0.33)	0.36	(0.28)	0.38	(0.22)	**0.48**	(0.20)	-0.30	(0.39)
	Czech Republic	**0.93**	(0.33)	**0.85**	(0.37)	**0.88**	(0.32)	**0.81**	(0.30)	**0.81**	(0.29)	**0.73**	(0.27)	**0.66**	(0.31)	0.42	(0.27)	0.40	(0.21)	0.05	(0.19)	**-0.88**	(0.38)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	0.41	(0.23)	0.53	(0.29)	**0.63**	(0.29)	0.54	(0.31)	0.47	(0.26)	0.48	(0.27)	0.45	(0.25)	0.38	(0.24)	0.40	(0.25)	0.33	(0.18)	-0.08	(0.28)
	Finland	**0.64**	(0.22)	**0.90**	(0.22)	**0.92**	(0.21)	**1.01**	(0.23)	**0.91**	(0.23)	**0.74**	(0.20)	**0.73**	(0.19)	**0.55**	(0.18)	**0.49**	(0.18)	**0.55**	(0.15)	-0.09	(0.25)
	France	0.25	(0.31)	**0.69**	(0.27)	**0.69**	(0.24)	**0.61**	(0.26)	**0.59**	(0.22)	**0.44**	(0.20)	0.35	(0.22)	0.32	(0.20)	0.25	(0.17)	0.27	(0.15)	0.02	(0.34)
	Germany	**0.92**	(0.29)	**0.90**	(0.31)	**0.87**	(0.29)	**1.00**	(0.28)	**0.70**	(0.32)	**0.76**	(0.30)	**0.88**	(0.25)	**0.79**	(0.26)	**0.74**	(0.23)	**0.45**	(0.16)	-0.47	(0.32)
	Greece	**1.14**	(0.39)	**1.18**	(0.36)	**0.82**	(0.40)	**0.77**	(0.33)	0.43	(0.31)	0.31	(0.28)	0.42	(0.24)	0.50	(0.28)	**0.50**	(0.23)	0.37	(0.20)	-0.77	(0.43)
	Hungary	**1.02**	(0.39)	**1.12**	(0.33)	**0.98**	(0.35)	**0.99**	(0.32)	**0.99**	(0.29)	**0.67**	(0.29)	**0.55**	(0.27)	0.58	(0.31)	0.34	(0.23)	0.15	(0.20)	**-0.87**	(0.44)
	Iceland	**1.23**	(0.37)	**1.11**	(0.35)	**1.24**	(0.36)	**1.16**	(0.31)	**1.23**	(0.33)	**1.17**	(0.36)	**0.75**	(0.31)	0.53	(0.31)	0.39	(0.29)	**0.52**	(0.22)	-0.72	(0.41)
	Ireland	0.46	(0.28)	**0.59**	(0.26)	**0.77**	(0.26)	**0.53**	(0.24)	0.54	(0.28)	**0.87**	(0.23)	**0.75**	(0.26)	**0.61**	(0.24)	0.34	(0.21)	0.12	(0.19)	-0.34	(0.34)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	**0.83**	(0.32)	**0.81**	(0.36)	**1.04**	(0.27)	**0.90**	(0.25)	**0.77**	(0.30)	**0.85**	(0.31)	**0.90**	(0.31)	**0.71**	(0.26)	**0.64**	(0.23)	**0.48**	(0.20)	-0.36	(0.38)
	Japan	-0.03	(0.24)	-0.24	(0.31)	0.02	(0.30)	0.02	(0.30)	-0.11	(0.29)	-0.18	(0.26)	-0.31	(0.27)	-0.10	(0.26)	-0.17	(0.24)	-0.13	(0.24)	-0.11	(0.36)
	Korea	**0.92**	(0.30)	**0.70**	(0.31)	**0.81**	(0.30)	**0.73**	(0.33)	0.35	(0.29)	0.38	(0.31)	0.21	(0.30)	0.18	(0.30)	0.18	(0.37)	0.28	(0.24)	-0.64	(0.37)
	Latvia	0.07	(0.30)	0.27	(0.29)	0.39	(0.30)	0.30	(0.26)	0.27	(0.26)	0.05	(0.29)	-0.01	(0.26)	0.06	(0.26)	0.12	(0.27)	0.14	(0.21)	0.07	(0.40)
	Luxembourg	**0.99**	(0.28)	**0.92**	(0.32)	**0.80**	(0.30)	**0.87**	(0.26)	**0.83**	(0.24)	**0.73**	(0.24)	**0.61**	(0.23)	**0.68**	(0.25)	**0.82**	(0.24)	**0.56**	(0.18)	-0.43	(0.31)
	Mexico	-0.24	(0.28)	0.05	(0.29)	0.10	(0.22)	0.22	(0.24)	0.23	(0.26)	0.26	(0.22)	0.19	(0.23)	0.15	(0.23)	0.08	(0.19)	0.11	(0.17)	0.34	(0.34)
	Netherlands	**0.57**	(0.23)	**0.74**	(0.24)	**0.68**	(0.23)	**0.62**	(0.20)	**0.51**	(0.20)	**0.53**	(0.18)	**0.62**	(0.17)	**0.54**	(0.16)	**0.51**	(0.14)	0.24	(0.13)	-0.34	(0.27)
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	0.46	(0.31)	**0.71**	(0.31)	**0.96**	(0.35)	**0.95**	(0.29)	**0.93**	(0.30)	**0.79**	(0.33)	0.59	(0.32)	0.47	(0.30)	0.53	(0.32)	**0.54**	(0.25)	0.08	(0.41)
	Portugal	**0.53**	(0.26)	**0.66**	(0.25)	**0.56**	(0.27)	0.47	(0.26)	0.48	(0.26)	**0.53**	(0.23)	**0.47**	(0.23)	0.30	(0.22)	0.46	(0.24)	**0.61**	(0.20)	0.08	(0.32)
	Slovak Republic	0.54	(0.32)	**0.73**	(0.31)	**0.90**	(0.29)	**0.66**	(0.27)	**0.61**	(0.26)	0.53	(0.28)	**0.62**	(0.24)	**0.66**	(0.24)	**0.45**	(0.20)	0.24	(0.20)	-0.30	(0.40)
	Slovenia	**1.46**	(0.26)	**1.19**	(0.32)	**1.13**	(0.34)	**1.09**	(0.34)	**1.00**	(0.31)	**0.88**	(0.27)	**0.77**	(0.32)	0.59	(0.31)	0.53	(0.30)	**0.56**	(0.28)	**-0.91**	(0.41)
	Spain	**0.93**	(0.24)	0.56	(0.31)	0.25	(0.27)	0.36	(0.24)	0.28	(0.22)	0.26	(0.25)	0.30	(0.24)	0.35	(0.22)	0.22	(0.20)	0.16	(0.15)	**-0.76**	(0.29)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	**0.86**	(0.26)	**0.68**	(0.33)	**0.73**	(0.30)	**0.82**	(0.32)	**0.76**	(0.30)	**0.80**	(0.26)	**0.60**	(0.30)	**0.51**	(0.26)	**0.44**	(0.22)	0.32	(0.19)	-0.54	(0.29)
	Turkey	0.51	(0.44)	**0.77**	(0.37)	0.73	(0.56)	0.87	(0.49)	0.75	(0.39)	0.67	(0.37)	0.51	(0.38)	0.33	(0.40)	0.27	(0.38)	0.45	(0.31)	-0.06	(0.56)
	United Kingdom	**1.01**	(0.28)	**0.86**	(0.35)	**0.79**	(0.30)	**0.91**	(0.30)	**0.69**	(0.24)	**0.62**	(0.27)	0.52	(0.31)	0.49	(0.29)	**0.58**	(0.24)	0.33	(0.21)	-0.68	(0.37)
	United States	**0.81**	(0.31)	**0.63**	(0.31)	**0.64**	(0.28)	**0.62**	(0.26)	**0.55**	(0.27)	0.52	(0.28)	**0.63**	(0.24)	**0.58**	(0.26)	**0.64**	(0.24)	0.38	(0.21)	-0.43	(0.37)
	OECD average	**0.71**	(0.06)	**0.73**	(0.06)	**0.74**	(0.06)	**0.72**	(0.06)	**0.62**	(0.05)	**0.58**	(0.05)	**0.51**	(0.05)	**0.45**	(0.05)	**0.40**	(0.05)	**0.33**	(0.04)	**-0.38**	(0.07)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	0.25	(0.27)	0.18	(0.21)	0.39	(0.24)	0.34	(0.19)	0.32	(0.21)	**0.41**	(0.20)	0.35	(0.21)	0.29	(0.18)	0.24	(0.18)	0.16	(0.13)	-0.09	(0.30)
	B-S-J-G (China)	0.22	(0.28)	0.23	(0.31)	0.24	(0.31)	0.23	(0.34)	0.13	(0.32)	0.17	(0.30)	-0.05	(0.29)	-0.07	(0.30)	-0.10	(0.22)	-0.03	(0.23)	-0.26	(0.36)
	Bulgaria	-0.06	(0.40)	0.40	(0.40)	0.58	(0.40)	0.58	(0.34)	0.39	(0.31)	0.42	(0.34)	0.44	(0.29)	**0.62**	(0.27)	**0.50**	(0.23)	0.23	(0.23)	0.29	(0.48)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	0.08	(0.28)	0.48	(0.26)	0.39	(0.24)	**0.53**	(0.26)	0.30	(0.25)	0.34	(0.25)	0.41	(0.27)	0.45	(0.24)	**0.49**	(0.24)	0.22	(0.22)	0.14	(0.36)
	Costa Rica	0.33	(0.26)	0.36	(0.25)	0.42	(0.27)	0.29	(0.29)	0.41	(0.30)	0.42	(0.32)	0.43	(0.26)	**0.47**	(0.24)	0.20	(0.22)	0.22	(0.18)	-0.11	(0.32)
	Croatia	**0.68**	(0.25)	**0.97**	(0.27)	**0.74**	(0.28)	**0.68**	(0.29)	0.49	(0.25)	0.49	(0.26)	0.50	(0.26)	**0.46**	(0.21)	**0.49**	(0.22)	**0.49**	(0.20)	-0.19	(0.30)
	Cyprus*	**0.91**	(0.29)	**0.62**	(0.29)	0.47	(0.29)	0.52	(0.32)	0.45	(0.30)	0.35	(0.26)	0.16	(0.33)	0.24	(0.27)	0.33	(0.22)	0.11	(0.20)	**-0.81**	(0.36)
	Dominican Republic	-0.24	(0.53)	-0.26	(0.38)	-0.14	(0.39)	-0.12	(0.40)	0.00	(0.33)	0.20	(0.35)	0.37	(0.36)	0.32	(0.39)	0.36	(0.31)	0.34	(0.23)	0.57	(0.57)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	0.10	(0.33)	0.23	(0.30)	0.21	(0.30)	0.22	(0.28)	0.21	(0.30)	0.13	(0.31)	0.07	(0.24)	0.00	(0.29)	-0.19	(0.28)	-0.23	(0.21)	-0.33	(0.37)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	**0.92**	(0.30)	**0.78**	(0.26)	**0.55**	(0.28)	**0.56**	(0.25)	**0.54**	(0.24)	**0.58**	(0.26)	**0.50**	(0.24)	0.26	(0.29)	0.31	(0.22)	0.24	(0.21)	-0.67	(0.37)
	Macao (China)	0.00	(0.24)	0.02	(0.27)	-0.04	(0.31)	0.08	(0.28)	0.08	(0.33)	0.09	(0.29)	0.04	(0.30)	0.07	(0.30)	-0.06	(0.27)	-0.20	(0.22)	-0.20	(0.30)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	0.32	(0.33)	0.41	(0.35)	0.54	(0.37)	0.54	(0.37)	**0.63**	(0.27)	0.58	(0.33)	**0.56**	(0.28)	0.37	(0.29)	0.44	(0.24)	**0.55**	(0.25)	0.23	(0.43)
	Peru	-0.36	(0.32)	-0.09	(0.33)	-0.08	(0.26)	0.20	(0.33)	0.24	(0.26)	0.21	(0.29)	0.32	(0.25)	0.43	(0.27)	0.34	(0.21)	0.20	(0.20)	0.56	(0.37)
	Qatar	0.13	(0.25)	0.17	(0.29)	0.27	(0.27)	0.21	(0.22)	0.19	(0.24)	0.27	(0.20)	0.14	(0.17)	0.11	(0.16)	0.19	(0.17)	**0.49**	(0.16)	0.36	(0.29)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	0.37	(0.29)	0.36	(0.30)	0.39	(0.31)	0.39	(0.33)	0.45	(0.31)	0.49	(0.33)	0.22	(0.28)	0.30	(0.29)	0.15	(0.30)	0.07	(0.25)	-0.31	(0.38)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	**0.54**	(0.24)	0.36	(0.25)	0.32	(0.21)	0.28	(0.20)	0.25	(0.20)	0.29	(0.27)	0.30	(0.27)	0.25	(0.24)	0.14	(0.25)	0.15	(0.17)	-0.39	(0.32)
	Thailand	-0.08	(0.27)	0.03	(0.28)	0.14	(0.31)	0.23	(0.31)	0.31	(0.29)	0.15	(0.26)	0.07	(0.23)	-0.05	(0.30)	-0.14	(0.27)	-0.27	(0.20)	-0.19	(0.37)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	-0.10	(0.39)	0.15	(0.46)	0.11	(0.40)	0.24	(0.44)	0.24	(0.42)	0.26	(0.36)	0.23	(0.45)	0.13	(0.36)	0.17	(0.33)	0.28	(0.26)	0.38	(0.48)
	United Arab Emirates	-0.15	(0.27)	0.06	(0.26)	0.21	(0.23)	0.29	(0.27)	0.27	(0.26)	0.26	(0.22)	0.40	(0.25)	0.43	(0.27)	0.28	(0.22)	**0.57**	(0.15)	**0.73**	(0.32)
	Uruguay	**0.76**	(0.32)	0.60	(0.33)	0.49	(0.33)	0.50	(0.27)	0.48	(0.36)	0.54	(0.35)	0.39	(0.26)	0.39	(0.25)	0.34	(0.26)	0.28	(0.20)	-0.48	(0.40)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.15	(0.29)	0.13	(0.31)	0.12	(0.27)	0.22	(0.26)	0.21	(0.25)	0.12	(0.21)	-0.01	(0.24)	0.02	(0.22)	0.05	(0.24)	0.04	(0.19)	-0.11	(0.32)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470512

[Part 1/2]

Table III.3.6 Time spent studying in and out of school and performance in core PISA subjects

Results based on students' self-reports

		Percentage of students who study:						Science performance							
		Less than 40 hours per week		Between 40 and 60 hours		60 hours or more per week		Students who study less than 40 hours per week		Students who study 60 hours or more per week		Difference in science score between students who study at least 60 hours per week and students who study less than 40 hours per week			
												Before accounting for students' socio-economic status		After accounting for students' socio-economic status	
		%	S.E.	%	S.E.	%	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	50.3	(0.6)	40.4	(0.6)	9.3	(0.4)	537	(2.0)	498	(4.8)	**-38**	(5.0)	**-39**	(5.0)
	Austria	44.1	(1.1)	42.4	(0.8)	13.5	(0.6)	522	(3.3)	469	(4.5)	**-53**	(4.6)	**-45**	(4.4)
	Belgium (excl. Flemish)	46.2	(1.0)	41.0	(1.0)	12.8	(0.9)	521	(4.7)	484	(5.9)	**-37**	(6.4)	**-47**	(3.8)
	Canada	46.5	(0.8)	38.1	(0.6)	15.4	(0.6)	552	(2.3)	528	(3.6)	**-25**	(3.6)	**-27**	(3.4)
	Chile	35.2	(1.1)	40.8	(1.1)	24.1	(1.0)	484	(4.7)	435	(4.4)	**-49**	(5.4)	**-42**	(5.3)
	Czech Republic	57.0	(0.8)	34.8	(0.8)	8.2	(0.5)	524	(2.2)	468	(5.8)	**-55**	(6.1)	**-48**	(5.7)
	Denmark	44.3	(1.0)	39.0	(0.9)	16.6	(0.6)	534	(2.5)	493	(3.7)	**-41**	(4.2)	**-36**	(4.0)
	Estonia	53.8	(0.8)	34.3	(0.8)	11.9	(0.5)	557	(2.6)	505	(4.4)	**-52**	(4.5)	**-48**	(4.4)
	Finland	73.3	(0.9)	22.5	(0.8)	4.1	(0.3)	548	(2.2)	500	(8.6)	**-48**	(8.3)	**-45**	(8.0)
	France	49.5	(0.9)	40.9	(0.8)	9.6	(0.4)	522	(2.5)	486	(4.9)	**-36**	(5.5)	**-34**	(4.9)
	Germany	75.6	(0.8)	20.4	(0.7)	4.0	(0.3)	538	(2.5)	470	(7.6)	**-64**	(7.4)	**-60**	(7.2)
	Greece	34.0	(0.9)	45.6	(0.9)	20.4	(0.7)	469	(4.0)	454	(5.3)	**-15**	(4.2)	**-19**	(4.1)
	Hungary	48.3	(0.9)	38.7	(0.7)	13.0	(0.7)	495	(2.7)	457	(5.6)	**-38**	(5.9)	**-39**	(5.2)
	Iceland	56.0	(1.0)	34.6	(0.9)	9.4	(0.5)	495	(2.3)	447	(6.4)	**-48**	(6.7)	**-49**	(6.6)
	Ireland	44.9	(0.8)	43.7	(0.8)	11.4	(0.5)	511	(2.5)	498	(4.5)	**-13**	(4.0)	**-16**	(3.7)
	Israel	45.0	(1.2)	39.2	(1.0)	15.8	(0.7)	493	(3.7)	453	(4.8)	**-40**	(4.9)	**-37**	(4.9)
	Italy	28.3	(1.0)	50.8	(0.8)	20.9	(0.5)	490	(3.8)	486	(4.0)	-4	(5.0)	-7	(4.4)
	Japan	56.3	(1.1)	34.4	(0.9)	9.3	(0.5)	542	(3.2)	550	(5.9)	9	(5.6)	-2	(4.8)
	Korea	27.8	(1.1)	49.0	(0.8)	23.2	(1.1)	491	(3.9)	551	(4.0)	**61**	(5.2)	**44**	(4.6)
	Latvia	52.5	(0.8)	34.5	(0.7)	13.0	(0.6)	510	(2.4)	462	(4.0)	**-49**	(4.9)	**-49**	(4.7)
	Luxembourg	55.3	(0.7)	35.3	(0.7)	9.4	(0.4)	514	(1.9)	461	(4.7)	**-52**	(5.5)	**-48**	(5.2)
	Mexico	36.6	(1.1)	42.2	(0.9)	21.2	(0.8)	421	(2.9)	427	(3.0)	6	(3.3)	2	(3.1)
	Netherlands	57.7	(1.0)	35.5	(0.9)	6.7	(0.5)	527	(2.5)	486	(7.3)	**-42**	(7.1)	**-34**	(6.2)
	New Zealand	53.2	(1.1)	38.2	(1.0)	8.6	(0.5)	552	(3.0)	504	(7.0)	**-45**	(7.3)	**-42**	(6.6)
	Norway	50.2	(1.0)	38.5	(0.8)	11.3	(0.5)	525	(2.6)	488	(4.7)	**-36**	(4.8)	**-35**	(4.8)
	Poland	38.6	(1.0)	46.9	(0.9)	14.5	(0.6)	520	(2.8)	483	(4.6)	**-36**	(4.6)	**-36**	(4.2)
	Portugal	44.2	(0.9)	40.6	(0.9)	15.1	(0.8)	515	(3.2)	500	(5.4)	**-15**	(5.2)	**-20**	(4.6)
	Slovak Republic	52.7	(1.0)	34.5	(0.9)	12.9	(0.6)	491	(2.7)	444	(4.3)	**-46**	(4.7)	**-42**	(4.6)
	Slovenia	49.6	(0.9)	37.1	(0.9)	13.3	(0.7)	543	(2.5)	510	(4.7)	**-33**	(5.3)	**-34**	(4.8)
	Spain	36.0	(0.9)	48.0	(0.7)	16.0	(0.7)	501	(2.7)	498	(3.7)	-3	(4.1)	-5	(4.0)
	Sweden	62.8	(1.0)	29.9	(0.8)	7.3	(0.5)	522	(3.4)	468	(6.5)	**-53**	(6.4)	**-54**	(6.1)
	Switzerland	64.3	(1.0)	29.2	(0.9)	6.5	(0.5)	538	(2.7)	465	(7.4)	**-73**	(7.7)	**-65**	(7.8)
	Turkey	29.3	(0.9)	44.8	(0.9)	25.9	(0.8)	430	(4.6)	429	(4.8)	-1	(4.9)	-3	(4.5)
	United Kingdom	50.2	(0.8)	39.0	(0.7)	10.8	(0.5)	534	(2.5)	511	(5.5)	**-23**	(5.5)	**-25**	(5.2)
	United States	33.5	(0.9)	44.7	(0.8)	21.8	(0.8)	509	(4.4)	511	(4.5)	3	(5.5)	-2	(5.0)
	OECD average	48.1	(0.2)	38.6	(0.1)	13.3	(0.1)	514	(0.5)	483	(0.9)	**-31**	(0.9)	**-31**	(0.9)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	47.9	(0.9)	30.9	(0.7)	21.2	(0.7)	431	(2.9)	405	(3.9)	**-26**	(4.0)	**-31**	(3.6)
	B-S-J-G (China)	21.3	(0.9)	38.0	(0.8)	40.7	(1.0)	494	(4.6)	535	(6.3)	**41**	(6.7)	**26**	(5.0)
	Bulgaria	52.0	(1.0)	34.5	(0.8)	13.5	(0.6)	470	(4.5)	442	(5.4)	**-28**	(5.8)	**-34**	(4.6)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	41.5	(0.9)	40.1	(0.8)	18.4	(0.6)	424	(2.9)	425	(3.8)	1	(4.0)	-5	(3.5)
	Costa Rica	31.2	(1.2)	45.8	(0.9)	23.0	(0.8)	419	(2.6)	423	(3.5)	4	(4.2)	-2	(3.6)
	Croatia	45.2	(0.8)	37.6	(0.8)	17.2	(0.6)	484	(3.1)	474	(3.7)	**-10**	(4.0)	**-16**	(3.8)
	Cyprus*	44.4	(0.7)	39.0	(0.6)	16.6	(0.6)	458	(2.4)	421	(3.8)	**-37**	(4.6)	**-40**	(4.5)
	Dominican Republic	39.3	(1.5)	32.8	(1.3)	27.9	(1.3)	349	(4.9)	352	(5.0)	3	(5.2)	3	(4.8)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	44.5	(1.1)	37.7	(0.9)	17.8	(0.7)	530	(2.8)	518	(3.7)	**-12**	(3.6)	**-15**	(3.5)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	51.4	(0.8)	37.0	(0.8)	11.5	(0.5)	492	(3.2)	452	(4.0)	**-40**	(4.6)	**-40**	(4.5)
	Macao (China)	47.8	(0.7)	37.3	(0.7)	14.8	(0.5)	533	(1.8)	518	(3.7)	**-15**	(4.3)	**-18**	(4.1)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	39.8	(0.7)	35.4	(0.8)	24.8	(0.7)	436	(2.1)	413	(3.3)	**-23**	(3.8)	**-24**	(3.8)
	Peru	29.5	(0.9)	46.1	(0.8)	24.4	(0.8)	410	(3.0)	408	(3.2)	-2	(3.4)	**-6**	(2.9)
	Qatar	26.1	(0.5)	41.3	(0.5)	32.6	(0.5)	450	(2.3)	450	(2.5)	0	(3.2)	0	(3.1)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	36.3	(1.1)	39.7	(1.1)	24.0	(0.9)	502	(3.6)	488	(4.2)	**-14**	(4.8)	**-15**	(4.7)
	Singapore	27.5	(0.7)	47.7	(0.7)	24.8	(0.7)	552	(3.0)	570	(3.2)	**17**	(4.6)	**10**	(4.4)
	Chinese Taipei	33.8	(0.9)	45.8	(0.7)	20.3	(0.6)	495	(2.8)	571	(3.1)	**76**	(3.7)	**57**	(3.4)
	Thailand	21.0	(1.0)	45.7	(1.0)	33.3	(1.2)	432	(4.1)	435	(4.2)	3	(4.3)	-4	(3.9)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	22.6	(0.9)	42.9	(1.0)	34.5	(1.1)	397	(4.1)	390	(2.8)	-6	(4.2)	-7	(4.1)
	United Arab Emirates	17.6	(0.5)	40.0	(0.7)	42.4	(0.8)	461	(4.1)	454	(2.8)	-7	(3.7)	-7	(3.8)
	Uruguay	58.2	(1.0)	29.8	(0.9)	12.1	(0.7)	459	(2.9)	436	(5.7)	**-23**	(5.6)	**-24**	(5.1)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	29.3	(1.1)	45.5	(1.1)	25.2	(1.0)	440	(3.4)	456	(4.5)	**16**	(3.7)	**10**	(3.3)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470524

[Part 2/2]

Table III.3.6 Time spent studying in and out of school and performance in core PISA subjects

Results based on students' self-reports

		Mathematics performance								Reading performance							
		Students who study less than 40 hours per week		Students who study 60 hours or more per week		Difference in mathematics score between students who study at least 60 hours per week and students who study less than 40 hours per week				Students who study less than 40 hours per week		Students who study 60 hours or more per week		Difference in reading score between students who study at least 60 hours per week and students who study less than 40 hours per week			
						Before accounting for students' socio-economic status		After accounting for students' socio-economic status						Before accounting for students' socio-economic status		After accounting for students' socio-economic status	
		Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	517	(2.1)	485	(4.4)	**-32**	(4.4)	**-32**	(4.5)	531	(2.1)	491	(5.0)	**-39**	(5.2)	**-39**	(5.2)
	Austria	521	(3.6)	475	(4.4)	**-46**	(4.5)	**-39**	(4.2)	516	(3.4)	452	(5.1)	**-64**	(5.2)	**-57**	(5.0)
	Belgium (excl. Flemish)	522	(4.7)	489	(5.2)	**-33**	(6.4)	**-44**	(4.0)	520	(4.6)	482	(6.0)	**-38**	(6.2)	**-47**	(3.7)
	Canada	539	(2.7)	514	(3.8)	**-26**	(4.0)	**-28**	(3.8)	551	(2.2)	527	(3.8)	**-24**	(3.7)	**-26**	(3.6)
	Chile	457	(4.7)	415	(4.7)	**-42**	(6.0)	**-35**	(5.6)	496	(4.7)	448	(4.4)	**-48**	(5.6)	**-41**	(5.4)
	Czech Republic	521	(2.4)	471	(5.6)	**-49**	(5.8)	**-42**	(5.5)	522	(2.5)	461	(6.9)	**-60**	(6.8)	**-53**	(6.5)
	Denmark	540	(2.3)	503	(3.4)	**-37**	(3.8)	**-33**	(3.6)	533	(2.5)	494	(4.1)	**-39**	(4.3)	**-35**	(4.2)
	Estonia	539	(2.5)	494	(4.5)	**-45**	(4.6)	**-41**	(4.4)	540	(2.7)	494	(4.8)	**-46**	(4.9)	**-42**	(4.7)
	Finland	525	(2.2)	486	(7.5)	**-39**	(7.3)	**-36**	(6.9)	544	(2.2)	491	(8.0)	**-54**	(7.7)	**-51**	(7.3)
	France	517	(2.5)	482	(5.0)	**-34**	(5.3)	**-32**	(4.7)	530	(2.7)	488	(5.7)	**-41**	(6.2)	**-39**	(5.6)
	Germany	529	(2.8)	469	(8.3)	**-59**	(7.9)	**-55**	(7.8)	540	(2.7)	469	(8.9)	**-69**	(8.6)	**-65**	(8.7)
	Greece	466	(3.9)	453	(5.4)	**-13**	(4.5)	**-18**	(4.5)	481	(4.5)	467	(5.6)	**-13**	(4.5)	**-19**	(4.3)
	Hungary	494	(2.9)	459	(5.6)	**-35**	(6.2)	**-36**	(5.5)	486	(2.9)	451	(5.7)	**-35**	(5.8)	**-36**	(5.1)
	Iceland	509	(2.5)	464	(6.4)	**-46**	(6.4)	**-46**	(6.3)	507	(2.7)	449	(6.9)	**-58**	(7.0)	**-58**	(6.8)
	Ireland	511	(2.3)	498	(3.8)	**-13**	(3.6)	**-15**	(3.4)	530	(2.6)	514	(4.7)	**-16**	(4.4)	**-18**	(4.1)
	Israel	495	(4.0)	454	(5.3)	**-41**	(5.3)	**-38**	(5.2)	511	(3.8)	460	(5.9)	**-51**	(5.7)	**-49**	(5.7)
	Italy	500	(4.1)	494	(4.3)	**-5**	(5.4)	-8	(4.9)	493	(4.0)	488	(4.4)	-5	(5.5)	-9	(4.7)
	Japan	534	(3.5)	544	(6.0)	**10**	(5.9)	-1	(5.3)	519	(3.5)	528	(6.3)	9	(6.1)	-1	(5.4)
	Korea	497	(4.4)	562	(5.0)	**66**	(6.0)	**44**	(5.1)	493	(4.0)	550	(4.2)	**57**	(5.1)	**41**	(4.6)
	Latvia	501	(2.4)	458	(4.5)	**-43**	(5.0)	**-42**	(4.6)	509	(2.4)	457	(4.3)	**-52**	(5.3)	**-52**	(5.0)
	Luxembourg	515	(1.8)	467	(4.5)	**-47**	(5.1)	**-44**	(4.7)	515	(2.2)	459	(5.3)	**-56**	(6.0)	**-52**	(5.6)
	Mexico	413	(3.2)	418	(3.3)	**5**	(4.1)	2	(4.0)	431	(3.5)	433	(3.5)	3	(3.8)	-1	(3.5)
	Netherlands	530	(2.5)	491	(6.5)	**-39**	(6.1)	**-33**	(5.5)	523	(2.6)	479	(7.2)	**-44**	(7.0)	**-37**	(6.2)
	New Zealand	525	(3.0)	487	(6.5)	**-36**	(6.9)	**-33**	(6.3)	548	(2.9)	497	(8.1)	**-46**	(8.4)	**-44**	(7.9)
	Norway	525	(2.4)	494	(4.3)	**-31**	(4.3)	**-30**	(4.2)	539	(2.8)	508	(5.0)	**-31**	(5.0)	**-30**	(5.1)
	Poland	524	(2.9)	486	(4.5)	**-37**	(4.5)	**-37**	(4.1)	524	(2.8)	487	(4.6)	**-35**	(4.9)	**-35**	(4.6)
	Portugal	505	(3.4)	493	(5.8)	**-11**	(6.0)	**-17**	(5.3)	512	(3.5)	499	(5.8)	**-13**	(5.4)	**-19**	(4.9)
	Slovak Republic	504	(2.8)	460	(4.4)	**-43**	(4.5)	**-39**	(4.3)	488	(3.1)	433	(4.7)	**-54**	(5.4)	**-49**	(5.4)
	Slovenia	536	(2.5)	506	(4.3)	**-30**	(4.9)	**-31**	(4.4)	532	(2.4)	505	(4.8)	**-27**	(5.1)	**-28**	(4.6)
	Spain	493	(2.9)	490	(3.5)	**-3**	(4.1)	-5	(3.9)	504	(3.0)	499	(3.9)	-5	(4.1)	-7	(4.2)
	Sweden	518	(3.1)	477	(5.4)	**-41**	(5.5)	**-42**	(5.3)	529	(3.2)	475	(6.4)	**-53**	(6.4)	**-54**	(6.2)
	Switzerland	552	(3.0)	481	(8.2)	**-71**	(8.1)	**-64**	(8.1)	524	(2.8)	451	(8.1)	**-73**	(8.2)	**-65**	(8.0)
	Turkey	425	(4.9)	424	(5.3)	**-1**	(5.1)	-3	(4.7)	433	(4.5)	432	(5.0)	-1	(5.0)	-3	(4.6)
	United Kingdom	512	(2.4)	496	(5.4)	**-16**	(5.4)	**-18**	(5.3)	521	(3.0)	498	(5.4)	**-23**	(5.0)	**-24**	(4.7)
	United States	479	(4.2)	484	(4.6)	**6**	(5.5)	1	(4.9)	510	(4.4)	513	(5.1)	3	(5.8)	-2	(5.3)
	OECD average	508	(0.5)	481	(0.9)	**-27**	(0.9)	**-28**	(0.9)	514	(0.5)	481	(1.0)	**-33**	(1.0)	**-33**	(1.0)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	404	(3.6)	383	(4.8)	**-21**	(4.5)	**-26**	(4.1)	443	(3.5)	411	(4.2)	**-32**	(4.0)	**-37**	(3.7)
	B-S-J-G (China)	507	(4.9)	549	(6.3)	**42**	(6.6)	**27**	(5.3)	473	(4.9)	512	(6.9)	**39**	(7.2)	**22**	(5.3)
	Bulgaria	462	(4.1)	439	(5.5)	**-22**	(5.6)	**-28**	(4.6)	461	(5.1)	428	(6.2)	**-33**	(6.4)	**-40**	(5.2)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	397	(2.8)	399	(3.8)	**2**	(3.8)	-3	(3.5)	436	(3.4)	436	(4.4)	-1	(4.6)	-7	(4.0)
	Costa Rica	400	(3.5)	404	(3.7)	**4**	(4.5)	-1	(4.1)	429	(3.0)	430	(4.3)	1	(4.8)	-5	(4.2)
	Croatia	474	(3.3)	460	(4.4)	**-13**	(4.2)	**-20**	(4.0)	493	(3.2)	489	(4.0)	-5	(4.1)	**-11**	(3.7)
	Cyprus*	462	(2.5)	427	(3.8)	**-35**	(4.6)	**-39**	(4.5)	471	(2.7)	429	(4.0)	**-42**	(4.9)	**-45**	(4.9)
	Dominican Republic	342	(4.5)	345	(5.0)	**3**	(5.4)	2	(5.0)	378	(5.6)	381	(5.3)	3	(6.3)	2	(5.6)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	554	(3.4)	542	(4.4)	**-12**	(4.4)	**-16**	(4.3)	535	(3.2)	521	(4.4)	**-15**	(4.7)	**-18**	(4.6)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	494	(2.8)	455	(3.9)	**-38**	(4.3)	**-39**	(4.2)	491	(3.4)	444	(4.0)	**-46**	(4.6)	**-47**	(4.5)
	Macao (China)	546	(1.7)	540	(3.8)	**-6**	(4.3)	**-10**	(4.3)	513	(1.9)	498	(3.9)	**-15**	(4.4)	**-19**	(4.3)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	443	(2.5)	420	(3.6)	**-23**	(4.4)	**-24**	(4.4)	454	(2.7)	433	(3.4)	**-21**	(4.2)	**-22**	(4.2)
	Peru	398	(3.7)	399	(4.0)	**1**	(4.2)	-3	(3.8)	414	(3.7)	407	(3.8)	-8	(4.1)	**-13**	(3.4)
	Qatar	429	(2.9)	436	(2.3)	**7**	(3.4)	**7**	(3.3)	441	(2.4)	438	(2.7)	-4	(3.3)	-4	(3.3)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	505	(4.6)	497	(4.0)	**-8**	(5.0)	-9	(4.7)	511	(4.1)	495	(4.2)	**-17**	(5.1)	**-18**	(5.1)
	Singapore	560	(3.1)	579	(2.7)	**19**	(4.1)	**13**	(4.2)	534	(3.1)	545	(3.8)	**11**	(4.8)	4	(4.4)
	Chinese Taipei	505	(3.3)	580	(3.8)	**74**	(4.1)	**56**	(3.8)	464	(2.8)	530	(3.1)	**66**	(3.7)	**50**	(3.5)
	Thailand	426	(4.4)	427	(4.8)	**1**	(4.4)	-5	(4.1)	421	(5.0)	421	(4.8)	0	(4.8)	-7	(4.4)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	380	(4.9)	370	(3.9)	**-10**	(5.1)	**-12**	(5.1)	373	(5.2)	367	(4.0)	-6	(5.3)	-8	(5.0)
	United Arab Emirates	448	(3.9)	442	(3.0)	**-6**	(3.9)	-6	(3.9)	462	(4.3)	451	(3.3)	**-10**	(4.0)	**-10**	(4.0)
	Uruguay	439	(3.2)	418	(5.8)	**-21**	(6.0)	**-21**	(5.6)	465	(3.3)	434	(6.6)	**-31**	(6.4)	**-32**	(5.9)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	441	(3.9)	461	(4.6)	**20**	(4.3)	**13**	(3.7)	428	(4.1)	444	(4.9)	**15**	(4.3)	**9**	(4.1)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470524

[Part 1/1]

Table III.3.7 Life satisfaction and time spent studying in and out of school

Results based on students' self-reports

		Percentage of students who study:						Average life satisfaction							
		Less than 40 hours per week		Between 40 and 60 hours		60 hours or more per week		Students who study less than 40 hours per week		Students who study 60 hours or more per week		Difference in life satisfaction between students who study at least 60 hours per week and students who study less than 40 hours per week			
												Before accounting for students' socio-economic status		After accounting for students' socio-economic status	
		%	S.E.	%	S.E.	%	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	50.3	(0.6)	40.4	(0.6)	9.3	(0.4)	m	m	m	m	m	m	m	m
OECD	Austria	44.1	(1.1)	42.4	(0.8)	13.5	(0.6)	**7.49**	(0.04)	**7.66**	(0.09)	0.18	(0.09)	**0.21**	(0.10)
OECD	Belgium (excl. Flemish)	46.2	(1.0)	41.0	(1.0)	12.8	(0.9)	**7.56**	(0.05)	**7.59**	(0.11)	0.03	(0.11)	0.03	(0.11)
OECD	Canada	46.5	(0.8)	38.1	(0.6)	15.4	(0.6)	m	m	m	m	m	m	m	m
OECD	Chile	35.2	(1.1)	40.8	(1.1)	24.1	(1.0)	**7.42**	(0.06)	**7.36**	(0.08)	-0.04	(0.10)	0.00	(0.10)
OECD	Czech Republic	57.0	(0.8)	34.8	(0.8)	8.2	(0.5)	**7.10**	(0.03)	**6.74**	(0.14)	**-0.36**	(0.13)	**-0.33**	(0.13)
OECD	Denmark	44.3	(1.0)	39.0	(0.9)	16.6	(0.6)	m	m	m	m	m	m	m	m
OECD	Estonia	53.8	(0.8)	34.3	(0.8)	11.9	(0.5)	**7.53**	(0.04)	**7.32**	(0.09)	**-0.21**	(0.09)	-0.17	(0.09)
OECD	Finland	73.3	(0.9)	22.5	(0.8)	4.1	(0.3)	**7.90**	(0.03)	**7.84**	(0.13)	-0.07	(0.13)	-0.05	(0.13)
OECD	France	49.5	(0.9)	40.9	(0.8)	9.6	(0.4)	**7.64**	(0.03)	**7.59**	(0.09)	-0.03	(0.10)	-0.02	(0.09)
OECD	Germany	75.6	(0.8)	20.4	(0.7)	4.0	(0.3)	**7.37**	(0.04)	**7.25**	(0.19)	-0.08	(0.20)	-0.06	(0.20)
OECD	Greece	34.0	(0.9)	45.6	(0.9)	20.4	(0.7)	**6.84**	(0.04)	**7.17**	(0.08)	**0.33**	(0.08)	**0.32**	(0.08)
OECD	Hungary	48.3	(0.9)	38.7	(0.7)	13.0	(0.7)	**7.19**	(0.04)	**7.10**	(0.09)	-0.10	(0.09)	-0.09	(0.09)
OECD	Iceland	56.0	(1.0)	34.6	(0.9)	9.4	(0.5)	**7.86**	(0.04)	**7.57**	(0.14)	-0.28	(0.15)	-0.28	(0.15)
OECD	Ireland	44.9	(0.8)	43.7	(0.8)	11.4	(0.5)	**7.31**	(0.03)	**7.29**	(0.10)	-0.02	(0.10)	-0.03	(0.10)
OECD	Israel	45.0	(1.2)	39.2	(1.0)	15.8	(0.7)	m	m	m	m	m	m	m	m
OECD	Italy	28.3	(1.0)	50.8	(0.8)	20.9	(0.5)	**6.85**	(0.05)	**6.99**	(0.07)	0.14	(0.07)	0.13	(0.07)
OECD	Japan	56.3	(1.1)	34.4	(0.9)	9.3	(0.5)	**6.82**	(0.04)	**7.12**	(0.10)	**0.29**	(0.10)	**0.26**	(0.10)
OECD	Korea	27.8	(1.1)	49.0	(0.8)	23.2	(1.1)	**6.28**	(0.04)	**6.56**	(0.08)	**0.28**	(0.08)	**0.20**	(0.08)
OECD	Latvia	52.5	(0.8)	34.5	(0.7)	13.0	(0.6)	**7.37**	(0.04)	**7.40**	(0.09)	0.03	(0.10)	0.03	(0.10)
OECD	Luxembourg	55.3	(0.7)	35.3	(0.7)	9.4	(0.4)	**7.41**	(0.03)	**7.41**	(0.11)	0.00	(0.12)	0.01	(0.12)
OECD	Mexico	36.6	(1.1)	42.2	(0.9)	21.2	(0.8)	**8.26**	(0.03)	**8.32**	(0.06)	0.05	(0.07)	0.04	(0.07)
OECD	Netherlands	57.7	(1.0)	35.5	(0.9)	6.7	(0.5)	**7.82**	(0.03)	**7.77**	(0.10)	-0.05	(0.11)	-0.05	(0.11)
OECD	New Zealand	53.2	(1.1)	38.2	(1.0)	8.6	(0.5)	m	m	m	m	m	m	m	m
OECD	Norway	50.2	(1.0)	38.5	(0.8)	11.3	(0.5)	m	m	m	m	m	m	m	m
OECD	Poland	38.6	(1.0)	46.9	(0.9)	14.5	(0.6)	**7.19**	(0.04)	**7.05**	(0.10)	-0.13	(0.11)	-0.13	(0.11)
OECD	Portugal	44.2	(0.9)	40.6	(0.9)	15.1	(0.8)	**7.36**	(0.04)	**7.47**	(0.08)	0.11	(0.08)	0.11	(0.08)
OECD	Slovak Republic	52.7	(1.0)	34.5	(0.9)	12.9	(0.6)	**7.50**	(0.04)	**7.36**	(0.11)	-0.14	(0.12)	-0.12	(0.12)
OECD	Slovenia	49.6	(0.9)	37.1	(0.9)	13.3	(0.7)	**7.14**	(0.04)	**7.19**	(0.12)	0.05	(0.12)	0.05	(0.12)
OECD	Spain	36.0	(0.9)	48.0	(0.7)	16.0	(0.7)	**7.43**	(0.04)	**7.53**	(0.06)	0.09	(0.08)	0.10	(0.08)
OECD	Sweden	62.8	(1.0)	29.9	(0.8)	7.3	(0.5)	m	m	m	m	m	m	m	m
OECD	Switzerland	64.3	(1.0)	29.2	(0.9)	6.5	(0.5)	**7.75**	(0.03)	**7.88**	(0.12)	0.12	(0.13)	0.14	(0.13)
OECD	Turkey	29.3	(0.9)	44.8	(0.9)	25.9	(0.8)	**6.07**	(0.06)	**6.25**	(0.09)	0.17	(0.09)	0.17	(0.09)
OECD	United Kingdom	50.2	(0.8)	39.0	(0.7)	10.8	(0.5)	**6.99**	(0.04)	**6.73**	(0.11)	**-0.27**	(0.12)	**-0.28**	(0.12)
OECD	United States	33.5	(0.9)	44.7	(0.8)	21.8	(0.8)	**7.37**	(0.05)	**7.35**	(0.09)	-0.02	(0.10)	-0.04	(0.10)
	OECD average	48.1	(0.2)	38.6	(0.1)	13.3	(0.1)	**7.31**	(0.01)	**7.32**	(0.02)	0.00	(0.02)	0.00	(0.02)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	47.9	(0.9)	30.9	(0.7)	21.2	(0.7)	**7.50**	(0.04)	**7.61**	(0.07)	0.10	(0.08)	0.10	(0.08)
Partners	B-S-J-G (China)	21.3	(0.9)	38.0	(0.8)	40.7	(1.0)	**6.82**	(0.04)	**6.83**	(0.06)	0.01	(0.06)	-0.02	(0.06)
Partners	Bulgaria	52.0	(1.0)	34.5	(0.8)	13.5	(0.6)	**7.38**	(0.05)	**7.43**	(0.10)	0.04	(0.12)	0.02	(0.12)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	41.5	(0.9)	40.1	(0.8)	18.4	(0.6)	**7.85**	(0.05)	**7.79**	(0.08)	-0.05	(0.08)	-0.05	(0.08)
Partners	Costa Rica	31.2	(1.2)	45.8	(0.9)	23.0	(0.8)	**8.16**	(0.04)	**8.28**	(0.07)	0.13	(0.08)	0.12	(0.08)
Partners	Croatia	45.2	(0.8)	37.6	(0.8)	17.2	(0.6)	**7.90**	(0.04)	**7.88**	(0.08)	-0.02	(0.08)	-0.03	(0.08)
Partners	Cyprus*	44.4	(0.7)	39.0	(0.6)	16.6	(0.6)	**7.10**	(0.04)	**7.03**	(0.10)	-0.07	(0.10)	-0.08	(0.10)
Partners	Dominican Republic	39.3	(1.5)	32.8	(1.3)	27.9	(1.3)	**8.39**	(0.06)	**8.49**	(0.09)	0.10	(0.10)	0.09	(0.10)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	44.5	(1.1)	37.7	(0.9)	17.8	(0.7)	**6.52**	(0.04)	**6.50**	(0.08)	-0.01	(0.08)	-0.04	(0.08)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	51.4	(0.8)	37.0	(0.8)	11.5	(0.5)	**7.84**	(0.04)	**7.99**	(0.09)	0.13	(0.10)	0.14	(0.10)
Partners	Macao (China)	47.8	(0.7)	37.3	(0.7)	14.8	(0.5)	**6.64**	(0.03)	**6.37**	(0.10)	**-0.28**	(0.10)	**-0.32**	(0.10)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	39.8	(0.7)	35.4	(0.8)	24.8	(0.7)	**7.64**	(0.05)	**7.81**	(0.07)	0.17	(0.09)	0.17	(0.09)
Partners	Peru	29.5	(0.9)	46.1	(0.8)	24.4	(0.8)	**7.51**	(0.05)	**7.71**	(0.07)	**0.19**	(0.08)	**0.20**	(0.08)
Partners	Qatar	26.1	(0.5)	41.3	(0.5)	32.6	(0.5)	**7.37**	(0.04)	**7.22**	(0.05)	**-0.14**	(0.07)	**-0.14**	(0.07)
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	36.3	(1.1)	39.7	(1.1)	24.0	(0.9)	**7.78**	(0.04)	**7.74**	(0.06)	-0.03	(0.07)	-0.04	(0.07)
Partners	Singapore	27.5	(0.7)	47.7	(0.7)	24.8	(0.7)	m	m	m	m	m	m	m	m
Partners	Chinese Taipei	33.8	(0.9)	45.8	(0.7)	20.3	(0.6)	**6.57**	(0.03)	**6.73**	(0.06)	**0.16**	(0.07)	0.07	(0.07)
Partners	Thailand	21.0	(1.0)	45.7	(1.0)	33.3	(1.2)	**7.63**	(0.06)	**7.57**	(0.07)	-0.05	(0.09)	-0.05	(0.08)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	22.6	(0.9)	42.9	(1.0)	34.5	(1.1)	**6.93**	(0.07)	**6.87**	(0.09)	-0.06	(0.11)	-0.06	(0.11)
Partners	United Arab Emirates	17.6	(0.5)	40.0	(0.7)	42.4	(0.8)	**7.34**	(0.04)	**7.28**	(0.05)	-0.06	(0.06)	-0.05	(0.06)
Partners	Uruguay	58.2	(1.0)	29.8	(0.9)	12.1	(0.7)	**7.70**	(0.05)	**7.81**	(0.13)	0.10	(0.14)	0.11	(0.14)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	29.3	(1.1)	45.5	(1.1)	25.2	(1.0)	**6.98**	(0.04)	**7.15**	(0.07)	**0.17**	(0.07)	**0.16**	(0.07)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470535

[Part 1/2]

Table III.3.8 Students' satisfaction with life, by gender

Results based on students' self-reports

		Percentage of students who reported the following feelings about their life:								Percentage of boys who reported the following feelings about their life:							
		Not satisfied (Students who reported 0 to 4 on the life satisfaction scale)		Moderately satisfied (Students who reported 5 or 6 on the life satisfaction scale)		Satisfied (Students who reported 7 or 8 on the life satisfaction scale)		Very satisfied (Students who reported 9 or 10 on the life satisfaction scale)		Not satisfied (Students who reported 0 to 4 on the life satisfaction scale)		Moderately satisfied (Students who reported 5 or 6 on the life satisfaction scale)		Satisfied (Students who reported 7 or 8 on the life satisfaction scale)		Very satisfied (Students who reported 9 or 10 on the life satisfaction scale)	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Austria	11.1	(0.5)	13.4	(0.5)	35.8	(0.6)	39.7	(0.8)	7.1	(0.5)	9.6	(0.6)	36.1	(0.9)	47.2	(1.1)
OECD	Belgium (excl. Flemish)	8.3	(0.6)	15.7	(0.6)	43.2	(1.1)	32.8	(1.1)	6.1	(0.6)	12.9	(0.9)	43.3	(1.6)	37.7	(1.6)
OECD	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Chile	12.0	(0.5)	17.9	(0.6)	32.0	(0.7)	38.1	(0.8)	9.2	(0.6)	16.0	(0.9)	34.4	(1.0)	40.4	(1.0)
OECD	Czech Republic	13.8	(0.6)	20.3	(0.5)	35.3	(0.7)	30.6	(0.7)	11.1	(0.6)	17.2	(0.8)	36.3	(1.1)	35.4	(1.1)
OECD	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Estonia	9.3	(0.5)	16.2	(0.6)	37.6	(0.8)	36.9	(0.9)	7.0	(0.5)	14.6	(0.7)	38.1	(1.0)	40.3	(1.2)
OECD	Finland	6.6	(0.3)	10.2	(0.4)	38.7	(0.7)	44.4	(0.8)	4.0	(0.4)	7.4	(0.4)	36.4	(0.9)	52.2	(1.1)
OECD	France	7.4	(0.4)	14.9	(0.5)	41.1	(0.7)	36.6	(0.7)	6.5	(0.5)	11.4	(0.6)	40.7	(0.9)	41.5	(0.9)
OECD	Germany	11.1	(0.4)	16.1	(0.4)	38.9	(0.7)	34.0	(0.7)	7.9	(0.5)	12.1	(0.6)	39.2	(0.9)	40.9	(0.9)
OECD	Greece	14.7	(0.5)	21.0	(0.6)	38.1	(0.7)	26.2	(0.7)	11.3	(0.7)	18.5	(0.7)	39.1	(0.9)	31.0	(0.9)
OECD	Hungary	13.1	(0.5)	17.4	(0.5)	37.7	(0.8)	31.7	(0.7)	9.8	(0.7)	14.7	(0.8)	37.9	(1.0)	37.6	(1.0)
OECD	Iceland	9.5	(0.5)	11.6	(0.5)	32.3	(0.8)	46.7	(0.9)	5.6	(0.6)	7.8	(0.7)	30.8	(1.1)	55.7	(1.2)
OECD	Ireland	11.9	(0.4)	15.7	(0.5)	40.0	(0.7)	32.4	(0.7)	8.8	(0.5)	13.3	(0.8)	42.4	(0.9)	35.6	(0.9)
OECD	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Italy	14.7	(0.6)	20.4	(0.6)	40.7	(0.7)	24.2	(0.7)	10.3	(0.6)	16.6	(0.7)	44.2	(1.1)	29.0	(1.0)
OECD	Japan	16.1	(0.5)	22.9	(0.4)	37.3	(0.6)	23.8	(0.6)	17.2	(0.8)	22.5	(0.6)	36.9	(0.9)	23.5	(0.7)
OECD	Korea	21.6	(0.6)	25.5	(0.6)	34.2	(0.7)	18.6	(0.5)	19.9	(0.8)	22.5	(0.8)	34.7	(0.9)	22.9	(0.8)
OECD	Latvia	8.9	(0.5)	18.2	(0.7)	41.5	(0.7)	31.5	(0.8)	8.4	(0.7)	17.3	(0.9)	40.4	(1.0)	33.9	(1.0)
OECD	Luxembourg	11.1	(0.5)	16.6	(0.5)	36.2	(0.6)	36.1	(0.6)	8.2	(0.5)	12.3	(0.7)	35.5	(1.0)	43.9	(1.0)
OECD	Mexico	6.4	(0.3)	9.5	(0.4)	25.7	(0.6)	58.5	(0.7)	5.8	(0.4)	8.4	(0.5)	26.6	(0.8)	59.1	(0.8)
OECD	Netherlands	3.7	(0.3)	10.6	(0.5)	53.3	(0.7)	32.5	(0.7)	2.5	(0.3)	7.9	(0.6)	49.7	(1.0)	39.9	(1.1)
OECD	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Poland	12.6	(0.5)	18.7	(0.6)	36.3	(0.8)	32.4	(0.8)	9.3	(0.6)	15.8	(0.8)	37.5	(1.1)	37.4	(1.1)
OECD	Portugal	8.9	(0.4)	18.7	(0.5)	41.4	(0.6)	31.0	(0.7)	7.1	(0.6)	15.2	(0.6)	42.1	(0.8)	35.6	(0.9)
OECD	Slovak Republic	11.3	(0.4)	16.5	(0.5)	32.8	(0.6)	39.4	(0.6)	8.9	(0.6)	14.1	(0.6)	32.4	(0.9)	44.6	(1.0)
OECD	Slovenia	13.5	(0.6)	17.7	(0.6)	36.3	(0.9)	32.5	(0.7)	9.1	(0.7)	13.8	(0.7)	37.5	(1.2)	39.6	(1.1)
OECD	Spain	9.5	(0.4)	16.0	(0.5)	41.5	(0.6)	33.0	(0.7)	8.2	(0.5)	13.9	(0.6)	41.7	(0.9)	36.2	(0.9)
OECD	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Switzerland	7.4	(0.4)	13.1	(0.5)	39.9	(0.9)	39.6	(0.8)	5.5	(0.5)	9.1	(0.6)	39.7	(1.1)	45.7	(1.1)
OECD	Turkey	28.6	(0.7)	22.6	(0.6)	22.5	(0.6)	26.2	(0.9)	24.3	(0.8)	22.6	(0.9)	24.8	(0.9)	28.2	(1.3)
OECD	United Kingdom	15.6	(0.5)	18.6	(0.6)	37.4	(0.7)	28.3	(0.7)	11.9	(0.5)	16.4	(0.7)	38.6	(0.9)	33.0	(0.9)
OECD	United States	11.8	(0.4)	17.6	(0.5)	34.8	(0.6)	35.9	(0.8)	9.1	(0.6)	14.3	(0.7)	35.6	(1.0)	41.0	(1.1)
	OECD average	11.8	(0.1)	16.9	(0.1)	37.2	(0.1)	34.1	(0.1)	9.3	(0.1)	14.2	(0.1)	37.6	(0.2)	38.9	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	11.8	(0.3)	15.5	(0.4)	28.1	(0.4)	44.6	(0.5)	10.5	(0.4)	14.1	(0.4)	28.7	(0.6)	46.7	(0.6)
Partners	B-S-J-G (China)	15.6	(0.5)	25.1	(0.6)	32.4	(0.7)	26.9	(0.8)	15.0	(0.6)	24.7	(0.8)	33.2	(1.0)	27.2	(1.0)
Partners	Bulgaria	13.9	(0.6)	16.7	(0.5)	26.6	(0.7)	42.8	(0.7)	12.0	(0.7)	15.6	(0.8)	26.0	(1.0)	46.4	(1.0)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	10.1	(0.4)	13.0	(0.4)	26.0	(0.7)	50.8	(0.9)	8.5	(0.5)	11.3	(0.6)	25.9	(0.9)	54.3	(0.9)
Partners	Costa Rica	7.1	(0.4)	11.0	(0.4)	23.5	(0.7)	58.4	(0.9)	6.0	(0.5)	9.8	(0.6)	22.7	(0.9)	61.6	(1.1)
Partners	Croatia	7.3	(0.4)	12.2	(0.4)	32.7	(0.6)	47.8	(0.8)	5.1	(0.5)	9.3	(0.7)	32.1	(1.0)	53.6	(1.2)
Partners	Cyprus*	13.7	(0.5)	19.7	(0.5)	36.5	(0.6)	30.1	(0.6)	12.2	(0.6)	18.0	(0.7)	34.6	(0.8)	35.1	(0.9)
Partners	Dominican Republic	8.3	(0.5)	8.3	(0.5)	15.7	(0.6)	67.8	(0.8)	8.0	(0.7)	8.1	(0.7)	14.7	(1.0)	69.2	(1.1)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	15.6	(0.7)	28.8	(0.7)	41.7	(0.9)	13.9	(0.5)	16.9	(0.9)	27.2	(1.0)	38.4	(1.1)	17.5	(0.7)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	8.1	(0.4)	12.8	(0.5)	31.5	(0.7)	47.6	(0.8)	6.6	(0.5)	10.4	(0.6)	29.5	(1.0)	53.4	(1.1)
Partners	Macao (China)	15.4	(0.6)	26.7	(0.8)	41.3	(0.9)	16.5	(0.5)	15.5	(0.9)	27.2	(1.1)	39.8	(1.0)	17.5	(0.8)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	11.1	(0.4)	14.6	(0.5)	24.3	(0.6)	50.1	(0.7)	9.5	(0.6)	12.2	(0.6)	23.8	(0.8)	54.5	(0.8)
Partners	Peru	12.9	(0.5)	16.2	(0.4)	28.2	(0.6)	42.8	(0.8)	12.1	(0.6)	15.5	(0.7)	29.3	(0.8)	43.2	(0.9)
Partners	Qatar	13.8	(0.3)	17.0	(0.3)	26.6	(0.4)	42.6	(0.4)	12.8	(0.4)	15.7	(0.5)	27.5	(0.6)	44.0	(0.6)
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	10.3	(0.5)	14.4	(0.5)	28.5	(0.7)	46.8	(0.8)	8.5	(0.6)	13.1	(0.7)	29.8	(1.2)	48.6	(1.1)
Partners	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Chinese Taipei	16.0	(0.5)	28.2	(0.6)	37.4	(0.6)	18.5	(0.5)	15.0	(0.7)	26.1	(0.7)	37.5	(0.9)	21.4	(0.8)
Partners	Thailand	7.8	(0.5)	18.1	(0.6)	31.5	(0.8)	42.7	(0.8)	8.5	(0.7)	18.0	(0.8)	29.4	(1.2)	44.2	(1.3)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	19.3	(0.6)	20.4	(0.7)	21.8	(0.6)	38.5	(0.8)	17.9	(0.9)	20.0	(1.0)	24.0	(1.0)	38.1	(1.1)
Partners	United Arab Emirates	14.5	(0.4)	18.5	(0.4)	27.2	(0.6)	39.8	(0.6)	13.4	(0.7)	16.7	(0.7)	27.6	(0.9)	42.3	(0.8)
Partners	Uruguay	9.8	(0.4)	14.5	(0.5)	31.5	(0.5)	44.2	(0.7)	7.6	(0.5)	13.2	(0.6)	31.0	(0.9)	48.1	(0.9)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	11.0	(0.5)	27.5	(0.6)	31.6	(0.7)	29.9	(0.8)	10.9	(0.7)	26.2	(0.8)	31.7	(1.0)	31.1	(1.1)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470547

[Part 2/2]

Table III.3.8 Students' satisfaction with life, by gender

Results based on students' self-reports

		Percentage of girls who reported the following feelings about their life:								Difference between boys and girls (B – G):							
		Not satisfied (Students who reported 0 to 4 on the life satisfaction scale)		Moderately satisfied (Students who reported 5 or 6 on the life satisfaction scale)		Satisfied (Students who reported 7 or 8 on the life satisfaction scale)		Very satisfied (Students who reported 9 or 10 on the life satisfaction scale)		Not satisfied (Students who reported 0 to 4 on the life satisfaction scale)		Moderately satisfied (Students who reported 5 or 6 on the life satisfaction scale)		Satisfied (Students who reported 7 or 8 on the life satisfaction scale)		Very satisfied (Students who reported 9 or 10 on the life satisfaction scale)	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Austria	15.1	(0.7)	17.2	(0.7)	35.5	(0.9)	32.2	(1.1)	**-7.9**	(0.9)	**-7.6**	(0.8)	0.5	(1.4)	**15.0**	(1.5)
OECD	Belgium (excl. Flemish)	10.5	(0.9)	18.5	(0.8)	43.1	(1.4)	27.9	(1.3)	**-4.4**	(1.0)	**-5.6**	(1.2)	0.3	(2.1)	**9.8**	(1.9)
OECD	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Chile	14.8	(0.8)	19.9	(0.8)	29.5	(1.0)	35.7	(1.2)	**-5.6**	(1.1)	**-3.9**	(1.2)	**4.8**	(1.4)	**4.7**	(1.6)
OECD	Czech Republic	16.6	(0.9)	23.6	(0.6)	34.2	(1.0)	25.6	(0.9)	**-5.5**	(1.1)	**-6.4**	(1.1)	2.1	(1.5)	**9.8**	(1.5)
OECD	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Estonia	11.6	(0.7)	17.8	(0.9)	37.1	(1.2)	33.5	(1.3)	**-4.6**	(0.9)	**-3.2**	(1.1)	1.0	(1.5)	**6.8**	(1.6)
OECD	Finland	9.4	(0.5)	13.2	(0.7)	41.3	(0.9)	36.1	(0.9)	**-5.4**	(0.6)	**-5.8**	(0.8)	**-4.9**	(1.2)	**16.2**	(1.3)
OECD	France	8.2	(0.6)	18.4	(0.8)	41.5	(1.0)	31.8	(0.8)	**-1.7**	(0.7)	**-7.1**	(1.0)	-0.9	(1.2)	**9.7**	(1.2)
OECD	Germany	14.2	(0.7)	20.0	(0.7)	38.6	(0.9)	27.2	(0.9)	**-6.4**	(0.8)	**-7.9**	(1.0)	0.6	(1.2)	**13.7**	(1.2)
OECD	Greece	18.2	(0.7)	23.6	(0.8)	37.0	(1.1)	21.1	(0.9)	**-6.9**	(1.0)	**-5.1**	(1.1)	2.1	(1.4)	**9.9**	(1.2)
OECD	Hungary	16.5	(0.8)	20.2	(0.8)	37.5	(1.0)	25.8	(1.0)	**-6.7**	(1.1)	**-5.5**	(1.2)	0.4	(1.2)	**11.8**	(1.6)
OECD	Iceland	13.1	(0.7)	15.1	(0.8)	33.6	(1.1)	38.2	(1.0)	**-7.4**	(0.9)	**-7.3**	(1.1)	**-2.7**	(1.4)	**17.4**	(1.5)
OECD	Ireland	15.1	(0.7)	18.3	(0.8)	37.5	(1.0)	29.1	(1.0)	**-6.4**	(0.7)	**-5.0**	(1.2)	**4.9**	(1.4)	**6.5**	(1.4)
OECD	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Italy	19.0	(0.8)	24.0	(1.0)	37.4	(0.9)	19.6	(1.0)	**-8.7**	(1.0)	**-7.4**	(1.2)	**6.8**	(1.5)	**9.3**	(1.4)
OECD	Japan	14.9	(0.7)	23.3	(0.7)	37.8	(0.9)	24.1	(0.8)	**2.3**	(1.1)	-0.8	(1.0)	-0.9	(1.3)	-0.6	(1.0)
OECD	Korea	23.5	(0.9)	28.9	(0.9)	33.7	(1.0)	14.0	(0.7)	**-3.5**	(1.2)	**-6.4**	(1.1)	1.0	(1.3)	**8.9**	(1.0)
OECD	Latvia	9.4	(0.6)	19.0	(0.9)	42.5	(1.1)	29.0	(1.1)	-1.1	(0.9)	-1.7	(1.3)	-2.1	(1.6)	**4.9**	(1.4)
OECD	Luxembourg	13.9	(0.8)	20.8	(0.7)	36.8	(0.8)	28.5	(0.8)	**-5.7**	(0.9)	**-8.5**	(0.9)	-1.2	(1.3)	**15.4**	(1.2)
OECD	Mexico	6.9	(0.5)	10.6	(0.6)	24.7	(0.8)	57.8	(1.0)	-1.1	(0.7)	**-2.1**	(0.7)	2.0	(1.2)	1.2	(1.2)
OECD	Netherlands	4.8	(0.4)	13.2	(0.8)	56.7	(1.1)	25.3	(1.0)	**-2.3**	(0.5)	**-5.3**	(1.0)	**-7.0**	(1.5)	**14.6**	(1.5)
OECD	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Poland	16.0	(0.8)	21.7	(0.9)	35.1	(1.1)	27.1	(1.2)	**-6.8**	(1.0)	**-5.9**	(1.1)	2.4	(1.5)	**10.2**	(1.6)
OECD	Portugal	10.7	(0.6)	22.3	(0.9)	40.7	(1.0)	26.3	(1.0)	**-3.7**	(0.9)	**-7.0**	(1.1)	1.4	(1.3)	**9.3**	(1.3)
OECD	Slovak Republic	13.8	(0.7)	18.9	(0.7)	33.2	(0.9)	34.0	(1.0)	**-4.9**	(0.9)	**-4.8**	(0.9)	-0.9	(1.3)	**10.6**	(1.4)
OECD	Slovenia	18.0	(1.0)	21.8	(1.0)	35.1	(1.2)	25.1	(1.0)	**-8.9**	(1.2)	**-8.0**	(1.3)	2.4	(1.6)	**14.5**	(1.5)
OECD	Spain	10.8	(0.6)	18.2	(0.7)	41.2	(1.0)	29.8	(0.9)	**-2.7**	(0.9)	**-4.3**	(0.9)	0.4	(1.4)	**6.5**	(1.0)
OECD	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Switzerland	9.5	(0.6)	17.4	(0.9)	40.2	(1.1)	33.0	(1.1)	**-4.0**	(0.6)	**-8.3**	(1.0)	-0.4	(1.3)	**12.7**	(1.5)
OECD	Turkey	32.8	(1.0)	22.6	(0.8)	20.3	(0.8)	24.3	(1.2)	**-8.5**	(1.3)	0.0	(1.2)	**4.5**	(1.2)	**4.0**	(1.8)
OECD	United Kingdom	19.4	(0.9)	20.9	(0.8)	36.2	(1.0)	23.4	(0.9)	**-7.5**	(1.0)	**-4.5**	(1.0)	2.4	(1.3)	**9.6**	(1.1)
OECD	United States	14.5	(0.7)	20.8	(0.8)	33.9	(0.9)	30.7	(0.9)	**-5.4**	(1.0)	**-6.5**	(1.0)	1.7	(1.3)	**10.3**	(1.2)
	OECD average	14.3	(0.1)	19.7	(0.2)	36.9	(0.2)	29.2	(0.2)	**-5.0**	(0.2)	**-5.4**	(0.2)	**0.7**	(0.3)	**9.7**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	13.0	(0.4)	16.7	0.5	27.6	(0.6)	42.6	(0.7)	**-2.5**	(0.5)	**-2.5**	(0.6)	1.1	(0.8)	**4.0**	(0.9)
Partners	B-S-J-G (China)	16.2	(0.8)	25.7	(0.8)	31.5	(0.9)	26.6	(1.2)	-1.2	(0.9)	-1.0	(1.2)	1.7	(1.2)	0.5	(1.5)
Partners	Bulgaria	15.9	(0.9)	18.0	(0.8)	27.1	(1.0)	38.9	(0.9)	**-3.9**	(1.1)	**-2.4**	(1.1)	-1.1	(1.5)	**7.4**	(1.4)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	11.6	(0.6)	14.5	(0.7)	26.2	(0.8)	47.7	(1.1)	**-3.1**	(0.8)	**-3.2**	(0.9)	-0.3	(1.0)	**6.6**	(1.1)
Partners	Costa Rica	8.2	(0.6)	12.2	(0.6)	24.4	(0.9)	55.3	(1.1)	**-2.2**	(0.7)	**-2.5**	(0.7)	-1.7	(1.1)	**6.4**	(1.3)
Partners	Croatia	9.4	(0.6)	14.8	(0.7)	33.3	(0.8)	42.5	(1.0)	**-4.3**	(0.7)	**-5.5**	(1.1)	-1.3	(1.3)	**11.1**	(1.4)
Partners	Cyprus*	15.0	(0.8)	21.4	(0.9)	38.4	(1.0)	25.2	(1.0)	**-2.8**	(1.1)	**-3.4**	(1.1)	**-3.7**	(1.3)	**9.9**	(1.5)
Partners	Dominican Republic	8.6	(0.7)	8.4	(0.8)	16.5	(1.0)	66.4	(1.3)	-0.6	(1.0)	-0.3	(1.1)	-1.8	(1.5)	2.7	(1.8)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	14.3	(0.9)	30.4	(0.8)	45.1	(1.2)	10.2	(0.7)	**2.6**	(1.2)	**-3.2**	(1.2)	**-6.7**	(1.5)	**7.3**	(0.9)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	9.7	(0.6)	15.2	(0.7)	33.5	(0.9)	41.6	(1.0)	**-3.1**	(0.7)	**-4.8**	(0.9)	**-3.9**	(1.3)	**11.8**	(1.4)
Partners	Macao (China)	15.3	(0.8)	26.3	(1.1)	42.9	(1.3)	15.5	(0.8)	0.1	(1.2)	0.9	(1.5)	**-3.1**	(1.5)	2.1	(1.1)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	12.7	(0.7)	17.1	(0.8)	24.7	(0.8)	45.5	(1.0)	**-3.2**	(0.9)	**-4.9**	(1.0)	-0.9	(1.1)	**9.0**	(1.2)
Partners	Peru	13.7	(0.7)	16.9	(0.7)	27.1	(0.9)	42.4	(1.2)	-1.6	(0.9)	-1.4	(1.0)	2.2	(1.1)	0.9	(1.4)
Partners	Qatar	14.8	(0.4)	18.2	(0.4)	25.7	(0.5)	41.3	(0.5)	**-2.0**	(0.6)	**-2.5**	(0.6)	**1.8**	(0.9)	**2.7**	(0.9)
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	12.0	(0.7)	15.7	(0.9)	27.3	(0.8)	45.0	(0.9)	**-3.5**	(0.9)	**-2.6**	(1.1)	2.5	(1.5)	**3.6**	(1.4)
Partners	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Chinese Taipei	16.9	(0.7)	30.2	(0.8)	37.3	(0.7)	15.5	(0.6)	**-1.9**	(0.9)	**-4.1**	(1.0)	0.2	(1.2)	**5.9**	(1.0)
Partners	Thailand	7.3	(0.6)	18.1	(0.7)	33.0	(0.9)	41.6	(1.0)	1.2	(0.9)	-0.1	(1.0)	**-3.6**	(1.4)	2.6	(1.6)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	20.5	(0.8)	20.7	(0.9)	19.9	(0.8)	38.8	(1.0)	**-2.6**	(1.2)	-0.7	(1.3)	**4.0**	(1.3)	-0.7	(1.4)
Partners	United Arab Emirates	15.5	(0.5)	20.2	(0.6)	26.8	(0.7)	37.5	(0.8)	**-2.1**	(0.9)	**-3.5**	(1.0)	0.9	(1.2)	**4.8**	(1.1)
Partners	Uruguay	11.7	(0.5)	15.7	(0.7)	31.9	(0.8)	40.7	(0.9)	**-4.1**	(0.7)	**-2.5**	(0.9)	-0.8	(1.4)	**7.5**	(1.3)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	11.1	(0.7)	28.6	(0.8)	31.5	(0.9)	28.8	(1.1)	-0.2	(1.0)	**-2.3**	(1.1)	0.1	(1.2)	2.4	(1.4)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470547

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Table III.3.9 Students attending additional instruction

Results based on students' self-reports

		Percentage of students who reported the following												Total time per week spent in additional instruction in:				Years spent attending additional instruction	
		They attend additional instruction in school science or broad science		They attend additional mandatory lessons in mathematics		They attend additional instruction because they want to learn more		They want to improve their grades		Inspired by additional lessons		Their parents wanted them to attend		The teacher in the additional science instruction is one of the regular teachers in the school courses in PISA 2015		Science or broad science		Mathematics		
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	Hours	S.E.	Hours	S.E.	Years	S.E.
OECD	Australia	61.2	(0.8)	73.8	(0.7)	48.3	(1.0)	45.8	(1.2)	22.6	(0.9)	32.3	(0.8)	56.9	(1.0)	3	(0.1)	3	(0.1)	5	(0.1)
	Belgium (French)	54.2	(1.5)	68.4	(1.2)	35.4	(1.5)	29.2	(1.3)	18.0	(1.4)	23.8	(1.8)	33.5	(1.6)	2	(0.1)	3	(0.1)	3	(0.1)
	Denmark	24.5	(1.3)	32.7	(1.3)	40.4	(2.2)	32.0	(2.1)	16.2	(1.5)	15.4	(1.4)	44.0	(1.9)	1	(0.1)	1	(0.1)	3	(0.1)
	Germany	45.0	(1.3)	68.1	(1.0)	43.1	(1.7)	50.8	(1.6)	18.5	(1.1)	23.8	(1.4)	m	m	2	(0.1)	3	(0.1)	m	m
	Greece	85.1	(0.8)	88.8	(0.7)	54.7	(1.1)	58.3	(1.1)	23.0	(0.7)	38.0	(0.8)	32.5	(1.2)	4	(0.1)	4	(0.1)	4	(0.1)
	Hungary	44.7	(1.4)	62.6	(1.1)	42.6	(1.7)	32.6	(1.4)	18.5	(1.2)	23.3	(1.4)	40.3	(1.7)	2	(0.1)	2	(0.1)	4	(0.1)
	Iceland	34.1	(1.0)	59.2	(1.1)	40.6	(2.1)	37.1	(1.9)	21.4	(1.7)	21.0	(1.9)	45.4	(2.2)	1	(0.1)	2	(0.1)	2	(0.1)
	Italy	57.5	(1.4)	68.1	(1.1)	46.6	(1.3)	37.9	(1.2)	19.6	(0.9)	24.6	(1.0)	39.6	(1.0)	3	(0.1)	3	(0.1)	4	(0.1)
	Korea	67.7	(1.4)	88.7	(0.8)	46.0	(0.9)	52.2	(1.2)	9.7	(0.6)	12.7	(0.7)	54.1	(1.8)	2	(0.1)	5	(0.1)	6	(0.1)
	Latvia	58.3	(1.1)	75.8	(0.8)	69.3	(1.2)	60.6	(1.5)	27.6	(0.9)	34.2	(1.1)	59.0	(1.2)	2	(0.1)	3	(0.1)	5	(0.1)
	Poland	62.2	(1.1)	72.3	(1.0)	59.5	(1.3)	52.0	(1.1)	28.6	(1.1)	31.2	(1.0)	68.4	(1.2)	2	(0.1)	2	(0.1)	5	(0.1)
	Slovak Republic	58.1	(1.2)	72.8	(1.1)	53.7	(1.2)	41.5	(1.2)	25.0	(0.9)	29.0	(1.0)	45.0	(1.2)	3	(0.1)	3	(0.1)	3	(0.1)
	Slovenia	68.6	(1.0)	81.9	(0.8)	45.4	(1.2)	40.0	(1.1)	12.6	(0.8)	11.5	(0.6)	38.9	(0.9)	2	(0.1)	3	(0.1)	5	(0.1)
	Spain	56.5	(1.1)	70.5	(0.9)	40.7	(1.3)	50.5	(1.1)	13.8	(0.9)	30.8	(1.3)	28.1	(1.2)	2	(0.1)	3	(0.1)	5	(0.1)
	United Kingdom (England)	74.7	(1.1)	74.3	(1.0)	60.3	(1.1)	67.6	(1.3)	23.1	(0.8)	40.9	(1.0)	71.6	(1.3)	3	(0.1)	3	(0.1)	4	(0.1)
	OECD average	56.8	(0.3)	70.5	(0.3)	48.4	(0.4)	45.9	(0.4)	19.9	(0.3)	26.2	(0.3)	46.9	(0.4)	2	(0.0)	3	(0.0)	4	(0.0)
	Average-22	59.6	(0.2)	72.4	(0.2)	56.0	(0.3)	50.8	(0.3)	25.9	(0.2)	30.0	(0.2)	51.3	(0.3)	3	(0.0)	3	(0.0)	4	(0.0)
Partners	B-S-J-G (China)	59.4	(1.2)	74.0	(1.2)	82.6	(0.8)	75.1	(0.9)	43.6	(1.3)	42.6	(1.3)	58.2	(1.3)	2	(0.1)	4	(0.1)	4	(0.1)
	Bulgaria	84.0	(1.0)	87.2	(0.8)	58.6	(1.1)	47.0	(0.9)	28.1	(1.0)	21.5	(0.9)	56.6	(1.0)	4	(0.1)	4	(0.1)	4	(0.1)
	Croatia	46.8	(1.1)	66.6	(1.1)	57.5	(1.2)	50.9	(1.6)	22.2	(1.3)	29.6	(1.3)	53.5	(1.4)	2	(0.1)	3	(0.1)	4	(0.1)
	Hong Kong (China)	58.7	(1.2)	76.9	(0.9)	72.2	(0.9)	65.3	(1.2)	35.5	(1.1)	38.0	(1.2)	45.2	(1.5)	2	(0.1)	3	(0.1)	5	(0.1)
	Lithuania	55.8	(1.0)	65.6	(1.0)	60.6	(1.2)	46.3	(1.3)	24.4	(1.0)	26.6	(0.9)	51.5	(1.1)	2	(0.1)	3	(0.1)	3	(0.0)
	Peru	63.6	(0.9)	73.7	(0.9)	85.6	(0.5)	74.3	(0.8)	54.0	(1.1)	45.0	(0.9)	75.1	(0.9)	3	(0.1)	4	(0.1)	4	(0.1)
	Thailand	89.7	(0.7)	91.2	(0.7)	88.9	(0.5)	70.3	(1.0)	64.3	(0.9)	63.6	(1.0)	79.0	(0.9)	6	(0.1)	5	(0.1)	6	(0.1)

StatLink http://dx.doi.org/10.1787/888933470552

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Table III.3.11 Characteristics of "happy" and "unhappy" schools

		Index of disciplinary climate						Index of teacher support						Index of adaptive instruction					
		Relatively unhappy schools[1]		Relatively happy schools		Difference between happy and unhappy schools (happy – unhappy)		Relatively unhappy schools		Relatively happy schools		Difference between happy and unhappy schools (happy - unhappy)		Relatively unhappy schools		Relatively happy schools		Difference between happy and unhappy schools (happy – unhappy)	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	0.04	(0.12)	0.38	(0.08)	**0.33**	(0.16)	-0.43	(0.11)	-0.43	(0.07)	0.00	(0.12)	-0.30	(0.08)	-0.16	(0.06)	0.14	(0.10)
	Belgium (excl. Flemish)	c	c	-0.19	(0.07)	c	c	c	c	-0.07	(0.12)	c	c	c	c	-0.18	(0.07)	c	c
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	0.01	(0.12)	0.02	(0.07)	0.00	(0.15)	0.14	(0.06)	0.30	(0.06)	0.16	(0.09)	0.11	(0.08)	0.17	(0.05)	0.06	(0.11)
	Czech Republic	-0.35	(0.09)	-0.19	(0.11)	0.16	(0.14)	-0.44	(0.06)	-0.20	(0.08)	**0.24**	(0.11)	-0.27	(0.07)	-0.06	(0.07)	**0.21**	(0.11)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	-0.01	(0.14)	0.04	(0.07)	0.04	(0.16)	-0.26	(0.12)	0.07	(0.06)	**0.33**	(0.14)	-0.24	(0.12)	-0.06	(0.04)	0.17	(0.12)
	Finland	c	c	0.12	(0.06)	c	c	c	c	0.38	(0.07)	c	c	c	c	0.09	(0.09)	c	c
	France	-0.65	(0.17)	-0.23	(0.08)	**0.41**	(0.19)	-0.27	(0.13)	-0.02	(0.08)	0.25	(0.15)	-0.60	(0.10)	-0.18	(0.06)	**0.42**	(0.11)
	Germany	-0.06	(0.16)	0.07	(0.07)	0.14	(0.18)	-0.36	(0.08)	-0.21	(0.09)	0.15	(0.11)	-0.45	(0.10)	-0.12	(0.09)	**0.34**	(0.15)
	Greece	-0.33	(0.05)	-0.22	(0.10)	0.11	(0.11)	-0.07	(0.08)	0.25	(0.09)	**0.32**	(0.12)	-0.02	(0.11)	0.22	(0.06)	0.24	(0.12)
	Hungary	-0.15	(0.16)	0.04	(0.08)	0.19	(0.17)	-0.25	(0.16)	-0.15	(0.07)	0.10	(0.17)	-0.35	(0.08)	-0.02	(0.06)	**0.33**	(0.11)
	Iceland	c	c	0.09	(0.01)	c	c	c	c	0.51	(0.00)	c	c	c	c	0.24	(0.00)	c	c
	Ireland	c	c	0.29	(0.12)	c	c	c	c	0.25	(0.07)	c	c	c	c	0.12	(0.04)	c	c
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	-0.30	(0.11)	0.03	(0.10)	**0.33**	(0.14)	-0.30	(0.08)	-0.01	(0.05)	**0.30**	(0.09)	-0.22	(0.05)	0.01	(0.05)	**0.23**	(0.08)
	Japan	0.52	(0.21)	0.98	(0.10)	**0.46**	(0.23)	-0.29	(0.06)	0.10	(0.06)	**0.39**	(0.09)	-0.26	(0.06)	-0.03	(0.05)	**0.23**	(0.08)
	Korea	0.76	(0.07)	0.71	(0.11)	-0.05	(0.14)	-0.27	(0.06)	0.04	(0.11)	**0.31**	(0.13)	-0.11	(0.07)	0.13	(0.12)	0.24	(0.13)
	Latvia	-0.28	(0.05)	-0.06	(0.09)	**0.22**	(0.10)	-0.02	(0.05)	0.21	(0.06)	**0.22**	(0.08)	0.20	(0.03)	0.42	(0.06)	**0.22**	(0.07)
	Luxembourg	c	c	0.09	(0.00)	c	c	c	c	-0.38	(0.00)	c	c	c	c	-0.33	(0.00)	c	c
	Mexico	-0.13	(0.08)	0.08	(0.06)	**0.21**	(0.10)	0.16	(0.08)	0.59	(0.06)	**0.42**	(0.10)	0.07	(0.09)	0.40	(0.05)	**0.33**	(0.11)
	Netherlands	-0.10	(0.11)	-0.14	(0.07)	-0.04	(0.13)	-0.46	(0.11)	-0.31	(0.07)	0.15	(0.12)	0.02	(0.09)	-0.24	(0.05)	**-0.26**	(0.11)
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	-0.20	(0.09)	0.06	(0.08)	**0.25**	(0.12)	-0.31	(0.11)	-0.05	(0.06)	**0.26**	(0.13)	-0.10	(0.08)	-0.04	(0.05)	0.06	(0.10)
	Portugal	-0.23	(0.22)	0.32	(0.09)	**0.55**	(0.24)	0.07	(0.12)	0.65	(0.04)	**0.58**	(0.13)	0.30	(0.12)	0.78	(0.06)	**0.47**	(0.13)
	Slovak Republic	-0.05	(0.08)	-0.14	(0.07)	-0.09	(0.10)	-0.34	(0.11)	-0.23	(0.05)	0.10	(0.11)	-0.24	(0.09)	-0.22	(0.05)	0.01	(0.11)
	Slovenia	-0.27	(0.01)	-0.12	(0.02)	**0.15**	(0.03)	-0.45	(0.00)	-0.24	(0.02)	**0.21**	(0.02)	-0.25	(0.00)	-0.10	(0.02)	**0.15**	(0.02)
	Spain	-0.33	(0.12)	0.08	(0.10)	**0.40**	(0.15)	-0.12	(0.05)	0.14	(0.11)	**0.26**	(0.12)	0.06	(0.06)	0.19	(0.08)	0.13	(0.10)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	0.08	(0.10)	0.26	(0.12)	0.17	(0.13)	-0.07	(0.06)	-0.14	(0.07)	-0.07	(0.09)	-0.10	(0.03)	0.02	(0.07)	0.12	(0.08)
	Turkey	0.07	(0.11)	-0.07	(0.07)	-0.14	(0.13)	0.32	(0.06)	0.29	(0.05)	-0.03	(0.08)	0.14	(0.07)	0.14	(0.06)	0.00	(0.10)
	United Kingdom	-0.14	(0.15)	0.12	(0.08)	0.26	(0.15)	0.28	(0.08)	0.36	(0.03)	0.08	(0.07)	0.11	(0.13)	0.36	(0.04)	0.24	(0.13)
	United States	0.35	(0.12)	0.44	(0.09)	0.09	(0.16)	0.35	(0.13)	0.49	(0.07)	0.14	(0.15)	0.27	(0.14)	0.37	(0.09)	0.10	(0.17)
	OECD average	-0.08	(0.03)	0.10	(0.02)	**0.18**	(0.03)	-0.15	(0.02)	0.08	(0.01)	**0.21**	(0.02)	-0.10	(0.02)	0.07	(0.01)	**0.18**	(0.02)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	-0.24	(0.07)	-0.18	(0.06)	0.06	(0.09)	0.27	(0.10)	0.48	(0.04)	0.20	(0.11)	-0.01	(0.10)	0.13	(0.04)	0.14	(0.12)
	B-S-J-G (China)	0.11	(0.05)	0.65	(0.09)	**0.54**	(0.10)	-0.06	(0.16)	0.46	(0.07)	**0.53**	(0.18)	-0.13	(0.07)	0.34	(0.07)	**0.48**	(0.09)
	Bulgaria	-0.22	(0.15)	-0.18	(0.09)	0.03	(0.17)	-0.09	(0.13)	0.18	(0.07)	0.27	(0.14)	0.14	(0.06)	0.29	(0.06)	0.15	(0.09)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	-0.01	(0.06)	0.11	(0.08)	0.11	(0.10)	0.24	(0.05)	0.36	(0.06)	0.11	(0.08)	0.06	(0.03)	0.01	(0.07)	-0.05	(0.08)
	Costa Rica	0.08	(0.13)	0.16	(0.06)	0.08	(0.11)	0.25	(0.08)	0.53	(0.08)	**0.28**	(0.12)	-0.06	(0.06)	0.29	(0.08)	**0.35**	(0.11)
	Croatia	-0.17	(0.09)	-0.15	(0.07)	0.02	(0.11)	-0.43	(0.08)	-0.24	(0.07)	0.20	(0.10)	-0.35	(0.07)	-0.13	(0.06)	**0.22**	(0.09)
	Cyprus*	-0.40	(0.01)	-0.22	(0.01)	**0.19**	(0.01)	-0.21	(0.01)	0.37	(0.01)	**0.58**	(0.01)	-0.18	(0.01)	0.20	(0.00)	**0.39**	(0.01)
	Dominican Republic	c	c	0.04	(0.08)	c	c	c	c	0.77	(0.07)	c	c	c	c	0.20	(0.09)	c	c
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	0.13	(0.11)	0.38	(0.15)	0.25	(0.18)	0.01	(0.06)	-0.04	(0.05)	-0.05	(0.08)	0.04	(0.06)	0.08	(0.04)	0.04	(0.07)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	-0.18	(0.13)	0.04	(0.07)	0.22	(0.15)	0.03	(0.07)	0.08	(0.07)	0.05	(0.10)	-0.26	(0.07)	-0.11	(0.06)	0.15	(0.09)
	Macao (China)	c	c	0.01	(0.00)	c	c	c	c	-0.09	(0.00)	c	c	c	c	-0.04	(0.00)	c	c
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	0.07	(0.00)	0.01	(0.01)	**-0.06**	(0.01)	-0.23	(0.00)	0.32	(0.02)	**0.55**	(0.02)	-0.20	(0.00)	0.18	(0.02)	**0.39**	(0.02)
	Peru	0.07	(0.07)	0.32	(0.05)	**0.26**	(0.08)	0.32	(0.13)	0.60	(0.06)	**0.28**	(0.14)	0.07	(0.12)	0.15	(0.05)	0.08	(0.13)
	Qatar	0.07	(0.00)	-0.24	(0.00)	**-0.31**	(0.00)	0.15	(0.00)	0.28	(0.00)	**0.13**	(0.00)	0.19	(0.00)	0.06	(0.00)	**-0.13**	(0.00)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	0.11	(0.08)	0.70	(0.07)	**0.59**	(0.11)	-0.07	(0.06)	0.42	(0.06)	**0.50**	(0.08)	0.05	(0.06)	0.36	(0.06)	**0.30**	(0.07)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	0.10	(0.06)	0.19	(0.06)	0.09	(0.09)	-0.15	(0.07)	0.18	(0.06)	**0.33**	(0.09)	-0.18	(0.05)	0.13	(0.07)	**0.31**	(0.09)
	Thailand	0.27	(0.06)	0.52	(0.04)	**0.25**	(0.07)	0.27	(0.08)	0.47	(0.03)	**0.20**	(0.08)	0.15	(0.07)	0.20	(0.04)	0.05	(0.08)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	-0.49	(0.09)	-0.26	(0.11)	0.23	(0.13)	-0.01	(0.09)	0.23	(0.12)	0.24	(0.15)	0.11	(0.10)	0.21	(0.09)	0.10	(0.14)
	United Arab Emirates	0.19	(0.05)	0.11	(0.05)	-0.08	(0.07)	0.19	(0.05)	0.51	(0.06)	**0.33**	(0.07)	0.25	(0.06)	0.26	(0.05)	0.01	(0.08)
	Uruguay	-0.19	(0.11)	0.09	(0.05)	**0.28**	(0.12)	0.17	(0.09)	0.25	(0.07)	0.08	(0.12)	0.00	(0.04)	0.05	(0.07)	0.05	(0.08)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.00	(0.05)	0.28	(0.07)	**0.28**	(0.09)	0.27	(0.06)	0.61	(0.06)	**0.35**	(0.09)	0.29	(0.06)	0.56	(0.05)	**0.27**	(0.08)

1. Relatively happy (unhappy) schools are schools where students' life satisfaction is statistically significantly above (below) the average in the country/economy.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470574

[Part 2/3]

Table III.3.11 Characteristics of "happy" and "unhappy" schools

		Index of enquiry based teaching						Index of perceived feedback					
		Relatively unhappy schools[1]		Relatively happy schools		Difference between happy and unhappy schools (happy – unhappy)		Relatively unhappy schools		Relatively happy schools		Difference between happy and unhappy schools (happy – unhappy)	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	-0.32	(0.13)	-0.14	(0.08)	0.17	(0.17)	-0.17	(0.09)	0.06	(0.05)	**0.23**	(0.10)
	Belgium (excl. Flemish)	c	c	-0.04	(0.07)	c	c	c	c	0.18	(0.10)	c	c
	Canada	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	-0.08	(0.13)	0.13	(0.06)	0.22	(0.14)	-0.10	(0.16)	0.18	(0.06)	0.27	(0.16)
	Czech Republic	-0.33	(0.06)	0.05	(0.08)	**0.37**	(0.11)	-0.13	(0.06)	0.01	(0.06)	0.13	(0.09)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	-0.14	(0.08)	0.05	(0.05)	0.19	(0.10)	-0.12	(0.12)	-0.06	(0.06)	0.06	(0.13)
	Finland	c	c	-0.37	(0.05)	c	c	c	c	-0.25	(0.07)	c	c
	France	0.28	(0.09)	0.12	(0.11)	-0.16	(0.14)	-0.12	(0.07)	0.03	(0.06)	0.16	(0.09)
	Germany	0.00	(0.12)	0.11	(0.06)	0.11	(0.14)	-0.29	(0.05)	-0.26	(0.08)	0.02	(0.09)
	Greece	-0.17	(0.05)	0.09	(0.10)	**0.26**	(0.11)	0.05	(0.09)	0.20	(0.07)	0.15	(0.11)
	Hungary	-0.25	(0.04)	-0.12	(0.05)	0.13	(0.06)	0.02	(0.14)	0.08	(0.08)	0.06	(0.16)
	Iceland	c	c	0.02	(0.01)	c	c	c	c	-0.09	(0.00)	c	c
	Ireland	c	c	0.19	(0.06)	c	c	c	c	0.12	(0.06)	c	c
	Israel	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	-0.42	(0.13)	-0.06	(0.12)	**0.36**	(0.17)	-0.11	(0.07)	0.06	(0.11)	0.17	(0.14)
	Japan	-0.59	(0.15)	-0.44	(0.14)	0.14	(0.21)	-0.33	(0.06)	-0.34	(0.07)	-0.01	(0.10)
	Korea	-0.92	(0.08)	-0.50	(0.14)	**0.42**	(0.17)	-0.70	(0.09)	-0.09	(0.09)	**0.61**	(0.13)
	Latvia	0.07	(0.05)	0.35	(0.05)	**0.28**	(0.07)	0.18	(0.06)	0.54	(0.05)	**0.36**	(0.08)
	Luxembourg	c	c	0.11	(0.00)	c	c	c	c	-0.18	(0.00)	c	c
	Mexico	0.31	(0.08)	0.68	(0.06)	**0.38**	(0.10)	0.25	(0.11)	0.60	(0.06)	**0.35**	(0.13)
	Netherlands	-0.21	(0.09)	-0.25	(0.08)	-0.04	(0.11)	-0.26	(0.09)	0.13	(0.06)	**0.39**	(0.10)
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	-0.05	(0.12)	0.01	(0.06)	0.06	(0.13)	0.29	(0.08)	0.35	(0.06)	0.06	(0.11)
	Portugal	-0.13	(0.15)	0.44	(0.07)	**0.57**	(0.19)	-0.01	(0.11)	0.23	(0.09)	0.24	(0.14)
	Slovak Republic	-0.51	(0.13)	-0.09	(0.09)	**0.42**	(0.14)	-0.03	(0.10)	0.04	(0.06)	0.07	(0.11)
	Slovenia	-0.18	(0.00)	0.29	(0.02)	**0.47**	(0.02)	-0.02	(0.01)	0.24	(0.01)	**0.26**	(0.01)
	Spain	-0.39	(0.08)	-0.18	(0.08)	0.20	(0.12)	0.03	(0.08)	0.21	(0.08)	0.18	(0.11)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	0.09	(0.07)	0.39	(0.07)	**0.30**	(0.09)	-0.17	(0.08)	-0.12	(0.08)	0.05	(0.11)
	Turkey	0.29	(0.04)	0.48	(0.08)	0.18	(0.10)	0.26	(0.06)	0.39	(0.05)	0.13	(0.07)
	United Kingdom	-0.05	(0.09)	0.06	(0.04)	0.11	(0.10)	0.47	(0.13)	0.47	(0.06)	0.00	(0.13)
	United States	0.24	(0.05)	0.51	(0.14)	0.27	(0.14)	0.35	(0.07)	0.41	(0.19)	0.06	(0.19)
	OECD average	-0.15	(0.02)	0.07	(0.02)	**0.24**	(0.03)	-0.03	(0.02)	0.11	(0.01)	**0.17**	(0.02)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	-0.11	(0.08)	0.09	(0.05)	**0.19**	(0.10)	0.08	(0.06)	0.26	(0.04)	**0.18**	(0.07)
	B-S-J-G (China)	-0.66	(0.12)	0.16	(0.11)	**0.82**	(0.17)	0.00	(0.08)	0.54	(0.08)	**0.54**	(0.12)
	Bulgaria	0.04	(0.07)	0.28	(0.12)	0.24	(0.13)	0.40	(0.09)	0.47	(0.09)	0.07	(0.12)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	0.24	(0.06)	0.29	(0.06)	0.05	(0.09)	0.26	(0.05)	0.50	(0.06)	**0.25**	(0.09)
	Costa Rica	-0.17	(0.03)	-0.07	(0.06)	0.10	(0.07)	-0.03	(0.07)	0.29	(0.08)	**0.32**	(0.11)
	Croatia	-0.36	(0.12)	-0.11	(0.04)	**0.26**	(0.12)	-0.06	(0.07)	0.15	(0.04)	**0.21**	(0.09)
	Cyprus*	0.13	(0.01)	0.51	(0.00)	**0.38**	(0.01)	0.27	(0.01)	0.45	(0.01)	**0.17**	(0.02)
	Dominican Republic	c	c	0.93	(0.09)	c	c	c	c	0.84	(0.08)	c	c
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	0.11	(0.07)	0.04	(0.10)	-0.07	(0.11)	0.22	(0.08)	0.20	(0.06)	-0.02	(0.11)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	0.21	(0.08)	0.24	(0.07)	0.03	(0.11)	0.14	(0.07)	0.30	(0.08)	0.16	(0.10)
	Macao (China)	c	c	-0.05	(0.00)	c	c	c	c	-0.03	(0.00)	c	c
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	-0.38	(0.00)	0.16	(0.02)	**0.54**	(0.02)	0.18	(0.00)	0.48	(0.02)	**0.30**	(0.02)
	Peru	0.65	(0.11)	0.83	(0.07)	0.17	(0.13)	0.27	(0.10)	0.50	(0.05)	0.23	(0.12)
	Qatar	0.24	(0.00)	0.61	(0.00)	**0.37**	(0.00)	0.58	(0.00)	0.45	(0.00)	**-0.13**	(0.00)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	0.28	(0.06)	0.69	(0.04)	**0.41**	(0.07)	0.38	(0.08)	0.52	(0.05)	0.14	(0.09)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	-0.61	(0.12)	-0.34	(0.06)	**0.28**	(0.13)	0.04	(0.06)	0.37	(0.07)	**0.33**	(0.09)
	Thailand	0.15	(0.06)	0.20	(0.05)	0.05	(0.08)	0.19	(0.09)	0.35	(0.04)	0.15	(0.10)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	0.43	(0.14)	0.60	(0.13)	0.17	(0.17)	0.57	(0.08)	0.66	(0.12)	0.09	(0.14)
	United Arab Emirates	0.24	(0.07)	0.68	(0.07)	**0.44**	(0.10)	0.32	(0.07)	0.64	(0.04)	**0.32**	(0.08)
	Uruguay	-0.13	(0.06)	0.06	(0.05)	**0.19**	(0.08)	0.07	(0.07)	0.04	(0.05)	-0.03	(0.09)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.30	(0.05)	0.46	(0.05)	**0.16**	(0.07)	0.41	(0.08)	0.88	(0.06)	**0.47**	(0.11)

1. Relatively happy (unhappy) schools are schools where students' life satisfaction is statistically significantly above (below) the average in the country/economy.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470574

[Part 3/3]

Table III.3.11 Characteristics of "happy" and "unhappy" schools

		Time per week spent learning in regular lessons						After school study time					
		Relatively unhappy schools[1]		Relatively happy schools		Difference between happy and unhappy schools (happy – unhappy)		Relatively unhappy schools		Relatively happy schools		Difference between happy and unhappy schools (happy – unhappy)	
		Hours	S.E.	Hours	S.E.	Dif.	S.E.	Hours	S.E.	Hours	S.E.	Hours	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	31	(1.2)	31	(0.9)	0.46	(1.6)	16	(0.9)	18.4	(0.7)	1.96	(1.2)
	Belgium (excl. Flemish)	c	c	28	(0.4)	c	c	c	c	16.5	(0.7)	c	c
	Canada	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	31	(1.0)	32	(0.8)	0.87	(1.5)	17	(1.0)	17.6	(0.6)	0.69	(1.1)
	Czech Republic	25	(0.3)	25	(0.3)	0.06	(0.5)	16	(0.8)	16.6	(0.7)	0.14	(1.0)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	26	(0.3)	26	(0.1)	0.33	(0.3)	20	(1.0)	18.6	(1.1)	-1.24	(1.5)
	Finland	c	c	23	(0.2)	c	c	c	c	12.4	(0.6)	c	c
	France	27	(1.0)	27	(0.5)	-0.59	(1.0)	17	(2.3)	15.5	(0.8)	-1.86	(2.3)
	Germany	26	(0.6)	25	(0.4)	-0.31	(0.8)	12	(1.3)	11.5	(0.6)	-0.41	(1.5)
	Greece	27	(0.6)	27	(1.0)	-0.20	(1.2)	21	(1.6)	20.4	(1.0)	-0.80	(1.9)
	Hungary	26	(0.8)	26	(0.4)	-0.05	(0.9)	16	(1.0)	17.6	(0.7)	1.25	(1.2)
	Iceland	c	c	26	(0.0)	c	c	c	c	15.0	(0.1)	c	c
	Ireland	c	c	29	(0.3)	c	c	c	c	16.0	(0.6)	c	c
	Israel	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	28	(0.7)	28	(0.8)	-0.14	(1.1)	23	(1.3)	19.6	(0.9)	-3.04	(1.7)
	Japan	27	(1.0)	28	(0.4)	0.89	(1.0)	11	(1.1)	14.2	(0.9)	**3.44**	(1.3)
	Korea	31	(0.6)	30	(1.0)	-1.19	(1.2)	19	(1.0)	18.5	(1.4)	-0.24	(1.7)
	Latvia	26	(0.6)	25	(0.3)	**-1.33**	(0.7)	17	(0.5)	18.0	(1.0)	0.70	(1.1)
	Luxembourg	c	c	26	(0.0)	c	c	c	c	14.5	(0.0)	c	c
	Mexico	25	(1.8)	28	(0.7)	2.70	(1.9)	20	(1.3)	21.9	(0.6)	1.54	(1.4)
	Netherlands	28	(0.4)	27	(0.4)	**-1.38**	(0.6)	14	(0.8)	16.2	(0.7)	**2.62**	(1.1)
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	28	(0.3)	28	(0.4)	-0.06	(0.5)	20	(1.0)	19.6	(0.5)	0.02	(1.1)
	Portugal	31	(2.8)	29	(0.5)	-1.75	(2.8)	17	(0.5)	18.0	(1.5)	1.14	(1.6)
	Slovak Republic	24	(0.6)	25	(0.4)	0.75	(0.7)	18	(1.6)	20.1	(0.9)	1.96	(2.0)
	Slovenia	27	(0.1)	27	(0.2)	**0.86**	(0.2)	16	(0.1)	16.6	(0.5)	0.27	(0.5)
	Spain	28	(0.6)	28	(0.5)	0.75	(0.8)	17	(0.8)	17.7	(0.9)	0.85	(1.2)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	25	(1.7)	26	(0.5)	0.86	(1.7)	13	(1.0)	14.3	(1.0)	0.86	(1.3)
	Turkey	27	(0.7)	26	(0.4)	-0.69	(0.8)	22	(2.3)	24.7	(0.8)	2.71	(2.5)
	United Kingdom	26	(0.6)	27	(0.4)	0.44	(0.7)	18	(1.5)	16.9	(0.6)	-1.54	(1.7)
	United States	28	(1.1)	28	(0.9)	-0.37	(1.4)	21	(1.4)	20.5	(1.2)	-0.59	(1.8)
	OECD average	27	(0.2)	27	(0.1)	0.04	(0.2)	18	(0.3)	17.4	(0.2)	0.45	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	21	(0.8)	23.3	(0.7)	**2.60**	(1.2)
	Brazil	26	(0.7)	25	(0.5)	-0.72	(1.0)	26	(1.2)	26.4	(1.3)	0.52	(1.8)
	B-S-J-G (China)	32	(2.5)	31	(0.6)	-1.63	(2.6)	18	(0.8)	19.5	(0.9)	1.48	(1.2)
	Bulgaria	24	(0.5)	25	(0.6)	0.98	(0.8)	m	m	m	m	m	m
	CABA (Argentina)	m	m	m	m	m	m	21	(1.0)	19.7	(0.8)	-1.18	(1.2)
	Colombia	27	(0.5)	27	(0.8)	-0.15	(1.0)	18	(0.8)	18.3	(0.6)	0.14	(1.0)
	Costa Rica	29	(1.0)	32	(0.8)	**3.08**	(1.2)	20	(0.8)	18.8	(0.5)	-1.32	(0.9)
	Croatia	27	(0.6)	25	(0.3)	**-1.62**	(0.7)	21	(0.1)	19.6	(0.2)	**-1.41**	(0.2)
	Cyprus*	28	(0.1)	27	(0.1)	**-1.20**	(0.1)	c	c	25.2	(1.3)	c	c
	Dominican Republic	c	c	25	(1.3)	c	c	m	m	m	m	m	m
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	19	(0.8)	18.5	(1.2)	-0.81	(1.4)
	Hong Kong (China)	29	(0.5)	28	(0.7)	-1.51	(0.9)	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	19	(0.6)	18.7	(0.7)	-0.23	(0.9)
	Lithuania	25	(0.2)	25	(0.2)	-0.20	(0.2)	c	c	16.2	(0.0)	c	c
	Macao (China)	c	c	28	(0.0)	c	c	m	m	m	m	m	m
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	24	(0.0)	24.3	(0.3)	-0.20	(0.3)
	Montenegro	26	(0.0)	26	(0.1)	0.03	(0.1)	22	(1.2)	20.4	(0.9)	-1.29	(1.5)
	Peru	28	(1.5)	28	(0.6)	-0.28	(1.6)	29	(0.0)	25.8	(0.0)	**-2.76**	(0.0)
	Qatar	30	(0.0)	27	(0.0)	**-3.04**	(0.0)	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	24	(1.8)	21.6	(1.5)	-1.95	(2.5)
	Russia	26	(0.4)	26	(0.4)	-0.04	(0.5)	m	m	m	m	m	m
	Singapore	m	m	m	m	m	m	15	(1.0)	18.1	(1.5)	2.66	(1.8)
	Chinese Taipei	32	(0.8)	32	(0.7)	-0.26	(1.1)	25	(1.2)	23.0	(1.4)	-2.35	(1.9)
	Thailand	32	(0.7)	32	(0.6)	-0.27	(0.9)	m	m	m	m	m	m
	Trinidad and Tobago	m	m	m	m	m	m	25	(0.9)	24.6	(1.4)	-0.48	(1.6)
	Tunisia	30	(1.3)	29	(1.2)	-1.03	(1.8)	30	(0.8)	31.2	(0.8)	1.09	(1.1)
	United Arab Emirates	29	(0.5)	29	(0.4)	0.63	(0.6)	16	(1.3)	15.5	(0.6)	-0.75	(1.6)
	Uruguay	23	(0.9)	26	(0.7)	**2.50**	(1.1)	m	m	m	m	m	m
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	22	(0.9)	24.4	(0.9)	2.28	(1.3)
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	27	(0.9)	31	(0.7)	**3.89**	(1.1)	m	m	m	m	m	m

1. Relatively happy (unhappy) schools are schools where students' life satisfaction is statistically significantly above (below) the average in the country/economy.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
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StatLink http://dx.doi.org/10.1787/888933470574

[Part 1/2]

Table III.4.1 Students' schoolwork-related anxiety

Based on students' self reports

		Percentage of students who reported the following statements																							
		I often worry that it will be difficult for me taking a test								I worry that I will get poor <grades> at school								Even if I am well prepared for a test I feel very anxious							
		Strongly disagree		Disagree		Agree		Strongly agree		Strongly disagree		Disagree		Agree		Strongly agree		Strongly disagree		Disagree		Agree		Strongly agree	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	7.5	(0.3)	30.8	(0.5)	47.0	(0.5)	14.7	(0.4)	6.8	(0.2)	28.0	(0.4)	45.2	(0.5)	20.0	(0.4)	7.4	(0.3)	25.1	(0.5)	45.3	(0.5)	22.2	(0.4)
	Austria	9.1	(0.4)	26.4	(0.6)	40.3	(0.6)	24.2	(0.7)	9.5	(0.4)	27.3	(0.7)	37.8	(0.7)	25.5	(0.6)	19.9	(0.6)	29.3	(0.7)	30.0	(0.7)	20.7	(0.6)
	Belgium	13.3	(0.5)	31.1	(0.5)	42.2	(0.6)	13.3	(0.4)	10.1	(0.4)	25.0	(0.4)	47.6	(0.5)	17.3	(0.4)	21.2	(0.5)	36.3	(0.5)	30.8	(0.5)	11.7	(0.4)
	Canada	10.2	(0.3)	30.6	(0.5)	42.3	(0.5)	16.9	(0.3)	9.3	(0.3)	26.5	(0.4)	42.2	(0.6)	22.0	(0.5)	10.6	(0.3)	25.4	(0.4)	40.7	(0.4)	23.2	(0.4)
	Chile	9.5	(0.4)	31.2	(0.7)	47.2	(0.8)	12.1	(0.4)	5.8	(0.3)	12.8	(0.5)	44.9	(0.7)	36.5	(0.7)	16.0	(0.5)	28.0	(0.5)	39.5	(0.7)	16.5	(0.6)
	Czech Republic	11.1	(0.5)	34.1	(0.6)	43.0	(0.6)	11.7	(0.5)	10.6	(0.5)	31.7	(0.7)	46.9	(0.8)	10.7	(0.4)	16.9	(0.6)	42.7	(0.7)	32.2	(0.7)	8.2	(0.4)
	Denmark	10.4	(0.5)	34.9	(0.7)	42.6	(0.7)	12.1	(0.5)	7.8	(0.4)	27.6	(0.7)	46.2	(0.7)	18.3	(0.6)	7.6	(0.4)	27.9	(0.7)	44.5	(0.7)	20.0	(0.6)
	Estonia	11.6	(0.5)	37.4	(0.8)	40.6	(0.8)	10.4	(0.4)	11.7	(0.5)	32.9	(0.7)	44.9	(0.8)	10.5	(0.3)	15.2	(0.6)	32.0	(0.7)	41.7	(0.7)	11.2	(0.4)
	Finland	17.7	(0.5)	44.7	(0.7)	30.7	(0.7)	6.9	(0.3)	17.3	(0.6)	38.3	(0.8)	35.9	(0.8)	8.6	(0.4)	14.4	(0.5)	37.0	(0.7)	37.3	(0.7)	11.3	(0.4)
	France	12.7	(0.4)	24.8	(0.5)	45.6	(0.6)	16.9	(0.5)	11.3	(0.4)	23.3	(0.6)	46.1	(0.8)	19.3	(0.7)	20.8	(0.6)	32.0	(0.6)	32.2	(0.7)	15.0	(0.5)
	Germany	11.6	(0.5)	36.5	(0.6)	38.5	(0.7)	13.3	(0.4)	12.7	(0.4)	34.0	(0.7)	37.1	(0.6)	16.2	(0.5)	24.5	(0.7)	33.9	(0.7)	28.5	(0.6)	13.1	(0.5)
	Greece	13.9	(0.6)	39.9	(0.6)	37.4	(0.7)	8.9	(0.4)	14.2	(0.6)	37.7	(0.6)	36.7	(0.8)	11.3	(0.5)	14.6	(0.5)	26.5	(0.6)	39.0	(0.7)	20.0	(0.7)
	Hungary	10.7	(0.5)	27.5	(0.7)	47.5	(0.7)	14.2	(0.5)	9.2	(0.5)	24.6	(0.6)	50.0	(0.8)	16.2	(0.6)	16.8	(0.6)	28.7	(0.7)	38.0	(0.6)	16.5	(0.6)
	Iceland	16.8	(0.6)	34.7	(0.9)	34.5	(0.8)	13.9	(0.7)	13.1	(0.6)	27.6	(0.8)	38.4	(0.8)	20.9	(0.8)	16.8	(0.6)	32.1	(0.8)	33.6	(0.9)	17.5	(0.7)
	Ireland	6.9	(0.4)	31.6	(0.8)	50.1	(0.8)	11.5	(0.5)	5.0	(0.3)	26.0	(0.6)	49.8	(0.7)	19.1	(0.6)	7.9	(0.4)	28.9	(0.7)	45.2	(0.6)	18.0	(0.6)
	Israel	14.7	(0.6)	27.5	(0.6)	47.5	(0.8)	10.3	(0.4)	17.1	(0.7)	32.5	(0.8)	38.6	(0.7)	11.8	(0.4)	22.3	(0.6)	33.3	(0.7)	32.2	(0.7)	12.3	(0.5)
	Italy	8.3	(0.4)	26.1	(0.7)	47.4	(0.6)	18.2	(0.6)	4.0	(0.3)	10.5	(0.5)	47.3	(0.6)	38.1	(0.6)	8.8	(0.4)	21.0	(0.5)	41.2	(0.6)	29.1	(0.6)
	Japan	6.4	(0.3)	15.5	(0.5)	45.1	(0.6)	33.0	(0.6)	5.3	(0.3)	12.8	(0.4)	41.7	(0.7)	40.2	(0.7)	10.7	(0.5)	27.2	(0.6)	39.0	(0.6)	23.1	(0.6)
	Korea	6.1	(0.3)	24.8	(0.6)	54.5	(0.7)	14.6	(0.5)	6.1	(0.3)	19.3	(0.5)	52.9	(0.7)	21.7	(0.6)	9.3	(0.4)	35.4	(0.7)	42.8	(0.7)	12.5	(0.5)
	Latvia	10.5	(0.4)	36.2	(0.7)	41.0	(0.7)	12.3	(0.6)	7.9	(0.4)	23.9	(0.7)	49.9	(0.8)	18.3	(0.6)	15.1	(0.5)	41.7	(0.8)	33.5	(0.8)	9.7	(0.5)
	Luxembourg	12.4	(0.4)	29.1	(0.6)	40.8	(0.7)	17.7	(0.5)	10.6	(0.4)	25.6	(0.5)	40.6	(0.7)	23.2	(0.6)	21.9	(0.6)	30.2	(0.7)	31.9	(0.7)	16.0	(0.5)
	Mexico	7.9	(0.4)	19.9	(0.5)	54.9	(0.6)	17.3	(0.6)	6.7	(0.4)	14.2	(0.5)	47.2	(0.6)	31.8	(0.7)	12.7	(0.5)	27.2	(0.6)	41.8	(0.7)	18.3	(0.5)
	Netherlands	17.0	(0.7)	49.1	(0.7)	29.1	(0.6)	4.8	(0.3)	12.9	(0.5)	42.2	(0.7)	37.9	(0.8)	7.0	(0.4)	21.0	(0.7)	40.0	(0.6)	32.4	(0.7)	6.7	(0.4)
	New Zealand	6.7	(0.4)	28.1	(0.7)	49.6	(0.8)	15.6	(0.5)	6.8	(0.3)	26.6	(0.8)	44.9	(0.9)	21.6	(0.6)	6.2	(0.4)	21.8	(0.6)	47.5	(0.9)	24.5	(0.5)
	Norway	13.6	(0.6)	35.2	(0.9)	36.2	(0.8)	15.0	(0.5)	10.1	(0.5)	23.6	(0.7)	42.5	(0.7)	23.8	(0.6)	10.9	(0.5)	28.1	(0.7)	41.1	(0.7)	19.8	(0.5)
	Poland	9.8	(0.5)	28.6	(0.7)	47.2	(0.8)	14.3	(0.5)	7.0	(0.4)	22.5	(0.6)	54.1	(0.7)	16.4	(0.5)	17.3	(0.6)	37.5	(0.8)	31.5	(0.8)	13.6	(0.5)
	Portugal	3.2	(0.3)	12.4	(0.5)	55.4	(0.7)	29.0	(0.6)	3.0	(0.2)	8.8	(0.3)	47.4	(0.7)	40.8	(0.7)	8.5	(0.4)	22.5	(0.5)	40.7	(0.7)	28.3	(0.5)
	Slovak Republic	11.4	(0.5)	28.0	(0.6)	49.1	(0.8)	11.5	(0.4)	9.6	(0.4)	28.3	(0.7)	50.8	(0.7)	11.4	(0.5)	16.7	(0.7)	36.3	(0.7)	35.6	(0.7)	11.5	(0.4)
	Slovenia	8.2	(0.5)	30.9	(0.7)	47.6	(0.7)	13.3	(0.5)	6.3	(0.4)	21.6	(0.7)	52.3	(0.9)	19.9	(0.7)	10.9	(0.5)	27.3	(0.6)	44.5	(0.8)	17.3	(0.6)
	Spain	6.7	(0.3)	18.5	(0.5)	50.4	(0.7)	24.4	(0.7)	3.4	(0.2)	8.2	(0.4)	43.9	(0.7)	44.5	(0.7)	10.6	(0.4)	22.3	(0.6)	35.9	(0.6)	31.2	(0.6)
	Sweden	11.8	(0.5)	32.4	(0.8)	40.3	(0.8)	15.5	(0.6)	13.1	(0.5)	31.0	(0.7)	36.4	(0.7)	19.5	(0.6)	10.9	(0.5)	28.0	(0.7)	40.4	(0.8)	20.7	(0.6)
	Switzerland	15.3	(0.5)	36.8	(0.8)	37.2	(1.0)	10.6	(0.5)	12.4	(0.5)	31.7	(0.8)	40.6	(0.9)	15.3	(0.6)	31.2	(0.7)	35.2	(0.8)	23.8	(0.7)	9.7	(0.4)
	Turkey	9.7	(0.6)	20.5	(0.7)	47.0	(0.8)	22.8	(0.7)	8.3	(0.4)	17.3	(0.7)	49.2	(0.8)	25.2	(0.8)	14.1	(0.6)	27.1	(0.8)	37.8	(0.8)	21.0	(0.7)
	United Kingdom	7.6	(0.4)	30.1	(0.7)	46.9	(0.7)	15.4	(0.6)	6.3	(0.3)	26.4	(0.6)	44.5	(0.7)	22.8	(0.6)	6.5	(0.3)	21.6	(0.7)	46.7	(0.6)	25.1	(0.6)
	United States	8.6	(0.3)	28.1	(0.7)	45.4	(0.7)	17.9	(0.7)	10.6	(0.5)	28.2	(0.8)	39.7	(0.7)	21.5	(0.7)	8.9	(0.4)	23.3	(0.6)	44.0	(0.7)	23.7	(0.6)
	OECD average	10.5	(0.1)	30.1	(0.1)	44.1	(0.1)	15.3	(0.1)	9.2	(0.1)	25.1	(0.1)	44.4	(0.1)	21.4	(0.1)	14.4	(0.1)	30.1	(0.1)	37.8	(0.1)	17.7	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	5.7	(0.2)	14.9	(0.3)	57.4	(0.5)	21.9	(0.4)	2.3	(0.1)	4.3	(0.2)	46.9	(0.5)	46.5	(0.5)	5.0	(0.2)	14.2	(0.4)	50.3	(0.5)	30.5	(0.5)
	B-S-J-G (China)	6.0	(0.4)	28.3	(0.7)	51.7	(0.8)	14.1	(0.6)	4.6	(0.3)	16.0	(0.5)	54.7	(0.7)	24.7	(0.6)	7.2	(0.4)	31.1	(0.7)	47.9	(0.7)	13.9	(0.5)
	Bulgaria	20.2	(0.7)	27.5	(0.6)	41.6	(0.8)	10.7	(0.5)	14.2	(0.5)	24.6	(0.6)	47.0	(0.7)	14.1	(0.6)	18.6	(0.6)	26.4	(0.5)	41.2	(0.7)	13.8	(0.4)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	6.5	(0.4)	19.5	(0.6)	55.7	(0.8)	18.3	(0.6)	6.2	(0.3)	6.5	(0.4)	36.5	(0.7)	50.8	(0.8)	4.4	(0.2)	16.8	(0.5)	50.9	(0.5)	27.9	(0.7)
	Costa Rica	6.3	(0.4)	15.9	(0.6)	51.1	(0.8)	26.7	(0.7)	3.7	(0.3)	4.7	(0.3)	33.7	(0.7)	57.8	(0.7)	5.1	(0.3)	13.7	(0.4)	48.3	(0.7)	32.9	(0.6)
	Croatia	6.5	(0.5)	21.6	(0.6)	54.4	(0.8)	17.5	(0.6)	5.9	(0.4)	19.8	(0.6)	54.7	(0.5)	19.5	(0.5)	16.4	(0.6)	36.6	(0.7)	34.5	(0.7)	12.5	(0.5)
	Cyprus*	14.1	(0.5)	35.5	(0.7)	37.5	(0.6)	12.8	(0.5)	13.7	(0.5)	36.9	(0.7)	36.1	(0.7)	13.3	(0.5)	14.8	(0.5)	27.5	(0.6)	37.4	(0.7)	20.3	(0.6)
	Dominican Republic	14.6	(0.7)	20.0	(0.6)	45.9	(0.9)	19.5	(0.7)	10.6	(0.6)	7.1	(0.5)	35.1	(0.9)	47.3	(1.0)	8.0	(0.5)	12.0	(0.6)	46.6	(1.1)	33.4	(0.8)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	5.5	(0.3)	23.1	(0.5)	50.7	(0.8)	20.6	(0.7)	4.3	(0.3)	13.3	(0.5)	53.1	(0.8)	29.3	(0.7)	6.4	(0.4)	26.5	(0.7)	47.8	(0.8)	19.3	(0.7)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	17.7	(0.5)	21.0	(0.6)	44.2	(0.7)	17.2	(0.5)	14.8	(0.5)	20.5	(0.6)	43.6	(0.7)	21.1	(0.6)	24.0	(0.6)	20.3	(0.6)	37.3	(0.6)	18.4	(0.6)
	Macao (China)	5.7	(0.3)	20.8	(0.6)	49.2	(0.7)	24.4	(0.7)	5.2	(0.3)	17.0	(0.6)	48.7	(0.7)	29.1	(0.6)	7.0	(0.4)	27.4	(0.7)	43.7	(0.8)	21.9	(0.5)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	13.4	(0.5)	22.1	(0.6)	49.3	(0.6)	15.2	(0.5)	10.3	(0.4)	21.4	(0.6)	49.4	(0.6)	18.8	(0.5)	12.8	(0.5)	22.1	(0.7)	48.8	(0.8)	16.3	(0.5)
	Peru	8.1	(0.4)	32.0	(0.6)	50.6	(0.7)	9.4	(0.4)	6.6	(0.4)	14.7	(0.5)	48.8	(0.7)	30.0	(0.7)	6.8	(0.3)	21.7	(0.5)	52.8	(0.7)	18.7	(0.5)
	Qatar	8.4	(0.2)	20.9	(0.4)	49.0	(0.5)	21.6	(0.4)	9.3	(0.3)	21.5	(0.3)	41.2	(0.5)	28.0	(0.4)	11.4	(0.3)	23.4	(0.4)	44.0	(0.4)	21.2	(0.4)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	11.4	(0.6)	36.4	(0.7)	43.1	(0.9)	9.1	(0.6)	6.9	(0.4)	22.4	(0.6)	57.7	(0.8)	12.9	(0.6)	13.6	(0.7)	35.3	(0.6)	41.2	(0.8)	9.9	(0.5)
	Singapore	4.8	(0.3)	20.7	(0.6)	50.0	(0.6)	24.4	(0.6)	3.4	(0.3)	10.8	(0.5)	43.2	(0.6)	42.7	(0.6)	4.8	(0.3)	18.9	(0.6)	46.5	(0.9)	29.8	(0.7)
	Chinese Taipei	5.0	(0.2)	21.5	(0.5)	53.7	(0.6)	19.9	(0.5)	4.1	(0.3)	14.3	(0.4)	53.4	(0.5)	28.2	(0.6)	6.0	(0.3)	27.4	(0.5)	48.6	(0.6)	18.0	(0.4)
	Thailand	5.5	(0.4)	28.8	(0.7)	56.9	(0.6)	8.8	(0.5)	4.0	(0.3)	19.2	(0.6)	60.8	(0.7)	16.0	(0.7)	5.9	(0.3)	30.8	(0.7)	54.2	(0.8)	9.1	(0.4)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	16.0	(0.6)	26.4	(0.9)	46.4	(0.8)	11.3	(0.4)	13.5	(0.6)	13.9	(0.6)	42.7	(0.8)	29.9	(0.8)	15.9	(0.6)	24.3	(0.7)	39.6	(0.8)	20.2	(0.5)
	United Arab Emirates	9.1	(0.4)	23.1	(0.5)	48.4	(0.6)	19.5	(0.5)	9.2	(0.3)	18.4	(0.6)	40.2	(0.7)	32.2	(0.7)	12.2	(0.4)	26.0	(0.6)	42.2	(0.5)	19.6	(0.4)
	Uruguay	8.0	(0.4)	19.6	(0.5)	54.6	(0.7)	17.7	(0.5)	4.2	(0.3)	5.5	(0.3)	41.0	(0.7)	49.4	(0.7)	6.9	(0.4)	20.3	(0.6)	48.1	(0.7)	24.6	(0.6)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	4.4	(0.3)	28.7	(0.7)	56.8	(0.7)	10.1	(0.5)	4.1	(0.3)	15.7	(0.7)	52.7	(0.7)	27.4	(0.7)	2.7	(0.2)	15.7	(0.5)	62.5	(0.7)	19.2	(0.6)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470665

[Part 2/2]

Table III.4.1 Students' schoolwork-related anxiety

Based on students' self reports

		Percentage of students who reported the following statements															
		I get very tense when I study								I get nervous when I don't know how to solve a task at school							
		Strongly disagree		Disagree		Agree		Strongly agree		Strongly disagree		Disagree		Agree		Strongly agree	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	12.1	(0.4)	41.0	(0.6)	34.0	(0.5)	12.9	(0.4)	8.2	(0.3)	31.8	(0.5)	42.1	(0.5)	17.9	(0.4)
	Austria	47.6	(0.7)	33.1	(0.6)	13.0	(0.4)	6.3	(0.4)	23.5	(0.6)	33.2	(0.6)	27.9	(0.7)	15.4	(0.5)
	Belgium	26.8	(0.6)	44.7	(0.6)	21.8	(0.5)	6.7	(0.3)	15.3	(0.5)	30.8	(0.6)	36.8	(0.5)	17.1	(0.5)
	Canada	16.1	(0.5)	38.4	(0.5)	30.8	(0.5)	14.7	(0.4)	9.9	(0.3)	26.7	(0.4)	41.3	(0.4)	22.1	(0.4)
	Chile	22.6	(0.6)	37.2	(0.6)	29.9	(0.7)	10.3	(0.4)	16.5	(0.6)	29.8	(0.7)	34.9	(0.7)	18.9	(0.7)
	Czech Republic	21.3	(0.7)	46.3	(0.7)	24.8	(0.6)	7.6	(0.4)	14.9	(0.6)	36.5	(0.7)	37.9	(0.7)	10.7	(0.5)
	Denmark	10.7	(0.5)	43.8	(0.7)	36.4	(0.6)	9.1	(0.4)	10.0	(0.5)	35.6	(0.8)	38.9	(0.7)	15.5	(0.6)
	Estonia	24.6	(0.7)	47.8	(0.8)	20.5	(0.6)	7.0	(0.4)	18.6	(0.6)	40.6	(0.7)	30.7	(0.6)	10.2	(0.4)
	Finland	33.5	(0.7)	48.6	(0.7)	14.7	(0.5)	3.1	(0.2)	18.9	(0.6)	43.7	(0.8)	28.7	(0.6)	8.6	(0.4)
	France	29.8	(0.6)	41.0	(0.7)	21.3	(0.6)	7.9	(0.4)	17.7	(0.6)	27.5	(0.6)	35.8	(0.6)	19.1	(0.6)
	Germany	41.4	(0.7)	36.2	(0.6)	16.4	(0.6)	6.0	(0.3)	28.1	(0.6)	36.7	(0.7)	25.8	(0.6)	9.5	(0.3)
	Greece	20.7	(0.6)	41.4	(0.7)	28.1	(0.7)	9.9	(0.5)	11.0	(0.6)	24.4	(0.6)	41.0	(0.7)	23.6	(0.7)
	Hungary	29.4	(0.8)	43.5	(0.8)	19.9	(0.7)	7.1	(0.4)	18.8	(0.6)	35.0	(0.7)	33.3	(0.7)	12.9	(0.5)
	Iceland	22.5	(0.7)	40.9	(1.0)	24.5	(0.7)	12.0	(0.7)	18.7	(0.6)	36.8	(0.9)	31.5	(0.7)	13.0	(0.7)
	Ireland	10.1	(0.5)	43.9	(0.8)	33.6	(0.8)	12.4	(0.5)	9.8	(0.4)	35.1	(0.7)	37.7	(0.7)	17.4	(0.6)
	Israel	27.3	(0.6)	39.5	(0.7)	25.3	(0.6)	7.9	(0.4)	21.8	(0.6)	35.5	(0.7)	32.0	(0.7)	10.7	(0.4)
	Italy	10.5	(0.4)	33.1	(0.6)	40.4	(0.6)	16.1	(0.6)	7.3	(0.3)	16.2	(0.4)	41.5	(0.6)	35.0	(0.7)
	Japan	26.2	(0.5)	41.1	(0.6)	22.0	(0.5)	10.7	(0.4)	15.7	(0.5)	34.6	(0.6)	32.9	(0.5)	16.8	(0.5)
	Korea	13.8	(0.6)	44.3	(0.7)	32.1	(0.7)	9.8	(0.4)	11.2	(0.4)	37.1	(0.7)	40.3	(0.8)	11.5	(0.4)
	Latvia	20.1	(0.6)	52.7	(0.7)	22.1	(0.7)	5.0	(0.3)	14.6	(0.5)	37.9	(0.7)	36.0	(0.8)	11.4	(0.5)
	Luxembourg	36.8	(0.7)	35.1	(0.8)	20.7	(0.6)	7.4	(0.4)	24.8	(0.5)	31.1	(0.6)	29.5	(0.6)	14.5	(0.4)
	Mexico	15.5	(0.6)	34.9	(0.7)	35.9	(0.7)	13.8	(0.5)	11.3	(0.5)	23.8	(0.6)	41.1	(0.7)	23.8	(0.6)
	Netherlands	32.7	(0.7)	52.8	(0.7)	12.5	(0.5)	2.0	(0.2)	25.0	(0.6)	48.6	(0.7)	22.1	(0.5)	4.3	(0.3)
	New Zealand	10.1	(0.5)	39.2	(0.7)	36.1	(0.7)	14.6	(0.5)	8.1	(0.5)	30.4	(0.8)	41.2	(0.7)	20.2	(0.6)
	Norway	16.2	(0.5)	38.1	(0.8)	28.7	(0.7)	16.9	(0.5)	15.0	(0.5)	36.3	(0.8)	33.1	(0.7)	15.7	(0.6)
	Poland	24.3	(0.7)	49.8	(0.8)	19.4	(0.7)	6.6	(0.4)	15.9	(0.6)	42.8	(0.7)	29.1	(0.7)	12.2	(0.5)
	Portugal	14.6	(0.6)	39.2	(0.7)	34.3	(0.7)	11.9	(0.4)	8.3	(0.4)	26.4	(0.6)	43.9	(0.7)	21.4	(0.6)
	Slovak Republic	22.6	(0.7)	48.2	(0.7)	22.9	(0.6)	6.2	(0.4)	16.6	(0.6)	38.6	(0.6)	33.2	(0.7)	11.6	(0.5)
	Slovenia	18.1	(0.6)	46.1	(0.8)	27.4	(0.9)	8.4	(0.4)	13.6	(0.5)	35.1	(0.7)	36.1	(0.8)	15.1	(0.5)
	Spain	14.9	(0.5)	37.0	(0.8)	31.5	(0.7)	16.6	(0.6)	13.0	(0.4)	30.9	(0.7)	36.9	(0.6)	19.1	(0.6)
	Sweden	17.7	(0.6)	41.3	(0.7)	30.1	(0.6)	10.8	(0.4)	11.3	(0.5)	30.1	(0.7)	39.8	(0.7)	18.8	(0.6)
	Switzerland	42.3	(0.7)	37.0	(0.7)	15.6	(0.6)	5.0	(0.3)	31.9	(0.7)	33.5	(0.7)	25.4	(0.6)	9.1	(0.6)
	Turkey	13.7	(0.5)	30.3	(0.8)	38.3	(0.8)	17.6	(0.6)	10.9	(0.5)	19.7	(0.6)	35.3	(0.8)	34.1	(0.7)
	United Kingdom	9.5	(0.4)	38.1	(0.6)	37.1	(0.6)	15.3	(0.5)	10.1	(0.4)	34.9	(0.7)	37.9	(0.6)	17.0	(0.5)
	United States	14.7	(0.5)	42.0	(0.7)	30.8	(0.7)	12.5	(0.5)	8.6	(0.4)	26.8	(0.6)	40.4	(0.7)	24.1	(0.7)
	OECD average	22.0	(0.1)	41.4	(0.1)	26.7	(0.1)	9.9	(0.1)	15.3	(0.1)	33.0	(0.1)	35.2	(0.1)	16.5	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	9.7	(0.3)	34.3	(0.6)	39.7	(0.5)	16.3	(0.3)	6.5	(0.2)	19.7	(0.4)	43.2	(0.4)	30.5	(0.5)
	B-S-J-G (China)	8.0	(0.3)	37.0	(0.7)	43.9	(0.7)	11.0	(0.4)	7.9	(0.4)	31.6	(0.8)	47.4	(0.7)	13.1	(0.5)
	Bulgaria	20.2	(0.7)	33.5	(0.8)	35.9	(0.8)	10.4	(0.4)	15.4	(0.6)	23.0	(0.6)	40.3	(0.7)	21.3	(0.6)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	11.0	(0.5)	31.2	(0.6)	39.5	(0.7)	18.3	(0.5)	8.3	(0.3)	19.7	(0.5)	42.2	(0.7)	29.8	(0.6)
	Costa Rica	15.0	(0.5)	29.9	(0.8)	32.2	(0.7)	23.0	(0.6)	14.1	(0.5)	25.1	(0.7)	35.4	(0.6)	25.5	(0.6)
	Croatia	20.1	(0.6)	43.8	(0.7)	27.1	(0.6)	9.0	(0.4)	19.0	(0.6)	37.9	(0.8)	31.3	(0.7)	11.9	(0.6)
	Cyprus*	20.8	(0.6)	39.3	(0.7)	29.8	(0.6)	10.2	(0.4)	13.7	(0.4)	29.8	(0.6)	37.8	(0.7)	18.8	(0.6)
	Dominican Republic	16.7	(0.7)	29.9	(0.7)	35.2	(0.8)	18.2	(0.7)	15.1	(0.7)	21.0	(0.6)	36.9	(0.9)	27.0	(0.7)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	9.9	(0.5)	37.4	(0.7)	38.4	(0.7)	14.2	(0.6)	8.9	(0.5)	33.3	(0.7)	43.3	(0.7)	14.5	(0.6)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	27.5	(0.7)	29.9	(0.6)	28.3	(0.6)	14.3	(0.5)	27.5	(0.7)	24.9	(0.6)	29.4	(0.6)	18.2	(0.5)
	Macao (China)	7.9	(0.4)	33.6	(0.8)	41.6	(0.8)	16.9	(0.5)	9.1	(0.4)	32.7	(0.7)	42.7	(0.9)	15.5	(0.5)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	17.6	(0.5)	35.7	(0.7)	33.4	(0.6)	13.3	(0.5)	16.4	(0.4)	25.9	(0.7)	37.5	(0.6)	20.2	(0.5)
	Peru	14.2	(0.5)	42.6	(0.6)	35.0	(0.7)	8.2	(0.4)	14.4	(0.5)	36.6	(0.7)	37.2	(0.7)	11.8	(0.4)
	Qatar	15.8	(0.3)	34.8	(0.4)	33.9	(0.4)	15.6	(0.4)	15.5	(0.3)	29.5	(0.4)	34.9	(0.5)	20.1	(0.4)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	14.8	(0.8)	46.3	(0.7)	32.1	(0.7)	6.8	(0.4)	10.0	(0.5)	29.9	(0.8)	44.1	(0.9)	15.9	(0.6)
	Singapore	7.8	(0.4)	32.4	(0.7)	40.8	(0.6)	19.0	(0.6)	6.0	(0.4)	23.5	(0.6)	45.3	(0.7)	25.2	(0.6)
	Chinese Taipei	7.3	(0.3)	31.2	(0.6)	44.8	(0.6)	16.7	(0.5)	7.0	(0.3)	25.2	(0.6)	50.3	(0.6)	17.4	(0.5)
	Thailand	9.2	(0.5)	44.3	(0.7)	39.0	(0.8)	7.6	(0.4)	8.2	(0.4)	34.8	(0.7)	47.9	(0.8)	9.1	(0.4)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	16.1	(0.6)	26.7	(0.7)	40.1	(0.9)	17.1	(0.6)	21.6	(0.6)	26.4	(0.7)	30.1	(0.7)	21.8	(0.7)
	United Arab Emirates	17.9	(0.4)	37.6	(0.7)	32.3	(0.5)	12.2	(0.4)	11.3	(0.4)	25.7	(0.6)	41.0	(0.6)	22.0	(0.5)
	Uruguay	15.2	(0.6)	31.6	(0.7)	32.5	(0.7)	20.7	(0.6)	9.0	(0.5)	23.5	(0.6)	40.0	(0.8)	27.4	(0.7)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	6.8	(0.4)	38.9	(0.8)	42.5	(0.9)	11.8	(0.5)	4.8	(0.3)	22.8	(0.6)	52.2	(0.7)	20.2	(0.7)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470665

[Part 1/3]

Table III.4.2 Students' schoolwork-related anxiety, by gender and socio-economic status

Percentage of students who reported "agree" or "strongly agree"

		Percentage of boys who agreed with the following statements										Percentage of girls who agreed with the following statements									
		I often worry that it will be difficult for me taking a test		I worry that I will get poor <grades> at school		Even if I am well prepared for a test I feel very anxious		I get very tense when I study		I get nervous when I don't know how to solve a task at school		I often worry that it will be difficult for me taking a test		I worry that I will get poor <grades> at school		Even if I am well prepared for a test I feel very anxious		I get very tense when I study		I get nervous when I don't know how to solve a task at school	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	53.4	(0.7)	57.0	(0.7)	59.0	(0.8)	37.4	(0.8)	50.2	(0.8)	70.0	(0.7)	73.5	(0.6)	76.0	(0.8)	56.4	(0.8)	69.7	(0.7)
	Austria	59.0	(0.9)	57.2	(1.1)	43.2	(1.1)	17.5	(0.7)	39.2	(1.0)	70.0	(1.0)	69.3	(1.1)	58.5	(1.1)	21.2	(0.8)	47.4	(0.8)
	Belgium	45.4	(0.9)	56.7	(0.7)	33.0	(0.9)	23.5	(0.7)	47.1	(0.8)	65.6	(0.7)	73.1	(0.7)	51.9	(0.8)	33.4	(0.9)	60.8	(0.7)
	Canada	50.3	(0.9)	56.2	(0.7)	53.9	(0.7)	36.8	(0.6)	53.3	(0.6)	68.0	(0.7)	72.0	(0.7)	73.8	(0.7)	54.1	(0.8)	73.3	(0.6)
	Chile	55.0	(1.0)	78.1	(0.9)	50.4	(1.1)	36.1	(1.0)	48.5	(1.2)	63.6	(1.0)	84.7	(0.7)	61.6	(0.9)	44.3	(0.9)	59.1	(1.0)
	Czech Republic	48.1	(1.0)	49.8	(1.0)	32.0	(0.9)	28.0	(0.8)	43.1	(1.0)	61.7	(0.9)	65.9	(0.9)	49.0	(0.9)	37.0	(0.9)	54.3	(1.0)
	Denmark	41.9	(1.1)	53.8	(1.0)	53.0	(1.0)	37.0	(0.8)	43.7	(1.0)	67.4	(1.0)	75.1	(1.0)	75.9	(1.0)	53.9	(1.0)	65.1	(1.0)
	Estonia	41.2	(1.1)	47.3	(1.0)	45.1	(1.1)	21.6	(0.9)	32.9	(1.0)	61.1	(1.1)	63.8	(1.2)	60.8	(1.0)	33.7	(0.9)	49.1	(1.1)
	Finland	31.9	(0.9)	40.2	(1.2)	41.1	(1.0)	13.2	(0.6)	30.0	(0.8)	43.7	(1.0)	49.0	(1.1)	56.7	(1.0)	22.7	(0.8)	45.0	(1.0)
	France	51.3	(0.9)	56.9	(1.1)	38.7	(1.0)	24.9	(1.0)	48.5	(1.0)	73.3	(0.9)	73.7	(0.9)	55.3	(0.9)	33.3	(0.9)	61.0	(0.9)
	Germany	43.5	(1.0)	47.5	(1.0)	31.1	(0.9)	20.8	(0.7)	30.4	(0.9)	59.8	(0.8)	58.8	(0.9)	51.8	(1.0)	23.8	(1.0)	39.9	(0.9)
	Greece	43.1	(1.1)	46.0	(1.0)	50.4	(1.1)	32.8	(0.9)	59.6	(1.1)	49.6	(0.8)	50.2	(1.1)	68.0	(0.9)	43.5	(0.9)	69.9	(0.8)
	Hungary	54.4	(1.2)	60.5	(1.2)	45.8	(1.1)	22.0	(0.9)	39.3	(1.0)	69.1	(0.9)	71.9	(0.9)	63.2	(1.1)	32.2	(1.0)	53.1	(1.1)
	Iceland	38.5	(1.2)	49.7	(1.1)	38.6	(1.3)	24.4	(1.0)	30.3	(1.0)	57.7	(1.3)	68.2	(1.1)	62.7	(1.1)	47.8	(1.2)	57.6	(1.1)
	Ireland	55.1	(1.3)	61.3	(0.9)	56.5	(1.0)	38.3	(1.3)	46.0	(1.0)	68.4	(1.2)	77.0	(1.0)	70.3	(0.9)	54.0	(1.2)	64.7	(1.0)
	Israel	50.2	(1.1)	44.1	(1.0)	36.4	(0.8)	26.3	(0.9)	35.2	(1.0)	65.0	(0.9)	56.3	(1.0)	52.1	(1.1)	39.7	(1.1)	49.8	(1.0)
	Italy	58.5	(0.9)	81.5	(0.8)	61.6	(0.8)	46.5	(1.0)	69.9	(0.8)	72.5	(0.9)	89.2	(0.7)	78.6	(0.7)	66.1	(0.9)	83.0	(0.7)
	Japan	75.0	(0.9)	77.7	(0.8)	57.2	(1.0)	31.9	(0.8)	49.9	(0.9)	81.2	(0.8)	86.1	(0.8)	67.1	(1.0)	33.6	(0.9)	49.6	(0.9)
	Korea	65.1	(0.9)	68.9	(0.8)	52.0	(1.1)	39.4	(1.0)	47.8	(1.0)	73.6	(1.1)	80.9	(1.0)	58.8	(1.0)	44.7	(1.2)	56.0	(1.2)
	Latvia	45.9	(1.2)	62.7	(1.1)	37.8	(1.0)	23.1	(1.0)	40.1	(1.3)	60.7	(1.1)	73.7	(1.0)	48.6	(1.3)	31.1	(1.1)	54.8	(1.2)
	Luxembourg	48.5	(0.9)	56.3	(0.9)	37.3	(1.0)	23.7	(0.9)	36.4	(0.9)	68.1	(1.0)	71.3	(0.9)	58.2	(1.0)	32.3	(0.9)	51.5	(0.9)
	Mexico	66.6	(1.0)	74.2	(0.9)	54.9	(1.0)	44.9	(0.9)	57.9	(1.1)	78.0	(0.8)	84.0	(0.7)	65.5	(0.9)	54.6	(1.1)	72.1	(0.9)
	Netherlands	26.4	(0.9)	38.8	(1.1)	32.4	(1.0)	10.5	(0.7)	22.5	(0.8)	41.3	(1.0)	50.9	(1.1)	45.5	(1.0)	18.3	(0.9)	30.2	(0.9)
	New Zealand	59.0	(1.2)	59.7	(1.2)	65.3	(1.1)	42.6	(1.2)	53.3	(1.2)	71.5	(0.9)	73.4	(0.9)	78.7	(0.9)	58.7	(0.8)	69.5	(1.0)
	Norway	39.4	(1.2)	56.5	(1.2)	48.0	(1.1)	30.7	(0.9)	35.8	(1.0)	63.0	(1.2)	76.1	(0.8)	74.0	(1.0)	60.7	(1.1)	61.7	(1.1)
	Poland	53.4	(1.2)	63.4	(1.1)	36.9	(1.3)	21.5	(0.9)	33.3	(1.1)	69.9	(1.1)	77.8	(1.0)	53.6	(1.0)	30.6	(1.1)	49.6	(1.1)
	Portugal	77.4	(1.0)	83.2	(0.7)	58.8	(1.1)	36.7	(1.0)	56.0	(1.0)	91.5	(0.5)	93.4	(0.4)	79.4	(0.8)	55.7	(1.0)	74.8	(0.8)
	Slovak Republic	53.7	(1.1)	56.2	(1.0)	39.6	(1.0)	25.7	(0.8)	40.2	(1.0)	67.8	(1.0)	68.4	(0.9)	54.9	(1.1)	32.7	(1.0)	49.7	(1.1)
	Slovenia	50.8	(1.0)	63.8	(1.1)	51.8	(1.0)	27.6	(0.9)	44.0	(1.2)	71.6	(1.0)	81.0	(0.9)	72.4	(1.0)	44.4	(1.2)	58.9	(1.2)
	Spain	68.1	(0.9)	85.3	(0.7)	59.9	(1.1)	40.3	(0.9)	48.8	(0.9)	81.6	(0.7)	91.5	(0.5)	74.3	(0.8)	55.8	(1.0)	63.3	(0.9)
	Sweden	45.4	(1.1)	45.3	(0.9)	49.5	(1.1)	29.9	(0.9)	45.5	(1.1)	66.1	(1.2)	66.5	(1.0)	72.8	(1.1)	52.0	(1.2)	71.7	(1.0)
	Switzerland	39.0	(1.1)	49.1	(1.3)	26.3	(0.9)	18.7	(0.9)	29.3	(1.0)	57.4	(1.3)	63.3	(1.2)	41.3	(1.1)	22.7	(0.9)	40.2	(1.2)
	Turkey	61.8	(1.1)	68.7	(1.3)	52.9	(1.2)	49.1	(1.1)	62.1	(1.3)	77.8	(0.9)	80.1	(0.8)	64.6	(1.0)	62.8	(1.1)	76.7	(1.0)
	United Kingdom	53.3	(1.0)	58.6	(0.9)	62.5	(1.0)	43.1	(0.9)	43.5	(0.7)	71.5	(1.0)	76.3	(0.9)	81.4	(0.8)	62.0	(0.9)	66.6	(1.0)
	United States	53.5	(1.0)	54.1	(1.0)	57.4	(1.0)	34.1	(0.9)	53.2	(0.9)	73.1	(1.0)	68.2	(1.1)	78.0	(0.7)	52.4	(1.0)	75.8	(0.9)
	OECD average	51.5	(0.2)	59.0	(0.2)	47.1	(0.2)	30.3	(0.2)	44.2	(0.2)	67.2	(0.2)	72.4	(0.2)	63.9	(0.2)	42.9	(0.2)	59.3	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	74.8	(0.7)	91.0	(0.3)	74.1	(0.6)	48.5	(0.7)	65.8	(0.7)	83.6	(0.5)	95.6	(0.3)	86.8	(0.4)	63.0	(0.7)	81.0	(0.5)
	B-S-J-G (China)	62.4	(1.2)	75.7	(0.7)	61.0	(0.9)	53.0	(1.0)	57.3	(1.1)	69.6	(1.0)	83.7	(0.8)	62.6	(1.2)	57.2	(1.2)	64.1	(1.2)
	Bulgaria	45.3	(1.0)	55.7	(1.0)	48.1	(0.9)	40.6	(1.1)	54.8	(1.1)	60.0	(1.1)	67.1	(1.2)	62.5	(0.9)	52.4	(1.0)	69.0	(1.0)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	70.9	(1.0)	84.7	(0.7)	74.7	(0.9)	53.9	(1.0)	65.7	(1.0)	76.7	(0.8)	89.6	(0.6)	82.5	(0.6)	61.1	(0.8)	77.6	(0.7)
	Costa Rica	73.5	(0.8)	89.2	(0.7)	77.8	(0.7)	45.8	(1.1)	52.8	(1.1)	82.0	(0.8)	93.7	(0.6)	84.4	(0.8)	64.1	(1.1)	68.6	(0.8)
	Croatia	63.1	(1.1)	66.7	(1.0)	35.5	(1.1)	29.1	(0.9)	39.9	(0.9)	80.0	(0.8)	81.2	(0.7)	57.6	(1.0)	42.6	(1.0)	46.2	(1.0)
	Cyprus*	48.1	(1.0)	49.3	(1.0)	51.2	(0.9)	36.0	(0.8)	53.1	(1.1)	52.4	(1.0)	49.5	(1.0)	64.0	(1.0)	43.8	(1.0)	59.8	(1.1)
	Dominican Republic	62.2	(1.2)	78.6	(1.0)	78.6	(1.2)	49.8	(1.2)	58.4	(1.2)	68.5	(1.1)	85.9	(0.8)	81.3	(0.9)	56.9	(1.1)	69.0	(1.1)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	65.1	(0.9)	77.0	(0.9)	63.5	(1.0)	48.2	(1.1)	54.5	(1.1)	77.7	(0.9)	87.9	(0.6)	70.8	(1.0)	57.1	(1.0)	61.2	(1.0)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	50.7	(1.0)	56.0	(1.0)	46.0	(1.0)	35.9	(1.0)	37.5	(0.9)	72.1	(0.9)	73.6	(0.8)	65.5	(1.0)	49.3	(1.1)	57.9	(1.0)
	Macao (China)	69.0	(1.0)	73.6	(0.9)	62.0	(1.0)	55.0	(1.1)	51.8	(1.1)	78.1	(0.9)	81.9	(0.7)	69.2	(1.1)	62.0	(1.1)	64.7	(1.0)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	55.8	(1.0)	62.5	(0.8)	55.6	(1.2)	39.1	(1.0)	50.0	(0.9)	73.4	(0.9)	74.1	(0.9)	74.9	(0.8)	54.4	(1.0)	65.5	(1.0)
	Peru	57.0	(0.9)	75.9	(0.7)	70.2	(0.8)	41.8	(0.9)	44.5	(0.9)	63.0	(1.0)	81.6	(0.8)	72.8	(0.8)	44.7	(0.8)	53.5	(0.9)
	Qatar	64.7	(0.7)	63.7	(0.6)	61.4	(0.7)	46.6	(0.7)	51.7	(0.7)	76.4	(0.6)	74.5	(0.5)	68.8	(0.6)	52.1	(0.7)	58.1	(0.6)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	44.9	(1.1)	64.0	(1.0)	42.3	(1.3)	34.2	(1.0)	50.9	(1.8)	59.2	(1.3)	77.0	(1.0)	59.6	(1.0)	43.4	(1.1)	68.9	(1.2)
	Singapore	69.9	(0.9)	82.1	(0.8)	73.2	(0.8)	55.8	(0.9)	66.4	(1.0)	79.3	(0.7)	89.8	(0.6)	79.6	(0.9)	64.2	(0.9)	74.9	(0.9)
	Chinese Taipei	69.3	(0.8)	77.8	(0.8)	62.3	(1.0)	57.6	(0.8)	63.0	(0.9)	78.0	(0.7)	85.5	(0.6)	71.0	(0.8)	65.5	(0.8)	72.5	(0.7)
	Thailand	59.0	(1.1)	71.2	(1.0)	59.2	(1.0)	44.5	(1.1)	54.9	(1.2)	70.7	(1.0)	81.0	(0.9)	66.5	(1.0)	48.2	(1.1)	58.6	(1.1)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	54.1	(1.3)	70.1	(1.2)	51.2	(1.3)	48.8	(1.3)	47.2	(1.3)	60.6	(1.0)	74.7	(0.9)	66.8	(1.0)	64.3	(1.1)	56.0	(1.0)
	United Arab Emirates	61.9	(0.9)	66.0	(0.8)	59.6	(0.9)	42.4	(0.9)	58.6	(0.8)	73.4	(0.8)	78.3	(0.8)	63.8	(1.0)	46.5	(0.9)	67.1	(1.0)
	Uruguay	67.3	(0.9)	87.6	(0.7)	69.3	(0.9)	44.8	(1.1)	60.3	(1.2)	76.8	(0.8)	92.8	(0.5)	75.9	(1.0)	60.5	(1.0)	73.7	(0.9)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	63.3	(1.0)	75.1	(1.1)	77.3	(0.9)	53.4	(1.2)	66.4	(1.0)	70.1	(1.0)	84.7	(0.8)	85.5	(0.7)	55.0	(1.2)	77.7	(0.9)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470677

[Part 2/3]

Table III.4.2 Students' schoolwork-related anxiety, by gender and socio-economic status

Percentage of students who reported "agree" or "strongly agree"

		Gender gap in the percentage of students who agreed with the following statements (B – G)										Percentage of socio-economically disadvantaged[1] students who agreed with the following statements									
		I often worry that it will be difficult for me taking a test		I worry that I will get poor <grades> at school		Even if I am well prepared for a test I feel very anxious		I get very tense when I study		I get nervous when I don't know how to solve a task at school		I often worry that it will be difficult for me taking a test		I worry that I will get poor <grades> at school		Even if I am well prepared for a test I feel very anxious		I get very tense when I study		I get nervous when I don't know how to solve a task at school	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	-16.6	(1.0)	-16.6	(1.0)	-17.1	(1.1)	-19.0	(1.2)	-19.5	(1.0)	65.7	(0.9)	68.7	(0.9)	69.0	(1.0)	49.9	(1.1)	62.1	(1.2)
	Austria	-11.1	(1.4)	-12.1	(1.5)	-15.3	(1.4)	-3.8	(1.1)	-8.2	(1.3)	69.8	(1.2)	70.4	(1.3)	57.6	(1.6)	22.7	(1.1)	47.2	(1.4)
	Belgium	-20.2	(1.0)	-16.4	(1.0)	-18.9	(1.3)	-9.9	(1.1)	-13.7	(1.1)	56.4	(1.4)	64.7	(1.3)	45.5	(1.3)	34.8	(1.3)	54.5	(1.1)
	Canada	-17.7	(1.2)	-15.9	(1.0)	-19.9	(1.1)	-17.3	(0.9)	-20.0	(0.9)	62.4	(1.0)	67.0	(1.0)	66.1	(0.9)	46.8	(0.9)	63.7	(1.0)
	Chile	-8.7	(1.4)	-6.7	(1.1)	-11.2	(1.4)	-8.2	(1.5)	-10.7	(1.4)	63.0	(1.6)	82.0	(1.2)	60.0	(1.4)	44.7	(1.4)	60.6	(1.6)
	Czech Republic	-13.6	(1.3)	-16.1	(1.3)	-17.0	(1.2)	-8.9	(1.1)	-11.2	(1.2)	56.2	(1.5)	55.5	(1.5)	40.5	(1.3)	36.3	(1.4)	46.8	(1.6)
	Denmark	-25.4	(1.5)	-21.3	(1.4)	-23.0	(1.3)	-16.9	(1.4)	-21.4	(1.3)	63.1	(1.7)	70.3	(1.3)	71.2	(1.4)	50.0	(1.5)	57.6	(1.5)
	Estonia	-19.9	(1.6)	-16.5	(1.5)	-15.7	(1.5)	-12.1	(1.3)	-16.2	(1.4)	56.0	(1.6)	57.9	(1.5)	54.1	(1.6)	29.3	(1.4)	42.2	(1.8)
	Finland	-11.8	(1.1)	-8.8	(1.3)	-15.6	(1.2)	-9.6	(0.9)	-15.0	(1.2)	42.7	(1.4)	49.5	(2.0)	48.4	(1.7)	18.6	(1.2)	36.5	(1.3)
	France	-22.0	(1.3)	-16.8	(1.3)	-16.6	(1.3)	-8.3	(1.2)	-12.5	(1.4)	63.1	(1.3)	63.0	(1.4)	49.8	(1.3)	32.9	(1.2)	52.3	(1.4)
	Germany	-16.3	(1.3)	-11.3	(1.3)	-20.8	(1.4)	-2.9	(1.3)	-9.6	(1.2)	54.1	(1.8)	54.7	(1.7)	46.1	(1.4)	23.9	(1.4)	36.0	(1.4)
	Greece	-6.4	(1.4)	-4.2	(1.5)	-17.6	(1.5)	-10.7	(1.1)	-10.3	(1.3)	47.1	(1.9)	54.0	(1.3)	62.2	(1.4)	40.2	(1.6)	64.3	(1.4)
	Hungary	-14.7	(1.4)	-11.5	(1.5)	-17.3	(1.4)	-10.2	(1.2)	-13.7	(1.3)	63.5	(1.8)	68.3	(1.6)	59.4	(1.8)	30.9	(1.5)	49.6	(1.4)
	Iceland	-19.2	(1.5)	-18.5	(1.5)	-24.1	(1.7)	-23.3	(1.4)	-27.3	(1.4)	55.8	(1.8)	63.8	(1.7)	55.6	(1.8)	39.5	(1.9)	47.2	(2.1)
	Ireland	-13.4	(1.6)	-15.7	(1.3)	-13.8	(1.1)	-15.7	(1.4)	-18.7	(1.4)	64.5	(1.3)	72.2	(1.3)	65.6	(1.4)	50.1	(1.5)	55.4	(1.6)
	Israel	-14.7	(1.3)	-12.2	(1.1)	-15.7	(1.2)	-13.4	(1.3)	-14.6	(1.4)	61.8	(1.5)	53.9	(1.7)	51.9	(1.6)	38.1	(1.4)	49.8	(1.4)
	Italy	-14.0	(1.1)	-7.7	(1.0)	-17.0	(1.1)	-19.6	(1.4)	-13.1	(1.0)	66.9	(1.4)	84.9	(1.2)	72.1	(1.1)	61.1	(1.7)	75.6	(1.2)
	Japan	-6.2	(1.1)	-8.4	(1.1)	-9.9	(1.3)	-1.7	(1.1)	0.3	(1.2)	75.8	(1.1)	80.8	(1.1)	63.3	(1.5)	30.7	(1.2)	44.0	(1.5)
	Korea	-8.5	(1.3)	-12.0	(1.3)	-6.8	(1.4)	-5.4	(1.5)	-8.3	(1.5)	68.0	(1.3)	68.1	(1.4)	51.8	(1.5)	38.1	(1.5)	52.5	(1.5)
	Latvia	-14.7	(1.7)	-11.1	(1.4)	-10.8	(1.5)	-8.1	(1.5)	-14.7	(1.7)	58.0	(1.6)	70.5	(1.5)	44.9	(1.6)	27.9	(1.6)	48.1	(1.6)
	Luxembourg	-19.6	(1.3)	-15.0	(1.3)	-20.9	(1.3)	-8.6	(1.1)	-15.1	(1.1)	65.1	(1.3)	72.7	(1.2)	57.1	(1.4)	36.0	(1.3)	48.9	(1.4)
	Mexico	-11.4	(1.1)	-9.7	(1.1)	-10.5	(1.2)	-9.6	(1.1)	-14.2	(1.3)	74.0	(1.1)	77.6	(1.4)	65.7	(1.9)	54.7	(1.5)	67.9	(1.6)
	Netherlands	-14.9	(1.1)	-12.1	(1.2)	-13.1	(1.3)	-7.8	(1.1)	-7.7	(1.2)	33.6	(1.3)	43.9	(1.6)	37.5	(1.4)	17.0	(1.1)	28.5	(1.2)
	New Zealand	-12.5	(1.4)	-13.7	(1.2)	-13.5	(1.3)	-16.1	(1.5)	-16.2	(1.4)	68.1	(1.4)	70.7	(1.3)	74.4	(1.3)	54.4	(1.3)	63.9	(1.5)
	Norway	-23.7	(1.4)	-19.7	(1.2)	-26.1	(1.5)	-30.0	(1.2)	-25.9	(1.3)	56.9	(1.9)	67.7	(1.7)	65.5	(1.5)	49.0	(1.4)	51.2	(1.6)
	Poland	-16.5	(1.5)	-14.3	(1.4)	-16.7	(1.5)	-9.1	(1.3)	-16.3	(1.6)	65.6	(1.4)	73.5	(1.3)	50.6	(1.4)	31.2	(1.4)	45.6	(1.6)
	Portugal	-14.1	(1.1)	-10.2	(0.8)	-20.6	(1.3)	-19.0	(1.5)	-18.8	(1.2)	86.9	(1.0)	88.5	(0.9)	73.7	(1.3)	50.8	(1.5)	67.1	(1.5)
	Slovak Republic	-14.0	(1.4)	-12.3	(1.1)	-15.4	(1.4)	-7.0	(1.3)	-9.5	(1.4)	61.5	(1.4)	61.7	(1.4)	49.6	(1.6)	31.6	(1.4)	48.5	(1.4)
	Slovenia	-20.8	(1.5)	-17.1	(1.3)	-20.6	(1.3)	-16.8	(1.4)	-15.0	(1.8)	66.8	(1.3)	75.6	(1.1)	65.7	(1.2)	37.9	(1.4)	50.6	(1.4)
	Spain	-13.5	(1.1)	-6.2	(0.9)	-14.5	(1.3)	-15.5	(1.0)	-14.5	(1.2)	74.7	(1.2)	84.9	(1.0)	69.7	(1.2)	52.7	(1.6)	59.2	(1.4)
	Sweden	-20.6	(1.4)	-21.2	(1.3)	-23.3	(1.6)	-22.1	(1.6)	-26.2	(1.5)	65.4	(1.4)	65.5	(1.4)	66.7	(1.5)	46.9	(1.7)	61.4	(1.4)
	Switzerland	-18.4	(1.5)	-14.2	(1.5)	-14.9	(1.3)	-4.0	(1.2)	-11.0	(1.4)	52.1	(1.5)	61.0	(1.4)	38.6	(1.4)	23.4	(1.3)	34.3	(2.1)
	Turkey	-16.0	(1.4)	-11.4	(1.5)	-11.7	(1.6)	-13.7	(1.5)	-14.5	(1.4)	68.7	(1.9)	74.5	(1.8)	60.7	(1.5)	56.9	(1.5)	63.8	(2.1)
	United Kingdom	-18.1	(1.5)	-17.7	(1.1)	-19.0	(1.2)	-18.9	(1.3)	-23.1	(1.0)	65.1	(1.4)	70.7	(1.4)	75.7	(1.0)	55.2	(1.3)	57.8	(1.5)
	United States	-19.5	(1.3)	-14.1	(1.4)	-20.7	(1.0)	-18.3	(1.3)	-22.6	(1.2)	67.6	(1.3)	69.0	(1.6)	69.6	(1.3)	46.6	(1.4)	68.7	(1.4)
	OECD average	-15.7	(0.2)	-13.4	(0.2)	-16.7	(0.2)	-12.6	(0.2)	-15.1	(0.2)	62.5	(0.2)	67.9	(0.2)	58.7	(0.2)	39.7	(0.2)	53.2	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	-8.8	(0.8)	-4.6	(0.5)	-12.7	(0.7)	-14.5	(0.9)	-15.2	(0.8)	81.2	(0.7)	93.4	(0.5)	83.9	(0.8)	61.9	(1.0)	78.7	(0.6)
	B-S-J-G (China)	-7.1	(1.5)	-7.9	(1.0)	-1.6	(1.4)	-4.2	(1.5)	-6.7	(1.5)	70.1	(1.3)	79.6	(1.4)	63.1	(1.6)	56.3	(1.7)	66.2	(1.5)
	Bulgaria	-14.7	(1.4)	-11.4	(1.5)	-14.5	(1.2)	-11.8	(1.4)	-14.2	(1.5)	56.5	(1.6)	65.5	(1.6)	58.9	(1.6)	51.3	(1.5)	60.7	(1.6)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	-5.8	(1.1)	-4.9	(0.8)	-7.9	(1.1)	-7.2	(1.3)	-11.9	(1.1)	74.3	(1.6)	84.6	(1.2)	83.2	(1.0)	58.8	(1.2)	76.8	(1.2)
	Costa Rica	-8.4	(1.1)	-4.5	(0.9)	-6.6	(1.2)	-18.2	(1.4)	-15.8	(1.3)	79.0	(1.2)	89.5	(1.0)	82.6	(1.3)	60.9	(1.5)	68.8	(1.5)
	Croatia	-16.8	(1.2)	-14.6	(1.4)	-22.2	(1.4)	-13.5	(1.3)	-6.2	(1.3)	73.8	(1.2)	77.6	(1.2)	49.5	(1.3)	37.8	(1.2)	43.4	(1.3)
	Cyprus*	-4.3	(1.4)	-0.2	(1.5)	-12.8	(1.4)	-7.9	(1.2)	-6.7	(1.5)	57.6	(1.4)	57.7	(1.5)	62.0	(1.4)	44.2	(1.5)	60.2	(1.3)
	Dominican Republic	-6.3	(1.6)	-7.3	(1.0)	-2.6	(1.4)	-7.1	(1.5)	-10.6	(1.6)	64.3	(1.6)	79.1	(1.5)	78.9	(1.5)	56.2	(1.8)	69.3	(1.7)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	-12.7	(1.3)	-10.9	(1.1)	-7.3	(1.4)	-8.9	(1.5)	-6.7	(1.6)	71.0	(1.3)	81.9	(0.9)	67.0	(1.2)	52.2	(1.3)	58.4	(1.3)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	-21.4	(1.4)	-17.6	(1.4)	-19.5	(1.5)	-13.4	(1.4)	-20.4	(1.4)	61.2	(1.6)	63.8	(1.4)	55.9	(1.4)	45.0	(1.5)	46.2	(1.5)
	Macao (China)	-9.0	(1.4)	-8.2	(1.1)	-7.2	(1.4)	-7.0	(1.4)	-12.8	(1.3)	75.7	(1.3)	79.1	(1.3)	67.7	(1.5)	60.3	(1.4)	56.8	(1.7)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	-17.5	(1.3)	-11.6	(1.2)	-19.3	(1.3)	-15.4	(1.5)	-15.4	(1.3)	68.9	(1.3)	73.4	(1.3)	68.1	(1.4)	51.5	(1.4)	60.8	(1.6)
	Peru	-6.0	(1.3)	-5.7	(1.1)	-2.6	(1.0)	-2.8	(1.2)	-9.0	(1.3)	56.7	(1.3)	71.1	(1.4)	77.1	(1.3)	47.2	(1.2)	54.0	(1.3)
	Qatar	-11.7	(0.9)	-10.8	(0.9)	-7.4	(0.9)	-5.5	(1.0)	-6.4	(1.0)	72.5	(0.8)	71.0	(0.9)	65.1	(1.0)	52.3	(1.0)	55.2	(1.0)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	-14.3	(1.7)	-13.0	(1.4)	-17.3	(1.6)	-9.1	(1.4)	-18.1	(2.1)	58.2	(1.8)	73.0	(1.6)	56.9	(1.4)	48.4	(1.5)	63.5	(2.0)
	Singapore	-9.3	(1.2)	-7.6	(1.0)	-6.4	(1.2)	-8.4	(1.1)	-8.5	(1.2)	76.4	(1.2)	87.8	(0.8)	79.8	(1.2)	64.2	(1.3)	72.6	(1.3)
	Chinese Taipei	-8.6	(1.0)	-7.7	(0.9)	-8.7	(1.4)	-7.9	(1.1)	-9.5	(1.1)	75.5	(1.0)	80.5	(0.9)	65.6	(1.0)	61.4	(1.2)	69.4	(1.1)
	Thailand	-11.6	(1.5)	-9.8	(1.2)	-7.3	(1.3)	-3.6	(1.4)	-3.7	(1.6)	63.3	(1.3)	75.0	(1.4)	63.9	(1.4)	46.7	(1.5)	57.7	(1.3)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	-6.4	(1.6)	-4.5	(1.3)	-15.6	(1.5)	-15.5	(1.5)	-8.9	(1.5)	60.8	(1.7)	70.5	(1.7)	68.1	(1.6)	65.5	(1.4)	57.8	(1.2)
	United Arab Emirates	-11.6	(1.1)	-12.3	(1.1)	-4.3	(1.4)	-4.1	(1.3)	-8.5	(1.2)	70.7	(1.0)	74.4	(1.1)	61.5	(1.1)	45.1	(1.3)	64.1	(1.1)
	Uruguay	-9.5	(1.2)	-5.1	(0.8)	-6.5	(1.3)	-15.7	(1.4)	-13.5	(1.4)	77.2	(1.1)	89.7	(0.9)	73.4	(1.3)	62.9	(1.4)	73.9	(1.5)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	-6.8	(1.2)	-9.6	(1.1)	-8.2	(1.1)	-1.6	(1.5)	-11.4	(1.2)	64.0	(1.6)	75.5	(1.5)	81.9	(0.8)	51.2	(1.5)	75.1	(1.3)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933470677

[Part 3/3]

Table III.4.2 Students' schoolwork-related anxiety, by gender and socio-economic status

Percentage of students who reported "agree" or "strongly agree"

		Percentage of socio-economically advantaged[2] students who agreed with the following statements										Socio-economic disparity in the percentage of students who agreed with the following statements (advantaged – disadvantaged)									
		I often worry that it will be difficult for me taking a test		I worry that I will get poor <grades> at school		Even if I am well prepared for a test I feel very anxious		I get very tense when I study		I get nervous when I don't know how to solve a task at school		I often worry that it will be difficult for me taking a test		I worry that I will get poor <grades> at school		Even if I am well prepared for a test I feel very anxious		I get very tense when I study		I get nervous when I don't know how to solve a task at school	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	57.5	(0.9)	61.3	(1.1)	66.4	(1.0)	44.2	(1.0)	58.1	(1.0)	**-8.2**	(1.3)	**-7.4**	(1.5)	-2.6	(1.4)	**-5.7**	(1.3)	**-4.0**	(1.6)
	Austria	58.2	(1.4)	55.6	(1.7)	43.7	(1.3)	17.1	(1.1)	40.1	(1.3)	**-11.6**	(2.0)	**-14.8**	(2.1)	**-13.9**	(2.2)	**-5.6**	(1.7)	**-7.1**	(2.0)
	Belgium	51.9	(1.4)	62.7	(1.3)	37.1	(1.2)	22.8	(1.2)	52.3	(1.1)	**-4.5**	(2.1)	-1.9	(1.9)	**-8.3**	(2.0)	**-12.0**	(1.8)	-2.1	(1.6)
	Canada	53.2	(1.1)	58.4	(1.0)	61.4	(0.9)	43.5	(1.0)	61.5	(1.1)	**-9.2**	(1.5)	**-8.6**	(1.4)	**-4.7**	(1.5)	**-3.2**	(1.4)	-2.2	(1.5)
	Chile	56.3	(1.6)	79.0	(1.1)	49.3	(1.5)	36.1	(1.4)	47.4	(1.5)	**-6.7**	(2.4)	-2.9	(1.8)	**-10.7**	(2.1)	**-8.6**	(2.0)	**-13.2**	(2.0)
	Czech Republic	53.0	(1.2)	59.1	(1.5)	39.6	(1.5)	27.3	(1.1)	48.7	(1.3)	-3.2	(2.0)	3.6	(1.9)	-0.9	(2.1)	**-9.0**	(1.9)	1.9	(2.1)
	Denmark	46.6	(1.6)	58.5	(1.5)	58.8	(1.3)	38.6	(1.5)	51.1	(1.3)	**-16.5**	(2.3)	**-11.8**	(2.0)	**-12.4**	(2.0)	**-11.5**	(2.2)	**-6.5**	(2.0)
	Estonia	45.0	(1.3)	51.0	(1.5)	50.6	(1.2)	24.0	(1.2)	37.1	(1.3)	**-11.0**	(2.2)	**-6.9**	(2.0)	-3.5	(1.9)	**-5.3**	(1.8)	**-5.1**	(2.1)
	Finland	29.1	(1.5)	36.4	(1.4)	46.0	(1.2)	16.8	(1.1)	36.5	(1.4)	**-13.6**	(2.0)	**-13.0**	(2.1)	-2.4	(2.0)	-1.8	(1.6)	0.0	(1.9)
	France	59.8	(1.2)	66.2	(1.4)	42.3	(1.4)	23.9	(1.0)	58.0	(1.3)	-3.3	(1.7)	3.2	(1.6)	**-7.4**	(1.9)	**-9.0**	(1.6)	**5.7**	(1.8)
	Germany	44.5	(1.4)	47.3	(1.5)	33.0	(1.3)	19.6	(1.3)	32.7	(1.2)	**-9.7**	(2.3)	**-7.5**	(2.4)	**-13.2**	(2.0)	**-4.3**	(1.8)	-3.3	(1.9)
	Greece	41.9	(1.5)	41.2	(1.6)	54.4	(1.5)	34.4	(1.5)	63.2	(1.4)	**-5.3**	(2.7)	**-12.8**	(2.2)	**-7.8**	(2.1)	**-5.8**	(2.5)	-1.1	(2.0)
	Hungary	58.1	(1.4)	62.5	(1.3)	47.3	(1.5)	22.6	(1.2)	42.8	(1.2)	**-5.3**	(2.1)	**-5.8**	(2.2)	**-12.0**	(2.3)	**-8.3**	(1.8)	**-6.8**	(1.7)
	Iceland	39.9	(1.8)	52.1	(2.1)	44.7	(1.9)	33.3	(1.4)	38.9	(1.8)	**-15.9**	(2.4)	**-11.7**	(2.8)	**-10.9**	(2.6)	**-6.1**	(2.5)	**-8.3**	(3.0)
	Ireland	55.7	(1.5)	63.1	(1.2)	57.2	(1.2)	39.0	(1.7)	52.0	(1.6)	**-8.8**	(2.0)	**-9.1**	(1.7)	**-8.4**	(2.1)	**-11.2**	(2.0)	-3.4	(2.3)
	Israel	53.7	(1.4)	47.7	(1.6)	40.1	(1.3)	29.1	(1.3)	39.2	(1.4)	**-8.1**	(2.0)	**-6.2**	(2.1)	**-11.8**	(2.2)	**-9.1**	(1.8)	**-10.6**	(1.9)
	Italy	61.6	(1.4)	84.6	(0.9)	65.1	(1.3)	50.2	(1.1)	75.3	(1.0)	**-5.2**	(2.0)	-0.3	(1.6)	**-7.0**	(1.7)	**-10.8**	(1.8)	-0.2	(1.6)
	Japan	78.7	(1.1)	81.6	(1.0)	61.1	(1.4)	34.1	(1.2)	54.0	(1.3)	**2.9**	(1.4)	0.7	(1.5)	-2.2	(2.2)	**3.4**	(1.6)	**9.9**	(2.0)
	Korea	69.5	(1.5)	78.0	(1.3)	57.2	(1.4)	45.9	(1.6)	48.9	(1.5)	1.5	(2.1)	**9.9**	(2.2)	**5.4**	(2.0)	**7.8**	(2.0)	-3.6	(2.1)
	Latvia	46.3	(1.5)	62.9	(1.3)	40.6	(1.7)	24.7	(1.3)	43.8	(1.7)	**-11.7**	(2.5)	**-7.6**	(1.8)	-4.3	(2.3)	-3.2	(2.2)	-4.3	(2.2)
	Luxembourg	52.0	(1.4)	54.4	(1.3)	38.3	(1.4)	21.7	(1.1)	40.1	(1.4)	**-13.1**	(2.0)	**-18.3**	(1.8)	**-18.9**	(2.1)	**-14.3**	(1.6)	**-8.7**	(2.0)
	Mexico	70.6	(1.3)	79.1	(1.1)	56.2	(1.4)	44.6	(1.5)	60.9	(1.3)	**-3.4**	(1.8)	1.5	(1.9)	**-9.5**	(2.3)	**-10.1**	(2.2)	**-7.0**	(2.0)
	Netherlands	34.1	(1.3)	44.8	(1.5)	39.9	(1.4)	13.7	(1.1)	25.1	(1.3)	0.5	(1.8)	0.9	(2.0)	2.4	(1.9)	**-3.3**	(1.5)	-3.4	(1.9)
	New Zealand	62.6	(1.5)	63.2	(1.5)	70.2	(1.4)	48.9	(1.6)	58.8	(1.7)	**-5.5**	(2.1)	**-7.5**	(1.9)	**-4.2**	(1.9)	**-5.5**	(1.9)	**-5.1**	(2.2)
	Norway	44.9	(1.6)	62.7	(1.5)	55.2	(1.5)	41.8	(1.5)	43.6	(1.7)	**-12.0**	(2.2)	**-5.0**	(2.2)	**-10.3**	(2.2)	**-7.2**	(2.0)	**-7.6**	(2.3)
	Poland	57.6	(1.7)	66.3	(1.4)	39.2	(1.5)	23.3	(1.2)	36.6	(1.7)	**-8.0**	(2.1)	**-7.3**	(1.8)	**-11.4**	(2.0)	**-7.8**	(1.7)	**-8.9**	(2.3)
	Portugal	79.5	(1.3)	86.1	(0.9)	62.9	(1.6)	39.5	(1.3)	63.1	(1.5)	**-7.4**	(1.6)	-2.4	(1.3)	**-10.8**	(2.1)	**-11.3**	(2.2)	-4.0	(2.3)
	Slovak Republic	60.0	(1.5)	61.1	(1.4)	43.9	(1.5)	26.3	(1.3)	42.6	(1.4)	-1.5	(1.9)	-0.5	(1.9)	**-5.7**	(2.0)	**-5.2**	(1.8)	**-6.0**	(2.1)
	Slovenia	55.0	(1.5)	67.3	(1.5)	57.6	(1.6)	34.4	(1.8)	50.6	(1.4)	**-11.9**	(2.0)	**-8.3**	(1.9)	**-8.1**	(2.0)	-3.6	(2.2)	-0.1	(1.9)
	Spain	72.9	(1.1)	91.6	(0.7)	63.1	(1.3)	39.8	(1.5)	52.2	(1.4)	-1.8	(1.7)	**6.7**	(1.1)	**-6.5**	(1.8)	**-12.9**	(2.2)	**-7.0**	(1.7)
	Sweden	47.0	(1.6)	48.4	(1.7)	54.8	(1.6)	35.7	(1.2)	56.6	(1.3)	**-18.4**	(2.0)	**-17.1**	(2.0)	**-12.0**	(2.0)	**-11.2**	(2.0)	**-4.8**	(1.8)
	Switzerland	42.4	(2.2)	50.4	(2.1)	26.6	(1.5)	17.0	(1.2)	36.8	(1.6)	**-9.7**	(2.9)	**-10.7**	(2.5)	**-11.9**	(2.1)	**-6.4**	(1.8)	2.5	(2.5)
	Turkey	70.0	(1.5)	72.5	(1.4)	54.7	(1.3)	53.6	(1.3)	70.8	(1.5)	1.3	(2.4)	-1.9	(2.2)	**-6.0**	(2.1)	-3.4	(2.1)	**7.0**	(2.4)
	United Kingdom	58.0	(1.6)	63.2	(1.5)	68.5	(1.7)	49.5	(1.7)	53.6	(1.3)	**-7.0**	(2.0)	**-7.4**	(1.9)	**-7.1**	(1.8)	**-5.8**	(2.1)	**-4.2**	(1.9)
	United States	58.4	(1.5)	55.6	(1.9)	63.6	(1.6)	39.7	(1.6)	60.7	(1.4)	**-9.2**	(1.8)	**-13.4**	(2.3)	**-5.9**	(2.1)	**-7.0**	(2.2)	**-8.0**	(2.0)
	OECD average	55.0	(0.2)	62.2	(0.2)	51.2	(0.2)	33.1	(0.2)	49.5	(0.2)	**-7.4**	(0.3)	**-5.8**	(0.3)	**-7.6**	(0.3)	**-6.7**	(0.3)	**-3.7**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	77.2	(0.8)	92.5	(0.5)	76.0	(0.8)	49.9	(1.1)	68.7	(0.9)	**-4.0**	(1.0)	-0.9	(0.7)	**-7.8**	(1.1)	**-12.0**	(1.3)	**-10.0**	(1.2)
	B-S-J-G (China)	60.3	(1.4)	77.3	(1.1)	59.3	(1.3)	51.7	(1.2)	56.3	(1.4)	**-9.8**	(1.8)	-2.4	(1.7)	-3.8	(2.1)	**-4.6**	(2.1)	**-9.8**	(2.0)
	Bulgaria	49.4	(1.3)	56.8	(1.4)	53.2	(1.3)	44.0	(1.3)	63.4	(1.6)	**-7.2**	(2.2)	**-8.6**	(2.1)	**-5.7**	(2.2)	**-7.4**	(1.8)	2.7	(2.3)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	72.9	(1.2)	89.6	(0.7)	76.0	(1.3)	56.2	(1.3)	66.2	(1.4)	-1.4	(1.9)	**5.0**	(1.3)	**-7.2**	(1.5)	-2.6	(1.7)	**-10.5**	(1.7)
	Costa Rica	75.6	(1.5)	92.7	(0.9)	79.5	(1.3)	49.8	(1.8)	53.5	(1.5)	-3.4	(2.0)	**3.3**	(1.4)	-3.1	(1.8)	**-11.2**	(2.2)	**-15.3**	(2.2)
	Croatia	71.4	(1.4)	73.6	(1.1)	45.9	(1.7)	33.8	(1.5)	45.0	(1.5)	-2.4	(1.7)	**-4.0**	(1.6)	-3.6	(2.0)	**-3.9**	(1.7)	1.6	(1.9)
	Cyprus*	42.9	(1.5)	42.2	(1.4)	53.1	(1.4)	35.4	(1.3)	53.3	(1.3)	**-14.7**	(2.2)	**-15.5**	(2.2)	**-8.9**	(2.1)	**-8.8**	(2.1)	**-6.9**	(1.8)
	Dominican Republic	64.5	(1.7)	88.2	(1.3)	77.7	(1.4)	50.3	(1.5)	61.1	(1.7)	0.2	(2.3)	**9.1**	(2.0)	-1.2	(1.9)	**-5.9**	(2.5)	**-8.2**	(2.5)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	69.5	(1.5)	82.1	(1.3)	66.0	(1.5)	51.4	(1.7)	56.5	(2.0)	-1.4	(2.0)	0.2	(1.6)	-1.0	(2.0)	-0.9	(2.4)	-2.0	(2.4)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	59.4	(1.3)	63.8	(1.4)	54.1	(1.3)	38.9	(1.5)	48.1	(1.5)	-1.9	(2.0)	-0.1	(2.1)	-1.9	(2.0)	**-6.1**	(2.0)	1.9	(2.3)
	Macao (China)	68.1	(1.4)	73.4	(1.4)	62.9	(1.6)	54.7	(1.6)	59.3	(1.5)	**-7.5**	(1.8)	**-5.7**	(2.1)	**-4.9**	(2.0)	**-5.6**	(2.0)	2.5	(2.2)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	60.4	(1.2)	61.3	(1.4)	63.0	(1.5)	43.5	(1.5)	54.3	(1.5)	**-8.4**	(1.8)	**-12.1**	(2.0)	**-5.1**	(1.8)	**-8.0**	(2.1)	**-6.5**	(2.0)
	Peru	59.4	(1.3)	83.7	(1.0)	64.7	(1.2)	36.5	(1.3)	43.3	(1.3)	2.7	(1.7)	**12.6**	(1.7)	**-12.4**	(1.9)	**-10.8**	(1.8)	**-10.7**	(1.8)
	Qatar	68.7	(1.0)	68.6	(0.9)	63.4	(0.9)	48.5	(1.1)	53.4	(1.0)	**-3.9**	(1.3)	-2.4	(1.4)	-1.7	(1.4)	**-3.8**	(1.5)	-1.8	(1.6)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	44.0	(1.3)	66.2	(1.4)	45.4	(1.7)	32.5	(1.6)	55.7	(2.2)	**-14.2**	(2.0)	**-6.7**	(2.0)	**-11.5**	(2.3)	**-15.9**	(2.1)	**-7.9**	(2.5)
	Singapore	71.8	(1.2)	81.3	(1.2)	71.4	(1.5)	55.2	(1.4)	66.7	(1.5)	**-4.7**	(1.7)	**-6.6**	(1.3)	**-8.4**	(1.7)	**-9.0**	(2.0)	**-5.8**	(1.8)
	Chinese Taipei	69.2	(1.4)	81.5	(1.1)	65.1	(1.3)	59.2	(1.3)	64.5	(1.3)	**-6.2**	(1.8)	0.9	(1.5)	-0.5	(1.8)	-2.2	(1.9)	**-4.9**	(1.7)
	Thailand	69.8	(1.4)	79.6	(1.3)	63.8	(1.4)	49.2	(1.4)	55.4	(1.7)	**6.5**	(1.8)	**4.5**	(1.9)	-0.1	(2.0)	2.5	(2.0)	-2.3	(2.0)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	49.5	(1.5)	73.6	(1.4)	49.5	(2.0)	45.2	(2.0)	45.8	(1.7)	**-11.3**	(2.2)	3.1	(2.1)	**-18.6**	(2.5)	**-20.3**	(2.4)	**-12.0**	(2.1)
	United Arab Emirates	64.4	(1.1)	69.7	(1.4)	61.2	(1.2)	46.4	(1.3)	62.3	(0.9)	**-6.3**	(1.5)	**-4.7**	(1.6)	-0.4	(1.6)	1.3	(1.7)	-1.8	(1.5)
	Uruguay	66.5	(1.3)	90.9	(0.8)	72.5	(1.4)	42.0	(1.6)	61.8	(1.3)	**-10.8**	(1.5)	1.2	(1.3)	-0.9	(1.8)	**-20.9**	(2.0)	**-12.1**	(2.0)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	66.8	(1.5)	82.3	(1.2)	79.6	(1.2)	57.2	(1.4)	69.2	(1.2)	2.7	(2.1)	**6.8**	(1.7)	-2.3	(1.3)	**6.0**	(1.8)	**-6.0**	(1.7)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933470677

[Part 1/2]

Table III.4.3a Students' schoolwork-related anxiety, by student performance in science

Percentage of students who reported "agree" or "strongly agree"

		Percentage of students in the bottom quarter of science performance who agreed with the following statements										Percentage of students in the top quarter of science performance who agreed with the following statements									
		I often worry that it will be difficult for me taking a test		I worry that I will get poor <grades> at school		Even if I am well prepared for a test I feel very anxious		I get very tense when I study		I get nervous when I don't know how to solve a task at school		I often worry that it will be difficult for me taking a test		I worry that I will get poor <grades> at school		Even if I am well prepared for a test I feel very anxious		I get very tense when I study		I get nervous when I don't know how to solve a task at school	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	69.8	(1.1)	72.0	(1.0)	71.2	(1.1)	53.8	(1.3)	62.3	(1.3)	50.8	(1.2)	55.0	(1.1)	61.1	(1.2)	40.1	(1.2)	57.0	(1.3)
	Austria	74.2	(1.4)	73.3	(1.5)	62.9	(1.9)	29.1	(1.4)	49.1	(1.5)	50.2	(1.4)	47.4	(1.7)	35.4	(1.4)	12.2	(1.0)	37.8	(1.3)
	Belgium	61.3	(1.4)	67.4	(1.3)	49.7	(1.3)	40.1	(1.5)	57.4	(1.5)	45.8	(1.2)	57.6	(1.2)	31.9	(1.1)	17.9	(0.9)	49.2	(1.1)
	Canada	69.1	(1.1)	71.6	(1.0)	71.7	(1.0)	55.7	(1.1)	64.1	(1.2)	45.5	(1.4)	53.5	(1.3)	53.0	(1.1)	33.8	(1.2)	61.9	(1.0)
	Chile	69.8	(1.6)	84.7	(1.4)	68.9	(1.7)	54.5	(1.8)	65.4	(1.8)	46.5	(1.6)	75.7	(1.3)	42.5	(1.6)	28.3	(1.3)	43.2	(1.7)
	Czech Republic	61.4	(1.9)	59.8	(1.9)	46.6	(1.7)	45.5	(1.8)	48.5	(1.9)	44.6	(1.5)	52.0	(1.2)	31.1	(1.2)	19.5	(1.0)	48.9	(1.5)
	Denmark	67.1	(1.5)	72.4	(1.5)	71.9	(1.4)	55.8	(1.5)	59.3	(2.0)	38.7	(1.7)	53.9	(1.6)	54.8	(1.7)	38.6	(1.5)	49.5	(1.7)
	Estonia	62.7	(1.7)	66.3	(1.6)	60.3	(1.6)	39.3	(1.8)	46.0	(1.9)	34.4	(1.6)	40.1	(1.7)	42.7	(1.5)	16.2	(1.3)	35.3	(1.5)
	Finland	54.9	(1.5)	62.6	(1.9)	55.1	(1.6)	24.4	(1.3)	41.7	(1.4)	20.2	(1.5)	25.7	(1.6)	40.9	(1.4)	13.8	(1.1)	35.6	(1.5)
	France	64.9	(1.3)	63.6	(1.5)	53.7	(1.6)	40.4	(1.7)	53.6	(1.5)	51.9	(1.3)	61.1	(1.5)	36.9	(1.4)	19.3	(1.2)	55.3	(1.3)
	Germany	61.4	(1.8)	60.3	(1.8)	57.2	(1.9)	28.8	(1.7)	38.9	(1.8)	39.1	(1.5)	41.8	(1.6)	26.7	(1.4)	16.9	(1.3)	32.3	(1.5)
	Greece	52.2	(2.0)	57.5	(1.7)	64.4	(1.8)	44.3	(2.1)	63.9	(2.0)	38.0	(1.6)	35.4	(1.6)	50.1	(1.5)	29.8	(1.5)	65.4	(1.5)
	Hungary	64.9	(2.1)	68.7	(1.9)	63.5	(1.9)	39.1	(2.0)	54.8	(1.8)	53.2	(1.4)	59.8	(1.6)	44.4	(1.6)	17.7	(1.1)	40.6	(1.6)
	Iceland	65.3	(2.2)	73.1	(1.6)	63.0	(2.1)	48.1	(2.2)	52.5	(2.1)	26.2	(1.9)	42.7	(2.2)	36.6	(1.7)	25.8	(1.8)	37.1	(2.0)
	Ireland	70.6	(1.4)	75.4	(1.4)	71.0	(1.6)	55.2	(1.9)	58.6	(1.7)	47.8	(1.6)	56.6	(1.6)	51.8	(1.5)	35.1	(1.6)	50.4	(1.4)
	Israel	57.3	(1.8)	48.0	(2.0)	52.8	(1.8)	41.8	(1.8)	48.3	(1.7)	52.1	(1.5)	47.8	(1.5)	35.3	(1.5)	26.2	(1.5)	36.4	(1.5)
	Italy	68.5	(1.6)	83.1	(1.4)	74.5	(1.5)	64.5	(1.6)	74.9	(1.5)	57.1	(1.6)	84.1	(1.0)	62.1	(1.4)	45.6	(1.5)	75.8	(1.3)
	Japan	78.3	(1.3)	80.8	(1.4)	65.1	(1.6)	32.2	(1.5)	41.9	(1.5)	77.1	(1.3)	80.3	(1.3)	57.5	(1.5)	33.1	(1.4)	55.8	(1.6)
	Korea	65.7	(1.5)	65.0	(1.6)	52.3	(1.6)	42.5	(1.6)	50.6	(1.7)	67.1	(1.5)	78.5	(1.5)	53.0	(1.5)	40.8	(1.6)	50.5	(1.6)
	Latvia	62.8	(1.8)	72.7	(1.6)	51.8	(1.8)	36.7	(1.8)	51.0	(1.8)	39.9	(1.6)	61.2	(1.6)	34.0	(1.8)	18.7	(1.5)	44.9	(1.9)
	Luxembourg	65.0	(1.7)	73.2	(1.4)	58.9	(1.5)	42.9	(1.9)	51.2	(1.5)	46.5	(1.5)	49.1	(1.4)	34.4	(1.6)	17.2	(1.1)	38.7	(1.5)
	Mexico	75.6	(1.4)	76.2	(1.4)	69.9	(1.6)	61.4	(1.8)	69.3	(1.9)	64.4	(1.5)	78.0	(1.2)	45.1	(1.5)	34.6	(1.5)	55.7	(1.5)
	Netherlands	37.1	(1.7)	45.0	(2.1)	38.3	(1.6)	19.4	(1.5)	28.2	(1.5)	30.6	(1.5)	43.4	(1.7)	39.4	(1.7)	11.8	(1.3)	25.9	(1.2)
	New Zealand	75.4	(1.4)	74.5	(1.4)	75.9	(1.4)	63.4	(1.7)	70.5	(1.9)	52.4	(1.7)	53.1	(2.0)	64.9	(1.6)	39.3	(1.7)	53.9	(1.8)
	Norway	63.1	(1.6)	70.6	(1.6)	67.2	(1.6)	55.6	(1.7)	53.7	(1.7)	35.3	(1.6)	56.8	(1.7)	52.0	(1.6)	35.9	(1.6)	42.9	(1.5)
	Poland	67.6	(1.5)	76.8	(1.4)	55.8	(1.9)	36.1	(1.7)	50.5	(1.8)	49.8	(1.8)	59.6	(1.6)	33.6	(1.8)	16.3	(1.3)	31.4	(1.6)
	Portugal	88.9	(1.0)	89.4	(0.9)	76.8	(1.2)	56.0	(1.7)	68.7	(1.3)	77.5	(1.5)	83.4	(1.1)	58.7	(1.6)	35.1	(1.6)	61.7	(1.7)
	Slovak Republic	60.5	(1.7)	63.9	(1.8)	51.5	(1.8)	39.9	(1.8)	49.0	(1.8)	55.4	(1.5)	57.7	(1.7)	38.6	(1.5)	21.2	(1.2)	42.0	(1.6)
	Slovenia	72.2	(1.6)	78.0	(1.4)	70.3	(1.6)	44.5	(1.7)	55.1	(1.7)	46.3	(1.9)	66.0	(1.9)	52.2	(1.8)	28.5	(1.8)	48.2	(1.7)
	Spain	77.6	(1.3)	82.4	(1.2)	73.4	(1.4)	60.2	(1.4)	62.7	(1.5)	66.9	(1.4)	89.7	(0.8)	56.0	(1.6)	33.8	(1.5)	47.9	(1.4)
	Sweden	69.7	(1.7)	68.0	(1.6)	66.2	(1.9)	50.1	(1.7)	60.4	(1.5)	40.7	(1.8)	42.8	(1.6)	54.9	(1.6)	31.6	(1.7)	56.6	(1.6)
	Switzerland	56.7	(1.5)	62.4	(1.7)	42.5	(1.5)	28.3	(1.6)	37.9	(1.9)	35.9	(1.5)	46.3	(1.9)	24.6	(1.8)	14.1	(1.2)	32.8	(1.9)
	Turkey	70.6	(2.0)	73.3	(2.2)	65.2	(2.0)	57.7	(1.8)	63.7	(1.9)	66.6	(1.6)	72.2	(1.6)	50.0	(1.9)	52.3	(1.7)	72.8	(1.7)
	United Kingdom	69.8	(1.4)	74.4	(1.3)	75.6	(1.2)	60.0	(1.4)	61.2	(1.4)	52.7	(1.3)	57.1	(1.4)	65.0	(1.4)	44.7	(1.7)	49.3	(1.8)
	United States	73.3	(1.4)	69.3	(1.5)	73.7	(1.5)	54.9	(1.6)	68.1	(1.4)	50.7	(1.7)	51.2	(1.8)	59.2	(1.9)	34.8	(1.6)	62.4	(1.7)
	OECD average	66.4	(0.3)	70.2	(0.3)	62.5	(0.3)	45.8	(0.3)	55.2	(0.3)	48.5	(0.3)	57.6	(0.3)	46.0	(0.3)	28.0	(0.2)	48.1	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	79.8	(1.0)	89.9	(0.7)	84.3	(0.9)	67.0	(1.3)	79.0	(1.0)	76.4	(0.9)	94.6	(0.5)	73.2	(1.0)	43.0	(1.2)	66.8	(1.0)
	B-S-J-G (China)	77.2	(1.2)	82.1	(1.3)	71.0	(1.6)	65.0	(1.5)	67.6	(1.5)	54.1	(1.4)	75.0	(1.3)	51.8	(1.7)	45.0	(1.5)	53.1	(1.6)
	Bulgaria	53.7	(2.0)	62.1	(2.0)	57.1	(1.9)	54.8	(1.9)	59.0	(1.7)	46.1	(1.7)	53.3	(1.5)	49.1	(1.5)	37.8	(1.9)	61.4	(1.5)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	74.4	(1.7)	78.3	(1.5)	81.8	(1.2)	60.5	(1.8)	74.7	(1.3)	69.5	(1.5)	92.3	(0.8)	71.9	(1.3)	51.4	(1.4)	63.4	(1.5)
	Costa Rica	80.9	(1.2)	87.7	(1.2)	84.2	(1.2)	66.5	(1.5)	67.1	(1.8)	68.7	(1.4)	93.3	(0.8)	74.8	(1.5)	41.3	(1.8)	51.8	(1.8)
	Croatia	73.9	(1.8)	75.9	(1.5)	52.5	(1.7)	45.2	(1.6)	49.0	(1.8)	67.4	(1.7)	69.9	(1.4)	39.4	(1.7)	28.3	(1.5)	39.5	(1.4)
	Cyprus*	60.8	(1.5)	62.6	(1.4)	64.1	(1.5)	49.0	(1.7)	60.5	(1.5)	35.6	(1.7)	33.2	(1.5)	46.9	(1.6)	28.0	(1.4)	51.8	(1.8)
	Dominican Republic	63.0	(2.4)	69.3	(2.0)	80.3	(2.0)	58.9	(2.1)	66.6	(2.2)	65.3	(1.7)	92.4	(0.9)	76.3	(1.8)	46.1	(1.9)	58.9	(2.1)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	76.1	(1.4)	84.7	(1.1)	72.5	(1.5)	62.2	(1.6)	62.1	(1.7)	65.7	(1.8)	78.6	(1.6)	60.7	(1.9)	42.8	(1.7)	53.5	(1.8)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	63.2	(1.6)	63.4	(1.9)	56.8	(1.5)	50.9	(1.9)	48.9	(1.7)	53.5	(1.4)	60.7	(1.5)	50.4	(1.5)	32.6	(1.6)	45.4	(1.6)
	Macao (China)	80.3	(1.2)	81.7	(1.2)	71.7	(1.5)	68.9	(1.6)	61.2	(1.7)	63.0	(1.6)	70.0	(1.7)	56.4	(1.8)	46.4	(1.8)	55.1	(1.8)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	68.1	(1.7)	73.7	(1.5)	67.2	(1.8)	56.9	(1.8)	64.5	(1.5)	58.3	(1.4)	59.7	(1.6)	60.1	(1.5)	36.1	(1.5)	51.7	(1.5)
	Peru	59.9	(1.6)	67.2	(1.5)	75.6	(1.5)	53.1	(1.5)	53.9	(1.6)	55.3	(1.4)	83.9	(0.9)	61.4	(1.3)	30.1	(1.6)	40.9	(1.5)
	Qatar	71.3	(0.9)	67.2	(1.0)	65.3	(1.1)	60.1	(1.2)	57.7	(1.2)	60.2	(1.1)	60.7	(0.9)	64.0	(0.9)	38.9	(1.0)	52.9	(1.0)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	61.3	(2.3)	72.3	(1.8)	61.7	(2.1)	51.0	(2.2)	63.3	(1.9)	41.0	(1.7)	65.9	(1.2)	38.8	(2.1)	28.0	(1.8)	56.2	(2.6)
	Singapore	81.0	(1.2)	89.3	(0.8)	82.3	(1.2)	72.0	(1.3)	76.9	(1.4)	68.1	(1.5)	80.3	(1.5)	69.7	(1.4)	46.8	(1.6)	63.5	(1.7)
	Chinese Taipei	77.9	(1.0)	80.2	(1.0)	68.3	(1.3)	64.7	(1.1)	66.9	(1.2)	64.4	(1.3)	79.8	(1.1)	61.1	(1.5)	54.5	(1.3)	66.6	(1.6)
	Thailand	62.5	(1.6)	73.2	(1.5)	67.5	(1.6)	52.0	(2.0)	62.2	(1.7)	66.0	(1.6)	78.7	(1.4)	56.1	(1.7)	41.1	(1.5)	50.3	(1.7)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	58.3	(2.1)	62.2	(2.4)	72.5	(1.9)	72.2	(1.8)	58.9	(1.8)	50.6	(1.7)	79.0	(1.2)	42.4	(2.0)	39.1	(2.1)	42.5	(1.9)
	United Arab Emirates	69.1	(1.2)	70.5	(1.2)	65.0	(1.1)	54.2	(1.4)	63.9	(1.3)	57.1	(1.3)	65.4	(1.1)	58.6	(1.2)	36.4	(1.2)	59.6	(1.1)
	Uruguay	79.0	(1.5)	87.8	(1.3)	73.1	(1.4)	69.7	(1.7)	77.3	(1.7)	59.9	(1.4)	90.0	(0.9)	69.9	(1.6)	34.6	(1.8)	55.1	(1.8)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	68.4	(1.5)	71.0	(1.7)	82.4	(1.3)	57.8	(1.8)	71.8	(1.5)	63.9	(1.4)	84.3	(1.1)	76.4	(1.2)	52.0	(1.3)	70.1	(1.4)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470681

[Part 2/2]

Table III.4.3a Students' schoolwork-related anxiety, by student performance in science

Percentage of students who reported "agree" or "strongly agree"

		Difference between the percentage of students in the top quarter and students in the bottom quarter of science performance who agreed with the following statements (top – bottom)									
		I often worry that it will be difficult for me taking a test		I worry that I will get poor <grades> at school		Even if I am well prepared for a test I feel very anxious		I get very tense when I study		I get nervous when I don't know how to solve a task at school	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	**-19.0**	(1.6)	**-17.0**	(1.5)	**-10.1**	(1.7)	**-13.6**	(1.7)	**-5.3**	(1.9)
	Austria	**-24.0**	(1.8)	**-25.9**	(2.1)	**-27.5**	(2.3)	**-17.0**	(1.6)	**-11.3**	(2.0)
	Belgium	**-15.5**	(1.8)	**-9.8**	(1.7)	**-17.8**	(1.7)	**-22.2**	(1.9)	**-8.2**	(1.9)
	Canada	**-23.6**	(1.7)	**-18.1**	(1.7)	**-18.7**	(1.5)	**-21.9**	(1.8)	-2.2	(1.6)
	Chile	**-23.4**	(2.3)	**-9.0**	(1.9)	**-26.4**	(2.2)	**-26.2**	(2.3)	**-22.2**	(2.4)
	Czech Republic	**-16.8**	(2.5)	**-7.8**	(2.3)	**-15.4**	(2.0)	**-26.0**	(1.9)	0.3	(2.3)
	Denmark	**-28.4**	(2.3)	**-18.5**	(2.0)	**-17.1**	(2.3)	**-17.1**	(2.2)	**-9.8**	(2.6)
	Estonia	**-28.3**	(2.2)	**-26.1**	(2.3)	**-17.6**	(2.2)	**-23.1**	(2.2)	**-10.6**	(2.4)
	Finland	**-34.7**	(2.1)	**-36.8**	(2.2)	**-14.2**	(2.1)	**-10.6**	(1.7)	**-6.0**	(2.1)
	France	**-12.9**	(1.8)	-2.5	(1.9)	**-16.8**	(2.1)	**-21.1**	(2.1)	1.7	(2.0)
	Germany	**-22.2**	(2.5)	**-18.6**	(2.6)	**-30.4**	(2.5)	**-11.9**	(2.1)	**-6.6**	(2.4)
	Greece	**-14.2**	(2.6)	**-22.1**	(2.2)	**-14.3**	(2.4)	**-14.5**	(2.7)	1.5	(2.7)
	Hungary	**-11.7**	(2.5)	**-8.9**	(2.2)	**-19.1**	(2.3)	**-21.4**	(2.2)	**-14.1**	(2.5)
	Iceland	**-39.1**	(3.0)	**-30.4**	(2.6)	**-26.5**	(2.7)	**-22.3**	(2.7)	**-15.4**	(2.7)
	Ireland	**-22.8**	(1.9)	**-18.8**	(2.1)	**-19.2**	(2.2)	**-20.1**	(2.2)	**-8.2**	(2.1)
	Israel	**-5.1**	(2.3)	-0.2	(2.5)	**-17.5**	(2.5)	**-15.7**	(2.3)	**-11.8**	(2.2)
	Italy	**-11.4**	(2.1)	1.0	(1.7)	**-12.4**	(2.1)	**-18.9**	(2.2)	0.8	(2.0)
	Japan	-1.2	(1.8)	-0.6	(2.0)	**-7.5**	(2.3)	0.9	(2.1)	**13.9**	(2.1)
	Korea	1.5	(2.1)	**13.5**	(2.2)	0.7	(2.2)	-1.7	(2.2)	0.0	(2.4)
	Latvia	**-23.0**	(2.4)	**-11.5**	(2.3)	**-17.9**	(2.6)	**-18.0**	(2.2)	**-6.0**	(2.6)
	Luxembourg	**-18.5**	(2.3)	**-24.2**	(2.1)	**-24.5**	(2.1)	**-25.7**	(2.1)	**-12.5**	(2.0)
	Mexico	**-11.1**	(2.1)	1.8	(1.9)	**-24.9**	(2.3)	**-26.8**	(2.5)	**-13.6**	(2.4)
	Netherlands	**-6.5**	(2.1)	-1.6	(2.6)	1.1	(2.4)	**-7.6**	(1.9)	-2.3	(2.0)
	New Zealand	**-23.0**	(2.2)	**-21.4**	(2.4)	**-11.0**	(2.1)	**-24.1**	(2.2)	**-16.7**	(2.4)
	Norway	**-27.8**	(2.1)	**-13.9**	(2.4)	**-15.3**	(2.3)	**-19.7**	(2.2)	**-10.8**	(2.2)
	Poland	**-17.8**	(2.1)	**-17.2**	(2.1)	**-22.2**	(2.5)	**-19.8**	(2.2)	**-19.2**	(2.5)
	Portugal	**-11.4**	(1.8)	**-6.0**	(1.5)	**-18.1**	(1.9)	**-20.9**	(2.3)	**-7.0**	(2.2)
	Slovak Republic	**-5.2**	(2.2)	**-6.1**	(2.4)	**-12.9**	(2.4)	**-18.8**	(2.2)	**-7.0**	(2.3)
	Slovenia	**-25.9**	(2.6)	**-12.0**	(2.4)	**-18.0**	(2.6)	**-16.0**	(2.4)	**-6.9**	(2.5)
	Spain	**-10.7**	(1.9)	**7.3**	(1.5)	**-17.4**	(2.0)	**-26.4**	(2.0)	**-14.8**	(2.0)
	Sweden	**-29.0**	(2.4)	**-25.2**	(2.2)	**-11.3**	(2.4)	**-18.5**	(2.5)	-3.8	(2.0)
	Switzerland	**-20.7**	(2.1)	**-16.1**	(2.4)	**-17.9**	(2.3)	**-14.2**	(1.7)	-5.1	(2.6)
	Turkey	-4.0	(2.7)	-1.1	(2.7)	**-15.2**	(2.9)	**-5.4**	(2.4)	**9.1**	(2.6)
	United Kingdom	**-17.1**	(2.1)	**-17.2**	(1.9)	**-10.6**	(1.7)	**-15.3**	(2.3)	**-11.8**	(2.5)
	United States	**-22.6**	(2.2)	**-18.0**	(2.5)	**-14.5**	(2.4)	**-20.1**	(2.3)	**-5.7**	(2.2)
	OECD average	**-17.9**	(0.4)	**-12.5**	(0.4)	**-16.5**	(0.4)	**-17.8**	(0.4)	**-7.1**	(0.4)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	**-3.4**	(1.3)	**4.7**	(0.9)	**-11.1**	(1.5)	**-23.9**	(1.8)	**-12.2**	(1.5)
	B-S-J-G (China)	**-23.1**	(1.8)	**-7.2**	(1.9)	**-19.2**	(2.3)	**-20.0**	(2.1)	**-14.5**	(2.1)
	Bulgaria	**-7.5**	(2.8)	**-8.9**	(2.7)	**-8.1**	(2.5)	**-17.0**	(2.8)	2.4	(2.3)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	**-5.0**	(2.2)	**14.1**	(1.6)	**-9.9**	(1.8)	**-9.0**	(2.2)	**-11.3**	(2.0)
	Costa Rica	**-12.2**	(1.9)	**5.5**	(1.5)	**-9.4**	(2.0)	**-25.3**	(2.4)	**-15.3**	(2.8)
	Croatia	**-6.5**	(2.4)	**-6.0**	(2.0)	**-13.2**	(2.3)	**-16.9**	(2.2)	**-9.4**	(2.4)
	Cyprus*	**-25.2**	(2.4)	**-29.3**	(2.3)	**-17.2**	(2.4)	**-21.0**	(2.1)	**-8.7**	(2.3)
	Dominican Republic	2.2	(3.1)	**23.1**	(2.2)	-4.1	(2.8)	**-12.7**	(2.9)	**-7.7**	(3.1)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	**-10.4**	(2.4)	**-6.1**	(2.0)	**-11.7**	(2.7)	**-19.5**	(2.5)	**-8.6**	(2.7)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	**-9.7**	(2.2)	-2.7	(2.4)	**-6.5**	(2.1)	**-18.3**	(2.4)	-3.5	(2.5)
	Macao (China)	**-17.3**	(2.1)	**-11.6**	(2.1)	**-15.4**	(2.4)	**-22.5**	(2.4)	**-6.0**	(2.3)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	**-9.8**	(2.1)	**-14.0**	(2.4)	**-7.2**	(2.4)	**-20.7**	(2.4)	**-12.8**	(2.1)
	Peru	**-4.6**	(2.3)	**16.7**	(1.8)	**-14.1**	(2.1)	**-23.1**	(2.3)	**-12.9**	(2.3)
	Qatar	**-11.0**	(1.5)	**-6.6**	(1.4)	-1.3	(1.6)	**-21.1**	(1.8)	**-4.9**	(1.5)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	**-20.3**	(2.7)	**-6.4**	(2.2)	**-22.9**	(3.1)	**-23.0**	(2.9)	**-7.0**	(3.1)
	Singapore	**-12.9**	(1.8)	**-9.0**	(1.6)	**-12.6**	(1.7)	**-25.2**	(2.1)	**-13.5**	(2.0)
	Chinese Taipei	**-13.4**	(1.5)	-0.4	(1.5)	**-7.2**	(2.1)	**-10.2**	(1.8)	-0.3	(1.9)
	Thailand	3.4	(2.1)	**5.5**	(2.1)	**-11.4**	(2.3)	**-10.9**	(2.7)	**-11.8**	(2.5)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	**-7.7**	(2.8)	**16.8**	(2.5)	**-30.1**	(2.8)	**-33.1**	(2.8)	**-16.4**	(2.6)
	United Arab Emirates	**-12.0**	(1.8)	**-5.1**	(1.6)	**-6.5**	(1.6)	**-17.8**	(1.9)	**-4.3**	(1.8)
	Uruguay	**-19.0**	(2.0)	2.2	(1.6)	-3.2	(2.2)	**-35.1**	(2.2)	**-22.3**	(2.4)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	**-4.4**	(2.0)	**13.3**	(2.0)	**-6.0**	(1.9)	**-5.8**	(2.2)	-1.6	(2.0)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470681

[Part 1/3]

Table III.4.5 Index of schoolwork-related anxiety, by student characteristics

Results based on students' self-reports

		Index of schoolwork-related anxiety, by:											
		All students				National quarters of the index of schoolwork-related anxiety							
		Average		Variability of this index		Bottom quarter		Second quarter		Third quarter		Top quarter	
		Mean index	S.E.	S.D.	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.
OECD	Australia	0.19	(0.01)	0.97	(0.01)	-0.95	(0.01)	-0.12	(0.00)	0.41	(0.00)	1.43	(0.01)
	Austria	-0.10	(0.02)	1.03	(0.01)	-1.34	(0.01)	-0.47	(0.01)	0.15	(0.01)	1.24	(0.02)
	Belgium	-0.16	(0.01)	0.99	(0.01)	-1.38	(0.02)	-0.43	(0.00)	0.11	(0.00)	1.05	(0.01)
	Canada	0.17	(0.01)	1.06	(0.01)	-1.10	(0.01)	-0.17	(0.00)	0.43	(0.00)	1.51	(0.01)
	Chile	0.10	(0.02)	0.92	(0.01)	-1.04	(0.01)	-0.20	(0.00)	0.36	(0.00)	1.26	(0.01)
	Czech Republic	-0.21	(0.02)	0.91	(0.01)	-1.31	(0.02)	-0.43	(0.00)	0.03	(0.00)	0.89	(0.01)
	Denmark	0.09	(0.01)	0.91	(0.01)	-1.00	(0.02)	-0.20	(0.00)	0.32	(0.00)	1.22	(0.01)
	Estonia	-0.22	(0.01)	0.93	(0.01)	-1.33	(0.02)	-0.46	(0.00)	0.01	(0.00)	0.92	(0.02)
	Finland	-0.41	(0.01)	0.87	(0.01)	-1.49	(0.02)	-0.63	(0.00)	-0.19	(0.00)	0.66	(0.01)
	France	-0.10	(0.02)	1.04	(0.01)	-1.38	(0.02)	-0.37	(0.00)	0.19	(0.00)	1.17	(0.02)
	Germany	-0.33	(0.01)	0.94	(0.01)	-1.47	(0.01)	-0.64	(0.00)	-0.09	(0.00)	0.88	(0.01)
	Greece	-0.09	(0.01)	0.88	(0.01)	-1.16	(0.02)	-0.35	(0.00)	0.15	(0.00)	1.00	(0.02)
	Hungary	-0.10	(0.02)	0.96	(0.01)	-1.27	(0.02)	-0.36	(0.00)	0.17	(0.00)	1.07	(0.02)
	Iceland	-0.12	(0.02)	1.17	(0.02)	-1.52	(0.02)	-0.48	(0.01)	0.17	(0.01)	1.37	(0.03)
	Ireland	0.15	(0.02)	0.89	(0.01)	-0.90	(0.02)	-0.14	(0.00)	0.35	(0.00)	1.26	(0.02)
	Israel	-0.27	(0.02)	0.96	(0.01)	-1.45	(0.02)	-0.51	(0.01)	0.00	(0.00)	0.90	(0.02)
	Italy	0.45	(0.01)	0.95	(0.01)	-0.73	(0.01)	0.18	(0.00)	0.72	(0.01)	1.64	(0.01)
	Japan	0.26	(0.01)	0.99	(0.01)	-0.94	(0.02)	-0.02	(0.00)	0.50	(0.00)	1.50	(0.01)
	Korea	0.10	(0.01)	0.94	(0.01)	-1.01	(0.02)	-0.16	(0.00)	0.35	(0.00)	1.23	(0.02)
	Latvia	-0.14	(0.01)	0.88	(0.01)	-1.17	(0.01)	-0.40	(0.00)	0.05	(0.01)	0.96	(0.02)
	Luxembourg	-0.16	(0.01)	1.05	(0.01)	-1.46	(0.02)	-0.47	(0.00)	0.14	(0.00)	1.16	(0.02)
	Mexico	0.26	(0.02)	0.93	(0.01)	-0.89	(0.01)	-0.01	(0.01)	0.52	(0.00)	1.42	(0.01)
	Netherlands	-0.54	(0.02)	0.86	(0.01)	-1.64	(0.02)	-0.69	(0.00)	-0.31	(0.00)	0.48	(0.01)
	New Zealand	0.27	(0.01)	0.96	(0.01)	-0.87	(0.02)	-0.03	(0.01)	0.48	(0.00)	1.50	(0.02)
	Norway	0.07	(0.02)	1.09	(0.01)	-1.24	(0.02)	-0.28	(0.00)	0.34	(0.00)	1.46	(0.02)
	Poland	-0.11	(0.02)	0.95	(0.01)	-1.23	(0.02)	-0.39	(0.00)	0.09	(0.01)	1.08	(0.02)
	Portugal	0.48	(0.01)	0.93	(0.01)	-0.65	(0.01)	0.20	(0.00)	0.70	(0.01)	1.66	(0.02)
	Slovak Republic	-0.17	(0.02)	0.92	(0.01)	-1.30	(0.02)	-0.39	(0.00)	0.09	(0.00)	0.92	(0.01)
	Slovenia	0.06	(0.01)	0.91	(0.01)	-1.03	(0.02)	-0.22	(0.00)	0.30	(0.00)	1.18	(0.02)
	Spain	0.40	(0.01)	0.88	(0.01)	-0.69	(0.01)	0.13	(0.00)	0.67	(0.00)	1.48	(0.01)
	Sweden	0.05	(0.02)	1.05	(0.02)	-1.20	(0.02)	-0.29	(0.00)	0.30	(0.00)	1.37	(0.02)
	Switzerland	-0.44	(0.01)	0.97	(0.01)	-1.64	(0.02)	-0.72	(0.01)	-0.18	(0.01)	0.78	(0.02)
	Turkey	0.31	(0.02)	1.06	(0.01)	-0.97	(0.02)	0.00	(0.00)	0.55	(0.00)	1.66	(0.02)
	United Kingdom	0.25	(0.01)	0.97	(0.01)	-0.89	(0.02)	-0.07	(0.00)	0.46	(0.00)	1.51	(0.02)
	United States	0.19	(0.02)	1.00	(0.01)	-1.01	(0.02)	-0.13	(0.00)	0.44	(0.00)	1.46	(0.02)
	OECD average	0.01	(0.00)	0.96	(0.00)	-1.16	(0.00)	-0.28	(0.00)	0.25	(0.00)	1.21	(0.00)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	0.60	(0.01)	0.82	(0.01)	-0.36	(0.01)	0.36	(0.00)	0.74	(0.00)	1.66	(0.01)
	B-S-J-G (China)	0.23	(0.01)	0.88	(0.01)	-0.79	(0.01)	-0.03	(0.00)	0.44	(0.00)	1.30	(0.02)
	Bulgaria	-0.09	(0.02)	1.05	(0.01)	-1.43	(0.02)	-0.31	(0.00)	0.26	(0.00)	1.12	(0.02)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	0.52	(0.01)	0.76	(0.01)	-0.39	(0.01)	0.29	(0.00)	0.70	(0.00)	1.47	(0.01)
	Costa Rica	0.60	(0.01)	0.89	(0.01)	-0.46	(0.02)	0.31	(0.01)	0.80	(0.00)	1.75	(0.02)
	Croatia	0.00	(0.02)	0.91	(0.02)	-1.08	(0.02)	-0.27	(0.00)	0.23	(0.00)	1.13	(0.02)
	Cyprus*	-0.08	(0.01)	0.96	(0.01)	-1.24	(0.02)	-0.37	(0.00)	0.19	(0.00)	1.12	(0.01)
	Dominican Republic	0.41	(0.02)	0.94	(0.01)	-0.72	(0.02)	0.16	(0.01)	0.62	(0.00)	1.59	(0.02)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	0.33	(0.01)	0.99	(0.02)	-0.85	(0.02)	0.06	(0.00)	0.53	(0.00)	1.57	(0.02)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	-0.07	(0.02)	1.12	(0.01)	-1.50	(0.02)	-0.37	(0.01)	0.28	(0.01)	1.32	(0.02)
	Macao (China)	0.37	(0.01)	0.98	(0.01)	-0.80	(0.02)	0.07	(0.01)	0.58	(0.00)	1.62	(0.02)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	0.09	(0.01)	1.04	(0.01)	-1.21	(0.02)	-0.15	(0.01)	0.40	(0.00)	1.33	(0.02)
	Peru	0.14	(0.01)	0.71	(0.01)	-0.72	(0.01)	-0.08	(0.00)	0.34	(0.00)	1.01	(0.01)
	Qatar	0.22	(0.01)	0.97	(0.01)	-0.94	(0.01)	-0.07	(0.00)	0.45	(0.00)	1.45	(0.01)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	-0.05	(0.02)	0.87	(0.01)	-1.10	(0.02)	-0.27	(0.00)	0.19	(0.00)	0.98	(0.02)
	Singapore	0.57	(0.01)	0.95	(0.01)	-0.58	(0.02)	0.28	(0.00)	0.78	(0.01)	1.80	(0.01)
	Chinese Taipei	0.39	(0.01)	0.92	(0.01)	-0.72	(0.01)	0.14	(0.00)	0.57	(0.00)	1.55	(0.01)
	Thailand	0.11	(0.02)	0.80	(0.01)	-0.85	(0.02)	-0.09	(0.00)	0.39	(0.00)	1.01	(0.01)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	0.10	(0.02)	0.92	(0.01)	-1.03	(0.02)	-0.18	(0.00)	0.36	(0.00)	1.24	(0.02)
	United Arab Emirates	0.20	(0.01)	0.93	(0.01)	-0.92	(0.01)	-0.08	(0.00)	0.44	(0.00)	1.36	(0.01)
	Uruguay	0.46	(0.01)	0.87	(0.01)	-0.60	(0.02)	0.22	(0.01)	0.70	(0.00)	1.53	(0.01)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.36	(0.01)	0.72	(0.01)	-0.50	(0.01)	0.14	(0.00)	0.52	(0.00)	1.26	(0.01)

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470715

[Part 2/3]

Table III.4.5 Index of schoolwork-related anxiety, by student characteristics

Results based on students' self-reports

		Index of schoolwork-related anxiety, by:									
		National quarters of the ESCS[1] index									
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter	
		Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Dif.	S.E.
OECD	Australia	0.26	(0.02)	0.19	(0.02)	0.19	(0.02)	0.14	(0.02)	**-0.12**	(0.03)
	Austria	0.04	(0.03)	-0.08	(0.03)	-0.13	(0.03)	-0.25	(0.03)	**-0.29**	(0.05)
	Belgium	-0.12	(0.03)	-0.12	(0.02)	-0.17	(0.02)	-0.24	(0.03)	**-0.13**	(0.04)
	Canada	0.20	(0.02)	0.22	(0.02)	0.18	(0.02)	0.07	(0.03)	**-0.13**	(0.04)
	Chile	0.19	(0.02)	0.12	(0.03)	0.09	(0.03)	-0.02	(0.03)	**-0.21**	(0.04)
	Czech Republic	-0.20	(0.02)	-0.19	(0.03)	-0.19	(0.03)	-0.23	(0.03)	-0.03	(0.03)
	Denmark	0.23	(0.03)	0.15	(0.03)	0.05	(0.03)	-0.07	(0.03)	**-0.29**	(0.05)
	Estonia	-0.18	(0.03)	-0.14	(0.03)	-0.23	(0.03)	-0.32	(0.03)	**-0.14**	(0.04)
	Finland	-0.35	(0.03)	-0.34	(0.03)	-0.42	(0.02)	-0.53	(0.02)	**-0.18**	(0.04)
	France	-0.10	(0.03)	-0.02	(0.03)	-0.15	(0.03)	-0.11	(0.03)	-0.01	(0.04)
	Germany	-0.26	(0.03)	-0.23	(0.03)	-0.31	(0.02)	-0.49	(0.03)	**-0.23**	(0.04)
	Greece	-0.03	(0.03)	-0.07	(0.02)	-0.06	(0.03)	-0.21	(0.03)	**-0.18**	(0.04)
	Hungary	-0.04	(0.03)	-0.10	(0.04)	-0.08	(0.03)	-0.19	(0.03)	**-0.15**	(0.04)
	Iceland	-0.01	(0.04)	-0.01	(0.04)	-0.13	(0.05)	-0.31	(0.05)	**-0.30**	(0.07)
	Ireland	0.20	(0.03)	0.24	(0.03)	0.14	(0.03)	0.00	(0.03)	**-0.20**	(0.04)
	Israel	-0.15	(0.03)	-0.26	(0.03)	-0.28	(0.03)	-0.37	(0.03)	**-0.22**	(0.04)
	Italy	0.49	(0.03)	0.47	(0.02)	0.48	(0.03)	0.38	(0.03)	**-0.11**	(0.04)
	Japan	0.19	(0.03)	0.26	(0.03)	0.30	(0.03)	0.30	(0.02)	**0.11**	(0.04)
	Korea	0.03	(0.03)	0.11	(0.02)	0.14	(0.02)	0.14	(0.03)	**0.11**	(0.04)
	Latvia	-0.09	(0.03)	-0.11	(0.03)	-0.12	(0.02)	-0.22	(0.03)	**-0.14**	(0.04)
	Luxembourg	0.03	(0.03)	-0.10	(0.03)	-0.21	(0.03)	-0.33	(0.03)	**-0.36**	(0.04)
	Mexico	0.30	(0.03)	0.30	(0.03)	0.22	(0.03)	0.22	(0.03)	-0.08	(0.04)
	Netherlands	-0.53	(0.03)	-0.54	(0.03)	-0.55	(0.03)	-0.54	(0.02)	-0.01	(0.04)
	New Zealand	0.35	(0.03)	0.31	(0.03)	0.22	(0.03)	0.20	(0.03)	**-0.16**	(0.04)
	Norway	0.15	(0.04)	0.12	(0.03)	0.07	(0.04)	-0.06	(0.03)	**-0.21**	(0.05)
	Poland	0.00	(0.03)	-0.12	(0.03)	-0.12	(0.03)	-0.20	(0.03)	**-0.20**	(0.04)
	Portugal	0.53	(0.03)	0.51	(0.02)	0.52	(0.03)	0.36	(0.03)	**-0.17**	(0.04)
	Slovak Republic	-0.14	(0.03)	-0.14	(0.02)	-0.18	(0.03)	-0.20	(0.03)	-0.06	(0.04)
	Slovenia	0.14	(0.03)	0.05	(0.03)	0.05	(0.03)	-0.01	(0.03)	**-0.15**	(0.04)
	Spain	0.41	(0.03)	0.43	(0.03)	0.42	(0.02)	0.34	(0.02)	**-0.07**	(0.03)
	Sweden	0.23	(0.03)	0.08	(0.03)	0.01	(0.03)	-0.12	(0.03)	**-0.35**	(0.04)
	Switzerland	-0.34	(0.03)	-0.44	(0.03)	-0.41	(0.03)	-0.55	(0.04)	**-0.21**	(0.05)
	Turkey	0.30	(0.04)	0.34	(0.03)	0.32	(0.03)	0.27	(0.03)	-0.03	(0.05)
	United Kingdom	0.32	(0.03)	0.28	(0.03)	0.26	(0.03)	0.16	(0.03)	**-0.15**	(0.04)
	United States	0.30	(0.03)	0.26	(0.03)	0.15	(0.03)	0.06	(0.04)	**-0.24**	(0.05)
	OECD average	0.07	(0.01)	0.04	(0.00)	0.00	(0.00)	-0.08	(0.00)	**-0.15**	(0.01)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	0.65	(0.02)	0.58	(0.01)	0.60	(0.02)	0.57	(0.02)	**-0.08**	(0.02)
	B-S-J-G (China)	0.24	(0.03)	0.26	(0.03)	0.27	(0.02)	0.15	(0.02)	**-0.08**	(0.04)
	Bulgaria	-0.04	(0.03)	-0.10	(0.03)	-0.09	(0.04)	-0.13	(0.03)	-0.09	(0.05)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	0.56	(0.03)	0.50	(0.02)	0.52	(0.02)	0.50	(0.02)	-0.06	(0.03)
	Costa Rica	0.67	(0.02)	0.63	(0.03)	0.55	(0.03)	0.55	(0.03)	**-0.12**	(0.04)
	Croatia	0.03	(0.02)	0.00	(0.03)	-0.03	(0.03)	0.01	(0.03)	-0.02	(0.04)
	Cyprus*	0.08	(0.03)	-0.09	(0.03)	-0.10	(0.03)	-0.20	(0.02)	**-0.28**	(0.04)
	Dominican Republic	0.42	(0.03)	0.43	(0.03)	0.40	(0.04)	0.41	(0.02)	-0.01	(0.04)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	0.30	(0.03)	0.34	(0.03)	0.37	(0.04)	0.30	(0.04)	0.00	(0.04)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	-0.10	(0.03)	-0.02	(0.03)	-0.07	(0.03)	-0.09	(0.03)	0.01	(0.05)
	Macao (China)	0.43	(0.03)	0.39	(0.03)	0.39	(0.03)	0.26	(0.03)	**-0.17**	(0.04)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	0.17	(0.03)	0.15	(0.03)	0.05	(0.03)	0.00	(0.03)	**-0.17**	(0.04)
	Peru	0.12	(0.02)	0.17	(0.02)	0.17	(0.02)	0.09	(0.02)	-0.03	(0.03)
	Qatar	0.27	(0.02)	0.23	(0.02)	0.20	(0.02)	0.18	(0.02)	**-0.09**	(0.03)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	0.06	(0.03)	-0.03	(0.03)	-0.06	(0.03)	-0.17	(0.04)	**-0.23**	(0.04)
	Singapore	0.65	(0.03)	0.62	(0.03)	0.57	(0.03)	0.44	(0.03)	**-0.21**	(0.03)
	Chinese Taipei	0.36	(0.02)	0.41	(0.02)	0.41	(0.02)	0.36	(0.03)	0.00	(0.04)
	Thailand	0.08	(0.03)	0.07	(0.03)	0.13	(0.03)	0.19	(0.03)	**0.11**	(0.03)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	0.21	(0.03)	0.17	(0.03)	0.08	(0.03)	-0.08	(0.04)	**-0.29**	(0.05)
	United Arab Emirates	0.23	(0.02)	0.18	(0.02)	0.21	(0.02)	0.18	(0.02)	**-0.06**	(0.03)
	Uruguay	0.57	(0.03)	0.49	(0.03)	0.42	(0.03)	0.38	(0.03)	**-0.20**	(0.04)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.29	(0.02)	0.35	(0.02)	0.38	(0.02)	0.40	(0.02)	**0.11**	(0.03)

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470715

[Part 3/3]

Table III.4.5 Index of schoolwork-related anxiety, by student characteristics

Results based on students' self-reports

		Index of schoolwork-related anxiety, by:													
		Gender						Immigrant background							
		Boys		Girls		Gender difference (B – G)		Non-immigrant		First-generation		Second-generation		Difference by immigrant background (non-immigrant – first-generation)	
		Mean index	S.E.	Mean index	S.E.	Dif.	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Dif.	S.E.
OECD	Australia	-0.07	(0.02)	0.45	(0.02)	**-0.52**	(0.02)	0.16	(0.01)	0.25	(0.03)	0.32	(0.03)	**-0.09**	(0.03)
	Austria	-0.27	(0.02)	0.06	(0.02)	**-0.33**	(0.03)	-0.17	(0.02)	0.12	(0.06)	0.14	(0.03)	**-0.28**	(0.06)
	Belgium	-0.40	(0.02)	0.08	(0.02)	**-0.48**	(0.02)	-0.17	(0.01)	-0.10	(0.05)	-0.16	(0.04)	-0.06	(0.05)
	Canada	-0.12	(0.02)	0.45	(0.02)	**-0.57**	(0.03)	0.13	(0.01)	0.20	(0.03)	0.28	(0.03)	-0.06	(0.03)
	Chile	-0.04	(0.02)	0.24	(0.02)	**-0.28**	(0.03)	0.10	(0.02)	-0.03	(0.08)	-0.26	(0.11)	0.12	(0.08)
	Czech Republic	-0.38	(0.02)	-0.02	(0.02)	**-0.36**	(0.02)	-0.20	(0.02)	-0.35	(0.16)	-0.15	(0.10)	0.15	(0.15)
	Denmark	-0.22	(0.02)	0.39	(0.02)	**-0.60**	(0.03)	0.08	(0.01)	0.15	(0.10)	0.20	(0.03)	-0.08	(0.10)
	Estonia	-0.44	(0.02)	0.01	(0.02)	**-0.46**	(0.03)	-0.22	(0.01)	-0.03	(0.25)	-0.17	(0.05)	-0.19	(0.25)
	Finland	-0.58	(0.02)	-0.23	(0.02)	**-0.35**	(0.02)	-0.42	(0.01)	-0.07	(0.09)	-0.12	(0.08)	**-0.36**	(0.09)
	France	-0.34	(0.02)	0.14	(0.02)	**-0.48**	(0.03)	-0.12	(0.02)	0.06	(0.06)	-0.01	(0.06)	**-0.17**	(0.06)
	Germany	-0.53	(0.02)	-0.14	(0.02)	**-0.39**	(0.02)	-0.35	(0.01)	-0.14	(0.08)	-0.23	(0.03)	**-0.21**	(0.08)
	Greece	-0.24	(0.02)	0.07	(0.02)	**-0.30**	(0.02)	-0.11	(0.01)	-0.11	(0.10)	0.09	(0.07)	0.01	(0.10)
	Hungary	-0.28	(0.02)	0.08	(0.02)	**-0.36**	(0.03)	-0.10	(0.02)	-0.15	(0.21)	-0.09	(0.09)	0.05	(0.22)
	Iceland	-0.49	(0.03)	0.23	(0.03)	**-0.71**	(0.04)	-0.13	(0.02)	0.01	(0.11)	0.25	(0.21)	-0.14	(0.10)
	Ireland	-0.05	(0.02)	0.35	(0.02)	**-0.41**	(0.03)	0.13	(0.02)	0.19	(0.04)	0.25	(0.07)	-0.06	(0.04)
	Israel	-0.47	(0.02)	-0.07	(0.02)	**-0.40**	(0.02)	-0.28	(0.02)	-0.34	(0.09)	-0.17	(0.05)	0.06	(0.09)
	Italy	0.22	(0.02)	0.69	(0.02)	**-0.47**	(0.02)	0.45	(0.01)	0.44	(0.09)	0.60	(0.07)	0.01	(0.09)
	Japan	0.16	(0.02)	0.37	(0.02)	**-0.21**	(0.03)	0.26	(0.01)	c	c	c	c	c	c
	Korea	0.00	(0.02)	0.22	(0.02)	**-0.22**	(0.03)	0.10	(0.01)	c	c	m	m	c	c
	Latvia	-0.30	(0.02)	0.03	(0.02)	**-0.33**	(0.03)	-0.14	(0.01)	-0.17	(0.17)	-0.11	(0.08)	0.03	(0.17)
	Luxembourg	-0.41	(0.02)	0.10	(0.02)	**-0.51**	(0.03)	-0.26	(0.02)	-0.09	(0.03)	-0.03	(0.02)	**-0.18**	(0.04)
	Mexico	0.10	(0.02)	0.42	(0.02)	**-0.32**	(0.02)	0.25	(0.02)	0.35	(0.08)	c	c	-0.10	(0.08)
	Netherlands	-0.72	(0.02)	-0.36	(0.02)	**-0.36**	(0.02)	-0.56	(0.02)	-0.29	(0.10)	-0.37	(0.04)	**-0.28**	(0.10)
	New Zealand	0.05	(0.02)	0.49	(0.02)	**-0.44**	(0.03)	0.26	(0.02)	0.26	(0.04)	0.35	(0.04)	0.00	(0.05)
	Norway	-0.30	(0.02)	0.44	(0.02)	**-0.74**	(0.03)	0.04	(0.02)	0.25	(0.07)	0.30	(0.05)	**-0.21**	(0.07)
	Poland	-0.31	(0.02)	0.09	(0.02)	**-0.40**	(0.03)	-0.11	(0.02)	c	c	c	c	c	c
	Portugal	0.20	(0.02)	0.76	(0.02)	**-0.56**	(0.03)	0.48	(0.01)	0.45	(0.07)	0.32	(0.07)	0.03	(0.07)
	Slovak Republic	-0.34	(0.02)	0.01	(0.02)	**-0.35**	(0.03)	-0.16	(0.02)	-0.64	(0.28)	-0.41	(0.23)	0.48	(0.28)
	Slovenia	-0.18	(0.02)	0.32	(0.02)	**-0.50**	(0.02)	0.05	(0.01)	0.25	(0.07)	0.16	(0.07)	**-0.20**	(0.07)
	Spain	0.19	(0.02)	0.60	(0.02)	**-0.41**	(0.02)	0.38	(0.01)	0.51	(0.04)	0.56	(0.08)	**-0.12**	(0.04)
	Sweden	-0.27	(0.02)	0.36	(0.03)	**-0.63**	(0.04)	0.00	(0.02)	0.23	(0.05)	0.27	(0.04)	**-0.23**	(0.06)
	Switzerland	-0.64	(0.02)	-0.22	(0.02)	**-0.42**	(0.03)	-0.52	(0.02)	-0.26	(0.04)	-0.25	(0.03)	**-0.26**	(0.05)
	Turkey	0.09	(0.03)	0.52	(0.02)	**-0.43**	(0.03)	0.32	(0.02)	c	c	0.15	(0.30)	c	c
	United Kingdom	-0.03	(0.02)	0.53	(0.02)	**-0.56**	(0.02)	0.26	(0.02)	0.27	(0.05)	0.27	(0.04)	-0.01	(0.05)
	United States	-0.08	(0.02)	0.46	(0.02)	**-0.53**	(0.03)	0.15	(0.02)	0.35	(0.05)	0.35	(0.03)	**-0.21**	(0.06)
	OECD average	-0.21	(0.00)	0.23	(0.00)	**-0.44**	(0.00)	-0.01	(0.00)	0.05	(0.02)	0.07	(0.02)	**-0.08**	(0.02)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	0.42	(0.01)	0.76	(0.01)	**-0.34**	(0.02)	0.60	(0.01)	-0.08	(0.19)	0.47	(0.14)	**0.69**	(0.19)
	B-S-J-G (China)	0.17	(0.02)	0.30	(0.02)	**-0.13**	(0.03)	0.23	(0.01)	m	m	m	m	m	m
	Bulgaria	-0.27	(0.02)	0.11	(0.02)	**-0.39**	(0.03)	-0.09	(0.02)	m	m	m	m	m	m
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	0.39	(0.02)	0.64	(0.02)	**-0.25**	(0.02)	0.52	(0.01)	c	c	0.69	(0.20)	c	c
	Costa Rica	0.42	(0.02)	0.77	(0.02)	**-0.34**	(0.03)	0.60	(0.01)	0.47	(0.07)	0.62	(0.05)	0.14	(0.08)
	Croatia	-0.22	(0.02)	0.21	(0.02)	**-0.43**	(0.03)	0.00	(0.02)	0.11	(0.11)	0.01	(0.05)	-0.11	(0.11)
	Cyprus*	-0.19	(0.02)	0.03	(0.02)	**-0.22**	(0.03)	-0.09	(0.01)	0.05	(0.05)	0.02	(0.07)	**-0.14**	(0.05)
	Dominican Republic	0.32	(0.02)	0.50	(0.02)	**-0.18**	(0.03)	0.42	(0.02)	0.14	(0.21)	0.31	(0.10)	0.28	(0.21)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	0.18	(0.02)	0.48	(0.02)	**-0.30**	(0.03)	0.33	(0.02)	0.18	(0.04)	0.42	(0.03)	**0.15**	(0.04)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	-0.36	(0.02)	0.23	(0.02)	**-0.59**	(0.03)	-0.06	(0.01)	-0.29	(0.40)	-0.08	(0.09)	0.22	(0.40)
	Macao (China)	0.24	(0.02)	0.49	(0.02)	**-0.25**	(0.03)	0.39	(0.02)	0.28	(0.03)	0.39	(0.02)	**0.11**	(0.05)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	-0.15	(0.02)	0.34	(0.02)	**-0.48**	(0.03)	0.10	(0.01)	-0.19	(0.13)	0.17	(0.07)	**0.29**	(0.13)
	Peru	0.07	(0.01)	0.20	(0.01)	**-0.14**	(0.02)	0.14	(0.01)	c	c	c	c	c	c
	Qatar	0.08	(0.01)	0.35	(0.01)	**-0.27**	(0.02)	0.30	(0.02)	0.15	(0.01)	0.19	(0.02)	**0.14**	(0.02)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	-0.25	(0.02)	0.14	(0.02)	**-0.38**	(0.03)	-0.06	(0.02)	0.06	(0.09)	0.06	(0.07)	-0.12	(0.09)
	Singapore	0.44	(0.02)	0.71	(0.02)	**-0.27**	(0.03)	0.63	(0.01)	0.31	(0.05)	0.39	(0.04)	**0.32**	(0.05)
	Chinese Taipei	0.28	(0.02)	0.49	(0.01)	**-0.21**	(0.03)	0.39	(0.01)	c	c	c	c	c	c
	Thailand	0.02	(0.02)	0.19	(0.02)	**-0.17**	(0.03)	0.12	(0.02)	c	c	0.09	(0.06)	c	c
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	-0.07	(0.03)	0.23	(0.02)	**-0.30**	(0.03)	0.10	(0.02)	c	c	-0.11	(0.11)	c	c
	United Arab Emirates	0.08	(0.02)	0.32	(0.02)	**-0.24**	(0.02)	0.25	(0.02)	0.15	(0.02)	0.20	(0.02)	**0.11**	(0.02)
	Uruguay	0.30	(0.02)	0.61	(0.02)	**-0.31**	(0.02)	0.46	(0.01)	c	c	c	c	c	c
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.25	(0.01)	0.45	(0.02)	**-0.21**	(0.02)	0.36	(0.01)	c	c	0.32	(0.09)	c	c

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470715

[Part 1/1]

Table III.4.8a Index of schoolwork-related anxiety, by schools' performance in science

Results based on students' self-reports

		Average index of schoolwork-related anxiety, by schools' science performance								Difference between schools in the top 10th percentile of science performance and all other schools			
		Schools in the bottom 10th percentile of science performance		Schools in the bottom 25th percentile of science performance		Schools in the top 25th percentile of science performance		Schools in the top 10th percentile of science performance		Before accounting for students' performance in science		After accounting for students' performance in science	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Dif.	S.E.
OECD	Australia	0.23	(0.04)	0.23	(0.02)	0.17	(0.02)	0.20	(0.04)	0.01	(0.05)	**0.14**	(0.05)
	Austria	0.14	(0.12)	0.07	(0.06)	-0.21	(0.02)	-0.28	(0.03)	**-0.20**	(0.04)	**0.09**	(0.04)
	Belgium	-0.12	(0.14)	-0.03	(0.04)	-0.21	(0.02)	-0.26	(0.04)	**-0.11**	(0.04)	0.04	(0.05)
	Canada	0.15	(0.05)	0.18	(0.03)	0.16	(0.03)	0.19	(0.05)	0.03	(0.05)	**0.18**	(0.06)
	Chile	c	c	0.17	(0.07)	0.02	(0.03)	-0.06	(0.04)	**-0.18**	(0.04)	0.08	(0.04)
	Czech Republic	-0.31	(0.08)	-0.25	(0.04)	-0.22	(0.02)	-0.26	(0.03)	**-0.06**	(0.03)	**0.14**	(0.04)
	Denmark	0.12	(0.05)	0.13	(0.03)	0.05	(0.03)	0.07	(0.05)	-0.02	(0.05)	**0.14**	(0.05)
	Estonia	-0.28	(0.07)	-0.21	(0.04)	-0.25	(0.03)	-0.26	(0.05)	-0.04	(0.05)	**0.14**	(0.05)
	Finland	-0.38	(0.06)	-0.39	(0.03)	-0.45	(0.03)	-0.41	(0.06)	0.00	(0.06)	**0.16**	(0.07)
	France	-0.07	(0.09)	-0.12	(0.04)	-0.08	(0.03)	-0.09	(0.05)	0.01	(0.05)	**0.12**	(0.05)
	Germany	-0.22	(0.11)	-0.26	(0.04)	-0.39	(0.02)	-0.43	(0.04)	**-0.11**	(0.05)	**0.11**	(0.05)
	Greece	0.07	(0.13)	-0.12	(0.06)	-0.10	(0.02)	-0.12	(0.03)	-0.03	(0.04)	**0.09**	(0.04)
	Hungary	0.00	(0.19)	0.01	(0.07)	-0.13	(0.02)	-0.15	(0.04)	-0.06	(0.04)	**0.13**	(0.05)
	Iceland	0.03	(0.10)	-0.08	(0.05)	-0.16	(0.06)	-0.26	(0.10)	-0.15	(0.10)	0.07	(0.10)
	Ireland	0.20	(0.07)	0.21	(0.04)	0.04	(0.03)	-0.03	(0.05)	**-0.19**	(0.05)	-0.08	(0.05)
	Israel	-0.47	(0.09)	-0.31	(0.05)	-0.28	(0.03)	-0.30	(0.06)	-0.03	(0.06)	0.06	(0.06)
	Italy	0.43	(0.09)	0.41	(0.04)	0.48	(0.02)	0.42	(0.02)	-0.04	(0.03)	0.05	(0.04)
	Japan	0.08	(0.06)	0.12	(0.03)	0.36	(0.03)	0.30	(0.05)	0.04	(0.05)	0.02	(0.06)
	Korea	-0.20	(0.06)	-0.09	(0.04)	0.19	(0.04)	0.18	(0.06)	0.08	(0.06)	0.06	(0.06)
	Latvia	-0.13	(0.10)	-0.15	(0.05)	-0.17	(0.03)	-0.19	(0.04)	-0.06	(0.05)	0.07	(0.05)
	Luxembourg	0.01	(0.06)	-0.05	(0.03)	-0.27	(0.03)	-0.17	(0.05)	-0.01	(0.05)	**0.27**	(0.05)
	Mexico	0.22	(0.10)	0.24	(0.05)	0.19	(0.03)	0.15	(0.04)	**-0.12**	(0.04)	0.04	(0.05)
	Netherlands	-0.61	(0.05)	-0.58	(0.03)	-0.49	(0.03)	-0.53	(0.06)	0.01	(0.06)	0.03	(0.07)
	New Zealand	0.37	(0.07)	0.37	(0.04)	0.19	(0.03)	0.14	(0.05)	**-0.15**	(0.05)	0.00	(0.06)
	Norway	0.06	(0.06)	0.08	(0.04)	0.03	(0.04)	0.06	(0.06)	-0.01	(0.07)	0.12	(0.06)
	Poland	-0.07	(0.06)	-0.08	(0.03)	-0.17	(0.05)	-0.16	(0.08)	-0.06	(0.09)	0.16	(0.09)
	Portugal	0.55	(0.06)	0.50	(0.03)	0.42	(0.03)	0.40	(0.05)	-0.09	(0.05)	0.01	(0.05)
	Slovak Republic	-0.24	(0.09)	-0.23	(0.04)	-0.11	(0.02)	-0.10	(0.03)	**0.08**	(0.03)	**0.21**	(0.04)
	Slovenia	0.14	(0.10)	0.03	(0.04)	0.07	(0.02)	0.05	(0.04)	-0.01	(0.04)	**0.17**	(0.05)
	Spain	0.44	(0.05)	0.46	(0.03)	0.31	(0.02)	0.30	(0.04)	**-0.11**	(0.04)	-0.02	(0.04)
	Sweden	0.17	(0.08)	0.07	(0.04)	0.04	(0.03)	0.10	(0.09)	0.06	(0.09)	**0.29**	(0.10)
	Switzerland	-0.54	(0.05)	-0.51	(0.04)	-0.46	(0.04)	-0.57	(0.07)	**-0.15**	(0.07)	0.04	(0.09)
	Turkey	-0.02	(0.24)	0.17	(0.08)	0.31	(0.02)	0.26	(0.04)	-0.06	(0.05)	0.03	(0.06)
	United Kingdom	0.25	(0.06)	0.29	(0.04)	0.22	(0.03)	0.22	(0.06)	-0.03	(0.06)	0.10	(0.06)
	United States	0.18	(0.08)	0.23	(0.03)	0.15	(0.05)	0.19	(0.07)	-0.01	(0.08)	0.14	(0.08)
	OECD average	0.00	(0.02)	0.02	(0.01)	-0.02	(0.01)	-0.04	(0.01)	**-0.05**	(0.01)	**0.10**	(0.01)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	0.46	(0.05)	0.54	(0.02)	0.62	(0.02)	0.61	(0.03)	0.01	(0.03)	**0.08**	(0.04)
	B-S-J-G (China)	0.28	(0.06)	0.28	(0.03)	0.18	(0.03)	0.13	(0.04)	**-0.12**	(0.05)	0.03	(0.05)
	Bulgaria	-0.20	(0.14)	-0.15	(0.07)	-0.07	(0.03)	-0.11	(0.04)	-0.03	(0.05)	0.03	(0.05)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	0.40	(0.10)	0.44	(0.04)	0.54	(0.02)	0.54	(0.04)	0.02	(0.04)	0.05	(0.05)
	Costa Rica	0.61	(0.06)	0.59	(0.03)	0.55	(0.03)	0.45	(0.05)	**-0.17**	(0.06)	-0.04	(0.06)
	Croatia	-0.04	(0.08)	-0.08	(0.04)	0.08	(0.03)	0.03	(0.06)	0.03	(0.07)	**0.14**	(0.07)
	Cyprus*	-0.06	(0.07)	-0.01	(0.04)	-0.12	(0.02)	-0.10	(0.04)	-0.03	(0.05)	**0.17**	(0.05)
	Dominican Republic	0.27	(0.15)	0.35	(0.07)	0.46	(0.02)	0.52	(0.03)	**0.12**	(0.04)	**0.15**	(0.05)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	0.31	(0.05)	0.26	(0.03)	0.38	(0.03)	0.41	(0.05)	0.10	(0.05)	**0.19**	(0.05)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	-0.41	(0.10)	-0.23	(0.06)	0.00	(0.03)	-0.01	(0.04)	0.07	(0.05)	**0.20**	(0.05)
	Macao (China)	0.08	(0.08)	0.16	(0.05)	0.43	(0.02)	0.49	(0.04)	**0.14**	(0.04)	**0.27**	(0.05)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	-0.05	(0.06)	0.05	(0.04)	0.04	(0.02)	0.05	(0.05)	-0.05	(0.06)	0.05	(0.06)
	Peru	-0.01	(0.05)	0.02	(0.03)	0.13	(0.02)	0.11	(0.02)	-0.03	(0.03)	0.05	(0.03)
	Qatar	0.10	(0.06)	0.18	(0.03)	0.20	(0.01)	0.08	(0.02)	**-0.16**	(0.03)	-0.05	(0.03)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	0.15	(0.12)	0.03	(0.06)	-0.11	(0.03)	-0.11	(0.04)	-0.07	(0.05)	0.07	(0.05)
	Singapore	0.72	(0.04)	0.68	(0.02)	0.41	(0.03)	0.39	(0.05)	**-0.20**	(0.05)	-0.01	(0.05)
	Chinese Taipei	0.26	(0.04)	0.34	(0.03)	0.39	(0.03)	0.38	(0.05)	0.00	(0.06)	0.04	(0.06)
	Thailand	0.03	(0.05)	0.05	(0.04)	0.17	(0.03)	0.16	(0.04)	0.05	(0.04)	0.09	(0.05)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	0.12	(0.09)	0.18	(0.04)	-0.01	(0.03)	-0.04	(0.05)	**-0.16**	(0.05)	-0.02	(0.05)
	United Arab Emirates	0.10	(0.04)	0.15	(0.02)	0.18	(0.02)	0.16	(0.03)	-0.05	(0.03)	**0.07**	(0.04)
	Uruguay	0.49	(0.07)	0.50	(0.04)	0.38	(0.02)	0.34	(0.04)	**-0.14**	(0.04)	0.06	(0.04)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.27	(0.04)	0.29	(0.02)	0.43	(0.02)	0.39	(0.03)	0.04	(0.03)	0.01	(0.03)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470744

[Part 1/1]

Table III.4.9 Index of schoolwork-related anxiety and life satisfaction

Results based on students' self-reports

		Average life satisfaction, by national quarters of the index of schoolwork-related anxiety										Change in life satisfaction associated with a one-unit change in the index of schoolwork-related anxiety			
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter		Before accounting for students' socio-economic status		After accounting for students' socio-economic status	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean change	S.E.	Mean change	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	8.19	(0.06)	7.76	(0.05)	7.48	(0.08)	6.67	(0.06)	**-1.52**	(0.08)	**-0.56**	(0.03)	**-0.54**	(0.03)
	Belgium (excl. Flemish)	7.81	(0.07)	7.59	(0.06)	7.51	(0.07)	7.05	(0.09)	**-0.75**	(0.11)	**-0.26**	(0.04)	**-0.24**	(0.04)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	7.84	(0.06)	7.48	(0.07)	7.39	(0.06)	6.75	(0.09)	**-1.08**	(0.10)	**-0.44**	(0.04)	**-0.43**	(0.04)
	Czech Republic	7.55	(0.06)	7.30	(0.06)	7.02	(0.06)	6.35	(0.08)	**-1.20**	(0.09)	**-0.49**	(0.04)	**-0.49**	(0.04)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	7.98	(0.06)	7.67	(0.06)	7.51	(0.06)	6.86	(0.08)	**-1.12**	(0.10)	**-0.48**	(0.04)	**-0.46**	(0.04)
	Finland	8.46	(0.05)	8.12	(0.05)	7.88	(0.05)	7.10	(0.06)	**-1.37**	(0.07)	**-0.61**	(0.03)	**-0.59**	(0.03)
	France	8.02	(0.05)	7.84	(0.05)	7.55	(0.05)	7.11	(0.06)	**-0.91**	(0.08)	**-0.33**	(0.03)	**-0.32**	(0.03)
	Germany	8.04	(0.05)	7.76	(0.05)	7.19	(0.06)	6.41	(0.08)	**-1.63**	(0.08)	**-0.70**	(0.04)	**-0.69**	(0.04)
	Greece	7.49	(0.07)	7.14	(0.07)	6.78	(0.06)	6.26	(0.08)	**-1.23**	(0.12)	**-0.57**	(0.05)	**-0.56**	(0.05)
	Hungary	7.70	(0.07)	7.37	(0.07)	7.06	(0.07)	6.55	(0.08)	**-1.16**	(0.11)	**-0.44**	(0.04)	**-0.43**	(0.04)
	Iceland	8.74	(0.07)	8.22	(0.06)	7.74	(0.10)	6.48	(0.09)	**-2.25**	(0.11)	**-0.75**	(0.03)	**-0.73**	(0.03)
	Ireland	7.92	(0.05)	7.67	(0.05)	7.23	(0.06)	6.39	(0.07)	**-1.54**	(0.09)	**-0.65**	(0.04)	**-0.64**	(0.04)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	7.33	(0.06)	7.19	(0.07)	6.75	(0.07)	6.29	(0.07)	**-1.04**	(0.09)	**-0.44**	(0.04)	**-0.43**	(0.04)
	Japan	6.84	(0.07)	6.96	(0.05)	6.91	(0.05)	6.53	(0.06)	**-0.32**	(0.09)	**-0.11**	(0.04)	**-0.11**	(0.03)
	Korea	7.06	(0.06)	6.59	(0.07)	6.31	(0.07)	5.50	(0.08)	**-1.56**	(0.09)	**-0.57**	(0.03)	**-0.58**	(0.03)
	Latvia	7.62	(0.07)	7.54	(0.06)	7.39	(0.06)	6.93	(0.07)	**-0.68**	(0.10)	**-0.34**	(0.05)	**-0.32**	(0.04)
	Luxembourg	7.98	(0.07)	7.68	(0.05)	7.22	(0.07)	6.64	(0.07)	**-1.34**	(0.09)	**-0.49**	(0.03)	**-0.47**	(0.03)
	Mexico	8.49	(0.05)	8.45	(0.05)	8.21	(0.05)	7.93	(0.07)	**-0.56**	(0.08)	**-0.24**	(0.03)	**-0.24**	(0.03)
	Netherlands	8.25	(0.04)	8.03	(0.04)	7.74	(0.04)	7.29	(0.05)	**-0.96**	(0.07)	**-0.46**	(0.03)	**-0.46**	(0.03)
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	7.66	(0.08)	7.51	(0.07)	7.17	(0.07)	6.41	(0.09)	**-1.25**	(0.12)	**-0.51**	(0.04)	**-0.50**	(0.04)
	Portugal	7.61	(0.05)	7.48	(0.05)	7.33	(0.06)	7.04	(0.06)	**-0.56**	(0.08)	**-0.23**	(0.03)	**-0.23**	(0.03)
	Slovak Republic	7.87	(0.06)	7.62	(0.06)	7.43	(0.06)	6.96	(0.07)	**-0.92**	(0.09)	**-0.41**	(0.04)	**-0.41**	(0.04)
	Slovenia	7.78	(0.07)	7.48	(0.06)	7.11	(0.07)	6.34	(0.08)	**-1.44**	(0.11)	**-0.65**	(0.04)	**-0.65**	(0.04)
	Spain	7.56	(0.06)	7.55	(0.06)	7.48	(0.05)	7.10	(0.07)	**-0.46**	(0.09)	**-0.21**	(0.03)	**-0.20**	(0.03)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	8.37	(0.05)	7.95	(0.05)	7.51	(0.06)	7.05	(0.08)	**-1.32**	(0.09)	**-0.53**	(0.04)	**-0.52**	(0.04)
	Turkey	6.72	(0.09)	6.28	(0.10)	6.13	(0.09)	5.37	(0.09)	**-1.36**	(0.13)	**-0.48**	(0.05)	**-0.48**	(0.05)
	United Kingdom	7.84	(0.06)	7.35	(0.06)	7.01	(0.06)	5.75	(0.08)	**-2.09**	(0.10)	**-0.81**	(0.03)	**-0.80**	(0.03)
	United States	7.94	(0.06)	7.77	(0.06)	7.24	(0.07)	6.47	(0.07)	**-1.47**	(0.09)	**-0.56**	(0.04)	**-0.54**	(0.04)
	OECD average	7.81	(0.01)	7.55	(0.01)	7.26	(0.01)	6.63	(0.01)	**-1.18**	(0.02)	**-0.48**	(0.01)	**-0.47**	(0.01)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	7.55	(0.04)	7.73	(0.04)	7.62	(0.04)	7.48	(0.06)	-0.08	(0.07)	-0.01	(0.03)	-0.01	(0.03)
	B-S-J-G (China)	7.22	(0.07)	6.89	(0.07)	6.77	(0.07)	6.43	(0.09)	**-0.79**	(0.11)	**-0.34**	(0.04)	**-0.33**	(0.04)
	Bulgaria	7.82	(0.08)	7.62	(0.07)	7.35	(0.07)	6.92	(0.08)	**-0.90**	(0.11)	**-0.32**	(0.04)	**-0.31**	(0.04)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	7.95	(0.07)	7.92	(0.06)	7.86	(0.07)	7.85	(0.07)	-0.10	(0.09)	-0.05	(0.05)	-0.05	(0.05)
	Costa Rica	8.21	(0.07)	8.35	(0.07)	8.24	(0.06)	8.03	(0.07)	-0.19	(0.10)	**-0.10**	(0.04)	**-0.10**	(0.04)
	Croatia	8.28	(0.06)	8.08	(0.06)	7.90	(0.07)	7.35	(0.07)	**-0.93**	(0.09)	**-0.36**	(0.04)	**-0.36**	(0.04)
	Cyprus*	7.76	(0.06)	7.24	(0.06)	6.97	(0.06)	6.28	(0.07)	**-1.48**	(0.09)	**-0.54**	(0.04)	**-0.52**	(0.04)
	Dominican Republic	8.65	(0.08)	8.46	(0.07)	8.56	(0.08)	8.43	(0.09)	-0.22	(0.11)	-0.05	(0.04)	-0.05	(0.04)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	6.78	(0.08)	6.69	(0.07)	6.44	(0.07)	6.03	(0.06)	**-0.76**	(0.10)	**-0.29**	(0.04)	**-0.29**	(0.04)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	8.30	(0.06)	8.03	(0.05)	7.78	(0.06)	7.36	(0.06)	**-0.94**	(0.08)	**-0.32**	(0.03)	**-0.32**	(0.03)
	Macao (China)	6.94	(0.06)	6.79	(0.05)	6.52	(0.07)	6.13	(0.07)	**-0.82**	(0.09)	**-0.34**	(0.04)	**-0.32**	(0.04)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	8.08	(0.07)	7.79	(0.07)	7.73	(0.07)	7.39	(0.06)	**-0.69**	(0.09)	**-0.21**	(0.03)	**-0.21**	(0.03)
	Peru	7.66	(0.07)	7.73	(0.06)	7.30	(0.06)	7.34	(0.07)	**-0.32**	(0.10)	**-0.23**	(0.05)	**-0.23**	(0.05)
	Qatar	7.96	(0.04)	7.54	(0.05)	7.35	(0.04)	6.76	(0.05)	**-1.21**	(0.06)	**-0.46**	(0.03)	**-0.45**	(0.03)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	7.99	(0.07)	8.02	(0.06)	7.70	(0.07)	7.34	(0.08)	**-0.65**	(0.10)	**-0.31**	(0.05)	**-0.30**	(0.05)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	6.96	(0.06)	6.69	(0.05)	6.53	(0.05)	6.21	(0.05)	**-0.75**	(0.08)	**-0.33**	(0.03)	**-0.33**	(0.03)
	Thailand	8.10	(0.06)	7.87	(0.06)	7.62	(0.06)	7.26	(0.06)	**-0.84**	(0.08)	**-0.41**	(0.04)	**-0.41**	(0.04)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	7.30	(0.08)	7.25	(0.09)	6.80	(0.09)	6.25	(0.09)	**-1.05**	(0.13)	**-0.46**	(0.05)	**-0.43**	(0.05)
	United Arab Emirates	7.78	(0.07)	7.43	(0.05)	7.27	(0.05)	6.73	(0.07)	**-1.05**	(0.10)	**-0.43**	(0.04)	**-0.43**	(0.04)
	Uruguay	7.70	(0.06)	7.80	(0.06)	7.76	(0.06)	7.57	(0.06)	-0.13	(0.08)	-0.05	(0.04)	-0.03	(0.04)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	7.40	(0.06)	7.25	(0.07)	6.92	(0.07)	6.70	(0.06)	**-0.70**	(0.08)	**-0.42**	(0.04)	**-0.43**	(0.05)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470763

[Part 1/3]

Table III.4.10 Students' anxiety and study time in and outside of school

Percentage of students, by average study time of students in their school

		Percentage of students, by average study time[1] of students in their school							
		Between 35 and 40 hours per week		Between 40 and 45 hours per week		Between 45 and 50 hours per week		More than 50 hours per week	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	27.9	(1.8)	42.6	(2.0)	21.9	(1.4)	7.6	(1.2)
	Austria	12.6	(2.7)	37.7	(3.0)	31.5	(3.3)	18.1	(1.9)
	Belgium	13.5	(2.1)	64.3	(3.3)	17.9	(2.7)	4.3	(1.4)
	Canada	16.1	(1.5)	32.5	(2.7)	33.5	(2.3)	18.0	(2.3)
	Chile	3.2	(1.4)	18.1	(3.0)	37.2	(3.9)	41.5	(3.8)
	Czech Republic	39.7	(2.8)	42.6	(2.9)	12.1	(1.8)	5.6	(1.2)
	Denmark	9.6	(1.9)	33.7	(3.3)	37.7	(3.3)	19.0	(2.7)
	Estonia	25.0	(2.1)	47.9	(2.6)	23.1	(2.5)	4.0	(1.0)
	Finland	79.4	(4.1)	14.4	(3.7)	5.1	(2.0)	1.1	(1.0)
	France	25.0	(2.8)	51.8	(3.2)	17.8	(2.5)	5.4	(1.4)
	Germany	72.8	(3.8)	21.8	(3.6)	5.0	(1.6)	0.4	(0.4)
	Greece	1.2	(0.4)	20.9	(3.2)	45.8	(3.7)	32.2	(3.9)
	Hungary	14.9	(2.6)	46.6	(3.5)	28.5	(3.1)	10.1	(2.1)
	Iceland	36.1	(0.2)	48.2	(0.3)	14.6	(0.2)	1.1	(0.1)
	Ireland	6.9	(2.0)	57.0	(4.3)	33.5	(4.2)	2.6	(1.3)
	Israel	17.3	(2.8)	31.6	(3.6)	23.4	(3.1)	27.7	(2.5)
	Italy	2.5	(1.1)	12.0	(2.3)	39.6	(3.0)	45.8	(2.7)
	Japan	40.0	(3.1)	34.8	(3.4)	17.5	(2.4)	7.6	(1.9)
	Korea	5.4	(1.6)	20.4	(2.9)	20.3	(3.4)	53.9	(3.4)
	Latvia	26.3	(2.6)	39.5	(2.7)	25.6	(2.5)	8.6	(1.6)
	Luxembourg	22.6	(0.1)	70.7	(0.1)	6.7	(0.1)	0.0	c
	Mexico	5.2	(1.6)	24.9	(3.3)	37.1	(3.3)	32.8	(3.1)
	Netherlands	41.5	(3.9)	49.7	(3.7)	8.4	(2.1)	0.4	(0.4)
	New Zealand	29.5	(3.7)	54.8	(3.8)	11.7	(2.3)	4.0	(1.2)
	Norway	23.6	(3.2)	48.9	(3.6)	22.4	(2.9)	5.1	(1.3)
	Poland	3.9	(1.6)	34.7	(3.9)	48.2	(4.0)	13.2	(2.8)
	Portugal	9.3	(2.1)	41.1	(4.1)	39.4	(4.0)	10.1	(2.1)
	Slovak Republic	27.7	(2.8)	40.9	(3.2)	17.8	(2.6)	13.7	(1.8)
	Slovenia	18.1	(0.5)	40.7	(0.4)	31.1	(0.3)	10.1	(0.4)
	Spain	3.3	(1.3)	33.2	(3.5)	47.5	(3.8)	16.1	(3.0)
	Sweden	49.5	(3.5)	42.1	(3.4)	7.3	(2.1)	1.1	(0.8)
	Switzerland	48.7	(4.3)	39.8	(4.3)	9.9	(2.2)	1.6	(0.5)
	Turkey	2.0	(1.3)	5.2	(1.6)	34.6	(4.1)	58.2	(4.0)
	United Kingdom	23.6	(2.7)	48.8	(3.4)	24.1	(2.6)	3.6	(1.0)
	United States	4.7	(1.6)	17.5	(2.9)	42.5	(3.9)	35.3	(3.5)
	OECD average	22.5	(0.4)	37.5	(0.5)	25.2	(0.5)	14.9	(0.4)
Partners	Albania	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m
	Brazil	14.6	(1.9)	27.5	(2.1)	26.2	(2.5)	31.7	(2.1)
	B-S-J-G (China)	1.2	(0.5)	2.1	(1.0)	9.4	(2.1)	87.3	(2.0)
	Bulgaria	19.3	(3.0)	46.4	(3.5)	28.7	(3.4)	5.6	(1.6)
	CABA (Argentina)	m	m	m	m	m	m	m	m
	Colombia	9.9	(1.9)	32.4	(3.3)	38.9	(3.3)	18.8	(2.8)
	Costa Rica	4.8	(1.3)	17.3	(2.7)	31.5	(3.4)	46.4	(3.6)
	Croatia	9.2	(2.3)	36.5	(3.5)	43.8	(3.8)	10.5	(2.2)
	Cyprus*	0.8	(0.1)	51.7	(0.2)	37.6	(0.1)	9.9	(0.1)
	Dominican Republic	5.3	(1.6)	18.9	(3.2)	25.4	(3.5)	50.3	(4.1)
	FYROM	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m
	Hong Kong (China)	3.6	(1.7)	34.4	(3.9)	45.2	(4.3)	16.9	(3.5)
	Indonesia	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m
	Lithuania	21.2	(2.0)	47.1	(3.1)	25.5	(2.7)	6.2	(1.4)
	Macao (China)	14.9	(0.1)	37.4	(0.1)	39.4	(0.1)	8.3	(0.0)
	Malta	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m
	Montenegro	0.3	(0.1)	14.2	(0.2)	49.3	(0.5)	36.2	(0.5)
	Peru	3.5	(1.2)	18.7	(2.5)	31.4	(3.0)	46.4	(2.8)
	Qatar	0.1	(0.0)	4.1	(0.0)	18.4	(0.1)	77.4	(0.1)
	Romania	m	m	m	m	m	m	m	m
	Russia	4.0	(1.1)	18.2	(3.4)	39.8	(4.3)	38.0	(3.2)
	Singapore	0.6	(0.0)	4.7	(0.5)	41.8	(1.0)	52.9	(1.2)
	Chinese Taipei	12.3	(1.8)	14.0	(2.3)	30.5	(3.0)	43.2	(2.6)
	Thailand	0.5	(0.2)	5.7	(1.9)	16.3	(2.8)	77.5	(3.5)
	Trinidad and Tobago	m	m	m	m	m	m	m	m
	Tunisia	0.0	c	3.1	(1.3)	10.9	(2.6)	86.0	(2.9)
	United Arab Emirates	0.3	(0.0)	0.6	(0.1)	5.3	(0.4)	93.8	(0.4)
	Uruguay	42.8	(3.5)	35.7	(3.8)	14.1	(2.5)	7.4	(1.5)
	Viet Nam	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m
	Malaysia**	0.7	(0.7)	11.2	(2.7)	33.4	(3.9)	54.8	(4.0)

1. Average study time is the average number of hours per week students in a particular school spend studying, both in and outside of school.
2. Student and school characteristics include gender, the PISA index of economic, cultural and social status (ESCS) at student and at school level, and science performance.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470777

[Part 2/3]

Table III.4.10 Students' anxiety and study time in and outside of school

Percentage of students by study time in their school

		Percentage of students who reported the following statements, by average study time[1] of students in their school																			
		"Even if I am well prepared for a test I feel very anxious"																			
		Before accounting for student and school characteristics[2]										After accounting for student and school characteristics									
		Between 35 and 40 hours per week		Between 40 and 45 hours per week		Between 45 and 50 hours per week		More than 50 hours per week		Difference between "More than 50 hours" and "35 to 40 hours"		Between 35 and 40 hours per week		Between 40 and 45 hours per week		Between 45 and 50 hours per week		More than 50 hours per week		Difference between "More than 50 hours" and "35 to 40 hours"	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	66.3	(1.0)	66.9	(0.9)	68.9	(1.2)	70.6	(2.1)	4.4	(2.3)	66.7	(0.9)	68.0	(0.6)	69.4	(0.8)	70.7	(1.3)	**4.0**	(1.8)
OECD	Austria	50.2	(2.9)	49.3	(1.6)	54.0	(1.3)	49.7	(2.0)	-0.5	(3.5)	53.4	(1.9)	51.9	(1.2)	50.3	(1.0)	48.8	(1.5)	-4.6	(2.8)
OECD	Belgium	35.3	(1.8)	41.0	(0.8)	50.1	(1.9)	56.3	(4.1)	**20.9**	(4.6)	34.9	(1.4)	41.2	(0.6)	47.7	(1.3)	54.3	(2.5)	**19.4**	(3.7)
OECD	Canada	57.6	(1.4)	63.6	(0.9)	66.4	(0.9)	66.6	(1.1)	**9.0**	(1.7)	60.8	(1.0)	63.7	(0.6)	66.4	(0.6)	69.1	(0.9)	**8.3**	(1.6)
OECD	Chile	60.5	(3.1)	53.5	(1.9)	55.1	(1.2)	57.3	(1.2)	-3.1	(3.5)	58.5	(2.0)	57.4	(1.2)	56.4	(0.8)	55.3	(1.1)	-3.2	(2.7)
OECD	Czech Republic	40.4	(1.0)	42.2	(1.3)	40.3	(2.4)	37.2	(3.4)	-3.2	(3.4)	41.2	(1.0)	40.4	(0.8)	39.7	(1.6)	38.9	(2.5)	-2.2	(3.0)
OECD	Denmark	59.7	(2.0)	64.6	(1.4)	65.3	(1.0)	65.2	(1.7)	**5.5**	(2.7)	65.0	(1.7)	65.4	(1.0)	65.9	(0.8)	66.3	(1.4)	1.4	(2.6)
OECD	Estonia	53.7	(1.3)	52.7	(1.0)	53.0	(1.8)	50.7	(3.4)	-3.0	(3.8)	54.7	(1.3)	53.2	(0.8)	51.7	(1.2)	50.2	(2.1)	-4.5	(2.9)
OECD	Finland	49.2	(1.1)	49.1	(2.7)	53.2	(5.7)	c	c	c	c	49.3	(1.2)	49.0	(1.9)	48.7	(3.7)	c	c	c	c
OECD	France	45.3	(1.5)	45.1	(1.0)	53.5	(1.8)	56.3	(4.8)	**11.0**	(5.1)	43.9	(1.4)	47.0	(0.8)	50.1	(1.5)	53.2	(2.6)	**9.3**	(3.6)
OECD	Germany	41.1	(1.0)	47.5	(2.4)	52.6	(3.6)	c	c	c	c	42.4	(1.1)	41.9	(1.7)	41.4	(3.4)	c	c	c	c
OECD	Greece	62.6	(9.8)	57.4	(1.6)	58.7	(1.0)	60.1	(1.5)	-2.5	(9.9)	57.4	(2.6)	58.4	(1.5)	59.3	(0.7)	60.1	(1.4)	2.7	(3.7)
OECD	Hungary	51.9	(2.0)	53.0	(1.2)	54.0	(1.6)	64.7	(3.6)	**12.8**	(4.4)	51.5	(1.6)	53.8	(0.9)	56.0	(1.2)	58.2	(2.1)	**6.7**	(3.2)
OECD	Iceland	50.9	(1.5)	51.4	(1.3)	49.3	(2.5)	c	c	c	c	51.8	(1.6)	51.1	(1.0)	50.4	(2.0)	c	c	c	c
OECD	Ireland	59.6	(3.4)	63.2	(1.0)	64.1	(1.3)	63.2	(3.5)	3.6	(4.8)	62.2	(1.8)	63.4	(0.9)	64.6	(1.1)	65.8	(2.0)	3.5	(3.5)
OECD	Israel	35.0	(2.0)	45.2	(1.4)	45.8	(2.1)	49.9	(1.5)	**14.9**	(2.5)	38.6	(1.5)	42.3	(0.9)	46.0	(0.8)	49.9	(1.3)	**11.2**	(2.3)
OECD	Italy	66.8	(2.8)	65.8	(2.2)	70.4	(0.9)	71.5	(0.8)	4.7	(3.0)	64.7	(2.0)	67.7	(1.2)	70.5	(0.6)	73.2	(0.8)	**8.5**	(2.4)
OECD	Japan	60.8	(1.5)	64.4	(1.4)	65.3	(2.0)	62.3	(2.6)	1.5	(3.0)	60.3	(1.3)	63.4	(0.8)	66.4	(1.2)	69.3	(1.9)	**9.1**	(2.7)
OECD	Korea	46.5	(2.7)	52.1	(1.6)	55.3	(1.5)	57.2	(1.1)	**10.7**	(2.9)	49.9	(2.3)	52.3	(1.4)	54.7	(0.8)	57.1	(1.0)	**7.2**	(2.9)
OECD	Latvia	41.5	(1.8)	43.1	(1.2)	46.1	(1.6)	46.7	(2.8)	5.2	(3.3)	41.9	(1.4)	43.3	(0.9)	44.7	(1.2)	46.1	(1.9)	4.2	(2.9)
OECD	Luxembourg	42.2	(1.5)	48.8	(0.9)	58.6	(2.8)	c	c	c	c	44.7	(1.5)	48.3	(0.8)	52.0	(2.0)	c	c	c	c
OECD	Mexico	64.9	(2.6)	61.1	(1.3)	61.1	(1.2)	57.5	(1.7)	**-7.4**	(3.1)	63.7	(1.5)	62.2	(0.9)	60.6	(0.8)	59.0	(1.5)	-4.8	(2.6)
OECD	Netherlands	38.1	(1.3)	39.1	(1.1)	43.8	(2.8)	c	c	c	c	37.2	(1.3)	39.6	(0.8)	42.1	(1.9)	c	c	c	c
OECD	New Zealand	70.9	(1.5)	72.4	(0.9)	75.1	(2.3)	67.8	(3.8)	-3.1	(4.1)	72.6	(1.1)	72.9	(0.8)	73.1	(1.4)	73.4	(2.2)	0.9	(2.8)
OECD	Norway	59.5	(1.6)	61.8	(1.0)	61.5	(1.4)	61.0	(4.1)	1.5	(4.4)	61.1	(1.3)	62.1	(0.8)	63.0	(1.2)	64.0	(2.0)	2.8	(2.9)
OECD	Poland	45.9	(5.8)	44.2	(1.6)	46.2	(1.4)	43.5	(2.5)	-2.3	(6.5)	44.6	(2.5)	44.7	(1.4)	44.9	(1.0)	45.0	(2.0)	0.4	(4.0)
OECD	Portugal	67.7	(2.0)	67.3	(1.2)	71.1	(1.1)	69.7	(1.9)	2.0	(2.6)	68.2	(1.3)	69.7	(0.8)	71.2	(0.7)	72.6	(1.1)	**4.3**	(2.1)
OECD	Slovak Republic	46.5	(1.5)	48.3	(1.4)	45.8	(1.7)	43.2	(2.2)	-3.2	(2.8)	47.9	(1.4)	46.8	(0.8)	45.6	(1.2)	44.5	(2.0)	-3.5	(3.1)
OECD	Slovenia	60.7	(1.6)	61.5	(1.0)	64.4	(1.3)	58.0	(2.4)	-2.7	(3.0)	63.6	(1.4)	63.0	(0.8)	62.3	(1.0)	61.6	(1.8)	-2.1	(2.7)
OECD	Spain	58.7	(3.2)	66.6	(1.0)	67.3	(1.1)	69.7	(1.2)	**11.0**	(3.5)	64.4	(1.5)	66.4	(0.9)	68.4	(0.7)	70.3	(1.1)	**5.9**	(2.2)
OECD	Sweden	59.9	(1.3)	62.8	(1.2)	62.5	(3.1)	c	c	c	c	61.5	(1.3)	62.5	(1.1)	63.5	(2.3)	c	c	c	c
OECD	Switzerland	32.5	(1.9)	37.6	(1.9)	33.9	(2.7)	42.3	(4.9)	9.8	(5.3)	33.5	(1.6)	34.5	(1.1)	35.6	(2.6)	36.7	(4.4)	3.2	(5.6)
OECD	Turkey	47.2	(5.9)	61.5	(2.6)	59.9	(1.0)	58.2	(1.3)	11.0	(6.0)	58.2	(2.6)	58.5	(1.6)	58.9	(0.9)	59.2	(1.1)	0.9	(3.2)
OECD	United Kingdom	67.8	(1.3)	72.9	(0.9)	73.0	(1.5)	73.3	(3.0)	5.5	(3.3)	70.7	(1.1)	72.8	(0.7)	74.9	(1.0)	76.9	(1.6)	**6.2**	(2.3)
OECD	United States	66.7	(3.5)	68.7	(1.6)	68.8	(0.8)	66.7	(1.3)	0.0	(3.9)	69.9	(2.0)	69.5	(1.1)	69.1	(0.7)	68.7	(1.2)	-1.2	(2.8)
	OECD average	53.3	(0.5)	55.6	(0.2)	57.6	(0.3)	58.5	(0.5)	**3.9**	(0.8)	54.6	(0.3)	55.7	(0.2)	56.7	(0.3)	57.8	(0.4)	**3.2**	(0.6)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	80.9	(1.4)	80.1	(0.8)	81.4	(0.8)	81.3	(0.9)	0.4	(1.7)	82.1	(0.8)	82.1	(0.5)	82.2	(0.5)	82.3	(0.7)	0.2	(1.3)
Partners	B-S-J-G (China)	61.0	(3.2)	73.1	(1.5)	65.9	(1.9)	61.0	(0.9)	0.0	(3.3)	65.7	(3.6)	64.4	(2.3)	63.1	(1.2)	61.8	(0.9)	-3.9	(3.9)
Partners	Bulgaria	55.0	(2.0)	57.1	(1.1)	52.5	(1.6)	47.7	(4.4)	-7.3	(5.1)	58.0	(1.4)	55.5	(0.7)	53.0	(1.2)	50.5	(2.3)	**-7.5**	(3.4)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	78.5	(1.6)	78.9	(1.1)	79.2	(1.0)	78.8	(1.2)	0.4	(1.9)	79.0	(1.1)	79.3	(0.7)	79.7	(0.6)	80.0	(0.9)	1.0	(1.6)
Partners	Costa Rica	87.2	(2.5)	82.1	(1.4)	80.8	(0.8)	80.7	(0.9)	**-6.4**	(2.7)	83.5	(1.5)	82.7	(1.0)	82.0	(0.6)	81.2	(0.8)	-2.3	(2.0)
Partners	Croatia	42.4	(3.6)	45.4	(1.4)	48.1	(1.3)	52.3	(2.9)	**9.9**	(4.6)	42.3	(2.0)	45.2	(1.1)	48.1	(1.0)	51.1	(1.8)	**8.8**	(3.3)
Partners	Cyprus*	67.9	(6.0)	56.8	(1.0)	57.8	(0.9)	61.1	(2.0)	-6.8	(6.5)	56.4	(1.6)	57.4	(0.9)	58.4	(0.8)	59.4	(1.5)	3.0	(2.8)
Partners	Dominican Republic	77.9	(2.8)	79.6	(1.3)	80.2	(1.7)	79.3	(1.0)	1.4	(3.1)	79.5	(1.9)	79.6	(1.2)	79.7	(0.8)	79.8	(1.0)	0.3	(2.4)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	64.0	(3.8)	66.5	(1.3)	66.6	(1.0)	70.8	(1.6)	6.8	(4.2)	64.8	(2.1)	66.3	(1.1)	67.8	(0.7)	69.3	(1.3)	4.5	(3.1)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	54.5	(1.3)	54.8	(1.1)	58.3	(1.5)	55.8	(3.8)	1.3	(4.1)	54.5	(1.2)	55.8	(0.7)	57.1	(1.2)	58.4	(2.1)	3.9	(3.0)
Partners	Macao (China)	63.7	(2.0)	64.8	(1.1)	67.3	(1.3)	64.6	(2.3)	0.9	(3.2)	64.0	(1.6)	65.4	(0.9)	66.7	(1.0)	68.0	(1.8)	4.0	(3.0)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	m	m	64.9	(1.8)	62.3	(1.0)	69.3	(1.2)	m	m	59.4	(2.7)	62.4	(1.6)	65.4	(0.9)	68.2	(1.1)	**8.8**	(3.3)
Partners	Peru	75.4	(3.4)	72.9	(1.5)	70.9	(1.3)	71.2	(0.9)	-4.2	(3.6)	72.6	(1.8)	72.3	(1.1)	72.0	(0.7)	71.7	(0.9)	-0.9	(2.3)
Partners	Qatar	c	c	62.9	(2.0)	65.5	(1.0)	65.4	(0.5)	c	c	c	c	60.7	(1.6)	63.5	(0.8)	66.1	(0.5)	c	c
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	53.3	(2.8)	47.9	(1.7)	49.8	(1.5)	53.4	(1.1)	0.2	(2.8)	47.3	(2.2)	49.0	(1.5)	50.8	(0.9)	52.5	(1.0)	**5.2**	(2.5)
Partners	Singapore	m	m	74.7	(2.4)	75.8	(1.1)	76.7	(0.8)	m	m	74.4	(2.5)	75.4	(1.6)	76.4	(0.8)	77.3	(0.8)	2.9	(2.8)
Partners	Chinese Taipei	65.3	(2.0)	65.6	(2.0)	66.3	(0.9)	67.7	(1.0)	2.4	(2.2)	61.5	(1.9)	64.2	(1.1)	66.8	(0.6)	69.3	(0.8)	**7.8**	(2.4)
Partners	Thailand	66.2	(6.7)	63.7	(3.2)	61.7	(2.2)	63.6	(0.9)	-2.6	(6.8)	63.3	(4.0)	63.4	(2.6)	63.5	(1.2)	63.6	(0.9)	0.2	(4.5)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	m	m	69.3	(5.6)	57.8	(3.0)	59.6	(1.0)	m	m	67.4	(4.7)	65.0	(3.1)	62.6	(1.6)	60.1	(1.1)	-7.3	(5.1)
Partners	United Arab Emirates	72.8	(3.5)	65.0	(3.4)	68.9	(1.5)	61.3	(0.7)	**-11.5**	(3.5)	75.3	(2.6)	71.1	(1.9)	66.5	(1.1)	61.5	(0.7)	**-13.8**	(2.7)
Partners	Uruguay	73.1	(1.0)	72.1	(1.5)	72.7	(2.5)	74.1	(1.8)	1.0	(2.0)	72.9	(0.9)	72.9	(0.8)	72.8	(1.2)	72.7	(1.8)	-0.2	(2.1)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	c	c	81.7	(1.5)	82.0	(0.9)	81.6	(0.9)	c	c	c	c	81.6	(1.3)	82.0	(0.6)	82.5	(0.8)	c	c

1. Average study time is the average number of hours per week students in a particular school spend studying, both in and outside of school.
2. Student and school characteristics include gender, the PISA index of economic, cultural and social status (ESCS) at student and at school level, and science performance.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933470777

[Part 3/3]

Table III.4.10 Students' anxiety and study time in and outside of school

Percentage of students by study time in their school

		Percentage of students who reported the following statements, by average study time[1] of students in their school																			
		"I get very tense when I study for a test"																			
		Before accounting for student and school characteristics[2]										After accounting for student and school characteristics									
		Between 35 and 40 hours per week		Between 40 and 45 hours per week		Between 45 and 50 hours per week		More than 50 hours per week		Difference between "More than 50 hours" and "35 to 40 hours"		Between 35 and 40 hours per week		Between 40 and 45 hours per week		Between 45 and 50 hours per week		More than 50 hours per week		Difference between "More than 50 hours" and "35 to 40 hours"	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	45.4	(1.0)	46.6	(0.9)	48.6	(1.3)	48.2	(2.6)	2.8	(2.7)	45.4	(0.9)	46.6	(0.6)	47.8	(0.9)	48.9	(1.5)	3.5	(1.9)
	Austria	16.7	(1.5)	18.3	(0.9)	20.3	(1.0)	20.2	(1.6)	3.5	(2.2)	18.6	(1.1)	18.3	(0.6)	18.0	(0.7)	17.6	(1.1)	-1.0	(1.9)
	Belgium	23.7	(1.6)	27.7	(0.8)	32.5	(1.9)	37.6	(3.2)	**13.9**	(3.5)	25.2	(1.1)	27.1	(0.6)	29.1	(1.0)	31.2	(1.8)	**6.0**	(2.7)
	Canada	38.5	(1.4)	45.3	(0.9)	47.5	(0.9)	49.0	(1.3)	**10.4**	(2.0)	40.8	(1.1)	43.7	(0.7)	46.7	(0.6)	49.7	(1.1)	**8.9**	(1.9)
	Chile	41.3	(2.7)	39.0	(1.8)	39.0	(1.3)	41.2	(1.1)	-0.1	(2.9)	42.3	(1.9)	41.0	(1.1)	39.7	(0.7)	38.4	(0.9)	-3.9	(2.4)
	Czech Republic	29.1	(1.1)	35.8	(1.0)	35.7	(2.3)	33.5	(3.0)	4.4	(3.1)	31.8	(1.2)	32.1	(0.7)	32.3	(1.4)	32.6	(2.3)	0.7	(3.2)
	Denmark	41.6	(3.3)	45.8	(1.2)	46.6	(1.1)	44.3	(1.8)	2.6	(3.9)	46.1	(1.7)	45.6	(0.8)	45.0	(0.7)	44.5	(1.5)	-1.7	(2.9)
	Estonia	23.9	(1.3)	27.9	(1.0)	30.8	(1.7)	27.8	(3.9)	3.9	(4.1)	24.5	(1.2)	26.0	(0.7)	27.7	(1.3)	29.4	(2.3)	4.9	(3.2)
	Finland	17.7	(0.7)	16.7	(2.2)	22.2	(2.0)	c	c	c	c	16.5	(0.8)	16.2	(1.1)	15.9	(2.1)	c	c	c	c
	France	26.2	(1.3)	27.8	(1.0)	34.4	(1.9)	36.6	(3.1)	**10.4**	(3.2)	25.9	(1.1)	28.1	(0.7)	30.4	(1.0)	32.8	(1.7)	**6.9**	(2.4)
	Germany	20.8	(1.0)	25.4	(1.9)	27.8	(3.5)	c	c	c	c	21.4	(1.0)	22.1	(1.2)	22.8	(2.6)	c	c	c	c
	Greece	55.0	(12.6)	39.9	(1.7)	36.2	(0.9)	38.4	(1.5)	-16.6	(12.6)	40.5	(2.6)	39.1	(1.4)	37.7	(0.7)	36.3	(1.3)	-4.2	(3.6)
	Hungary	29.7	(2.2)	23.9	(0.9)	27.4	(1.5)	34.3	(2.9)	4.5	(3.8)	25.2	(1.2)	25.6	(0.8)	26.0	(0.9)	26.3	(1.5)	1.1	(2.2)
	Iceland	36.9	(1.6)	36.9	(1.3)	33.5	(2.3)	c	c	c	c	36.7	(1.6)	34.8	(1.0)	32.9	(1.7)	c	c	c	c
	Ireland	44.8	(2.8)	45.4	(1.2)	47.8	(2.2)	37.9	(7.4)	-7.0	(7.8)	45.5	(2.0)	45.7	(1.0)	45.9	(1.7)	46.1	(3.1)	0.5	(4.7)
	Israel	28.6	(2.0)	35.1	(1.5)	34.6	(1.9)	33.5	(1.5)	4.9	(2.5)	32.0	(1.4)	32.5	(0.9)	33.0	(0.9)	33.4	(1.4)	1.4	(2.4)
	Italy	51.7	(3.0)	50.7	(1.8)	56.2	(1.2)	58.5	(1.1)	**6.8**	(3.0)	47.7	(1.8)	51.7	(1.1)	55.7	(0.7)	59.7	(1.0)	**11.9**	(2.3)
	Japan	31.0	(1.1)	35.2	(1.2)	34.8	(1.2)	35.5	(2.7)	4.5	(3.0)	32.3	(1.0)	33.5	(0.7)	34.8	(1.3)	36.1	(2.2)	3.8	(2.8)
	Korea	36.3	(2.9)	39.7	(1.7)	41.2	(1.4)	43.6	(1.0)	**7.3**	(3.1)	36.7	(2.3)	39.0	(1.4)	41.3	(0.8)	43.7	(1.1)	**7.0**	(2.8)
	Latvia	23.6	(1.6)	28.2	(1.2)	29.2	(1.5)	32.3	(3.0)	**8.6**	(3.4)	24.4	(1.2)	26.4	(0.8)	28.4	(1.1)	30.5	(2.0)	**6.0**	(2.8)
	Luxembourg	21.5	(1.3)	29.0	(0.8)	41.0	(3.1)	c	c	c	c	22.3	(1.3)	27.5	(0.7)	33.4	(2.2)	c	c	c	c
	Mexico	49.0	(2.9)	49.3	(1.6)	51.3	(1.3)	47.2	(1.6)	-1.8	(3.4)	49.8	(2.1)	49.6	(1.3)	49.3	(0.9)	49.0	(1.4)	-0.9	(3.1)
	Netherlands	12.7	(0.8)	14.6	(0.8)	20.7	(2.6)	c	c	c	c	12.4	(0.8)	14.2	(0.7)	16.1	(1.6)	c	c	c	c
	New Zealand	48.4	(2.0)	51.0	(1.0)	52.1	(2.0)	51.7	(3.6)	3.3	(4.1)	49.8	(1.3)	50.5	(0.7)	51.1	(1.1)	51.7	(1.9)	1.9	(2.9)
	Norway	47.0	(1.6)	46.3	(1.0)	43.5	(1.9)	45.5	(5.6)	-1.4	(5.6)	46.5	(1.4)	45.3	(0.9)	44.1	(1.5)	42.9	(2.5)	-3.6	(3.4)
	Poland	27.1	(6.6)	25.9	(1.0)	25.7	(1.1)	26.7	(2.0)	-0.3	(7.0)	24.6	(2.3)	24.8	(1.2)	24.9	(0.8)	25.0	(1.6)	0.4	(3.6)
	Portugal	40.6	(2.3)	45.9	(1.2)	47.7	(1.0)	46.9	(2.4)	6.2	(3.4)	43.5	(1.5)	45.1	(0.9)	46.8	(0.7)	48.4	(1.3)	5.0	(2.5)
	Slovak Republic	27.6	(1.2)	29.0	(1.0)	29.3	(1.4)	32.3	(2.4)	4.7	(2.6)	27.8	(1.0)	28.3	(0.7)	28.8	(1.0)	29.4	(1.7)	1.6	(2.3)
	Slovenia	34.9	(2.1)	35.7	(1.1)	37.0	(1.5)	34.3	(2.2)	-0.6	(3.2)	35.8	(1.6)	35.3	(0.9)	34.8	(1.0)	34.2	(1.8)	-1.6	(2.9)
	Spain	50.8	(7.7)	48.4	(1.4)	47.8	(1.2)	47.9	(2.0)	-2.9	(8.0)	49.0	(2.3)	48.4	(1.2)	47.9	(0.9)	47.3	(1.7)	-1.7	(3.6)
	Sweden	37.8	(1.1)	43.8	(1.2)	46.8	(3.3)	c	c	c	c	38.1	(1.2)	41.6	(0.9)	45.1	(2.4)	c	c	c	c
	Switzerland	18.3	(1.2)	23.3	(0.9)	23.3	(1.9)	31.0	(8.3)	12.7	(8.4)	19.2	(1.2)	20.9	(0.8)	22.8	(1.7)	24.8	(3.1)	5.5	(3.9)
	Turkey	35.5	(6.9)	58.3	(3.9)	57.7	(1.2)	55.5	(1.1)	**20.0**	(6.9)	53.6	(4.6)	54.6	(2.9)	55.6	(1.3)	56.7	(1.1)	3.1	(5.2)
	United Kingdom	47.3	(1.3)	54.3	(0.9)	53.6	(1.4)	50.0	(3.6)	2.7	(3.9)	50.3	(1.1)	52.3	(0.7)	54.4	(0.9)	56.4	(1.4)	**6.2**	(2.1)
	United States	37.6	(3.0)	42.8	(1.9)	43.8	(1.1)	43.8	(1.3)	6.2	(3.3)	39.6	(1.9)	41.2	(1.1)	42.7	(0.8)	44.3	(1.3)	4.7	(2.7)
	OECD average	34.2	(0.6)	36.8	(0.2)	38.5	(0.3)	40.2	(0.6)	**3.9**	(0.9)	34.9	(0.3)	35.8	(0.2)	36.8	(0.2)	37.8	(0.4)	**2.9**	(0.6)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	56.5	(1.6)	54.6	(1.1)	56.4	(1.1)	57.2	(1.1)	0.8	(1.9)	56.4	(1.0)	56.5	(0.7)	56.5	(0.7)	56.5	(1.0)	0.1	(1.5)
	B-S-J-G (China)	55.4	(3.2)	59.2	(2.7)	61.0	(2.3)	54.2	(0.8)	-1.3	(3.4)	57.7	(3.3)	56.8	(2.1)	55.8	(1.1)	54.9	(0.8)	-2.8	(3.6)
	Bulgaria	43.7	(2.4)	47.0	(1.1)	45.7	(1.5)	47.8	(3.5)	4.1	(4.0)	45.8	(1.5)	45.9	(0.8)	46.0	(1.4)	46.1	(2.4)	0.3	(3.5)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	57.3	(1.8)	59.1	(1.3)	56.6	(1.2)	58.2	(1.6)	0.8	(2.2)	58.5	(1.5)	58.1	(0.9)	57.7	(0.7)	57.3	(1.3)	-1.1	(2.4)
	Costa Rica	58.8	(4.9)	56.3	(1.5)	56.6	(1.6)	53.1	(1.3)	-5.7	(4.9)	57.6	(2.5)	56.6	(1.6)	55.5	(0.9)	54.5	(1.2)	-3.1	(3.1)
	Croatia	34.9	(3.4)	36.1	(1.3)	36.0	(1.1)	37.6	(2.0)	2.6	(4.0)	33.2	(1.7)	34.7	(1.0)	36.2	(0.8)	37.8	(1.4)	4.6	(2.8)
	Cyprus*	50.3	(6.5)	37.4	(0.9)	41.9	(1.0)	45.3	(2.0)	-5.0	(6.8)	35.0	(1.5)	37.8	(0.8)	40.8	(0.8)	43.8	(1.5)	**8.8**	(2.7)
	Dominican Republic	55.2	(4.4)	52.4	(1.6)	52.4	(2.0)	52.8	(1.2)	-2.4	(4.7)	52.9	(2.4)	52.9	(1.5)	52.8	(0.9)	52.8	(1.1)	-0.2	(2.9)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	52.2	(6.3)	51.6	(1.3)	52.3	(1.0)	56.1	(1.8)	4.0	(6.6)	50.4	(2.4)	51.7	(1.3)	53.1	(0.8)	54.5	(1.7)	4.1	(3.8)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	39.8	(1.5)	42.3	(1.2)	44.6	(1.5)	46.0	(3.0)	6.2	(3.6)	40.8	(1.3)	42.1	(0.8)	43.3	(1.2)	44.5	(2.0)	3.7	(2.8)
	Macao (China)	55.1	(1.7)	57.8	(1.1)	61.1	(1.3)	55.6	(2.1)	0.5	(2.5)	55.1	(1.6)	57.7	(0.9)	60.4	(1.1)	63.0	(1.8)	**7.9**	(2.9)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	46.4	(1.8)	42.7	(1.0)	52.4	(1.0)	m	m	39.7	(2.2)	42.8	(1.4)	45.9	(0.8)	49.0	(1.0)	**9.2**	(2.8)
	Peru	38.3	(4.3)	43.2	(1.7)	42.5	(1.3)	44.0	(0.8)	5.8	(4.2)	39.6	(1.6)	41.1	(1.1)	42.6	(0.7)	44.1	(0.8)	**4.5**	(1.9)
	Qatar	c	c	48.4	(2.2)	50.3	(1.0)	49.3	(0.5)	c	c	c	c	45.8	(1.5)	47.9	(0.8)	49.9	(0.5)	c	c
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	42.3	(4.9)	37.9	(2.2)	37.6	(1.2)	39.8	(1.4)	-2.5	(5.9)	37.9	(2.6)	38.0	(1.5)	38.1	(0.8)	38.3	(1.4)	0.4	(3.7)
	Singapore	m	m	62.9	(3.2)	58.3	(1.0)	60.6	(1.1)	m	m	57.5	(3.4)	58.7	(2.1)	59.8	(1.0)	60.9	(1.0)	3.4	(4.0)
	Chinese Taipei	63.0	(2.0)	62.9	(1.4)	61.4	(1.2)	60.7	(1.0)	-2.3	(2.2)	59.5	(1.9)	60.6	(1.1)	61.6	(0.6)	62.6	(1.0)	3.1	(2.6)
	Thailand	49.7	(9.8)	43.2	(4.3)	44.7	(1.9)	47.1	(1.0)	-2.6	(9.8)	43.7	(4.3)	44.7	(2.8)	45.7	(1.4)	46.8	(1.0)	3.1	(4.8)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	69.8	(4.8)	54.3	(3.3)	57.3	(1.0)	m	m	65.7	(3.6)	63.1	(2.4)	60.3	(1.3)	57.5	(1.1)	**-8.2**	(4.0)
	United Arab Emirates	60.3	(4.5)	46.9	(3.3)	49.3	(1.6)	44.1	(0.7)	**-16.2**	(4.6)	57.6	(3.3)	53.1	(2.3)	48.5	(1.3)	43.9	(0.7)	**-13.7**	(3.3)
	Uruguay	51.3	(1.4)	51.6	(1.8)	52.7	(1.9)	55.4	(4.0)	4.1	(4.2)	51.8	(1.3)	52.0	(1.0)	52.1	(1.5)	52.3	(2.4)	0.5	(3.1)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	c	c	53.0	(3.2)	53.5	(1.7)	55.0	(1.3)	c	c	c	c	54.3	(2.2)	54.4	(1.1)	c	c	c	c

1. Average study time is the average number of hours per week students in a particular school spend studying, both in and outside of school.
2. Student and school characteristics include gender, the PISA index of economic, cultural and social status (ESCS) at student and at school level, and science performance.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933470777

[Part 1/2]

Table III.4.11 Schoolwork-related anxiety and teachers' behaviour

Increased likelihood that students get very tense when they study

		"Even if I am well prepared for a test I feel very anxious"															
		The teacher adapts the lesson to my class's needs and knowledge				The teacher provides individual help when a student has difficulties understanding a topic or task				Teachers graded me harder than they graded other students				Teachers gave me the impression that they think I am less smart than I really am			
		Before accounting for student characteristics[1]		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Australia	0.97	(0.05)	1.05	(0.06)	0.95	(0.06)	1.00	(0.06)	**1.14**	(0.08)	1.06	(0.07)	**1.37**	(0.08)	**1.27**	(0.07)
	Austria	**0.74**	(0.05)	**0.81**	(0.05)	1.06	(0.06)	0.96	(0.06)	**1.65**	(0.14)	**1.50**	(0.13)	**1.81**	(0.13)	**1.63**	(0.11)
	Belgium	1.04	(0.06)	1.02	(0.06)	1.07	(0.05)	0.99	(0.05)	1.02	(0.05)	0.92	(0.05)	**1.49**	(0.07)	**1.37**	(0.07)
	Canada	**0.78**	(0.03)	**0.82**	(0.03)	**0.84**	(0.05)	0.90	(0.05)	m	m	m	m	m	m	m	m
	Chile	0.91	(0.06)	1.03	(0.07)	0.90	(0.08)	0.97	(0.09)	**1.44**	(0.11)	**1.17**	(0.09)	**1.56**	(0.12)	**1.32**	(0.10)
	Czech Republic	0.91	(0.06)	0.98	(0.06)	0.91	(0.05)	**0.88**	(0.05)	**1.22**	(0.09)	1.10	(0.09)	**1.60**	(0.11)	**1.45**	(0.10)
	Denmark	**0.85**	(0.05)	0.99	(0.06)	0.94	(0.08)	1.02	(0.09)	0.91	(0.07)	**0.82**	(0.07)	1.12	(0.08)	0.96	(0.07)
	Estonia	**0.83**	(0.06)	0.90	(0.07)	**0.88**	(0.06)	0.91	(0.06)	**1.14**	(0.08)	1.04	(0.07)	**1.41**	(0.11)	**1.27**	(0.10)
	Finland	0.93	(0.05)	1.00	(0.06)	0.99	(0.08)	1.07	(0.08)	**1.35**	(0.09)	**1.19**	(0.08)	**1.34**	(0.11)	**1.21**	(0.10)
	France	0.94	(0.04)	0.97	(0.04)	0.92	(0.05)	0.93	(0.06)	**1.18**	(0.07)	1.08	(0.07)	**1.50**	(0.10)	**1.35**	(0.09)
	Germany	**0.74**	(0.06)	0.92	(0.07)	0.95	(0.06)	0.92	(0.06)	**1.32**	(0.10)	**1.22**	(0.10)	**1.74**	(0.12)	**1.52**	(0.10)
	Greece	1.01	(0.07)	1.11	(0.09)	0.97	(0.06)	0.96	(0.06)	1.13	(0.08)	1.03	(0.07)	**1.22**	(0.09)	1.12	(0.08)
	Hungary	**0.83**	(0.06)	0.89	(0.06)	0.91	(0.07)	0.89	(0.07)	**1.36**	(0.11)	**1.24**	(0.10)	**1.56**	(0.11)	**1.43**	(0.11)
	Iceland	**0.78**	(0.06)	0.88	(0.07)	**0.74**	(0.08)	**0.77**	(0.09)	**1.66**	(0.18)	**1.47**	(0.15)	**1.72**	(0.23)	**1.40**	(0.19)
	Ireland	0.97	(0.06)	1.05	(0.06)	1.03	(0.07)	1.09	(0.08)	**1.25**	(0.10)	**1.20**	(0.10)	**1.27**	(0.08)	1.14	(0.08)
	Israel	**0.77**	(0.05)	**0.84**	(0.06)	**0.85**	(0.06)	**0.83**	(0.06)	m	m	m	m	m	m	m	m
	Italy	0.97	(0.06)	1.03	(0.06)	1.04	(0.08)	1.03	(0.07)	m	m	m	m	m	m	m	m
	Japan	1.03	(0.06)	1.05	(0.06)	1.15	(0.09)	**1.19**	(0.09)	1.13	(0.12)	1.07	(0.12)	0.99	(0.08)	0.94	(0.08)
	Korea	0.93	(0.05)	0.93	(0.05)	**0.87**	(0.05)	**0.88**	(0.05)	1.23	(0.15)	1.24	(0.15)	**1.46**	(0.14)	**1.46**	(0.14)
	Latvia	0.90	(0.07)	0.99	(0.08)	0.99	(0.08)	1.01	(0.08)	**1.29**	(0.09)	**1.23**	(0.09)	**1.35**	(0.08)	**1.21**	(0.07)
	Luxembourg	**0.84**	(0.05)	0.91	(0.06)	1.07	(0.06)	0.99	(0.05)	**1.24**	(0.09)	1.14	(0.09)	**1.52**	(0.10)	**1.36**	(0.10)
	Mexico	**0.87**	(0.05)	0.95	(0.06)	0.95	(0.06)	1.01	(0.07)	**1.53**	(0.12)	**1.35**	(0.11)	**1.53**	(0.11)	**1.47**	(0.11)
	Netherlands	0.97	(0.08)	0.96	(0.08)	0.97	(0.06)	0.97	(0.06)	0.91	(0.08)	0.92	(0.07)	**1.56**	(0.13)	**1.57**	(0.13)
	New Zealand	0.92	(0.07)	0.98	(0.07)	1.02	(0.12)	1.07	(0.13)	1.24	(0.15)	1.11	(0.14)	**1.28**	(0.11)	1.16	(0.10)
	Norway	**0.77**	(0.04)	**0.86**	(0.05)	0.89	(0.06)	0.98	(0.07)	**1.22**	(0.10)	1.15	(0.09)	**1.47**	(0.11)	**1.32**	(0.10)
	Poland	0.92	(0.06)	0.99	(0.07)	1.05	(0.08)	1.03	(0.08)	1.15	(0.10)	1.07	(0.09)	**1.25**	(0.09)	**1.15**	(0.08)
	Portugal	0.95	(0.07)	1.01	(0.07)	0.97	(0.11)	0.99	(0.11)	1.12	(0.10)	1.01	(0.09)	**1.35**	(0.12)	**1.27**	(0.11)
	Slovak Republic	0.92	(0.07)	0.97	(0.07)	1.06	(0.07)	1.02	(0.06)	**1.19**	(0.08)	1.13	(0.07)	**1.21**	(0.07)	**1.15**	(0.07)
	Slovenia	1.02	(0.13)	1.07	(0.14)	1.01	(0.12)	0.96	(0.12)	**1.44**	(0.13)	**1.32**	(0.12)	**1.44**	(0.13)	**1.31**	(0.11)
	Spain	0.94	(0.05)	1.00	(0.05)	1.03	(0.07)	1.03	(0.08)	0.95	(0.07)	0.90	(0.07)	1.18	(0.10)	1.07	(0.09)
	Sweden	**0.74**	(0.05)	**0.79**	(0.05)	**0.75**	(0.06)	**0.79**	(0.06)	**1.43**	(0.10)	**1.35**	(0.10)	**1.26**	(0.09)	1.16	(0.09)
	Switzerland	0.90	(0.07)	0.96	(0.08)	1.07	(0.07)	1.04	(0.07)	**1.50**	(0.16)	**1.35**	(0.15)	**1.63**	(0.13)	**1.47**	(0.12)
	Turkey	**0.83**	(0.06)	0.89	(0.06)	**0.72**	(0.06)	**0.73**	(0.06)	**1.30**	(0.09)	**1.28**	(0.09)	**1.23**	(0.08)	**1.19**	(0.08)
	United Kingdom	**0.86**	(0.05)	0.91	(0.06)	0.87	(0.08)	0.92	(0.09)	**1.37**	(0.12)	**1.27**	(0.11)	**1.23**	(0.07)	**1.14**	(0.07)
	United States	**0.82**	(0.05)	**0.86**	(0.06)	**0.81**	(0.07)	0.85	(0.07)	**1.24**	(0.12)	1.14	(0.11)	**1.46**	(0.12)	**1.34**	(0.11)
	OECD average	**0.89**	(0.01)	**0.95**	(0.01)	**0.95**	(0.01)	**0.96**	(0.01)	**1.26**	(0.02)	**1.16**	(0.02)	**1.41**	(0.02)	**1.29**	(0.02)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	0.99	(0.06)	**1.16**	(0.07)	**1.26**	(0.09)	**1.36**	(0.11)	1.00	(0.07)	0.87	(0.07)	1.03	(0.07)	0.94	(0.07)
	B-S-J-G (China)	**0.88**	(0.05)	0.96	(0.06)	0.92	(0.08)	1.00	(0.08)	**1.29**	(0.08)	**1.22**	(0.07)	**1.43**	(0.08)	**1.41**	(0.08)
	Bulgaria	0.94	(0.06)	0.97	(0.06)	**0.87**	(0.06)	**0.85**	(0.06)	1.05	(0.07)	1.06	(0.07)	**1.30**	(0.09)	**1.28**	(0.09)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	1.08	(0.06)	**1.19**	(0.07)	**1.22**	(0.09)	**1.25**	(0.09)	**0.82**	(0.06)	**0.83**	(0.06)	0.93	(0.10)	0.86	(0.10)
	Costa Rica	1.15	(0.09)	**1.23**	(0.10)	0.99	(0.12)	1.04	(0.13)	0.99	(0.09)	0.96	(0.09)	0.89	(0.11)	0.80	(0.10)
	Croatia	**0.84**	(0.05)	**0.87**	(0.06)	**0.81**	(0.05)	**0.79**	(0.05)	**1.32**	(0.09)	**1.26**	(0.09)	**1.60**	(0.10)	**1.54**	(0.10)
	Cyprus*	0.97	(0.06)	1.06	(0.07)	**0.83**	(0.06)	0.90	(0.07)	**1.37**	(0.08)	**1.26**	(0.08)	**1.42**	(0.09)	**1.29**	(0.09)
	Dominican Republic	**1.24**	(0.12)	**1.32**	(0.12)	0.99	(0.12)	0.99	(0.12)	**1.32**	(0.14)	**1.26**	(0.14)	1.13	(0.14)	1.08	(0.14)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	**0.87**	(0.06)	0.92	(0.06)	0.99	(0.09)	1.05	(0.10)	**1.15**	(0.08)	1.08	(0.07)	1.09	(0.09)	1.03	(0.08)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	**0.89**	(0.05)	0.91	(0.05)	0.94	(0.06)	0.96	(0.06)	**1.25**	(0.08)	**1.21**	(0.08)	**1.26**	(0.08)	**1.20**	(0.07)
	Macao (China)	0.96	(0.07)	1.03	(0.08)	**0.78**	(0.06)	**0.82**	(0.06)	**1.31**	(0.12)	**1.22**	(0.12)	**1.61**	(0.13)	**1.52**	(0.12)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	1.06	(0.07)	1.08	(0.07)	1.04	(0.08)	0.99	(0.08)	**1.25**	(0.09)	**1.25**	(0.09)	**1.22**	(0.09)	**1.21**	(0.09)
	Peru	1.01	(0.06)	1.02	(0.06)	1.10	(0.10)	1.11	(0.10)	1.11	(0.07)	1.07	(0.08)	**1.20**	(0.09)	**1.16**	(0.08)
	Qatar	1.07	(0.04)	**1.09**	(0.05)	**0.82**	(0.05)	**0.83**	(0.05)	**1.28**	(0.06)	**1.27**	(0.06)	**1.37**	(0.07)	**1.35**	(0.07)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	0.97	(0.06)	1.09	(0.07)	1.02	(0.08)	1.04	(0.08)	**1.21**	(0.07)	**1.14**	(0.07)	**1.32**	(0.10)	**1.22**	(0.10)
	Singapore	**0.72**	(0.05)	**0.80**	(0.06)	**0.80**	(0.08)	0.88	(0.09)	1.18	(0.12)	0.99	(0.10)	**1.51**	(0.13)	**1.39**	(0.13)
	Chinese Taipei	0.98	(0.06)	0.98	(0.06)	0.96	(0.06)	0.99	(0.06)	1.09	(0.12)	1.06	(0.12)	**1.27**	(0.09)	**1.23**	(0.09)
	Thailand	**0.87**	(0.06)	0.90	(0.06)	**0.80**	(0.06)	**0.84**	(0.07)	**1.52**	(0.11)	**1.41**	(0.10)	**1.63**	(0.11)	**1.52**	(0.11)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	0.98	(0.07)	1.04	(0.07)	0.98	(0.08)	0.95	(0.08)	**1.30**	(0.12)	1.16	(0.10)	**1.52**	(0.11)	**1.40**	(0.10)
	United Arab Emirates	**0.86**	(0.04)	**0.89**	(0.04)	**0.78**	(0.05)	**0.81**	(0.05)	**1.32**	(0.08)	**1.27**	(0.08)	**1.57**	(0.10)	**1.51**	(0.10)
	Uruguay	1.05	(0.08)	1.09	(0.08)	1.16	(0.10)	1.15	(0.10)	1.08	(0.07)	1.07	(0.07)	0.85	(0.08)	**0.82**	(0.08)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	1.02	(0.07)	1.10	(0.07)	1.09	(0.11)	1.17	(0.11)	1.07	(0.08)	1.00	(0.07)	1.10	(0.08)	1.03	(0.08)

1. Student characteristics include the PISA index of economic, social and cultural status (ESCS) and performance in science.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470788

[Part 2/2]

Table III.4.11 Schoolwork-related anxiety and teachers' behaviour

Increased likelihood that students get very tense when they study

		"I get very tense when I study"															
		The teacher adapts the lesson to my class's needs and knowledge				The teacher provides individual help when a student has difficulties understanding a topic or task				Teachers graded me harder than they graded other students				Teachers gave me the impression that they think I am less smart than I really am			
		Before accounting for student characteristics[1]		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Australia	**0.85**	(0.04)	0.92	(0.05)	**0.76**	(0.05)	**0.81**	(0.05)	**1.48**	(0.09)	**1.37**	(0.08)	**1.60**	(0.08)	**1.48**	(0.08)
	Austria	**0.85**	(0.06)	0.92	(0.07)	1.05	(0.08)	0.95	(0.07)	**2.27**	(0.19)	**2.08**	(0.17)	**2.46**	(0.18)	**2.24**	(0.16)
	Belgium	1.03	(0.07)	1.00	(0.07)	1.04	(0.06)	0.93	(0.06)	**1.36**	(0.09)	**1.20**	(0.09)	**1.74**	(0.11)	**1.56**	(0.11)
	Canada	**0.76**	(0.04)	**0.81**	(0.04)	**0.71**	(0.05)	**0.75**	(0.05)	m	m	m	m	m	m	m	m
	Chile	**0.78**	(0.05)	0.87	(0.06)	**0.73**	(0.07)	**0.77**	(0.07)	**1.57**	(0.12)	**1.29**	(0.10)	**1.94**	(0.18)	**1.66**	(0.15)
	Czech Republic	**0.77**	(0.05)	**0.87**	(0.06)	0.97	(0.06)	0.91	(0.06)	**1.41**	(0.13)	1.20	(0.12)	**1.84**	(0.13)	**1.53**	(0.11)
	Denmark	**0.77**	(0.05)	**0.87**	(0.05)	**0.83**	(0.06)	0.89	(0.07)	**1.23**	(0.08)	1.14	(0.08)	**1.51**	(0.11)	**1.35**	(0.10)
	Estonia	**0.80**	(0.06)	0.90	(0.07)	**0.66**	(0.05)	**0.68**	(0.06)	**1.84**	(0.12)	**1.64**	(0.11)	**2.17**	(0.17)	**1.87**	(0.15)
	Finland	**0.80**	(0.07)	0.86	(0.07)	**0.69**	(0.07)	**0.76**	(0.08)	**1.73**	(0.18)	**1.49**	(0.15)	**1.78**	(0.19)	**1.58**	(0.17)
	France	0.98	(0.06)	1.02	(0.06)	**0.78**	(0.05)	**0.78**	(0.05)	**1.50**	(0.12)	**1.32**	(0.10)	**1.58**	(0.11)	**1.36**	(0.10)
	Germany	**0.66**	(0.06)	**0.73**	(0.07)	**0.75**	(0.05)	**0.73**	(0.05)	**2.01**	(0.16)	**1.93**	(0.15)	**2.26**	(0.18)	**2.10**	(0.17)
	Greece	**0.85**	(0.06)	0.91	(0.06)	**0.79**	(0.05)	**0.78**	(0.06)	**1.51**	(0.12)	**1.40**	(0.11)	**1.74**	(0.13)	**1.60**	(0.12)
	Hungary	**0.78**	(0.06)	0.86	(0.07)	0.90	(0.06)	0.87	(0.07)	**1.88**	(0.13)	**1.68**	(0.12)	**1.99**	(0.13)	**1.78**	(0.12)
	Iceland	**0.76**	(0.05)	**0.84**	(0.06)	**0.62**	(0.07)	**0.64**	(0.07)	**1.93**	(0.21)	**1.72**	(0.18)	**2.26**	(0.32)	**1.90**	(0.27)
	Ireland	**0.86**	(0.05)	0.93	(0.05)	**0.80**	(0.05)	**0.84**	(0.05)	**1.52**	(0.12)	**1.46**	(0.12)	**1.66**	(0.11)	**1.51**	(0.10)
	Israel	**0.72**	(0.04)	**0.78**	(0.05)	**0.76**	(0.05)	**0.75**	(0.05)	m	m	m	m	m	m	m	m
	Italy	1.00	(0.05)	1.07	(0.06)	0.95	(0.06)	0.94	(0.06)	m	m	m	m	m	m	m	m
	Japan	**1.18**	(0.07)	**1.17**	(0.07)	1.05	(0.08)	1.05	(0.08)	**1.34**	(0.15)	**1.36**	(0.15)	1.17	(0.12)	1.18	(0.12)
	Korea	0.95	(0.05)	0.97	(0.05)	0.93	(0.06)	0.94	(0.06)	**1.35**	(0.15)	**1.32**	(0.14)	**1.23**	(0.09)	**1.21**	(0.09)
	Latvia	**0.79**	(0.05)	0.89	(0.06)	0.87	(0.06)	0.89	(0.07)	1.15	(0.10)	1.09	(0.09)	**1.35**	(0.10)	**1.18**	(0.09)
	Luxembourg	0.90	(0.06)	1.00	(0.07)	**1.24**	(0.10)	1.13	(0.09)	**1.59**	(0.14)	**1.43**	(0.12)	**1.97**	(0.14)	**1.71**	(0.13)
	Mexico	**0.82**	(0.05)	0.90	(0.05)	**0.80**	(0.07)	**0.84**	(0.07)	**1.63**	(0.10)	**1.44**	(0.09)	**1.58**	(0.11)	**1.52**	(0.11)
	Netherlands	0.81	(0.09)	0.88	(0.10)	0.85	(0.08)	**0.81**	(0.08)	**1.32**	(0.15)	1.21	(0.13)	**2.27**	(0.24)	**2.18**	(0.23)
	New Zealand	0.89	(0.06)	0.96	(0.06)	0.88	(0.09)	0.93	(0.10)	**1.57**	(0.14)	**1.33**	(0.12)	**1.77**	(0.13)	**1.53**	(0.12)
	Norway	**0.67**	(0.04)	**0.76**	(0.05)	**0.69**	(0.05)	**0.77**	(0.06)	**1.64**	(0.10)	**1.52**	(0.10)	**1.83**	(0.12)	**1.59**	(0.11)
	Poland	**0.77**	(0.06)	**0.84**	(0.07)	**0.74**	(0.07)	**0.72**	(0.07)	**1.46**	(0.13)	**1.35**	(0.12)	**1.81**	(0.14)	**1.66**	(0.13)
	Portugal	0.91	(0.05)	0.97	(0.06)	0.88	(0.11)	0.88	(0.11)	**1.49**	(0.11)	**1.36**	(0.11)	**1.67**	(0.12)	**1.58**	(0.12)
	Slovak Republic	0.99	(0.06)	1.08	(0.07)	1.02	(0.07)	0.95	(0.06)	**1.36**	(0.10)	**1.25**	(0.09)	**1.48**	(0.11)	**1.38**	(0.10)
	Slovenia	1.06	(0.15)	1.13	(0.16)	**0.73**	(0.07)	**0.68**	(0.07)	**1.70**	(0.14)	**1.57**	(0.12)	**1.73**	(0.13)	**1.58**	(0.12)
	Spain	**0.83**	(0.04)	**0.88**	(0.05)	**0.86**	(0.05)	**0.85**	(0.05)	1.10	(0.08)	1.03	(0.07)	**1.52**	(0.09)	**1.35**	(0.08)
	Sweden	**0.71**	(0.04)	**0.78**	(0.05)	**0.60**	(0.04)	**0.65**	(0.04)	**1.83**	(0.12)	**1.67**	(0.11)	**2.01**	(0.14)	**1.80**	(0.13)
	Switzerland	0.88	(0.08)	0.93	(0.08)	0.90	(0.05)	**0.88**	(0.05)	**1.94**	(0.20)	**1.74**	(0.19)	**1.79**	(0.16)	**1.61**	(0.14)
	Turkey	**0.82**	(0.05)	**0.84**	(0.06)	**0.78**	(0.06)	**0.79**	(0.06)	**1.66**	(0.12)	**1.66**	(0.11)	**1.42**	(0.10)	**1.40**	(0.10)
	United Kingdom	**0.87**	(0.05)	0.92	(0.06)	**0.77**	(0.07)	**0.81**	(0.08)	**1.65**	(0.14)	**1.54**	(0.13)	**1.54**	(0.10)	**1.44**	(0.10)
	United States	**0.78**	(0.04)	**0.82**	(0.04)	**0.83**	(0.07)	0.88	(0.08)	**1.48**	(0.12)	**1.35**	(0.11)	**1.92**	(0.15)	**1.75**	(0.14)
	OECD average	**0.85**	(0.01)	**0.91**	(0.01)	**0.83**	(0.01)	**0.83**	(0.01)	**1.58**	(0.02)	**1.44**	(0.02)	**1.77**	(0.03)	**1.60**	(0.02)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	**m**	m
	Brazil	**0.87**	(0.04)	1.02	(0.05)	1.04	(0.06)	1.12	(0.07)	**1.31**	(0.07)	**1.15**	(0.07)	**1.40**	(0.07)	**1.27**	(0.06)
	B-S-J-G (China)	0.93	(0.05)	1.03	(0.06)	0.96	(0.09)	1.05	(0.09)	**1.31**	(0.08)	**1.24**	(0.07)	**1.29**	(0.08)	**1.27**	(0.08)
	Bulgaria	**0.87**	(0.05)	0.92	(0.06)	0.96	(0.06)	0.93	(0.06)	**1.12**	(0.05)	**1.14**	(0.05)	**1.39**	(0.08)	1.36	(0.08)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	**m**	m
	Colombia	**0.84**	(0.04)	**0.89**	(0.05)	**0.81**	(0.05)	**0.82**	(0.06)	**1.27**	(0.08)	**1.27**	(0.08)	**1.48**	(0.13)	**1.41**	(0.13)
	Costa Rica	**0.78**	(0.05)	**0.85**	(0.05)	**0.71**	(0.07)	**0.75**	(0.07)	**1.41**	(0.12)	**1.38**	(0.12)	**1.68**	(0.17)	**1.49**	(0.15)
	Croatia	**0.79**	(0.04)	**0.82**	(0.04)	**0.84**	(0.05)	**0.81**	(0.04)	**1.65**	(0.10)	**1.55**	(0.10)	**1.92**	(0.13)	**1.85**	(0.13)
	Cyprus*	**0.78**	(0.05)	**0.86**	(0.05)	**0.59**	(0.04)	**0.64**	(0.05)	**1.67**	(0.11)	**1.53**	(0.10)	**1.77**	(0.11)	**1.59**	(0.10)
	Dominican Republic	0.96	(0.06)	1.03	(0.07)	**0.82**	(0.08)	0.82	(0.09)	1.15	(0.09)	1.09	(0.09)	**1.63**	(0.16)	1.56	(0.15)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	**0.80**	(0.06)	0.86	(0.07)	**0.81**	(0.08)	0.88	(0.09)	**1.30**	(0.08)	**1.20**	(0.08)	**1.13**	(0.07)	1.05	(0.06)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	**m**	m
	Lithuania	**0.85**	(0.06)	0.89	(0.07)	**0.79**	(0.06)	**0.83**	(0.07)	**1.47**	(0.10)	**1.39**	(0.10)	**1.59**	(0.11)	**1.43**	(0.10)
	Macao (China)	**0.85**	(0.06)	0.93	(0.07)	**0.71**	(0.05)	**0.76**	(0.06)	**1.34**	(0.10)	**1.21**	(0.09)	**1.70**	(0.12)	1.57	(0.11)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	**m**	m
	Montenegro	0.97	(0.07)	0.99	(0.07)	1.00	(0.06)	0.93	(0.06)	**1.32**	(0.10)	**1.31**	(0.10)	**1.41**	(0.10)	**1.38**	(0.10)
	Peru	**0.87**	(0.05)	**0.88**	(0.05)	0.98	(0.10)	0.99	(0.10)	**1.27**	(0.07)	**1.22**	(0.07)	**1.64**	(0.09)	**1.55**	(0.09)
	Qatar	**0.86**	(0.03)	0.96	(0.04)	**0.67**	(0.04)	**0.74**	(0.04)	**1.49**	(0.07)	**1.32**	(0.06)	**1.74**	(0.09)	1.55	(0.08)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	**m**	m
	Russia	1.05	(0.07)	**1.18**	(0.08)	1.04	(0.07)	1.05	(0.07)	**1.28**	(0.07)	**1.22**	(0.07)	**1.42**	(0.10)	**1.32**	(0.10)
	Singapore	**0.69**	(0.03)	**0.80**	(0.04)	**0.73**	(0.06)	**0.83**	(0.07)	**1.37**	(0.12)	1.07	(0.09)	**1.74**	(0.15)	1.54	(0.14)
	Chinese Taipei	1.06	(0.06)	1.07	(0.06)	0.98	(0.07)	1.03	(0.08)	1.16	(0.11)	1.12	(0.11)	1.12	(0.08)	**1.06**	(0.07)
	Thailand	**0.88**	(0.05)	0.90	(0.06)	**0.75**	(0.05)	**0.78**	(0.05)	**1.57**	(0.10)	**1.48**	(0.10)	**1.79**	(0.12)	1.69	(0.11)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	**m**	m
	Tunisia	0.91	(0.06)	0.97	(0.07)	0.92	(0.07)	0.89	(0.07)	**1.28**	(0.11)	1.14	(0.10)	**1.49**	(0.11)	**1.36**	(0.11)
	United Arab Emirates	**0.78**	(0.03)	**0.85**	(0.04)	**0.67**	(0.04)	**0.72**	(0.04)	**1.56**	(0.08)	**1.42**	(0.08)	**1.74**	(0.10)	1.60	(0.09)
	Uruguay	0.93	(0.06)	1.12	(0.07)	1.10	(0.09)	1.07	(0.09)	1.14	(0.08)	1.14	(0.08)	**1.34**	(0.13)	1.12	(0.11)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	**m**	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.90	(0.06)	0.93	(0.06)	**0.57**	(0.05)	**0.59**	(0.05)	1.11	(0.06)	1.06	(0.06)	**1.46**	(0.08)	1.40	(0.08)

1. Student characteristics include the PISA index of economic, social and cultural status (ESCS) and performance in science.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470788

[Part 1/2]

Table III.5.1 Students' achievement motivation

Results based on students' self-reports

		Percentage of students who reported the following statements																			
		I want top grades in most or all of my courses								I want to be able to select from among the best opportunities available when I graduate								I want to be the best, whatever I do							
		Strongly disagree		Disagree		Agree		Strongly agree		Strongly disagree		Disagree		Agree		Strongly agree		Strongly disagree		Disagree		Agree		Strongly agree	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	1.5	(0.1)	9.3	(0.3)	44.8	(0.5)	44.4	(0.6)	0.9	(0.1)	3.3	(0.2)	39.8	(0.5)	56.0	(0.6)	1.3	(0.1)	12.1	(0.3)	41.1	(0.5)	45.6	(0.5)
	Austria	4.8	(0.3)	17.3	(0.5)	38.6	(0.6)	39.4	(0.7)	1.6	(0.2)	6.1	(0.3)	33.3	(0.8)	58.9	(0.8)	17.2	(0.6)	36.6	(0.6)	30.7	(0.6)	15.5	(0.6)
	Belgium	4.2	(0.2)	23.7	(0.4)	46.3	(0.6)	25.8	(0.6)	1.3	(0.1)	6.8	(0.2)	49.4	(0.6)	42.5	(0.6)	13.3	(0.3)	47.3	(0.6)	27.0	(0.5)	12.3	(0.4)
	Canada	1.5	(0.1)	9.8	(0.3)	41.9	(0.5)	46.8	(0.7)	0.9	(0.1)	3.7	(0.2)	38.8	(0.6)	56.7	(0.6)	2.7	(0.2)	15.5	(0.4)	39.6	(0.5)	42.3	(0.6)
	Chile	2.2	(0.2)	5.6	(0.3)	41.5	(0.7)	50.7	(0.8)	1.8	(0.2)	2.4	(0.2)	30.8	(0.7)	65.0	(0.8)	2.9	(0.2)	13.6	(0.5)	41.6	(0.7)	41.9	(0.8)
	Czech Republic	2.6	(0.2)	16.3	(0.6)	55.3	(0.7)	25.8	(0.7)	1.3	(0.2)	5.3	(0.3)	53.0	(0.7)	40.4	(0.7)	3.1	(0.2)	30.0	(0.7)	45.4	(0.6)	21.5	(0.5)
	Denmark	2.9	(0.2)	20.1	(0.6)	44.0	(0.6)	33.0	(0.6)	2.0	(0.2)	14.8	(0.6)	45.9	(0.7)	37.3	(0.8)	7.7	(0.4)	42.5	(0.8)	32.0	(0.7)	17.8	(0.6)
	Estonia	1.4	(0.2)	6.5	(0.4)	46.7	(0.8)	45.3	(0.7)	1.3	(0.2)	3.8	(0.3)	44.1	(0.8)	50.9	(0.7)	3.6	(0.3)	30.8	(0.7)	42.4	(0.8)	23.2	(0.6)
	Finland	4.8	(0.3)	34.6	(0.7)	43.5	(0.7)	17.1	(0.6)	2.6	(0.2)	17.4	(0.7)	54.5	(0.7)	25.5	(0.9)	13.3	(0.5)	50.5	(0.7)	25.5	(0.7)	10.6	(0.4)
	France	2.4	(0.2)	12.3	(0.5)	50.1	(0.7)	35.1	(0.8)	1.5	(0.2)	4.2	(0.3)	42.3	(0.7)	52.0	(0.7)	11.3	(0.4)	41.1	(0.7)	31.4	(0.6)	16.3	(0.7)
	Germany	3.3	(0.2)	20.1	(0.6)	46.7	(0.7)	29.8	(0.7)	1.2	(0.2)	7.9	(0.4)	40.4	(0.9)	50.5	(0.9)	16.1	(0.6)	42.4	(0.7)	30.2	(0.6)	11.3	(0.5)
	Greece	4.2	(0.3)	22.9	(0.6)	48.0	(0.8)	24.9	(0.7)	1.2	(0.2)	3.3	(0.4)	38.1	(1.0)	57.4	(1.1)	4.6	(0.3)	29.2	(0.7)	41.7	(0.8)	24.5	(0.6)
	Hungary	3.1	(0.3)	20.6	(0.6)	51.3	(0.7)	25.0	(0.6)	1.4	(0.2)	5.6	(0.3)	50.0	(0.7)	43.1	(0.8)	4.9	(0.3)	30.9	(0.7)	40.1	(0.7)	24.1	(0.8)
	Iceland	1.4	(0.2)	2.4	(0.3)	25.8	(0.8)	70.4	(0.8)	2.5	(0.3)	10.9	(0.5)	31.5	(0.7)	55.1	(0.8)	2.9	(0.3)	22.1	(0.7)	38.0	(1.0)	37.0	(0.9)
	Ireland	0.9	(0.1)	6.4	(0.4)	43.5	(0.7)	49.2	(0.7)	0.6	(0.1)	2.3	(0.2)	33.1	(0.6)	64.0	(0.7)	1.3	(0.2)	12.0	(0.5)	37.7	(0.6)	49.0	(0.7)
	Israel	2.1	(0.2)	1.8	(0.2)	18.9	(0.7)	77.1	(0.8)	1.5	(0.2)	1.8	(0.2)	19.6	(0.6)	77.1	(0.7)	1.7	(0.2)	8.0	(0.4)	29.7	(0.7)	60.6	(0.9)
	Italy	1.8	(0.2)	10.2	(0.5)	51.6	(0.6)	36.5	(0.7)	1.0	(0.1)	4.0	(0.3)	44.6	(0.7)	50.4	(0.7)	8.3	(0.3)	36.4	(0.8)	37.4	(0.6)	17.9	(0.6)
	Japan	7.2	(0.3)	28.0	(0.7)	37.9	(0.6)	26.9	(0.7)	3.1	(0.2)	9.6	(0.4)	41.1	(0.7)	46.2	(0.9)	15.3	(0.5)	46.0	(0.6)	24.0	(0.6)	14.7	(0.5)
	Korea	2.2	(0.2)	11.2	(0.5)	37.5	(0.7)	49.1	(0.9)	0.8	(0.1)	3.1	(0.3)	41.5	(0.9)	54.6	(1.0)	1.2	(0.1)	18.7	(0.6)	41.1	(0.7)	39.0	(0.9)
	Latvia	4.3	(0.3)	7.2	(0.4)	46.0	(0.7)	42.5	(0.7)	3.8	(0.3)	2.9	(0.3)	42.0	(0.8)	51.3	(0.8)	4.8	(0.3)	30.4	(0.7)	40.0	(0.7)	24.8	(0.7)
	Luxembourg	3.7	(0.2)	13.7	(0.4)	44.5	(0.6)	38.1	(0.6)	1.9	(0.2)	5.6	(0.3)	38.2	(0.7)	54.3	(0.7)	11.9	(0.4)	37.8	(0.7)	31.2	(0.5)	19.0	(0.5)
	Mexico	2.1	(0.2)	1.6	(0.2)	35.1	(0.7)	61.3	(0.8)	1.8	(0.2)	2.1	(0.2)	36.5	(0.7)	59.6	(0.8)	2.7	(0.3)	14.2	(0.5)	47.2	(0.7)	35.9	(0.8)
	Netherlands	0.9	(0.1)	7.1	(0.4)	60.3	(0.9)	31.7	(0.9)	0.6	(0.1)	5.6	(0.3)	62.6	(0.8)	31.2	(0.8)	9.6	(0.5)	53.5	(0.8)	26.8	(0.7)	10.2	(0.5)
	New Zealand	1.8	(0.2)	9.5	(0.4)	47.4	(0.8)	41.3	(0.8)	1.3	(0.2)	4.2	(0.3)	43.2	(0.7)	51.3	(0.6)	1.8	(0.2)	12.6	(0.5)	42.3	(0.8)	43.3	(0.7)
	Norway	3.3	(0.3)	13.3	(0.5)	38.9	(0.8)	44.6	(0.8)	1.4	(0.1)	3.1	(0.2)	39.0	(0.8)	56.5	(0.8)	4.2	(0.3)	31.0	(0.7)	34.9	(0.7)	29.9	(0.7)
	Poland	5.8	(0.4)	29.3	(0.6)	47.5	(0.8)	17.4	(0.6)	2.2	(0.2)	11.8	(0.5)	57.7	(0.7)	28.4	(0.7)	4.8	(0.3)	37.1	(0.8)	40.0	(0.8)	18.1	(0.6)
	Portugal	0.4	(0.1)	3.9	(0.2)	38.9	(0.7)	56.8	(0.8)	1.1	(0.1)	5.8	(0.4)	38.9	(0.8)	54.2	(0.8)	3.1	(0.2)	20.2	(0.5)	43.5	(0.7)	33.2	(0.7)
	Slovak Republic	5.6	(0.3)	20.9	(0.6)	51.5	(0.6)	22.1	(0.5)	3.0	(0.2)	4.8	(0.3)	51.3	(0.7)	40.9	(0.7)	3.9	(0.3)	25.5	(0.8)	47.1	(0.7)	23.4	(0.7)
	Slovenia	4.4	(0.3)	26.1	(0.7)	46.4	(0.8)	23.1	(0.7)	3.5	(0.3)	10.4	(0.5)	51.2	(0.8)	35.0	(0.8)	7.0	(0.4)	43.6	(0.7)	34.3	(0.7)	15.1	(0.5)
	Spain	3.9	(0.3)	18.9	(0.6)	44.0	(0.7)	33.1	(0.8)	1.4	(0.2)	4.8	(0.3)	39.2	(0.7)	54.7	(0.8)	7.9	(0.3)	30.8	(0.7)	36.4	(0.6)	24.9	(0.6)
	Sweden	3.4	(0.2)	16.6	(0.5)	36.8	(0.8)	43.2	(0.7)	1.7	(0.2)	6.1	(0.3)	37.3	(0.7)	54.9	(0.8)	3.2	(0.3)	23.8	(0.6)	35.9	(0.8)	37.1	(0.8)
	Switzerland	4.5	(0.4)	18.2	(0.7)	47.6	(0.8)	29.7	(0.7)	1.7	(0.2)	7.7	(0.5)	43.0	(0.6)	47.6	(0.7)	18.9	(0.6)	41.8	(0.8)	27.0	(0.7)	12.3	(0.6)
	Turkey	3.8	(0.3)	2.7	(0.2)	23.7	(0.8)	69.7	(1.0)	3.5	(0.3)	2.3	(0.3)	26.5	(0.9)	67.7	(1.1)	3.8	(0.3)	10.7	(0.4)	34.4	(0.6)	51.1	(0.7)
	United Kingdom	0.9	(0.1)	3.7	(0.3)	35.7	(0.6)	59.7	(0.7)	0.7	(0.1)	1.5	(0.2)	33.6	(0.7)	64.2	(0.7)	1.2	(0.1)	9.2	(0.4)	36.3	(0.7)	53.3	(0.8)
	United States	0.8	(0.1)	4.9	(0.3)	39.0	(0.7)	55.3	(0.7)	0.7	(0.1)	2.0	(0.2)	32.3	(0.7)	65.0	(0.7)	0.8	(0.1)	6.0	(0.3)	35.0	(0.7)	58.2	(0.8)
	OECD average	3.0	(0.0)	13.6	(0.1)	42.8	(0.1)	40.6	(0.1)	1.7	(0.0)	5.6	(0.1)	41.3	(0.1)	51.4	(0.1)	6.4	(0.1)	28.4	(0.1)	36.3	(0.1)	29.0	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	1.1	(0.1)	3.9	(0.2)	42.6	(0.5)	52.5	(0.6)	1.0	(0.1)	2.3	(0.1)	38.1	(0.5)	58.6	(0.5)	3.0	(0.2)	16.8	(0.4)	40.9	(0.5)	39.3	(0.5)
	B-S-J-G (China)	2.5	(0.2)	25.1	(0.5)	47.4	(0.7)	25.0	(0.6)	0.7	(0.1)	2.7	(0.2)	49.7	(0.8)	46.9	(0.9)	0.9	(0.1)	10.3	(0.5)	52.8	(0.8)	36.1	(0.8)
	Bulgaria	5.2	(0.3)	16.3	(0.6)	46.4	(0.7)	32.2	(0.8)	2.4	(0.2)	3.7	(0.3)	44.5	(0.8)	49.4	(1.0)	7.8	(0.4)	34.8	(0.7)	34.6	(0.8)	22.8	(0.7)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	1.0	(0.1)	2.4	(0.2)	35.5	(0.7)	61.1	(0.7)	0.8	(0.1)	0.9	(0.1)	23.4	(0.6)	74.9	(0.6)	1.3	(0.1)	6.8	(0.3)	41.1	(0.6)	50.8	(0.7)
	Costa Rica	0.8	(0.1)	1.5	(0.2)	25.0	(0.6)	72.7	(0.7)	0.8	(0.1)	1.4	(0.2)	24.8	(0.6)	73.1	(0.7)	2.6	(0.2)	13.2	(0.5)	40.1	(0.6)	44.1	(0.7)
	Croatia	5.4	(0.3)	26.2	(0.6)	46.7	(0.6)	21.7	(0.6)	1.3	(0.2)	5.1	(0.3)	48.9	(0.7)	44.7	(0.7)	5.5	(0.3)	35.3	(0.6)	39.9	(0.7)	19.3	(0.6)
	Cyprus*	3.7	(0.3)	13.8	(0.5)	41.4	(0.8)	41.1	(0.8)	1.6	(0.1)	3.0	(0.2)	35.2	(0.7)	60.2	(0.7)	3.9	(0.3)	21.5	(0.5)	40.8	(0.6)	33.8	(0.6)
	Dominican Republic	5.0	(0.4)	3.9	(0.3)	32.4	(0.9)	58.7	(0.9)	4.3	(0.4)	2.5	(0.3)	30.2	(0.8)	63.1	(0.9)	4.9	(0.4)	10.3	(0.5)	36.6	(0.9)	48.1	(0.9)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	2.1	(0.2)	9.8	(0.5)	41.2	(0.8)	47.0	(0.9)	1.3	(0.2)	5.2	(0.4)	45.7	(0.8)	47.8	(0.7)	1.8	(0.2)	15.7	(0.5)	49.5	(0.7)	33.0	(0.6)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	5.8	(0.4)	11.1	(0.5)	41.9	(0.7)	41.2	(0.8)	3.3	(0.2)	5.9	(0.4)	29.2	(0.8)	61.5	(0.9)	9.3	(0.4)	24.2	(0.6)	39.9	(0.7)	26.6	(0.7)
	Macao (China)	6.5	(0.3)	43.8	(0.7)	36.9	(0.6)	12.9	(0.5)	1.3	(0.2)	7.6	(0.4)	59.3	(0.8)	31.8	(0.7)	4.6	(0.3)	38.4	(0.7)	42.0	(0.7)	15.1	(0.6)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	5.4	(0.3)	17.8	(0.4)	47.3	(0.7)	29.5	(0.6)	2.3	(0.2)	5.6	(0.3)	50.6	(0.6)	41.4	(0.7)	5.9	(0.3)	28.0	(0.6)	40.9	(0.7)	25.2	(0.6)
	Peru	1.3	(0.1)	2.2	(0.2)	40.5	(0.7)	56.0	(0.7)	1.3	(0.1)	2.0	(0.2)	36.3	(0.7)	60.4	(0.7)	1.3	(0.1)	9.0	(0.4)	47.2	(0.7)	42.5	(0.7)
	Qatar	3.5	(0.2)	3.1	(0.1)	26.2	(0.4)	67.2	(0.5)	2.3	(0.2)	3.1	(0.1)	25.1	(0.4)	69.5	(0.4)	2.9	(0.2)	7.1	(0.2)	29.7	(0.5)	60.3	(0.5)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	1.8	(0.3)	17.3	(0.5)	55.0	(0.8)	25.9	(0.7)	1.1	(0.2)	4.3	(0.4)	58.2	(1.0)	36.4	(1.0)	2.5	(0.3)	24.4	(0.8)	48.5	(0.8)	24.6	(0.8)
	Singapore	1.5	(0.2)	10.4	(0.4)	43.2	(0.7)	44.9	(0.7)	0.8	(0.1)	2.7	(0.2)	35.6	(0.7)	60.9	(0.7)	1.2	(0.1)	10.3	(0.4)	40.5	(0.7)	48.1	(0.8)
	Chinese Taipei	2.4	(0.2)	18.2	(0.4)	48.5	(0.6)	30.9	(0.6)	0.6	(0.1)	2.2	(0.2)	43.7	(0.7)	53.5	(0.7)	2.1	(0.2)	29.5	(0.7)	46.5	(0.7)	21.9	(0.5)
	Thailand	1.0	(0.1)	7.5	(0.3)	52.9	(0.8)	38.7	(0.9)	0.5	(0.1)	2.1	(0.2)	48.3	(1.0)	49.1	(1.2)	0.6	(0.1)	2.2	(0.2)	51.7	(1.1)	45.5	(1.2)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	1.5	(0.2)	2.0	(0.2)	31.3	(0.8)	65.2	(0.9)	0.9	(0.2)	2.6	(0.3)	41.0	(0.9)	55.5	(1.0)	1.5	(0.2)	9.1	(0.4)	41.2	(0.8)	48.2	(0.8)
	United Arab Emirates	2.6	(0.2)	3.8	(0.2)	30.5	(0.6)	63.1	(0.6)	1.7	(0.2)	2.8	(0.2)	28.2	(0.6)	67.4	(0.6)	1.7	(0.1)	6.1	(0.3)	32.3	(0.7)	60.0	(0.7)
	Uruguay	2.5	(0.2)	9.0	(0.4)	45.6	(0.6)	42.9	(0.7)	1.4	(0.2)	3.6	(0.3)	39.6	(0.8)	55.4	(0.7)	3.9	(0.3)	20.6	(0.6)	40.0	(0.7)	35.4	(0.7)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.7	(0.1)	4.6	(0.4)	31.0	(1.0)	63.7	(1.3)	0.3	(0.1)	2.2	(0.3)	32.1	(0.9)	65.4	(1.1)	0.4	(0.1)	4.0	(0.4)	38.1	(0.9)	57.5	(1.0)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470890

[Part 2/2]

Table III.5.1 Students' achievement motivation

Results based on students' self-reports

		Percentage of students who reported the following statements															
		I see myself as an ambitious person								I want to be one of the best students in my class							
		Strongly disagree		Disagree		Agree		Strongly agree		Strongly disagree		Disagree		Agree		Strongly agree	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	1.9	(0.1)	17.1	(0.3)	53.2	(0.5)	27.8	(0.5)	3.3	(0.2)	22.5	(0.4)	44.2	(0.4)	30.0	(0.4)
	Austria	8.8	(0.4)	24.7	(0.7)	41.3	(0.7)	25.2	(0.8)	19.9	(0.6)	33.3	(0.6)	28.1	(0.6)	18.7	(0.6)
	Belgium	6.3	(0.3)	31.3	(0.6)	49.1	(0.6)	13.3	(0.4)	16.3	(0.4)	42.2	(0.6)	30.5	(0.5)	11.0	(0.4)
	Canada	2.1	(0.1)	15.8	(0.4)	50.6	(0.5)	31.5	(0.6)	4.6	(0.2)	22.3	(0.5)	40.7	(0.4)	32.4	(0.6)
	Chile	7.6	(0.4)	23.1	(0.6)	41.1	(0.7)	28.2	(0.7)	5.1	(0.3)	22.9	(0.6)	45.4	(0.8)	26.6	(0.6)
	Czech Republic	4.6	(0.2)	34.8	(0.7)	47.1	(0.6)	13.5	(0.5)	11.5	(0.4)	46.8	(0.8)	31.1	(0.7)	10.5	(0.5)
	Denmark	2.7	(0.3)	17.2	(0.6)	57.5	(0.7)	22.6	(0.7)	4.5	(0.3)	26.3	(0.7)	43.9	(0.8)	25.2	(0.7)
	Estonia	2.7	(0.3)	22.6	(0.6)	57.5	(0.7)	17.2	(0.6)	8.4	(0.4)	40.5	(0.7)	35.5	(0.6)	15.6	(0.6)
	Finland	9.4	(0.5)	34.5	(0.8)	43.5	(0.8)	12.6	(0.5)	16.2	(0.6)	43.0	(0.7)	28.9	(0.7)	11.9	(0.5)
	France	5.5	(0.3)	24.0	(0.6)	53.5	(0.7)	17.1	(0.6)	17.4	(0.5)	37.9	(0.7)	29.9	(0.6)	14.9	(0.6)
	Germany	6.7	(0.3)	28.1	(0.6)	45.2	(0.6)	19.9	(0.5)	17.8	(0.5)	39.5	(0.8)	28.0	(0.6)	14.7	(0.5)
	Greece	3.5	(0.3)	18.9	(0.5)	56.3	(0.7)	21.4	(0.6)	7.0	(0.4)	29.6	(0.7)	44.1	(0.7)	19.2	(0.6)
	Hungary	5.6	(0.4)	33.2	(0.8)	46.4	(0.8)	14.8	(0.5)	14.9	(0.5)	44.7	(0.7)	29.0	(0.7)	11.4	(0.5)
	Iceland	3.8	(0.3)	17.2	(0.6)	45.4	(0.9)	33.6	(0.8)	4.2	(0.3)	20.3	(0.7)	38.9	(1.0)	36.7	(0.9)
	Ireland	1.3	(0.2)	13.8	(0.5)	51.2	(0.7)	33.8	(0.6)	2.8	(0.2)	24.8	(0.7)	45.3	(0.7)	27.1	(0.6)
	Israel	2.5	(0.2)	10.7	(0.5)	41.6	(0.6)	45.1	(0.8)	2.9	(0.2)	10.7	(0.6)	33.6	(0.6)	52.8	(0.8)
	Italy	4.4	(0.3)	22.8	(0.7)	53.7	(0.7)	19.1	(0.6)	11.5	(0.5)	36.5	(0.7)	38.4	(0.7)	13.6	(0.5)
	Japan	7.8	(0.4)	34.2	(0.7)	43.8	(0.7)	14.2	(0.5)	20.9	(0.6)	46.2	(0.6)	19.3	(0.5)	13.6	(0.5)
	Korea	2.3	(0.2)	30.5	(0.8)	47.6	(0.7)	19.6	(0.7)	2.1	(0.2)	16.0	(0.6)	42.0	(0.7)	39.9	(0.9)
	Latvia	4.0	(0.3)	20.8	(0.7)	55.4	(0.8)	19.8	(0.8)	7.7	(0.4)	33.6	(0.7)	38.6	(0.8)	20.1	(0.7)
	Luxembourg	8.6	(0.4)	28.3	(0.7)	42.8	(0.7)	20.3	(0.5)	13.5	(0.5)	32.7	(0.6)	32.7	(0.7)	21.1	(0.5)
	Mexico	23.2	(0.7)	37.6	(0.6)	27.4	(0.6)	11.8	(0.6)	3.3	(0.2)	15.4	(0.6)	51.3	(0.7)	29.9	(0.7)
	Netherlands	2.4	(0.2)	24.9	(0.7)	62.2	(0.7)	10.5	(0.5)	15.1	(0.6)	55.2	(0.8)	23.1	(0.7)	6.7	(0.4)
	New Zealand	2.6	(0.2)	19.9	(0.6)	50.9	(0.7)	26.6	(0.6)	4.1	(0.3)	25.9	(0.7)	43.4	(0.8)	26.5	(0.7)
	Norway	3.7	(0.3)	19.5	(0.6)	52.9	(0.7)	24.0	(0.7)	7.0	(0.4)	28.7	(0.7)	36.3	(0.7)	28.0	(0.6)
	Poland	3.6	(0.3)	22.0	(0.7)	57.3	(0.7)	17.1	(0.7)	9.4	(0.5)	44.2	(0.7)	35.4	(0.7)	11.0	(0.5)
	Portugal	5.2	(0.3)	23.0	(0.6)	48.2	(0.6)	23.6	(0.6)	6.5	(0.3)	28.0	(0.6)	41.6	(0.8)	23.9	(0.6)
	Slovak Republic	4.6	(0.3)	25.1	(0.6)	52.9	(0.8)	17.5	(0.6)	11.5	(0.5)	44.0	(0.7)	33.3	(0.6)	11.1	(0.5)
	Slovenia	5.0	(0.3)	30.2	(0.7)	51.0	(0.8)	13.8	(0.6)	12.5	(0.5)	43.2	(0.7)	31.9	(0.8)	12.4	(0.5)
	Spain	14.1	(0.5)	32.4	(0.6)	36.0	(0.7)	17.5	(0.4)	9.5	(0.4)	33.0	(0.8)	39.0	(0.8)	18.5	(0.6)
	Sweden	3.1	(0.3)	14.8	(0.6)	52.4	(0.8)	29.7	(0.8)	7.6	(0.4)	28.7	(0.7)	33.1	(0.8)	30.5	(0.7)
	Switzerland	6.8	(0.4)	25.8	(0.7)	48.7	(0.8)	18.8	(0.5)	21.9	(0.6)	38.2	(0.7)	27.6	(0.7)	12.4	(0.6)
	Turkey	7.0	(0.3)	20.2	(0.7)	40.9	(0.8)	32.0	(0.9)	4.2	(0.3)	6.5	(0.4)	35.5	(0.8)	53.8	(0.9)
	United Kingdom	2.0	(0.2)	14.5	(0.5)	47.9	(0.7)	35.6	(0.7)	3.5	(0.3)	20.9	(0.5)	44.2	(0.6)	31.4	(0.7)
	United States	1.5	(0.2)	11.5	(0.5)	48.1	(0.7)	38.9	(0.8)	1.8	(0.2)	12.8	(0.5)	42.2	(0.8)	43.2	(0.9)
	OECD average	5.3	(0.1)	23.6	(0.1)	48.6	(0.1)	22.5	(0.1)	9.4	(0.1)	31.3	(0.1)	36.2	(0.1)	23.0	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	19.2	(0.4)	40.6	(0.4)	26.9	(0.5)	13.2	(0.4)	6.5	(0.2)	29.6	(0.5)	42.2	(0.5)	21.7	(0.4)
	B-S-J-G (China)	2.1	(0.2)	24.9	(0.7)	52.1	(0.6)	21.0	(0.6)	2.4	(0.2)	16.4	(0.6)	52.2	(0.7)	28.9	(0.7)
	Bulgaria	4.0	(0.3)	14.5	(0.5)	54.6	(0.7)	26.9	(0.8)	7.0	(0.4)	25.8	(0.7)	43.4	(0.7)	23.8	(0.7)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	22.9	(0.8)	36.9	(0.7)	26.3	(0.6)	13.9	(0.5)	1.3	(0.1)	7.0	(0.3)	46.4	(0.7)	45.2	(0.8)
	Costa Rica	16.6	(0.6)	32.2	(0.6)	30.2	(0.6)	21.0	(0.6)	2.5	(0.2)	12.0	(0.6)	43.5	(0.7)	42.0	(0.8)
	Croatia	3.8	(0.3)	22.9	(0.6)	56.5	(0.7)	16.8	(0.6)	7.7	(0.4)	30.8	(0.6)	45.2	(0.6)	16.3	(0.5)
	Cyprus*	3.7	(0.3)	16.6	(0.5)	54.4	(0.7)	25.4	(0.6)	5.5	(0.3)	21.7	(0.6)	44.8	(0.7)	28.0	(0.6)
	Dominican Republic	36.9	(0.8)	37.3	(0.8)	15.1	(0.7)	10.7	(0.6)	4.4	(0.4)	5.2	(0.3)	36.7	(0.9)	53.7	(0.9)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	4.0	(0.3)	31.9	(0.8)	44.2	(0.8)	19.9	(0.6)	4.7	(0.4)	19.9	(0.7)	45.6	(0.7)	29.8	(0.7)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	7.7	(0.4)	21.3	(0.7)	46.3	(0.9)	24.7	(0.7)	13.7	(0.6)	22.8	(0.5)	36.8	(0.7)	26.8	(0.7)
	Macao (China)	7.1	(0.4)	37.4	(0.8)	41.3	(0.8)	14.2	(0.5)	9.7	(0.4)	41.7	(0.9)	36.4	(0.8)	12.2	(0.5)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	4.0	(0.3)	15.1	(0.5)	55.1	(0.7)	25.8	(0.6)	11.1	(0.5)	34.5	(0.8)	36.7	(0.6)	17.7	(0.5)
	Peru	20.6	(0.6)	40.6	(0.6)	27.2	(0.6)	11.6	(0.5)	1.7	(0.1)	9.9	(0.4)	53.1	(0.7)	35.4	(0.7)
	Qatar	3.3	(0.2)	9.7	(0.3)	39.4	(0.4)	47.6	(0.4)	3.0	(0.1)	7.6	(0.2)	34.5	(0.4)	54.9	(0.4)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	1.3	(0.2)	9.9	(0.5)	58.6	(0.7)	30.1	(0.8)	5.3	(0.3)	39.0	(0.8)	40.2	(0.7)	15.6	(0.6)
	Singapore	3.2	(0.2)	22.0	(0.5)	46.8	(0.7)	28.0	(0.6)	2.7	(0.2)	15.1	(0.4)	44.2	(0.6)	38.0	(0.6)
	Chinese Taipei	3.0	(0.2)	23.9	(0.6)	51.1	(0.6)	22.0	(0.6)	4.6	(0.2)	27.3	(0.5)	47.2	(0.6)	20.9	(0.5)
	Thailand	2.9	(0.2)	30.1	(0.7)	55.5	(0.7)	11.5	(0.4)	2.3	(0.3)	18.0	(0.7)	57.3	(0.9)	22.4	(0.7)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	2.2	(0.2)	7.2	(0.4)	46.9	(0.9)	43.7	(0.9)	1.7	(0.2)	5.2	(0.3)	39.6	(0.8)	53.4	(0.9)
	United Arab Emirates	2.2	(0.1)	8.4	(0.3)	40.0	(0.5)	49.3	(0.6)	2.3	(0.2)	6.2	(0.3)	35.4	(0.6)	56.2	(0.7)
	Uruguay	16.3	(0.5)	36.2	(0.6)	31.0	(0.6)	16.5	(0.6)	11.4	(0.4)	38.7	(0.7)	34.8	(0.7)	15.1	(0.6)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.8	(0.1)	10.5	(0.6)	49.5	(0.8)	39.3	(1.0)	1.1	(0.2)	7.2	(0.5)	38.7	(0.9)	53.0	(1.2)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470890

[Part 1/3]

Table III.5.2 Students' achievement motivation, by gender and socio-economic status

Percentage of students who reported that they "agree" or "strongly agree"

		Percentage of boys who agreed with the following statements										Percentage of girls who agreed with the following statements									
		I want top grades in most or all of my courses		I want to be able to select from among the best opportunities available when I graduate		I want to be the best, whatever I do		I see myself as an ambitious person		I want to be one of the best students in my class		I want top grades in most or all of my courses		I want to be able to select from among the best opportunities available when I graduate		I want to be the best, whatever I do		I see myself as an ambitious person		I want to be one of the best students in my class	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	87.5	(0.5)	94.9	(0.4)	87.5	(0.5)	80.8	(0.5)	73.5	(0.7)	91.0	(0.4)	96.7	(0.3)	85.8	(0.6)	81.3	(0.6)	74.9	(0.7)
	Austria	76.8	(0.6)	92.4	(0.5)	53.5	(0.9)	67.5	(0.9)	51.4	(0.9)	79.1	(0.8)	92.1	(0.5)	38.9	(1.2)	65.5	(1.1)	42.1	(1.2)
	Belgium	72.7	(0.7)	92.2	(0.4)	44.8	(0.9)	65.2	(0.8)	43.5	(0.8)	71.5	(0.6)	91.7	(0.4)	33.9	(0.8)	59.5	(0.9)	39.5	(0.8)
	Canada	86.3	(0.6)	94.0	(0.4)	82.5	(0.6)	81.1	(0.6)	71.4	(0.9)	91.1	(0.4)	96.8	(0.3)	81.1	(0.7)	83.1	(0.6)	74.8	(0.7)
	Chile	91.7	(0.5)	95.8	(0.5)	85.9	(0.8)	76.3	(0.8)	71.5	(1.0)	92.8	(0.6)	96.0	(0.5)	81.1	(0.8)	62.3	(1.0)	72.5	(1.0)
	Czech Republic	79.9	(0.8)	92.5	(0.5)	70.2	(0.9)	62.9	(0.9)	42.9	(1.0)	82.3	(0.8)	94.3	(0.5)	63.5	(1.2)	58.3	(1.1)	40.3	(1.1)
	Denmark	73.2	(0.9)	82.2	(0.8)	51.7	(1.2)	78.6	(1.0)	68.1	(0.9)	80.7	(0.8)	84.2	(0.7)	48.0	(1.0)	81.7	(0.8)	70.3	(1.1)
	Estonia	90.4	(0.8)	93.7	(0.5)	65.6	(1.0)	73.9	(0.9)	48.9	(1.1)	93.7	(0.5)	96.3	(0.4)	65.7	(1.0)	75.4	(1.0)	53.5	(1.0)
	Finland	62.1	(1.0)	79.1	(1.0)	41.3	(1.1)	54.9	(1.3)	40.5	(1.1)	59.0	(1.1)	80.9	(0.8)	30.7	(1.0)	57.4	(1.1)	41.1	(1.0)
	France	85.2	(0.6)	93.3	(0.5)	52.9	(1.1)	71.4	(0.8)	46.0	(1.0)	85.3	(0.6)	95.3	(0.4)	42.5	(1.0)	69.6	(0.9)	43.6	(1.2)
	Germany	76.7	(0.9)	91.3	(0.6)	47.4	(0.9)	66.8	(0.8)	45.5	(1.0)	76.4	(0.8)	90.5	(0.6)	35.8	(0.9)	63.5	(1.0)	40.0	(0.9)
	Greece	69.8	(0.9)	93.9	(0.6)	67.4	(1.0)	80.5	(0.8)	60.3	(1.0)	76.1	(0.8)	97.2	(0.3)	65.0	(0.9)	74.7	(0.9)	66.6	(1.1)
	Hungary	76.7	(0.9)	92.7	(0.6)	69.0	(0.9)	65.1	(1.1)	39.7	(1.0)	75.9	(0.9)	93.5	(0.5)	59.5	(1.0)	57.4	(1.0)	41.1	(1.1)
	Iceland	94.8	(0.5)	83.3	(0.9)	77.1	(1.1)	80.1	(1.0)	74.1	(1.2)	97.5	(0.4)	89.7	(0.7)	73.1	(1.1)	77.9	(1.0)	76.8	(1.0)
	Ireland	93.0	(0.5)	96.8	(0.3)	89.6	(0.6)	86.5	(0.6)	75.4	(0.9)	92.4	(0.5)	97.3	(0.2)	83.7	(0.7)	83.4	(0.7)	69.2	(1.0)
	Israel	94.3	(0.6)	95.1	(0.6)	89.4	(0.7)	85.4	(0.8)	85.0	(1.0)	97.7	(0.3)	98.3	(0.2)	91.2	(0.6)	88.0	(0.6)	87.6	(0.8)
	Italy	86.1	(0.8)	94.5	(0.5)	62.9	(1.0)	74.8	(0.9)	52.3	(1.0)	89.9	(0.6)	95.5	(0.4)	47.9	(1.1)	70.8	(1.3)	51.6	(1.1)
	Japan	66.0	(0.9)	88.1	(0.6)	44.3	(1.1)	59.9	(1.0)	37.8	(1.0)	63.6	(1.1)	86.5	(0.7)	33.1	(1.0)	56.1	(1.1)	27.9	(0.9)
	Korea	84.7	(0.8)	94.7	(0.5)	78.8	(0.8)	69.5	(1.0)	80.7	(0.9)	88.8	(0.6)	97.6	(0.3)	81.5	(0.9)	64.6	(1.1)	83.2	(0.9)
	Latvia	86.9	(0.7)	91.7	(0.7)	66.7	(1.1)	73.2	(1.0)	54.9	(1.3)	90.2	(0.6)	94.9	(0.6)	63.0	(1.0)	77.1	(1.0)	62.3	(1.2)
	Luxembourg	82.3	(0.7)	91.1	(0.5)	55.4	(0.9)	64.7	(0.9)	54.5	(0.9)	83.0	(0.6)	93.9	(0.5)	45.3	(0.8)	61.5	(0.9)	53.1	(0.9)
	Mexico	95.7	(0.4)	95.4	(0.5)	85.3	(0.8)	45.7	(1.1)	82.0	(0.9)	97.0	(0.4)	96.8	(0.3)	80.8	(0.9)	32.5	(1.0)	80.4	(0.8)
	Netherlands	91.9	(0.5)	93.9	(0.5)	44.6	(1.3)	73.3	(1.0)	33.9	(1.2)	92.1	(0.5)	93.8	(0.4)	29.6	(0.9)	72.2	(1.1)	25.7	(1.0)
	New Zealand	87.8	(0.8)	94.2	(0.6)	86.0	(0.9)	76.6	(1.0)	69.7	(1.1)	89.7	(0.6)	94.8	(0.5)	85.1	(0.7)	78.3	(0.8)	70.2	(1.0)
	Norway	80.1	(0.9)	93.8	(0.5)	67.1	(0.9)	77.2	(0.8)	62.5	(0.9)	86.9	(0.7)	97.2	(0.3)	62.4	(1.1)	76.4	(1.1)	66.1	(1.1)
	Poland	61.0	(1.1)	85.4	(0.8)	63.2	(1.1)	76.3	(0.9)	44.3	(1.0)	68.8	(1.1)	86.8	(0.8)	52.7	(1.1)	72.5	(1.1)	48.6	(1.2)
	Portugal	94.2	(0.4)	91.6	(0.5)	80.8	(0.7)	75.9	(0.9)	65.0	(0.9)	97.2	(0.3)	94.6	(0.5)	72.7	(0.8)	67.5	(1.1)	66.0	(1.0)
	Slovak Republic	69.7	(0.9)	90.8	(0.6)	73.2	(0.9)	71.3	(0.9)	44.6	(1.0)	77.6	(0.8)	93.7	(0.6)	67.7	(1.1)	69.4	(1.1)	44.3	(1.1)
	Slovenia	68.7	(1.0)	83.3	(0.8)	53.8	(0.9)	63.5	(1.1)	45.2	(1.0)	70.2	(1.0)	89.1	(0.7)	44.9	(1.0)	66.1	(1.1)	43.3	(1.1)
	Spain	75.6	(0.8)	93.4	(0.5)	66.1	(0.9)	60.5	(1.0)	58.2	(1.1)	78.7	(0.9)	94.3	(0.5)	56.6	(1.1)	46.5	(1.2)	56.7	(1.1)
	Sweden	77.0	(0.9)	90.1	(0.6)	75.6	(0.9)	80.5	(0.9)	60.6	(1.1)	82.9	(0.8)	94.3	(0.4)	70.4	(0.8)	83.7	(0.8)	66.6	(1.1)
	Switzerland	77.7	(0.9)	90.2	(0.7)	46.2	(1.2)	68.7	(1.0)	43.8	(1.1)	76.9	(1.0)	91.0	(0.6)	31.9	(1.1)	66.1	(1.0)	35.9	(1.2)
	Turkey	91.9	(0.7)	92.7	(0.6)	83.9	(0.7)	74.0	(1.1)	87.0	(0.7)	95.0	(0.4)	95.7	(0.4)	87.0	(0.8)	71.7	(1.0)	91.5	(0.5)
	United Kingdom	94.8	(0.4)	97.2	(0.4)	89.3	(0.5)	83.5	(0.7)	75.4	(0.8)	96.0	(0.4)	98.4	(0.2)	90.1	(0.5)	83.4	(0.7)	75.7	(0.7)
	United States	92.9	(0.6)	96.4	(0.4)	93.0	(0.6)	86.7	(0.7)	83.4	(0.9)	95.7	(0.4)	98.1	(0.3)	93.5	(0.5)	87.3	(0.7)	87.4	(0.5)
	OECD average	82.2	(0.1)	91.8	(0.1)	68.3	(0.2)	72.4	(0.2)	59.2	(0.2)	84.6	(0.1)	93.6	(0.1)	62.2	(0.2)	69.8	(0.2)	59.2	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	94.4	(0.3)	95.6	(0.3)	81.2	(0.6)	44.4	(0.8)	63.6	(0.7)	95.7	(0.3)	97.8	(0.2)	79.2	(0.6)	36.2	(0.6)	64.3	(0.7)
	B-S-J-G (China)	75.2	(0.8)	96.3	(0.3)	88.3	(0.7)	79.0	(1.1)	78.6	(0.9)	69.2	(1.1)	97.0	(0.3)	89.4	(0.7)	66.3	(0.9)	84.0	(0.8)
	Bulgaria	75.7	(0.9)	91.4	(0.6)	58.6	(1.0)	78.6	(0.9)	63.8	(1.0)	81.6	(1.0)	96.7	(0.4)	56.2	(1.2)	84.7	(0.8)	70.9	(1.1)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	96.0	(0.3)	98.1	(0.2)	92.6	(0.5)	47.0	(1.1)	90.4	(0.5)	97.2	(0.3)	98.5	(0.2)	91.3	(0.5)	34.1	(0.9)	92.7	(0.4)
	Costa Rica	97.2	(0.3)	97.2	(0.3)	86.7	(0.6)	58.7	(0.9)	83.7	(0.8)	98.2	(0.3)	98.5	(0.2)	81.8	(0.9)	44.0	(1.1)	87.3	(0.7)
	Croatia	67.9	(1.1)	91.7	(0.6)	63.4	(1.0)	70.9	(1.0)	60.6	(1.1)	68.9	(1.0)	95.3	(0.3)	55.4	(1.0)	75.5	(0.9)	62.2	(0.9)
	Cyprus*	78.6	(0.8)	93.4	(0.5)	74.8	(0.9)	80.9	(0.8)	70.5	(1.0)	86.3	(0.7)	97.3	(0.3)	74.6	(0.8)	78.6	(0.8)	75.0	(0.9)
	Dominican Republic	90.9	(0.8)	92.8	(0.6)	85.7	(0.7)	29.3	(1.1)	90.3	(0.7)	91.4	(0.6)	93.6	(0.6)	83.8	(0.9)	22.4	(1.1)	90.4	(0.6)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	85.5	(0.9)	91.5	(0.7)	80.6	(1.0)	67.3	(1.0)	72.3	(1.1)	90.8	(0.6)	95.5	(0.4)	84.4	(0.6)	60.8	(1.1)	78.6	(1.0)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	79.6	(0.9)	88.0	(0.7)	67.3	(1.0)	66.9	(1.0)	59.1	(1.1)	86.6	(0.7)	93.6	(0.6)	65.6	(1.0)	75.1	(1.0)	67.9	(1.0)
	Macao (China)	46.7	(1.0)	88.7	(0.7)	57.4	(1.0)	59.5	(1.2)	46.2	(1.1)	52.8	(1.1)	93.6	(0.6)	56.8	(1.1)	51.5	(1.1)	51.0	(1.2)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	73.0	(0.9)	89.6	(0.6)	67.2	(0.9)	78.7	(0.7)	51.5	(0.9)	80.7	(0.7)	94.5	(0.5)	64.9	(0.9)	83.1	(0.6)	57.3	(0.8)
	Peru	96.4	(0.3)	96.6	(0.3)	90.3	(0.5)	45.0	(0.9)	88.0	(0.5)	96.6	(0.3)	96.8	(0.3)	89.0	(0.6)	32.7	(0.9)	88.9	(0.5)
	Qatar	90.4	(0.4)	91.9	(0.3)	88.6	(0.4)	85.7	(0.4)	87.9	(0.4)	96.4	(0.2)	97.3	(0.2)	91.3	(0.4)	88.4	(0.4)	90.9	(0.4)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	80.4	(1.1)	94.1	(0.6)	75.4	(0.9)	90.0	(0.9)	54.5	(1.1)	81.3	(0.6)	95.1	(0.5)	70.9	(1.1)	87.5	(0.5)	57.0	(1.0)
	Singapore	87.9	(0.6)	95.7	(0.4)	89.4	(0.5)	76.1	(0.8)	81.2	(0.6)	88.3	(0.6)	97.3	(0.3)	87.7	(0.7)	73.5	(0.8)	83.4	(0.7)
	Chinese Taipei	78.4	(0.6)	96.4	(0.3)	66.7	(1.0)	73.0	(0.9)	63.8	(0.8)	80.5	(0.7)	98.1	(0.2)	70.1	(1.0)	73.1	(0.9)	72.4	(0.7)
	Thailand	90.6	(0.6)	95.9	(0.4)	95.7	(0.4)	68.5	(1.1)	76.7	(1.1)	92.2	(0.5)	98.6	(0.2)	98.4	(0.2)	65.9	(0.9)	82.0	(0.7)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	94.9	(0.5)	94.8	(0.5)	86.4	(0.7)	90.4	(0.6)	91.0	(0.7)	97.8	(0.3)	97.9	(0.2)	92.0	(0.6)	90.7	(0.6)	94.8	(0.4)
	United Arab Emirates	91.2	(0.5)	93.8	(0.5)	90.9	(0.4)	88.9	(0.5)	90.0	(0.4)	95.9	(0.4)	97.3	(0.3)	93.5	(0.4)	89.8	(0.5)	93.0	(0.5)
	Uruguay	87.6	(0.7)	94.1	(0.5)	80.5	(0.9)	55.8	(1.0)	52.3	(1.1)	89.3	(0.6)	95.8	(0.4)	70.9	(0.9)	40.1	(1.0)	47.8	(1.0)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	93.9	(0.7)	96.8	(0.4)	95.2	(0.4)	88.2	(0.7)	90.2	(0.7)	95.5	(0.4)	98.1	(0.3)	96.0	(0.5)	89.2	(0.7)	93.0	(0.5)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933470902

[Part 2/3]

Table III.5.2 Students' achievement motivation, by gender and socio-economic status

Percentage of students who reported that they "agree" or "strongly agree"

		Gender difference in the percentage of students who agreed with the following statements (B – G)										Percentage of socio-economically disadvantaged[1] students who agreed with the following statements									
		I want top grades in most or all of my courses		I want to be able to select from among the best opportunities available when I graduate		I want to be the best, whatever I do		I see myself as an ambitious person		I want to be one of the best students in my class		I want top grades in most or all of my courses		I want to be able to select from among the best opportunities available when I graduate		I want to be the best, whatever I do		I see myself as an ambitious person		I want to be one of the best students in my class	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	**-3.5**	(0.6)	**-1.8**	(0.5)	**1.7**	(0.8)	-0.5	(0.9)	-1.4	(1.0)	86.2	(0.7)	93.2	(0.6)	85.9	(0.7)	76.0	(0.9)	68.0	(1.0)
	Austria	**-2.4**	(1.1)	0.3	(0.8)	**14.6**	(1.5)	2.0	(1.4)	**9.4**	(1.4)	81.4	(0.8)	89.4	(0.8)	46.2	(1.7)	61.7	(1.2)	46.1	(1.5)
	Belgium	1.2	(1.0)	0.5	(0.6)	**10.9**	(1.2)	**5.7**	(1.1)	**4.0**	(1.0)	73.3	(1.1)	89.4	(0.7)	40.9	(1.3)	55.4	(1.4)	42.6	(1.5)
	Canada	**-4.8**	(0.7)	**-2.8**	(0.5)	1.4	(0.7)	**-2.0**	(0.8)	**-3.4**	(1.0)	84.0	(0.8)	92.7	(0.5)	77.5	(0.9)	77.4	(0.9)	64.9	(1.1)
	Chile	-1.1	(0.8)	-0.2	(0.7)	**4.8**	(0.9)	**14.0**	(1.3)	-1.0	(1.4)	91.3	(0.9)	94.7	(0.7)	80.6	(1.3)	59.4	(1.7)	69.9	(1.5)
	Czech Republic	**-2.4**	(1.0)	**-1.8**	(0.6)	**6.8**	(1.6)	**4.5**	(1.4)	2.6	(1.5)	76.9	(1.2)	90.1	(0.9)	64.3	(1.2)	52.2	(1.6)	33.0	(1.4)
	Denmark	**-7.5**	(1.2)	**-2.0**	(1.0)	**3.7**	(1.5)	**-3.1**	(1.2)	-2.2	(1.3)	70.7	(1.4)	75.7	(1.2)	46.0	(1.5)	72.8	(1.8)	61.2	(1.3)
	Estonia	**-3.3**	(0.8)	**-2.6**	(0.6)	-0.1	(1.4)	-1.5	(1.4)	**-4.6**	(1.5)	89.5	(1.2)	93.1	(1.0)	63.5	(1.6)	67.7	(1.3)	44.5	(1.9)
	Finland	**3.1**	(1.1)	-1.8	(1.1)	**10.6**	(1.4)	-2.4	(1.5)	-0.6	(1.2)	52.7	(1.5)	72.8	(1.5)	31.8	(1.7)	45.4	(1.5)	28.8	(1.6)
	France	-0.1	(0.8)	**-2.0**	(0.6)	**10.4**	(1.2)	1.8	(1.2)	2.4	(1.3)	83.5	(1.1)	91.5	(0.8)	43.6	(1.6)	64.4	(1.5)	41.4	(1.7)
	Germany	0.2	(1.1)	0.8	(0.9)	**11.6**	(1.2)	**3.3**	(1.4)	**5.6**	(1.3)	75.4	(1.6)	87.7	(1.0)	37.6	(1.6)	59.6	(1.7)	37.9	(1.2)
	Greece	**-6.3**	(1.0)	**-3.3**	(0.6)	**2.4**	(1.2)	**5.8**	(1.3)	**-6.4**	(1.3)	68.7	(1.4)	93.9	(0.8)	59.8	(1.7)	76.5	(1.2)	55.3	(1.8)
	Hungary	0.8	(1.2)	-0.8	(0.8)	**9.5**	(1.2)	**7.8**	(1.3)	-1.4	(1.4)	73.8	(1.5)	90.6	(1.0)	60.2	(1.8)	50.0	(1.7)	36.6	(1.7)
	Iceland	**-2.7**	(0.7)	**-6.4**	(1.1)	**4.0**	(1.5)	2.1	(1.5)	-2.7	(1.7)	95.4	(0.8)	81.5	(1.4)	69.6	(1.7)	71.3	(1.6)	68.5	(1.5)
	Ireland	0.5	(0.7)	-0.6	(0.5)	**6.0**	(0.9)	**3.1**	(0.9)	**6.2**	(1.3)	91.6	(0.7)	95.2	(0.5)	88.2	(1.0)	80.4	(1.0)	66.6	(1.1)
	Israel	**-3.4**	(0.6)	**-3.2**	(0.6)	**-1.8**	(0.9)	**-2.6**	(1.0)	**-2.6**	(1.3)	95.3	(0.6)	96.1	(0.6)	91.4	(0.8)	85.0	(1.1)	89.1	(1.0)
	Italy	**-3.8**	(1.0)	-1.0	(0.6)	**14.9**	(1.5)	**3.9**	(1.6)	0.7	(1.4)	88.0	(0.9)	93.4	(0.7)	55.5	(1.5)	69.3	(1.3)	49.9	(1.6)
	Japan	2.4	(1.3)	1.6	(0.9)	**11.2**	(1.3)	**3.8**	(1.3)	**9.9**	(1.3)	58.3	(1.3)	82.9	(1.1)	32.6	(1.5)	51.0	(1.4)	26.0	(1.3)
	Korea	**-4.1**	(1.1)	**-2.9**	(0.6)	**-2.6**	(1.1)	**5.0**	(1.4)	**-2.5**	(1.3)	81.1	(1.3)	92.7	(0.7)	73.1	(1.2)	59.0	(1.5)	73.3	(1.1)
	Latvia	**-3.3**	(0.9)	**-3.2**	(0.9)	**3.6**	(1.6)	**-3.8**	(1.4)	**-7.4**	(1.8)	88.3	(1.1)	92.5	(0.8)	60.0	(1.6)	71.8	(1.5)	50.5	(1.7)
	Luxembourg	-0.7	(1.0)	**-2.8**	(0.8)	**10.1**	(1.2)	**3.2**	(1.2)	1.3	(1.3)	84.1	(1.0)	90.6	(0.9)	49.1	(1.4)	56.7	(1.5)	53.0	(1.2)
	Mexico	**-1.4**	(0.5)	**-1.4**	(0.5)	**4.5**	(1.1)	**13.2**	(1.1)	1.6	(1.1)	95.4	(0.6)	93.5	(0.8)	81.4	(1.1)	29.6	(1.5)	82.9	(1.2)
	Netherlands	-0.2	(0.7)	0.1	(0.8)	**15.1**	(1.6)	1.2	(1.4)	**8.1**	(1.5)	91.1	(0.9)	91.6	(0.8)	35.2	(1.6)	68.4	(1.4)	29.1	(1.5)
	New Zealand	-1.9	(1.1)	-0.6	(0.8)	0.9	(1.1)	-1.7	(1.4)	-0.5	(1.5)	84.9	(1.2)	91.3	(1.0)	83.2	(1.3)	72.4	(1.5)	62.1	(1.9)
	Norway	**-6.8**	(1.0)	**-3.4**	(0.6)	**4.6**	(1.4)	0.8	(1.3)	**-3.7**	(1.3)	77.7	(1.5)	93.7	(0.8)	60.5	(1.3)	68.2	(1.4)	55.2	(1.7)
	Poland	**-7.8**	(1.6)	-1.4	(1.1)	**10.5**	(1.6)	**3.8**	(1.3)	**-4.2**	(1.7)	62.7	(1.4)	81.0	(1.1)	56.2	(1.7)	67.4	(1.6)	37.5	(1.6)
	Portugal	**-3.1**	(0.5)	**-3.0**	(0.6)	**8.1**	(1.1)	**8.4**	(1.3)	-1.1	(1.4)	93.9	(0.7)	88.2	(0.8)	74.2	(1.1)	61.5	(1.6)	58.5	(1.4)
	Slovak Republic	**-7.9**	(1.1)	**-2.8**	(0.8)	**5.4**	(1.4)	1.8	(1.4)	0.2	(1.4)	66.1	(1.7)	86.5	(1.4)	64.1	(1.5)	60.7	(1.7)	39.4	(1.4)
	Slovenia	-1.5	(1.3)	**-5.8**	(1.0)	**8.9**	(1.4)	-2.6	(1.6)	1.9	(1.4)	68.4	(1.2)	79.2	(1.3)	46.3	(1.5)	57.1	(1.5)	39.3	(1.3)
	Spain	**-3.1**	(1.2)	-1.0	(0.7)	**9.5**	(1.2)	**14.0**	(1.5)	1.5	(1.4)	73.7	(1.4)	91.0	(0.7)	53.2	(1.5)	40.6	(1.4)	49.8	(1.6)
	Sweden	**-5.9**	(1.2)	**-4.1**	(0.7)	**5.2**	(1.2)	**-3.2**	(1.2)	**-6.0**	(1.4)	74.7	(1.4)	89.5	(0.9)	71.2	(1.4)	76.6	(1.2)	57.6	(1.6)
	Switzerland	0.8	(1.4)	-0.8	(0.9)	**14.2**	(1.5)	**2.6**	(1.3)	**7.9**	(1.6)	79.4	(1.5)	88.5	(1.0)	42.7	(1.6)	66.0	(1.3)	38.6	(1.6)
	Turkey	**-3.1**	(0.7)	**-3.0**	(0.7)	**-3.0**	(1.1)	2.3	(1.4)	**-4.5**	(0.8)	93.4	(0.7)	92.7	(0.9)	84.2	(1.0)	68.0	(2.2)	90.7	(1.2)
	United Kingdom	**-1.2**	(0.5)	**-1.2**	(0.4)	-0.8	(0.7)	0.0	(0.8)	-0.3	(1.0)	94.2	(0.7)	96.9	(0.6)	89.2	(1.0)	78.5	(1.2)	69.5	(1.3)
	United States	**-2.9**	(0.7)	**-1.7**	(0.5)	-0.4	(0.7)	-0.6	(0.9)	**-4.0**	(1.0)	93.2	(0.7)	96.8	(0.4)	92.7	(0.7)	81.4	(1.3)	82.6	(1.1)
	OECD average	**-2.5**	(0.2)	**-1.9**	(0.1)	**6.2**	(0.2)	**2.6**	(0.2)	0.1	(0.2)	81.1	(0.2)	89.7	(0.2)	62.6	(0.2)	64.6	(0.2)	54.3	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	**-1.2**	(0.4)	**-2.2**	(0.4)	**2.0**	(0.8)	**8.2**	(0.9)	-0.7	(0.8)	93.2	(0.5)	96.1	(0.4)	79.4	(0.8)	30.2	(1.1)	65.3	(1.0)
	B-S-J-G (China)	**6.0**	(1.6)	-0.6	(0.4)	-1.1	(1.0)	**12.7**	(1.5)	**-5.4**	(1.1)	67.6	(1.4)	97.1	(0.4)	88.8	(0.9)	68.2	(1.1)	77.2	(1.3)
	Bulgaria	**-5.9**	(1.4)	**-5.3**	(0.7)	2.4	(1.5)	**-6.2**	(1.1)	**-7.1**	(1.5)	76.1	(1.6)	90.9	(0.9)	58.5	(1.9)	75.6	(1.8)	65.2	(1.5)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	**-1.2**	(0.5)	-0.3	(0.3)	1.3	(0.7)	**13.0**	(1.2)	**-2.3**	(0.7)	97.6	(0.5)	98.1	(0.4)	89.9	(0.8)	27.9	(1.3)	93.0	(0.7)
	Costa Rica	**-0.9**	(0.4)	**-1.3**	(0.3)	**4.9**	(1.1)	**14.7**	(1.4)	**-3.6**	(1.0)	97.9	(0.4)	97.3	(0.5)	80.8	(1.4)	38.9	(1.3)	89.2	(1.0)
	Croatia	-1.0	(1.5)	**-3.6**	(0.7)	**7.9**	(1.3)	**-4.5**	(1.3)	-1.6	(1.6)	65.8	(1.4)	91.0	(0.8)	58.0	(1.2)	68.5	(1.4)	59.8	(1.5)
	Cyprus*	**-7.7**	(1.0)	**-3.9**	(0.6)	0.2	(1.2)	**2.2**	(1.1)	**-4.5**	(1.3)	76.8	(1.3)	94.2	(0.7)	70.8	(1.2)	77.8	(1.2)	66.8	(1.4)
	Dominican Republic	-0.5	(1.0)	-0.8	(0.9)	1.9	(1.1)	**6.9**	(1.3)	-0.1	(1.0)	89.7	(1.3)	91.4	(1.0)	85.1	(1.4)	19.0	(1.6)	89.4	(1.0)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	**-5.4**	(1.1)	**-4.0**	(0.8)	**-3.7**	(1.2)	**6.5**	(1.3)	**-6.3**	(1.5)	85.4	(1.0)	90.3	(0.9)	81.2	(1.2)	62.4	(1.6)	71.2	(1.4)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	**-7.0**	(1.1)	**-5.6**	(0.8)	1.6	(1.3)	**-8.1**	(1.2)	**-8.8**	(1.4)	77.0	(1.3)	88.3	(1.0)	56.4	(1.7)	62.7	(1.4)	52.1	(1.5)
	Macao (China)	**-6.1**	(1.6)	**-4.9**	(0.9)	0.6	(1.5)	**8.0**	(1.7)	**-4.7**	(1.4)	41.7	(1.4)	88.9	(0.9)	50.1	(1.4)	49.8	(1.5)	42.2	(1.4)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	**-7.7**	(1.1)	**-4.8**	(0.7)	2.3	(1.2)	**-4.5**	(1.0)	**-5.8**	(1.2)	77.2	(1.0)	91.0	(0.7)	65.8	(1.3)	76.7	(1.1)	54.1	(1.3)
	Peru	-0.2	(0.4)	-0.2	(0.4)	1.3	(0.7)	**12.3**	(1.2)	-0.9	(0.7)	97.0	(0.5)	96.1	(0.5)	88.0	(0.8)	29.0	(1.3)	89.7	(0.8)
	Qatar	**-6.0**	(0.5)	**-5.3**	(0.4)	**-2.6**	(0.6)	**-2.7**	(0.6)	**-3.0**	(0.5)	91.1	(0.5)	92.1	(0.5)	88.2	(0.6)	84.3	(0.8)	87.9	(0.6)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	-1.0	(1.3)	-1.1	(0.6)	**4.5**	(1.3)	**2.4**	(1.0)	**-2.5**	(1.2)	76.3	(1.4)	91.5	(1.1)	70.9	(1.7)	85.0	(1.4)	50.2	(1.7)
	Singapore	-0.4	(0.8)	**-1.5**	(0.5)	**1.7**	(0.8)	**2.5**	(1.1)	**-2.2**	(1.0)	87.0	(0.9)	95.4	(0.5)	88.6	(0.8)	72.1	(1.0)	79.6	(1.1)
	Chinese Taipei	**-2.1**	(1.0)	**-1.8**	(0.4)	**-3.4**	(1.4)	-0.1	(1.2)	**-8.6**	(1.2)	70.1	(1.0)	94.6	(0.6)	64.7	(1.2)	63.6	(1.1)	60.1	(1.1)
	Thailand	**-1.7**	(0.8)	**-2.7**	(0.4)	**-2.7**	(0.4)	2.5	(1.4)	**-5.3**	(1.1)	91.7	(0.8)	96.7	(0.5)	96.7	(0.5)	63.0	(1.4)	81.7	(1.3)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	**-2.9**	(0.6)	**-3.2**	(0.6)	**-5.6**	(1.0)	-0.3	(0.8)	**-3.8**	(0.8)	96.5	(0.6)	94.9	(0.7)	89.0	(0.9)	89.7	(0.9)	94.1	(0.7)
	United Arab Emirates	**-4.7**	(0.7)	**-3.5**	(0.6)	**-2.6**	(0.5)	-0.9	(0.7)	**-3.0**	(0.7)	91.6	(0.7)	93.8	(0.6)	91.3	(0.7)	88.6	(0.9)	90.5	(0.7)
	Uruguay	-1.7	(0.9)	**-1.8**	(0.6)	**9.6**	(1.2)	**15.7**	(1.4)	**4.6**	(1.4)	89.8	(0.7)	92.7	(0.7)	72.9	(1.4)	37.3	(1.4)	50.7	(1.3)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	**-1.6**	(0.6)	**-1.3**	(0.4)	-0.8	(0.5)	-1.0	(0.8)	**-2.8**	(0.7)	95.1	(0.8)	96.9	(0.6)	96.2	(0.6)	88.7	(1.0)	91.4	(1.0)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933470902

[Part 3/3]

Table III.5.2 Students' achievement motivation, by gender and socio-economic status

Percentage of students who reported that they "agree" or "strongly agree"

		Percentage of socio-economically advantaged[2] students who agreed with the following statements										Difference in the percentage of students who agreed with the following statements, by socio-economic status (advantaged-disadvantaged)									
		I want top grades in most or all of my courses		I want to be able to select from among the best opportunities available when I graduate		I want to be the best, whatever I do		I see myself as an ambitious person		I want to be one of the best students in my class		I want top grades in most or all of my courses		I want to be able to select from among the best opportunities available when I graduate		I want to be the best, whatever I do		I see myself as an ambitious person		I want to be one of the best students in my class	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	91.8	(0.6)	97.6	(0.4)	87.1	(0.7)	86.1	(0.7)	81.5	(0.7)	**5.5**	(0.9)	**4.4**	(0.7)	1.2	(0.9)	**10.1**	(1.1)	**13.5**	(1.2)
	Austria	75.0	(1.3)	94.4	(0.7)	50.5	(1.7)	71.4	(1.3)	50.2	(1.6)	**-6.4**	(1.5)	**5.1**	(1.1)	4.3	(2.3)	**9.7**	(1.6)	4.0	(2.2)
	Belgium	69.4	(1.2)	93.1	(0.6)	38.2	(1.1)	69.5	(1.1)	43.3	(1.3)	**-3.9**	(1.8)	**3.7**	(0.9)	-2.7	(1.8)	**14.1**	(1.7)	0.7	(1.9)
	Canada	92.4	(0.5)	97.3	(0.3)	85.8	(0.8)	87.6	(0.8)	81.7	(0.7)	**8.4**	(1.0)	**4.6**	(0.6)	**8.2**	(1.3)	**10.2**	(1.2)	**16.8**	(1.3)
	Chile	92.2	(0.6)	97.2	(0.4)	84.6	(1.0)	78.7	(1.1)	72.9	(1.3)	0.9	(1.1)	**2.5**	(0.8)	**4.0**	(1.5)	**19.3**	(2.0)	3.0	(1.9)
	Czech Republic	81.5	(1.0)	96.0	(0.6)	67.8	(1.2)	66.6	(1.3)	50.4	(1.3)	**4.6**	(1.4)	**5.8**	(1.1)	**3.5**	(1.6)	**14.4**	(2.1)	**17.4**	(2.1)
	Denmark	82.9	(1.1)	90.3	(1.0)	52.1	(1.5)	84.5	(1.1)	75.4	(1.5)	**12.2**	(1.9)	**14.6**	(1.7)	**6.2**	(2.1)	**11.7**	(2.2)	**14.2**	(2.3)
	Estonia	94.7	(0.6)	96.9	(0.5)	68.8	(1.4)	82.1	(1.4)	59.2	(1.4)	**5.1**	(1.4)	**3.8**	(1.1)	**5.3**	(2.2)	**14.4**	(2.0)	**14.7**	(2.5)
	Finland	70.0	(1.4)	87.7	(0.8)	41.6	(1.4)	67.5	(1.5)	54.1	(1.6)	**17.3**	(2.2)	**14.9**	(1.7)	**9.8**	(2.0)	**22.1**	(2.2)	**25.3**	(2.2)
	France	89.4	(0.8)	97.0	(0.5)	53.2	(1.6)	75.0	(1.1)	53.9	(1.5)	**5.9**	(1.3)	**5.5**	(1.0)	**9.6**	(2.1)	**10.6**	(1.8)	**12.5**	(2.1)
	Germany	77.6	(1.1)	93.3	(0.7)	44.7	(1.4)	68.7	(1.4)	48.5	(1.8)	2.2	(1.8)	**5.5**	(1.2)	**7.1**	(2.2)	**9.0**	(2.2)	**10.6**	(2.1)
	Greece	80.0	(1.1)	97.0	(0.5)	72.2	(1.1)	77.7	(1.3)	72.0	(1.5)	**11.3**	(1.7)	**3.2**	(0.8)	**12.3**	(1.9)	1.3	(2.0)	**16.7**	(2.2)
	Hungary	79.5	(1.2)	96.2	(0.6)	66.3	(1.5)	69.6	(1.4)	44.4	(1.6)	**5.7**	(2.0)	**5.5**	(1.2)	**6.1**	(2.4)	**19.6**	(2.1)	**7.8**	(2.5)
	Iceland	97.6	(0.6)	92.6	(0.9)	82.3	(1.2)	86.3	(1.2)	82.1	(1.4)	**2.2**	(1.0)	**11.1**	(1.6)	**12.7**	(2.2)	**15.0**	(1.9)	**13.7**	(2.1)
	Ireland	94.0	(0.6)	98.1	(0.4)	85.7	(1.2)	88.4	(0.9)	78.6	(1.1)	**2.5**	(0.9)	**3.0**	(0.6)	-2.5	(1.5)	**8.0**	(1.2)	**12.0**	(1.5)
	Israel	97.1	(0.5)	97.2	(0.5)	90.3	(0.8)	89.5	(1.0)	85.9	(1.0)	**1.8**	(0.8)	1.1	(0.6)	-1.1	(1.1)	**4.4**	(1.5)	**-3.2**	(1.3)
	Italy	87.9	(0.9)	95.9	(0.5)	55.3	(1.3)	77.8	(1.3)	53.7	(1.6)	-0.1	(1.3)	**2.5**	(0.9)	-0.3	(1.9)	**8.5**	(1.7)	3.8	(2.3)
	Japan	72.1	(1.3)	91.4	(0.8)	46.8	(1.3)	66.5	(1.3)	41.9	(1.3)	**13.8**	(1.7)	**8.5**	(1.3)	**14.2**	(1.7)	**15.5**	(1.8)	**15.9**	(1.8)
	Korea	93.1	(0.8)	98.4	(0.4)	86.6	(1.0)	76.6	(1.4)	91.1	(1.0)	**12.1**	(1.5)	**5.7**	(0.7)	**13.5**	(1.5)	**17.6**	(2.0)	**17.8**	(1.5)
	Latvia	89.6	(1.0)	94.5	(0.7)	70.2	(1.5)	80.3	(1.2)	67.5	(1.4)	1.4	(1.6)	**2.0**	(1.0)	**10.2**	(1.9)	**8.6**	(1.9)	**17.0**	(1.9)
	Luxembourg	83.1	(1.0)	95.0	(0.6)	54.4	(1.4)	72.7	(1.2)	58.3	(1.3)	-0.9	(1.4)	**4.5**	(1.0)	**5.2**	(2.1)	**16.1**	(1.8)	**5.2**	(2.0)
	Mexico	96.8	(0.4)	97.5	(0.5)	86.6	(0.9)	50.3	(1.6)	82.1	(1.1)	1.5	(0.8)	**3.9**	(0.9)	**5.2**	(1.3)	**20.7**	(2.1)	-0.7	(1.4)
	Netherlands	92.4	(0.7)	94.8	(0.7)	39.5	(1.6)	76.5	(1.4)	33.5	(1.2)	1.3	(1.3)	**3.2**	(1.1)	4.3	(2.2)	**8.2**	(2.1)	**4.3**	(1.9)
	New Zealand	92.6	(0.8)	97.7	(0.5)	88.2	(1.0)	84.1	(1.2)	78.8	(1.3)	**7.6**	(1.5)	**6.3**	(1.2)	**5.0**	(1.7)	**11.7**	(2.1)	**16.6**	(2.4)
	Norway	89.4	(0.9)	97.0	(0.5)	69.3	(1.4)	84.7	(1.0)	73.9	(1.2)	**11.7**	(1.9)	**3.2**	(0.9)	**8.7**	(2.0)	**16.5**	(1.8)	**18.7**	(2.0)
	Poland	68.7	(1.5)	92.2	(0.9)	64.1	(1.5)	80.0	(1.3)	56.9	(1.4)	**6.1**	(2.1)	**11.2**	(1.4)	**7.9**	(2.1)	**12.6**	(2.2)	**19.3**	(2.2)
	Portugal	97.2	(0.4)	96.4	(0.8)	79.7	(1.2)	81.2	(1.2)	73.7	(1.2)	**3.3**	(0.9)	**8.2**	(1.0)	**5.5**	(1.6)	**19.7**	(2.0)	**15.2**	(1.6)
	Slovak Republic	79.2	(1.0)	94.9	(0.6)	73.9	(1.3)	75.8	(1.0)	51.1	(1.4)	**13.1**	(1.9)	**8.4**	(1.5)	**9.9**	(1.9)	**15.1**	(1.8)	**11.8**	(1.9)
	Slovenia	71.5	(1.6)	91.2	(1.0)	51.7	(1.8)	74.6	(1.5)	50.1	(1.6)	3.1	(2.0)	**12.0**	(1.7)	**5.4**	(2.5)	**17.5**	(2.1)	**10.8**	(2.1)
	Spain	82.5	(1.2)	97.0	(0.4)	68.4	(1.1)	64.3	(1.2)	66.6	(1.4)	**8.7**	(1.9)	**6.0**	(0.8)	**15.1**	(1.8)	**23.6**	(1.8)	**16.8**	(2.1)
	Sweden	85.1	(1.1)	94.3	(0.7)	75.0	(1.3)	87.1	(1.1)	71.3	(1.5)	**10.4**	(1.9)	**4.9**	(1.1)	**3.8**	(1.9)	**10.6**	(1.6)	**13.7**	(2.2)
	Switzerland	74.9	(1.3)	93.0	(0.6)	36.6	(1.4)	71.1	(1.3)	39.5	(1.5)	**-4.5**	(2.1)	**4.5**	(1.3)	**-6.1**	(2.1)	**5.1**	(2.0)	0.8	(2.2)
	Turkey	93.7	(0.8)	95.8	(0.6)	87.3	(0.9)	72.2	(1.7)	87.8	(0.9)	0.3	(0.9)	**3.1**	(1.0)	**3.2**	(1.3)	4.2	(2.8)	**-2.9**	(1.4)
	United Kingdom	96.8	(0.5)	98.6	(0.3)	89.9	(0.6)	87.8	(0.8)	82.5	(1.1)	**2.7**	(0.7)	**1.7**	(0.7)	0.7	(1.2)	**9.3**	(1.4)	**13.0**	(1.7)
	United States	95.7	(0.7)	98.2	(0.4)	93.8	(0.7)	92.5	(0.8)	89.1	(1.0)	**2.5**	(1.0)	**1.4**	(0.5)	1.1	(0.9)	**11.1**	(1.4)	**6.5**	(1.5)
	OECD average	85.9	(0.2)	95.3	(0.1)	68.2	(0.2)	77.3	(0.2)	65.2	(0.2)	**4.8**	(0.3)	**5.6**	(0.2)	**5.6**	(0.3)	**12.7**	(0.3)	**11.0**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	95.2	(0.4)	97.2	(0.3)	81.4	(0.7)	52.6	(1.0)	63.4	(1.2)	**2.1**	(0.6)	**1.1**	(0.5)	2.0	(1.2)	**22.4**	(1.5)	-2.0	(1.6)
	B-S-J-G (China)	73.7	(1.7)	95.9	(0.5)	88.1	(1.1)	76.9	(1.1)	84.5	(1.1)	**6.1**	(2.5)	**-1.3**	(0.6)	-0.7	(1.2)	**8.6**	(1.4)	**7.3**	(1.6)
	Bulgaria	81.0	(1.1)	97.1	(0.5)	56.9	(1.5)	85.7	(0.9)	71.4	(1.3)	**4.9**	(1.9)	**6.2**	(1.0)	-1.6	(2.5)	**10.1**	(1.9)	**6.2**	(1.9)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	96.2	(0.5)	99.0	(0.2)	94.0	(0.7)	56.3	(1.7)	90.4	(0.6)	**-1.4**	(0.7)	**0.9**	(0.4)	**4.1**	(1.1)	**28.4**	(2.1)	**-2.6**	(1.0)
	Costa Rica	96.9	(0.6)	98.5	(0.3)	87.4	(0.9)	66.9	(1.1)	83.6	(1.2)	-1.0	(0.7)	**1.3**	(0.6)	**6.7**	(1.6)	**28.0**	(1.8)	**-5.7**	(1.5)
	Croatia	72.4	(1.3)	96.2	(0.6)	61.6	(1.5)	79.4	(1.3)	65.5	(1.3)	**6.6**	(1.9)	**5.2**	(1.0)	3.6	(2.0)	**10.9**	(2.1)	**5.7**	(2.0)
	Cyprus*	88.4	(0.9)	96.2	(0.5)	78.3	(1.1)	81.9	(1.0)	80.7	(1.3)	**11.6**	(1.6)	**2.0**	(0.7)	**7.5**	(1.7)	**4.1**	(1.5)	**13.8**	(1.8)
	Dominican Republic	92.5	(0.9)	95.6	(0.8)	86.0	(1.1)	32.8	(1.4)	90.9	(0.9)	2.8	(1.6)	**4.3**	(1.3)	0.8	(1.9)	**13.8**	(2.1)	1.5	(1.4)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	91.4	(1.0)	95.8	(0.9)	84.0	(1.0)	67.0	(1.4)	81.3	(1.1)	**6.1**	(1.4)	**5.4**	(1.2)	2.8	(1.6)	**4.5**	(1.9)	**10.0**	(1.6)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	87.7	(1.0)	93.9	(0.8)	74.9	(1.2)	82.1	(1.1)	74.3	(1.2)	**10.8**	(1.7)	**5.6**	(1.3)	**18.6**	(2.2)	**19.4**	(1.8)	**22.2**	(2.0)
	Macao (China)	60.0	(1.4)	92.6	(0.8)	65.3	(1.4)	62.9	(1.5)	57.5	(1.6)	**18.3**	(2.0)	**3.7**	(1.3)	**15.2**	(1.9)	**13.2**	(2.1)	**15.3**	(2.0)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	79.6	(1.1)	93.5	(0.7)	68.0	(1.5)	82.6	(1.1)	57.2	(1.4)	2.4	(1.5)	**2.5**	(1.1)	2.2	(2.0)	**5.9**	(1.6)	3.0	(2.0)
	Peru	96.0	(0.5)	97.5	(0.4)	91.4	(0.7)	51.0	(1.7)	87.0	(1.1)	-1.0	(0.7)	**1.5**	(0.7)	**3.4**	(1.1)	**21.9**	(2.2)	**-2.7**	(1.3)
	Qatar	95.1	(0.4)	96.0	(0.4)	92.3	(0.5)	90.7	(0.6)	91.0	(0.6)	**4.0**	(0.6)	**3.9**	(0.7)	**4.1**	(0.8)	**6.4**	(0.9)	**3.1**	(0.9)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	84.2	(0.9)	95.8	(0.6)	76.0	(1.4)	91.5	(0.9)	63.4	(1.2)	**7.9**	(1.7)	**4.3**	(1.1)	**5.1**	(2.4)	**6.5**	(1.4)	**13.2**	(2.1)
	Singapore	89.8	(1.0)	96.9	(0.5)	88.7	(1.0)	79.1	(1.3)	84.7	(1.0)	2.8	(1.4)	**1.5**	(0.7)	0.1	(1.4)	**7.0**	(1.7)	**5.1**	(1.6)
	Chinese Taipei	87.2	(0.9)	98.7	(0.2)	71.0	(1.2)	79.8	(1.3)	75.5	(1.2)	**17.1**	(1.3)	**4.2**	(0.6)	**6.3**	(1.5)	**16.2**	(1.6)	**15.4**	(1.6)
	Thailand	90.6	(0.7)	97.8	(0.4)	97.4	(0.5)	69.4	(1.5)	75.7	(1.2)	-1.1	(1.0)	**1.1**	(0.6)	0.7	(0.6)	**6.4**	(1.9)	**-6.0**	(1.8)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	96.3	(0.6)	97.1	(0.5)	90.0	(1.0)	91.6	(0.8)	92.6	(0.8)	-0.2	(0.8)	**2.1**	(0.9)	1.0	(1.3)	1.8	(1.2)	-1.5	(1.0)
	United Arab Emirates	95.4	(0.4)	96.6	(0.4)	93.8	(0.5)	91.4	(0.6)	92.6	(0.6)	**3.9**	(0.8)	**2.8**	(0.6)	**2.5**	(0.9)	**2.7**	(1.1)	**2.1**	(1.0)
	Uruguay	88.5	(0.9)	97.2	(0.5)	77.1	(1.2)	60.9	(1.5)	51.7	(1.6)	-1.3	(1.1)	**4.5**	(0.9)	**4.2**	(1.9)	**23.7**	(2.0)	1.0	(1.9)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.8	(0.8)	0.5	(0.5)	0.8	(0.8)	0.9	(0.9)	0.9	(0.9)	-1.7	(1.1)	1.0	(0.6)	**-2.3**	(1.0)	-1.1	(1.4)	0.3	(1.4)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470902

[Part 1/3]

Table III.5.3 Index of achievement motivation, by student characteristics

Results based on students' self-reports

		Index of achievement motivation, by:											
		All students				National quarters of the index of achievement motivation							
		Average		Variability of this index		Bottom quarter		Second quarter		Third quarter		Top quarter	
		Mean index	S.E.	S.D.	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.
OECD	Australia	0.33	(0.01)	0.96	(0.01)	-0.82	(0.01)	-0.08	(0.00)	0.58	(0.00)	1.65	(0.01)
	Austria	-0.26	(0.02)	0.99	(0.01)	-1.44	(0.01)	-0.65	(0.00)	-0.01	(0.01)	1.07	(0.02)
	Belgium	-0.45	(0.01)	0.87	(0.01)	-1.43	(0.01)	-0.80	(0.00)	-0.30	(0.00)	0.72	(0.01)
	Canada	0.33	(0.01)	1.00	(0.01)	-0.88	(0.01)	-0.10	(0.00)	0.59	(0.01)	1.70	(0.01)
	Chile	0.29	(0.01)	0.94	(0.01)	-0.86	(0.02)	-0.04	(0.00)	0.56	(0.01)	1.52	(0.01)
	Czech Republic	-0.28	(0.01)	0.81	(0.01)	-1.18	(0.01)	-0.60	(0.00)	-0.14	(0.00)	0.81	(0.02)
	Denmark	-0.15	(0.02)	0.98	(0.01)	-1.29	(0.01)	-0.54	(0.00)	0.04	(0.01)	1.19	(0.02)
	Estonia	-0.04	(0.01)	0.86	(0.01)	-1.03	(0.01)	-0.38	(0.00)	0.16	(0.01)	1.10	(0.02)
	Finland	-0.63	(0.02)	0.92	(0.01)	-1.65	(0.01)	-0.99	(0.00)	-0.46	(0.00)	0.59	(0.02)
	France	-0.25	(0.02)	0.90	(0.01)	-1.28	(0.01)	-0.63	(0.00)	-0.08	(0.00)	0.97	(0.02)
	Germany	-0.38	(0.01)	0.91	(0.01)	-1.45	(0.01)	-0.73	(0.00)	-0.17	(0.01)	0.83	(0.01)
	Greece	-0.10	(0.02)	0.86	(0.01)	-1.11	(0.01)	-0.40	(0.00)	0.07	(0.00)	1.04	(0.02)
	Hungary	-0.30	(0.01)	0.87	(0.01)	-1.29	(0.01)	-0.63	(0.00)	-0.13	(0.00)	0.85	(0.02)
	Iceland	0.39	(0.02)	1.01	(0.01)	-0.89	(0.02)	0.03	(0.01)	0.70	(0.01)	1.70	(0.01)
	Ireland	0.39	(0.01)	0.91	(0.01)	-0.69	(0.01)	-0.01	(0.00)	0.65	(0.01)	1.63	(0.01)
	Israel	0.83	(0.02)	0.95	(0.01)	-0.43	(0.02)	0.55	(0.01)	1.36	(0.01)	1.85	m
	Italy	-0.17	(0.01)	0.83	(0.01)	-1.14	(0.01)	-0.48	(0.00)	0.01	(0.00)	0.92	(0.01)
	Japan	-0.51	(0.02)	1.02	(0.01)	-1.66	(0.01)	-0.92	(0.00)	-0.34	(0.01)	0.87	(0.02)
	Korea	0.34	(0.02)	0.98	(0.01)	-0.86	(0.01)	-0.11	(0.00)	0.65	(0.01)	1.66	(0.01)
	Latvia	-0.03	(0.01)	0.93	(0.01)	-1.13	(0.02)	-0.35	(0.00)	0.19	(0.01)	1.17	(0.02)
	Luxembourg	-0.17	(0.01)	1.01	(0.01)	-1.36	(0.01)	-0.56	(0.01)	0.06	(0.01)	1.17	(0.01)
	Mexico	0.25	(0.02)	0.82	(0.01)	-0.75	(0.01)	-0.03	(0.00)	0.47	(0.00)	1.29	(0.01)
	Netherlands	-0.44	(0.01)	0.72	(0.01)	-1.18	(0.01)	-0.75	(0.00)	-0.34	(0.00)	0.53	(0.02)
	New Zealand	0.24	(0.01)	0.98	(0.01)	-0.93	(0.02)	-0.16	(0.00)	0.48	(0.01)	1.57	(0.01)
	Norway	0.10	(0.02)	1.03	(0.01)	-1.14	(0.01)	-0.31	(0.00)	0.36	(0.01)	1.50	(0.01)
	Poland	-0.42	(0.01)	0.84	(0.01)	-1.35	(0.01)	-0.74	(0.00)	-0.29	(0.00)	0.69	(0.02)
	Portugal	0.20	(0.01)	0.89	(0.01)	-0.87	(0.01)	-0.15	(0.00)	0.41	(0.01)	1.42	(0.01)
	Slovak Republic	-0.28	(0.01)	0.88	(0.01)	-1.30	(0.02)	-0.59	(0.00)	-0.12	(0.00)	0.86	(0.02)
	Slovenia	-0.43	(0.01)	0.88	(0.01)	-1.44	(0.01)	-0.76	(0.00)	-0.26	(0.00)	0.73	(0.02)
	Spain	-0.16	(0.02)	0.92	(0.01)	-1.25	(0.01)	-0.50	(0.00)	0.06	(0.00)	1.06	(0.01)
	Sweden	0.15	(0.02)	1.04	(0.01)	-1.12	(0.01)	-0.28	(0.01)	0.43	(0.01)	1.56	(0.01)
	Switzerland	-0.43	(0.01)	0.91	(0.01)	-1.49	(0.01)	-0.79	(0.01)	-0.23	(0.00)	0.77	(0.02)
	Turkey	0.62	(0.02)	1.03	(0.02)	-0.73	(0.02)	0.35	(0.01)	1.07	(0.01)	1.78	(0.01)
	United Kingdom	0.51	(0.02)	0.93	(0.01)	-0.63	(0.01)	0.13	(0.01)	0.80	(0.01)	1.77	(0.00)
	United States	0.65	(0.02)	0.94	(0.01)	-0.53	(0.01)	0.21	(0.01)	1.05	(0.01)	1.85	m
	OECD average	-0.01	(0.00)	0.92	(0.00)	-1.10	(0.00)	-0.37	(0.00)	0.22	(0.00)	1.21	(0.00)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	0.12	(0.01)	0.79	(0.01)	-0.81	(0.01)	-0.20	(0.00)	0.31	(0.00)	1.19	(0.01)
	B-S-J-G (China)	0.11	(0.01)	0.85	(0.01)	-0.83	(0.01)	-0.23	(0.00)	0.20	(0.01)	1.31	(0.02)
	Bulgaria	-0.06	(0.02)	0.99	(0.01)	-1.22	(0.02)	-0.38	(0.00)	0.09	(0.01)	1.28	(0.01)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	0.50	(0.01)	0.76	(0.01)	-0.45	(0.01)	0.23	(0.00)	0.78	(0.00)	1.45	(0.01)
	Costa Rica	0.51	(0.01)	0.82	(0.01)	-0.52	(0.01)	0.22	(0.00)	0.75	(0.00)	1.58	(0.01)
	Croatia	-0.24	(0.01)	0.87	(0.01)	-1.24	(0.01)	-0.56	(0.00)	-0.07	(0.00)	0.91	(0.02)
	Cyprus*	0.16	(0.01)	0.96	(0.01)	-0.99	(0.01)	-0.19	(0.00)	0.39	(0.01)	1.45	(0.01)
	Dominican Republic	0.34	(0.02)	0.92	(0.01)	-0.83	(0.03)	0.09	(0.01)	0.74	(0.01)	1.35	(0.01)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	0.20	(0.02)	0.95	(0.01)	-0.92	(0.01)	-0.19	(0.00)	0.39	(0.01)	1.51	(0.01)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	0.00	(0.02)	1.05	(0.01)	-1.33	(0.02)	-0.32	(0.01)	0.31	(0.01)	1.34	(0.01)
	Macao (China)	-0.50	(0.01)	0.81	(0.01)	-1.40	(0.01)	-0.84	(0.01)	-0.33	(0.00)	0.58	(0.02)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	-0.16	(0.01)	0.96	(0.01)	-1.27	(0.02)	-0.49	(0.01)	-0.02	(0.00)	1.14	(0.01)
	Peru	0.34	(0.01)	0.78	(0.01)	-0.59	(0.01)	0.02	(0.00)	0.56	(0.00)	1.35	(0.01)
	Qatar	0.77	(0.01)	1.04	(0.01)	-0.62	(0.02)	0.47	(0.01)	1.38	(0.01)	1.85	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	-0.09	(0.02)	0.87	(0.01)	-1.05	(0.01)	-0.39	(0.00)	-0.03	(0.00)	1.11	(0.02)
	Singapore	0.41	(0.01)	0.94	(0.01)	-0.72	(0.01)	-0.02	(0.00)	0.70	(0.01)	1.69	(0.01)
	Chinese Taipei	-0.01	(0.01)	0.88	(0.01)	-1.03	(0.01)	-0.34	(0.00)	0.13	(0.01)	1.20	(0.01)
	Thailand	0.24	(0.01)	0.76	(0.01)	-0.58	(0.01)	-0.13	(0.00)	0.37	(0.01)	1.29	(0.01)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	0.67	(0.02)	0.87	(0.01)	-0.43	(0.01)	0.30	(0.01)	0.97	(0.01)	1.82	(0.00)
	United Arab Emirates	0.78	(0.01)	0.98	(0.01)	-0.51	(0.01)	0.44	(0.00)	1.32	(0.01)	1.85	m
	Uruguay	-0.05	(0.01)	0.86	(0.01)	-1.06	(0.01)	-0.37	(0.00)	0.14	(0.01)	1.09	(0.02)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.77	(0.02)	0.90	(0.01)	-0.41	(0.01)	0.42	(0.01)	1.21	(0.01)	1.85	m

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470912

[Part 2/3]

Table III.5.3 Index of achievement motivation, by student characteristics

Results based on students' self-reports

		Index of achievement motivation, by:									
		National quarters of the ESCS[1] index									
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter	
		Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Dif.	S.E.
OECD	Australia	0.13	(0.02)	0.26	(0.02)	0.38	(0.02)	0.55	(0.02)	**0.42**	(0.02)
	Austria	-0.29	(0.03)	-0.31	(0.03)	-0.28	(0.03)	-0.15	(0.04)	**0.14**	(0.05)
	Belgium	-0.45	(0.03)	-0.50	(0.02)	-0.44	(0.02)	-0.43	(0.02)	0.02	(0.04)
	Canada	0.08	(0.02)	0.24	(0.02)	0.40	(0.02)	0.59	(0.02)	**0.51**	(0.03)
	Chile	0.15	(0.03)	0.30	(0.03)	0.33	(0.03)	0.40	(0.02)	**0.25**	(0.03)
	Czech Republic	-0.46	(0.02)	-0.31	(0.02)	-0.24	(0.02)	-0.13	(0.02)	**0.33**	(0.03)
	Denmark	-0.36	(0.03)	-0.21	(0.03)	-0.09	(0.03)	0.06	(0.03)	**0.41**	(0.04)
	Estonia	-0.24	(0.03)	-0.08	(0.02)	-0.01	(0.03)	0.18	(0.03)	**0.41**	(0.04)
	Finland	-0.86	(0.03)	-0.70	(0.03)	-0.59	(0.03)	-0.37	(0.03)	**0.49**	(0.04)
	France	-0.38	(0.03)	-0.32	(0.02)	-0.27	(0.03)	-0.04	(0.03)	**0.34**	(0.04)
	Germany	-0.51	(0.03)	-0.42	(0.03)	-0.35	(0.02)	-0.26	(0.03)	**0.25**	(0.04)
	Greece	-0.28	(0.03)	-0.17	(0.03)	-0.06	(0.03)	0.10	(0.02)	**0.38**	(0.04)
	Hungary	-0.46	(0.03)	-0.33	(0.03)	-0.28	(0.02)	-0.13	(0.03)	**0.33**	(0.04)
	Iceland	0.15	(0.03)	0.28	(0.03)	0.46	(0.04)	0.66	(0.03)	**0.51**	(0.05)
	Ireland	0.25	(0.03)	0.33	(0.03)	0.41	(0.02)	0.58	(0.02)	**0.33**	(0.03)
	Israel	0.80	(0.03)	0.80	(0.03)	0.82	(0.03)	0.91	(0.03)	**0.11**	(0.04)
	Italy	-0.21	(0.03)	-0.19	(0.03)	-0.16	(0.03)	-0.12	(0.03)	**0.09**	(0.04)
	Japan	-0.70	(0.03)	-0.60	(0.03)	-0.46	(0.03)	-0.27	(0.03)	**0.44**	(0.04)
	Korea	0.06	(0.03)	0.24	(0.04)	0.41	(0.03)	0.65	(0.03)	**0.60**	(0.04)
	Latvia	-0.19	(0.03)	-0.11	(0.03)	0.00	(0.03)	0.19	(0.03)	**0.38**	(0.04)
	Luxembourg	-0.26	(0.03)	-0.24	(0.03)	-0.17	(0.03)	-0.02	(0.03)	**0.24**	(0.04)
	Mexico	0.14	(0.03)	0.20	(0.02)	0.26	(0.03)	0.38	(0.03)	**0.24**	(0.04)
	Netherlands	-0.49	(0.03)	-0.49	(0.02)	-0.41	(0.02)	-0.36	(0.03)	**0.13**	(0.04)
	New Zealand	0.03	(0.03)	0.13	(0.03)	0.32	(0.03)	0.50	(0.03)	**0.47**	(0.05)
	Norway	-0.13	(0.03)	0.03	(0.03)	0.17	(0.03)	0.35	(0.03)	**0.48**	(0.05)
	Poland	-0.59	(0.02)	-0.49	(0.03)	-0.40	(0.03)	-0.20	(0.03)	**0.39**	(0.03)
	Portugal	-0.06	(0.02)	0.15	(0.02)	0.23	(0.02)	0.50	(0.03)	**0.57**	(0.03)
	Slovak Republic	-0.53	(0.04)	-0.28	(0.02)	-0.25	(0.02)	-0.08	(0.03)	**0.45**	(0.04)
	Slovenia	-0.57	(0.02)	-0.50	(0.03)	-0.39	(0.03)	-0.27	(0.03)	**0.30**	(0.04)
	Spain	-0.39	(0.03)	-0.26	(0.03)	-0.09	(0.02)	0.10	(0.03)	**0.49**	(0.04)
	Sweden	-0.04	(0.04)	0.05	(0.03)	0.20	(0.03)	0.39	(0.04)	**0.43**	(0.05)
	Switzerland	-0.43	(0.03)	-0.47	(0.03)	-0.40	(0.03)	-0.43	(0.03)	0.01	(0.04)
	Turkey	0.56	(0.04)	0.57	(0.03)	0.66	(0.03)	0.69	(0.03)	**0.13**	(0.05)
	United Kingdom	0.32	(0.03)	0.51	(0.03)	0.53	(0.03)	0.70	(0.03)	**0.37**	(0.04)
	United States	0.51	(0.03)	0.60	(0.03)	0.66	(0.03)	0.82	(0.03)	**0.31**	(0.04)
	OECD average	-0.16	(0.00)	-0.07	(0.00)	0.03	(0.00)	0.17	(0.00)	**0.33**	(0.01)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	0.01	(0.01)	0.08	(0.02)	0.14	(0.02)	0.26	(0.02)	**0.25**	(0.03)
	B-S-J-G (China)	-0.07	(0.02)	0.09	(0.03)	0.17	(0.02)	0.25	(0.03)	**0.32**	(0.04)
	Bulgaria	-0.22	(0.03)	-0.11	(0.03)	-0.02	(0.03)	0.12	(0.03)	**0.35**	(0.05)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	0.42	(0.02)	0.46	(0.02)	0.50	(0.02)	0.62	(0.02)	**0.20**	(0.03)
	Costa Rica	0.43	(0.03)	0.45	(0.03)	0.51	(0.02)	0.65	(0.02)	**0.23**	(0.04)
	Croatia	-0.33	(0.02)	-0.31	(0.02)	-0.25	(0.02)	-0.07	(0.03)	**0.26**	(0.04)
	Cyprus*	-0.03	(0.03)	0.12	(0.03)	0.19	(0.03)	0.37	(0.03)	**0.40**	(0.04)
	Dominican Republic	0.28	(0.04)	0.28	(0.03)	0.37	(0.03)	0.42	(0.03)	**0.15**	(0.05)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	0.09	(0.03)	0.16	(0.03)	0.18	(0.04)	0.36	(0.03)	**0.27**	(0.04)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	-0.30	(0.03)	-0.04	(0.03)	0.03	(0.04)	0.32	(0.03)	**0.61**	(0.05)
	Macao (China)	-0.65	(0.02)	-0.53	(0.03)	-0.50	(0.02)	-0.31	(0.03)	**0.35**	(0.03)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	-0.23	(0.02)	-0.20	(0.03)	-0.19	(0.03)	-0.02	(0.03)	**0.21**	(0.04)
	Peru	0.23	(0.02)	0.31	(0.02)	0.36	(0.02)	0.45	(0.02)	**0.22**	(0.03)
	Qatar	0.63	(0.02)	0.69	(0.02)	0.81	(0.02)	0.95	(0.02)	**0.32**	(0.02)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	-0.29	(0.03)	-0.14	(0.04)	-0.05	(0.02)	0.12	(0.03)	**0.41**	(0.04)
	Singapore	0.32	(0.02)	0.38	(0.03)	0.45	(0.03)	0.52	(0.03)	**0.20**	(0.04)
	Chinese Taipei	-0.25	(0.02)	-0.03	(0.02)	0.03	(0.02)	0.22	(0.02)	**0.48**	(0.03)
	Thailand	0.21	(0.03)	0.21	(0.02)	0.23	(0.02)	0.30	(0.02)	**0.08**	(0.03)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	0.61	(0.03)	0.64	(0.02)	0.67	(0.03)	0.74	(0.03)	**0.13**	(0.04)
	United Arab Emirates	0.67	(0.03)	0.70	(0.03)	0.81	(0.02)	0.93	(0.02)	**0.26**	(0.03)
	Uruguay	-0.15	(0.02)	-0.14	(0.02)	-0.03	(0.03)	0.12	(0.03)	**0.27**	(0.04)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.69	(0.04)	0.79	(0.03)	0.77	(0.03)	0.82	(0.03)	**0.13**	(0.05)

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470912

[Part 3/3]

Table III.5.3 Index of achievement motivation, by student characteristics

Results based on students' self-reports

		Index of achievement motivation, by:													
		Gender						Immigrant background							
		Boys		Girls		Gender difference (B – G)		Non-immigrant		First-generation		Second-generation		Difference by immigrant background (non-immigrant-first-generation)	
		Mean index	S.E.	Mean index	S.E.	Dif.	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Dif.	S.E.
OECD	Australia	0.30	(0.02)	0.36	(0.01)	**-0.06**	(0.02)	0.26	(0.01)	0.52	(0.03)	0.55	(0.03)	**-0.26**	(0.04)
	Austria	-0.17	(0.02)	-0.34	(0.03)	**0.17**	(0.03)	-0.30	(0.02)	0.00	(0.06)	-0.12	(0.04)	**-0.30**	(0.07)
	Belgium	-0.41	(0.02)	-0.50	(0.01)	**0.09**	(0.02)	-0.52	(0.01)	-0.13	(0.05)	-0.14	(0.04)	**-0.39**	(0.05)
	Canada	0.26	(0.02)	0.40	(0.02)	**-0.14**	(0.02)	0.24	(0.01)	0.56	(0.03)	0.52	(0.03)	**-0.32**	(0.03)
	Chile	0.33	(0.02)	0.26	(0.02)	**0.07**	(0.02)	0.30	(0.01)	0.23	(0.12)	0.66	(0.20)	0.07	(0.12)
	Czech Republic	-0.26	(0.01)	-0.30	(0.02)	0.04	(0.03)	-0.28	(0.01)	-0.11	(0.10)	-0.26	(0.10)	-0.17	(0.10)
	Denmark	-0.20	(0.02)	-0.10	(0.02)	**-0.09**	(0.03)	-0.17	(0.02)	-0.01	(0.08)	0.10	(0.05)	-0.16	(0.09)
	Estonia	-0.11	(0.02)	0.04	(0.02)	**-0.15**	(0.03)	-0.03	(0.01)	0.00	(0.22)	-0.12	(0.05)	-0.03	(0.22)
	Finland	-0.60	(0.02)	-0.65	(0.02)	**0.05**	(0.02)	-0.64	(0.02)	-0.45	(0.11)	-0.09	(0.10)	-0.20	(0.11)
	France	-0.22	(0.02)	-0.28	(0.02)	**0.06**	(0.02)	-0.29	(0.02)	0.03	(0.05)	-0.01	(0.05)	**-0.32**	(0.06)
	Germany	-0.32	(0.02)	-0.44	(0.02)	**0.12**	(0.02)	-0.42	(0.01)	-0.19	(0.09)	-0.19	(0.04)	**-0.23**	(0.09)
	Greece	-0.14	(0.02)	-0.05	(0.02)	**-0.09**	(0.02)	-0.09	(0.02)	-0.21	(0.08)	-0.10	(0.05)	0.11	(0.08)
	Hungary	-0.28	(0.02)	-0.32	(0.02)	0.04	(0.02)	-0.30	(0.02)	-0.26	(0.12)	-0.28	(0.10)	-0.04	(0.12)
	Iceland	0.34	(0.02)	0.43	(0.03)	**-0.08**	(0.03)	0.39	(0.02)	0.31	(0.10)	0.66	(0.14)	0.07	(0.10)
	Ireland	0.45	(0.02)	0.34	(0.02)	**0.10**	(0.03)	0.39	(0.01)	0.48	(0.04)	0.52	(0.08)	**-0.09**	(0.04)
	Israel	0.76	(0.03)	0.90	(0.02)	**-0.15**	(0.03)	0.85	(0.02)	0.65	(0.07)	0.79	(0.04)	**0.21**	(0.07)
	Italy	-0.13	(0.02)	-0.21	(0.02)	**0.07**	(0.03)	-0.19	(0.01)	0.08	(0.07)	0.00	(0.06)	**-0.27**	(0.07)
	Japan	-0.43	(0.02)	-0.60	(0.02)	**0.18**	(0.03)	-0.51	(0.02)	m	m	m	m	m	m
	Korea	0.31	(0.02)	0.37	(0.03)	-0.05	(0.03)	0.34	(0.02)	m	m	m	m	m	m
	Latvia	-0.09	(0.02)	0.03	(0.02)	**-0.12**	(0.03)	-0.03	(0.01)	-0.10	(0.20)	-0.04	(0.08)	0.07	(0.20)
	Luxembourg	-0.15	(0.02)	-0.20	(0.02)	0.05	(0.03)	-0.21	(0.02)	-0.04	(0.03)	-0.21	(0.02)	**-0.17**	(0.04)
	Mexico	0.25	(0.02)	0.24	(0.02)	0.02	(0.02)	0.25	(0.02)	0.08	(0.13)	m	m	0.17	(0.13)
	Netherlands	-0.38	(0.02)	-0.49	(0.02)	**0.12**	(0.03)	-0.49	(0.01)	0.07	(0.08)	-0.05	(0.04)	**-0.55**	(0.08)
	New Zealand	0.20	(0.02)	0.29	(0.02)	**-0.09**	(0.03)	0.17	(0.02)	0.37	(0.05)	0.52	(0.05)	**-0.20**	(0.05)
	Norway	0.04	(0.02)	0.17	(0.02)	**-0.13**	(0.03)	0.07	(0.02)	0.22	(0.07)	0.43	(0.06)	**-0.15**	(0.07)
	Poland	-0.44	(0.02)	-0.40	(0.02)	-0.04	(0.03)	-0.42	(0.01)	m	m	m	m	m	m
	Portugal	0.20	(0.02)	0.21	(0.02)	-0.01	(0.02)	0.20	(0.01)	0.25	(0.07)	0.16	(0.08)	-0.05	(0.07)
	Slovak Republic	-0.31	(0.02)	-0.26	(0.02)	**-0.05**	(0.02)	-0.28	(0.01)	m	m	-0.23	(0.24)	m	m
	Slovenia	-0.45	(0.02)	-0.41	(0.02)	-0.03	(0.03)	-0.44	(0.01)	-0.36	(0.09)	-0.41	(0.05)	-0.08	(0.09)
	Spain	-0.12	(0.02)	-0.20	(0.02)	**0.08**	(0.03)	-0.17	(0.02)	-0.08	(0.04)	0.09	(0.12)	-0.09	(0.05)
	Sweden	0.10	(0.03)	0.20	(0.02)	**-0.10**	(0.03)	0.08	(0.02)	0.45	(0.05)	0.49	(0.05)	**-0.37**	(0.06)
	Switzerland	-0.37	(0.02)	-0.50	(0.02)	**0.13**	(0.03)	-0.51	(0.02)	-0.31	(0.05)	-0.24	(0.03)	**-0.19**	(0.05)
	Turkey	0.53	(0.03)	0.71	(0.02)	**-0.18**	(0.03)	0.63	(0.02)	m	m	0.52	(0.20)	m	m
	United Kingdom	0.51	(0.02)	0.51	(0.02)	0.00	(0.02)	0.47	(0.01)	0.63	(0.05)	0.92	(0.04)	**-0.16**	(0.05)
	United States	0.57	(0.02)	0.73	(0.02)	**-0.15**	(0.03)	0.65	(0.02)	0.65	(0.05)	0.64	(0.04)	0.00	(0.06)
	OECD average	-0.01	(0.00)	0.00	(0.00)	**-0.01**	(0.00)	-0.03	(0.00)	0.11	(0.02)	0.16	(0.02)	**-0.14**	(0.02)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	0.11	(0.01)	0.13	(0.01)	-0.02	(0.01)	0.13	(0.01)	-0.43	(0.23)	-0.01	(0.15)	**0.55**	(0.23)
	B-S-J-G (China)	0.15	(0.02)	0.07	(0.02)	**0.08**	(0.02)	0.12	(0.01)	m	m	m	m	m	m
	Bulgaria	-0.14	(0.02)	0.03	(0.02)	**-0.18**	(0.03)	-0.05	(0.02)	m	m	m	m	m	m
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	0.48	(0.01)	0.52	(0.01)	-0.03	(0.02)	0.50	(0.01)	m	m	0.46	(0.16)	m	m
	Costa Rica	0.54	(0.02)	0.48	(0.02)	**0.06**	(0.02)	0.51	(0.01)	0.43	(0.06)	0.49	(0.06)	0.08	(0.06)
	Croatia	-0.23	(0.02)	-0.25	(0.02)	0.03	(0.03)	-0.24	(0.01)	-0.22	(0.10)	-0.20	(0.04)	-0.02	(0.10)
	Cyprus*	0.10	(0.02)	0.23	(0.02)	**-0.13**	(0.03)	0.17	(0.01)	0.12	(0.04)	0.34	(0.08)	0.05	(0.04)
	Dominican Republic	0.34	(0.02)	0.33	(0.02)	0.01	(0.03)	0.35	(0.01)	0.49	(0.21)	0.40	(0.16)	-0.14	(0.21)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	0.13	(0.02)	0.26	(0.02)	**-0.13**	(0.03)	0.19	(0.02)	0.20	(0.04)	0.22	(0.03)	0.00	(0.04)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	-0.10	(0.03)	0.11	(0.02)	**-0.21**	(0.03)	0.01	(0.02)	-0.32	(0.42)	-0.22	(0.09)	0.34	(0.42)
	Macao (China)	-0.54	(0.02)	-0.45	(0.02)	**-0.09**	(0.03)	-0.56	(0.02)	-0.37	(0.03)	-0.50	(0.02)	**-0.19**	(0.04)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	-0.23	(0.02)	-0.09	(0.02)	**-0.14**	(0.03)	-0.15	(0.01)	-0.20	(0.11)	-0.23	(0.07)	0.05	(0.11)
	Peru	0.33	(0.01)	0.34	(0.01)	-0.02	(0.02)	0.34	(0.01)	m	m	m	m	m	m
	Qatar	0.68	(0.01)	0.86	(0.01)	**-0.18**	(0.02)	0.78	(0.01)	0.76	(0.01)	0.84	(0.03)	0.02	(0.02)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	-0.10	(0.02)	-0.08	(0.02)	-0.01	(0.02)	-0.09	(0.02)	0.00	(0.10)	0.00	(0.08)	-0.09	(0.10)
	Singapore	0.42	(0.02)	0.41	(0.02)	0.01	(0.03)	0.41	(0.01)	0.50	(0.05)	0.29	(0.05)	-0.09	(0.05)
	Chinese Taipei	-0.06	(0.02)	0.04	(0.02)	**-0.10**	(0.02)	-0.01	(0.01)	m	m	m	m	m	m
	Thailand	0.15	(0.02)	0.30	(0.02)	**-0.15**	(0.02)	0.24	(0.01)	m	m	0.18	(0.15)	m	m
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	0.54	(0.02)	0.77	(0.02)	**-0.23**	(0.03)	0.68	(0.02)	m	m	0.25	(0.15)	m	m
	United Arab Emirates	0.71	(0.02)	0.84	(0.02)	**-0.13**	(0.03)	0.82	(0.02)	0.77	(0.02)	0.79	(0.02)	0.05	(0.03)
	Uruguay	0.01	(0.02)	-0.10	(0.01)	**0.11**	(0.02)	-0.05	(0.01)	m	m	m	m	m	m
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.66	(0.03)	0.86	(0.03)	**-0.21**	(0.03)	0.78	(0.02)	m	m	0.71	(0.12)	m	m

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470912

[Part 1/1]

Table III.5.5a Index of achievement motivation, by student performance in science

Results based on students' self-reports

		Science performance, by national quarters of the index of achievement motivation										Before accounting for students' and schools' socio-economic profile[1]				After accounting for students' and schools' socio-economic profile	
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter		Change in science score per one-unit change on the index of achievement motivation		Explained variance in student performance (r-squared x 100)		Change in science score per one-unit change on the index of achievement motivation	
		Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.	%	S.E.	Score dif.	S.E.
OECD	Australia	489	(2.5)	501	(2.6)	525	(2.2)	537	(2.6)	**48**	(3.1)	**20**	(1.1)	3.5	(0.4)	**14**	(1.0)
	Austria	492	(3.0)	492	(3.0)	496	(3.6)	507	(3.5)	**15**	(3.8)	**6**	(1.3)	0.4	(0.2)	**7**	(1.1)
	Belgium (excl. Flemish)	507	(2.3)	509	(2.6)	512	(3.4)	503	(4.2)	-4	(4.1)	-2	(1.8)	0.1	(0.1)	1	(1.4)
	Canada	512	(2.8)	514	(3.3)	542	(2.9)	551	(3.0)	**39**	(3.6)	**16**	(1.2)	3.2	(0.4)	**11**	(1.1)
	Chile	436	(3.0)	443	(3.7)	451	(3.4)	462	(3.5)	**26**	(3.9)	**11**	(1.5)	1.5	(0.4)	**7**	(1.3)
	Czech Republic	487	(3.1)	488	(2.8)	497	(3.1)	519	(3.4)	**32**	(4.4)	**17**	(2.0)	2.2	(0.5)	**11**	(1.7)
	Denmark	479	(4.2)	499	(3.6)	516	(3.2)	533	(3.5)	**54**	(4.1)	**21**	(1.4)	5.4	(0.7)	**17**	(1.4)
	Estonia	519	(4.4)	520	(4.4)	547	(2.7)	558	(3.3)	**40**	(5.2)	**18**	(1.8)	3.0	(0.6)	**12**	(1.6)
	Finland	510	(2.8)	525	(3.7)	539	(3.1)	566	(3.9)	**56**	(4.0)	**23**	(1.6)	4.9	(0.7)	**17**	(1.6)
	France	482	(2.9)	497	(2.8)	506	(2.7)	514	(3.9)	**32**	(5.0)	**13**	(2.0)	1.5	(0.4)	**6**	(1.4)
	Germany	507	(3.6)	512	(3.9)	526	(4.7)	530	(4.2)	**23**	(4.8)	**10**	(2.0)	0.9	(0.4)	**8**	(1.3)
	Greece	431	(4.5)	450	(4.5)	469	(4.5)	480	(4.4)	**50**	(4.2)	**22**	(1.7)	4.2	(0.6)	**14**	(1.5)
	Hungary	461	(3.6)	478	(3.9)	475	(3.9)	502	(3.7)	**41**	(5.1)	**17**	(2.3)	2.2	(0.6)	**6**	(1.6)
	Iceland	446	(3.0)	460	(4.9)	492	(4.3)	501	(3.4)	**55**	(4.4)	**23**	(1.5)	6.5	(0.8)	**20**	(1.5)
	Ireland	482	(3.3)	494	(2.9)	508	(3.1)	531	(3.2)	**50**	(3.7)	**19**	(1.4)	3.8	(0.5)	**15**	(1.3)
	Israel	448	(5.4)	485	(4.7)	475	(2.9)	m	m	m	m	**13**	(2.0)	1.5	(0.4)	**13**	(1.6)
	Italy	479	(3.2)	481	(4.1)	479	(3.8)	491	(3.8)	**12**	(4.3)	**5**	(2.0)	0.2	(0.2)	**5**	(1.6)
	Japan	514	(3.8)	533	(3.9)	546	(3.7)	561	(4.0)	**47**	(4.1)	**17**	(1.4)	3.4	(0.6)	**7**	(1.4)
	Korea	489	(3.6)	500	(4.3)	535	(8.3)	543	(10.1)	**55**	(10.4)	**25**	(1.7)	6.5	(0.8)	**16**	(1.3)
	Latvia	468	(2.5)	483	(3.3)	500	(2.7)	514	(2.7)	**46**	(3.4)	**18**	(1.4)	4.2	(0.6)	**14**	(1.3)
	Luxembourg	474	(2.9)	480	(2.4)	490	(2.8)	496	(3.1)	**22**	(4.7)	**9**	(1.6)	0.9	(0.3)	**6**	(1.3)
	Mexico	400	(2.5)	413	(2.6)	425	(2.6)	430	(3.1)	**30**	(3.2)	**15**	(1.4)	2.9	(0.5)	**10**	(1.3)
	Netherlands	496	(3.2)	514	(3.9)	517	(4.0)	530	(4.6)	**35**	(5.2)	**14**	(2.6)	1.1	(0.4)	**11**	(2.3)
	New Zealand	494	(3.4)	502	(4.2)	531	(3.8)	537	(4.8)	**43**	(6.0)	**18**	(2.1)	3.1	(0.7)	**11**	(1.9)
	Norway	469	(3.6)	494	(3.9)	516	(5.3)	524	(4.9)	**55**	(5.7)	**20**	(1.7)	4.5	(0.7)	**16**	(1.5)
	Poland	484	(3.6)	492	(5.2)	504	(6.9)	531	(3.8)	**47**	(4.3)	**20**	(1.7)	3.3	(0.6)	**13**	(1.6)
	Portugal	478	(3.7)	485	(3.7)	514	(3.5)	534	(3.6)	**57**	(4.5)	**24**	(1.7)	5.6	(0.7)	**15**	(1.7)
	Slovak Republic	445	(3.5)	465	(3.9)	466	(3.5)	500	(3.0)	**55**	(4.0)	**22**	(1.6)	4.3	(0.6)	**13**	(1.3)
	Slovenia	498	(3.0)	511	(3.7)	518	(3.8)	537	(3.1)	**39**	(4.5)	**18**	(1.8)	2.9	(0.6)	**12**	(1.5)
	Spain	469	(3.3)	484	(2.6)	500	(3.0)	523	(3.0)	**55**	(3.8)	**23**	(1.4)	6.0	(0.7)	**16**	(1.4)
	Sweden	473	(4.8)	488	(4.3)	510	(4.6)	516	(5.1)	**42**	(4.8)	**17**	(1.6)	3.3	(0.6)	**14**	(1.5)
	Switzerland	498	(4.1)	506	(4.6)	515	(4.0)	511	(4.0)	**14**	(4.3)	**6**	(1.8)	0.3	(0.2)	**6**	(1.6)
	Turkey	405	(5.1)	435	(4.7)	434	(4.1)	432	(4.5)	**27**	(4.9)	**10**	(1.5)	1.8	(0.5)	**7**	(1.3)
	United Kingdom	492	(3.1)	515	(3.5)	521	(3.5)	522	(4.7)	**30**	(4.4)	**14**	(1.5)	1.6	(0.4)	**12**	(1.4)
	United States	479	(3.5)	502	(4.3)	509	(4.0)	m	m	m	m	**10**	(1.6)	0.9	(0.3)	**7**	(1.5)
	OECD average	477	(0.6)	490	(0.6)	503	(0.7)	516	(0.7)	**38**	(0.8)	**16**	(0.3)	2.9	(0.1)	**11**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	394	(2.4)	390	(2.3)	414	(3.3)	430	(4.5)	**36**	(4.2)	**18**	(1.5)	2.6	(0.4)	**11**	(1.1)
	B-S-J-G (China)	501	(4.9)	503	(5.9)	520	(5.5)	551	(5.2)	**50**	(4.5)	**21**	(1.8)	3.0	(0.5)	**11**	(1.6)
	Bulgaria	443	(5.0)	440	(4.6)	474	(4.3)	467	(4.8)	**24**	(4.3)	**11**	(1.5)	1.3	(0.4)	**5**	(1.2)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	405	(3.8)	422	(3.5)	412	(3.3)	428	(3.1)	**23**	(3.8)	**10**	(1.6)	0.9	(0.3)	**6**	(1.3)
	Costa Rica	409	(3.1)	420	(2.9)	422	(2.6)	434	(4.5)	**26**	(4.8)	**12**	(1.5)	1.8	(0.5)	**7**	(1.4)
	Croatia	459	(3.0)	473	(3.4)	484	(3.8)	491	(3.4)	**33**	(3.9)	**14**	(1.6)	1.8	(0.4)	**8**	(1.4)
	Cyprus*	400	(2.7)	425	(3.4)	447	(2.9)	471	(2.7)	**70**	(3.9)	**27**	(1.4)	8.0	(0.7)	**23**	(1.3)
	Dominican Republic	325	(4.0)	343	(3.7)	339	(3.0)	342	(3.7)	**17**	(4.1)	**7**	(1.4)	0.7	(0.3)	**5**	(1.3)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	507	(3.5)	514	(4.0)	538	(3.1)	536	(3.1)	**30**	(3.7)	**12**	(1.3)	1.9	(0.4)	**9**	(1.3)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	445	(3.4)	465	(3.8)	495	(3.6)	506	(3.2)	**62**	(3.7)	**22**	(1.2)	6.8	(0.7)	**15**	(1.3)
	Macao (China)	519	(2.4)	525	(2.6)	529	(2.8)	541	(2.7)	**22**	(3.7)	**11**	(1.7)	1.2	(0.4)	**9**	(1.7)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	402	(2.9)	413	(10.1)	411	(18.9)	436	(2.8)	**33**	(4.8)	**14**	(1.5)	2.4	(0.5)	**13**	(1.3)
	Peru	377	(2.9)	397	(2.8)	407	(3.6)	415	(5.3)	**37**	(5.2)	**19**	(1.7)	4.0	(0.7)	**13**	(1.4)
	Qatar	391	(1.9)	439	(1.9)	432	(1.4)	m	m	m	m	**15**	(0.8)	2.5	(0.3)	**12**	(0.8)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	479	(3.7)	477	(3.5)	500	(4.3)	509	(3.5)	**30**	(3.3)	**14**	(1.3)	2.3	(0.4)	**10**	(1.3)
	Singapore	554	(2.6)	546	(3.1)	563	(2.7)	561	(2.8)	6	(3.9)	**6**	(1.5)	0.3	(0.1)	**3**	(1.4)
	Chinese Taipei	499	(3.1)	515	(3.4)	555	(3.7)	568	(3.4)	**69**	(3.8)	**31**	(1.5)	7.5	(0.6)	**20**	(1.3)
	Thailand	412	(4.8)	406	(9.4)	435	(4.7)	437	(5.0)	**25**	(6.0)	**15**	(1.5)	2.0	(0.4)	**13**	(1.6)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	370	(3.1)	391	(3.5)	395	(2.5)	397	(2.8)	**27**	(3.7)	**11**	(1.5)	2.3	(0.6)	**10**	(1.4)
	United Arab Emirates	415	(7.0)	444	(5.4)	451	(2.9)	m	m	m	m	**16**	(1.2)	2.6	(0.4)	**15**	(1.2)
	Uruguay	431	(2.8)	429	(3.0)	447	(2.8)	455	(3.5)	**23**	(3.7)	**13**	(1.7)	1.8	(0.4)	**8**	(1.3)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	419	(5.5)	441	(3.5)	457	(2.9)	m	m	m	m	**16**	(2.1)	3.7	(1.0)	**15**	(1.8)

1. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470937

[Part 1/2]

Table III.5.6 Students' motivation to achieve and life satisfaction

Results based on students' self-reports

		Average life satisfaction, by:						Life satisfaction, by national quarters of the index of achievement motivation			
		Students who do not want top grades in most or all courses		Students who want top grades in most or all courses		Difference between students who do and those who do not want top grades in most or all courses		Bottom quarter		Second quarter	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m
	Austria	7.17	(0.07)	7.62	(0.04)	**0.45**	(0.08)	7.10	(0.07)	7.53	(0.06)
	Belgium (excl. Flemish)	6.93	(0.13)	7.57	(0.05)	**0.64**	(0.14)	7.08	(0.08)	7.55	(0.07)
	Canada	m	m	m	m	m	m	m	m	m	m
	Chile	6.84	(0.12)	7.41	(0.04)	**0.57**	(0.12)	6.97	(0.08)	7.34	(0.07)
	Czech Republic	6.52	(0.10)	7.18	(0.03)	**0.66**	(0.09)	6.58	(0.08)	7.05	(0.07)
	Denmark	m	m	m	m	m	m	m	m	m	m
	Estonia	7.10	(0.12)	7.54	(0.04)	**0.44**	(0.13)	7.18	(0.07)	7.43	(0.06)
	Finland	7.59	(0.04)	8.08	(0.03)	**0.49**	(0.05)	7.56	(0.05)	7.81	(0.05)
	France	7.20	(0.06)	7.71	(0.03)	**0.51**	(0.07)	7.32	(0.04)	7.63	(0.06)
	Germany	6.92	(0.06)	7.49	(0.04)	**0.57**	(0.07)	6.92	(0.06)	7.22	(0.06)
	Greece	6.53	(0.07)	7.06	(0.04)	**0.53**	(0.08)	6.51	(0.08)	6.75	(0.08)
	Hungary	6.54	(0.08)	7.37	(0.04)	**0.83**	(0.09)	6.58	(0.08)	7.09	(0.07)
	Iceland	7.45	(0.25)	7.81	(0.04)	0.36	(0.25)	7.20	(0.09)	7.73	(0.08)
	Ireland	6.72	(0.11)	7.35	(0.03)	**0.62**	(0.12)	6.88	(0.06)	7.37	(0.06)
	Israel	m	m	m	m	m	m	m	m	m	m
	Italy	6.54	(0.08)	6.94	(0.04)	**0.40**	(0.08)	6.43	(0.08)	6.86	(0.06)
	Japan	6.60	(0.06)	6.90	(0.04)	**0.30**	(0.06)	6.34	(0.07)	6.85	(0.06)
	Korea	6.27	(0.09)	6.38	(0.04)	0.11	(0.09)	6.18	(0.06)	6.37	(0.07)
	Latvia	7.06	(0.10)	7.41	(0.04)	**0.35**	(0.11)	7.01	(0.07)	7.35	(0.07)
	Luxembourg	6.90	(0.08)	7.48	(0.04)	**0.59**	(0.08)	6.98	(0.07)	7.41	(0.06)
	Mexico	7.43	(0.22)	8.30	(0.03)	**0.88**	(0.22)	7.98	(0.06)	8.18	(0.06)
	Netherlands	7.57	(0.08)	7.85	(0.03)	**0.28**	(0.09)	7.63	(0.05)	7.81	(0.04)
	New Zealand	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m
	Poland	7.01	(0.06)	7.28	(0.05)	**0.27**	(0.07)	6.69	(0.07)	7.13	(0.08)
	Portugal	6.72	(0.15)	7.39	(0.03)	**0.67**	(0.16)	6.99	(0.06)	7.35	(0.06)
	Slovak Republic	7.22	(0.07)	7.56	(0.04)	**0.34**	(0.07)	7.14	(0.07)	7.46	(0.08)
	Slovenia	6.90	(0.06)	7.29	(0.04)	**0.39**	(0.07)	6.86	(0.07)	7.08	(0.08)
	Spain	6.88	(0.07)	7.58	(0.03)	**0.70**	(0.07)	6.88	(0.06)	7.32	(0.07)
	Sweden	m	m	m	m	m	m	m	m	m	m
	Switzerland	7.49	(0.06)	7.78	(0.04)	**0.29**	(0.07)	7.52	(0.06)	7.56	(0.06)
	Turkey	5.91	(0.16)	6.14	(0.06)	0.23	(0.17)	5.89	(0.10)	6.01	(0.09)
	United Kingdom	6.37	(0.15)	7.01	(0.04)	**0.63**	(0.15)	6.52	(0.07)	6.92	(0.06)
	United States	6.62	(0.14)	7.40	(0.03)	**0.78**	(0.14)	6.96	(0.07)	7.24	(0.07)
	OECD average	6.89	(0.02)	7.39	(0.01)	**0.49**	(0.02)	6.92	(0.01)	7.26	(0.01)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	7.02	(0.14)	7.62	(0.03)	**0.60**	(0.14)	7.42	(0.05)	7.63	(0.04)
	B-S-J-G (China)	6.67	(0.07)	6.90	(0.04)	**0.23**	(0.07)	6.61	(0.07)	6.81	(0.07)
	Bulgaria	7.15	(0.08)	7.50	(0.04)	**0.35**	(0.09)	7.03	(0.08)	7.40	(0.08)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	7.21	(0.20)	7.91	(0.04)	**0.70**	(0.20)	7.64	(0.07)	7.72	(0.06)
	Costa Rica	7.48	(0.24)	8.22	(0.03)	**0.74**	(0.24)	7.84	(0.07)	8.19	(0.06)
	Croatia	7.74	(0.06)	7.98	(0.04)	**0.24**	(0.06)	7.68	(0.07)	7.94	(0.06)
	Cyprus*	6.62	(0.08)	7.16	(0.03)	**0.54**	(0.09)	6.54	(0.07)	7.00	(0.06)
	Dominican Republic	8.38	(0.12)	8.53	(0.04)	0.15	(0.13)	8.32	(0.09)	8.33	(0.09)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	6.08	(0.11)	6.53	(0.04)	**0.44**	(0.10)	6.18	(0.07)	6.63	(0.07)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	7.62	(0.08)	7.91	(0.03)	**0.29**	(0.08)	7.62	(0.07)	7.83	(0.06)
	Macao (China)	6.53	(0.04)	6.66	(0.04)	**0.13**	(0.06)	6.49	(0.07)	6.60	(0.07)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	7.47	(0.07)	7.85	(0.04)	**0.38**	(0.08)	7.50	(0.06)	7.62	(0.06)
	Peru	6.80	(0.20)	7.53	(0.04)	**0.74**	(0.19)	7.28	(0.07)	7.33	(0.07)
	Qatar	6.95	(0.12)	7.43	(0.02)	**0.48**	(0.12)	7.01	(0.05)	7.19	(0.05)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	7.48	(0.08)	7.83	(0.05)	**0.35**	(0.10)	7.54	(0.07)	7.67	(0.08)
	Singapore	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	6.28	(0.07)	6.67	(0.03)	**0.39**	(0.07)	6.29	(0.06)	6.60	(0.05)
	Thailand	7.40	(0.10)	7.74	(0.03)	**0.34**	(0.10)	7.50	(0.06)	7.74	(0.06)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	5.99	(0.24)	6.94	(0.05)	**0.95**	(0.24)	6.63	(0.09)	6.92	(0.08)
	United Arab Emirates	6.35	(0.14)	7.36	(0.03)	**1.01**	(0.14)	6.77	(0.06)	7.18	(0.06)
	Uruguay	7.07	(0.09)	7.78	(0.03)	**0.71**	(0.10)	7.25	(0.07)	7.69	(0.05)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	6.33	(0.15)	7.11	(0.04)	**0.78**	(0.15)	6.74	(0.07)	6.99	(0.06)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470955

[Part 2/2]

Table III.5.6 Students' motivation to achieve and life satisfaction

Results based on students' self-reports

		Life satisfaction, by national quarters of the index of achievement motivation						Change in the index of achievement motivation associated with a one-unit change in life satisfaction			
		Third quarter		Top quarter		Top – bottom quarter		Before accounting for students' socio-economic status		After accounting for students' socio-economic status	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean change	S.E.	Mean change	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m
	Austria	7.62	(0.07)	7.84	(0.07)	**0.73**	(0.09)	**0.25**	(0.04)	**0.24**	(0.04)
	Belgium (excl. Flemish)	7.55	(0.09)	7.76	(0.09)	**0.68**	(0.11)	**0.28**	(0.05)	**0.28**	(0.05)
	Canada	m	m	m	m	m	m	m	m	m	m
	Chile	7.51	(0.06)	7.63	(0.07)	**0.66**	(0.09)	**0.25**	(0.03)	**0.23**	(0.03)
	Czech Republic	7.25	(0.05)	7.35	(0.07)	**0.77**	(0.09)	**0.38**	(0.04)	**0.34**	(0.04)
	Denmark	m	m	m	m	m	m	m	m	m	m
	Estonia	7.62	(0.07)	7.78	(0.06)	**0.60**	(0.10)	**0.28**	(0.04)	**0.22**	(0.04)
	Finland	8.08	(0.04)	8.11	(0.05)	**0.56**	(0.07)	**0.23**	(0.03)	**0.20**	(0.03)
	France	7.67	(0.05)	7.93	(0.06)	**0.61**	(0.08)	**0.26**	(0.03)	**0.23**	(0.03)
	Germany	7.60	(0.06)	7.67	(0.07)	**0.74**	(0.09)	**0.36**	(0.04)	**0.34**	(0.04)
	Greece	7.07	(0.07)	7.33	(0.07)	**0.82**	(0.10)	**0.42**	(0.04)	**0.39**	(0.04)
	Hungary	7.36	(0.07)	7.65	(0.06)	**1.07**	(0.09)	**0.45**	(0.04)	**0.42**	(0.04)
	Iceland	7.97	(0.09)	8.26	(0.07)	**1.05**	(0.11)	**0.39**	(0.04)	**0.34**	(0.04)
	Ireland	7.39	(0.08)	7.58	(0.06)	**0.69**	(0.09)	**0.28**	(0.03)	**0.27**	(0.03)
	Israel	m	m	m	m	m	m	m	m	m	m
	Italy	6.97	(0.06)	7.32	(0.08)	**0.89**	(0.09)	**0.37**	(0.04)	**0.36**	(0.04)
	Japan	6.95	(0.06)	7.08	(0.07)	**0.74**	(0.09)	**0.26**	(0.03)	**0.24**	(0.03)
	Korea	6.21	(0.09)	6.70	(0.09)	**0.52**	(0.11)	**0.16**	(0.03)	**0.12**	(0.03)
	Latvia	7.55	(0.07)	7.58	(0.05)	**0.58**	(0.09)	**0.23**	(0.04)	**0.20**	(0.04)
	Luxembourg	7.47	(0.06)	7.65	(0.06)	**0.67**	(0.09)	**0.24**	(0.03)	**0.22**	(0.03)
	Mexico	8.43	(0.06)	8.49	(0.05)	**0.51**	(0.08)	**0.24**	(0.04)	**0.24**	(0.04)
	Netherlands	7.91	(0.05)	7.95	(0.05)	**0.32**	(0.06)	**0.18**	(0.03)	**0.18**	(0.03)
	New Zealand	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m
	Poland	7.48	(0.07)	7.43	(0.07)	**0.74**	(0.10)	**0.30**	(0.04)	**0.27**	(0.04)
	Portugal	7.48	(0.06)	7.65	(0.06)	**0.65**	(0.08)	**0.27**	(0.03)	**0.26**	(0.03)
	Slovak Republic	7.57	(0.07)	7.73	(0.06)	**0.59**	(0.08)	**0.25**	(0.04)	**0.21**	(0.04)
	Slovenia	7.27	(0.07)	7.49	(0.07)	**0.63**	(0.09)	**0.29**	(0.04)	**0.30**	(0.04)
	Spain	7.61	(0.05)	7.89	(0.05)	**1.00**	(0.09)	**0.40**	(0.03)	**0.36**	(0.03)
	Sweden	m	m	m	m	m	m	m	m	m	m
	Switzerland	7.81	(0.05)	7.99	(0.06)	**0.48**	(0.08)	**0.21**	(0.04)	**0.21**	(0.04)
	Turkey	6.14	(0.10)	6.46	(0.10)	**0.56**	(0.13)	**0.17**	(0.05)	**0.16**	(0.05)
	United Kingdom	7.15	(0.06)	7.37	(0.07)	**0.85**	(0.10)	**0.34**	(0.04)	**0.31**	(0.04)
	United States	7.40	(0.07)	7.82	(0.05)	**0.86**	(0.09)	**0.36**	(0.03)	**0.33**	(0.03)
	OECD average	7.43	(0.01)	7.62	(0.01)	**0.70**	(0.02)	**0.29**	(0.01)	**0.27**	(0.01)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	7.65	(0.05)	7.68	(0.04)	**0.26**	(0.07)	**0.13**	(0.03)	**0.14**	(0.03)
	B-S-J-G (China)	6.91	(0.06)	7.01	(0.07)	**0.40**	(0.09)	**0.22**	(0.04)	**0.19**	(0.04)
	Bulgaria	7.58	(0.07)	7.70	(0.09)	**0.66**	(0.12)	**0.25**	(0.05)	**0.22**	(0.05)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	8.11	(0.06)	8.08	(0.06)	**0.44**	(0.08)	**0.27**	(0.04)	**0.28**	(0.04)
	Costa Rica	8.27	(0.06)	8.52	(0.05)	**0.68**	(0.08)	**0.31**	(0.03)	**0.32**	(0.03)
	Croatia	7.98	(0.07)	8.01	(0.08)	**0.34**	(0.10)	**0.16**	(0.04)	**0.15**	(0.04)
	Cyprus*	7.23	(0.05)	7.50	(0.06)	**0.97**	(0.08)	**0.37**	(0.03)	**0.34**	(0.04)
	Dominican Republic	8.76	(0.10)	8.68	(0.07)	**0.36**	(0.11)	**0.17**	(0.04)	**0.17**	(0.04)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	6.69	(0.06)	6.43	(0.07)	**0.26**	(0.09)	**0.09**	(0.03)	0.06	(0.03)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	7.95	(0.05)	8.06	(0.06)	**0.44**	(0.09)	**0.18**	(0.03)	**0.14**	(0.03)
	Macao (China)	6.68	(0.07)	6.61	(0.07)	0.12	(0.10)	0.05	(0.04)	0.01	(0.04)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	7.88	(0.08)	8.01	(0.06)	**0.52**	(0.08)	**0.22**	(0.03)	**0.21**	(0.03)
	Peru	7.66	(0.07)	7.76	(0.07)	**0.48**	(0.09)	**0.24**	(0.04)	**0.25**	(0.04)
	Qatar	7.43	(0.05)	7.95	(0.04)	**0.94**	(0.06)	**0.31**	(0.02)	**0.29**	(0.02)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	7.80	(0.08)	8.03	(0.06)	**0.49**	(0.08)	**0.23**	(0.03)	**0.22**	(0.04)
	Singapore	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	6.71	(0.05)	6.78	(0.06)	**0.49**	(0.08)	**0.20**	(0.03)	**0.16**	(0.03)
	Thailand	7.72	(0.06)	7.89	(0.06)	**0.39**	(0.07)	**0.20**	(0.04)	**0.20**	(0.04)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	6.87	(0.09)	7.23	(0.08)	**0.60**	(0.12)	**0.25**	(0.05)	**0.24**	(0.05)
	United Arab Emirates	7.39	(0.07)	7.86	(0.06)	**1.09**	(0.09)	**0.42**	(0.04)	**0.40**	(0.03)
	Uruguay	7.80	(0.05)	8.08	(0.06)	**0.82**	(0.09)	**0.37**	(0.03)	**0.34**	(0.03)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	7.04	(0.06)	7.49	(0.06)	**0.74**	(0.09)	**0.30**	(0.04)	**0.30**	(0.04

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470955

[Part 1/2]

Table III.5.7 Students' achievement motivation, by resilience and performance in core PISA subjects

Results based on students' self-reports

		Percentage of resilient students[1] in science		Percentage of resilient students in mathematics		Percentage of resilient students in reading		Average index of achievement motivation, by:					
								Non-resilient students in science		Resilient students in science		Difference between resilient and non-resilient students in science	
		%	S.E.	%	S.E.	%	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	31.2	(1.1)	27.1	(1.0)	30.2	(1.3)	0.06	(0.02)	0.29	(0.04)	**0.23**	(0.05)
	Austria	24.2	(1.6)	28.8	(1.8)	22.6	(1.8)	-0.31	(0.03)	-0.22	(0.06)	0.09	(0.07)
	Belgium	25.4	(1.4)	31.7	(1.4)	26.9	(1.6)	-0.41	(0.03)	-0.56	(0.04)	**-0.15**	(0.04)
	Canada	36.5	(1.4)	34.4	(1.3)	36.5	(1.4)	0.00	(0.03)	0.22	(0.04)	**0.22**	(0.04)
	Chile	13.3	(1.2)	10.4	(1.2)	20.1	(1.8)	0.12	(0.03)	0.33	(0.08)	**0.21**	(0.09)
	Czech Republic	23.0	(1.6)	25.2	(1.6)	22.3	(1.7)	-0.50	(0.03)	-0.34	(0.05)	**0.15**	(0.07)
	Denmark	25.4	(1.6)	32.0	(1.8)	25.5	(1.6)	-0.44	(0.03)	-0.12	(0.06)	**0.32**	(0.08)
	Estonia	46.0	(1.8)	42.4	(1.9)	40.6	(1.7)	-0.33	(0.04)	-0.12	(0.04)	**0.21**	(0.06)
	Finland	40.4	(1.9)	33.6	(1.8)	40.4	(2.0)	-0.95	(0.04)	-0.73	(0.05)	**0.21**	(0.06)
	France	25.0	(1.3)	27.0	(1.7)	28.7	(1.5)	-0.40	(0.04)	-0.31	(0.05)	0.09	(0.06)
	Germany	31.3	(1.7)	35.5	(1.9)	36.2	(2.1)	-0.54	(0.04)	-0.44	(0.05)	0.10	(0.06)
	Greece	16.6	(1.4)	19.7	(1.8)	21.6	(1.9)	-0.32	(0.03)	-0.06	(0.07)	**0.26**	(0.09)
	Hungary	17.6	(1.4)	20.5	(1.8)	16.0	(1.6)	-0.48	(0.03)	-0.35	(0.06)	0.13	(0.07)
	Iceland	15.6	(1.4)	21.3	(1.7)	19.8	(1.5)	0.09	(0.04)	0.46	(0.10)	**0.36**	(0.11)
	Ireland	27.5	(1.8)	31.5	(1.8)	37.5	(1.8)	0.17	(0.03)	0.48	(0.05)	**0.31**	(0.06)
	Israel	14.3	(1.2)	18.1	(1.6)	20.6	(1.6)	0.78	(0.03)	0.96	(0.08)	**0.18**	(0.09)
	Italy	24.7	(1.6)	32.0	(2.1)	26.8	(1.6)	-0.21	(0.03)	-0.20	(0.05)	0.01	(0.05)
	Japan	46.6	(1.9)	48.0	(1.8)	38.4	(2.0)	-0.86	(0.04)	-0.53	(0.04)	**0.33**	(0.06)
	Korea	38.0	(1.9)	42.4	(2.3)	40.0	(2.0)	-0.06	(0.03)	0.24	(0.05)	**0.30**	(0.06)
	Latvia	32.6	(1.7)	31.5	(2.0)	33.3	(1.9)	-0.26	(0.03)	-0.05	(0.05)	**0.21**	(0.06)
	Luxembourg	19.0	(1.4)	25.7	(1.4)	22.7	(1.3)	-0.26	(0.03)	-0.25	(0.07)	0.01	(0.08)
	Mexico	11.2	(1.2)	16.3	(1.6)	17.0	(1.5)	0.12	(0.03)	0.30	(0.08)	**0.17**	(0.08)
	Netherlands	29.0	(1.7)	37.1	(1.9)	29.6	(2.0)	-0.53	(0.03)	-0.39	(0.06)	**0.13**	(0.06)
	New Zealand	28.4	(2.0)	25.1	(1.9)	29.6	(2.2)	0.02	(0.04)	0.05	(0.06)	0.04	(0.07)
	Norway	24.5	(1.4)	27.4	(1.5)	33.0	(1.6)	-0.20	(0.04)	0.07	(0.05)	**0.28**	(0.06)
	Poland	32.4	(1.8)	39.2	(2.1)	36.3	(1.8)	-0.64	(0.03)	-0.48	(0.04)	**0.17**	(0.05)
	Portugal	35.7	(1.8)	38.8	(2.0)	38.0	(1.9)	-0.13	(0.02)	0.05	(0.04)	**0.18**	(0.05)
	Slovak Republic	16.3	(1.4)	23.3	(1.7)	15.3	(1.4)	-0.59	(0.04)	-0.27	(0.06)	**0.32**	(0.07)
	Slovenia	32.5	(1.5)	37.5	(1.9)	33.0	(2.0)	-0.64	(0.03)	-0.43	(0.05)	**0.21**	(0.06)
	Spain	36.6	(1.4)	39.2	(1.6)	42.6	(1.7)	-0.44	(0.03)	-0.29	(0.04)	**0.16**	(0.05)
	Sweden	22.9	(1.4)	24.1	(1.5)	28.1	(1.5)	-0.10	(0.04)	0.14	(0.07)	**0.24**	(0.08)
	Switzerland	27.0	(1.6)	39.6	(2.0)	24.9	(1.7)	-0.48	(0.04)	-0.32	(0.06)	**0.16**	(0.07)
	Turkey	19.7	(2.3)	26.0	(2.6)	25.8	(2.6)	0.50	(0.04)	0.83	(0.07)	**0.34**	(0.08)
	United Kingdom	33.5	(1.6)	29.4	(1.5)	30.1	(1.3)	0.27	(0.04)	0.43	(0.05)	**0.16**	(0.06)
	United States	29.6	(1.7)	22.7	(1.7)	34.4	(1.9)	0.47	(0.03)	0.61	(0.05)	**0.14**	(0.06)
	OECD average	27.2	(0.3)	29.8	(0.3)	29.3	(0.3)	-0.21	(0.01)	-0.03	(0.01)	**0.19**	(0.01)
Partners	Albania	23.0	(2.7)	23.8	(2.4)	21.5	(2.2)	c	c	c	c	c	c
	Algeria	6.4	(1.1)	6.5	(1.0)	4.7	(0.8)	c	c	c	c	c	c
	Brazil	8.4	(0.7)	6.4	(0.7)	15.2	(0.9)	-0.01	(0.02)	0.18	(0.05)	**0.19**	(0.06)
	B-S-J-G (China)	42.9	(2.5)	54.5	(2.3)	34.4	(2.6)	-0.14	(0.03)	0.03	(0.03)	**0.16**	(0.04)
	Bulgaria	12.2	(1.4)	13.6	(1.4)	11.4	(1.4)	-0.23	(0.03)	-0.16	(0.08)	0.08	(0.08)
	CABA (Argentina)	13.0	(1.8)	12.1	(2.4)	18.4	(3.2)	c	c	c	c	c	c
	Colombia	9.8	(1.0)	8.1	(1.1)	16.9	(1.6)	0.41	(0.02)	0.57	(0.07)	**0.16**	(0.07)
	Costa Rica	8.2	(0.9)	7.7	(0.9)	13.1	(1.3)	0.41	(0.03)	0.62	(0.11)	0.21	(0.12)
	Croatia	22.4	(1.7)	21.6	(1.8)	28.8	(1.9)	-0.39	(0.03)	-0.13	(0.05)	**0.26**	(0.05)
	Cyprus*	9.1	(1.0)	10.8	(1.2)	15.2	(1.3)	-0.08	(0.03)	0.46	(0.10)	**0.54**	(0.10)
	Dominican Republic	0.4	(0.2)	0.3	(0.2)	2.2	(0.6)	0.28	(0.04)	c	c	c	c
	FYROM	3.5	(0.6)	4.3	(0.7)	2.6	(0.7)	c	c	c	c	c	c
	Georgia	6.7	(1.0)	6.2	(0.9)	6.5	(0.9)	c	c	c	c	c	c
	Hong Kong (China)	59.2	(1.9)	70.9	(1.8)	61.4	(1.9)	-0.06	(0.05)	0.20	(0.03)	**0.26**	(0.06)
	Indonesia	9.3	(1.3)	10.9	(1.5)	12.9	(1.3)	c	c	c	c	c	c
	Jordan	6.7	(0.9)	4.5	(1.0)	9.9	(1.0)	c	c	c	c	c	c
	Kosovo	2.2	(0.7)	1.4	(0.7)	0.5	(0.4)	c	c	c	c	c	c
	Lebanon	5.4	(1.1)	10.7	(1.6)	3.2	(0.8)	c	c	c	c	c	c
	Lithuania	21.0	(1.5)	26.5	(1.9)	21.3	(1.5)	-0.40	(0.04)	0.10	(0.06)	**0.50**	(0.07)
	Macao (China)	62.2	(1.5)	71.9	(1.8)	52.9	(2.0)	-0.74	(0.04)	-0.60	(0.03)	**0.14**	(0.05)
	Malta	20.4	(1.5)	29.0	(1.5)	19.4	(1.4)	c	c	c	c	c	c
	Moldova	12.0	(1.4)	13.0	(1.5)	10.8	(1.1)	c	c	c	c	c	c
	Montenegro	8.5	(0.8)	11.5	(1.0)	13.0	(1.0)	-0.25	(0.03)	0.02	(0.09)	**0.27**	(0.10)
	Peru	2.6	(0.5)	4.8	(0.9)	3.5	(0.6)	0.22	(0.02)	0.50	(0.17)	0.28	(0.18)
	Qatar	5.1	(0.4)	4.1	(0.5)	4.7	(0.5)	0.61	(0.02)	0.89	(0.07)	**0.27**	(0.08)
	Romania	9.9	(1.3)	14.9	(1.9)	11.5	(1.4)	c	c	c	c	c	c
	Russia	23.2	(1.8)	33.8	(2.4)	28.0	(2.0)	-0.33	(0.03)	-0.18	(0.07)	**0.15**	(0.07)
	Singapore	46.5	(1.6)	57.1	(1.8)	41.1	(1.5)	0.30	(0.03)	0.33	(0.04)	0.03	(0.05)
	Chinese Taipei	44.3	(1.8)	51.9	(1.8)	33.5	(1.8)	-0.41	(0.02)	-0.06	(0.04)	**0.35**	(0.05)
	Thailand	16.3	(1.5)	22.0	(1.9)	14.3	(1.5)	0.17	(0.03)	0.43	(0.06)	**0.26**	(0.06)
	Trinidad and Tobago	11.5	(1.2)	13.0	(1.2)	14.9	(1.4)	c	c	c	c	c	c
	Tunisia	3.9	(0.7)	6.0	(0.8)	3.8	(0.7)	0.60	(0.03)	0.87	(0.16)	0.27	(0.16)
	United Arab Emirates	7.0	(0.6)	7.0	(0.7)	7.8	(0.9)	0.66	(0.03)	0.88	(0.09)	**0.22**	(0.09)
	Uruguay	12.4	(1.2)	11.5	(1.2)	16.7	(1.4)	-0.17	(0.02)	-0.03	(0.07)	0.13	(0.07)
	Viet Nam	72.7	(3.0)	63.1	(3.6)	60.1	(3.1)	c	c	c	c	c	c
	Argentina**	14.4	(1.4)	14.4	(1.9)	15.2	(1.5)	c	c	c	c	c	c
	Kazakhstan**	15.0	(1.7)	21.7	(2.4)	8.9	(1.3)	c	c	c	c	c	c
	Malaysia**	13.7	(1.6)	17.7	(1.5)	13.0	(1.4)	0.64	(0.04)	1.01	(0.07)	**0.37**	(0.08)

1. A student is classified as resilient if he or she is in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) in the country/economy of assessment and performs in the top quarter of students among all countries and economies, after accounting for socio-economic status.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933470961

[Part 2/2]

Table III.5.7 Students' achievement motivation, by resilience and performance in core PISA subjects

Results based on students' self-reports

		Average index of achievement motivation, by:											
		Non-resilient[1] students in mathematics		Resilient students in mathematics		Difference between resilient and non-resilient students in mathematics		Non-resilient students in reading		Resilient students in reading		Difference between resilient and non-resilient students in reading	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	0.05	(0.02)	0.34	(0.04)	**0.29**	(0.05)	0.04	(0.03)	0.35	(0.04)	**0.31**	(0.06)
	Austria	-0.32	(0.04)	-0.19	(0.05)	**0.13**	(0.07)	-0.31	(0.04)	-0.21	(0.06)	0.10	(0.08)
	Belgium	-0.40	(0.03)	-0.54	(0.04)	**-0.13**	(0.05)	-0.41	(0.03)	-0.55	(0.04)	**-0.14**	(0.05)
	Canada	0.00	(0.03)	0.23	(0.04)	**0.22**	(0.05)	-0.01	(0.03)	0.24	(0.04)	**0.26**	(0.05)
	Chile	0.14	(0.03)	0.26	(0.09)	0.13	(0.10)	0.10	(0.04)	0.35	(0.07)	**0.25**	(0.08)
	Czech Republic	-0.51	(0.03)	-0.32	(0.05)	**0.19**	(0.07)	-0.50	(0.02)	-0.33	(0.06)	**0.16**	(0.07)
	Denmark	-0.45	(0.03)	-0.18	(0.05)	**0.27**	(0.07)	-0.45	(0.04)	-0.12	(0.07)	**0.32**	(0.09)
	Estonia	-0.34	(0.04)	-0.09	(0.05)	**0.25**	(0.06)	-0.35	(0.04)	-0.08	(0.04)	**0.27**	(0.06)
	Finland	-0.94	(0.03)	-0.70	(0.05)	**0.24**	(0.06)	-0.93	(0.04)	-0.76	(0.04)	**0.17**	(0.05)
	France	-0.40	(0.04)	-0.31	(0.06)	0.09	(0.06)	-0.39	(0.04)	-0.35	(0.05)	0.03	(0.06)
	Germany	-0.55	(0.04)	-0.43	(0.05)	0.13	(0.07)	-0.55	(0.04)	-0.44	(0.05)	0.10	(0.07)
	Greece	-0.34	(0.03)	-0.03	(0.06)	**0.30**	(0.07)	-0.34	(0.04)	-0.07	(0.05)	**0.27**	(0.07)
	Hungary	-0.49	(0.03)	-0.35	(0.06)	0.13	(0.07)	-0.48	(0.03)	-0.36	(0.07)	0.12	(0.08)
	Iceland	0.08	(0.04)	0.41	(0.09)	**0.33**	(0.10)	0.08	(0.04)	0.45	(0.10)	**0.37**	(0.12)
	Ireland	0.15	(0.03)	0.47	(0.05)	**0.32**	(0.06)	0.16	(0.03)	0.41	(0.05)	**0.25**	(0.07)
	Israel	0.78	(0.03)	0.92	(0.07)	0.14	(0.07)	0.76	(0.03)	0.95	(0.07)	**0.19**	(0.07)
	Italy	-0.23	(0.03)	-0.17	(0.05)	0.06	(0.05)	-0.23	(0.03)	-0.17	(0.05)	0.06	(0.05)
	Japan	-0.88	(0.04)	-0.51	(0.04)	**0.37**	(0.06)	-0.81	(0.03)	-0.53	(0.05)	**0.29**	(0.06)
	Korea	-0.11	(0.03)	0.29	(0.05)	**0.40**	(0.06)	-0.08	(0.03)	0.26	(0.05)	**0.34**	(0.07)
	Latvia	-0.27	(0.03)	-0.03	(0.06)	**0.24**	(0.07)	-0.26	(0.04)	-0.06	(0.06)	**0.20**	(0.07)
	Luxembourg	-0.28	(0.03)	-0.21	(0.06)	0.07	(0.07)	-0.26	(0.03)	-0.27	(0.06)	-0.01	(0.07)
	Mexico	0.12	(0.03)	0.26	(0.07)	0.14	(0.08)	0.11	(0.03)	0.30	(0.06)	**0.19**	(0.07)
	Netherlands	-0.55	(0.03)	-0.39	(0.05)	**0.15**	(0.05)	-0.53	(0.03)	-0.40	(0.05)	**0.12**	(0.05)
	New Zealand	0.00	(0.04)	0.12	(0.07)	0.12	(0.08)	-0.02	(0.04)	0.13	(0.06)	**0.14**	(0.07)
	Norway	-0.22	(0.04)	0.09	(0.05)	**0.31**	(0.07)	-0.25	(0.04)	0.09	(0.05)	**0.34**	(0.07)
	Poland	-0.65	(0.03)	-0.49	(0.04)	**0.16**	(0.05)	-0.63	(0.03)	-0.51	(0.04)	**0.12**	(0.05)
	Portugal	-0.13	(0.02)	0.03	(0.04)	**0.16**	(0.05)	-0.12	(0.03)	0.03	(0.04)	**0.15**	(0.06)
	Slovak Republic	-0.61	(0.04)	-0.31	(0.07)	**0.30**	(0.08)	-0.59	(0.04)	-0.25	(0.07)	**0.34**	(0.07)
	Slovenia	-0.64	(0.03)	-0.45	(0.04)	**0.19**	(0.06)	-0.64	(0.03)	-0.44	(0.05)	**0.19**	(0.07)
	Spain	-0.46	(0.04)	-0.28	(0.04)	**0.17**	(0.05)	-0.45	(0.04)	-0.30	(0.05)	**0.14**	(0.06)
	Sweden	-0.10	(0.04)	0.14	(0.07)	**0.25**	(0.09)	-0.15	(0.04)	0.21	(0.06)	**0.35**	(0.08)
	Switzerland	-0.51	(0.04)	-0.32	(0.05)	**0.19**	(0.06)	-0.48	(0.03)	-0.32	(0.06)	**0.16**	(0.07)
	Turkey	0.47	(0.05)	0.83	(0.06)	**0.36**	(0.07)	0.48	(0.05)	0.81	(0.06)	**0.33**	(0.07)
	United Kingdom	0.26	(0.03)	0.47	(0.05)	**0.21**	(0.06)	0.24	(0.04)	0.51	(0.05)	**0.27**	(0.07)
	United States	0.47	(0.03)	0.65	(0.07)	**0.18**	(0.08)	0.44	(0.03)	0.65	(0.05)	**0.21**	(0.06)
	OECD average	-0.22	(0.01)	-0.02	(0.01)	**0.20**	(0.01)	-0.22	(0.01)	-0.02	(0.01)	**0.20**	(0.01)
Partners	Albania	c	c	c	c	c	c	c	c	c	c	c	c
	Algeria	c	c	c	c	c	c	c	c	c	c	c	c
	Brazil	0.00	(0.02)	0.17	(0.07)	**0.17**	(0.07)	-0.02	(0.02)	0.14	(0.04)	**0.16**	(0.05)
	B-S-J-G (China)	-0.15	(0.03)	0.00	(0.03)	**0.15**	(0.05)	-0.11	(0.02)	0.02	(0.04)	**0.13**	(0.04)
	Bulgaria	-0.23	(0.03)	-0.19	(0.08)	0.04	(0.09)	-0.23	(0.03)	-0.14	(0.08)	0.10	(0.09)
	CABA (Argentina)	c	c	c	c	c	c	c	c	c	c	c	c
	Colombia	0.40	(0.02)	0.64	(0.09)	**0.24**	(0.09)	0.39	(0.02)	0.56	(0.05)	**0.16**	(0.06)
	Costa Rica	0.41	(0.03)	0.57	(0.11)	0.16	(0.11)	0.40	(0.03)	0.57	(0.07)	**0.17**	(0.07)
	Croatia	-0.38	(0.02)	-0.16	(0.05)	**0.22**	(0.06)	-0.40	(0.03)	-0.17	(0.05)	**0.23**	(0.05)
	Cyprus*	-0.07	(0.03)	0.36	(0.09)	**0.43**	(0.09)	-0.09	(0.03)	0.35	(0.08)	**0.45**	(0.09)
	Dominican Republic	0.28	(0.04)	c	c	c	c	0.27	(0.04)	c	c	c	c
	FYROM	c	c	c	c	c	c	c	c	c	c	c	c
	Georgia	c	c	c	c	c	c	c	c	c	c	c	c
	Hong Kong (China)	-0.10	(0.06)	0.17	(0.03)	**0.27**	(0.07)	-0.07	(0.05)	0.19	(0.03)	**0.27**	(0.07)
	Indonesia	c	c	c	c	c	c	c	c	c	c	c	c
	Jordan	c	c	c	c	c	c	c	c	c	c	c	c
	Kosovo	c	c	c	c	c	c	c	c	c	c	c	c
	Lebanon	c	c	c	c	c	c	c	c	c	c	c	c
	Lithuania	-0.41	(0.04)	0.02	(0.06)	**0.44**	(0.07)	-0.40	(0.04)	0.10	(0.06)	**0.50**	(0.07)
	Macao (China)	-0.76	(0.05)	-0.61	(0.03)	**0.15**	(0.06)	-0.72	(0.04)	-0.59	(0.03)	**0.13**	(0.06)
	Malta	c	c	c	c	c	c	c	c	c	c	c	c
	Moldova	c	c	c	c	c	c	c	c	c	c	c	c
	Montenegro	-0.25	(0.03)	-0.03	(0.08)	**0.22**	(0.09)	-0.26	(0.03)	-0.02	(0.08)	**0.23**	(0.09)
	Peru	0.21	(0.02)	0.49	(0.12)	**0.27**	(0.12)	0.22	(0.02)	0.43	(0.13)	0.21	(0.14)
	Qatar	0.62	(0.02)	0.84	(0.08)	**0.22**	(0.09)	0.62	(0.02)	0.80	(0.08)	**0.18**	(0.08)
	Romania	c	c	c	c	c	c	c	c	c	c	c	c
	Russia	-0.33	(0.03)	-0.21	(0.05)	0.12	(0.06)	-0.34	(0.03)	-0.18	(0.05)	**0.16**	(0.06)
	Singapore	0.31	(0.04)	0.32	(0.03)	0.01	(0.06)	0.30	(0.03)	0.35	(0.04)	0.05	(0.06)
	Chinese Taipei	-0.44	(0.03)	-0.08	(0.03)	**0.36**	(0.04)	-0.38	(0.03)	-0.01	(0.04)	**0.36**	(0.05)
	Thailand	0.18	(0.03)	0.31	(0.05)	**0.13**	(0.06)	0.18	(0.03)	0.41	(0.07)	**0.23**	(0.08)
	Trinidad and Tobago	c	c	c	c	c	c	c	c	c	c	c	c
	Tunisia	0.60	(0.03)	0.80	(0.12)	0.19	(0.13)	0.60	(0.03)	0.98	(0.17)	**0.38**	(0.17)
	United Arab Emirates	0.67	(0.03)	0.78	(0.10)	0.11	(0.10)	0.66	(0.03)	0.85	(0.09)	**0.19**	(0.09)
	Uruguay	-0.17	(0.03)	0.03	(0.09)	**0.20**	(0.10)	-0.16	(0.03)	-0.12	(0.07)	0.04	(0.08)
	Viet Nam	c	c	c	c	c	c	c	c	c	c	c	c
	Argentina**	c	c	c	c	c	c	c	c	c	c	c	c
	Kazakhstan**	c	c	c	c	c	c	c	c	c	c	c	c
	Malaysia**	0.65	(0.04)	0.89	(0.08)	**0.24**	(0.08)	0.64	(0.04)	1.07	(0.06)	**0.43**	(0.07)

1. A student is classified as resilient if he or she is in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) in the country/economy of assessment and performs in the top quarter of students among all countries and economies, after accounting for socio-economic status.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

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[Part 1/4]

Table III.5.8 Students' achievement motivation and schoolwork-related anxiety

Percentage of students who reported that they "agree"/"strongly agree" or "disagree"/"strongly disagree"

		"Even if I am well prepared for a test I feel very anxious"																			
		Percentage of students who disagreed with the following statements										Percentage of students who agreed with the following statements									
		I want top grades in most or all of my courses		I want to be able to select from among the best opportunities available when I graduate		I want to be the best, whatever I do		I see myself as an ambitious person		I want to be one of the best students in my class		I want top grades in most or all of my courses		I want to be able to select from among the best opportunities available when I graduate		I want to be the best, whatever I do		I see myself as an ambitious person		I want to be one of the best students in my class	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	56.2	(1.7)	51.5	(2.8)	60.3	(1.4)	65.9	(1.1)	62.9	(0.9)	68.8	(0.6)	68.2	(0.6)	68.5	(0.6)	67.8	(0.6)	69.1	(0.6)
	Austria	44.2	(1.7)	45.1	(2.6)	50.2	(1.0)	53.8	(1.1)	50.4	(1.1)	52.6	(0.8)	51.3	(0.9)	51.5	(1.0)	49.2	(0.9)	51.1	(1.0)
	Belgium	32.5	(1.0)	33.7	(1.8)	40.7	(0.7)	42.5	(0.9)	40.0	(0.7)	46.3	(0.7)	43.2	(0.6)	45.1	(0.9)	42.2	(0.7)	46.0	(0.8)
	Canada	53.2	(1.2)	42.7	(2.1)	57.6	(1.1)	62.0	(1.1)	58.6	(0.9)	65.3	(0.5)	65.0	(0.4)	65.4	(0.5)	64.4	(0.5)	65.9	(0.6)
	Chile	44.4	(2.2)	44.6	(3.3)	53.7	(1.8)	57.8	(1.3)	55.1	(1.2)	56.9	(0.7)	56.6	(0.7)	56.3	(0.7)	55.3	(0.7)	56.4	(0.8)
	Czech Republic	30.1	(1.6)	30.4	(2.3)	36.4	(1.1)	41.5	(1.2)	38.2	(0.9)	42.7	(0.8)	41.0	(0.8)	42.1	(1.0)	39.5	(0.9)	43.0	(1.1)
	Denmark	61.0	(1.6)	65.6	(2.0)	63.5	(1.0)	64.4	(1.4)	65.0	(1.2)	65.5	(0.8)	64.3	(0.8)	65.5	(1.1)	64.5	(0.8)	64.2	(0.8)
	Estonia	35.4	(2.2)	38.7	(3.6)	50.0	(1.4)	53.7	(1.5)	50.3	(1.0)	54.3	(0.8)	53.5	(0.8)	54.4	(0.9)	52.5	(0.9)	55.2	(1.0)
	Finland	44.5	(1.0)	45.0	(1.5)	48.2	(0.9)	49.1	(1.1)	47.3	(0.9)	51.5	(0.9)	49.6	(0.8)	49.5	(1.2)	48.4	(1.0)	50.6	(1.2)
	France	36.5	(1.7)	35.6	(2.6)	46.1	(0.9)	46.8	(1.3)	45.2	(0.8)	48.9	(0.7)	47.7	(0.7)	48.1	(1.0)	46.9	(0.8)	49.5	(1.0)
	Germany	39.5	(1.5)	42.3	(2.4)	42.6	(1.0)	43.6	(1.2)	43.8	(1.0)	42.2	(0.8)	41.4	(0.7)	40.3	(1.1)	40.7	(0.8)	38.8	(1.1)
	Greece	48.6	(1.4)	45.6	(3.7)	57.9	(1.4)	62.1	(1.4)	52.3	(1.1)	62.9	(0.9)	59.6	(0.7)	59.5	(0.9)	58.3	(0.8)	62.9	(0.9)
	Hungary	51.6	(1.6)	53.9	(2.8)	54.3	(1.3)	57.1	(1.2)	52.2	(1.0)	55.5	(0.9)	54.6	(0.8)	54.8	(0.9)	52.5	(1.0)	58.1	(1.4)
	Iceland	43.5	(4.4)	47.7	(2.7)	51.9	(1.9)	59.5	(1.9)	51.6	(2.0)	51.4	(0.9)	51.6	(0.9)	50.8	(1.0)	48.7	(0.9)	50.7	(1.0)
	Ireland	49.9	(2.5)	50.1	(4.4)	57.5	(1.8)	63.0	(1.9)	60.0	(1.5)	64.2	(0.8)	63.6	(0.7)	64.1	(0.8)	63.2	(0.8)	64.4	(0.8)
	Israel	37.0	(3.9)	32.1	(3.6)	33.4	(2.0)	40.5	(1.7)	36.7	(1.6)	44.8	(0.7)	44.9	(0.7)	45.7	(0.8)	45.2	(0.8)	45.7	(0.8)
	Italy	57.1	(1.6)	58.6	(3.2)	71.4	(0.9)	71.6	(1.1)	69.1	(0.7)	72.0	(0.6)	70.7	(0.6)	69.2	(0.7)	69.6	(0.6)	71.2	(0.7)
	Japan	54.6	(1.2)	47.4	(1.7)	60.5	(0.8)	59.7	(1.1)	60.9	(0.9)	66.2	(0.8)	64.1	(0.8)	64.6	(1.1)	63.8	(0.8)	64.6	(0.9)
	Korea	37.7	(1.8)	21.3	(3.0)	46.5	(1.4)	53.9	(1.3)	38.5	(1.5)	57.9	(0.8)	56.6	(0.8)	57.4	(0.8)	55.9	(0.9)	59.0	(0.8)
	Latvia	33.0	(2.1)	33.4	(2.7)	39.5	(1.4)	44.0	(1.6)	39.0	(1.1)	44.6	(0.9)	44.0	(0.9)	45.3	(1.0)	42.9	(1.0)	46.3	(1.2)
	Luxembourg	38.3	(1.8)	39.2	(2.4)	46.4	(1.0)	48.9	(1.1)	45.2	(1.0)	49.8	(0.8)	48.5	(0.7)	49.3	(0.9)	46.7	(0.9)	50.2	(0.9)
	Mexico	42.7	(3.9)	42.6	(3.8)	55.4	(1.6)	60.9	(0.9)	56.1	(1.6)	60.7	(0.8)	60.7	(0.8)	60.9	(0.9)	58.6	(1.2)	60.9	(0.8)
	Netherlands	28.2	(2.4)	31.5	(2.5)	39.0	(1.0)	37.8	(1.5)	37.6	(0.9)	40.0	(0.8)	39.6	(0.8)	39.2	(1.2)	39.6	(0.8)	42.7	(1.2)
	New Zealand	62.1	(1.9)	51.4	(3.1)	63.7	(1.9)	69.5	(1.5)	69.3	(1.1)	73.3	(0.8)	73.3	(0.8)	73.4	(0.8)	72.6	(0.9)	73.2	(1.0)
	Norway	52.3	(1.9)	37.8	(2.8)	57.9	(1.3)	61.4	(1.6)	58.0	(1.2)	62.7	(0.8)	62.1	(0.7)	62.7	(0.7)	60.9	(0.8)	62.6	(0.9)
	Poland	37.1	(1.4)	39.3	(2.1)	43.7	(1.4)	50.6	(1.8)	43.1	(1.3)	49.4	(1.1)	46.1	(0.9)	46.1	(1.0)	43.1	(1.0)	47.3	(1.3)
	Portugal	48.3	(3.6)	56.1	(2.9)	67.0	(1.4)	68.6	(1.5)	63.9	(1.1)	70.0	(0.7)	70.1	(0.7)	69.8	(0.7)	69.2	(0.7)	71.8	(0.8)
	Slovak Republic	37.0	(1.4)	31.4	(2.6)	44.9	(1.3)	49.5	(1.4)	44.1	(0.9)	50.7	(0.9)	48.3	(0.8)	47.8	(0.9)	45.7	(0.9)	50.8	(1.1)
	Slovenia	56.3	(1.4)	58.9	(2.2)	60.5	(1.2)	64.0	(1.2)	61.6	(0.9)	64.3	(0.9)	62.3	(0.8)	63.0	(1.0)	60.7	(1.0)	62.0	(1.1)
	Spain	59.8	(1.4)	51.8	(2.6)	66.1	(1.0)	69.7	(1.0)	65.1	(1.2)	69.3	(0.7)	68.1	(0.7)	67.8	(0.9)	64.9	(1.0)	68.7	(0.8)
	Sweden	53.1	(1.4)	47.2	(2.5)	60.5	(1.5)	58.2	(1.6)	57.8	(1.1)	63.1	(1.0)	62.3	(0.8)	61.5	(0.9)	61.6	(0.9)	63.0	(1.1)
	Switzerland	26.7	(1.2)	29.2	(2.4)	32.3	(0.8)	35.1	(1.2)	33.7	(0.9)	35.5	(0.9)	33.9	(0.8)	35.0	(1.5)	32.5	(1.1)	33.1	(1.3)
	Turkey	32.6	(2.9)	32.8	(3.2)	44.8	(1.9)	54.8	(1.4)	39.8	(2.4)	60.6	(0.8)	60.3	(0.8)	61.2	(0.8)	60.2	(0.9)	61.1	(0.8)
	United Kingdom	61.2	(3.4)	49.8	(5.1)	63.2	(2.0)	73.4	(1.5)	69.0	(1.4)	72.3	(0.7)	72.3	(0.7)	72.8	(0.7)	71.5	(0.7)	72.9	(0.7)
	United States	52.3	(2.9)	50.3	(4.3)	59.6	(2.6)	66.7	(1.5)	62.9	(1.7)	68.7	(0.7)	68.3	(0.7)	68.3	(0.7)	68.0	(0.8)	68.6	(0.8)
	OECD average	45.1	(0.4)	43.3	(0.5)	52.2	(0.2)	56.1	(0.2)	52.1	(0.2)	57.3	(0.1)	56.2	(0.1)	56.5	(0.2)	55.1	(0.1)	57.2	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	64.5	(2.0)	57.7	(2.6)	77.2	(0.9)	81.8	(0.5)	76.7	(0.7)	81.7	(0.4)	81.7	(0.4)	81.7	(0.5)	79.5	(0.6)	83.2	(0.6)
	B-S-J-G (China)	51.6	(1.5)	41.2	(4.0)	52.4	(1.9)	60.6	(1.4)	57.3	(1.4)	65.6	(0.8)	62.5	(0.8)	62.9	(0.8)	62.2	(0.8)	62.8	(0.8)
	Bulgaria	43.7	(1.4)	35.6	(3.0)	51.6	(1.0)	50.2	(1.9)	48.0	(1.0)	58.2	(0.7)	56.4	(0.6)	57.8	(0.9)	56.1	(0.8)	58.8	(0.8)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	50.1	(3.2)	41.6	(4.4)	67.2	(1.9)	79.1	(0.6)	58.9	(2.1)	79.8	(0.5)	79.4	(0.6)	79.9	(0.6)	78.3	(1.0)	80.6	(0.6)
	Costa Rica	48.2	(3.9)	52.5	(4.8)	73.1	(1.7)	79.7	(0.7)	68.8	(1.7)	82.0	(0.5)	81.8	(0.5)	82.8	(0.5)	82.5	(0.8)	83.4	(0.5)
	Croatia	38.5	(1.5)	32.5	(2.8)	44.4	(1.3)	46.7	(1.4)	41.9	(1.2)	51.0	(0.9)	48.0	(0.9)	48.8	(1.0)	47.2	(0.9)	50.3	(1.0)
	Cyprus*	49.5	(1.6)	42.8	(3.2)	56.5	(1.3)	59.0	(1.5)	53.3	(1.4)	59.5	(0.8)	58.4	(0.7)	58.2	(0.7)	57.5	(0.8)	59.4	(0.8)
	Dominican Republic	49.3	(2.6)	41.2	(3.6)	65.4	(2.1)	79.7	(1.0)	51.4	(2.5)	82.9	(0.8)	82.7	(0.8)	82.8	(0.8)	81.7	(1.3)	83.0	(0.8)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	64.7	(2.0)	59.5	(2.7)	58.1	(1.8)	64.9	(1.2)	62.5	(1.3)	67.4	(0.7)	67.6	(0.7)	69.1	(0.7)	68.2	(0.7)	68.6	(0.8)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	42.5	(1.9)	40.0	(2.5)	52.6	(1.3)	50.4	(1.3)	50.2	(1.2)	58.4	(0.7)	57.3	(0.7)	57.4	(0.8)	58.0	(0.8)	58.9	(0.8)
	Macao (China)	63.8	(1.0)	54.5	(2.4)	64.0	(1.2)	66.7	(1.1)	65.3	(1.0)	67.5	(1.0)	66.7	(0.8)	66.8	(1.1)	64.8	(1.0)	65.9	(1.0)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	53.4	(1.7)	44.8	(2.6)	61.6	(1.2)	59.5	(1.3)	59.0	(1.1)	68.7	(0.8)	66.9	(0.8)	67.0	(1.0)	66.4	(0.9)	70.2	(1.0)
	Peru	54.9	(3.0)	51.1	(3.7)	59.6	(2.0)	72.0	(0.7)	63.3	(1.7)	72.1	(0.6)	72.2	(0.6)	72.8	(0.6)	71.0	(1.0)	72.6	(0.6)
	Qatar	43.2	(2.0)	42.7	(2.1)	52.2	(1.4)	61.6	(1.3)	54.2	(1.3)	66.9	(0.4)	66.6	(0.4)	66.9	(0.4)	65.9	(0.4)	66.7	(0.4)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	44.0	(1.7)	48.2	(3.4)	51.2	(1.8)	53.5	(2.9)	48.9	(1.6)	52.8	(0.9)	51.4	(0.8)	51.2	(0.9)	50.9	(0.8)	53.0	(1.1)
	Singapore	67.3	(1.8)	59.6	(3.6)	66.9	(1.9)	73.8	(1.1)	69.3	(1.5)	77.5	(0.7)	76.9	(0.6)	77.5	(0.6)	77.2	(0.8)	77.8	(0.7)
	Chinese Taipei	50.2	(1.4)	35.5	(3.6)	58.5	(1.3)	63.2	(1.2)	56.8	(1.2)	70.8	(0.6)	67.5	(0.6)	70.4	(0.7)	67.8	(0.6)	71.2	(0.7)
	Thailand	45.9	(2.0)	39.3	(3.7)	37.1	(4.3)	58.8	(1.1)	56.0	(1.6)	64.9	(0.8)	64.1	(0.8)	64.0	(0.8)	65.6	(1.0)	65.3	(0.9)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	44.2	(3.7)	44.9	(3.2)	53.4	(2.5)	61.5	(2.6)	51.4	(3.3)	60.3	(0.9)	60.3	(0.9)	60.4	(0.9)	59.4	(0.9)	60.3	(0.8)
	United Arab Emirates	50.1	(2.4)	48.4	(2.7)	55.0	(2.3)	58.4	(1.5)	54.1	(2.3)	62.5	(0.7)	62.4	(0.7)	62.4	(0.7)	62.0	(0.7)	62.5	(0.7)
	Uruguay	56.2	(2.2)	46.8	(3.3)	66.0	(1.4)	70.2	(0.9)	66.1	(1.0)	75.0	(0.7)	74.2	(0.7)	75.0	(0.7)	76.0	(1.0)	79.5	(0.9)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	63.8	(3.0)	57.1	(4.0)	64.9	(3.4)	76.5	(1.8)	67.4	(2.2)	82.6	(0.5)	82.3	(0.5)	82.4	(0.5)	82.3	(0.6)	82.9	(0.5)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470975

[Part 2/4]

Table III.5.8 Students' achievement motivation and schoolwork-related anxiety

Percentage of students who reported that they "agree"/"strongly agree" or "disagree"/"strongly disagree"

		"Even if I am well prepared for a test I feel very anxious"									
		Difference between the percentages of students who agreed and those who disagreed with the following statements									
		I want top grades in most or all of my courses		I want to be able to select from among the best opportunities available when I graduate		I want to be the best, whatever I do		I see myself as an ambitious person		I want to be one of the best students in my class	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	**12.6**	(1.8)	**16.7**	(2.8)	**8.2**	(1.5)	1.9	(1.2)	**6.2**	(1.0)
	Austria	**8.4**	(1.6)	**6.3**	(2.5)	1.3	(1.1)	**-4.6**	(1.1)	0.7	(1.3)
	Belgium	**13.8**	(1.3)	**9.5**	(2.0)	**4.4**	(1.2)	-0.3	(1.1)	**5.9**	(1.1)
	Canada	**12.1**	(1.3)	**22.3**	(2.2)	**7.8**	(1.4)	2.4	(1.4)	**7.4**	(1.2)
	Chile	**12.5**	(2.3)	**11.9**	(3.3)	2.6	(1.9)	-2.5	(1.3)	1.3	(1.4)
	Czech Republic	**12.6**	(1.8)	10.6	(2.5)	**5.7**	(1.5)	-2.1	(1.6)	**4.8**	(1.4)
	Denmark	**4.5**	(1.6)	-1.4	(2.1)	2.0	(1.5)	0.0	(1.5)	-0.8	(1.4)
	Estonia	**19.0**	(2.4)	**14.8**	(3.6)	**4.4**	(1.6)	-1.2	(1.7)	**4.9**	(1.3)
	Finland	**7.1**	(1.2)	**4.6**	(1.6)	1.3	(1.5)	-0.7	(1.5)	**3.3**	(1.4)
	France	**12.4**	(1.8)	**12.0**	(2.7)	2.1	(1.2)	0.1	(1.4)	**4.2**	(1.1)
	Germany	2.8	(1.7)	-0.9	(2.7)	-2.3	(1.6)	-2.9	(1.5)	**-4.9**	(1.6)
	Greece	**14.2**	(1.7)	**14.0**	(3.7)	1.7	(1.8)	**-3.8**	(1.7)	**10.7**	(1.5)
	Hungary	**4.0**	(1.7)	0.7	(2.7)	0.5	(1.3)	**-4.5**	(1.3)	**5.9**	(1.6)
	Iceland	7.9	(4.4)	**3.9**	(2.8)	-1.1	(2.1)	**-10.8**	(2.1)	-0.9	(2.4)
	Ireland	**14.3**	(2.5)	**13.5**	(4.3)	**6.6**	(1.8)	0.2	(1.8)	**4.3**	(1.5)
	Israel	7.8	(4.0)	12.8	(3.6)	**12.2**	(2.1)	**4.7**	(1.8)	**9.0**	(1.7)
	Italy	**14.8**	(1.7)	**12.2**	(3.3)	**-2.3**	(1.1)	-2.0	(1.3)	**2.1**	(1.0)
	Japan	**11.6**	(1.3)	**16.7**	(1.8)	**4.1**	(1.1)	**4.1**	(1.2)	**3.8**	(1.0)
	Korea	**20.2**	(1.9)	**35.3**	(3.2)	**10.9**	(1.5)	2.0	(1.6)	**20.5**	(1.6)
	Latvia	**11.6**	(2.3)	10.5	(2.8)	**5.8**	(1.6)	-1.0	(1.8)	**7.3**	(1.6)
	Luxembourg	**11.5**	(2.0)	**9.3**	(2.4)	**2.9**	(1.3)	-2.2	(1.4)	**5.0**	(1.4)
	Mexico	**18.0**	(3.9)	**18.1**	(3.7)	**5.5**	(1.9)	-2.4	(1.4)	**4.9**	(1.7)
	Netherlands	**11.8**	(2.4)	**8.1**	(2.5)	0.2	(1.6)	1.8	(1.6)	**5.1**	(1.4)
	New Zealand	**11.2**	(2.0)	**21.9**	(3.2)	**9.7**	(2.2)	3.1	(1.9)	**3.9**	(1.5)
	Norway	**10.3**	(2.1)	**24.3**	(3.0)	**4.7**	(1.5)	-0.5	(1.7)	**4.6**	(1.4)
	Poland	**12.3**	(1.6)	**6.8**	(2.1)	2.4	(1.7)	**-7.6**	(2.0)	**4.2**	(1.9)
	Portugal	**21.7**	(3.7)	**14.0**	(3.0)	2.7	(1.5)	0.6	(1.6)	**7.9**	(1.2)
	Slovak Republic	**13.6**	(1.5)	**16.9**	(2.6)	2.8	(1.5)	**-3.8**	(1.5)	**6.7**	(1.3)
	Slovenia	**8.0**	(1.7)	3.4	(2.3)	2.5	(1.6)	**-3.3**	(1.6)	0.4	(1.5)
	Spain	**9.6**	(1.5)	**16.3**	(2.6)	1.7	(1.3)	**-4.8**	(1.4)	**3.6**	(1.4)
	Sweden	**10.0**	(1.7)	**15.2**	(2.6)	0.9	(1.6)	3.4	(1.8)	**5.3**	(1.4)
	Switzerland	**8.8**	(1.6)	4.7	(2.6)	2.8	(1.7)	-2.6	(1.7)	-0.6	(1.6)
	Turkey	**28.0**	(2.9)	27.5	(3.2)	**16.4**	(1.8)	**5.4**	(1.6)	**21.3**	(2.6)
	United Kingdom	**11.1**	(3.6)	**22.5**	(5.2)	**9.5**	(2.2)	-2.0	(1.6)	**3.8**	(1.5)
	United States	**16.5**	(2.9)	**18.0**	(4.4)	**8.7**	(2.7)	1.3	(1.7)	**5.6**	(1.9)
	OECD average	**12.2**	(0.4)	**12.9**	(0.5)	**4.3**	(0.3)	**-1.0**	(0.3)	**5.1**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	**17.2**	(2.0)	**24.0**	(2.6)	**4.5**	(1.0)	**-2.3**	(0.8)	**6.5**	(0.9)
	B-S-J-G (China)	**14.0**	(1.7)	**21.2**	(3.9)	**10.5**	(2.0)	1.6	(1.5)	**5.5**	(1.4)
	Bulgaria	**14.5**	(1.6)	**20.8**	(3.0)	**6.2**	(1.3)	**5.9**	(2.2)	**10.9**	(1.3)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	**29.7**	(3.2)	**37.8**	(4.5)	**12.7**	(2.1)	-0.8	(1.2)	**21.7**	(2.2)
	Costa Rica	**33.8**	(4.1)	**29.3**	(4.8)	**9.7**	(1.8)	**2.8**	(1.0)	**14.6**	(1.8)
	Croatia	**12.4**	(1.5)	**15.5**	(2.8)	**4.4**	(1.4)	0.5	(1.4)	**8.4**	(1.3)
	Cyprus*	**10.0**	(1.9)	**15.6**	(3.4)	1.7	(1.5)	-1.6	(1.7)	**6.1**	(1.6)
	Dominican Republic	**33.6**	(2.6)	**41.5**	(3.5)	**17.4**	(2.0)	1.9	(1.5)	**31.6**	(2.5)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	2.6	(2.2)	8.1	(2.8)	**11.0**	(1.8)	**3.3**	(1.3)	**6.1**	(1.5)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	**15.9**	(2.1)	**17.3**	(2.7)	**4.8**	(1.6)	**7.6**	(1.5)	**8.6**	(1.4)
	Macao (China)	**3.7**	(1.3)	**12.1**	(2.6)	2.8	(1.6)	-1.9	(1.4)	0.5	(1.3)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	**15.2**	(1.8)	**22.1**	(2.7)	**5.4**	(1.5)	**6.9**	(1.3)	**11.2**	(1.3)
	Peru	**17.2**	(3.1)	21.0	(3.7)	**13.2**	(2.0)	-0.9	(1.2)	**9.3**	(1.7)
	Qatar	**23.7**	(2.0)	23.9	(2.1)	**14.7**	(1.4)	**4.3**	(1.3)	**12.5**	(1.3)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	**8.8**	(1.9)	**3.2**	(3.3)	0.0	(2.1)	-2.7	(2.9)	4.1	(2.2)
	Singapore	**10.2**	(1.9)	17.3	(3.6)	**10.6**	(1.8)	**3.4**	(1.3)	**8.5**	(1.6)
	Chinese Taipei	**20.7**	(1.5)	**32.0**	(3.7)	**11.8**	(1.5)	**4.6**	(1.3)	**14.4**	(1.3)
	Thailand	**19.1**	(2.1)	24.7	(3.8)	**26.8**	(4.5)	**6.7**	(1.5)	**9.2**	(1.9)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	**16.1**	(3.7)	**15.5**	(3.3)	**7.0**	(2.5)	-2.1	(2.8)	**8.9**	(3.1)
	United Arab Emirates	**12.4**	(2.4)	14.0	(2.8)	**7.4**	(2.5)	**3.7**	(1.6)	**8.5**	(2.3)
	Uruguay	**18.8**	(2.2)	**27.5**	(3.4)	**9.0**	(1.5)	**5.9**	(1.3)	**13.3**	(1.3)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	**18.8**	(3.0)	25.2	(4.0)	**17.6**	(3.4)	**5.7**	(1.9)	**15.5**	(2.3)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470975

[Part 3/4]

Table III.5.8 Students' achievement motivation and schoolwork-related anxiety

Percentage of students who reported that they "agree"/"strongly agree" or "disagree"/"strongly disagree"

		"I get very tense when I study"																			
		Percentage of students who disagreed with the following statements										Percentage of students who agreed with the following statements									
		I want top grades in most or all of my courses		I want to be able to select from among the best opportunities available when I graduate		I want to be the best, whatever I do		I see myself as an ambitious person		I want to be one of the best students in my class		I want top grades in most or all of my courses		I want to be able to select from among the best opportunities available when I graduate		I want to be the best, whatever I do		I see myself as an ambitious person		I want to be one of the best students in my class	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	38.8	(1.8)	34.2	(2.7)	40.5	(1.2)	45.2	(1.3)	41.9	(0.8)	47.9	(0.6)	47.4	(0.6)	47.8	(0.6)	47.3	(0.6)	48.6	(0.6)
	Austria	20.9	(1.2)	20.8	(1.9)	17.9	(0.6)	23.0	(0.9)	19.6	(0.7)	18.8	(0.6)	19.1	(0.5)	20.6	(0.9)	17.3	(0.7)	18.9	(0.8)
	Belgium	22.0	(0.9)	24.0	(1.5)	25.7	(0.7)	28.2	(0.9)	26.8	(0.7)	31.0	(0.7)	28.8	(0.6)	32.7	(0.9)	28.2	(0.7)	30.8	(0.8)
	Canada	39.2	(1.4)	35.0	(2.1)	41.1	(1.1)	44.8	(1.1)	42.4	(1.1)	46.3	(0.6)	46.0	(0.6)	46.4	(0.6)	45.6	(0.6)	46.6	(0.7)
	Chile	34.7	(2.0)	36.5	(3.2)	34.6	(1.7)	40.2	(1.2)	39.0	(1.1)	40.6	(0.7)	40.3	(0.7)	41.2	(0.8)	40.0	(0.8)	40.6	(0.8)
	Czech Republic	27.0	(1.3)	30.4	(2.5)	30.8	(1.2)	35.2	(1.0)	31.2	(0.9)	33.5	(0.8)	32.3	(0.7)	33.0	(0.9)	30.2	(0.9)	33.5	(1.0)
	Denmark	41.2	(1.3)	44.1	(1.6)	43.1	(0.8)	45.9	(1.8)	44.3	(1.2)	46.7	(0.7)	45.6	(0.7)	47.8	(0.9)	45.3	(0.6)	45.9	(0.8)
	Estonia	23.3	(2.4)	24.9	(3.0)	24.0	(1.1)	31.6	(1.3)	27.4	(0.8)	27.9	(0.7)	27.7	(0.7)	29.4	(0.8)	26.1	(0.7)	27.6	(1.0)
	Finland	15.7	(0.6)	16.0	(0.9)	16.0	(0.5)	17.9	(0.6)	16.8	(0.5)	19.2	(0.7)	18.1	(0.7)	21.0	(1.1)	17.6	(0.8)	19.4	(0.9)
	France	21.8	(1.3)	26.9	(2.5)	27.0	(0.9)	29.3	(1.2)	27.3	(1.0)	30.3	(0.8)	29.2	(0.7)	31.4	(0.9)	28.9	(0.8)	31.5	(0.9)
	Germany	27.6	(1.2)	25.9	(2.2)	21.5	(0.8)	26.0	(1.1)	24.1	(0.8)	20.6	(0.7)	21.9	(0.6)	23.4	(0.8)	20.3	(0.7)	19.9	(0.9)
	Greece	34.7	(1.3)	34.6	(4.0)	34.4	(1.2)	38.9	(1.4)	35.6	(1.2)	39.2	(0.9)	38.1	(0.7)	39.7	(0.9)	37.7	(0.8)	39.2	(0.9)
	Hungary	25.2	(1.5)	28.6	(2.5)	24.5	(1.2)	26.9	(1.2)	25.0	(0.9)	27.5	(0.9)	26.8	(0.7)	28.4	(0.9)	26.8	(0.9)	29.7	(1.3)
	Iceland	35.0	(4.7)	32.5	(2.5)	36.7	(2.0)	47.5	(2.0)	37.3	(2.1)	36.6	(0.9)	37.1	(0.9)	36.4	(0.9)	33.6	(0.9)	36.1	(1.0)
	Ireland	39.0	(2.6)	42.0	(4.1)	42.1	(1.9)	50.1	(1.9)	45.0	(1.5)	46.5	(1.0)	46.1	(1.0)	46.5	(1.0)	45.1	(1.1)	46.2	(1.1)
	Israel	28.0	(3.0)	26.3	(4.2)	26.7	(2.0)	31.8	(1.6)	28.4	(1.8)	33.3	(0.8)	33.3	(0.8)	33.8	(0.8)	33.4	(0.8)	33.8	(0.8)
	Italy	46.6	(1.5)	45.9	(2.8)	55.6	(1.0)	55.8	(1.4)	53.1	(0.9)	57.8	(0.7)	56.9	(0.7)	57.0	(0.8)	56.6	(0.7)	59.4	(0.9)
	Japan	26.4	(1.0)	21.6	(1.6)	29.3	(0.8)	30.0	(0.9)	30.0	(0.8)	36.1	(0.7)	34.2	(0.6)	38.1	(1.0)	34.6	(0.8)	38.2	(1.1)
	Korea	25.1	(1.6)	14.7	(2.4)	32.9	(1.5)	38.5	(1.3)	28.3	(1.8)	44.5	(0.8)	43.0	(0.8)	44.2	(0.9)	43.5	(0.9)	44.9	(0.8)
	Latvia	23.0	(1.8)	25.9	(2.8)	23.2	(1.1)	28.7	(1.4)	25.3	(1.2)	27.7	(0.8)	27.2	(0.8)	29.1	(0.9)	26.4	(0.8)	28.5	(0.9)
	Luxembourg	22.8	(1.5)	24.5	(2.2)	24.8	(0.9)	26.8	(1.1)	25.8	(1.0)	29.0	(0.7)	28.2	(0.7)	31.1	(0.9)	28.1	(0.8)	29.9	(0.9)
	Mexico	41.5	(4.2)	40.3	(3.1)	45.8	(1.7)	48.4	(1.0)	45.3	(1.6)	49.9	(0.9)	50.0	(0.9)	50.2	(0.9)	51.3	(1.2)	50.6	(0.9)
	Netherlands	12.1	(2.1)	18.2	(2.9)	12.8	(0.7)	14.4	(1.0)	13.2	(0.7)	14.6	(0.6)	14.2	(0.6)	17.3	(1.0)	14.4	(0.7)	17.6	(1.1)
	New Zealand	43.8	(2.2)	38.2	(3.2)	42.6	(1.9)	48.2	(1.5)	46.5	(1.2)	51.5	(0.8)	51.4	(0.7)	51.9	(0.8)	51.1	(0.9)	52.5	(0.9)
	Norway	41.8	(1.8)	36.2	(3.4)	43.2	(1.3)	47.2	(1.6)	42.5	(1.2)	46.4	(0.9)	46.1	(0.8)	46.9	(0.9)	44.8	(0.9)	47.3	(0.9)
	Poland	23.5	(1.1)	26.4	(1.7)	24.4	(1.2)	33.4	(1.6)	26.0	(1.0)	27.2	(0.9)	25.9	(0.7)	27.0	(0.9)	23.2	(0.8)	25.7	(1.0)
	Portugal	34.3	(3.0)	36.8	(2.3)	40.7	(1.4)	43.3	(1.3)	41.1	(1.1)	46.7	(0.7)	46.9	(0.7)	47.8	(0.7)	47.3	(0.8)	48.7	(0.9)
	Slovak Republic	24.5	(1.0)	26.1	(2.3)	27.6	(1.0)	30.4	(1.1)	25.6	(0.8)	30.7	(0.8)	29.3	(0.7)	29.6	(0.8)	28.2	(0.8)	33.3	(0.9)
	Slovenia	33.3	(1.4)	29.0	(2.2)	33.6	(1.2)	36.6	(1.3)	35.1	(1.1)	36.7	(0.9)	36.8	(0.8)	37.9	(1.0)	35.4	(1.0)	36.5	(1.0)
	Spain	44.1	(1.6)	44.4	(3.0)	48.3	(1.3)	51.1	(1.1)	48.3	(1.2)	49.2	(0.9)	48.3	(0.8)	47.8	(0.9)	45.2	(0.9)	47.9	(1.1)
	Sweden	33.0	(1.5)	31.9	(2.3)	38.5	(1.5)	41.2	(1.6)	37.3	(1.2)	43.0	(0.8)	41.7	(0.8)	41.9	(0.8)	40.8	(0.8)	43.0	(0.9)
	Switzerland	18.2	(1.1)	18.2	(1.7)	18.9	(0.7)	21.4	(1.1)	19.8	(0.7)	21.3	(0.8)	20.8	(0.7)	22.9	(1.1)	20.0	(0.8)	21.9	(1.0)
	Turkey	33.9	(3.2)	34.8	(3.2)	44.6	(2.0)	52.0	(1.4)	39.6	(2.0)	57.5	(0.9)	57.3	(0.8)	57.9	(0.9)	57.4	(0.9)	58.0	(0.9)
	United Kingdom	46.6	(3.6)	42.9	(6.4)	42.7	(2.0)	55.0	(1.7)	48.1	(1.4)	52.7	(0.7)	52.6	(0.7)	53.6	(0.7)	51.9	(0.7)	54.0	(0.8)
	United States	37.7	(2.7)	38.9	(4.4)	35.2	(2.4)	41.9	(1.9)	41.8	(1.6)	43.7	(0.7)	43.4	(0.7)	43.8	(0.8)	43.5	(0.8)	43.5	(0.8)
	OECD average	31.0	(0.4)	30.8	(0.5)	32.9	(0.2)	37.3	(0.2)	33.8	(0.2)	37.5	(0.1)	36.9	(0.1)	38.2	(0.1)	36.2	(0.1)	38.0	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	48.5	(2.3)	42.6	(2.5)	49.7	(1.1)	53.9	(0.7)	49.3	(0.8)	56.3	(0.6)	56.4	(0.6)	57.4	(0.6)	58.6	(0.8)	59.5	(0.7)
	B-S-J-G (China)	44.8	(1.2)	40.7	(3.4)	44.8	(1.9)	50.8	(1.4)	48.0	(1.7)	58.8	(0.9)	55.4	(0.8)	56.1	(0.8)	56.4	(0.8)	56.5	(0.8)
	Bulgaria	36.7	(1.3)	29.6	(2.7)	41.1	(1.0)	43.1	(1.7)	38.9	(1.1)	48.8	(0.9)	47.2	(0.8)	50.1	(0.9)	46.9	(0.9)	49.8	(1.0)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	47.7	(2.7)	46.5	(5.0)	48.8	(2.4)	56.3	(0.8)	52.3	(2.0)	58.1	(0.7)	57.9	(0.7)	58.4	(0.7)	59.6	(1.1)	58.2	(0.7)
	Costa Rica	40.5	(3.8)	34.3	(4.8)	49.8	(2.0)	53.7	(1.1)	46.6	(2.1)	55.5	(0.9)	55.6	(0.9)	56.1	(0.9)	56.4	(1.2)	56.5	(1.0)
	Croatia	31.0	(1.1)	28.7	(2.3)	32.6	(1.1)	34.9	(1.3)	31.7	(1.1)	38.4	(0.9)	36.5	(0.7)	38.4	(0.8)	36.6	(0.8)	38.9	(0.9)
	Cyprus*	37.5	(1.3)	33.3	(3.2)	37.5	(1.4)	42.0	(1.5)	39.1	(1.2)	40.5	(0.7)	40.3	(0.7)	40.8	(0.8)	39.5	(0.8)	40.2	(0.8)
	Dominican Republic	35.3	(2.6)	30.6	(3.1)	43.1	(2.2)	50.3	(0.9)	36.9	(2.3)	55.1	(0.8)	55.0	(0.9)	55.4	(1.0)	61.2	(1.6)	55.2	(0.9)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	49.5	(2.0)	44.5	(3.2)	42.6	(1.9)	48.4	(1.3)	47.4	(1.3)	53.1	(0.7)	53.3	(0.7)	54.9	(0.8)	54.9	(0.9)	54.3	(0.8)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	33.2	(1.9)	34.1	(2.4)	41.4	(1.3)	38.6	(1.3)	39.6	(1.3)	44.4	(0.8)	43.4	(0.8)	43.2	(0.9)	44.1	(0.9)	44.3	(0.9)
	Macao (China)	56.1	(1.1)	46.9	(2.6)	56.3	(1.2)	58.2	(1.2)	57.8	(1.0)	61.0	(1.1)	59.8	(0.9)	60.0	(1.0)	58.7	(1.0)	59.2	(1.1)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	37.7	(1.3)	31.5	(2.3)	43.3	(1.2)	43.2	(1.6)	41.1	(1.0)	49.4	(0.7)	47.8	(0.7)	48.2	(0.8)	47.1	(0.8)	51.2	(1.0)
	Peru	37.0	(3.2)	35.1	(3.6)	39.6	(1.9)	42.3	(0.8)	41.0	(1.7)	43.3	(0.6)	43.4	(0.7)	43.5	(0.7)	44.2	(1.2)	43.4	(0.7)
	Qatar	40.2	(1.8)	38.9	(2.1)	40.4	(1.5)	47.8	(1.5)	41.8	(1.5)	50.0	(0.5)	49.9	(0.5)	50.4	(0.5)	49.5	(0.5)	50.3	(0.5)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	35.6	(1.8)	44.2	(2.8)	37.4	(1.1)	39.7	(2.3)	36.8	(1.2)	39.7	(0.8)	38.7	(0.8)	39.4	(0.9)	38.7	(0.7)	40.4	(0.8)
	Singapore	50.5	(2.3)	45.2	(3.2)	47.0	(2.0)	55.1	(1.5)	51.5	(1.7)	61.1	(0.8)	60.4	(0.7)	61.5	(0.7)	61.5	(0.8)	61.6	(0.8)
	Chinese Taipei	45.0	(1.3)	35.1	(3.6)	52.2	(1.1)	56.5	(1.0)	50.1	(1.0)	65.8	(0.7)	62.3	(0.6)	65.9	(0.8)	63.3	(0.7)	66.9	(0.7)
	Thailand	30.6	(1.8)	33.6	(4.0)	27.0	(3.8)	39.6	(1.3)	40.7	(1.5)	48.1	(0.9)	47.0	(0.9)	47.2	(0.9)	50.1	(1.0)	48.1	(1.0)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	44.3	(4.3)	47.2	(4.1)	48.9	(2.5)	58.2	(2.7)	46.7	(3.1)	57.7	(0.9)	57.5	(0.9)	58.2	(0.9)	57.1	(1.0)	58.0	(0.9)
	United Arab Emirates	41.0	(2.2)	38.7	(2.6)	37.3	(2.0)	44.2	(1.3)	40.0	(2.0)	44.7	(0.7)	44.6	(0.7)	45.1	(0.7)	44.4	(0.7)	44.8	(0.7)
	Uruguay	42.5	(2.4)	38.9	(3.3)	48.8	(1.6)	53.0	(1.1)	48.0	(1.0)	54.2	(0.8)	53.7	(0.9)	54.1	(0.9)	52.3	(1.2)	57.4	(1.1)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	55.8	(2.8)	48.2	(4.3)	52.8	(2.7)	59.4	(1.9)	57.4	(2.2)	54.1	(1.0)	54.4	(0.9)	54.3	(1.0)	53.6	(1.0)	53.9	(1.0)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470975

[Part 4/4]

Table III.5.8 Students' achievement motivation and schoolwork-related anxiety

Percentage of students who reported that they "agree"/"strongly agree" or "disagree"/"strongly disagree"

		"I get very tense when I study"									
		Difference between the percentages of students who agreed and those who disagreed with the following statements									
		I want top grades in most or all of my courses		I want to be able to select from among the best opportunities available when I graduate		I want to be the best, whatever I do		I see myself as an ambitious person		I want to be one of the best students in my class	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	**9.1**	(1.8)	**13.2**	(2.8)	**7.3**	(1.3)	2.1	(1.3)	**6.7**	(0.9)
	Austria	-2.1	(1.4)	-1.7	(2.0)	**2.7**	(1.1)	**-5.7**	(1.2)	-0.7	(1.1)
	Belgium	**9.0**	(1.0)	**4.8**	(1.6)	**7.0**	(1.1)	0.1	(1.0)	**4.0**	(1.0)
	Canada	**7.0**	(1.6)	**11.0**	(2.3)	**5.3**	(1.2)	0.8	(1.2)	**4.2**	(1.3)
	Chile	**5.8**	(2.3)	3.9	(3.3)	**6.5**	(1.9)	-0.2	(1.4)	1.6	(1.4)
	Czech Republic	**6.5**	(1.6)	1.9	(2.5)	2.2	(1.6)	**-4.9**	(1.4)	2.3	(1.3)
	Denmark	**5.5**	(1.5)	1.5	(1.8)	**4.7**	(1.3)	-0.6	(2.0)	1.6	(1.5)
	Estonia	4.6	(2.6)	2.8	(3.1)	**5.4**	(1.4)	**-5.4**	(1.5)	0.3	(1.3)
	Finland	**3.6**	(0.9)	2.1	(1.2)	**5.0**	(1.2)	-0.2	(1.0)	**2.6**	(1.0)
	France	**8.6**	(1.5)	2.3	(2.6)	**4.4**	(1.2)	-0.3	(1.3)	**4.2**	(1.2)
	Germany	**-6.9**	(1.3)	-4.1	(2.3)	1.9	(1.1)	**-5.8**	(1.2)	**-4.2**	(1.2)
	Greece	**4.5**	(1.6)	3.4	(4.2)	**5.3**	(1.5)	-1.2	(1.7)	**3.7**	(1.5)
	Hungary	2.3	(1.8)	-1.8	(2.5)	**3.9**	(1.4)	-0.1	(1.4)	**4.7**	(1.5)
	Iceland	1.6	(4.9)	4.6	(2.6)	-0.3	(2.1)	**-13.9**	(2.2)	-1.2	(2.4)
	Ireland	**7.4**	(2.7)	4.1	(4.1)	**4.4**	(1.9)	**-5.0**	(2.0)	1.2	(1.5)
	Israel	5.4	(3.1)	7.1	(4.3)	**7.1**	(2.1)	1.6	(1.7)	**5.4**	(1.9)
	Italy	**11.1**	(1.6)	**11.0**	(3.1)	1.4	(1.1)	0.8	(1.6)	**6.3**	(1.2)
	Japan	**9.7**	(1.2)	**12.7**	(1.7)	**8.9**	(1.4)	**4.7**	(1.2)	**8.2**	(1.4)
	Korea	**19.4**	(1.8)	**28.3**	(2.7)	**11.3**	(1.8)	**5.0**	(1.5)	**16.7**	(2.1)
	Latvia	**4.7**	(2.0)	1.2	(2.9)	**5.9**	(1.4)	-2.3	(1.6)	**3.2**	(1.3)
	Luxembourg	**6.3**	(1.6)	3.7	(2.2)	**6.3**	(1.2)	1.2	(1.3)	**4.1**	(1.3)
	Mexico	**8.4**	(4.2)	**9.7**	(3.1)	**4.5**	(1.8)	**2.9**	(1.4)	**5.3**	(1.5)
	Netherlands	2.6	(2.1)	-4.0	(3.0)	**4.5**	(1.3)	0.0	(1.2)	**4.4**	(1.3)
	New Zealand	**7.7**	(2.4)	**13.1**	(3.3)	**9.3**	(2.1)	2.9	(2.0)	**5.9**	(1.5)
	Norway	**4.6**	(2.0)	**9.9**	(3.5)	**3.7**	(1.3)	-2.4	(1.7)	**4.8**	(1.3)
	Poland	**3.7**	(1.3)	-0.5	(1.7)	2.5	(1.4)	**-10.3**	(1.9)	-0.3	(1.5)
	Portugal	**12.4**	(3.0)	**10.1**	(2.3)	**7.1**	(1.6)	**3.9**	(1.6)	**7.7**	(1.5)
	Slovak Republic	**6.2**	(1.3)	3.2	(2.3)	2.0	(1.3)	-2.2	(1.3)	**7.8**	(1.1)
	Slovenia	**3.5**	(1.7)	**7.8**	(2.2)	**4.2**	(1.5)	-1.2	(1.6)	1.4	(1.4)
	Spain	**5.0**	(1.8)	3.9	(3.1)	-0.4	(1.5)	**-6.0**	(1.3)	-0.4	(1.6)
	Sweden	**10.0**	(1.7)	**9.8**	(2.5)	**3.5**	(1.7)	-0.4	(1.9)	**5.7**	(1.6)
	Switzerland	**3.1**	(1.3)	2.5	(1.8)	**4.0**	(1.2)	-1.4	(1.3)	2.1	(1.1)
	Turkey	**23.6**	(3.5)	**22.5**	(3.4)	**13.3**	(2.1)	**5.4**	(1.6)	**18.4**	(2.3)
	United Kingdom	6.1	(3.7)	9.7	(6.5)	**10.9**	(2.3)	-3.2	(1.8)	**5.9**	(1.7)
	United States	**6.0**	(2.7)	4.6	(4.4)	**8.6**	(2.5)	1.6	(2.1)	1.7	(1.7)
	OECD average	**6.5**	(0.4)	**6.1**	(0.5)	**5.3**	(0.3)	**-1.1**	(0.3)	**4.2**	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	**7.7**	(2.3)	**13.7**	(2.5)	**7.8**	(1.1)	**4.7**	(1.0)	**10.2**	(1.0)
	B-S-J-G (China)	**14.0**	(1.4)	**14.8**	(3.5)	**11.3**	(1.9)	**5.7**	(1.5)	**8.5**	(1.7)
	Bulgaria	**12.1**	(1.6)	**17.6**	(2.9)	**9.0**	(1.3)	3.7	(1.9)	**10.9**	(1.3)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	**10.4**	(2.7)	**11.4**	(5.0)	**9.7**	(2.6)	**3.3**	(1.3)	**6.0**	(2.1)
	Costa Rica	**15.1**	(4.1)	**21.3**	(5.2)	**6.3**	(2.0)	2.7	(1.5)	**9.9**	(2.3)
	Croatia	**7.5**	(1.4)	**7.8**	(2.4)	**5.8**	(1.3)	1.7	(1.4)	**7.2**	(1.3)
	Cyprus*	3.0	(1.6)	**7.0**	(3.4)	3.3	(1.7)	-2.4	(1.8)	1.1	(1.7)
	Dominican Republic	**19.8**	(2.6)	**24.4**	(3.2)	**12.3**	(2.5)	**10.8**	(1.8)	**18.2**	(2.5)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	3.6	(2.1)	**8.8**	(3.3)	**12.2**	(2.1)	**6.4**	(1.6)	**6.9**	(1.6)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	**11.2**	(2.0)	**9.4**	(2.4)	1.8	(1.4)	**5.5**	(1.5)	**4.8**	(1.5)
	Macao (China)	**4.9**	(1.5)	**12.9**	(2.7)	**3.7**	(1.4)	0.5	(1.5)	1.4	(1.3)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	**11.7**	(1.5)	**16.4**	(2.4)	**4.9**	(1.5)	**3.9**	(1.9)	**10.1**	(1.6)
	Peru	6.3	(3.3)	**8.3**	(3.7)	**3.9**	(2.0)	1.9	(1.5)	2.4	(1.8)
	Qatar	**9.7**	(1.8)	**11.0**	(2.1)	**10.0**	(1.5)	1.7	(1.5)	**8.5**	(1.5)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	**4.0**	(2.0)	-5.5	(2.9)	2.0	(1.3)	-1.0	(2.4)	**3.6**	(1.4)
	Singapore	**10.6**	(2.4)	**15.2**	(3.2)	**14.5**	(2.1)	**6.4**	(1.6)	**10.1**	(1.7)
	Chinese Taipei	**20.8**	(1.6)	**27.3**	(3.7)	**13.7**	(1.5)	**6.9**	(1.1)	**16.8**	(1.2)
	Thailand	**17.5**	(2.1)	**13.5**	(4.1)	**20.2**	(3.9)	**10.6**	(1.6)	**7.4**	(1.7)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	**13.4**	(4.3)	**10.4**	(4.1)	**9.3**	(2.4)	-1.1	(2.9)	**11.3**	(3.1)
	United Arab Emirates	3.6	(2.3)	**5.9**	(2.7)	**7.7**	(2.0)	0.2	(1.4)	**4.8**	(2.1)
	Uruguay	**11.8**	(2.5)	**14.8**	(3.4)	**5.3**	(1.8)	-0.7	(1.6)	**9.4**	(1.3)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	-1.7	(2.9)	6.1	(4.3)	1.5	(2.8)	**-5.8**	(2.1)	-3.5	(2.3)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933470975

[Part 1/1]

Table III.6.1 Students' expectations of further education

Percentage of students who expect to complete different levels of education

		Students' expectations of further education												Students' education level			
		ISCED level 2 (lower secondary education)		ISCED level 3B or C (upper secondary, vocationally oriented education providing direct access to the labour market or to ISCED 5B programmes)		ISCED level 3A (upper secondary, academically oriented education providing access to ISCED 5A programmes)		ISCED level 4 (non-tertiary post-secondary programmes)		ISCED level 5B (vocationally/ technically oriented tertiary education)		ISCED level 5A or 6 (university level tertiary education or advanced research programmes)		ISCED level 2		ISCED level 3A	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	2.8	(0.1)	4.7	(0.2)	30.5	(0.5)	4.6	(0.2)	3.2	(0.2)	54.2	(0.6)	86.0	(0.4)	14.0	(0.4)
	Austria	2.0	(0.3)	21.9	(0.8)	39.7	(0.8)	2.0	(0.4)	7.3	(0.4)	27.1	(0.8)	2.0	(0.6)	98.0	(0.6)
	Belgium	2.9	(0.2)	7.9	(0.4)	16.0	(0.5)	12.8	(0.6)	27.5	(0.6)	32.9	(0.9)	9.3	(0.6)	90.7	(0.6)
	Canada	1.3	(0.1)	0.0	c	11.7	(0.4)	7.2	(0.3)	16.4	(0.5)	63.5	(0.8)	11.6	(0.6)	88.4	(0.6)
	Chile	0.7	(0.2)	11.3	(0.6)	5.9	(0.4)	2.3	(0.2)	13.3	(0.6)	66.6	(1.0)	5.8	(0.8)	94.2	(0.8)
	Czech Republic	0.5	(0.1)	7.9	(0.5)	28.4	(0.8)	0.0	c	7.5	(0.4)	55.6	(0.8)	54.4	(1.2)	45.6	(1.2)
	Denmark	21.6	(0.7)	7.9	(0.5)	29.9	(0.9)	0.0	c	3.4	(0.3)	37.2	(1.0)	99.3	(0.4)	0.7	(0.4)
	Estonia	4.0	(0.3)	7.6	(0.4)	13.3	(0.6)	10.3	(0.5)	22.1	(0.6)	42.8	(1.0)	98.7	(0.3)	1.3	(0.3)
	Finland	15.7	(0.6)	0.0	c	38.8	(0.7)	4.7	(0.3)	13.7	(0.5)	27.1	(1.1)	99.8	(0.1)	0.2	(0.1)
	France	9.6	(0.4)	19.6	(0.7)	27.1	(0.8)	0.0	c	11.7	(0.5)	32.0	(0.9)	24.1	(0.6)	75.9	(0.6)
	Germany	34.5	(1.2)	2.6	(0.2)	39.8	(0.9)	3.8	(0.3)	1.5	(0.2)	17.8	(0.9)	96.2	(0.8)	3.8	(0.8)
	Greece	1.5	(0.2)	8.4	(1.1)	6.2	(0.3)	7.1	(0.5)	10.6	(0.9)	66.3	(1.9)	4.7	(0.9)	95.3	(0.9)
	Hungary	6.4	(0.6)	28.6	(0.9)	11.7	(0.5)	11.6	(0.6)	6.3	(0.4)	35.5	(1.1)	10.2	(0.5)	89.8	(0.5)
	Iceland	6.1	(0.4)	20.4	(0.6)	8.3	(0.4)	9.8	(0.5)	16.5	(0.7)	38.9	(0.8)	100.0	c	0.0	c
	Ireland	12.4	(0.5)	4.6	(0.4)	14.1	(0.6)	3.8	(0.3)	18.8	(0.5)	46.3	(0.8)	62.4	(0.8)	37.6	(0.8)
	Israel	1.1	(0.2)	2.5	(0.3)	28.0	(0.9)	2.7	(0.2)	8.7	(0.5)	57.0	(1.2)	10.9	(1.0)	89.1	(1.0)
	Italy	2.1	(0.2)	3.8	(0.3)	26.1	(1.0)	9.1	(0.5)	20.6	(0.7)	38.3	(1.2)	1.1	(0.3)	98.9	(0.3)
	Japan	m	m	12.0	(0.9)	10.9	(0.6)	m	m	18.5	(0.7)	58.7	(1.1)	m	m	100.0	(0.0)
	Korea	0.4	(0.1)	6.8	(0.5)	3.2	(0.3)	0.0	c	14.3	(0.6)	75.3	(0.9)	9.1	(0.8)	90.9	(0.8)
	Latvia	3.8	(0.3)	14.1	(0.6)	9.6	(0.5)	11.2	(0.5)	36.5	(0.8)	24.7	(0.8)	96.3	(0.5)	3.7	(0.5)
	Luxembourg	7.4	(0.4)	17.5	(0.5)	16.9	(0.5)	5.2	(0.3)	11.5	(0.4)	41.4	(0.6)	56.5	(0.1)	43.5	(0.1)
	Mexico	5.5	(0.5)	2.8	(0.2)	16.9	(0.6)	0.0	c	16.4	(0.5)	58.4	(1.0)	39.0	(1.6)	61.0	(1.6)
	Netherlands	13.2	(0.6)	0.0	c	13.1	(0.5)	28.9	(0.6)	27.3	(0.8)	17.4	(0.7)	70.5	(0.6)	29.5	(0.6)
	New Zealand	3.0	(0.3)	14.0	(0.6)	23.8	(0.9)	5.1	(0.4)	8.8	(0.5)	45.2	(1.0)	6.2	(0.3)	93.8	(0.3)
	Norway	3.1	(0.3)	17.5	(0.6)	7.0	(0.4)	11.1	(0.5)	37.3	(0.8)	24.1	(0.7)	99.9	(0.1)	0.1	(0.1)
	Poland	1.6	(0.2)	5.9	(0.4)	27.9	(0.9)	15.6	(0.6)	0.9	(0.1)	48.0	(1.1)	99.4	(0.2)	0.6	(0.2)
	Portugal	6.1	(0.3)	21.2	(0.9)	8.2	(0.5)	2.7	(0.2)	21.8	(0.6)	39.9	(1.2)	34.7	(1.3)	65.3	(1.3)
	Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m	47.4	(1.1)	52.6	(1.1)
	Slovenia	1.9	(0.3)	34.7	(0.7)	7.2	(0.4)	4.0	(0.3)	26.3	(0.7)	25.8	(0.6)	5.1	(0.4)	94.9	(0.4)
	Spain	13.0	(0.6)	7.7	(0.4)	15.5	(0.5)	0.0	c	12.9	(0.4)	51.0	(1.0)	99.9	(0.1)	0.1	(0.1)
	Sweden	7.6	(0.4)	18.6	(0.8)	14.4	(0.5)	0.5	(0.1)	20.2	(0.5)	38.7	(1.0)	98.1	(0.7)	1.9	(0.7)
	Switzerland	11.4	(0.6)	29.8	(1.0)	17.4	(0.7)	3.7	(0.3)	10.7	(0.4)	27.0	(1.0)	77.0	(1.2)	23.0	(1.2)
	Turkey	2.1	(0.3)	15.1	(0.8)	7.0	(0.4)	0.0	c	5.3	(0.3)	70.6	(1.1)	3.2	(0.5)	96.8	(0.5)
	United Kingdom	1.4	(0.2)	27.4	(0.8)	18.2	(0.5)	0.6	(0.1)	10.6	(0.4)	41.8	(0.9)	0.2	(0.1)	99.8	(0.1)
	United States	0.5	(0.1)	0.0	c	12.1	(0.6)	4.2	(0.3)	7.2	(0.4)	76.0	(0.8)	10.2	(0.7)	89.8	(0.7)
	OECD average	6.1	(0.1)	11.9	(0.1)	17.8	(0.1)	5.4	(0.1)	14.6	(0.1)	44.2	(0.2)	46.5	(0.1)	53.5	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	37.0	(2.3)	63.0	(2.3)
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	76.9	(2.5)	23.1	(2.5)
	Brazil	3.5	(0.2)	5.3	(0.2)	26.6	(0.6)	9.4	(0.3)	9.0	(0.3)	46.2	(0.6)	22.3	(0.8)	77.7	(0.8)
	B-S-J-G (China)	11.9	(1.0)	14.6	(0.9)	13.3	(0.6)	7.2	(0.4)	15.3	(0.8)	37.7	(1.8)	63.0	(2.0)	37.0	(2.0)
	Bulgaria	3.3	(0.4)	13.8	(0.8)	7.2	(0.5)	12.8	(0.5)	23.5	(0.6)	39.4	(1.1)	3.1	(0.7)	96.9	(0.7)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	92.5	(2.3)	7.5	(2.3)
	Colombia	1.8	(0.2)	0.0	c	13.9	(0.6)	0.0	c	8.1	(0.4)	76.3	(0.9)	40.3	(1.0)	59.7	(1.0)
	Costa Rica	2.3	(0.3)	8.8	(0.5)	6.5	(0.3)	7.2	(0.4)	20.7	(0.7)	54.4	(0.8)	53.2	(1.6)	46.8	(1.6)
	Croatia	0.2	(0.1)	12.9	(0.8)	19.2	(0.7)	19.2	(0.6)	12.4	(0.5)	36.1	(1.0)	0.2	(0.2)	99.8	(0.2)
	Cyprus*	1.6	(0.2)	6.3	(0.2)	5.3	(0.3)	5.8	(0.3)	3.2	(0.2)	77.8	(0.5)	6.1	(0.1)	93.9	(0.1)
	Dominican Republic	7.4	(0.6)	8.6	(0.5)	17.2	(0.8)	2.3	(0.3)	1.1	(0.2)	63.5	(1.0)	20.9	(1.4)	79.1	(1.4)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	0.2	(0.2)	99.8	(0.2)
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	22.5	(0.9)	77.5	(0.9)
	Hong Kong (China)	2.1	(0.3)	2.3	(0.2)	13.4	(0.6)	11.5	(0.6)	15.9	(0.6)	54.9	(1.1)	32.7	(0.9)	67.3	(0.9)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	52.2	(1.7)	47.8	(1.7)
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	100.0	c	0.0	c
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	25.6	(0.8)	74.4	(0.8)
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	28.6	(1.3)	71.4	(1.3)
	Lithuania	2.5	(0.2)	8.5	(0.5)	8.2	(0.5)	10.2	(0.5)	17.0	(0.6)	53.6	(1.3)	100.0	(0.0)	0.0	(0.0)
	Macao (China)	2.6	(0.2)	2.4	(0.3)	9.8	(0.4)	20.2	(0.6)	18.4	(0.6)	46.7	(0.8)	44.9	(0.1)	55.1	(0.1)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	0.3	(0.1)	99.7	(0.1)
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	92.4	(0.8)	7.6	(0.8)
	Montenegro	0.5	(0.1)	13.6	(0.4)	1.0	(0.1)	19.6	(0.6)	0.0	c	65.4	(0.7)	2.6	(0.4)	97.4	(0.4)
	Peru	1.0	(0.1)	0.0	c	15.4	(0.5)	7.1	(0.4)	12.2	(0.4)	64.3	(0.8)	25.3	(0.9)	74.7	(0.9)
	Qatar	2.3	(0.1)	5.9	(0.2)	6.3	(0.2)	1.9	(0.1)	7.2	(0.2)	76.5	(0.4)	20.7	(0.1)	79.3	(0.1)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	100.0	c	0.0	c
	Russia	10.9	(0.5)	21.1	(1.2)	14.2	(0.6)	2.7	(0.3)	34.2	(1.0)	16.9	(0.7)	86.5	(1.5)	13.5	(1.5)
	Singapore	0.4	(0.1)	0.0	c	2.6	(0.2)	6.5	(0.4)	27.7	(0.6)	62.8	(0.6)	2.0	(0.3)	98.0	(0.3)
	Chinese Taipei	1.9	(0.2)	19.0	(0.6)	8.0	(0.5)	m	m	24.0	(0.6)	47.1	(0.9)	35.4	(0.7)	64.6	(0.7)
	Thailand	2.3	(0.2)	5.2	(0.5)	8.3	(0.6)	15.3	(0.6)	0.0	c	68.9	(1.2)	24.6	(1.0)	75.4	(1.0)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	41.3	(0.2)	58.7	(0.2)
	Tunisia	7.6	(0.4)	2.6	(0.3)	23.3	(0.7)	9.4	(0.5)	5.6	(0.5)	51.5	(1.0)	34.5	(1.9)	65.5	(1.9)
	United Arab Emirates	2.0	(0.2)	3.8	(0.2)	13.2	(0.4)	3.5	(0.2)	5.5	(0.2)	72.0	(0.6)	13.5	(0.9)	86.5	(0.9)
	Uruguay	18.7	(0.6)	12.4	(0.5)	17.1	(0.6)	4.7	(0.3)	4.6	(0.3)	42.6	(0.9)	37.9	(1.1)	62.1	(1.1)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	9.1	(2.1)	90.9	(2.1)
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	38.7	(1.6)	61.3	(1.6)
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	73.5	(1.1)	26.5	(1.1)
	Malaysia**	2.0	(0.3)	1.6	(0.2)	12.1	(0.7)	1.6	(0.2)	15.1	(0.8)	67.6	(1.2)	3.2	(0.6)	96.8	(0.6)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471043

[Part 1/2]

Table III.6.2 Students' expectations to complete a university degree, by student characteristics

Results based on students' self-reports

		Percentage of students who expect to complete a university degree, by:											
				National quarters of the ESCS[1] index									
		All students		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	54.2	(0.6)	33.9	(1.0)	46.2	(1.1)	60.6	(1.3)	76.4	(0.9)	**42.5**	(1.3)
	Austria	27.1	(0.8)	10.3	(1.0)	16.6	(1.0)	29.1	(1.7)	52.6	(2.1)	**42.3**	(2.4)
	Belgium	32.9	(0.9)	15.8	(1.1)	25.3	(1.3)	36.7	(1.3)	52.6	(1.6)	**36.8**	(2.0)
	Canada	63.5	(0.8)	41.7	(1.2)	56.6	(1.4)	71.5	(1.0)	83.9	(1.1)	**42.2**	(1.3)
	Chile	66.6	(1.0)	46.1	(1.8)	65.1	(1.9)	71.5	(1.4)	84.2	(1.1)	**38.1**	(2.0)
	Czech Republic	55.6	(0.8)	30.1	(1.6)	47.9	(1.4)	62.1	(1.9)	81.8	(1.1)	**51.7**	(2.0)
	Denmark	37.2	(1.0)	22.0	(1.0)	29.5	(1.4)	39.8	(2.2)	57.1	(1.8)	**35.2**	(2.1)
	Estonia	42.8	(1.0)	23.3	(1.6)	31.3	(1.6)	47.2	(1.6)	69.6	(1.4)	**46.3**	(2.2)
	Finland	27.1	(1.1)	10.0	(0.9)	18.8	(1.3)	29.8	(1.8)	49.3	(1.9)	**39.4**	(1.8)
	France	32.0	(0.9)	12.9	(1.0)	22.0	(1.5)	35.3	(1.4)	58.1	(1.9)	**45.2**	(2.1)
	Germany	17.8	(0.9)	6.2	(0.9)	11.0	(1.0)	16.5	(1.3)	37.7	(1.8)	**31.5**	(1.8)
	Greece	66.3	(1.9)	44.1	(3.0)	61.6	(2.7)	72.1	(2.3)	87.5	(1.4)	**43.4**	(2.8)
	Hungary	35.5	(1.1)	11.2	(1.3)	26.1	(1.8)	37.6	(1.8)	66.5	(1.6)	**55.4**	(1.9)
	Iceland	38.9	(0.8)	23.2	(1.5)	34.1	(1.9)	42.8	(1.7)	55.4	(1.6)	**32.1**	(2.1)
	Ireland	46.3	(0.8)	28.1	(1.4)	39.7	(1.7)	50.0	(1.5)	67.7	(2.0)	**39.7**	(2.8)
	Israel	57.0	(1.2)	38.5	(1.7)	52.1	(1.9)	62.7	(1.6)	75.6	(1.4)	**37.1**	(2.0)
	Italy	38.3	(1.2)	20.5	(1.6)	31.0	(1.5)	43.1	(2.1)	58.4	(1.8)	**38.0**	(2.3)
	Japan	58.7	(1.1)	34.4	(1.8)	54.8	(1.6)	67.0	(1.9)	79.5	(1.1)	**45.1**	(2.0)
	Korea	75.3	(0.9)	57.5	(1.8)	72.4	(1.9)	82.1	(1.3)	89.2	(1.4)	**31.7**	(2.5)
	Latvia	24.7	(0.8)	10.5	(1.0)	16.9	(1.1)	25.7	(2.0)	45.7	(1.6)	**35.2**	(2.0)
	Luxembourg	41.4	(0.6)	23.0	(1.1)	29.7	(1.1)	45.3	(1.5)	67.7	(1.2)	**44.8**	(1.5)
	Mexico	58.4	(1.0)	43.4	(1.9)	53.8	(1.6)	62.2	(2.2)	74.3	(1.3)	**30.9**	(2.2)
	Netherlands	17.4	(0.7)	7.3	(0.8)	11.0	(1.1)	17.0	(1.3)	33.6	(1.7)	**26.3**	(2.0)
	New Zealand	45.2	(1.0)	26.3	(1.3)	37.2	(2.1)	51.7	(1.8)	67.0	(1.8)	**40.7**	(2.1)
	Norway	24.1	(0.7)	13.1	(1.1)	17.3	(1.3)	25.0	(1.4)	41.4	(1.4)	**28.3**	(1.6)
	Poland	48.0	(1.1)	22.8	(1.5)	38.3	(1.8)	51.2	(2.3)	80.2	(1.5)	**57.3**	(1.9)
	Portugal	39.9	(1.2)	18.1	(1.4)	30.5	(1.5)	41.6	(2.0)	69.7	(1.9)	**51.7**	(2.1)
	Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m
	Slovenia	25.8	(0.6)	9.5	(1.0)	14.6	(1.1)	29.1	(1.6)	49.6	(1.7)	**40.1**	(2.0)
	Spain	51.0	(1.0)	27.2	(1.3)	42.9	(1.5)	56.1	(2.0)	78.2	(1.2)	**51.0**	(1.5)
	Sweden	38.7	(1.0)	21.7	(1.1)	30.3	(1.6)	41.3	(1.8)	61.1	(2.0)	**39.4**	(2.3)
	Switzerland	27.0	(1.0)	10.4	(0.8)	17.5	(1.4)	29.3	(2.0)	51.2	(2.1)	**40.7**	(2.3)
	Turkey	70.6	(1.1)	61.7	(1.6)	66.1	(1.8)	71.0	(1.7)	83.7	(2.2)	**22.0**	(2.9)
	United Kingdom	41.8	(0.9)	24.3	(1.3)	32.7	(1.5)	46.2	(1.7)	64.4	(1.6)	**40.2**	(2.0)
	United States	76.0	(0.8)	60.3	(1.4)	69.2	(1.4)	82.8	(1.5)	91.6	(0.8)	**31.4**	(1.6)
	OECD average	44.2	(0.2)	26.2	(0.2)	36.8	(0.3)	48.0	(0.3)	66.0	(0.3)	**39.8**	(0.4)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	46.2	(0.6)	32.9	(0.8)	41.1	(1.0)	47.6	(1.2)	63.5	(1.2)	**30.6**	(1.4)
	B-S-J-G (China)	37.7	(1.8)	15.8	(1.6)	28.0	(2.3)	40.2	(2.3)	66.7	(3.4)	**50.8**	(3.4)
	Bulgaria	39.4	(1.1)	19.5	(1.7)	32.3	(1.5)	46.1	(2.1)	59.7	(1.4)	**40.2**	(2.1)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	76.3	(0.9)	67.7	(1.7)	69.9	(1.6)	77.9	(1.6)	89.7	(1.2)	**21.9**	(2.2)
	Costa Rica	54.4	(0.8)	50.7	(1.5)	52.3	(1.5)	56.4	(1.4)	58.4	(2.1)	**7.8**	(2.5)
	Croatia	36.1	(1.0)	19.0	(1.4)	27.2	(1.9)	37.5	(1.5)	60.6	(1.6)	**41.6**	(2.0)
	Cyprus*	77.8	(0.5)	59.6	(1.4)	76.1	(1.3)	84.3	(1.0)	91.2	(0.8)	**31.6**	(1.5)
	Dominican Republic	63.5	(1.0)	62.1	(2.0)	63.2	(1.9)	60.9	(1.6)	67.9	(1.5)	**5.7**	(2.4)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	54.9	(1.1)	38.8	(1.7)	48.3	(1.9)	58.4	(1.7)	74.0	(1.6)	**35.2**	(2.3)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	53.6	(1.3)	25.5	(1.2)	43.0	(2.0)	63.8	(2.1)	82.5	(1.8)	**56.9**	(2.3)
	Macao (China)	46.7	(0.8)	35.2	(1.5)	42.2	(1.3)	47.0	(1.7)	62.5	(1.5)	**27.3**	(2.2)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	65.4	(0.7)	49.4	(1.5)	59.9	(1.4)	68.9	(1.5)	83.2	(1.0)	**33.8**	(1.9)
	Peru	64.3	(0.8)	50.9	(1.6)	61.0	(1.5)	65.7	(1.5)	79.6	(1.2)	**28.8**	(1.9)
	Qatar	76.5	(0.4)	65.2	(0.9)	74.5	(0.9)	81.3	(0.7)	85.2	(0.7)	**20.0**	(1.1)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	16.9	(0.7)	7.2	(1.1)	11.9	(1.3)	19.1	(1.4)	29.4	(1.4)	**22.3**	(1.7)
	Singapore	62.8	(0.6)	38.1	(1.2)	55.4	(1.2)	71.5	(1.2)	86.4	(0.9)	**48.2**	(1.4)
	Chinese Taipei	47.1	(0.9)	23.6	(1.5)	38.8	(1.3)	53.5	(1.6)	72.5	(1.6)	**48.9**	(2.2)
	Thailand	68.9	(1.2)	56.0	(1.7)	63.1	(1.6)	69.6	(1.6)	87.2	(2.0)	**31.2**	(2.4)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	51.5	(1.0)	40.9	(1.8)	48.8	(1.7)	49.7	(1.6)	66.0	(1.8)	**25.2**	(2.7)
	United Arab Emirates	72.0	(0.6)	58.7	(1.1)	71.0	(1.1)	77.9	(1.0)	80.4	(0.9)	**21.7**	(1.2)
	Uruguay	42.6	(0.9)	23.2	(1.6)	32.6	(1.4)	45.5	(1.8)	68.6	(1.6)	**45.4**	(2.2)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	67.6	(1.2)	56.3	(1.8)	63.1	(1.8)	71.0	(1.9)	80.1	(1.6)	**23.8**	(2.2)

1. ESCS refers to the the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787//888933471051

[Part 2/2]

Table III.6.2 Students' expectations to complete a university degree, by student characteristics

Results based on students' self-reports

		Percentage of students who expect to complete a university degree, by:													
		Gender						Immigrant background							
		Boys		Girls		Gender difference (B – G)		Non-immigrant		First-generation		Second-generation		Difference by immigrant background (non-immigrant – first-generation)	
		%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	48.7	(0.9)	59.7	(0.7)	**-10.9**	(1.1)	49.7	(0.6)	69.2	(1.4)	66.6	(1.3)	**-19.5**	(1.5)
	Austria	25.2	(1.3)	29.0	(1.2)	**-3.8**	(1.8)	28.3	(0.9)	18.5	(2.2)	25.0	(1.6)	**9.8**	(2.5)
	Belgium	30.9	(1.2)	34.9	(1.0)	**-4.1**	(1.3)	32.6	(0.9)	37.3	(2.9)	35.0	(2.5)	-4.7	(3.1)
	Canada	56.4	(1.0)	70.4	(0.9)	**-14.0**	(1.0)	57.8	(0.9)	80.3	(1.2)	75.0	(1.5)	**-22.5**	(1.5)
	Chile	61.5	(1.2)	71.7	(1.2)	**-10.2**	(1.6)	66.7	(1.0)	64.9	(5.3)	45.5	(10.4)	1.8	(5.3)
	Czech Republic	49.5	(1.3)	62.0	(1.1)	**-12.6**	(1.9)	55.6	(0.8)	55.9	(6.8)	65.7	(5.2)	-0.3	(6.8)
	Denmark	32.4	(1.2)	42.1	(1.3)	**-9.7**	(1.5)	37.5	(1.1)	32.8	(3.6)	36.2	(2.6)	4.7	(3.5)
	Estonia	35.4	(1.2)	50.4	(1.1)	**-15.0**	(1.3)	44.9	(1.0)	33.3	(8.5)	25.2	(2.1)	11.6	(8.6)
	Finland	22.1	(1.2)	32.4	(1.2)	**-10.3**	(1.1)	27.1	(1.1)	25.6	(3.2)	32.3	(6.0)	1.4	(3.4)
	France	31.1	(1.1)	32.8	(1.2)	-1.7	(1.3)	32.7	(1.0)	28.6	(2.7)	29.4	(2.9)	4.0	(2.9)
	Germany	18.6	(1.0)	17.1	(0.9)	1.4	(1.0)	18.2	(0.9)	13.0	(2.4)	17.2	(1.9)	**5.2**	(2.6)
	Greece	58.0	(2.3)	75.1	(1.7)	**-17.1**	(1.9)	68.7	(2.0)	40.6	(5.2)	54.5	(4.1)	**28.1**	(5.5)
	Hungary	30.3	(1.5)	40.7	(1.3)	**-10.3**	(1.9)	35.1	(1.1)	43.2	(6.2)	59.3	(4.9)	-8.1	(6.2)
	Iceland	32.6	(1.1)	44.6	(1.3)	**-12.0**	(1.7)	39.5	(0.8)	25.5	(4.1)	22.5	(7.3)	**14.0**	(4.1)
	Ireland	42.0	(1.2)	50.7	(1.0)	**-8.7**	(1.6)	45.6	(0.9)	53.9	(2.0)	56.0	(3.7)	**-8.4**	(2.1)
	Israel	53.1	(1.6)	60.7	(1.3)	**-7.7**	(1.6)	57.8	(1.4)	46.2	(4.3)	58.4	(2.0)	**11.6**	(4.6)
	Italy	33.0	(1.2)	43.4	(1.7)	**-10.4**	(1.8)	39.5	(1.1)	21.9	(2.4)	30.9	(4.2)	**17.6**	(2.4)
	Japan	64.5	(1.5)	52.8	(1.4)	**11.7**	(2.0)	58.8	(1.1)	c	c	c	c	c	c
	Korea	70.6	(1.6)	80.4	(1.4)	**-9.7**	(2.5)	75.4	(0.9)	m	m	m	m	c	c
	Latvia	19.2	(0.8)	30.2	(1.2)	**-11.0**	(1.2)	24.6	(0.8)	42.4	(8.1)	22.8	(3.6)	**-17.8**	(8.1)
	Luxembourg	37.6	(0.8)	45.0	(0.8)	**-7.4**	(1.1)	44.3	(0.8)	43.6	(1.4)	35.5	(1.2)	0.7	(1.6)
	Mexico	51.1	(1.2)	65.9	(1.2)	**-14.8**	(1.3)	58.9	(1.0)	48.0	(6.7)	c	c	10.9	(6.5)
	Netherlands	17.2	(0.8)	17.5	(1.0)	-0.3	(1.2)	17.3	(0.8)	22.5	(4.6)	18.4	(2.6)	-5.2	(4.7)
	New Zealand	38.3	(1.3)	52.1	(1.2)	**-13.8**	(1.6)	41.2	(1.1)	57.1	(2.0)	57.2	(2.9)	**-15.9**	(2.4)
	Norway	19.2	(0.9)	29.0	(0.9)	**-9.8**	(1.2)	22.8	(0.7)	32.3	(3.0)	36.9	(2.2)	**-9.5**	(3.0)
	Poland	41.8	(1.3)	54.5	(1.5)	**-12.7**	(1.7)	48.2	(1.1)	c	c	c	c	c	c
	Portugal	34.0	(1.2)	46.0	(1.3)	**-12.1**	(1.1)	40.0	(1.2)	39.0	(3.5)	41.1	(3.6)	1.1	(3.6)
	Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Slovenia	20.7	(0.8)	31.2	(0.9)	**-10.5**	(1.3)	26.6	(0.6)	16.9	(3.9)	17.5	(2.7)	**9.7**	(4.0)
	Spain	44.0	(1.2)	57.9	(1.2)	**-13.9**	(1.2)	52.8	(1.0)	39.3	(2.4)	48.2	(4.6)	**13.5**	(2.7)
	Sweden	34.0	(1.3)	43.3	(1.2)	**-9.2**	(1.6)	36.5	(1.1)	48.9	(2.4)	51.1	(3.0)	**-12.5**	(2.6)
	Switzerland	25.3	(1.1)	28.9	(1.4)	**-3.6**	(1.5)	27.5	(1.2)	29.4	(2.2)	24.9	(1.6)	-1.9	(2.1)
	Turkey	63.2	(1.4)	78.0	(1.1)	**-14.8**	(1.4)	71.0	(1.1)	c	c	84.1	(7.4)	c	c
	United Kingdom	36.9	(1.4)	46.7	(1.1)	**-9.8**	(1.6)	38.4	(0.9)	58.5	(3.0)	62.1	(3.0)	**-20.2**	(3.1)
	United States	71.7	(1.0)	80.2	(0.8)	**-8.5**	(1.1)	76.7	(0.9)	69.3	(2.5)	77.0	(1.8)	**7.4**	(2.6)
	OECD average	39.7	(0.2)	48.7	(0.2)	**-9.0**	(0.3)	44.1	(0.2)	41.3	(0.8)	43.7	(0.7)	0.2	(0.8)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	39.3	(0.8)	52.7	(0.7)	**-13.4**	(0.9)	46.7	(0.6)	23.3	(8.1)	29.9	(6.2)	**23.5**	(8.0)
	B-S-J-G (China)	34.6	(1.7)	41.2	(2.0)	**-6.7**	(1.4)	38.1	(1.8)	c	c	c	c	c	c
	Bulgaria	31.2	(1.2)	48.4	(1.3)	**-17.2**	(1.4)	39.7	(1.1)	c	c	c	c	c	c
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	70.1	(1.4)	81.7	(0.8)	**-11.6**	(1.3)	76.9	(0.9)	c	c	69.6	(10.4)	c	c
	Costa Rica	50.7	(1.0)	58.0	(1.1)	**-7.4**	(1.4)	54.7	(0.8)	49.1	(4.6)	51.5	(3.3)	5.6	(4.6)
	Croatia	30.5	(1.2)	41.2	(1.3)	**-10.7**	(1.6)	36.9	(1.0)	35.5	(5.1)	29.8	(2.1)	1.4	(5.1)
	Cyprus*	69.4	(0.7)	86.0	(0.6)	**-16.6**	(0.9)	79.1	(0.5)	64.1	(1.9)	82.9	(2.7)	**15.0**	(2.0)
	Dominican Republic	57.0	(1.5)	69.7	(1.1)	**-12.6**	(1.8)	64.5	(1.0)	69.5	(7.8)	53.7	(10.6)	-4.9	(7.8)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	c	m	m
	Hong Kong (China)	52.3	(1.4)	57.5	(1.7)	**-5.2**	(2.2)	56.7	(1.4)	50.8	(2.0)	52.5	(1.8)	**6.0**	(2.3)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	46.9	(1.5)	60.4	(1.4)	**-13.5**	(1.4)	53.7	(1.3)	68.5	(11.6)	52.6	(4.4)	-14.8	(11.7)
	Macao (China)	42.1	(1.0)	51.3	(1.0)	**-9.2**	(1.4)	45.9	(1.1)	48.8	(1.8)	46.9	(1.1)	-2.9	(2.2)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	58.4	(0.9)	72.5	(0.8)	**-14.1**	(1.1)	65.4	(0.7)	72.8	(3.8)	64.5	(3.1)	-7.4	(3.8)
	Peru	60.3	(1.1)	68.4	(1.0)	**-8.0**	(1.3)	64.7	(0.8)	c	c	c	c	c	c
	Qatar	72.7	(0.6)	80.2	(0.5)	**-7.6**	(0.7)	71.6	(0.6)	81.9	(0.6)	79.9	(1.0)	**-10.3**	(0.8)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	13.5	(1.1)	20.1	(0.9)	**-6.6**	(1.4)	16.5	(0.7)	15.5	(2.8)	28.2	(3.9)	1.0	(2.9)
	Singapore	58.2	(0.9)	67.7	(0.8)	**-9.5**	(1.2)	59.0	(0.7)	80.0	(2.1)	70.7	(2.3)	**-21.0**	(2.3)
	Chinese Taipei	45.8	(1.5)	48.4	(1.4)	-2.6	(2.3)	47.1	(0.9)	c	c	c	c	c	c
	Thailand	55.3	(1.9)	79.3	(1.0)	**-24.0**	(2.1)	69.6	(1.2)	c	c	38.8	(11.5)	c	c
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	40.9	(1.3)	60.5	(1.1)	**-19.6**	(1.5)	52.5	(1.0)	c	c	36.5	(8.2)	c	c
	United Arab Emirates	67.7	(1.0)	76.0	(0.8)	**-8.3**	(1.3)	65.6	(0.9)	78.3	(1.1)	76.5	(1.0)	**-12.7**	(1.5)
	Uruguay	31.8	(1.1)	52.2	(1.0)	**-20.3**	(1.2)	42.8	(0.9)	c	c	c	c	c	c
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	58.5	(1.5)	75.7	(1.2)	**-17.1**	(1.4)	68.3	(1.2)	c	c	59.8	(8.1)	c	c

1. ESCS refers to the the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787//888933471051

[Part 1/2]

Table III.6.3 Students' expectations to complete a university degree, by school characteristics

Results based on students' self-reports

		Percentage of students who expect to complete a university degree, by:																	
		Schools' socio-economic profile[1]										School location							
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter		Rural area or village (fewer than 3 000 people)		Town (3 000 to 100 000 people)		City (over 100 000 people)		City – rural area	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	37.1	(1.1)	46.4	(1.3)	56.2	(1.5)	76.5	(1.4)	**39.4**	(1.8)	33.7	(2.4)	43.5	(1.3)	60.1	(0.8)	**26.4**	(2.6)
	Austria	7.0	(1.5)	15.2	(2.3)	28.0	(2.2)	58.4	(2.4)	**51.4**	(3.0)	14.2	(4.4)	26.3	(1.5)	31.8	(2.7)	**17.6**	(5.3)
	Belgium	16.8	(1.8)	20.7	(2.3)	38.7	(2.2)	53.2	(2.2)	**36.4**	(3.0)	40.0	(5.3)	31.0	(1.3)	37.1	(3.1)	-2.9	(6.7)
	Canada	47.4	(1.6)	60.5	(2.0)	67.2	(1.3)	78.6	(1.7)	**31.2**	(2.4)	43.9	(4.5)	57.4	(1.3)	71.1	(1.1)	**27.2**	(4.6)
	Chile	47.1	(2.2)	56.7	(2.1)	76.4	(2.8)	86.0	(1.4)	**38.9**	(2.5)	44.2	(12.3)	60.6	(2.4)	70.2	(1.4)	**26.1**	(12.5)
	Czech Republic	29.5	(2.4)	48.4	(2.0)	57.3	(2.3)	85.2	(1.7)	**55.7**	(2.8)	39.4	(2.7)	54.6	(1.3)	66.1	(2.1)	**26.7**	(3.5)
	Denmark	26.5	(2.0)	33.3	(1.7)	39.0	(2.2)	49.8	(2.1)	**23.3**	(2.6)	35.4	(3.1)	35.9	(1.3)	46.5	(1.8)	**11.2**	(3.7)
	Estonia	26.5	(1.6)	37.6	(2.3)	41.3	(2.1)	65.7	(1.8)	**39.3**	(2.5)	36.1	(2.5)	43.6	(1.3)	46.9	(2.0)	**10.8**	(3.2)
	Finland	17.2	(1.9)	21.5	(1.1)	28.2	(1.5)	40.8	(3.1)	**23.6**	(3.7)	19.1	(2.0)	24.3	(1.0)	36.3	(2.5)	**17.2**	(3.1)
	France	8.4	(1.4)	22.1	(2.0)	39.7	(2.4)	56.0	(2.1)	**47.5**	(2.6)	25.2	(4.7)	28.6	(1.1)	39.9	(3.0)	**14.7**	(5.5)
	Germany	2.9	(0.6)	7.8	(0.8)	20.4	(2.4)	38.0	(1.6)	**35.1**	(1.7)	10.3	(3.3)	17.5	(1.4)	23.6	(2.8)	**13.3**	(4.5)
	Greece	33.9	(5.9)	64.0	(3.9)	79.4	(1.4)	87.9	(1.4)	**54.0**	(6.2)	57.8	(6.6)	62.3	(3.2)	75.4	(2.3)	**17.6**	(6.8)
	Hungary	6.4	(1.3)	18.9	(2.1)	43.2	(3.3)	73.2	(1.9)	**66.8**	(2.2)	2.8	(2.7)	29.8	(2.2)	43.8	(2.3)	**41.0**	(3.6)
	Iceland	30.0	(1.6)	38.2	(1.6)	40.2	(1.6)	47.3	(1.6)	**17.2**	(2.5)	26.6	(1.8)	42.2	(1.1)	40.9	(1.7)	**14.3**	(2.4)
	Ireland	34.2	(1.8)	44.1	(1.4)	49.2	(1.7)	57.7	(2.2)	**23.5**	(2.8)	44.9	(2.0)	45.1	(1.1)	49.5	(2.1)	4.6	(2.9)
	Israel	39.6	(3.5)	52.9	(2.5)	63.1	(2.6)	72.9	(2.6)	**33.3**	(4.6)	54.7	(3.8)	57.0	(2.2)	57.5	(2.4)	2.9	(4.8)
	Italy	15.5	(2.0)	23.1	(2.0)	47.8	(3.2)	66.2	(2.4)	**50.7**	(3.2)	12.9	(4.4)	38.8	(2.1)	44.2	(3.2)	**31.3**	(5.8)
	Japan	21.4	(2.6)	42.2	(3.1)	78.6	(3.5)	92.7	(1.1)	**71.3**	(2.8)	c	c	47.3	(3.6)	63.1	(1.7)	c	c
	Korea	51.2	(3.5)	76.4	(2.5)	84.3	(2.4)	89.4	(2.9)	**38.3**	(4.6)	c	c	68.1	(4.7)	76.6	(1.1)	c	c
	Latvia	15.0	(1.6)	19.1	(1.7)	26.2	(1.3)	38.4	(2.1)	**23.3**	(2.9)	18.1	(1.7)	24.7	(1.3)	29.7	(1.8)	**11.6**	(2.8)
	Luxembourg	22.4	(1.1)	29.6	(1.1)	47.0	(1.2)	69.2	(1.2)	**46.8**	(1.5)	m	m	33.9	(0.7)	51.5	(0.9)	m	m
	Mexico	43.2	(2.3)	54.7	(2.2)	59.4	(2.9)	76.6	(1.9)	**33.4**	(2.9)	38.3	(2.9)	60.1	(1.6)	64.5	(1.8)	**26.2**	(3.3)
	Netherlands	1.8	(0.7)	5.4	(2.2)	18.6	(2.9)	41.4	(2.4)	**39.6**	(2.6)	c	c	14.6	(1.7)	26.2	(4.2)	c	c
	New Zealand	29.7	(2.0)	39.8	(2.1)	48.6	(2.6)	62.5	(2.6)	**32.7**	(3.7)	32.7	(10.9)	39.1	(1.6)	52.8	(1.6)	20.1	(11.2)
	Norway	19.5	(1.5)	20.2	(1.4)	23.9	(1.1)	33.0	(1.7)	**13.5**	(2.1)	15.7	(1.5)	24.5	(0.9)	31.5	(1.6)	**15.8**	(2.0)
	Poland	33.2	(1.9)	40.1	(2.0)	52.5	(2.4)	66.4	(2.3)	**33.2**	(3.1)	36.7	(1.7)	49.3	(2.0)	61.7	(2.7)	**25.0**	(3.2)
	Portugal	22.3	(1.9)	33.8	(1.8)	42.6	(2.8)	61.2	(2.3)	**38.8**	(3.2)	22.7	(6.1)	36.8	(1.4)	52.9	(2.6)	**30.2**	(6.5)
	Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Slovenia	6.6	(0.8)	10.4	(1.0)	31.0	(1.4)	55.0	(1.9)	**48.4**	(2.0)	18.6	(3.3)	25.1	(0.6)	28.5	(1.6)	**9.9**	(3.9)
	Spain	34.8	(1.8)	43.2	(1.5)	53.2	(2.0)	72.4	(2.0)	**37.7**	(2.5)	49.5	(2.9)	48.3	(1.4)	56.1	(2.0)	6.6	(3.4)
	Sweden	29.8	(1.8)	34.5	(1.5)	37.3	(1.9)	52.9	(2.9)	**23.1**	(3.5)	24.8	(2.7)	36.1	(1.0)	47.9	(2.0)	**23.1**	(3.6)
	Switzerland	11.5	(1.6)	16.0	(1.7)	24.2	(3.6)	56.4	(2.1)	**44.9**	(2.4)	16.9	(2.6)	25.1	(1.5)	35.4	(3.1)	**18.5**	(4.1)
	Turkey	56.4	(2.7)	62.8	(2.9)	75.0	(3.2)	87.7	(2.5)	**31.2**	(4.0)	17.6	(2.9)	71.2	(2.4)	71.6	(1.5)	**53.9**	(3.2)
	United Kingdom	33.4	(2.1)	32.9	(2.1)	39.7	(2.2)	60.7	(1.9)	**27.3**	(2.9)	39.3	(3.7)	40.1	(1.3)	46.5	(3.2)	7.2	(5.0)
	United States	65.8	(1.8)	73.1	(1.6)	77.8	(1.8)	86.9	(1.7)	**21.1**	(2.7)	70.5	(3.0)	78.9	(1.1)	73.7	(1.4)	3.2	(3.2)
	OECD average	27.2	(0.4)	36.6	(0.3)	48.1	(0.4)	64.6	(0.4)	**37.4**	(0.5)	31.4	(0.8)	41.8	(0.3)	50.3	(0.4)	**18.4**	(0.9)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	34.8	(1.2)	40.2	(1.5)	45.1	(1.3)	64.1	(1.3)	**29.3**	(1.9)	30.2	(3.1)	43.9	(1.1)	50.5	(1.2)	**20.3**	(3.5)
	B-S-J-G (China)	11.5	(1.8)	23.2	(4.0)	50.1	(4.6)	66.1	(3.8)	**54.7**	(4.4)	16.5	(6.2)	30.2	(2.7)	54.7	(3.2)	**38.2**	(7.1)
	Bulgaria	19.7	(2.3)	28.4	(1.7)	44.6	(3.0)	64.5	(2.0)	**44.7**	(2.9)	12.3	(4.9)	37.2	(1.7)	45.0	(1.9)	**32.7**	(5.4)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	64.1	(2.2)	73.0	(2.0)	78.2	(1.0)	90.1	(1.8)	**26.0**	(2.8)	64.5	(3.2)	74.5	(1.9)	82.2	(1.3)	**17.6**	(3.5)
	Costa Rica	51.6	(1.5)	54.3	(2.5)	54.5	(2.2)	57.5	(1.7)	**5.9**	(2.3)	52.2	(1.7)	55.3	(1.0)	54.2	(2.1)	2.0	(2.9)
	Croatia	13.2	(2.1)	23.5	(2.5)	39.3	(3.9)	67.9	(2.1)	**54.8**	(3.0)	c	c	32.3	(1.5)	42.3	(1.8)	c	c
	Cyprus*	50.9	(3.1)	82.0	(1.9)	87.2	(0.9)	90.6	(0.8)	**39.6**	(3.2)	66.5	(2.0)	77.1	(0.7)	80.8	(0.7)	**14.3**	(2.2)
	Dominican Republic	56.7	(2.6)	63.5	(2.6)	63.5	(2.1)	70.2	(1.6)	**13.5**	(3.2)	61.3	(3.8)	63.1	(1.5)	66.0	(1.9)	4.7	(4.3)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	35.0	(2.3)	45.1	(3.6)	62.2	(3.5)	77.5	(2.4)	**42.5**	(3.5)	m	m	m	m	54.9	(1.1)	m	m
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	25.7	(1.8)	44.9	(2.7)	62.5	(3.0)	81.6	(1.8)	**55.9**	(2.5)	30.7	(1.9)	53.4	(1.8)	66.5	(2.6)	**35.9**	(3.3)
	Macao (China)	37.7	(1.2)	48.3	(1.6)	45.8	(1.3)	56.6	(1.5)	**18.9**	(2.1)	c	c	c	c	46.7	(0.8)	c	c
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	45.3	(1.4)	60.6	(1.5)	72.8	(3.1)	85.5	(1.1)	**40.1**	(1.8)	c	c	66.4	(0.8)	63.1	(1.3)	c	c
	Peru	52.0	(1.9)	59.8	(1.7)	66.5	(1.6)	78.9	(1.6)	**26.9**	(2.2)	56.2	(2.2)	66.6	(1.1)	69.8	(2.0)	**13.5**	(3.0)
	Qatar	68.2	(0.8)	75.5	(0.8)	82.1	(0.7)	81.8	(0.7)	**13.5**	(1.0)	76.5	(1.8)	73.5	(0.7)	79.2	(0.5)	2.6	(1.8)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	9.6	(1.4)	12.7	(1.6)	18.0	(1.6)	27.3	(1.8)	**17.7**	(2.3)	9.7	(1.7)	13.8	(1.1)	21.0	(1.0)	**11.3**	(2.0)
	Singapore	43.6	(1.2)	53.4	(1.2)	66.9	(2.2)	87.9	(1.4)	**44.2**	(1.7)	m	m	m	m	62.7	(0.6)	m	m
	Chinese Taipei	21.2	(2.5)	39.0	(2.1)	52.5	(2.4)	75.4	(3.4)	**54.2**	(4.8)	m	m	34.1	(1.8)	55.8	(1.5)	m	m
	Thailand	52.2	(2.7)	62.8	(3.4)	69.9	(3.0)	91.3	(1.4)	**39.1**	(3.2)	50.1	(3.5)	70.7	(1.4)	82.8	(2.7)	**32.6**	(4.7)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	41.2	(2.5)	45.7	(3.2)	52.9	(2.3)	66.0	(2.1)	**24.7**	(3.2)	42.0	(5.4)	48.3	(1.6)	57.5	(3.3)	**15.5**	(6.2)
	United Arab Emirates	63.1	(1.8)	69.7	(1.4)	75.7	(1.4)	79.2	(1.2)	**16.1**	(2.3)	63.0	(3.6)	67.9	(1.5)	74.6	(0.9)	**11.6**	(3.9)
	Uruguay	22.3	(2.1)	29.0	(2.4)	51.1	(2.9)	67.6	(1.6)	**45.2**	(2.5)	35.4	(3.6)	40.1	(1.5)	47.0	(1.8)	**11.5**	(4.0)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	57.5	(2.1)	59.6	(2.8)	74.3	(2.9)	79.1	(2.8)	**21.5**	(3.6)	63.9	(4.2)	67.5	(1.8)	69.3	(2.2)	5.4	(4.8)

1. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471060

[Part 2/2]

Table III.6.3 Students' expectations to complete a university degree, by school characteristics

Results based on students' self-reports

		Percentage of students who expect to complete a university degree, by:											
		Type of school						Education level					
		Public		Private		Private – public		Lower secondary (ISCED 2)		Upper secondary (ISCED 3)		ISCED 3 – ISCED 2	
		%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	46.8	(0.9)	64.6	(0.9)	**17.8**	(1.2)	54.9	(0.6)	49.8	(1.2)	**-5.0**	(1.3)
OECD	Austria	24.8	(0.8)	44.6	(5.5)	**19.8**	(5.9)	2.9	(1.9)	27.5	(0.8)	**24.6**	(2.2)
OECD	Belgium	w	w	w	w	w	w	14.3	(2.2)	34.2	(1.0)	**20.0**	(2.5)
OECD	Canada	62.2	(1.0)	77.9	(2.0)	**15.7**	(2.3)	56.7	(2.0)	64.4	(0.9)	**7.8**	(2.1)
OECD	Chile	58.1	(1.7)	71.9	(1.1)	**13.8**	(2.0)	35.0	(3.7)	68.5	(0.9)	**33.5**	(3.8)
OECD	Czech Republic	55.0	(1.0)	65.0	(4.9)	10.0	(5.2)	51.6	(1.2)	60.2	(1.3)	**8.6**	(1.9)
OECD	Denmark	36.5	(1.3)	41.4	(2.6)	4.9	(3.0)	37.2	(1.0)	43.5	(30.0)	6.3	(30.0)
OECD	Estonia	42.0	(1.0)	51.3	(8.4)	9.4	(8.5)	42.7	(0.9)	52.3	(10.2)	9.7	(10.1)
OECD	Finland	26.2	(1.1)	46.8	(6.8)	**20.6**	(7.1)	27.0	(1.1)	c	c	c	c
OECD	France	30.5	(1.1)	39.9	(3.2)	**9.4**	(3.5)	8.0	(0.8)	39.1	(1.2)	**31.2**	(1.4)
OECD	Germany	17.4	(1.1)	25.5	(3.6)	**8.1**	(3.8)	17.6	(0.8)	24.9	(5.0)	7.3	(4.8)
OECD	Greece	64.7	(2.0)	93.9	(1.0)	**29.1**	(2.2)	19.9	(4.3)	68.5	(2.0)	**48.6**	(4.9)
OECD	Hungary	32.2	(1.5)	49.6	(3.7)	**17.4**	(4.3)	12.3	(2.9)	38.1	(1.1)	**25.8**	(3.2)
OECD	Iceland	38.9	(0.9)	c	c	c	c	38.9	(0.8)	m	m	m	m
OECD	Ireland	41.0	(1.0)	50.1	(1.2)	**9.1**	(1.5)	42.9	(0.9)	51.9	(1.3)	**9.1**	(1.4)
OECD	Israel	m	m	m	m	m	m	50.3	(2.6)	57.8	(1.3)	**7.4**	(2.8)
OECD	Italy	40.1	(1.6)	37.8	(9.6)	-2.3	(9.8)	7.7	(2.4)	38.6	(1.2)	**30.9**	(2.6)
OECD	Japan	54.4	(1.3)	67.8	(2.1)	**13.4**	(2.6)	m	m	58.7	(1.1)	m	m
OECD	Korea	72.5	(1.8)	80.5	(2.0)	**8.0**	(3.5)	71.5	(2.6)	75.7	(1.0)	4.2	(2.7)
OECD	Latvia	24.6	(0.8)	28.2	(6.6)	3.6	(6.6)	24.0	(0.8)	41.7	(5.1)	**17.6**	(5.0)
OECD	Luxembourg	41.5	(0.6)	40.5	(1.5)	-1.1	(1.6)	27.4	(0.7)	59.0	(1.0)	**31.6**	(1.2)
OECD	Mexico	56.2	(1.1)	74.1	(2.8)	**17.9**	(3.1)	47.4	(1.7)	65.4	(1.3)	**18.0**	(2.1)
OECD	Netherlands	21.8	(3.4)	14.6	(1.5)	-7.2	(3.9)	8.0	(0.5)	38.7	(1.7)	**30.7**	(1.7)
OECD	New Zealand	43.8	(1.2)	81.9	(3.8)	**38.1**	(4.0)	37.8	(3.1)	45.7	(1.0)	**7.9**	(3.0)
OECD	Norway	24.2	(0.7)	17.1	(7.9)	-7.0	(8.1)	24.0	(0.7)	c	c	c	c
OECD	Poland	46.9	(1.1)	75.1	(6.4)	**28.2**	(6.4)	47.8	(1.2)	c	c	c	c
OECD	Portugal	38.2	(1.1)	61.9	(5.7)	**23.7**	(5.8)	14.9	(1.1)	52.9	(1.3)	**38.0**	(1.5)
OECD	Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Slovenia	25.2	(0.7)	55.3	(5.6)	**30.1**	(5.6)	9.1	(2.9)	26.7	(0.6)	**17.6**	(2.9)
OECD	Spain	44.2	(1.1)	65.8	(2.0)	**21.6**	(2.3)	51.0	(1.0)	c	c	c	c
OECD	Sweden	37.1	(1.0)	45.9	(2.6)	**8.8**	(2.6)	37.9	(0.9)	78.6	(7.6)	**40.8**	(7.5)
OECD	Switzerland	26.1	(1.0)	36.5	(5.6)	10.4	(5.6)	22.2	(1.1)	43.7	(2.1)	**21.6**	(2.3)
OECD	Turkey	70.4	(1.2)	76.2	(7.9)	5.8	(8.2)	30.8	(5.5)	71.9	(1.1)	**41.1**	(5.6)
OECD	United Kingdom	39.8	(1.1)	68.9	(4.8)	**29.1**	(5.0)	40.5	(5.1)	41.8	(0.9)	1.3	(5.1)
OECD	United States	75.2	(0.8)	85.7	(1.8)	**10.6**	(2.0)	56.4	(2.7)	78.1	(0.7)	**21.7**	(2.7)
	OECD average	42.1	(0.2)	55.7	(0.8)	**13.5**	(0.9)	32.4	(0.4)	51.7	(1.2)	**19.9**	(1.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	43.4	(0.7)	68.8	(1.9)	**25.3**	(2.1)	27.9	(1.0)	51.2	(0.7)	**23.3**	(1.2)
Partners	B-S-J-G (China)	38.1	(2.0)	36.1	(7.0)	-1.9	(7.7)	24.2	(1.3)	61.0	(3.1)	**36.8**	(3.4)
Partners	Bulgaria	39.1	(1.2)	c	c	c	c	16.5	(4.1)	40.1	(1.1)	**23.6**	(4.2)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	73.7	(1.1)	86.6	(2.2)	**13.0**	(2.4)	64.6	(1.4)	84.1	(0.8)	**19.5**	(1.2)
Partners	Costa Rica	54.8	(0.8)	51.6	(1.9)	-3.2	(1.9)	50.7	(1.1)	58.5	(1.1)	**7.8**	(1.6)
Partners	Croatia	35.6	(1.1)	57.0	(10.1)	**21.4**	(10.5)	c	c	36.1	(1.0)	m	m
Partners	Cyprus*	76.5	(0.5)	84.9	(1.2)	**8.4**	(1.3)	42.3	(2.2)	80.0	(0.5)	**37.7**	(2.3)
Partners	Dominican Republic	62.2	(1.2)	67.6	(1.8)	**5.4**	(2.2)	48.2	(2.7)	67.5	(1.0)	**19.3**	(2.9)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	60.9	(5.4)	54.6	(1.2)	-6.3	(5.5)	44.1	(1.4)	60.1	(1.3)	**16.1**	(1.7)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	52.9	(1.1)	82.1	(8.3)	**29.1**	(8.1)	53.6	(1.3)	c	c	c	c
Partners	Macao (China)	c	c	47.1	(0.8)	c	c	35.2	(1.0)	56.0	(1.0)	**20.8**	(1.4)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	65.3	(0.7)	c	c	c	c	49.3	(11.5)	65.8	(0.6)	16.4	(11.5)
Partners	Peru	60.1	(1.0)	73.7	(1.3)	**13.6**	(1.7)	48.0	(1.4)	69.8	(0.9)	**21.8**	(1.7)
Partners	Qatar	74.7	(0.5)	79.1	(0.6)	**4.4**	(0.7)	60.9	(1.1)	80.5	(0.4)	**19.6**	(1.1)
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	16.9	(0.8)	c	c	c	c	15.8	(0.7)	24.0	(2.5)	**8.3**	(2.5)
Partners	Singapore	61.4	(0.6)	78.5	(2.2)	**17.0**	(2.2)	67.4	(5.1)	62.7	(0.6)	-4.7	(5.2)
Partners	Chinese Taipei	52.0	(1.2)	38.2	(1.4)	**-13.8**	(1.8)	42.4	(1.1)	49.7	(1.3)	**7.3**	(1.7)
Partners	Thailand	69.5	(1.3)	65.3	(2.9)	-4.3	(3.2)	60.3	(1.8)	71.8	(1.3)	**11.5**	(2.2)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	51.5	(1.2)	30.3	(13.0)	-21.3	(13.2)	30.3	(1.6)	62.0	(1.0)	**31.8**	(1.9)
Partners	United Arab Emirates	64.8	(1.1)	77.1	(1.0)	**12.4**	(1.6)	54.7	(1.9)	74.6	(0.6)	**19.9**	(1.9)
Partners	Uruguay	37.0	(1.0)	72.8	(1.8)	**35.8**	(2.1)	17.9	(1.1)	57.2	(1.1)	**39.3**	(1.6)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	67.3	(1.2)	71.7	(8.7)	4.3	(8.9)	19.7	(3.6)	69.2	(1.1)	**49.5**	(3.9)

1. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471060

[Part 1/3]

Table III.6.7 Expectations of further education, by student performance in core PISA subjects

Results based on students' self-reports

		Percentage of low-achievers in all three core PISA subjects (below Level 2) who expect to complete											
		ISCED level 2 (lower secondary education)		ISCED level 3B or C (upper secondary, vocationally oriented education providing direct access to the labour market or to ISCED 5B programmes)		ISCED level 3A (upper secondary, academically oriented education providing access to ISCED 5A programmes)		ISCED level 4 (non-tertiary post-secondary programmes)		ISCED level 5B (vocationally/ technically oriented tertiary education)		ISCED level 5A or 6 (university level tertiary education or advanced research programmes)	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	8.2	(0.6)	10.5	(0.7)	46.2	(1.1)	9.7	(0.8)	5.0	(0.5)	20.4	(1.0)
	Austria	4.3	(0.8)	49.8	(1.9)	25.7	(1.5)	2.8	(0.8)	11.1	(1.0)	6.2	(0.8)
	Belgium	6.7	(0.8)	24.8	(1.2)	19.0	(1.2)	28.2	(1.4)	11.8	(1.1)	9.5	(1.0)
	Canada	4.3	(0.5)	c	c	29.6	(1.3)	13.5	(1.1)	22.7	(1.2)	29.9	(1.5)
	Chile	c	c	21.1	(1.0)	8.2	(0.8)	3.7	(0.4)	20.4	(1.1)	45.0	(1.3)
	Czech Republic	c	c	25.1	(1.4)	49.9	(1.5)	c	c	5.3	(0.7)	18.1	(1.0)
	Denmark	38.9	(2.2)	15.9	(1.4)	29.4	(1.7)	c	c	2.8	(0.6)	13.0	(1.1)
	Estonia	17.0	(1.9)	15.9	(1.5)	22.7	(2.1)	17.3	(1.9)	18.6	(2.0)	8.4	(1.4)
	Finland	27.3	(1.7)	c	c	40.2	(1.9)	5.5	(0.9)	20.7	(1.4)	6.3	(1.1)
	France	24.3	(1.3)	47.6	(1.6)	12.0	(1.0)	c	c	10.2	(0.8)	5.9	(0.7)
	Germany	71.9	(1.9)	c	c	16.7	(1.6)	4.1	(0.9)	c	c	c	c
	Greece	3.4	(0.6)	21.5	(2.2)	12.5	(1.2)	11.4	(1.0)	17.8	(1.6)	33.4	(2.3)
	Hungary	17.3	(1.7)	49.3	(1.7)	12.0	(1.1)	10.8	(0.8)	3.3	(0.5)	7.2	(0.8)
	Iceland	13.1	(1.2)	29.0	(1.6)	11.8	(1.2)	15.2	(1.2)	14.6	(1.2)	16.4	(1.4)
	Ireland	24.3	(1.7)	16.5	(1.9)	23.2	(1.8)	6.6	(0.8)	11.6	(1.3)	17.8	(1.4)
	Israel	2.7	(0.4)	5.1	(0.6)	49.9	(1.2)	5.1	(0.5)	10.0	(0.8)	27.1	(1.3)
	Italy	6.2	(0.8)	11.1	(1.0)	42.4	(1.7)	11.8	(0.9)	12.2	(1.2)	16.4	(1.3)
	Japan	m	m	21.3	(2.7)	29.1	(2.2)	m	m	25.8	(2.2)	23.9	(1.9)
	Korea	c	c	18.0	(1.9)	10.2	(1.3)	c	c	28.2	(1.5)	41.7	(2.2)
	Latvia	9.9	(1.0)	24.1	(1.5)	19.0	(1.4)	13.8	(1.1)	23.7	(1.6)	9.5	(1.3)
	Luxembourg	15.0	(1.0)	40.0	(1.2)	16.9	(1.0)	5.1	(0.5)	9.0	(0.7)	14.0	(0.8)
	Mexico	9.0	(0.8)	3.8	(0.3)	23.1	(0.8)	c	c	16.4	(0.7)	47.7	(1.3)
	Netherlands	23.2	(1.7)	c	c	c	c	56.5	(1.7)	15.5	(1.5)	c	c
	New Zealand	8.3	(0.9)	30.4	(1.7)	33.6	(1.7)	5.2	(1.0)	6.1	(0.9)	16.4	(1.3)
	Norway	8.9	(1.0)	32.8	(1.6)	8.7	(0.8)	15.9	(1.3)	22.2	(1.5)	11.6	(1.1)
	Poland	5.9	(0.9)	18.6	(1.5)	52.4	(2.1)	10.9	(1.2)	c	c	11.6	(1.4)
	Portugal	19.1	(1.1)	49.4	(1.6)	6.7	(0.8)	4.6	(0.7)	10.3	(0.9)	9.9	(1.2)
	Slovak Republic	c	c	c	c	c	c	c	c	c	c	c	c
	Slovenia	5.2	(1.1)	69.6	(1.5)	c	c	5.8	(0.8)	12.3	(1.1)	4.3	(0.7)
	Spain	32.3	(1.3)	21.2	(1.3)	17.2	(1.1)	c	c	16.6	(1.2)	12.7	(1.0)
	Sweden	12.9	(1.1)	40.0	(1.6)	15.3	(1.2)	c	c	13.0	(0.9)	18.0	(1.5)
	Switzerland	27.1	(1.9)	47.5	(2.1)	7.5	(1.2)	4.4	(0.7)	8.8	(0.9)	4.7	(0.8)
	Turkey	3.9	(0.5)	24.9	(1.2)	8.7	(0.5)	c	c	6.8	(0.4)	55.6	(1.3)
	United Kingdom	4.4	(0.7)	50.1	(1.4)	16.1	(1.1)	1.0	(0.2)	10.8	(1.0)	17.6	(1.1)
	United States	c	c	c	c	26.7	(1.3)	7.5	(0.9)	10.4	(0.9)	53.8	(1.6)
	OECD average	15.7	(0.2)	28.8	(0.3)	23.2	(0.2)	11.1	(0.2)	13.6	(0.2)	19.8	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	5.4	(0.3)	6.5	(0.3)	36.7	(0.7)	9.6	(0.3)	5.8	(0.3)	36.0	(0.6)
	B-S-J-G (China)	37.0	(2.5)	27.9	(1.9)	17.5	(1.6)	8.6	(0.9)	4.9	(0.7)	4.2	(0.7)
	Bulgaria	6.7	(0.7)	26.2	(1.3)	11.8	(0.9)	15.3	(0.7)	19.2	(0.9)	20.8	(1.1)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	3.2	(0.4)	c	c	21.5	(0.9)	c	c	10.4	(0.6)	64.9	(1.1)
	Costa Rica	3.5	(0.4)	12.1	(0.9)	8.7	(0.5)	9.4	(0.6)	15.6	(0.7)	50.7	(1.1)
	Croatia	c	c	36.6	(1.6)	27.0	(1.4)	22.2	(1.0)	4.7	(0.5)	9.0	(0.9)
	Cyprus*	3.5	(0.4)	14.0	(0.6)	8.6	(0.6)	9.2	(0.5)	5.2	(0.5)	59.6	(0.9)
	Dominican Republic	8.6	(0.7)	9.5	(0.6)	17.2	(0.8)	2.5	(0.3)	1.3	(0.2)	60.8	(1.1)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	8.9	(1.5)	7.6	(1.0)	33.0	(2.7)	16.8	(2.0)	14.1	(1.4)	19.7	(2.1)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	6.9	(0.7)	21.2	(1.0)	16.2	(1.1)	16.6	(1.0)	19.1	(1.0)	20.1	(1.0)
	Macao (China)	12.6	(1.7)	8.6	(1.4)	26.1	(2.3)	21.3	(1.9)	13.8	(1.5)	17.5	(1.9)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	c	c	22.5	(0.7)	1.2	(0.2)	25.9	(0.9)	c	c	49.6	(1.0)
	Peru	1.5	(0.2)	c	c	18.5	(0.7)	9.7	(0.5)	16.2	(0.5)	54.1	(0.9)
	Qatar	3.8	(0.2)	8.2	(0.3)	9.6	(0.4)	2.6	(0.2)	9.3	(0.3)	66.4	(0.7)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	28.3	(1.6)	30.6	(2.1)	16.4	(1.0)	5.3	(0.6)	13.4	(1.1)	6.0	(0.9)
	Singapore	c	c	c	c	7.4	(1.1)	16.2	(1.4)	46.8	(2.3)	27.4	(1.6)
	Chinese Taipei	5.7	(0.8)	43.3	(1.6)	15.6	(1.7)	m	m	23.7	(1.3)	11.7	(1.1)
	Thailand	3.3	(0.3)	7.8	(0.7)	12.4	(0.9)	21.3	(0.9)	c	c	55.1	(1.4)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	9.3	(0.5)	3.2	(0.4)	27.0	(0.9)	10.5	(0.6)	5.4	(0.5)	44.5	(1.1)
	United Arab Emirates	4.0	(0.4)	7.0	(0.5)	18.6	(0.6)	5.4	(0.3)	6.6	(0.3)	58.4	(0.8)
	Uruguay	34.2	(1.1)	14.0	(0.6)	17.7	(0.8)	7.3	(0.6)	4.9	(0.5)	21.8	(1.0)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	4.1	(0.6)	3.5	(0.4)	21.9	(1.1)	2.8	(0.4)	22.4	(1.0)	45.3	(1.5)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471110

[Part 2/3]

Table III.6.7 Expectations of further education, by student performance in core PISA subjects

Results based on students' self-reports

		Percentage of top performers in at least one core PISA subject (above Level 5 or Level 6) who expect to complete											
		ISCED level 2 (lower secondary education)		ISCED level 3B or C (upper secondary, vocationally oriented education providing direct access to the labour market or to ISCED 5B programmes)		ISCED level 3A (upper secondary, academically oriented education providing access to ISCED 5A programmes)		ISCED level 4 (non-tertiary post-secondary programmes)		ISCED level 5B (vocationally/ technically oriented tertiary education)		ISCED level 5A or 6 (university level tertiary education or advanced research programmes)	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	0.6	(0.1)	1.2	(0.2)	15.6	(0.7)	1.1	(0.1)	2.0	(0.2)	79.6	(0.8)
	Austria	c	c	4.3	(0.6)	40.0	(1.6)	c	c	4.2	(0.6)	50.0	(1.5)
	Belgium	c	c	c	c	8.4	(0.5)	2.5	(0.3)	35.0	(1.0)	52.6	(1.2)
	Canada	0.4	(0.1)	c	c	4.8	(0.4)	3.8	(0.3)	9.5	(0.5)	81.5	(0.7)
	Chile	c	c	c	c	c	c	c	c	c	c	94.2	(1.0)
	Czech Republic	c	c	c	c	5.4	(0.7)	c	c	5.8	(0.6)	88.7	(0.9)
	Denmark	9.2	(0.7)	2.3	(0.4)	25.8	(1.4)	c	c	3.8	(0.4)	58.9	(1.5)
	Estonia	c	c	2.4	(0.4)	5.2	(0.5)	4.4	(0.5)	18.8	(1.1)	68.7	(1.4)
	Finland	8.8	(0.6)	c	c	30.9	(1.1)	4.1	(0.4)	10.6	(0.7)	45.5	(1.5)
	France	1.6	(0.3)	1.8	(0.3)	27.9	(1.1)	c	c	9.8	(0.7)	58.9	(1.4)
	Germany	10.5	(1.0)	c	c	50.1	(1.3)	3.0	(0.4)	1.6	(0.2)	33.4	(1.3)
	Greece	c	c	c	c	c	c	c	c	c	c	96.2	(0.6)
	Hungary	c	c	5.4	(0.9)	6.6	(0.8)	5.8	(0.6)	6.2	(0.7)	75.6	(1.4)
	Iceland	c	c	11.8	(1.0)	4.6	(0.7)	5.7	(0.7)	14.4	(1.2)	62.0	(1.5)
	Ireland	5.5	(0.5)	c	c	6.2	(0.6)	1.7	(0.3)	15.3	(0.8)	70.2	(1.1)
	Israel	c	c	c	c	7.5	(0.8)	c	c	5.6	(0.7)	84.8	(1.3)
	Italy	c	c	0.4	(0.1)	11.6	(1.2)	4.7	(0.5)	25.5	(1.1)	57.5	(1.6)
	Japan	c	c	6.3	(0.8)	4.3	(0.4)	c	c	9.8	(0.8)	79.7	(1.2)
	Korea	c	c	1.5	(0.5)	c	c	c	c	6.4	(0.6)	91.1	(0.8)
	Latvia	c	c	3.3	(0.6)	c	c	5.5	(0.7)	39.5	(1.9)	48.5	(1.8)
	Luxembourg	c	c	c	c	11.9	(0.8)	4.6	(0.5)	9.0	(0.7)	71.7	(1.0)
	Mexico	c	c	c	c	c	c	c	c	c	c	88.7	(2.5)
	Netherlands	3.2	(0.5)	c	c	19.2	(0.7)	5.4	(0.5)	32.7	(1.5)	39.6	(1.4)
	New Zealand	c	c	3.9	(0.5)	13.8	(0.9)	4.4	(0.6)	9.1	(0.7)	68.1	(1.4)
	Norway	c	c	7.4	(0.7)	4.6	(0.5)	7.2	(0.7)	45.4	(1.1)	34.6	(1.0)
	Poland	c	c	c	c	9.6	(0.8)	12.1	(0.8)	c	c	76.9	(1.2)
	Portugal	c	c	2.3	(0.4)	5.2	(0.7)	c	c	22.9	(1.0)	67.8	(1.3)
	Slovak Republic	c	c	c	c	c	c	c	c	c	c	c	c
	Slovenia	c	c	9.1	(0.8)	10.5	(0.9)	2.1	(0.4)	29.8	(1.4)	47.9	(1.4)
	Spain	c	c	c	c	7.8	(0.7)	c	c	6.0	(0.6)	84.0	(1.0)
	Sweden	2.5	(0.4)	5.8	(0.6)	10.1	(0.8)	c	c	21.6	(1.0)	59.7	(1.5)
	Switzerland	2.5	(0.4)	12.8	(0.9)	23.2	(1.0)	2.8	(0.4)	11.2	(0.7)	47.4	(1.4)
	Turkey	c	c	c	c	c	c	c	c	c	c	96.4	(1.3)
	United Kingdom	c	c	10.5	(0.9)	15.3	(0.9)	c	c	8.6	(0.7)	65.1	(1.5)
	United States	c	c	c	c	3.0	(0.5)	c	c	3.9	(0.6)	91.9	(0.7)
	OECD average	4.5	(0.2)	5.1	(0.1)	13.9	(0.2)	4.5	(0.1)	14.6	(0.2)	68.2	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	c	c	c	c	5.2	(0.8)	3.8	(0.6)	15.7	(1.4)	73.9	(1.6)
	B-S-J-G (China)	1.5	(0.3)	4.0	(0.5)	7.7	(0.7)	4.0	(0.4)	17.6	(1.2)	65.2	(1.7)
	Bulgaria	c	c	c	c	c	c	6.5	(1.0)	23.0	(1.3)	66.1	(1.7)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	c	c	c	c	c	c	c	c	c	c	98.3	(0.6)
	Costa Rica	c	c	c	c	c	c	c	c	31.8	(5.1)	62.3	(5.8)
	Croatia	c	c	c	c	6.2	(0.7)	7.2	(0.8)	15.0	(1.1)	71.0	(1.5)
	Cyprus*	c	c	c	c	c	c	c	c	c	c	96.9	(0.6)
	Dominican Republic	m	m	m	m	m	m	m	m	m	m	m	m
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	c	c	c	c	5.8	(0.5)	7.2	(0.7)	14.1	(0.8)	71.7	(1.3)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	c	c	c	c	c	c	2.6	(0.4)	5.9	(0.7)	89.5	(0.9)
	Macao (China)	c	c	c	c	3.8	(0.4)	15.9	(0.8)	17.4	(0.8)	61.9	(1.0)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	c	c	c	c	c	c	c	c	c	c	93.5	(0.9)
	Peru	c	c	c	c	c	c	c	c	c	c	93.0	(2.0)
	Qatar	c	c	c	c	c	c	c	c	3.1	(0.5)	93.2	(0.7)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	2.5	(0.3)	9.9	(0.9)	10.5	(0.8)	c	c	47.6	(1.1)	28.8	(1.1)
	Singapore	c	c	c	c	1.5	(0.2)	5.1	(0.4)	17.0	(0.5)	76.3	(0.6)
	Chinese Taipei	c	c	6.1	(0.5)	5.9	(0.4)	c	c	18.2	(0.8)	69.2	(1.0)
	Thailand	c	c	c	c	c	c	c	c	c	c	95.7	(1.4)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	c	c	c	c	c	c	c	c	c	c	86.6	(2.4)
	United Arab Emirates	c	c	c	c	6.7	(0.7)	c	c	2.3	(0.4)	89.9	(0.8)
	Uruguay	c	c	c	c	7.2	(1.3)	c	c	c	c	84.3	(2.1)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	c	c	c	c	c	c	c	c	10.7	(1.8)	86.0	(1.9)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471110

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Table III.6.7 Expectations of further education, by student performance in core PISA subjects

Results based on students' self-reports

		Difference in the percentage of top performers in at least one core PISA subject (above Level 5 or Level 6) and low-achievers in all core PISA subjects (below Level 2) who reported that they expect to complete											
		ISCED level 2 (lower secondary education)		ISCED level 3B or C (upper secondary, vocationally oriented education providing direct access to the labour market or to ISCED 5B programmes)		ISCED level 3A (upper secondary, academically oriented education providing access to ISCED 5A programmes)		ISCED level 4 (non-tertiary post-secondary programmes)		ISCED level 5B (vocationally/ technically oriented tertiary education)		ISCED level 5A or 6 (university level tertiary education or advanced research programmes)	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	**-7.6**	(0.6)	**-9.3**	(0.7)	**-30.7**	(1.3)	**-8.6**	(0.8)	**-3.0**	(0.5)	**59.2**	(1.3)
	Austria	c	c	**-45.5**	(1.8)	**14.3**	(2.3)	c	c	**-6.9**	(1.1)	**43.8**	(1.6)
	Belgium	c	c	c	c	**-10.5**	(1.2)	**-25.7**	(1.4)	**23.1**	(1.5)	**43.1**	(1.7)
	Canada	**-3.9**	(0.5)	c	c	**-24.8**	(1.2)	**-9.7**	(1.2)	**-13.2**	(1.3)	**51.6**	(1.4)
	Chile	c	c	c	c	c	c	c	c	c	c	**49.2**	(1.6)
	Czech Republic	c	c	c	c	**-44.5**	(1.6)	c	c	0.4	(1.0)	**70.6**	(1.3)
	Denmark	**-29.7**	(2.4)	**-13.5**	(1.5)	-3.6	(2.0)	c	c	1.0	(0.8)	**45.9**	(1.8)
	Estonia	c	c	**-13.6**	(1.5)	**-17.5**	(2.2)	**-12.9**	(2.0)	0.3	(2.1)	**60.3**	(1.8)
	Finland	**-18.5**	(1.7)	c	c	**-9.3**	(2.1)	-1.3	(1.0)	**-10.1**	(1.5)	**39.2**	(1.5)
	France	**-22.7**	(1.4)	**-45.8**	(1.6)	**15.8**	(1.4)	c	c	-0.4	(1.0)	**53.1**	(1.4)
	Germany	**-61.3**	(2.1)	c	c	**33.4**	(2.0)	-1.0	(1.0)	c	c	c	c
	Greece	c	c	c	c	c	c	c	c	c	c	**62.9**	(2.3)
	Hungary	c	c	**-43.9**	(1.8)	**-5.4**	(1.3)	**-5.0**	(1.1)	**2.9**	(0.8)	**68.3**	(1.7)
	Iceland	c	c	**-17.2**	(2.1)	**-7.2**	(1.4)	**-9.5**	(1.4)	-0.3	(1.5)	**45.7**	(2.1)
	Ireland	**-18.8**	(1.7)	c	c	**-17.0**	(1.8)	**-4.8**	(0.9)	**3.7**	(1.5)	**52.4**	(1.8)
	Israel	c	c	c	c	**-42.4**	(1.4)	c	c	**-4.5**	(1.1)	**57.7**	(1.9)
	Italy	c	c	**-10.6**	(1.0)	**-30.8**	(2.0)	**-7.1**	(1.1)	**13.4**	(1.5)	**41.0**	(2.0)
	Japan	c	c	**-15.0**	(2.9)	**-24.8**	(2.2)	c	c	**-16.0**	(2.4)	**55.8**	(2.4)
	Korea	c	c	**-16.4**	(2.0)	c	c	c	c	**-21.7**	(1.5)	**49.5**	(2.4)
	Latvia	c	c	**-20.8**	(1.6)	c	c	**-8.3**	(1.3)	**15.8**	(2.5)	**38.9**	(2.3)
	Luxembourg	c	c	c	c	**-5.0**	(1.2)	-0.5	(0.7)	0.0	(0.9)	**57.8**	(1.3)
	Mexico	c	c	c	c	c	c	c	c	c	c	**41.0**	(2.9)
	Netherlands	**-20.1**	(1.7)	c	c	c	c	**-51.2**	(1.6)	**17.2**	(2.1)	c	c
	New Zealand	c	c	**-26.5**	(1.8)	**-19.8**	(1.9)	-0.8	(1.2)	**3.0**	(1.2)	**51.7**	(1.7)
	Norway	c	c	**-25.4**	(1.6)	**-4.1**	(0.9)	**-8.7**	(1.4)	**23.2**	(1.8)	**23.0**	(1.5)
	Poland	c	c	c	c	**-42.8**	(2.3)	1.2	(1.3)	c	c	**65.3**	(1.8)
	Portugal	c	c	**-47.2**	(1.7)	-1.4	(1.0)	c	c	**12.6**	(1.5)	**58.0**	(1.7)
	Slovak Republic	c	c	c	c	c	c	c	c	c	c	c	c
	Slovenia	c	c	**-60.5**	(1.6)	c	c	**-3.7**	(0.9)	**17.5**	(1.8)	**43.6**	(1.5)
	Spain	c	c	c	c	**-9.4**	(1.4)	c	c	**-10.6**	(1.3)	**71.3**	(1.4)
	Sweden	**-10.5**	(1.1)	**-34.2**	(1.7)	**-5.1**	(1.5)	c	c	**8.6**	(1.4)	**41.7**	(2.0)
	Switzerland	**-24.6**	(2.0)	**-34.7**	(2.2)	**15.8**	(1.6)	**-1.6**	(0.7)	**2.4**	(1.2)	**42.7**	(1.6)
	Turkey	c	c	c	c	c	c	c	c	c	c	**40.7**	(1.9)
	United Kingdom	c	c	**-39.6**	(1.6)	-0.8	(1.5)	c	c	-2.2	(1.2)	**47.5**	(1.8)
	United States	c	c	c	c	**-23.7**	(1.4)	c	c	**-6.5**	(1.1)	**38.1**	(1.8)
	OECD average	**-21.8**	(0.5)	**-28.9**	(0.4)	**-11.6**	(0.3)	**-8.8**	(0.3)	**1.8**	(0.3)	**50.3**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	c	c	c	c	**-31.5**	(1.1)	**-5.8**	(0.7)	**9.9**	(1.4)	**37.9**	(1.7)
	B-S-J-G (China)	**-35.6**	(2.5)	**-23.8**	(2.0)	**-9.8**	(1.7)	**-4.6**	(1.0)	**12.8**	(1.3)	**61.0**	(1.8)
	Bulgaria	c	c	c	c	c	c	**-8.7**	(1.3)	**3.8**	(1.7)	**45.3**	(2.1)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	c	c	c	c	c	c	c	c	c	c	**33.4**	(1.2)
	Costa Rica	c	c	c	c	c	c	c	c	**16.1**	(5.0)	**11.6**	(5.9)
	Croatia	c	c	c	c	**-20.8**	(1.7)	**-15.0**	(1.2)	**10.4**	(1.2)	**62.0**	(1.9)
	Cyprus*	c	c	c	c	c	c	c	c	c	c	**37.3**	(1.1)
	Dominican Republic	m	m	m	m	m	m	m	m	m	m	m	m
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	c	c	c	c	**-27.2**	(2.7)	**-9.6**	(2.0)	0.0	(1.6)	**52.0**	(2.5)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	c	c	c	c	c	c	**-14.0**	(1.1)	**-13.2**	(1.2)	**69.4**	(1.4)
	Macao (China)	c	c	c	c	**-22.3**	(2.3)	**-5.4**	(2.0)	**3.6**	(1.7)	**44.4**	(2.1)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	c	c	c	c	c	c	c	c	c	c	**43.8**	(1.4)
	Peru	c	c	c	c	c	c	c	c	c	c	**38.9**	(2.2)
	Qatar	c	c	c	c	c	c	c	c	**-6.2**	(0.7)	**26.8**	(0.9)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	**-25.8**	(1.5)	**-20.7**	(2.2)	**-5.9**	(1.1)	c	c	**34.2**	(1.4)	**22.8**	(1.3)
	Singapore	c	c	c	c	**-6.0**	(1.1)	**-11.1**	(1.4)	**-29.7**	(2.4)	**48.9**	(1.7)
	Chinese Taipei	c	c	**-37.2**	(1.7)	**-9.7**	(1.7)	c	c	**-5.5**	(1.5)	**57.5**	(1.6)
	Thailand	c	c	c	c	c	c	c	c	c	c	**40.6**	(2.0)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	c	c	c	c	c	c	c	c	c	c	**42.1**	(2.6)
	United Arab Emirates	c	c	c	c	**-11.8**	(1.0)	c	c	**-4.3**	(0.5)	**31.5**	(1.2)
	Uruguay	c	c	c	c	**-10.5**	(1.4)	c	c	c	c	**62.5**	(2.4)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	c	c	c	c	c	c	c	c	**-11.7**	(2.1)	**40.7**	(2.3)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471110

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Table III.6.8 Students' expectations to complete a university degree and life satisfaction

		Average life satisfaction, by:						Increased likelihood of students who expect to complete university to report being highly satisfied with life (to report 9 or 10 on the life satisfaction scale)			
		Students who reported they do not expect to complete a university degree		Students who reported that they expect to complete a university degree		Difference between students who reported that they expect to complete a university degree and those who did not		Before accounting for student characteristics[1]		After accounting for student characteristics	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m
OECD	Austria	7.47	(0.04)	7.70	(0.05)	**0.24**	(0.07)	**1.13**	(0.06)	**1.16**	(0.08)
OECD	Belgium (excl. Flemish)	7.37	(0.07)	7.69	(0.05)	**0.32**	(0.08)	1.13	(0.08)	**1.41**	(0.11)
OECD	Canada	m	m	m	m	m	m	m	m	m	m
OECD	Chile	7.22	(0.07)	7.44	(0.05)	**0.22**	(0.08)	1.07	(0.07)	**1.22**	(0.09)
OECD	Czech Republic	6.87	(0.06)	7.21	(0.04)	**0.34**	(0.06)	1.08	(0.07)	**1.34**	(0.10)
OECD	Denmark	m	m	m	m	m	m	m	m	m	m
OECD	Estonia	7.41	(0.05)	7.63	(0.04)	**0.22**	(0.06)	**1.18**	(0.08)	1.12	(0.09)
OECD	Finland	7.82	(0.03)	8.08	(0.04)	**0.25**	(0.05)	**1.33**	(0.09)	**1.40**	(0.12)
OECD	France	7.53	(0.03)	7.85	(0.04)	**0.32**	(0.05)	**1.27**	(0.07)	**1.35**	(0.08)
OECD	Germany	7.28	(0.04)	7.72	(0.05)	**0.44**	(0.07)	**1.27**	(0.11)	**1.29**	(0.12)
OECD	Greece	6.74	(0.07)	7.00	(0.04)	**0.26**	(0.08)	0.90	(0.08)	1.20	(0.13)
OECD	Hungary	7.02	(0.05)	7.45	(0.05)	**0.42**	(0.07)	**1.17**	(0.06)	**1.34**	(0.09)
OECD	Iceland	7.59	(0.05)	8.12	(0.05)	**0.53**	(0.08)	**1.38**	(0.11)	**1.51**	(0.12)
OECD	Ireland	7.26	(0.04)	7.36	(0.05)	0.10	(0.06)	1.01	(0.06)	**1.18**	(0.08)
OECD	Israel	m	m	m	m	m	m	m	m	m	m
OECD	Italy	6.80	(0.04)	7.04	(0.06)	**0.24**	(0.06)	**1.17**	(0.09)	**1.43**	(0.10)
OECD	Japan	6.69	(0.05)	6.88	(0.05)	**0.19**	(0.06)	1.02	(0.07)	1.05	(0.07)
OECD	Korea	6.34	(0.07)	6.37	(0.04)	0.03	(0.09)	**0.78**	(0.06)	0.90	(0.08)
OECD	Latvia	7.27	(0.04)	7.70	(0.07)	**0.44**	(0.09)	**1.58**	(0.14)	**1.55**	(0.16)
OECD	Luxembourg	7.29	(0.04)	7.56	(0.04)	**0.27**	(0.06)	**1.14**	(0.07)	**1.26**	(0.09)
OECD	Mexico	8.14	(0.05)	8.37	(0.03)	**0.23**	(0.06)	**1.22**	(0.06)	**1.35**	(0.07)
OECD	Netherlands	7.84	(0.03)	7.77	(0.06)	-0.08	(0.06)	**0.80**	(0.07)	**1.27**	(0.14)
OECD	New Zealand	m	m	m	m	m	m	m	m	m	m
OECD	Norway	m	m	m	m	m	m	m	m	m	m
OECD	Poland	7.00	(0.05)	7.38	(0.06)	**0.37**	(0.07)	**1.25**	(0.08)	**1.58**	(0.12)
OECD	Portugal	7.28	(0.04)	7.50	(0.05)	**0.21**	(0.06)	1.07	(0.07)	**1.51**	(0.11)
OECD	Slovak Republic	m	m	m	m	m	m	m	m	m	m
OECD	Slovenia	7.18	(0.04)	7.16	(0.08)	-0.02	(0.09)	0.96	(0.08)	1.18	(0.11)
OECD	Spain	7.17	(0.05)	7.65	(0.03)	**0.48**	(0.05)	**1.29**	(0.07)	**1.62**	(0.11)
OECD	Sweden	m	m	m	m	m	m	m	m	m	m
OECD	Switzerland	7.63	(0.04)	7.94	(0.06)	**0.31**	(0.07)	**1.21**	(0.09)	**1.34**	(0.10)
OECD	Turkey	6.02	(0.08)	6.15	(0.07)	0.13	(0.09)	0.95	(0.06)	**1.18**	(0.09)
OECD	United Kingdom	6.94	(0.05)	7.02	(0.06)	0.08	(0.08)	0.98	(0.06)	1.05	(0.07)
OECD	United States	7.04	(0.07)	7.46	(0.04)	**0.42**	(0.08)	1.05	(0.07)	**1.21**	(0.09)
	OECD average	7.19	(0.01)	7.45	(0.01)	**0.26**	(0.01)	**1.13**	(0.02)	**1.30**	(0.02)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	7.58	(0.04)	7.60	(0.03)	0.03	(0.05)	0.94	(0.04)	**1.16**	(0.05)
Partners	B-S-J-G (China)	6.75	(0.04)	6.97	(0.07)	**0.22**	(0.08)	0.89	(0.06)	1.06	(0.08)
Partners	Bulgaria	7.29	(0.05)	7.61	(0.06)	**0.32**	(0.07)	**1.23**	(0.07)	**1.40**	(0.07)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	8.00	(0.07)	7.85	(0.04)	**-0.15**	(0.08)	**0.75**	(0.05)	1.02	(0.07)
Partners	Costa Rica	8.24	(0.05)	8.19	(0.04)	-0.05	(0.06)	1.03	(0.06)	1.10	(0.07)
Partners	Croatia	7.86	(0.05)	7.98	(0.04)	**0.11**	(0.06)	0.98	(0.06)	**1.25**	(0.09)
Partners	Cyprus*	6.75	(0.07)	7.15	(0.04)	**0.41**	(0.08)	1.04	(0.07)	**1.22**	(0.10)
Partners	Dominican Republic	8.37	(0.08)	8.57	(0.04)	**0.20**	(0.09)	1.05	(0.09)	1.18	(0.11)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	6.32	(0.05)	6.61	(0.06)	**0.30**	(0.07)	1.15	(0.10)	**1.43**	(0.13)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	7.67	(0.05)	8.03	(0.04)	**0.36**	(0.07)	**1.31**	(0.08)	**1.51**	(0.12)
Partners	Macao (China)	6.45	(0.05)	6.75	(0.05)	**0.30**	(0.07)	**1.26**	(0.10)	**1.32**	(0.12)
Partners	Malta	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	7.71	(0.06)	7.78	(0.04)	0.06	(0.06)	1.00	(0.05)	**1.26**	(0.07)
Partners	Peru	7.30	(0.06)	7.61	(0.04)	**0.31**	(0.06)	1.02	(0.05)	**1.25**	(0.07)
Partners	Qatar	7.10	(0.05)	7.49	(0.02)	**0.39**	(0.06)	**1.14**	(0.05)	**1.39**	(0.06)
Partners	Romania	m	m	m	m	m	m	m	m	m	m
Partners	Russia	7.75	(0.04)	7.81	(0.12)	0.06	(0.12)	1.15	(0.10)	**1.21**	(0.11)
Partners	Singapore	m	m	m	m	m	m	m	m	m	m
Partners	Chinese Taipei	6.48	(0.04)	6.73	(0.04)	**0.25**	(0.06)	1.07	(0.07)	**1.24**	(0.09)
Partners	Thailand	7.66	(0.06)	7.73	(0.04)	0.07	(0.07)	0.89	(0.06)	**1.24**	(0.10)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	6.72	(0.07)	7.10	(0.06)	**0.38**	(0.09)	**1.15**	(0.07)	**1.27**	(0.09)
Partners	United Arab Emirates	6.99	(0.06)	7.41	(0.04)	**0.43**	(0.07)	**1.17**	(0.06)	**1.36**	(0.08)
Partners	Uruguay	7.61	(0.04)	7.82	(0.04)	**0.21**	(0.06)	0.95	(0.06)	**1.17**	(0.09)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	6.87	(0.06)	7.16	(0.04)	**0.30**	(0.07)	**1.14**	(0.07)	**1.39**	(0.09)

1. Student characteristics include the PISA index of economic, social and cultural status (ESCS), gender and science performance.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471123

[Part 1/1]

Table III.6.10 Tracking policies and students' expectations to complete a university degree

		Tracking type	Age at tracking	Percentage of students expecting to complete a university degree							
				All students		Socio-economically disadvantaged students[1]		Socio-economically advantaged students[2]		Difference between advantaged and disadvantaged students (adv. – disadv.)	
				%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	Systems without differentiation before age 16	16	54.2	(0.6)	33.9	(1.0)	76.4	(0.9)	**42.5**	(1.3)
OECD	Austria	Systems with differentiation before age 13	10	27.1	(0.8)	10.3	(1.0)	52.5	(2.0)	**42.3**	(2.4)
OECD	Belgium	Systems with differentiation before age 13	12	32.9	(0.9)	15.8	(1.1)	52.6	(1.6)	**36.8**	(2.0)
OECD	Canada	Systems without differentiation before age 16	16	63.5	(0.8)	41.7	(1.2)	83.9	(1.1)	**42.2**	(1.3)
OECD	Chile	Systems without differentiation before age 16	16	66.6	(1.0)	46.1	(1.8)	84.2	(1.1)	**38.1**	(2.0)
OECD	Czech Republic	Systems with differentiation before age 13	11	55.6	(0.8)	30.1	(1.6)	81.8	(1.1)	**51.6**	(2.0)
OECD	Denmark	Systems without differentiation before age 16	16	37.2	(1.0)	21.9	(1.0)	57.2	(1.8)	**35.3**	(2.1)
OECD	Estonia	Systems without differentiation before age 16	16	42.8	(1.0)	23.3	(1.6)	69.6	(1.4)	**46.3**	(2.2)
OECD	Finland	Systems without differentiation before age 16	16	27.1	(1.1)	10.0	(0.9)	49.3	(1.9)	**39.4**	(1.8)
OECD	France	Systems with differentiation between ages 13 and 15	15	32.0	(0.9)	12.9	(1.0)	58.1	(1.9)	**45.2**	(2.1)
OECD	Germany	Systems with differentiation before age 13	10	17.8	(0.9)	6.2	(0.9)	37.7	(1.8)	**31.5**	(1.8)
OECD	Greece	Systems with differentiation between age 13 and 15	15	66.3	(1.9)	44.1	(3.0)	87.5	(1.4)	**43.4**	(2.8)
OECD	Hungary	Systems with differentiation before age 13	11	35.5	(1.1)	11.2	(1.3)	66.5	(1.6)	**55.4**	(1.9)
OECD	Iceland	Systems without differentiation before age 16	16	38.9	(0.8)	23.1	(1.5)	55.3	(1.6)	**32.2**	(2.1)
OECD	Ireland	Systems with differentiation between ages 13 and 15	15	46.3	(0.8)	28.1	(1.4)	67.7	(2.0)	**39.7**	(2.8)
OECD	Israel	Systems with differentiation between ages 13 and 15	15	57.0	(1.2)	38.5	(1.7)	75.6	(1.4)	**37.1**	(2.0)
OECD	Italy	Systems with differentiation between ages 13 and 15	14	38.3	(1.2)	20.5	(1.6)	58.4	(1.8)	**38.0**	(2.3)
OECD	Japan	Systems with differentiation between ages 13 and 15	15	58.7	(1.1)	34.4	(1.8)	79.5	(1.1)	**45.1**	(2.0)
OECD	Korea	Systems with differentiation between ages 13 and 15	15	75.3	(0.9)	57.5	(1.8)	89.2	(1.4)	**31.7**	(2.5)
OECD	Latvia	Systems without differentiation before age 16	16	24.7	(0.8)	10.5	(1.0)	45.8	(1.6)	**35.3**	(2.0)
OECD	Luxembourg	Systems with differentiation between ages 13 and 15	13	41.4	(0.6)	23.0	(1.1)	67.7	(1.2)	**44.8**	(1.5)
OECD	Mexico	Systems with differentiation between ages 13 and 15	15	58.4	(1.0)	43.4	(1.9)	74.3	(1.3)	**30.9**	(2.2)
OECD	Netherlands	Systems with differentiation before age 13	12	17.4	(0.7)	7.3	(0.8)	33.6	(1.7)	**26.3**	(2.0)
OECD	New Zealand	Systems without differentiation before age 16	16	45.2	(1.0)	26.3	(1.3)	67.0	(1.8)	**40.6**	(2.1)
OECD	Norway	Systems without differentiation before age 16	16	24.1	(0.7)	13.1	(1.1)	41.4	(1.4)	**28.3**	(1.6)
OECD	Poland	Systems without differentiation before age 16	16	48.0	(1.1)	22.8	(1.5)	80.2	(1.5)	**57.4**	(1.9)
OECD	Portugal	Systems with differentiation between ages 13 and 15	15	39.9	(1.2)	18.1	(1.4)	69.7	(1.9)	**51.7**	(2.1)
OECD	Slovak Republic	Systems with differentiation before age 13	11	m	m	m	m	m	m	m	m
OECD	Slovenia	Systems with differentiation between ages 13 and 15	14	25.8	(0.6)	9.5	(1.0)	49.6	(1.7)	**40.1**	(2.0)
OECD	Spain	Systems without differentiation before age 16	16	51.0	(1.0)	27.2	(1.3)	78.2	(1.2)	**51.0**	(1.5)
OECD	Sweden	Systems without differentiation before age 16	16	38.7	(1.0)	21.6	(1.1)	61.1	(2.0)	**39.5**	(2.3)
OECD	Switzerland	Systems with differentiation before age 13	12	27.0	(1.0)	10.4	(0.8)	51.2	(2.1)	**40.7**	(2.3)
OECD	Turkey	Systems with differentiation before age 13	11	70.6	(1.1)	61.7	(1.6)	83.7	(2.2)	**22.0**	(2.9)
OECD	United Kingdom	Systems without differentiation before age 16	16	41.8	(0.9)	24.3	(1.3)	64.4	(1.6)	**40.2**	(2.0)
OECD	United States	Systems without differentiation before age 16	16	76.0	(0.8)	60.3	(1.4)	91.6	(0.8)	**31.4**	(1.6)
	OECD average			44,2	(0,2)	26,1	(0,2)	66,0	(0,3)	**39,8**	(0,4)
Partners	Average (Systems with differentiation before age 13)	Systems with differentiation before age 13	11	38.5	(0.9)	21.2	(1.1)	60.7	(1.7)	**39.4**	(2.1)
Partners	Average (No differentiation)	Systems without differentiation before age 16	16	49.3	(0.9)	32.1	(1.3)	69.5	(1.4)	**37.4**	(1.9)
Partners	Average (Systems with differentiation between ages 13 and 15 tracking)	Systems with differentiation between age 13 and 15	15	53.0	(1.0)	36.0	(1.5)	72.5	(1.6)	**36.5**	(2.2)
Partners	Albania	Systems with differentiation between ages 13 and 15	15	m	m	m	m	m	m	m	m
Partners	Brazil	Systems with differentiation between ages 13 and 15	15	46.2	(0.6)	32.9	(0.8)	63.5	(1.2)	**30.6**	(1.4)
Partners	B-S-J-G (China)	Systems with differentiation between ages 13 and 15	15	37.7	(1.8)	15.8	(1.6)	66.7	(3.4)	**50.9**	(3.4)
Partners	Bulgaria	Systems with differentiation between ages 13 and 15	13	39.4	(1.1)	19.5	(1.7)	59.7	(1.4)	**40.2**	(2.1)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	Systems with differentiation between ages 13 and 15	15	76.3	(0.9)	67.7	(1.7)	89.7	(1.2)	**21.9**	(2.2)
Partners	Costa Rica	Systems with differentiation between ages 13 and 15	15	54.4	(0.8)	50.7	(1.5)	58.4	(2.1)	**7.8**	(2.5)
Partners	Croatia	Systems with differentiation between ages 13 and 15	14	36.1	(1.0)	19.0	(1.4)	60.6	(1.6)	**41.6**	(2.0)
Partners	Cyprus*	Systems with differentiation between ages 13 and 15	15	77.8	(0.5)	59.6	(1.4)	91.2	(0.8)	**31.6**	(1.5)
Partners	Dominican Republic	Systems without differentiation before age 16	16	63.5	(1.0)	62.1	(2.0)	67.9	(1.5)	**5.7**	(2.4)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	Systems with differentiation between ages 13 and 15	15	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	Systems with differentiation between ages 13 and 15	15	54.9	(1.1)	38.8	(1.8)	74.0	(1.5)	**35.2**	(2.3)
Partners	Indonesia	Systems with differentiation between ages 13 and 15	15	m	m	m	m	m	m	m	m
Partners	Jordan	Systems without differentiation before age 16	16	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	Systems without differentiation before age 16	16	53.6	(1.3)	25.5	(1.2)	82.4	(1.7)	**56.9**	(2.2)
Partners	Macao (China)	m	m	m	m	m	m	m	m	m	m
Partners	Malta	Systems without differentiation before age 16	16	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	Systems with differentiation between ages 13 and 15	15	65.4	(0.7)	49.4	(1.5)	83.2	(1.0)	**33.8**	(1.9)
Partners	Peru	Systems without differentiation before age 16	16	64.3	(0.8)	50.9	(1.6)	79.6	(1.2)	**28.8**	(1.9)
Partners	Qatar	Systems without differentiation before age 16	16	76.5	(0.4)	65.2	(0.9)	85.2	(0.7)	**20.0**	(1.1)
Partners	Romania	Systems with differentiation between ages 13 and 15	14	m	m	m	m	m	m	m	m
Partners	Singapore	Systems with differentiation before age 13	12	62.8	(0.6)	38.1	(1.2)	86.4	(0.9)	**48.2**	(1.4)
Partners	Chinese Taipei	Systems with differentiation between ages 13 and 15	15	47.1	(0.9)	23.6	(1.5)	72.5	(1.6)	**48.9**	(2.2)
Partners	Thailand	Systems with differentiation between ages 13 and 15	15	68.9	(1.2)	56.0	(1.7)	87.2	(2.0)	**31.2**	(2.4)
Partners	United Arab Emirates	Systems with differentiation between ages 13 and 15	15	72.0	(0.6)	58.6	(1.1)	80.4	(0.9)	**21.7**	(1.2)
Partners	Uruguay	Systems with differentiation between ages 13 and 15	15	42.6	(0.9)	23.2	(1.6)	68.6	(1.6)	**45.4**	(2.2)
Partners	Viet Nam	Systems with differentiation between ages 13 and 15	15	m	m	m	m	m	m	m	m
Partners	Argentina**	Systems with differentiation between ages 13 and 15	14	m	m	m	m	m	m	m	m
Partners	Kazakhstan**	Systems with differentiation between ages 13 and 15	15	m	m	m	m	m	m	m	m
Partners	Malaysia**	Systems with differentiation between ages 13 and 15	15	67.6	(1.2)	56.3	(1.8)	80.1	(1.6)	**23.8**	(2.2)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933471150

[Part 1/3]

Table III.7.1 Students' sense of belonging

Results based on students' self-reports

		Percentage of students who reported the following statements															
		I feel like an outsider (or left out of things) at school								I make friends easily at school							
		Strongly agree		Agree		Disagree		Strongly disagree		Strongly agree		Agree		Disagree		Strongly disagree	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	6.0	(0.2)	17.5	(0.4)	47.8	(0.5)	28.8	(0.6)	20.0	(0.4)	59.4	(0.4)	16.4	(0.4)	4.2	(0.2)
	Austria	7.1	(0.3)	6.8	(0.4)	22.0	(0.5)	64.1	(0.5)	34.7	(0.6)	43.2	(0.8)	14.2	(0.6)	7.8	(0.4)
	Belgium	4.6	(0.3)	8.3	(0.3)	42.9	(0.6)	44.2	(0.7)	21.7	(0.5)	60.1	(0.6)	14.3	(0.4)	3.9	(0.2)
	Canada	6.6	(0.3)	15.9	(0.4)	45.7	(0.5)	31.8	(0.5)	22.7	(0.5)	55.6	(0.6)	16.5	(0.4)	5.2	(0.2)
	Chile	7.9	(0.4)	12.2	(0.4)	40.4	(0.7)	39.5	(0.8)	22.4	(0.6)	50.8	(0.7)	19.1	(0.5)	7.7	(0.4)
	Czech Republic	6.0	(0.3)	14.3	(0.5)	55.6	(0.6)	24.1	(0.6)	14.2	(0.5)	61.1	(0.6)	19.3	(0.6)	5.4	(0.3)
	Denmark	5.7	(0.4)	6.7	(0.4)	33.8	(0.5)	53.8	(0.6)	22.4	(0.6)	56.8	(0.7)	15.8	(0.6)	5.0	(0.4)
	Estonia	3.8	(0.3)	9.1	(0.4)	47.5	(0.7)	39.7	(0.8)	16.5	(0.5)	59.5	(0.7)	20.0	(0.6)	4.0	(0.2)
	Finland	4.2	(0.2)	8.1	(0.4)	37.2	(0.7)	50.5	(0.8)	20.2	(0.7)	59.6	(0.7)	15.7	(0.5)	4.5	(0.3)
	France	6.2	(0.3)	17.0	(0.5)	46.4	(0.7)	30.4	(0.7)	32.1	(0.7)	54.2	(0.6)	9.8	(0.4)	3.9	(0.3)
	Germany	5.5	(0.4)	9.0	(0.4)	25.8	(0.6)	59.7	(0.8)	23.0	(0.7)	50.3	(0.7)	21.1	(0.6)	5.6	(0.3)
	Greece	5.5	(0.3)	10.1	(0.5)	46.4	(0.8)	38.0	(0.8)	26.0	(0.6)	54.2	(0.6)	15.8	(0.5)	4.0	(0.3)
	Hungary	6.4	(0.4)	11.5	(0.5)	41.0	(0.7)	41.2	(0.8)	26.9	(0.7)	54.2	(0.6)	13.3	(0.5)	5.7	(0.4)
	Iceland	8.1	(0.5)	9.0	(0.5)	32.4	(0.7)	50.5	(0.8)	27.4	(0.7)	48.7	(0.8)	15.6	(0.7)	8.3	(0.5)
	Ireland	4.9	(0.3)	11.8	(0.5)	47.8	(0.7)	35.5	(0.7)	19.6	(0.5)	61.6	(0.7)	15.4	(0.5)	3.4	(0.3)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	4.2	(0.3)	6.9	(0.3)	41.7	(0.7)	47.2	(0.7)	26.7	(0.5)	56.3	(0.7)	13.1	(0.4)	3.9	(0.3)
	Japan	3.5	(0.2)	8.4	(0.4)	45.8	(0.7)	42.3	(0.8)	21.4	(0.6)	47.3	(0.6)	25.0	(0.6)	6.2	(0.3)
	Korea	1.3	(0.1)	7.4	(0.4)	43.6	(0.7)	47.7	(0.8)	20.5	(0.6)	58.8	(0.7)	18.3	(0.5)	2.5	(0.2)
	Latvia	6.7	(0.4)	9.1	(0.4)	48.3	(0.9)	35.9	(0.9)	15.3	(0.6)	60.4	(0.8)	19.7	(0.5)	4.6	(0.4)
	Luxembourg	7.9	(0.4)	8.9	(0.4)	26.7	(0.6)	56.4	(0.7)	26.0	(0.6)	49.9	(0.6)	17.7	(0.5)	6.4	(0.4)
	Mexico	11.7	(0.4)	13.1	(0.5)	39.2	(0.7)	36.0	(0.7)	22.1	(0.6)	50.6	(0.6)	18.4	(0.4)	8.9	(0.4)
	Netherlands	4.5	(0.3)	4.5	(0.3)	39.1	(0.8)	51.9	(0.9)	18.5	(0.6)	66.6	(0.7)	12.1	(0.4)	2.8	(0.2)
	New Zealand	5.2	(0.4)	17.1	(0.6)	50.5	(0.8)	27.2	(0.6)	19.1	(0.6)	59.8	(0.8)	16.6	(0.5)	4.4	(0.3)
	Norway	5.5	(0.3)	6.6	(0.4)	33.5	(0.7)	54.4	(0.9)	26.8	(0.7)	53.1	(0.7)	14.8	(0.5)	5.2	(0.3)
	Poland	11.2	(0.5)	10.2	(0.5)	45.2	(0.9)	33.3	(0.7)	17.8	(0.6)	55.7	(0.8)	18.9	(0.6)	7.6	(0.4)
	Portugal	5.2	(0.3)	7.7	(0.3)	38.1	(0.7)	49.0	(0.7)	24.3	(0.6)	53.5	(0.8)	16.0	(0.6)	6.2	(0.3)
	Slovak Republic	8.7	(0.4)	14.1	(0.5)	51.0	(0.8)	26.3	(0.7)	15.1	(0.5)	61.9	(0.7)	17.4	(0.5)	5.7	(0.3)
	Slovenia	8.2	(0.4)	9.4	(0.4)	44.0	(0.9)	38.5	(0.9)	20.1	(0.6)	56.8	(0.8)	17.5	(0.7)	5.7	(0.4)
	Spain	5.2	(0.3)	4.9	(0.3)	26.2	(0.6)	63.7	(0.6)	31.8	(0.7)	51.4	(0.7)	11.5	(0.4)	5.3	(0.3)
	Sweden	10.5	(0.5)	10.1	(0.5)	32.8	(0.7)	46.6	(0.7)	26.7	(0.7)	48.2	(0.6)	16.7	(0.6)	8.4	(0.4)
	Switzerland	5.0	(0.3)	6.6	(0.4)	27.2	(0.8)	61.2	(0.8)	28.0	(0.8)	52.6	(0.8)	13.8	(0.5)	5.6	(0.4)
	Turkey	20.3	(0.6)	15.4	(0.6)	32.5	(0.8)	31.8	(0.7)	20.5	(0.6)	41.7	(0.8)	25.2	(0.6)	12.5	(0.5)
	United Kingdom	5.3	(0.3)	14.7	(0.5)	48.1	(0.7)	31.8	(0.6)	18.0	(0.5)	60.7	(0.7)	16.7	(0.5)	4.6	(0.3)
	United States	6.4	(0.4)	17.4	(0.6)	48.3	(0.7)	27.9	(0.7)	24.2	(0.7)	54.4	(0.7)	16.8	(0.5)	4.6	(0.3)
	OECD average	6.6	(0.1)	10.6	(0.1)	40.4	(0.1)	42.4	(0.1)	22.7	(0.1)	55.0	(0.1)	16.7	(0.1)	5.6	(0.1)
Partners	Albania	2.1	(0.3)	3.5	(0.3)	35.1	(0.8)	59.3	(0.8)	32.4	(0.7)	57.8	(0.9)	7.9	(0.5)	1.8	(0.3)
	Algeria	7.3	(0.5)	20.4	(0.9)	43.9	(0.8)	28.4	(0.9)	30.9	(0.9)	55.5	(0.9)	9.2	(0.4)	4.4	(0.3)
	Brazil	8.4	(0.3)	12.4	(0.3)	48.6	(0.5)	30.6	(0.5)	22.9	(0.4)	51.0	(0.5)	18.3	(0.4)	7.8	(0.3)
	B-S-J-G (China)	5.2	(0.3)	16.8	(0.5)	57.8	(0.7)	20.3	(0.6)	18.0	(0.5)	60.2	(0.6)	18.7	(0.6)	3.1	(0.2)
	Bulgaria	16.7	(0.5)	13.0	(0.6)	35.7	(0.7)	34.6	(0.8)	18.0	(0.6)	56.9	(0.8)	15.8	(0.5)	9.3	(0.4)
	CABA (Argentina)	3.7	(0.5)	8.7	(0.8)	37.4	(1.2)	50.1	(1.6)	31.9	(1.3)	57.4	(1.3)	8.4	(1.0)	2.2	(0.4)
	Colombia	14.1	(0.5)	14.8	(0.5)	42.9	(0.7)	28.2	(0.7)	22.6	(0.5)	47.6	(0.7)	17.7	(0.4)	12.0	(0.5)
	Costa Rica	14.3	(0.5)	12.5	(0.4)	35.5	(0.6)	37.7	(0.6)	24.6	(0.6)	47.1	(0.7)	16.3	(0.5)	12.0	(0.5)
	Croatia	6.4	(0.4)	7.6	(0.4)	42.6	(0.7)	43.4	(0.7)	22.1	(0.5)	61.7	(0.6)	12.0	(0.4)	4.2	(0.2)
	Cyprus*	6.5	(0.3)	10.6	(0.4)	43.4	(0.7)	39.4	(0.7)	27.5	(0.6)	53.1	(0.6)	14.5	(0.5)	4.9	(0.3)
	Dominican Republic	18.3	(0.8)	21.3	(0.7)	35.1	(0.8)	25.2	(0.8)	30.3	(0.9)	35.7	(1.0)	14.3	(0.5)	19.7	(0.7)
	FYROM	5.5	(0.4)	6.6	(0.3)	42.2	(0.8)	45.7	(0.7)	40.0	(0.7)	53.5	(0.7)	4.5	(0.3)	2.0	(0.2)
	Georgia	2.4	(0.2)	2.5	(0.2)	40.4	(0.8)	54.7	(0.9)	40.1	(0.8)	54.2	(0.8)	4.7	(0.3)	1.0	(0.1)
	Hong Kong (China)	4.9	(0.3)	19.8	(0.7)	60.7	(0.8)	14.6	(0.6)	17.5	(0.5)	63.5	(0.8)	16.4	(0.6)	2.6	(0.2)
	Indonesia	0.6	(0.1)	3.1	(0.3)	36.8	(0.8)	59.5	(0.9)	38.8	(0.9)	57.6	(0.9)	2.8	(0.2)	0.8	(0.1)
	Jordan	8.9	(0.5)	14.3	(0.6)	41.7	(0.6)	35.1	(0.7)	46.4	(0.8)	44.5	(0.8)	6.4	(0.4)	2.8	(0.3)
	Kosovo	6.1	(0.4)	7.0	(0.5)	34.5	(0.9)	52.4	(0.9)	35.4	(0.6)	56.0	(0.8)	6.9	(0.4)	1.7	(0.2)
	Lebanon	11.0	(0.8)	14.1	(1.0)	34.5	(1.0)	40.3	(1.4)	40.0	(1.0)	49.7	(1.0)	7.5	(0.5)	2.8	(0.3)
	Lithuania	20.9	(0.6)	9.8	(0.4)	17.2	(0.5)	52.1	(0.8)	27.8	(0.6)	36.6	(0.6)	20.5	(0.6)	15.0	(0.5)
	Macao (China)	3.9	(0.3)	16.8	(0.6)	58.8	(0.8)	20.4	(0.7)	13.0	(0.6)	63.1	(0.8)	20.9	(0.6)	3.0	(0.2)
	Malta	4.1	(0.4)	16.4	(0.6)	46.4	(0.8)	33.2	(0.9)	26.3	(0.7)	55.6	(0.9)	15.0	(0.6)	3.0	(0.3)
	Moldova	3.1	(0.3)	5.8	(0.3)	44.6	(0.8)	46.5	(0.8)	34.0	(0.8)	56.6	(0.7)	8.0	(0.4)	1.5	(0.1)
	Montenegro	9.2	(0.4)	8.0	(0.4)	43.1	(0.6)	39.6	(0.6)	26.4	(0.6)	57.0	(0.6)	10.8	(0.4)	5.9	(0.3)
	Peru	8.6	(0.4)	12.0	(0.5)	45.2	(0.7)	34.3	(0.8)	21.3	(0.6)	54.6	(0.7)	18.6	(0.5)	5.5	(0.3)
	Qatar	9.4	(0.3)	15.0	(0.3)	40.8	(0.4)	34.8	(0.5)	26.7	(0.4)	51.1	(0.5)	15.1	(0.4)	7.2	(0.2)
	Romania	5.2	(0.8)	7.0	(0.5)	42.0	(1.0)	45.9	(1.0)	38.9	(0.8)	53.5	(0.8)	5.5	(0.4)	2.1	(0.3)
	Russia	7.0	(0.4)	12.5	(0.7)	57.5	(0.8)	22.9	(0.6)	12.0	(0.4)	61.1	(0.7)	21.8	(0.7)	5.1	(0.4)
	Singapore	5.7	(0.3)	17.8	(0.4)	52.1	(0.6)	24.4	(0.5)	21.3	(0.5)	58.9	(0.7)	15.6	(0.5)	4.2	(0.3)
	Chinese Taipei	3.3	(0.2)	8.0	(0.3)	47.7	(0.6)	41.0	(0.6)	24.8	(0.6)	60.3	(0.6)	11.9	(0.4)	3.0	(0.2)
	Thailand	5.7	(0.3)	14.6	(0.6)	55.1	(0.8)	24.7	(0.7)	17.2	(0.5)	65.3	(0.6)	14.0	(0.5)	3.4	(0.2)
	Trinidad and Tobago	5.0	(0.3)	13.1	(0.5)	46.1	(0.8)	35.9	(0.8)	31.4	(0.9)	54.5	(1.0)	10.2	(0.5)	3.9	(0.3)
	Tunisia	8.3	(0.5)	11.5	(0.6)	43.1	(0.7)	37.0	(0.8)	32.7	(0.9)	50.7	(0.8)	12.4	(0.5)	4.1	(0.3)
	United Arab Emirates	6.8	(0.3)	14.4	(0.4)	42.9	(0.7)	35.9	(0.6)	27.3	(0.6)	52.5	(0.6)	14.2	(0.4)	6.1	(0.3)
	Uruguay	10.2	(0.4)	13.5	(0.5)	44.1	(0.7)	32.1	(0.7)	24.4	(0.6)	48.7	(0.7)	17.5	(0.5)	9.5	(0.4)
	Viet Nam	0.9	(0.2)	3.7	(0.4)	39.1	(0.8)	56.3	(0.9)	26.6	(0.8)	65.1	(0.7)	6.9	(0.4)	1.4	(0.2)
	Argentina**	9.6	(0.6)	15.0	(0.7)	33.9	(0.7)	41.5	(1.0)	36.0	(0.8)	53.0	(0.9)	8.7	(0.4)	2.3	(0.2)
	Kazakhstan**	2.3	(0.2)	3.5	(0.3)	39.1	(0.9)	55.1	(1.0)	40.8	(0.9)	51.2	(0.9)	5.4	(0.4)	2.5	(0.3)
	Malaysia**	3.2	(0.3)	13.0	(0.6)	51.2	(0.8)	32.6	(1.0)	26.6	(0.7)	60.8	(0.7)	10.5	(0.5)	2.0	(0.2)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471259

[Part 2/3]

Table III.7.1 Students' sense of belonging

Results based on students' self-reports

		Percentage of students who reported the following statements															
		I feel like I belong at school								I feel awkward and out of place in my school							
		Strongly agree		Agree		Disagree		Strongly disagree		Strongly agree		Agree		Disagree		Strongly disagree	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	15.6	(0.4)	56.3	(0.5)	21.1	(0.5)	7.0	(0.2)	5.2	(0.2)	16.6	(0.4)	49.8	(0.6)	28.3	(0.6)
	Austria	34.1	(0.7)	41.9	(0.7)	15.8	(0.5)	8.2	(0.3)	9.5	(0.4)	7.7	(0.4)	21.8	(0.6)	61.0	(0.7)
	Belgium	11.8	(0.4)	50.3	(0.5)	27.1	(0.5)	10.9	(0.4)	4.9	(0.3)	10.8	(0.4)	48.4	(0.6)	35.9	(0.6)
	Canada	16.3	(0.5)	55.3	(0.5)	20.1	(0.4)	8.3	(0.3)	6.6	(0.2)	17.1	(0.4)	48.1	(0.5)	28.2	(0.5)
	Chile	25.4	(0.7)	51.9	(0.7)	15.5	(0.6)	7.3	(0.4)	7.8	(0.4)	12.1	(0.5)	44.7	(0.8)	35.3	(0.8)
	Czech Republic	11.8	(0.5)	59.1	(0.7)	22.0	(0.7)	7.1	(0.4)	5.1	(0.3)	13.6	(0.6)	56.0	(0.7)	25.3	(0.6)
	Denmark	18.6	(0.6)	51.6	(0.7)	22.2	(0.6)	7.6	(0.5)	5.7	(0.3)	9.5	(0.4)	40.1	(0.8)	44.7	(0.7)
	Estonia	18.5	(0.6)	59.5	(0.7)	17.0	(0.6)	5.0	(0.3)	4.1	(0.3)	12.5	(0.5)	51.3	(0.7)	32.1	(0.7)
	Finland	20.3	(0.7)	60.0	(0.8)	14.3	(0.6)	5.4	(0.3)	5.3	(0.3)	12.0	(0.5)	45.2	(0.7)	37.5	(0.8)
	France	9.3	(0.4)	31.6	(0.7)	38.3	(0.6)	20.7	(0.5)	4.7	(0.3)	11.5	(0.4)	43.3	(0.7)	40.4	(0.6)
	Germany	26.8	(0.7)	48.1	(0.7)	17.7	(0.6)	7.5	(0.4)	7.4	(0.4)	10.2	(0.4)	27.6	(0.7)	54.8	(0.9)
	Greece	25.9	(0.7)	57.1	(0.8)	13.0	(0.4)	4.0	(0.3)	4.6	(0.3)	11.0	(0.4)	44.5	(0.8)	40.0	(0.8)
	Hungary	19.5	(0.7)	55.0	(0.8)	18.8	(0.7)	6.7	(0.4)	6.7	(0.4)	10.8	(0.4)	39.0	(0.7)	43.4	(0.9)
	Iceland	30.1	(0.8)	48.4	(0.9)	13.0	(0.6)	8.5	(0.5)	8.9	(0.5)	10.6	(0.5)	34.0	(0.8)	46.5	(0.9)
	Ireland	15.7	(0.5)	57.6	(0.8)	19.8	(0.7)	6.8	(0.4)	4.1	(0.2)	13.2	(0.6)	49.1	(0.8)	33.6	(0.7)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	13.4	(0.5)	53.9	(0.7)	24.8	(0.5)	7.9	(0.4)	4.2	(0.3)	9.5	(0.4)	49.7	(0.7)	36.6	(0.8)
	Japan	19.9	(0.6)	61.9	(0.7)	14.2	(0.5)	3.9	(0.3)	4.9	(0.3)	14.6	(0.5)	51.1	(0.6)	29.5	(0.7)
	Korea	19.2	(0.7)	60.3	(0.7)	15.4	(0.7)	5.1	(0.3)	1.6	(0.2)	8.6	(0.4)	44.0	(0.8)	45.9	(0.8)
	Latvia	14.1	(0.6)	64.5	(0.7)	17.3	(0.6)	4.1	(0.4)	6.9	(0.4)	17.5	(0.5)	52.1	(0.7)	23.5	(0.6)
	Luxembourg	22.2	(0.6)	43.8	(0.7)	22.6	(0.6)	11.4	(0.4)	8.0	(0.3)	12.0	(0.5)	34.2	(0.7)	45.7	(0.7)
	Mexico	25.9	(0.6)	50.2	(0.7)	15.5	(0.5)	8.4	(0.5)	10.2	(0.5)	13.6	(0.5)	44.2	(0.7)	32.0	(0.7)
	Netherlands	13.5	(0.6)	67.4	(0.8)	14.9	(0.6)	4.1	(0.3)	4.2	(0.3)	7.0	(0.5)	46.0	(0.8)	42.8	(0.7)
	New Zealand	15.3	(0.6)	58.5	(0.6)	19.1	(0.6)	7.2	(0.4)	5.0	(0.3)	17.1	(0.6)	50.3	(0.8)	27.6	(0.7)
	Norway	23.5	(0.6)	52.3	(0.7)	16.0	(0.5)	8.2	(0.4)	6.2	(0.3)	11.2	(0.5)	36.4	(0.8)	46.2	(0.7)
	Poland	10.8	(0.6)	51.6	(0.9)	28.7	(0.6)	8.9	(0.5)	10.8	(0.5)	12.2	(0.4)	46.2	(0.8)	30.8	(0.7)
	Portugal	24.1	(0.6)	58.2	(0.6)	13.0	(0.5)	4.8	(0.3)	6.8	(0.4)	17.4	(0.5)	41.9	(0.6)	33.9	(0.7)
	Slovak Republic	11.6	(0.5)	58.2	(0.7)	22.5	(0.6)	7.8	(0.4)	8.6	(0.4)	14.0	(0.4)	49.4	(0.7)	28.1	(0.7)
	Slovenia	13.0	(0.6)	61.5	(0.8)	19.7	(0.7)	5.8	(0.4)	7.1	(0.4)	10.4	(0.4)	47.0	(0.9)	35.6	(0.8)
	Spain	38.9	(0.7)	48.3	(0.7)	7.4	(0.4)	5.4	(0.3)	6.5	(0.3)	7.5	(0.3)	31.1	(0.7)	54.8	(0.7)
	Sweden	22.0	(0.7)	47.3	(0.8)	20.6	(0.6)	10.1	(0.4)	10.4	(0.5)	10.0	(0.5)	34.5	(0.7)	45.1	(0.8)
	Switzerland	27.4	(0.8)	43.5	(0.9)	19.1	(0.5)	10.0	(0.6)	6.4	(0.4)	8.5	(0.4)	28.7	(0.6)	56.5	(0.8)
	Turkey	20.1	(0.7)	41.3	(0.6)	25.4	(0.6)	13.3	(0.4)	18.7	(0.5)	18.6	(0.6)	34.4	(0.7)	28.3	(0.7)
	United Kingdom	13.1	(0.5)	54.7	(0.7)	23.9	(0.6)	8.3	(0.3)	5.0	(0.3)	14.8	(0.5)	49.5	(0.7)	30.6	(0.6)
	United States	19.2	(0.6)	55.0	(0.7)	20.0	(0.6)	5.9	(0.3)	5.9	(0.3)	17.2	(0.6)	49.8	(0.7)	27.2	(0.7)
	OECD average	19.6	(0.1)	53.4	(0.1)	19.3	(0.1)	7.7	(0.1)	6.7	(0.1)	12.4	(0.1)	43.0	(0.1)	37.9	(0.1)
Partners	Albania	47.6	(0.9)	45.6	(0.9)	4.7	(0.4)	2.2	(0.3)	3.6	(0.3)	7.2	(0.5)	36.6	(0.7)	52.6	(0.9)
	Algeria	37.1	(0.9)	50.3	(0.9)	8.4	(0.5)	4.3	(0.3)	12.1	(0.6)	22.3	(0.9)	39.0	(0.7)	26.6	(0.8)
	Brazil	19.9	(0.4)	56.2	(0.5)	17.4	(0.4)	6.5	(0.2)	7.2	(0.3)	11.0	(0.3)	48.7	(0.5)	33.2	(0.5)
	B-S-J-G (China)	9.4	(0.5)	55.3	(0.8)	30.7	(0.7)	4.7	(0.4)	4.1	(0.3)	15.3	(0.5)	56.5	(0.7)	24.1	(0.7)
	Bulgaria	14.4	(0.5)	53.6	(0.7)	22.7	(0.5)	9.3	(0.4)	14.6	(0.5)	13.5	(0.6)	44.3	(0.8)	27.6	(0.7)
	CABA (Argentina)	34.5	(2.0)	54.2	(1.7)	8.8	(0.9)	2.5	(0.4)	2.0	(0.3)	5.6	(0.7)	42.6	(1.4)	49.8	(1.6)
	Colombia	27.0	(0.7)	47.2	(0.7)	14.3	(0.5)	11.5	(0.5)	11.9	(0.4)	15.2	(0.4)	46.8	(0.7)	26.1	(0.6)
	Costa Rica	28.8	(0.7)	45.9	(0.7)	13.6	(0.4)	11.7	(0.5)	13.3	(0.6)	12.0	(0.5)	40.6	(0.8)	34.1	(0.8)
	Croatia	19.1	(0.6)	62.1	(0.6)	13.8	(0.5)	4.9	(0.3)	5.3	(0.3)	9.7	(0.4)	43.3	(0.8)	41.6	(0.8)
	Cyprus*	26.8	(0.6)	53.4	(0.7)	13.9	(0.5)	5.9	(0.4)	5.1	(0.3)	11.7	(0.4)	43.9	(0.6)	39.3	(0.7)
	Dominican Republic	30.6	(1.0)	36.2	(1.0)	13.0	(0.6)	20.1	(0.6)	17.1	(0.8)	17.8	(0.6)	38.7	(0.9)	26.4	(0.7)
	FYROM	41.8	(0.7)	50.3	(0.7)	5.2	(0.4)	2.6	(0.2)	4.5	(0.3)	6.8	(0.4)	36.7	(0.7)	52.1	(0.8)
	Georgia	19.9	(0.6)	45.0	(0.8)	28.4	(0.7)	6.8	(0.4)	2.4	(0.3)	3.4	(0.3)	53.3	(0.7)	41.0	(0.7)
	Hong Kong (China)	10.0	(0.5)	61.1	(0.9)	22.1	(0.7)	6.8	(0.4)	3.6	(0.2)	17.3	(0.6)	61.1	(0.9)	17.9	(0.8)
	Indonesia	29.5	(0.9)	62.8	(0.9)	6.1	(0.4)	1.6	(0.2)	1.6	(0.2)	14.3	(0.7)	62.8	(0.8)	21.3	(0.6)
	Jordan	44.0	(0.9)	42.0	(0.7)	8.4	(0.4)	5.7	(0.3)	10.0	(0.4)	14.2	(0.5)	33.5	(0.7)	42.3	(0.8)
	Kosovo	52.1	(1.1)	40.5	(1.0)	5.1	(0.4)	2.4	(0.3)	5.0	(0.4)	9.6	(0.5)	41.0	(0.9)	44.4	(0.9)
	Lebanon	28.5	(1.1)	46.4	(1.0)	17.4	(1.0)	7.7	(0.5)	8.4	(0.6)	16.2	(0.9)	42.5	(1.0)	32.9	(1.2)
	Lithuania	22.1	(0.6)	32.4	(0.7)	24.2	(0.7)	21.3	(0.6)	19.3	(0.6)	14.5	(0.5)	26.3	(0.6)	39.9	(0.8)
	Macao (China)	6.5	(0.4)	53.4	(0.7)	32.6	(0.8)	7.4	(0.4)	3.0	(0.3)	19.3	(0.6)	61.6	(0.8)	16.1	(0.6)
	Malta	16.1	(0.6)	53.7	(0.8)	21.5	(0.6)	8.7	(0.5)	4.6	(0.3)	13.2	(0.6)	49.7	(0.8)	32.5	(0.7)
	Moldova	18.2	(0.7)	49.5	(0.9)	26.6	(0.8)	5.7	(0.4)	3.1	(0.3)	7.6	(0.3)	55.7	(0.7)	33.5	(0.8)
	Montenegro	14.4	(0.6)	39.4	(0.7)	33.9	(0.7)	12.3	(0.5)	8.0	(0.4)	9.5	(0.5)	48.8	(0.7)	33.7	(0.6)
	Peru	15.9	(0.5)	55.5	(0.6)	22.6	(0.6)	6.1	(0.3)	6.7	(0.3)	17.3	(0.6)	54.6	(0.8)	21.4	(0.7)
	Qatar	21.0	(0.4)	49.7	(0.4)	20.0	(0.4)	9.3	(0.3)	8.9	(0.2)	15.0	(0.4)	43.7	(0.5)	32.4	(0.5)
	Romania	13.6	(0.6)	38.9	(0.9)	34.9	(0.9)	12.6	(0.8)	5.4	(0.7)	10.2	(0.5)	49.8	(0.9)	34.6	(0.8)
	Russia	11.3	(0.6)	63.3	(0.7)	21.1	(0.7)	4.3	(0.4)	6.0	(0.5)	21.1	(0.6)	56.3	(0.7)	16.6	(0.6)
	Singapore	16.6	(0.5)	59.4	(0.7)	17.8	(0.5)	6.2	(0.3)	5.3	(0.3)	18.1	(0.5)	52.7	(0.6)	23.8	(0.5)
	Chinese Taipei	23.8	(0.6)	66.1	(0.6)	7.3	(0.3)	2.8	(0.2)	3.9	(0.2)	13.0	(0.5)	52.5	(0.6)	30.5	(0.6)
	Thailand	12.9	(0.5)	65.5	(0.7)	18.9	(0.5)	2.8	(0.3)	5.2	(0.3)	27.2	(0.8)	54.8	(0.9)	12.8	(0.5)
	Trinidad and Tobago	28.7	(0.7)	51.0	(0.8)	14.1	(0.5)	6.1	(0.4)	5.2	(0.3)	12.7	(0.6)	46.0	(0.7)	36.1	(0.7)
	Tunisia	21.6	(0.6)	35.9	(0.8)	29.9	(0.6)	12.6	(0.5)	10.7	(0.5)	26.3	(0.7)	45.5	(0.9)	17.5	(0.6)
	United Arab Emirates	22.2	(0.5)	51.6	(0.6)	17.5	(0.5)	8.6	(0.3)	8.2	(0.3)	16.5	(0.5)	44.5	(0.6)	30.8	(0.5)
	Uruguay	23.6	(0.6)	54.3	(0.7)	13.8	(0.5)	8.3	(0.4)	9.2	(0.4)	11.5	(0.4)	46.5	(0.7)	32.8	(0.7)
	Viet Nam	15.4	(0.6)	65.4	(0.8)	16.1	(0.7)	3.1	(0.3)	2.1	(0.2)	15.2	(0.5)	58.6	(0.7)	24.1	(0.7)
	Argentina**	35.5	(0.9)	54.0	(0.9)	7.7	(0.5)	2.8	(0.3)	4.2	(0.3)	7.1	(0.4)	44.9	(0.9)	43.8	(1.0)
	Kazakhstan**	29.0	(0.8)	55.9	(0.7)	10.6	(0.5)	4.4	(0.4)	2.6	(0.2)	4.8	(0.4)	45.3	(0.8)	47.3	(1.0)
	Malaysia**	11.5	(0.6)	65.6	(0.7)	20.0	(0.7)	2.9	(0.3)	3.0	(0.2)	14.3	(0.7)	55.0	(0.9)	27.7	(1.0)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471259

[Part 3/3]

Table III.7.1 Students' sense of belonging

Results based on students' self-reports

		Percentage of students who reported the following statements															
		Other students seem to like me								I feel lonely at school							
		Strongly agree		Agree		Disagree		Strongly disagree		Strongly agree		Agree		Disagree		Strongly disagree	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	14.3	(0.3)	73.3	(0.4)	9.3	(0.3)	3.1	(0.2)	5.0	(0.2)	11.5	(0.3)	44.9	(0.5)	38.7	(0.6)
	Austria	35.2	(0.6)	48.6	(0.7)	10.0	(0.4)	6.2	(0.3)	9.7	(0.4)	5.7	(0.4)	17.5	(0.5)	67.1	(0.6)
	Belgium	13.7	(0.4)	74.5	(0.5)	9.4	(0.4)	2.5	(0.2)	3.9	(0.2)	5.6	(0.3)	38.3	(0.7)	52.2	(0.7)
	Canada	17.0	(0.4)	70.3	(0.5)	9.3	(0.3)	3.4	(0.2)	6.3	(0.2)	12.1	(0.3)	44.3	(0.5)	37.3	(0.5)
	Chile	15.9	(0.6)	60.1	(0.7)	18.3	(0.5)	5.7	(0.4)	7.9	(0.4)	9.0	(0.4)	34.3	(0.8)	48.8	(0.9)
	Czech Republic	11.6	(0.5)	69.6	(0.6)	15.0	(0.5)	3.8	(0.3)	6.3	(0.3)	11.8	(0.5)	47.6	(0.7)	34.3	(0.7)
	Denmark	21.3	(0.6)	64.1	(0.6)	9.9	(0.5)	4.7	(0.3)	5.3	(0.4)	7.6	(0.4)	36.0	(0.7)	51.1	(0.7)
	Estonia	9.9	(0.5)	66.6	(0.7)	19.3	(0.6)	4.3	(0.3)	4.6	(0.3)	10.1	(0.5)	42.6	(0.8)	42.7	(0.9)
	Finland	11.8	(0.5)	70.2	(0.6)	14.3	(0.5)	3.7	(0.3)	4.1	(0.3)	7.7	(0.4)	38.8	(0.7)	49.4	(0.8)
	France	18.2	(0.5)	71.5	(0.7)	7.5	(0.4)	2.8	(0.2)	3.3	(0.2)	6.0	(0.4)	33.7	(0.7)	56.9	(0.8)
	Germany	27.3	(0.7)	57.7	(0.7)	10.8	(0.5)	4.2	(0.3)	6.9	(0.4)	5.7	(0.3)	19.0	(0.6)	68.3	(0.8)
	Greece	18.7	(0.6)	68.7	(0.8)	9.8	(0.4)	2.8	(0.2)	4.5	(0.3)	7.6	(0.4)	37.9	(0.8)	50.1	(0.8)
	Hungary	15.2	(0.5)	67.5	(0.8)	13.2	(0.5)	4.1	(0.3)	6.3	(0.4)	8.3	(0.4)	35.7	(0.7)	49.8	(0.8)
	Iceland	21.6	(0.7)	61.3	(0.8)	11.3	(0.5)	5.8	(0.4)	8.2	(0.5)	8.1	(0.5)	30.7	(0.8)	53.0	(0.9)
	Ireland	12.6	(0.4)	78.0	(0.6)	7.3	(0.4)	2.2	(0.2)	4.0	(0.2)	8.3	(0.4)	43.7	(0.7)	44.1	(0.8)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	9.2	(0.4)	67.5	(0.6)	19.0	(0.5)	4.3	(0.3)	4.1	(0.3)	6.4	(0.3)	34.3	(0.8)	55.2	(0.8)
	Japan	10.4	(0.4)	63.4	(0.7)	22.0	(0.5)	4.2	(0.3)	3.9	(0.3)	7.6	(0.3)	44.4	(0.7)	44.1	(0.7)
	Korea	12.2	(0.5)	69.8	(0.7)	15.9	(0.6)	2.2	(0.2)	1.2	(0.2)	7.1	(0.4)	41.2	(0.8)	50.4	(0.8)
	Latvia	8.5	(0.4)	59.7	(0.7)	25.9	(0.6)	5.9	(0.4)	6.8	(0.4)	10.4	(0.5)	45.4	(0.8)	37.4	(0.7)
	Luxembourg	21.2	(0.6)	60.1	(0.7)	13.6	(0.5)	5.1	(0.3)	7.9	(0.3)	7.0	(0.4)	24.4	(0.6)	60.6	(0.6)
	Mexico	15.3	(0.5)	56.7	(0.8)	21.2	(0.5)	6.8	(0.4)	11.4	(0.4)	9.3	(0.4)	36.6	(0.7)	42.7	(0.8)
	Netherlands	12.8	(0.5)	79.2	(0.7)	6.6	(0.4)	1.5	(0.2)	3.5	(0.3)	4.1	(0.3)	36.5	(0.8)	55.9	(0.8)
	New Zealand	11.7	(0.6)	76.5	(0.6)	9.3	(0.4)	2.5	(0.3)	3.9	(0.3)	13.0	(0.6)	49.6	(0.8)	33.6	(0.8)
	Norway	20.9	(0.5)	62.0	(0.7)	11.8	(0.5)	5.3	(0.3)	5.4	(0.3)	8.9	(0.4)	31.9	(0.6)	53.7	(0.8)
	Poland	11.8	(0.6)	61.5	(0.8)	19.2	(0.5)	7.5	(0.5)	10.4	(0.5)	9.8	(0.5)	41.3	(0.9)	38.5	(0.7)
	Portugal	17.6	(0.6)	70.1	(0.8)	9.3	(0.4)	3.1	(0.3)	4.5	(0.3)	6.6	(0.4)	33.8	(0.6)	55.0	(0.7)
	Slovak Republic	10.7	(0.4)	66.0	(0.6)	18.8	(0.5)	4.5	(0.3)	7.5	(0.4)	11.9	(0.5)	48.0	(0.7)	32.6	(0.7)
	Slovenia	9.2	(0.4)	69.3	(0.6)	17.3	(0.6)	4.2	(0.3)	7.5	(0.4)	7.1	(0.4)	39.5	(1.0)	45.9	(0.9)
	Spain	24.7	(0.6)	61.3	(0.7)	10.4	(0.5)	3.6	(0.2)	5.4	(0.3)	3.9	(0.3)	23.4	(0.6)	67.3	(0.6)
	Sweden	19.2	(0.6)	59.2	(0.8)	14.9	(0.4)	6.7	(0.4)	10.3	(0.5)	8.7	(0.4)	32.2	(0.7)	48.8	(0.8)
	Switzerland	27.5	(0.7)	60.0	(0.7)	8.5	(0.4)	4.0	(0.3)	5.2	(0.3)	4.7	(0.3)	21.8	(0.8)	68.4	(0.8)
	Turkey	14.7	(0.5)	49.0	(0.8)	26.2	(0.7)	10.1	(0.5)	18.4	(0.6)	16.6	(0.6)	33.9	(0.8)	31.1	(0.6)
	United Kingdom	13.2	(0.5)	74.5	(0.6)	9.3	(0.4)	3.1	(0.2)	4.5	(0.3)	9.1	(0.4)	42.6	(0.7)	43.8	(0.7)
	United States	20.7	(0.7)	68.0	(0.7)	8.9	(0.4)	2.4	(0.2)	5.8	(0.3)	12.4	(0.5)	44.3	(0.8)	37.5	(0.8)
	OECD average	16.3	(0.1)	65.8	(0.1)	13.6	(0.1)	4.3	(0.1)	6.3	(0.1)	8.5	(0.1)	36.8	(0.1)	48.4	(0.1)
Partners	Albania	16.0	(0.6)	66.6	(0.8)	13.9	(0.6)	3.5	(0.3)	2.4	(0.3)	2.5	(0.2)	24.2	(0.7)	70.8	(0.8)
	Algeria	26.6	(0.8)	56.2	(0.9)	11.4	(0.5)	5.8	(0.4)	16.0	(0.9)	12.7	(0.6)	37.6	(0.7)	33.8	(0.9)
	Brazil	15.1	(0.3)	65.9	(0.5)	13.4	(0.3)	5.5	(0.2)	7.6	(0.3)	12.2	(0.3)	45.6	(0.5)	34.5	(0.5)
	B-S-J-G (China)	7.7	(0.4)	51.9	(0.6)	36.5	(0.6)	3.9	(0.3)	5.5	(0.3)	16.0	(0.6)	54.1	(0.6)	24.4	(0.7)
	Bulgaria	11.4	(0.5)	60.5	(0.8)	20.3	(0.7)	7.8	(0.4)	14.8	(0.5)	10.1	(0.5)	40.2	(0.8)	34.9	(0.7)
	CABA (Argentina)	24.6	(1.7)	67.1	(1.6)	6.9	(0.9)	1.5	(0.3)	2.7	(0.4)	3.5	(0.4)	29.1	(1.6)	64.7	(1.8)
	Colombia	14.2	(0.4)	54.5	(0.7)	22.1	(0.5)	9.1	(0.4)	13.5	(0.4)	11.6	(0.4)	39.7	(0.6)	35.2	(0.7)
	Costa Rica	18.0	(0.5)	54.1	(0.7)	18.7	(0.5)	9.1	(0.5)	14.2	(0.5)	8.4	(0.4)	36.4	(0.7)	41.0	(0.7)
	Croatia	10.2	(0.5)	71.4	(0.7)	14.5	(0.5)	3.9	(0.3)	5.3	(0.3)	7.1	(0.4)	41.4	(0.7)	46.2	(0.7)
	Cyprus*	19.1	(0.5)	66.3	(0.6)	10.8	(0.4)	3.8	(0.3)	5.4	(0.3)	8.2	(0.4)	35.7	(0.7)	50.7	(0.7)
	Dominican Republic	25.4	(0.9)	40.8	(1.0)	15.3	(0.6)	18.5	(0.8)	17.9	(0.8)	13.0	(0.6)	36.1	(1.0)	33.0	(0.8)
	FYROM	22.2	(0.6)	64.3	(0.8)	9.4	(0.4)	4.1	(0.3)	3.9	(0.3)	3.7	(0.3)	33.2	(0.8)	59.1	(0.8)
	Georgia	16.4	(0.6)	59.2	(0.8)	19.9	(0.7)	4.5	(0.3)	2.6	(0.3)	2.4	(0.2)	41.6	(0.9)	53.3	(0.9)
	Hong Kong (China)	9.3	(0.4)	68.6	(0.8)	18.4	(0.6)	3.8	(0.3)	4.4	(0.3)	14.9	(0.5)	58.8	(0.9)	21.9	(0.7)
	Indonesia	11.9	(0.6)	72.4	(0.7)	13.3	(0.6)	2.4	(0.2)	1.7	(0.2)	4.4	(0.3)	51.5	(0.9)	42.5	(0.9)
	Jordan	38.4	(0.8)	52.5	(0.9)	5.9	(0.3)	3.2	(0.3)	6.1	(0.4)	6.9	(0.3)	28.9	(0.6)	58.0	(0.7)
	Kosovo	18.4	(0.6)	67.1	(0.9)	10.9	(0.6)	3.6	(0.3)	3.5	(0.4)	3.6	(0.3)	28.1	(0.8)	64.8	(0.9)
	Lebanon	24.7	(0.8)	52.9	(1.2)	15.0	(0.8)	7.4	(0.6)	6.8	(0.5)	8.5	(0.8)	29.5	(1.0)	55.2	(1.4)
	Lithuania	14.0	(0.6)	48.6	(0.7)	27.7	(0.7)	9.7	(0.4)	20.1	(0.6)	10.9	(0.5)	20.5	(0.5)	48.5	(0.7)
	Macao (China)	5.1	(0.4)	60.8	(0.7)	29.6	(0.7)	4.5	(0.3)	4.2	(0.3)	15.8	(0.6)	58.1	(0.8)	21.9	(0.6)
	Malta	16.4	(0.6)	71.7	(0.7)	9.7	(0.5)	2.1	(0.3)	3.5	(0.3)	7.8	(0.4)	37.4	(0.8)	51.3	(0.9)
	Moldova	13.4	(0.5)	71.0	(0.7)	12.9	(0.5)	2.7	(0.2)	4.3	(0.3)	7.2	(0.4)	44.9	(0.8)	43.6	(0.8)
	Montenegro	14.8	(0.6)	64.9	(0.7)	15.4	(0.5)	4.9	(0.3)	7.2	(0.4)	6.6	(0.3)	42.6	(0.7)	43.6	(0.7)
	Peru	12.8	(0.4)	64.4	(0.7)	18.6	(0.6)	4.1	(0.2)	7.9	(0.4)	9.6	(0.4)	43.7	(0.7)	38.8	(0.8)
	Qatar	23.5	(0.4)	59.4	(0.4)	11.3	(0.3)	5.8	(0.2)	8.5	(0.2)	11.0	(0.3)	37.1	(0.4)	43.4	(0.5)
	Romania	19.3	(0.6)	67.5	(1.0)	9.8	(0.6)	3.4	(0.4)	5.0	(0.5)	9.1	(0.6)	39.9	(0.8)	46.0	(1.1)
	Russia	8.3	(0.5)	56.0	(0.7)	30.0	(0.8)	5.8	(0.4)	6.4	(0.5)	14.5	(0.5)	56.9	(0.7)	22.2	(0.7)
	Singapore	10.4	(0.4)	70.8	(0.7)	14.9	(0.5)	4.0	(0.3)	5.0	(0.3)	12.9	(0.4)	51.2	(0.7)	30.9	(0.6)
	Chinese Taipei	8.9	(0.4)	63.3	(0.5)	24.6	(0.6)	3.3	(0.2)	3.6	(0.2)	8.7	(0.4)	48.8	(0.6)	38.9	(0.5)
	Thailand	5.0	(0.3)	56.6	(0.8)	33.9	(0.8)	4.6	(0.3)	5.0	(0.3)	13.3	(0.6)	52.6	(0.8)	29.1	(0.8)
	Trinidad and Tobago	23.4	(0.7)	62.0	(0.7)	10.2	(0.4)	4.5	(0.3)	5.4	(0.4)	8.9	(0.5)	36.9	(0.8)	48.9	(0.8)
	Tunisia	25.5	(0.7)	54.9	(0.7)	15.0	(0.5)	4.7	(0.3)	6.0	(0.4)	8.9	(0.4)	38.4	(0.7)	46.6	(0.8)
	United Arab Emirates	20.7	(0.5)	58.4	(0.6)	14.3	(0.4)	6.5	(0.3)	6.6	(0.3)	10.8	(0.3)	37.0	(0.6)	45.7	(0.6)
	Uruguay	27.9	(0.6)	57.6	(0.7)	7.4	(0.3)	7.1	(0.4)	10.3	(0.4)	10.3	(0.4)	39.4	(0.7)	40.0	(0.8)
	Viet Nam	4.3	(0.4)	38.3	(0.9)	46.9	(0.8)	10.5	(0.5)	2.2	(0.3)	5.3	(0.4)	42.5	(0.7)	50.0	(0.9)
	Argentina**	24.0	(0.7)	63.3	(0.8)	9.9	(0.5)	2.8	(0.3)	4.0	(0.3)	4.7	(0.3)	33.6	(0.8)	57.8	(0.9)
	Kazakhstan**	16.4	(0.7)	70.7	(0.7)	10.0	(0.4)	2.9	(0.3)	2.9	(0.2)	4.2	(0.3)	35.5	(0.8)	57.4	(0.9)
	Malaysia**	9.0	(0.5)	67.7	(0.6)	20.5	(0.6)	2.8	(0.3)	3.7	(0.2)	13.2	(0.6)	48.4	(0.8)	34.7	(0.9)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471259

[Part 1/4]

Table III.7.2 Students' sense of belonging, by gender and socio-economic status

Percentage of students who reported "agree" or "strongly agree" (a) or who reported "disagree" or "strongly disagree" (d)

		Percentage of boys who agreed/disagreed with the following statements												Percentage of girls who agreed/disagreed with the following statements											
		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	80.3	(0.4)	81.6	(0.6)	74.0	(0.7)	81.1	(0.5)	87.5	(0.5)	86.7	(0.4)	72.7	(0.6)	77.1	(0.7)	69.8	(0.7)	75.1	(0.6)	87.6	(0.5)	80.4	(0.6)
	Austria	85.5	(0.6)	77.5	(0.8)	74.4	(0.7)	81.5	(0.8)	82.6	(0.6)	83.7	(0.8)	86.7	(0.6)	78.3	(0.8)	77.6	(0.8)	84.0	(0.6)	84.9	(0.7)	85.5	(0.7)
	Belgium	87.6	(0.6)	83.7	(0.6)	60.8	(0.8)	84.3	(0.7)	89.0	(0.6)	91.8	(0.5)	86.7	(0.6)	79.9	(0.6)	63.3	(0.9)	84.1	(0.6)	87.4	(0.6)	89.2	(0.5)
	Canada	79.7	(0.6)	80.0	(0.6)	73.0	(0.6)	78.4	(0.6)	87.1	(0.4)	84.3	(0.5)	75.3	(0.6)	76.7	(0.6)	70.2	(0.7)	74.3	(0.7)	87.5	(0.5)	78.9	(0.6)
	Chile	79.0	(0.9)	75.6	(0.8)	76.8	(0.8)	78.5	(0.8)	78.5	(0.9)	83.1	(0.8)	80.8	(0.8)	70.7	(1.0)	77.7	(0.9)	81.6	(0.8)	73.5	(0.8)	83.1	(0.8)
	Czech Republic	77.2	(0.8)	76.4	(0.9)	69.7	(0.9)	81.3	(0.7)	81.3	(0.8)	82.7	(0.7)	82.4	(0.7)	74.1	(0.9)	72.2	(1.2)	81.2	(0.7)	81.2	(1.0)	81.2	(0.8)
	Denmark	87.8	(0.7)	82.2	(0.7)	71.2	(0.9)	85.8	(0.8)	85.4	(0.8)	88.4	(0.6)	87.4	(0.7)	76.3	(0.9)	69.4	(0.9)	83.9	(0.7)	85.4	(0.7)	85.8	(0.7)
	Estonia	87.2	(0.7)	79.0	(0.8)	77.5	(0.8)	84.1	(0.8)	77.0	(0.9)	87.8	(0.7)	87.1	(0.6)	72.9	(1.0)	78.5	(0.8)	82.7	(0.8)	75.9	(1.0)	82.7	(0.8)
	Finland	89.8	(0.6)	84.3	(0.6)	82.2	(0.8)	84.1	(0.7)	86.0	(0.6)	91.2	(0.6)	85.4	(0.6)	75.1	(0.9)	78.3	(0.9)	81.1	(0.8)	77.8	(0.8)	85.0	(0.7)
	France	74.5	(0.8)	88.1	(0.7)	37.7	(1.2)	83.9	(0.7)	90.1	(0.6)	91.6	(0.5)	79.0	(0.8)	84.6	(0.6)	44.0	(1.0)	83.6	(0.7)	89.4	(0.6)	89.7	(0.6)
	Germany	85.8	(0.7)	75.1	(1.0)	75.7	(0.9)	82.6	(0.8)	84.2	(0.9)	87.8	(0.7)	85.2	(0.8)	71.5	(0.8)	74.0	(0.9)	82.2	(0.8)	85.8	(0.6)	86.9	(0.6)
	Greece	83.2	(0.7)	81.9	(0.7)	83.1	(0.7)	84.0	(0.7)	87.0	(0.7)	88.4	(0.7)	85.7	(0.7)	78.4	(0.9)	82.9	(0.6)	85.0	(0.6)	87.9	(0.6)	87.6	(0.6)
	Hungary	82.1	(0.8)	81.8	(0.8)	75.6	(0.9)	82.5	(0.8)	83.1	(0.7)	85.5	(0.7)	82.2	(0.9)	80.3	(0.8)	73.5	(1.1)	82.5	(0.9)	82.3	(1.0)	85.5	(0.8)
	Iceland	80.5	(0.9)	76.5	(0.9)	78.0	(1.0)	80.0	(1.0)	82.3	(0.9)	83.2	(0.8)	85.1	(0.8)	75.8	(1.0)	79.0	(0.9)	81.0	(0.9)	83.4	(0.9)	84.1	(0.8)
	Ireland	85.3	(0.8)	84.2	(0.7)	73.5	(1.0)	85.4	(0.8)	91.3	(0.6)	90.7	(0.7)	81.2	(0.8)	77.9	(0.8)	73.1	(1.0)	79.9	(0.8)	89.8	(0.6)	84.8	(0.7)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	89.0	(0.6)	85.1	(0.6)	63.6	(0.8)	84.7	(0.7)	78.6	(0.7)	89.6	(0.6)	88.8	(0.6)	81.0	(0.7)	70.9	(1.1)	87.8	(0.7)	74.7	(0.8)	89.4	(0.7)
	Japan	86.9	(0.7)	69.3	(0.8)	80.4	(0.8)	79.9	(0.9)	72.1	(0.9)	89.3	(0.6)	89.2	(0.5)	68.2	(1.0)	83.3	(0.7)	81.2	(0.9)	75.5	(1.0)	87.7	(0.6)
	Korea	92.5	(0.5)	81.2	(0.7)	76.4	(1.2)	89.8	(0.6)	81.5	(0.8)	93.2	(0.5)	90.1	(0.6)	77.1	(0.9)	82.9	(0.9)	90.0	(0.6)	82.5	(0.8)	90.1	(0.6)
	Latvia	83.5	(0.8)	77.1	(1.0)	79.5	(1.0)	75.0	(0.9)	68.3	(1.0)	82.3	(0.9)	84.9	(0.7)	74.2	(1.0)	77.7	(0.8)	76.1	(0.9)	68.1	(1.0)	83.3	(0.8)
	Luxembourg	82.5	(0.7)	77.1	(0.8)	65.2	(0.9)	79.3	(0.9)	80.8	(0.7)	84.8	(0.6)	83.8	(0.7)	74.6	(0.8)	66.8	(0.8)	80.6	(0.8)	81.8	(0.8)	85.3	(0.7)
	Mexico	72.4	(0.9)	71.9	(0.8)	73.6	(0.9)	73.3	(0.9)	72.0	(1.0)	76.5	(0.8)	78.0	(0.8)	73.5	(0.8)	78.7	(0.8)	79.0	(0.8)	72.1	(0.7)	82.2	(0.6)
	Netherlands	90.4	(0.6)	85.7	(0.7)	77.5	(1.0)	87.5	(0.8)	91.6	(0.6)	92.5	(0.6)	91.6	(0.6)	84.6	(0.8)	84.2	(0.7)	90.0	(0.7)	92.2	(0.6)	92.3	(0.5)
	New Zealand	79.9	(0.9)	81.5	(1.0)	75.7	(1.0)	80.4	(0.9)	89.0	(0.6)	86.4	(0.8)	75.5	(1.0)	76.4	(0.9)	71.7	(1.0)	75.4	(0.9)	87.5	(0.7)	79.9	(1.0)
	Norway	88.4	(0.7)	83.2	(0.8)	76.3	(0.9)	83.3	(0.8)	83.6	(0.7)	87.5	(0.8)	87.4	(0.6)	76.7	(0.7)	75.2	(0.9)	81.8	(0.8)	82.3	(0.9)	83.7	(0.7)
	Poland	78.2	(0.9)	73.6	(0.9)	59.9	(1.0)	76.0	(0.8)	74.1	(0.8)	79.9	(0.9)	78.9	(1.0)	73.4	(1.0)	65.0	(1.0)	78.0	(0.9)	72.4	(1.0)	79.6	(0.9)
	Portugal	87.4	(0.7)	81.7	(0.8)	81.4	(0.8)	75.2	(0.8)	87.4	(0.7)	89.5	(0.7)	86.8	(0.6)	73.8	(1.0)	83.1	(0.7)	76.4	(0.9)	87.8	(0.7)	88.2	(0.6)
	Slovak Republic	74.2	(0.9)	76.6	(0.7)	68.0	(1.1)	75.1	(0.8)	76.7	(0.8)	79.5	(0.9)	80.5	(0.8)	77.3	(0.8)	71.5	(0.9)	80.0	(0.8)	76.8	(0.8)	81.7	(0.8)
	Slovenia	81.4	(0.9)	78.0	(0.9)	71.6	(1.1)	80.7	(1.0)	76.0	(0.9)	84.1	(0.9)	83.6	(0.8)	75.7	(1.2)	77.5	(1.0)	84.5	(0.8)	81.1	(0.8)	86.8	(0.7)
	Spain	88.6	(0.5)	83.9	(0.7)	85.7	(0.7)	84.2	(0.7)	85.8	(0.7)	89.6	(0.6)	91.2	(0.5)	82.5	(0.7)	88.8	(0.6)	87.7	(0.6)	86.1	(0.7)	91.8	(0.5)
	Sweden	78.6	(0.8)	76.2	(0.9)	70.5	(1.0)	79.2	(0.8)	77.5	(0.9)	81.2	(0.8)	80.2	(0.8)	73.6	(0.9)	68.1	(1.0)	80.0	(0.8)	79.4	(0.8)	80.8	(0.8)
	Switzerland	89.1	(0.7)	81.4	(0.8)	69.9	(1.0)	85.5	(0.7)	87.2	(0.7)	91.0	(0.5)	87.5	(0.7)	79.8	(0.9)	71.8	(1.0)	84.7	(0.8)	87.8	(0.7)	89.2	(0.6)
	Turkey	59.5	(1.2)	59.0	(1.2)	56.2	(1.1)	57.3	(1.1)	58.9	(1.2)	61.3	(1.1)	69.1	(1.0)	65.5	(1.1)	66.5	(0.8)	67.9	(1.1)	68.4	(1.0)	68.7	(1.1)
	United Kingdom	83.2	(0.7)	81.9	(0.8)	68.4	(0.9)	83.2	(0.7)	88.6	(0.6)	89.8	(0.6)	76.5	(0.9)	75.4	(0.9)	67.2	(1.0)	77.0	(0.7)	86.7	(0.7)	82.9	(0.7)
	United States	78.8	(0.8)	81.3	(0.8)	74.8	(0.9)	79.8	(0.9)	88.5	(0.7)	84.3	(0.7)	73.5	(0.9)	75.9	(0.9)	73.6	(0.9)	74.1	(0.8)	88.8	(0.7)	79.3	(1.0)
	OECD average	82.7	(0.1)	79.2	(0.1)	72.3	(0.2)	80.8	(0.1)	82.1	(0.1)	85.8	(0.1)	82.9	(0.1)	76.1	(0.1)	73.8	(0.2)	81.0	(0.1)	82.1	(0.1)	84.5	(0.1)
Partners	Albania	94.4	(0.6)	90.1	(0.7)	93.2	(0.7)	89.1	(0.7)	83.0	(0.9)	94.8	(0.5)	94.6	(0.6)	90.4	(0.8)	93.0	(0.5)	89.2	(0.8)	82.2	(0.9)	95.2	(0.5)
	Algeria	69.9	(1.3)	87.1	(0.6)	87.0	(0.8)	64.4	(1.2)	82.6	(0.8)	70.5	(1.2)	75.0	(1.2)	85.6	(0.9)	87.8	(0.8)	66.8	(1.1)	83.1	(1.0)	72.4	(1.2)
	Brazil	76.9	(0.6)	76.0	(0.6)	76.4	(0.7)	80.1	(0.6)	80.0	(0.6)	77.5	(0.7)	81.3	(0.5)	72.0	(0.7)	75.8	(0.6)	83.5	(0.5)	82.0	(0.5)	82.5	(0.5)
	B-S-J-G (China)	76.7	(0.7)	79.1	(0.7)	64.3	(1.1)	77.1	(0.7)	59.1	(0.9)	78.5	(0.8)	79.6	(0.7)	77.2	(0.8)	65.0	(1.0)	84.6	(0.8)	60.3	(1.0)	78.5	(1.0)
	Bulgaria	66.5	(1.1)	73.2	(0.8)	65.0	(0.8)	68.3	(1.1)	69.7	(0.8)	71.9	(1.0)	74.4	(1.0)	76.8	(0.9)	71.3	(0.9)	75.9	(0.9)	74.3	(0.9)	78.5	(0.9)
	CABA (Argentina)	89.4	(0.9)	91.4	(1.2)	88.1	(1.6)	92.6	(1.2)	93.9	(1.1)	95.1	(0.7)	85.9	(1.3)	87.5	(1.4)	89.2	(1.2)	92.3	(1.0)	89.7	(1.4)	92.7	(0.9)
	Colombia	68.1	(1.0)	69.4	(0.8)	70.6	(1.0)	69.5	(1.0)	68.5	(0.9)	71.9	(0.8)	73.7	(0.8)	71.0	(0.9)	77.5	(0.8)	75.9	(0.7)	69.0	(0.8)	77.5	(0.6)
	Costa Rica	71.1	(0.8)	71.1	(1.0)	71.6	(0.9)	72.1	(0.9)	71.7	(1.0)	74.9	(0.8)	75.3	(0.8)	72.2	(1.0)	77.7	(0.8)	77.2	(0.8)	72.6	(0.9)	79.8	(0.8)
	Croatia	83.7	(0.7)	84.3	(0.7)	81.9	(0.8)	82.8	(0.8)	80.7	(0.8)	85.9	(0.7)	88.1	(0.6)	83.4	(0.8)	80.6	(0.9)	86.9	(0.5)	82.5	(0.9)	89.1	(0.7)
	Cyprus*	80.1	(0.8)	81.2	(0.7)	78.1	(0.8)	79.4	(0.7)	83.6	(0.7)	84.2	(0.7)	85.5	(0.7)	79.9	(0.8)	82.3	(0.7)	86.9	(0.7)	87.1	(0.7)	88.6	(0.6)
	Dominican Republic	56.8	(1.2)	64.0	(1.3)	64.4	(1.2)	61.8	(1.2)	63.9	(1.1)	66.0	(1.1)	63.7	(1.0)	68.0	(1.1)	69.2	(1.0)	68.2	(1.0)	68.3	(1.2)	72.1	(1.1)
	FYROM	85.1	(0.7)	93.4	(0.5)	90.6	(0.7)	86.0	(0.7)	86.1	(0.7)	91.3	(0.5)	90.9	(0.5)	93.5	(0.5)	93.8	(0.5)	91.7	(0.6)	86.9	(0.8)	93.6	(0.5)
	Georgia	94.2	(0.6)	93.8	(0.6)	62.3	(1.1)	93.4	(0.5)	77.3	(1.0)	94.6	(0.5)	96.1	(0.4)	94.8	(0.4)	67.6	(0.9)	95.2	(0.4)	73.9	(1.0)	95.4	(0.4)
	Hong Kong (China)	72.3	(1.0)	80.5	(0.9)	68.4	(1.1)	76.1	(1.1)	75.2	(0.7)	79.5	(1.0)	78.4	(1.0)	81.6	(0.9)	73.9	(1.2)	82.0	(0.9)	80.5	(1.0)	81.8	(0.8)
	Indonesia	96.6	(0.4)	96.9	(0.4)	91.8	(0.7)	82.9	(0.9)	84.6	(0.9)	94.6	(0.5)	96.0	(0.4)	96.0	(0.3)	92.8	(0.5)	85.2	(0.8)	84.1	(0.8)	93.3	(0.5)
	Jordan	72.6	(1.1)	89.7	(0.6)	84.5	(0.7)	70.7	(1.0)	87.4	(0.9)	82.8	(0.9)	80.8	(1.0)	92.0	(0.7)	87.3	(1.0)	80.5	(0.8)	94.2	(0.5)	90.9	(0.5)
	Kosovo	85.1	(1.0)	93.0	(0.6)	92.6	(0.6)	83.0	(0.8)	86.3	(0.8)	92.7	(0.6)	88.6	(0.8)	89.9	(0.7)	92.5	(0.7)	87.9	(0.9)	84.6	(1.0)	93.0	(0.6)
	Lebanon	72.0	(2.0)	90.1	(0.9)	74.4	(1.4)	73.6	(1.4)	78.9	(1.4)	83.3	(1.2)	77.3	(1.4)	89.4	(0.8)	75.5	(1.4)	77.0	(1.3)	76.5	(1.4)	86.0	(1.1)
	Lithuania	67.3	(0.9)	63.6	(1.0)	51.7	(1.1)	64.2	(1.0)	60.3	(1.1)	67.9	(0.9)	71.2	(1.0)	65.3	(1.1)	57.3	(1.1)	68.1	(1.0)	64.9	(1.0)	70.1	(1.0)
	Macao (China)	77.8	(0.9)	78.8	(0.8)	60.2	(1.1)	75.9	(0.9)	64.2	(1.2)	80.9	(1.0)	80.8	(0.9)	73.4	(0.9)	59.7	(1.0)	79.5	(0.9)	67.6	(1.0)	79.1	(1.0)
	Malta	81.4	(1.0)	85.3	(0.8)	68.2	(1.1)	83.4	(1.0)	88.4	(0.7)	91.0	(0.8)	77.7	(0.9)	78.5	(1.1)	71.5	(1.2)	81.1	(1.1)	87.9	(0.8)	86.4	(0.9)
	Moldova	90.7	(0.7)	91.0	(0.7)	67.0	(1.1)	88.2	(0.7)	84.7	(0.6)	88.3	(0.7)	91.5	(0.6)	90.2	(0.6)	68.4	(1.1)	90.3	(0.6)	84.0	(0.9)	88.7	(0.6)
	Montenegro	80.3	(0.7)	82.7	(0.7)	52.7	(1.0)	79.0	(0.8)	79.3	(0.8)	83.8	(0.6)	85.2	(0.6)	84.0	(0.7)	54.9	(1.0)	86.1	(0.7)	80.1	(0.8)	88.8	(0.6)
	Peru	77.2	(1.0)	75.8	(0.9)	69.1	(0.9)	73.8	(1.0)	76.6	(0.9)	80.3	(0.9)	81.7	(0.8)	76.0	(0.8)	73.7	(0.8)	78.3	(0.8)	77.9	(0.8)	84.7	(0.8)
	Qatar	71.6	(0.6)	77.8	(0.5)	69.3	(0.7)	72.0	(0.6)	78.5	(0.6)	76.8	(0.5)	79.4	(0.5)	77.7	(0.5)	72.0	(0.6)	79.9	(0.5)	87.1	(0.5)	83.9	(0.6)
	Romania	87.3	(1.1)	93.1	(0.7)	51.3	(1.3)	83.2	(0.9)	87.1	(0.9)	85.6	(1.2)	88.3	(1.2)	91.7	(0.6)	53.7	(1.3)	85.6	(1.0)	86.6	(1.0)	86.2	(1.1)
	Russia	80.3	(0.8)	75.5	(1.1)	75.3	(0.8)	72.7	(0.8)	65.2	(1.1)	79.4	(0.9)	80.5	(1.2)	70.8	(1.3)	74.0	(1.0)	73.0	(1.2)	63.4	(1.2)	78.8	(1.1)
	Singapore	76.4	(0.8)	82.2	(0.9)	74.9	(0.8)	76.5	(0.7)	80.4	(0.7)	82.0	(0.7)	76.5	(0.9)	78.1	(0.7)	77.0	(0.8)	76.6	(0.9)	82.0	(0.7)	82.3	(0.8)
	Chinese Taipei	87.2	(0.5)	85.0	(0.6)	88.3	(0.5)	81.3	(0.8)	71.7	(0.8)	87.3	(0.6)	90.2	(0.5)	85.2	(0.6)	91.5	(0.4)	84.8	(0.6)	72.6	(0.7)	88.1	(0.6)
	Thailand	75.5	(1.0)	79.2	(0.8)	72.7	(0.9)	62.5	(1.1)	58.3	(1.4)	76.9	(1.0)	83.0	(0.8)	85.0	(0.7)	82.7	(0.8)	71.4	(1.2)	64.0	(1.0)	85.2	(0.8)
	Trinidad and Tobago	80.9	(0.8)	87.9	(0.8)	80.5	(0.9)	80.4	(1.0)	85.9	(0.7)	86.3	(0.8)	82.9	(0.8)	84.1	(0.9)	79.0	(0.8)	83.7	(0.8)	84.8	(0.8)	85.3	(0.7)
	Tunisia	76.2	(1.2)	85.5	(0.8)	56.0	(1.1)	61.0	(1.1)	79.9	(0.8)	84.4	(0.8)	83.5	(0.7)	81.7	(0.8)	58.9	(1.0)	64.7	(1.0)	80.7	(0.8)	85.6	(0.8)
	United Arab Emirates	76.5	(0.9)	81.0	(0.7)	73.9	(0.8)	71.6	(0.9)	78.2	(0.7)	80.4	(0.6)	80.9	(0.6)	78.6	(0.8)	73.8	(0.9)	78.7	(0.7)	80.0	(0.6)	84.8	(0.5)
	Uruguay	73.7	(0.9)	74.4	(0.8)	76.5	(0.8)	76.8	(0.9)	81.6	(0.8)	77.6	(1.0)	78.4	(0.8)	71.9	(0.9)	79.1	(0.7)	81.4	(0.8)	89.1	(0.6)	81.0	(0.8)
	Viet Nam	95.2	(0.6)	93.2	(0.5)	81.1	(1.0)	80.8	(0.7)	46.7	(1.3)	92.9	(0.7)	95.5	(0.5)	90.1	(0.8)	80.4	(0.9)	84.5	(0.8)	38.7	(1.1)	92.2	(0.7)
	Argentina**	75.4	(1.2)	91.2	(0.7)	88.1	(0.9)	88.3	(0.8)	90.3	(0.7)	91.3	(0.7)	75.4	(1.2)	86.9	(0.8)	90.8	(0.8)	89.0	(0.7)	84.6	(0.8)	91.3	(0.5)
	Kazakhstan**	92.8	(0.6)	91.8	(0.8)	82.8	(0.8)	91.1	(0.6)	86.2	(0.8)	92.2	(0.5)	95.6	(0.4)	92.3	(0.6)	87.3	(0.7)	94.3	(0.6)	88.0	(0.8)	93.8	(0.5)
	Malaysia**	82.1	(1.0)	87.3	(0.8)	75.5	(0.9)	80.3	(1.1)	76.2	(1.0)	81.5	(1.0)	85.3	(0.8)	87.7	(0.6)	78.6	(0.9)	84.9	(0.8)	77.2	(0.8)	84.6	(0.8)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933471264

[Part 2/4]

Table III.7.2 Students' sense of belonging, by gender and socio-economic status

Percentage of students who reported "agree" or "strongly agree" (a) or who reported "disagree" or "strongly disagree" (d)

		Gender difference in the percentage of students who agreed/disagreed with the following statements (B – G)											
		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	**7.7**	(0.7)	**4.6**	(0.9)	**4.3**	(1.0)	**6.0**	(0.7)	-0.1	(0.7)	**6.3**	(0.7)
	Austria	-1.3	(0.8)	-0.8	(1.1)	**-3.3**	(1.0)	**-2.6**	(0.9)	**-2.3**	(0.9)	-1.7	(1.0)
	Belgium	0.9	(0.8)	**3.7**	(0.9)	-2.5	(1.3)	0.2	(0.9)	**1.6**	(0.7)	**2.6**	(0.7)
	Canada	**4.3**	(0.9)	**3.4**	(0.7)	**2.8**	(1.0)	**4.1**	(1.0)	-0.4	(0.6)	**5.4**	(0.8)
	Chile	-1.8	(1.2)	**5.0**	(1.3)	-0.9	(1.1)	**-3.1**	(1.2)	**5.0**	(1.2)	0.0	(1.1)
	Czech Republic	**-5.2**	(1.0)	2.3	(1.2)	-2.5	(1.5)	0.1	(0.9)	0.0	(1.3)	1.5	(1.0)
	Denmark	0.4	(1.0)	**5.9**	(1.2)	1.9	(1.4)	1.9	(1.1)	0.0	(0.9)	**2.5**	(0.9)
	Estonia	0.1	(0.9)	**6.0**	(1.2)	-1.0	(1.1)	1.3	(1.1)	1.1	(1.3)	**5.1**	(1.0)
	Finland	**4.4**	(0.9)	**9.2**	(1.1)	**3.9**	(1.1)	**3.0**	(1.0)	**8.2**	(0.9)	**6.1**	(0.9)
	France	**-4.5**	(1.1)	**3.5**	(0.9)	**-6.3**	(1.6)	0.3	(1.0)	0.8	(0.9)	**2.0**	(0.7)
	Germany	0.6	(0.9)	**3.5**	(1.2)	1.7	(1.2)	0.4	(1.0)	-1.6	(1.0)	0.8	(0.9)
	Greece	**-2.5**	(1.0)	**3.5**	(1.2)	0.2	(0.9)	-1.0	(0.9)	-0.9	(0.9)	0.7	(0.9)
	Hungary	0.0	(1.2)	1.4	(1.1)	2.1	(1.3)	0.0	(1.2)	0.8	(1.1)	0.0	(1.1)
	Iceland	**-4.6**	(1.3)	0.7	(1.4)	-1.0	(1.3)	-0.9	(1.3)	-1.1	(1.3)	-1.0	(1.2)
	Ireland	**4.1**	(1.0)	**6.3**	(1.0)	0.4	(1.2)	**5.5**	(1.0)	1.5	(0.9)	**5.9**	(0.9)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	0.2	(0.9)	**4.1**	(1.0)	**-7.3**	(1.4)	**-3.1**	(0.9)	**3.9**	(1.0)	0.3	(0.9)
	Japan	**-2.3**	(0.9)	1.1	(1.1)	**-2.9**	(1.0)	-1.3	(1.3)	**-3.4**	(1.4)	1.5	(0.8)
	Korea	**2.4**	(0.7)	**4.1**	(1.1)	**-6.5**	(1.4)	-0.2	(0.8)	-1.0	(1.0)	**3.1**	(0.7)
	Latvia	-1.4	(1.1)	**2.9**	(1.5)	1.8	(1.4)	-1.0	(1.4)	0.3	(1.4)	-1.0	(1.2)
	Luxembourg	-1.4	(1.1)	**2.5**	(1.1)	-1.6	(1.2)	-1.3	(1.2)	-1.0	(1.1)	-0.6	(1.0)
	Mexico	**-5.6**	(1.2)	-1.5	(1.2)	**-5.1**	(1.0)	**-5.7**	(1.1)	-0.1	(1.1)	**-5.7**	(1.0)
	Netherlands	-1.1	(0.8)	1.1	(1.1)	**-6.7**	(1.2)	**-2.5**	(0.9)	-0.6	(0.8)	0.2	(0.8)
	New Zealand	**4.5**	(1.4)	**5.0**	(1.4)	**4.0**	(1.5)	**5.0**	(1.2)	1.4	(1.0)	**6.5**	(1.1)
	Norway	1.0	(0.8)	**6.5**	(1.1)	1.1	(1.1)	1.5	(1.0)	1.2	(1.0)	**3.8**	(1.1)
	Poland	-0.6	(1.3)	0.2	(1.3)	**-5.1**	(1.3)	-2.0	(1.1)	1.7	(1.2)	0.3	(1.2)
	Portugal	0.6	(1.0)	**7.9**	(1.3)	-1.7	(1.2)	-1.1	(1.3)	-0.4	(0.9)	1.2	(0.9)
	Slovak Republic	**-6.4**	(1.2)	-0.7	(1.2)	**-3.5**	(1.4)	**-4.9**	(1.2)	-0.2	(1.1)	-2.3	(1.2)
	Slovenia	-2.2	(1.3)	2.3	(1.4)	**-5.9**	(1.4)	**-3.8**	(1.4)	**-5.1**	(1.1)	**-2.7**	(1.2)
	Spain	**-2.7**	(0.7)	1.4	(1.0)	**-3.1**	(0.8)	**-3.5**	(0.8)	-0.3	(0.9)	**-2.2**	(0.7)
	Sweden	-1.6	(1.2)	**2.6**	(1.3)	2.4	(1.4)	-0.8	(1.3)	-1.9	(1.2)	0.4	(1.1)
	Switzerland	1.6	(0.9)	1.6	(1.2)	-1.8	(1.4)	0.8	(0.9)	-0.6	(1.0)	**1.7**	(0.8)
	Turkey	**-9.6**	(1.3)	**-6.4**	(1.7)	**-10.3**	(1.4)	**-10.6**	(1.5)	**-9.5**	(1.5)	**-7.4**	(1.6)
	United Kingdom	**6.7**	(1.1)	**6.5**	(1.3)	1.2	(1.3)	**6.2**	(0.9)	**1.9**	(0.9)	**6.9**	(0.9)
	United States	**5.3**	(1.2)	**5.3**	(1.3)	1.3	(1.1)	**5.7**	(1.2)	-0.3	(1.0)	**5.0**	(1.1)
	OECD average	-0.3	(0.2)	**3.1**	(0.2)	**-1.5**	(0.2)	-0.2	(0.2)	0.0	(0.2)	**1.3**	(0.2)
Partners	Albania	-0.2	(0.7)	-0.3	(1.0)	0.2	(0.8)	-0.1	(0.9)	0.8	(1.3)	-0.4	(0.7)
	Algeria	**-5.0**	(1.6)	1.5	(1.3)	-0.8	(1.1)	-2.4	(1.5)	-0.6	(1.3)	-1.8	(1.5)
	Brazil	**-4.4**	(0.8)	**3.9**	(0.8)	0.6	(0.8)	**-3.3**	(0.8)	**-2.0**	(0.8)	**-5.0**	(0.9)
	B-S-J-G (China)	**-2.9**	(1.0)	1.9	(1.2)	-0.7	(1.5)	**-7.5**	(1.0)	-1.2	(1.3)	0.0	(1.2)
	Bulgaria	**-7.9**	(1.4)	**-3.6**	(1.2)	**-6.3**	(1.2)	**-7.6**	(1.1)	**-4.5**	(1.1)	**-6.6**	(1.2)
	CABA (Argentina)	**3.5**	(1.2)	**3.9**	(1.6)	-1.1	(1.8)	0.3	(1.8)	**4.2**	(1.4)	**2.4**	(1.1)
	Colombia	**-5.6**	(1.3)	-1.7	(1.2)	**-6.8**	(1.3)	**-6.4**	(1.1)	-0.5	(1.3)	**-5.5**	(0.9)
	Costa Rica	**-4.3**	(1.0)	-1.0	(1.4)	**-6.1**	(1.1)	**-5.1**	(1.1)	-1.0	(1.4)	**-4.8**	(1.1)
	Croatia	**-4.3**	(0.9)	0.9	(1.1)	1.3	(1.2)	**-4.1**	(0.9)	-1.8	(1.2)	**-3.3**	(1.0)
	Cyprus*	**-5.5**	(1.1)	1.3	(1.1)	**-4.1**	(1.1)	**-7.5**	(0.9)	**-3.4**	(1.1)	**-4.4**	(1.0)
	Dominican Republic	**-6.9**	(1.5)	**-4.0**	(1.7)	**-4.7**	(1.6)	**-6.4**	(1.5)	**-4.4**	(1.6)	**-6.1**	(1.4)
	FYROM	**-5.7**	(0.9)	-0.1	(0.7)	**-3.1**	(0.8)	**-5.7**	(1.0)	-0.8	(1.1)	**-2.3**	(0.8)
	Georgia	**-1.8**	(0.6)	-1.1	(0.7)	**-5.3**	(1.2)	**-1.8**	(0.6)	**3.4**	(1.4)	-0.8	(0.6)
	Hong Kong (China)	**-6.1**	(1.3)	-1.1	(1.2)	**-5.5**	(1.4)	**-6.0**	(1.6)	**-5.3**	(1.3)	-2.2	(1.2)
	Indonesia	0.6	(0.5)	0.9	(0.5)	-1.0	(0.8)	**-2.3**	(1.0)	0.4	(1.2)	1.2	(0.7)
	Jordan	**-8.2**	(1.5)	**-2.3**	(0.9)	**-2.8**	(1.3)	**-9.8**	(1.2)	**-6.8**	(1.0)	**-8.1**	(1.0)
	Kosovo	**-3.4**	(1.3)	**3.0**	(0.9)	0.1	(1.0)	**-4.9**	(1.2)	1.7	(1.3)	-0.2	(0.9)
	Lebanon	**-5.3**	(1.6)	0.7	(1.2)	-1.1	(1.5)	**-3.5**	(1.6)	2.4	(1.5)	**-2.7**	(1.1)
	Lithuania	**-3.8**	(1.4)	-1.7	(1.5)	**-5.6**	(1.3)	**-3.9**	(1.2)	**-4.6**	(1.4)	-2.2	(1.2)
	Macao (China)	**-3.0**	(1.1)	**5.4**	(1.2)	0.5	(1.3)	**-3.7**	(1.3)	**-3.5**	(1.5)	1.8	(1.5)
	Malta	**3.7**	(1.3)	**6.8**	(1.3)	**-3.3**	(1.7)	2.3	(1.5)	0.5	(1.1)	**4.6**	(1.2)
	Moldova	-0.9	(0.8)	0.8	(0.8)	-1.4	(1.2)	**-2.1**	(0.9)	0.7	(1.0)	-0.4	(0.9)
	Montenegro	**-4.9**	(0.9)	-1.4	(1.0)	-2.3	(1.2)	**-7.1**	(1.1)	-0.9	(1.1)	**-5.0**	(0.9)
	Peru	**-4.4**	(1.1)	-0.2	(1.0)	**-4.6**	(1.3)	**-4.5**	(1.2)	-1.3	(1.0)	**-4.4**	(1.2)
	Qatar	**-7.8**	(0.8)	0.1	(0.7)	**-2.7**	(1.0)	**-7.9**	(0.9)	**-8.6**	(0.7)	**-7.2**	(0.7)
	Romania	-1.0	(1.0)	1.4	(0.7)	-2.3	(1.5)	**-2.4**	(1.0)	0.5	(1.0)	-0.7	(1.0)
	Russia	-0.2	(1.5)	**4.7**	(1.9)	1.3	(1.4)	-0.3	(1.8)	1.7	(1.7)	0.6	(1.5)
	Singapore	-0.1	(1.2)	**4.1**	(1.1)	**-2.1**	(1.0)	0.0	(1.0)	-1.7	(1.0)	-0.3	(1.0)
	Chinese Taipei	**-3.1**	(0.9)	-0.2	(0.9)	**-3.2**	(0.8)	**-3.5**	(1.0)	-0.9	(1.1)	-0.8	(1.0)
	Thailand	**-7.5**	(1.1)	**-5.7**	(1.2)	**-10.0**	(1.2)	**-8.9**	(1.5)	**-5.7**	(1.6)	**-8.2**	(1.1)
	Trinidad and Tobago	-2.0	(1.1)	**3.8**	(1.1)	1.4	(1.3)	**-3.3**	(1.3)	1.0	(1.1)	1.0	(1.0)
	Tunisia	**-7.2**	(1.2)	**3.7**	(1.1)	-2.9	(1.6)	**-3.7**	(1.4)	-0.7	(1.3)	-1.2	(1.0)
	United Arab Emirates	**-4.4**	(1.2)	**2.4**	(1.1)	0.1	(1.2)	**-7.1**	(1.2)	-1.8	(0.9)	**-4.4**	(0.8)
	Uruguay	**-4.7**	(1.3)	**2.5**	(1.2)	**-2.7**	(1.0)	**-4.6**	(1.2)	**-7.5**	(1.1)	**-3.4**	(1.3)
	Viet Nam	-0.3	(0.7)	**3.1**	(0.9)	0.7	(1.2)	**-3.7**	(1.0)	**8.0**	(1.6)	0.7	(0.8)
	Argentina**	0.1	(1.3)	**4.3**	(1.1)	**-2.7**	(1.3)	-0.7	(1.1)	**5.8**	(1.0)	0.0	(0.9)
	Kazakhstan**	**-2.8**	(0.6)	-0.5	(1.0)	**-4.5**	(1.1)	**-3.2**	(0.9)	-1.8	(1.1)	**-1.6**	(0.7)
	Malaysia**	**-3.2**	(1.0)	-0.4	(0.8)	**-3.1**	(1.0)	**-4.6**	(1.2)	-1.0	(1.2)	**-3.1**	(1.2)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933471264

[Part 3/4]

Table III.7.2 Students' sense of belonging, by gender and socio-economic status

Percentage of students who reported "agree" or "strongly agree" (a) or who reported "disagree" or "strongly disagree" (d)

		Percentage of socio-economically disadvantaged[1] students who agreed/disagreed with the following statements												Percentage of socio-economically advantaged[2] students who agreed/disagreed with the following statements											
		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	71.8	(0.9)	74.3	(0.9)	65.1	(1.0)	73.2	(1.0)	83.2	(0.7)	80.7	(0.8)	80.5	(0.7)	82.1	(0.7)	78.2	(0.9)	81.6	(0.8)	90.1	(0.6)	85.0	(0.7)
	Austria	84.5	(1.0)	74.8	(1.1)	71.9	(1.3)	81.1	(1.1)	81.0	(1.0)	83.1	(1.0)	86.9	(0.9)	79.8	(1.0)	79.4	(1.1)	84.3	(0.9)	86.4	(1.0)	85.4	(1.2)
	Belgium	84.3	(1.2)	78.7	(1.2)	56.2	(1.2)	81.1	(1.0)	85.4	(1.0)	87.9	(0.9)	89.1	(0.8)	84.1	(0.8)	69.3	(1.0)	86.5	(0.8)	91.0	(0.7)	92.5	(0.6)
	Canada	73.2	(0.9)	74.2	(1.0)	64.7	(1.0)	72.3	(0.8)	83.0	(0.8)	78.7	(0.8)	81.9	(0.8)	81.4	(0.9)	79.7	(0.9)	81.2	(0.8)	89.9	(0.6)	84.9	(0.7)
	Chile	76.3	(1.6)	73.8	(1.6)	74.6	(1.5)	77.6	(1.4)	70.0	(1.4)	80.1	(1.3)	83.4	(1.0)	72.9	(1.4)	78.4	(1.1)	82.1	(0.8)	80.8	(1.0)	84.8	(0.9)
	Czech Republic	76.4	(1.3)	74.1	(1.4)	64.9	(1.5)	77.4	(1.1)	77.5	(1.3)	79.7	(1.2)	83.5	(1.0)	76.3	(1.3)	75.1	(1.3)	86.1	(1.0)	85.3	(1.0)	84.6	(1.0)
	Denmark	85.0	(1.0)	74.1	(1.4)	63.8	(1.4)	82.0	(1.1)	83.9	(1.3)	84.6	(0.9)	88.4	(1.1)	81.7	(1.2)	77.5	(1.2)	87.3	(1.1)	86.3	(1.0)	88.2	(1.0)
	Estonia	85.3	(1.0)	74.2	(1.7)	73.1	(1.6)	81.5	(1.3)	71.5	(1.4)	85.2	(1.0)	90.0	(0.8)	79.2	(1.1)	82.4	(1.3)	86.1	(0.9)	83.6	(1.1)	87.4	(1.0)
	Finland	86.2	(1.1)	79.0	(1.3)	77.9	(1.1)	79.8	(1.1)	80.1	(1.3)	87.6	(0.9)	90.3	(0.7)	82.9	(0.9)	85.1	(1.0)	86.0	(1.0)	85.8	(0.9)	90.3	(0.8)
	France	70.9	(1.3)	84.0	(1.1)	36.0	(1.5)	80.1	(1.0)	86.0	(1.1)	89.3	(0.8)	84.0	(1.1)	89.1	(0.8)	48.9	(1.6)	87.7	(1.1)	93.0	(0.7)	93.0	(0.8)
	Germany	84.7	(1.0)	72.1	(1.1)	71.6	(1.5)	79.7	(1.4)	82.6	(1.0)	85.7	(0.9)	87.6	(0.9)	76.3	(1.1)	77.3	(1.3)	85.9	(1.0)	88.2	(0.8)	89.7	(0.9)
	Greece	83.2	(1.0)	78.5	(1.3)	81.2	(1.2)	82.1	(1.1)	85.4	(1.2)	87.7	(1.1)	86.7	(0.9)	82.5	(1.1)	84.1	(1.2)	87.4	(0.8)	89.8	(0.9)	88.4	(0.9)
	Hungary	79.5	(1.1)	80.5	(1.4)	70.8	(1.5)	79.4	(1.4)	80.1	(1.4)	83.8	(1.1)	85.5	(1.1)	81.5	(1.1)	79.3	(1.1)	86.3	(1.0)	85.3	(0.9)	86.2	(0.9)
	Iceland	81.7	(1.3)	72.4	(1.6)	74.9	(1.6)	79.1	(1.5)	80.9	(1.5)	82.4	(1.5)	83.1	(1.4)	80.3	(1.6)	82.2	(1.5)	79.9	(1.4)	86.4	(1.4)	85.1	(1.3)
	Ireland	82.4	(0.9)	80.2	(1.2)	69.4	(1.4)	81.4	(0.9)	89.7	(0.7)	87.6	(0.9)	83.6	(1.0)	82.3	(0.9)	77.6	(1.3)	84.3	(1.2)	92.5	(0.8)	87.3	(0.9)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	88.5	(0.7)	82.2	(1.1)	64.3	(1.3)	83.8	(1.0)	70.7	(1.5)	88.9	(1.0)	89.2	(0.9)	82.9	(0.9)	68.5	(1.3)	87.5	(0.8)	79.7	(1.0)	89.2	(0.9)
	Japan	86.1	(0.8)	66.8	(1.3)	78.4	(1.1)	78.7	(1.1)	69.3	(1.3)	86.9	(1.0)	89.3	(0.9)	71.9	(1.2)	84.5	(1.0)	81.0	(1.0)	77.9	(1.1)	89.3	(0.8)
	Korea	88.4	(1.0)	74.4	(1.3)	72.8	(1.5)	86.4	(0.9)	76.2	(1.3)	90.0	(0.9)	91.8	(0.7)	82.8	(1.1)	85.6	(1.1)	92.4	(0.8)	85.9	(1.0)	92.2	(0.9)
	Latvia	83.7	(1.1)	74.9	(1.4)	77.0	(1.4)	74.1	(1.3)	64.4	(1.6)	81.3	(1.4)	84.8	(1.1)	76.4	(1.2)	80.2	(1.2)	77.1	(1.5)	71.2	(1.2)	83.8	(1.1)
	Luxembourg	80.1	(1.1)	74.4	(1.2)	57.2	(1.2)	74.4	(1.2)	75.5	(1.2)	83.1	(1.0)	87.7	(1.0)	78.3	(1.2)	74.7	(1.2)	85.5	(1.1)	88.3	(0.8)	89.4	(0.8)
	Mexico	72.5	(1.3)	71.4	(1.4)	74.9	(1.4)	73.7	(1.3)	67.7	(1.2)	78.5	(1.1)	77.6	(1.3)	74.3	(1.1)	76.5	(1.5)	77.0	(1.3)	76.3	(1.3)	79.5	(1.0)
	Netherlands	90.9	(0.7)	84.9	(1.0)	78.2	(1.2)	87.4	(0.9)	90.1	(0.8)	92.0	(0.6)	91.5	(0.7)	86.5	(0.9)	83.5	(1.0)	90.6	(0.7)	93.2	(0.6)	93.0	(0.7)
	New Zealand	74.8	(1.4)	75.3	(1.3)	65.9	(1.7)	76.5	(1.4)	85.2	(1.2)	81.4	(1.5)	80.7	(1.0)	83.4	(1.0)	78.9	(1.3)	80.8	(1.2)	90.8	(0.9)	85.4	(1.1)
	Norway	85.5	(1.2)	75.7	(1.4)	70.6	(1.7)	79.2	(1.4)	79.4	(1.4)	83.0	(1.2)	88.8	(0.9)	82.9	(1.0)	79.3	(1.2)	85.0	(1.2)	83.9	(1.1)	86.7	(1.1)
	Poland	78.9	(1.4)	75.3	(1.4)	58.3	(1.5)	76.7	(1.2)	74.8	(1.3)	80.0	(1.2)	78.9	(1.3)	70.9	(1.4)	65.5	(1.5)	77.0	(1.2)	71.2	(1.4)	79.7	(1.2)
	Portugal	86.1	(1.1)	74.9	(1.2)	81.1	(1.1)	72.2	(1.3)	86.5	(0.8)	88.4	(0.9)	89.8	(1.0)	80.4	(1.3)	82.8	(1.1)	78.9	(1.2)	89.7	(1.0)	89.8	(1.0)
	Slovak Republic	72.7	(1.3)	76.4	(1.1)	65.7	(1.3)	73.2	(1.4)	73.3	(1.3)	77.6	(1.2)	81.4	(1.1)	76.5	(1.0)	73.3	(1.3)	79.8	(1.0)	79.0	(1.1)	82.2	(1.0)
	Slovenia	81.2	(1.1)	78.4	(1.3)	73.4	(1.4)	82.6	(1.1)	77.4	(1.2)	86.1	(1.0)	83.5	(1.2)	74.7	(1.9)	74.2	(1.6)	83.3	(1.2)	79.9	(1.3)	85.7	(1.1)
	Spain	89.7	(0.8)	83.5	(1.1)	86.3	(1.1)	85.5	(1.0)	84.8	(1.1)	90.9	(0.7)	90.9	(0.7)	83.9	(1.1)	88.4	(0.8)	87.6	(0.8)	87.7	(0.9)	91.1	(0.7)
	Sweden	78.2	(1.3)	71.2	(1.4)	65.5	(1.5)	76.5	(1.1)	74.5	(1.3)	78.7	(1.1)	80.4	(0.9)	76.3	(1.1)	73.8	(1.4)	80.8	(0.9)	80.7	(1.2)	81.6	(1.0)
	Switzerland	84.3	(1.1)	78.7	(1.3)	68.3	(1.6)	82.6	(1.2)	85.4	(1.1)	88.0	(0.9)	90.0	(0.8)	81.1	(1.2)	72.4	(1.7)	87.4	(1.0)	89.4	(1.0)	90.7	(0.9)
	Turkey	61.8	(1.5)	59.4	(1.5)	61.3	(1.5)	59.3	(1.7)	61.4	(1.4)	62.2	(1.6)	68.2	(1.3)	65.7	(1.4)	62.9	(1.2)	65.5	(1.5)	67.8	(1.6)	67.7	(1.5)
	United Kingdom	74.5	(1.3)	74.0	(1.2)	63.6	(1.3)	76.1	(1.1)	83.7	(1.1)	84.7	(0.9)	82.6	(1.0)	80.3	(1.2)	72.9	(1.0)	82.6	(1.0)	90.8	(0.8)	87.2	(0.8)
	United States	72.6	(1.3)	73.2	(1.3)	71.1	(1.3)	74.4	(1.4)	84.9	(1.0)	80.9	(1.1)	80.3	(1.3)	83.6	(1.1)	79.4	(1.3)	82.9	(1.2)	90.8	(0.7)	83.8	(1.1)
	OECD average	80.5	(0.2)	75.6	(0.2)	69.1	(0.2)	78.3	(0.2)	79.0	(0.2)	83.7	(0.2)	85.1	(0.2)	79.6	(0.2)	76.8	(0.2)	83.4	(0.2)	85.0	(0.2)	86.5	(0.2)
Partners	Albania	94.9	(0.8)	88.7	(1.1)	93.7	(0.8)	89.1	(1.1)	79.4	(1.6)	94.3	(1.0)	93.8	(0.8)	91.4	(0.9)	91.3	(1.2)	89.4	(1.1)	87.9	(1.2)	95.2	(0.7)
	Algeria	73.5	(1.7)	85.2	(1.1)	86.1	(1.1)	64.5	(1.5)	77.8	(1.2)	69.0	(1.7)	75.6	(1.4)	86.0	(1.3)	85.7	(1.2)	71.0	(1.5)	84.6	(0.9)	74.9	(1.5)
	Brazil	77.3	(0.8)	73.0	(0.7)	73.0	(0.9)	80.0	(0.7)	79.0	(0.8)	78.8	(0.9)	81.0	(0.8)	74.4	(1.0)	79.9	(0.8)	83.4	(0.7)	83.3	(0.7)	81.2	(0.8)
	B-S-J-G (China)	73.4	(1.3)	72.3	(1.3)	63.8	(1.4)	77.1	(1.2)	47.7	(1.4)	74.7	(1.4)	81.3	(1.0)	83.0	(1.3)	65.9	(1.6)	83.4	(1.1)	68.1	(1.3)	81.1	(1.3)
	Bulgaria	64.0	(1.6)	74.7	(1.3)	68.7	(1.4)	67.0	(1.5)	71.1	(1.4)	71.6	(1.3)	75.6	(1.2)	73.4	(1.3)	67.7	(1.2)	75.1	(1.2)	71.9	(1.1)	77.2	(1.1)
	CABA (Argentina)	79.5	(1.7)	86.2	(2.2)	88.2	(1.5)	91.2	(1.8)	85.2	(2.0)	91.7	(1.4)	90.8	(1.7)	90.7	(1.5)	91.8	(1.9)	93.1	(1.5)	94.7	(1.5)	93.8	(1.4)
	Colombia	70.2	(1.1)	70.3	(1.2)	75.3	(1.4)	71.2	(1.2)	65.9	(1.3)	74.4	(1.0)	74.4	(0.9)	72.7	(1.0)	74.7	(1.2)	75.5	(1.1)	74.3	(1.0)	77.3	(1.0)
	Costa Rica	72.1	(1.2)	69.8	(1.5)	73.9	(1.4)	72.7	(1.4)	69.9	(1.5)	77.0	(1.2)	75.2	(1.2)	73.0	(1.6)	75.5	(1.4)	75.8	(1.1)	73.5	(1.4)	77.7	(1.1)
	Croatia	86.6	(1.0)	86.2	(0.9)	81.7	(1.1)	85.4	(0.9)	80.3	(1.1)	88.6	(0.7)	87.8	(0.9)	82.6	(0.9)	82.2	(1.2)	86.3	(1.0)	83.4	(1.2)	88.9	(1.0)
	Cyprus*	83.1	(1.0)	80.1	(1.0)	81.0	(1.0)	83.9	(0.9)	83.7	(1.0)	87.8	(0.8)	80.9	(1.3)	80.4	(1.1)	77.9	(1.2)	84.0	(1.3)	86.8	(1.0)	85.8	(1.0)
	Dominican Republic	58.2	(1.6)	62.5	(1.7)	62.8	(1.7)	60.9	(1.9)	63.4	(1.5)	65.2	(1.9)	66.5	(1.6)	71.0	(1.6)	73.0	(1.5)	70.2	(1.7)	70.8	(1.4)	74.3	(1.6)
	FYROM	85.9	(1.0)	92.5	(0.8)	92.7	(0.8)	85.2	(1.0)	85.1	(1.1)	90.9	(0.9)	89.7	(0.8)	94.8	(0.6)	92.6	(0.8)	90.5	(0.9)	88.8	(1.2)	93.5	(0.7)
	Georgia	94.6	(0.7)	94.5	(0.6)	71.2	(1.6)	94.4	(0.7)	67.4	(1.7)	93.5	(0.8)	96.3	(0.6)	94.5	(0.7)	60.7	(1.6)	94.9	(0.6)	82.2	(1.3)	96.5	(0.6)
	Hong Kong (China)	70.2	(1.7)	77.2	(1.4)	66.6	(1.7)	76.7	(1.4)	73.2	(1.6)	76.8	(1.4)	80.5	(1.1)	82.8	(1.2)	74.0	(1.5)	83.5	(1.2)	81.0	(1.3)	84.9	(1.0)
	Indonesia	95.7	(0.7)	96.2	(0.5)	91.3	(0.7)	80.9	(1.5)	82.3	(1.3)	94.3	(0.7)	96.5	(0.5)	95.5	(0.6)	93.0	(0.7)	86.6	(1.1)	85.8	(0.9)	93.5	(0.7)
	Jordan	68.9	(1.6)	87.1	(1.1)	84.7	(1.3)	70.5	(1.4)	86.8	(1.1)	82.2	(1.1)	83.3	(1.1)	92.2	(0.9)	84.2	(1.1)	80.5	(1.1)	93.4	(0.8)	90.3	(0.6)
	Kosovo	83.6	(1.2)	91.5	(0.9)	92.4	(0.9)	83.9	(1.3)	83.0	(1.3)	92.4	(0.9)	91.1	(1.0)	91.4	(1.1)	92.1	(0.9)	89.8	(1.0)	88.4	(1.1)	94.0	(0.8)
	Lebanon	75.3	(2.2)	88.7	(1.1)	73.5	(2.2)	72.8	(2.3)	74.7	(2.3)	82.8	(2.0)	78.8	(2.5)	90.5	(1.0)	76.6	(1.9)	80.4	(1.7)	84.0	(1.9)	87.7	(1.8)
	Lithuania	65.7	(1.3)	61.6	(1.3)	47.7	(1.3)	64.7	(1.4)	58.3	(1.3)	68.4	(1.4)	73.1	(1.4)	68.5	(1.5)	61.3	(1.7)	70.0	(1.3)	67.0	(1.7)	72.7	(1.6)
	Macao (China)	81.2	(1.3)	74.7	(1.3)	52.4	(1.9)	79.6	(1.2)	59.2	(1.5)	79.1	(1.3)	75.5	(1.4)	76.8	(1.4)	67.3	(1.4)	74.5	(1.3)	72.7	(1.4)	80.3	(1.1)
	Malta	77.6	(1.5)	80.1	(1.3)	66.5	(1.7)	81.2	(1.3)	86.6	(1.2)	87.6	(1.1)	82.1	(1.3)	82.3	(1.3)	72.9	(1.5)	84.3	(1.2)	90.4	(0.8)	88.2	(1.0)
	Moldova	88.7	(1.1)	89.8	(1.0)	70.4	(1.7)	87.3	(1.0)	81.8	(1.3)	85.9	(1.2)	93.3	(0.8)	90.4	(1.1)	61.9	(1.7)	90.2	(0.9)	86.3	(1.3)	89.3	(1.0)
	Montenegro	84.1	(1.1)	83.6	(1.0)	56.2	(1.4)	84.3	(1.0)	77.8	(1.0)	87.7	(0.9)	80.9	(1.2)	82.0	(1.0)	50.7	(1.3)	80.9	(1.1)	81.0	(1.1)	84.4	(1.0)
	Peru	73.0	(1.6)	74.1	(1.2)	77.1	(1.3)	64.9	(1.6)	71.5	(1.3)	78.7	(1.3)	84.6	(1.0)	78.7	(1.2)	64.6	(1.2)	83.5	(1.1)	83.3	(1.1)	86.3	(0.9)
	Qatar	71.6	(0.9)	74.6	(0.8)	68.3	(1.0)	72.4	(1.0)	77.9	(0.8)	75.9	(0.8)	76.8	(0.7)	80.5	(0.8)	71.6	(0.8)	76.7	(0.8)	86.4	(0.7)	82.6	(0.7)
	Romania	86.9	(1.1)	92.9	(0.9)	55.9	(1.8)	83.5	(1.1)	85.8	(1.1)	85.2	(1.2)	89.3	(1.7)	91.4	(1.0)	49.0	(2.0)	87.2	(1.2)	88.0	(1.6)	87.3	(1.8)
	Russia	78.3	(1.8)	72.9	(1.7)	73.0	(1.1)	69.9	(1.6)	59.2	(1.6)	78.6	(1.5)	80.8	(1.2)	73.4	(1.5)	74.5	(1.1)	75.4	(1.2)	66.9	(1.3)	77.3	(1.2)
	Singapore	70.7	(1.1)	77.2	(1.0)	70.3	(1.2)	71.4	(1.2)	72.4	(1.1)	79.5	(1.1)	79.6	(1.4)	83.9	(1.1)	80.7	(1.3)	80.3	(1.5)	88.1	(1.0)	84.6	(1.1)
	Chinese Taipei	86.7	(0.9)	84.2	(1.0)	88.2	(0.8)	81.1	(0.9)	67.7	(1.2)	85.6	(0.9)	90.0	(0.8)	85.2	(0.9)	90.3	(0.7)	84.5	(1.1)	75.5	(1.0)	89.5	(0.8)
	Thailand	80.0	(1.2)	81.1	(1.1)	77.5	(1.3)	68.0	(1.5)	56.5	(1.4)	80.5	(1.4)	81.5	(1.2)	84.6	(1.1)	79.9	(1.3)	70.6	(1.6)	66.9	(1.8)	83.1	(0.9)
	Trinidad and Tobago	77.5	(1.4)	83.2	(1.3)	79.5	(1.3)	78.0	(1.4)	80.0	(1.4)	81.0	(1.4)	85.9	(1.2)	88.3	(1.0)	80.9	(1.3)	84.1	(1.2)	89.9	(0.8)	87.9	(1.1)
	Tunisia	79.7	(1.3)	82.5	(1.3)	56.6	(1.4)	59.4	(1.6)	77.1	(1.2)	82.8	(1.2)	78.9	(1.3)	83.7	(1.1)	57.2	(1.3)	68.3	(1.5)	81.0	(1.0)	86.6	(1.1)
	United Arab Emirates	77.3	(0.9)	77.9	(0.9)	74.3	(1.0)	72.0	(0.9)	72.4	(1.0)	79.3	(0.7)	79.7	(0.8)	81.8	(0.9)	73.9	(1.3)	77.1	(1.1)	84.1	(0.8)	85.0	(0.7)
	Uruguay	72.3	(1.2)	71.1	(1.4)	74.8	(1.2)	75.9	(1.2)	84.5	(1.2)	78.3	(1.2)	81.3	(1.1)	76.2	(1.4)	80.6	(1.3)	83.4	(1.2)	88.3	(0.9)	82.5	(1.1)
	Viet Nam	94.9	(1.0)	90.5	(1.3)	79.9	(1.6)	81.1	(1.3)	40.7	(1.5)	88.6	(1.7)	95.3	(0.7)	91.8	(0.9)	78.9	(1.5)	83.0	(1.0)	42.5	(1.5)	92.8	(0.7)
	Argentina**	64.7	(2.3)	86.0	(1.4)	87.1	(1.1)	86.6	(1.1)	84.2	(1.3)	88.7	(1.1)	86.6	(1.1)	90.6	(0.9)	90.7	(0.9)	92.1	(0.7)	90.3	(0.8)	93.4	(0.7)
	Kazakhstan**	93.6	(0.7)	90.4	(1.0)	82.2	(1.3)	91.7	(0.8)	84.2	(1.1)	92.7	(0.8)	94.9	(0.7)	93.2	(0.9)	88.1	(0.9)	94.1	(0.8)	90.9	(0.8)	93.6	(0.9)
	Malaysia**	83.6	(1.3)	87.3	(1.0)	78.2	(1.4)	82.5	(1.4)	73.9	(1.2)	82.0	(1.4)	82.8	(1.2)	86.0	(1.0)	73.4	(1.5)	81.6	(1.3)	77.4	(1.1)	83.3	(1.1)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933471264

[Part 4/4]

Table III.7.2 Students' sense of belonging, by gender and socio-economic status

Percentage of students who reported "agree" or "strongly agree" (a) or who reported "disagree" or "strongly disagree" (d)

		Socio-economic disparity in the percentage of students who agreed/disagreed with the following statements (advantaged – disadvantaged)											
		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	**8.7**	(1.2)	**7.8**	(1.1)	**13.2**	(1.3)	**8.3**	(1.4)	**6.9**	(1.0)	**4.4**	(1.0)
	Austria	2.4	(1.4)	**5.0**	(1.4)	**7.5**	(1.7)	**3.2**	(1.3)	**5.4**	(1.4)	2.2	(1.4)
	Belgium	**4.9**	(1.5)	**5.5**	(1.4)	**13.2**	(1.6)	**5.4**	(1.3)	**5.5**	(1.2)	**4.6**	(1.1)
	Canada	**8.7**	(1.3)	**7.1**	(1.3)	**15.0**	(1.4)	**8.9**	(1.1)	**7.0**	(1.0)	**6.2**	(1.0)
	Chile	**7.2**	(1.9)	-0.9	(2.2)	**3.8**	(1.8)	**4.5**	(1.7)	**10.8**	(1.9)	**4.7**	(1.6)
	Czech Republic	**7.1**	(1.7)	2.2	(1.8)	**10.2**	(1.8)	**8.7**	(1.4)	**7.8**	(1.6)	**4.9**	(1.4)
	Denmark	**3.4**	(1.7)	**7.6**	(1.8)	**13.7**	(2.0)	**5.2**	(1.6)	2.4	(1.6)	**3.6**	(1.5)
	Estonia	**4.7**	(1.3)	**5.0**	(2.1)	**9.3**	(2.1)	**4.7**	(1.5)	**12.1**	(1.9)	2.3	(1.3)
	Finland	**4.1**	(1.3)	**3.9**	(1.7)	**7.2**	(1.4)	**6.3**	(1.5)	**5.7**	(1.6)	**2.7**	(1.1)
	France	**13.1**	(1.7)	**5.1**	(1.3)	**12.9**	(2.1)	**7.6**	(1.5)	**7.0**	(1.3)	**3.7**	(1.2)
	Germany	**2.9**	(1.3)	**4.2**	(1.5)	**5.7**	(1.9)	**6.2**	(1.8)	**5.7**	(1.3)	**4.0**	(1.4)
	Greece	**3.5**	(1.5)	**4.0**	(1.6)	2.9	(1.6)	**5.3**	(1.5)	**4.3**	(1.5)	0.7	(1.5)
	Hungary	**6.0**	(1.5)	1.0	(1.7)	**8.5**	(1.8)	**6.9**	(1.6)	**5.2**	(1.5)	2.4	(1.4)
	Iceland	1.3	(1.9)	**7.9**	(2.0)	**7.4**	(2.4)	0.8	(2.1)	**5.5**	(2.0)	2.6	(2.0)
	Ireland	1.2	(1.4)	2.2	(1.4)	**8.2**	(2.0)	**2.8**	(1.3)	**2.8**	(1.0)	-0.3	(1.3)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	0.6	(1.1)	0.6	(1.4)	**4.2**	(1.9)	**3.7**	(1.2)	**9.1**	(1.9)	0.3	(1.2)
	Japan	**3.2**	(1.3)	**5.1**	(1.7)	**6.1**	(1.5)	2.3	(1.4)	**8.6**	(1.8)	2.5	(1.3)
	Korea	**3.4**	(1.1)	**8.4**	(1.7)	**12.8**	(1.8)	**5.9**	(1.3)	**9.7**	(1.9)	2.2	(1.2)
	Latvia	1.1	(1.4)	1.5	(1.8)	3.2	(1.9)	3.0	(1.7)	**6.9**	(2.2)	2.5	(1.6)
	Luxembourg	**7.6**	(1.5)	**3.9**	(1.7)	**17.4**	(1.8)	**11.1**	(1.7)	**12.8**	(1.5)	**6.3**	(1.5)
	Mexico	**5.2**	(1.8)	2.9	(1.9)	1.6	(2.0)	3.3	(1.9)	**8.6**	(1.9)	1.0	(1.6)
	Netherlands	0.5	(1.0)	1.6	(1.3)	**5.3**	(1.6)	**3.2**	(1.0)	**3.1**	(1.0)	1.0	(0.9)
	New Zealand	**5.9**	(1.7)	**8.1**	(1.7)	**13.1**	(2.0)	**4.4**	(1.9)	**5.6**	(1.6)	**4.0**	(1.8)
	Norway	**3.3**	(1.5)	**7.2**	(1.8)	**8.7**	(2.2)	**5.8**	(1.8)	**4.5**	(1.6)	**3.7**	(1.5)
	Poland	-0.1	(1.9)	**-4.4**	(2.0)	**7.3**	(2.1)	0.3	(1.7)	-3.7	(2.0)	-0.3	(1.7)
	Portugal	**3.7**	(1.4)	**5.5**	(1.8)	1.6	(1.5)	**6.7**	(1.8)	**3.2**	(1.2)	1.4	(1.2)
	Slovak Republic	**8.7**	(1.6)	0.1	(1.5)	**7.7**	(1.6)	**6.6**	(1.7)	**5.7**	(1.7)	**4.6**	(1.6)
	Slovenia	2.3	(1.6)	-3.7	(2.3)	0.8	(2.0)	0.7	(1.6)	2.5	(1.7)	-0.4	(1.5)
	Spain	1.2	(1.0)	0.4	(1.6)	2.1	(1.4)	2.1	(1.3)	**2.9**	(1.4)	0.3	(1.0)
	Sweden	2.2	(1.6)	**5.1**	(1.8)	**8.3**	(2.0)	**4.3**	(1.3)	**6.2**	(1.6)	**2.9**	(1.4)
	Switzerland	**5.7**	(1.4)	2.4	(1.5)	**4.1**	(2.1)	**4.8**	(1.4)	**3.9**	(1.5)	**2.8**	(1.2)
	Turkey	**6.4**	(2.0)	**6.3**	(2.2)	1.5	(1.8)	**6.2**	(2.3)	**6.4**	(2.3)	**5.6**	(2.0)
	United Kingdom	**8.1**	(1.6)	**6.4**	(1.7)	**9.3**	(1.7)	**6.6**	(1.6)	**7.1**	(1.3)	**2.5**	(1.2)
	United States	**7.7**	(1.8)	**10.4**	(1.6)	**8.3**	(1.7)	**8.5**	(1.7)	**5.8**	(1.4)	3.0	(1.6)
	OECD average	**4.6**	(0.3)	**4.0**	(0.3)	**7.7**	(0.3)	**5.1**	(0.3)	**6.0**	(0.3)	**2.8**	(0.2)
Partners	Albania	-1.0	(1.0)	2.7	(1.5)	-2.3	(1.4)	0.3	(1.6)	**8.5**	(1.9)	0.9	(1.3)
	Algeria	2.1	(2.3)	0.8	(1.6)	-0.4	(1.5)	**6.5**	(2.1)	**6.7**	(1.5)	**5.9**	(2.1)
	Brazil	**3.6**	(1.1)	1.4	(1.2)	**6.9**	(1.2)	**3.5**	(1.0)	**4.3**	(1.0)	**2.4**	(1.1)
	B-S-J-G (China)	**7.8**	(1.6)	**10.8**	(1.9)	2.1	(2.1)	**6.3**	(1.7)	**20.4**	(2.0)	**6.4**	(1.9)
	Bulgaria	**11.6**	(2.0)	-1.3	(1.8)	-1.0	(1.9)	**8.2**	(2.0)	0.8	(1.8)	**5.6**	(1.7)
	CABA (Argentina)	**11.2**	(2.4)	4.5	(2.5)	3.6	(2.3)	1.9	(2.2)	**9.5**	(2.4)	2.2	(1.8)
	Colombia	**4.2**	(1.4)	2.3	(1.5)	-0.6	(2.0)	**4.3**	(1.6)	**8.4**	(1.7)	3.0	(1.6)
	Costa Rica	3.1	(1.6)	3.2	(2.1)	1.7	(1.9)	3.1	(1.7)	3.6	(2.0)	0.7	(1.5)
	Croatia	1.2	(1.4)	**-3.6**	(1.2)	0.5	(1.6)	0.9	(1.4)	3.0	(1.6)	0.3	(1.3)
	Cyprus*	-2.2	(1.8)	0.3	(1.4)	-3.1	(1.7)	0.1	(1.5)	**3.1**	(1.4)	-1.9	(1.3)
	Dominican Republic	**8.4**	(2.2)	**8.5**	(2.5)	**10.2**	(2.3)	**9.3**	(2.5)	**7.4**	(2.2)	**9.1**	(2.5)
	FYROM	**3.8**	(1.2)	**2.3**	(1.0)	-0.1	(1.1)	**5.3**	(1.5)	**3.7**	(1.5)	**2.6**	(1.2)
	Georgia	1.8	(0.9)	0.1	(0.9)	**-10.5**	(2.3)	0.5	(1.0)	**14.8**	(2.3)	**3.0**	(1.0)
	Hong Kong (China)	**10.4**	(2.0)	**5.6**	(1.8)	**7.4**	(2.2)	**6.8**	(1.9)	**7.8**	(2.1)	**8.1**	(1.6)
	Indonesia	0.8	(0.8)	-0.7	(0.7)	1.7	(1.0)	**5.7**	(1.8)	**3.5**	(1.5)	-0.8	(1.1)
	Jordan	**14.4**	(1.9)	**5.2**	(1.3)	-0.6	(1.7)	**10.0**	(1.8)	**6.7**	(1.4)	**8.0**	(1.2)
	Kosovo	**7.4**	(1.6)	-0.2	(1.4)	-0.4	(1.4)	**5.9**	(1.7)	**5.3**	(1.6)	1.6	(1.2)
	Lebanon	3.6	(3.1)	1.8	(1.4)	3.2	(2.9)	**7.6**	(2.7)	**9.2**	(2.8)	4.8	(2.6)
	Lithuania	**7.4**	(2.1)	**6.9**	(2.1)	**13.7**	(2.0)	**5.3**	(2.0)	**8.7**	(2.2)	**4.3**	(2.2)
	Macao (China)	**-5.7**	(1.8)	2.0	(2.0)	**14.9**	(2.2)	**-5.2**	(1.8)	**13.5**	(2.1)	1.2	(1.7)
	Malta	**4.5**	(1.9)	2.1	(1.7)	**6.4**	(2.3)	3.1	(1.6)	**3.8**	(1.5)	0.6	(1.5)
	Moldova	**4.6**	(1.3)	0.6	(1.4)	**-8.5**	(2.3)	**3.0**	(1.5)	**4.5**	(1.8)	**3.4**	(1.6)
	Montenegro	-3.2	(1.6)	-1.6	(1.3)	**-5.4**	(2.0)	**-3.4**	(1.5)	**3.2**	(1.5)	**-3.3**	(1.5)
	Peru	**11.6**	(1.7)	**4.6**	(1.7)	**-12.6**	(1.9)	**18.6**	(1.9)	**11.8**	(1.6)	**7.6**	(1.5)
	Qatar	**5.2**	(1.2)	**5.8**	(1.1)	**3.3**	(1.4)	**4.3**	(1.3)	**8.5**	(1.1)	**6.7**	(1.1)
	Romania	2.4	(1.8)	-1.5	(1.3)	**-6.9**	(2.5)	**3.8**	(1.5)	2.2	(1.9)	2.0	(2.0)
	Russia	2.4	(2.3)	0.5	(2.4)	1.4	(1.6)	**5.5**	(2.2)	**7.7**	(2.2)	-1.3	(1.7)
	Singapore	**8.9**	(1.7)	**6.7**	(1.4)	**10.4**	(1.8)	**8.9**	(1.9)	**15.7**	(1.4)	**5.0**	(1.4)
	Chinese Taipei	**3.4**	(1.3)	0.9	(1.3)	**2.1**	(1.0)	**3.5**	(1.5)	**7.8**	(1.6)	**3.9**	(1.2)
	Thailand	1.4	(1.6)	**3.5**	(1.5)	2.4	(1.9)	2.6	(2.2)	**10.5**	(2.2)	2.6	(1.6)
	Trinidad and Tobago	**8.4**	(1.8)	**5.1**	(1.4)	1.3	(1.8)	**6.2**	(2.0)	**9.9**	(1.4)	**6.9**	(1.9)
	Tunisia	-0.8	(1.7)	1.2	(1.6)	0.6	(2.0)	**8.9**	(2.0)	**3.9**	(1.4)	**3.7**	(1.7)
	United Arab Emirates	**2.4**	(1.1)	**3.9**	(1.1)	-0.5	(1.7)	**5.1**	(1.4)	**11.7**	(1.3)	**5.7**	(1.0)
	Uruguay	**9.0**	(1.7)	**5.2**	(2.0)	**5.7**	(1.8)	**7.5**	(1.7)	**3.8**	(1.4)	**4.2**	(1.6)
	Viet Nam	0.4	(1.3)	1.3	(1.5)	-1.0	(2.2)	1.9	(1.8)	1.8	(2.0)	**4.2**	(1.9)
	Argentina**	**21.9**	(2.6)	**4.6**	(1.7)	**3.6**	(1.4)	**5.6**	(1.3)	**6.1**	(1.5)	**4.7**	(1.4)
	Kazakhstan**	1.3	(0.9)	**2.8**	(1.2)	**5.9**	(1.7)	**2.4**	(1.0)	**6.7**	(1.5)	0.9	(1.1)
	Malaysia**	-0.8	(1.4)	-1.4	(1.5)	**-4.8**	(2.2)	-1.0	(1.7)	**3.5**	(1.6)	1.3	(1.6)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933471264

[Part 1/2]

Table III.7.3 Students' sense of belonging, by immigrant background

Percentage of students who reported "agree" or "strongly agree" (a) or who reported "disagree" or "strongly disagree" (d)

		Percentage of non-immigrant students who agreed/disagreed with the following statements												Percentage of first-generation immigrant students who agreed/disagreed with the following statements											
		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	75.3	(0.5)	79.0	(0.5)	69.6	(0.5)	77.4	(0.5)	87.2	(0.4)	82.8	(0.4)	80.0	(1.3)	79.8	(1.3)	77.9	(1.4)	78.2	(1.4)	86.8	(0.9)	86.7	(1.0)
	Austria	86.1	(0.5)	78.4	(0.7)	77.1	(0.6)	83.5	(0.6)	84.5	(0.6)	85.1	(0.5)	81.3	(1.9)	70.6	(2.4)	67.4	(2.5)	76.2	(2.4)	77.6	(2.1)	78.0	(1.9)
	Belgium	88.0	(0.5)	81.5	(0.5)	63.6	(0.6)	85.2	(0.4)	88.4	(0.5)	90.8	(0.4)	80.4	(1.5)	80.3	(2.0)	53.5	(2.1)	77.8	(1.6)	84.9	(1.7)	85.7	(1.6)
	Canada	77.2	(0.5)	78.0	(0.6)	70.4	(0.6)	75.9	(0.5)	87.2	(0.5)	81.2	(0.5)	80.0	(1.1)	79.1	(1.0)	75.8	(1.4)	78.4	(1.1)	86.5	(1.0)	84.1	(0.9)
	Chile	80.1	(0.6)	73.3	(0.6)	77.4	(0.7)	80.2	(0.6)	76.4	(0.6)	83.4	(0.6)	85.1	(4.1)	66.8	(5.5)	74.0	(6.0)	76.7	(4.8)	63.5	(5.7)	70.7	(5.4)
	Czech Republic	80.1	(0.5)	75.4	(0.7)	71.0	(0.7)	81.5	(0.5)	81.5	(0.6)	82.3	(0.6)	72.5	(4.1)	65.0	(4.8)	64.8	(4.9)	71.6	(4.7)	72.4	(4.8)	67.9	(4.8)
	Denmark	87.9	(0.5)	79.4	(0.6)	71.3	(0.7)	84.9	(0.6)	85.7	(0.6)	87.3	(0.5)	82.7	(3.1)	72.5	(3.9)	60.8	(3.8)	78.7	(4.0)	81.7	(2.6)	79.8	(3.4)
	Estonia	88.1	(0.5)	76.7	(0.7)	78.6	(0.7)	84.1	(0.6)	77.4	(0.7)	85.9	(0.6)	c	c	84.2	(5.4)	c	c	c	c	c	c	c	c
	Finland	87.8	(0.4)	79.7	(0.6)	80.3	(0.6)	82.7	(0.6)	82.2	(0.5)	88.3	(0.5)	80.6	(3.6)	79.8	(4.1)	78.6	(3.8)	78.8	(4.4)	76.3	(3.5)	85.4	(3.7)
	France	77.3	(0.7)	86.6	(0.5)	41.4	(0.8)	84.4	(0.5)	90.3	(0.4)	90.8	(0.4)	71.7	(3.1)	85.8	(2.2)	38.7	(3.5)	74.5	(2.5)	83.2	(2.6)	86.1	(2.8)
	Germany	85.3	(0.6)	73.0	(0.8)	75.8	(0.7)	83.3	(0.6)	85.5	(0.6)	87.8	(0.5)	84.3	(3.0)	70.6	(3.1)	67.6	(3.9)	76.7	(3.6)	82.1	(2.8)	81.7	(3.1)
	Greece	85.4	(0.6)	80.6	(0.6)	83.6	(0.5)	84.9	(0.5)	87.9	(0.5)	88.5	(0.5)	74.7	(2.8)	76.5	(3.8)	77.1	(3.2)	81.4	(3.1)	82.6	(3.0)	83.7	(2.6)
	Hungary	82.3	(0.6)	81.3	(0.6)	74.5	(0.8)	82.6	(0.6)	82.9	(0.7)	85.5	(0.5)	77.0	(7.7)	72.6	(6.5)	79.1	(5.6)	76.9	(6.3)	77.3	(7.4)	82.4	(7.2)
	Iceland	83.3	(0.6)	76.8	(0.7)	79.2	(0.7)	80.7	(0.7)	83.5	(0.6)	83.9	(0.6)	74.7	(4.5)	63.1	(5.1)	66.5	(4.5)	74.3	(4.1)	71.4	(4.7)	80.8	(3.9)
	Ireland	84.1	(0.6)	81.8	(0.5)	74.3	(0.8)	83.3	(0.7)	91.0	(0.4)	88.2	(0.5)	79.9	(2.1)	78.4	(1.6)	69.0	(2.2)	81.1	(1.7)	88.1	(1.4)	86.4	(1.5)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	89.6	(0.4)	83.2	(0.5)	67.8	(0.6)	86.8	(0.5)	77.3	(0.6)	90.1	(0.5)	82.1	(2.3)	81.1	(2.5)	63.2	(3.0)	82.6	(2.8)	69.4	(2.8)	84.4	(2.8)
	Japan	88.1	(0.5)	68.9	(0.7)	82.0	(0.6)	80.6	(0.6)	73.9	(0.6)	88.6	(0.5)	c	c	c	c	c	c	c	c	c	c	c	c
	Korea	91.4	(0.4)	79.3	(0.6)	79.5	(0.8)	89.9	(0.4)	82.0	(0.6)	91.7	(0.4)	c	c	c	c	c	c	c	c	c	c	c	c
	Latvia	84.7	(0.5)	76.1	(0.7)	79.0	(0.6)	75.6	(0.6)	68.4	(0.7)	83.2	(0.6)	c	c	c	c	c	c	73.5	(6.7)	c	c	c	c
	Luxembourg	85.6	(0.7)	75.5	(0.8)	72.3	(1.0)	82.4	(0.8)	84.0	(0.8)	85.9	(0.7)	77.4	(1.4)	74.6	(1.3)	55.9	(1.6)	75.5	(1.5)	78.2	(1.2)	83.7	(1.1)
	Mexico	75.3	(0.6)	72.8	(0.6)	76.3	(0.7)	76.4	(0.6)	72.5	(0.7)	79.5	(0.5)	73.4	(5.6)	68.0	(6.9)	66.4	(6.9)	55.2	(8.1)	c	c	77.0	(6.4)
	Netherlands	91.3	(0.4)	84.9	(0.5)	81.3	(0.6)	88.7	(0.5)	91.9	(0.5)	92.4	(0.4)	87.5	(3.4)	82.7	(4.1)	80.2	(3.1)	88.8	(3.2)	86.7	(3.0)	92.2	(2.7)
	New Zealand	77.5	(0.8)	79.0	(0.7)	72.2	(0.8)	78.0	(0.7)	88.2	(0.6)	83.0	(0.8)	76.8	(1.8)	77.2	(1.8)	76.3	(1.8)	75.8	(1.9)	87.5	(1.2)	81.6	(1.6)
	Norway	88.5	(0.5)	80.1	(0.6)	75.6	(0.7)	83.2	(0.6)	83.2	(0.7)	85.9	(0.6)	81.8	(2.7)	75.3	(2.6)	73.2	(2.9)	74.3	(2.9)	78.1	(2.8)	79.3	(2.7)
	Poland	78.6	(0.6)	73.5	(0.7)	62.5	(0.7)	77.0	(0.6)	73.3	(0.7)	79.8	(0.7)	c	c	c	c	c	c	c	c	c	c	c	c
	Portugal	87.5	(0.5)	78.1	(0.7)	82.8	(0.5)	76.5	(0.6)	88.2	(0.4)	89.2	(0.5)	78.3	(2.6)	70.0	(3.4)	72.4	(3.2)	65.8	(3.7)	77.0	(3.3)	80.4	(2.8)
	Slovak Republic	77.9	(0.6)	77.2	(0.5)	69.9	(0.7)	77.9	(0.5)	77.0	(0.6)	81.1	(0.6)	c	c	c	c	c	c	c	c	c	c	c	c
	Slovenia	82.8	(0.6)	76.9	(0.8)	74.7	(0.9)	82.7	(0.6)	78.9	(0.6)	85.7	(0.6)	78.6	(3.5)	76.2	(3.4)	74.1	(4.0)	82.4	(2.7)	74.7	(4.0)	81.4	(3.1)
	Spain	90.8	(0.4)	84.1	(0.6)	88.0	(0.5)	86.6	(0.5)	86.6	(0.6)	91.3	(0.4)	82.9	(1.7)	75.5	(2.3)	80.1	(2.2)	81.6	(1.6)	81.0	(1.9)	85.3	(1.6)
	Sweden	80.0	(0.6)	75.5	(0.7)	70.3	(0.8)	80.7	(0.6)	79.4	(0.6)	81.9	(0.6)	70.7	(2.3)	68.3	(2.2)	63.7	(2.4)	72.3	(2.3)	71.0	(2.1)	73.9	(2.0)
	Switzerland	89.8	(0.6)	81.0	(0.7)	73.0	(0.8)	86.7	(0.7)	89.0	(0.5)	91.0	(0.5)	80.9	(1.5)	75.9	(2.2)	61.5	(2.3)	79.5	(2.0)	81.6	(1.6)	85.5	(1.8)
	Turkey	64.6	(0.9)	62.3	(0.8)	61.4	(0.7)	62.9	(0.8)	63.6	(0.9)	65.3	(0.8)	c	c	c	c	c	c	c	c	c	c	c	c
	United Kingdom	80.3	(0.7)	78.2	(0.7)	67.1	(0.7)	80.4	(0.6)	88.0	(0.5)	87.1	(0.5)	77.5	(1.7)	78.5	(2.2)	68.1	(2.2)	76.8	(2.3)	84.8	(1.9)	81.8	(1.6)
	United States	77.1	(0.7)	79.8	(0.7)	73.6	(0.8)	77.4	(0.7)	89.7	(0.5)	81.8	(0.7)	76.0	(1.9)	71.5	(2.8)	74.0	(2.7)	74.9	(2.5)	82.6	(1.8)	79.3	(2.1)
	OECD average	83.2	(0.1)	77.9	(0.1)	73.5	(0.1)	81.3	(0.1)	82.5	(0.1)	85.5	(0.1)	78.8	(0.6)	75.0	(0.7)	68.9	(0.7)	76.4	(0.7)	79.5	(0.6)	81.7	(0.6)
Partners	Albania	94.9	(0.4)	90.3	(0.5)	93.1	(0.4)	89.7	(0.6)	82.7	(0.7)	95.4	(0.4)	c	c	c	c	c	c	c	c	c	c	c	c
	Algeria	72.4	(1.0)	86.4	(0.4)	87.3	(0.5)	65.5	(0.9)	82.9	(0.6)	71.5	(1.0)	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	79.7	(0.4)	74.0	(0.5)	76.4	(0.5)	82.3	(0.3)	81.3	(0.4)	80.6	(0.4)	c	c	c	c	c	c	c	c	c	c	c	c
	B-S-J-G (China)	78.2	(0.6)	78.2	(0.5)	64.7	(0.8)	80.8	(0.6)	59.6	(0.7)	78.7	(0.6)	c	c	c	c	c	c	c	c	c	c	c	c
	Bulgaria	70.7	(0.8)	74.9	(0.7)	68.1	(0.6)	72.2	(0.9)	72.1	(0.7)	75.1	(0.8)	c	c	c	c	c	c	c	c	c	c	c	c
	CABA (Argentina)	89.3	(1.0)	89.8	(1.0)	89.0	(1.2)	92.5	(0.7)	92.4	(0.9)	94.1	(0.6)	74.7	(4.2)	89.5	(3.7)	89.1	(3.3)	95.6	(2.0)	91.5	(3.1)	96.4	(1.8)
	Colombia	71.6	(0.7)	70.3	(0.6)	74.6	(0.6)	73.2	(0.6)	68.7	(0.6)	75.2	(0.5)	c	c	c	c	c	c	c	c	c	c	c	c
	Costa Rica	73.4	(0.6)	72.1	(0.8)	74.7	(0.7)	74.7	(0.7)	72.3	(0.7)	77.4	(0.6)	71.6	(5.3)	67.2	(4.5)	74.0	(4.1)	80.9	(3.5)	71.5	(4.1)	80.3	(3.6)
	Croatia	86.3	(0.5)	83.6	(0.6)	81.4	(0.7)	85.3	(0.5)	81.6	(0.6)	87.9	(0.5)	82.2	(3.7)	80.9	(3.5)	78.8	(4.6)	82.9	(3.7)	75.4	(4.5)	80.9	(4.1)
	Cyprus*	84.3	(0.6)	81.5	(0.6)	81.2	(0.6)	84.0	(0.5)	86.2	(0.5)	87.4	(0.4)	70.5	(2.2)	74.9	(2.0)	71.2	(1.8)	76.2	(2.1)	79.1	(1.9)	77.5	(2.1)
	Dominican Republic	61.2	(0.8)	66.4	(0.9)	67.3	(0.8)	65.7	(0.8)	66.9	(0.9)	69.7	(0.9)	c	c	c	c	c	c	c	c	c	c	c	c
	FYROM	88.9	(0.4)	94.0	(0.4)	92.6	(0.4)	89.9	(0.4)	86.8	(0.6)	93.4	(0.3)	c	c	c	c	c	c	c	c	c	c	c	c
	Georgia	95.6	(0.4)	94.5	(0.4)	64.7	(0.8)	94.7	(0.3)	75.9	(0.8)	95.5	(0.3)	c	c	c	c	c	c	c	c	c	c	c	c
	Hong Kong (China)	76.2	(0.9)	81.3	(0.7)	71.4	(1.0)	79.1	(0.8)	78.0	(0.8)	80.9	(0.9)	77.4	(1.5)	81.6	(1.5)	71.7	(2.1)	80.5	(1.4)	76.3	(1.6)	78.9	(1.7)
	Indonesia	96.5	(0.3)	96.6	(0.3)	92.4	(0.4)	84.2	(0.7)	84.3	(0.7)	94.2	(0.4)	c	c	c	c	c	c	c	c	c	c	c	c
	Jordan	78.3	(0.8)	91.2	(0.5)	86.8	(0.6)	76.6	(0.7)	91.6	(0.5)	88.2	(0.5)	68.3	(3.2)	83.0	(2.9)	76.6	(3.6)	69.1	(3.2)	87.3	(2.5)	82.8	(2.2)
	Kosovo	87.4	(0.6)	91.5	(0.5)	92.6	(0.5)	86.1	(0.6)	85.5	(0.7)	93.3	(0.5)	87.4	(5.2)	86.6	(6.3)	95.1	(2.9)	c	c	74.3	(9.1)	94.3	(2.6)
	Lebanon	77.5	(1.5)	90.2	(0.6)	75.5	(1.3)	77.1	(1.1)	79.0	(1.3)	86.0	(1.0)	76.6	(7.6)	92.6	(2.9)	91.1	(3.6)	81.5	(5.3)	83.6	(4.3)	88.1	(4.4)
	Lithuania	69.2	(0.7)	64.4	(0.7)	54.3	(0.8)	66.2	(0.8)	62.6	(0.8)	68.9	(0.7)	c	c	c	c	c	c	c	c	c	c	c	c
	Macao (China)	76.4	(1.0)	76.3	(1.1)	62.2	(1.2)	75.8	(1.0)	67.2	(1.1)	78.9	(1.1)	80.5	(1.5)	77.4	(1.4)	59.6	(1.7)	80.2	(1.2)	65.2	(1.6)	80.4	(1.3)
	Malta	80.6	(0.8)	82.3	(0.7)	70.7	(0.8)	83.1	(0.6)	88.4	(0.5)	89.2	(0.5)	72.5	(3.9)	74.9	(4.4)	51.5	(4.1)	71.4	(4.2)	82.7	(3.7)	83.4	(3.5)
	Moldova	91.3	(0.4)	90.7	(0.5)	67.7	(0.9)	89.7	(0.4)	84.5	(0.6)	88.5	(0.5)	c	c	c	c	c	c	c	c	c	c	c	c
	Montenegro	83.3	(0.5)	83.9	(0.5)	54.3	(0.9)	82.9	(0.6)	80.0	(0.5)	86.8	(0.5)	70.7	(4.6)	66.4	(4.3)	50.8	(4.9)	79.8	(4.0)	75.1	(4.2)	75.6	(4.0)
	Peru	79.6	(0.7)	75.8	(0.6)	71.4	(0.6)	76.1	(0.7)	77.4	(0.6)	82.7	(0.6)	c	c	c	c	c	c	c	c	c	c	c	c
	Qatar	73.3	(0.6)	75.2	(0.6)	66.9	(0.7)	74.1	(0.7)	81.6	(0.6)	78.1	(0.6)	78.7	(0.6)	80.8	(0.6)	74.5	(0.6)	78.8	(0.6)	85.0	(0.5)	83.3	(0.6)
	Romania	87.8	(1.1)	92.3	(0.5)	52.4	(1.1)	84.3	(0.8)	86.8	(0.8)	85.8	(1.1)	c	c	c	c	c	c	c	c	c	c	c	c
	Russia	80.9	(0.7)	73.2	(0.6)	74.9	(0.5)	73.5	(0.5)	64.5	(0.8)	79.7	(0.6)	71.1	(4.6)	71.1	(4.6)	70.1	(5.3)	65.7	(4.5)	64.5	(4.0)	68.8	(4.6)
	Singapore	76.2	(0.6)	80.3	(0.6)	75.7	(0.7)	75.7	(0.6)	80.6	(0.6)	81.9	(0.6)	77.6	(1.7)	78.6	(2.2)	76.9	(1.7)	79.3	(2.0)	82.1	(1.6)	82.0	(1.7)
	Chinese Taipei	88.7	(0.3)	85.1	(0.4)	90.0	(0.3)	83.1	(0.5)	72.2	(0.5)	87.7	(0.4)	c	c	c	c	c	c	c	c	c	c	c	c
	Thailand	80.4	(0.7)	82.7	(0.5)	78.6	(0.6)	67.9	(0.9)	61.5	(0.8)	82.3	(0.7)	c	c	c	c	c	c	c	c	c	c	c	c
	Trinidad and Tobago	83.3	(0.6)	86.2	(0.6)	80.4	(0.6)	83.0	(0.6)	86.0	(0.5)	86.5	(0.6)	66.6	(7.1)	83.8	(5.2)	76.5	(6.3)	71.7	(6.4)	79.2	(6.8)	79.7	(7.0)
	Tunisia	80.8	(0.7)	83.7	(0.6)	57.5	(0.7)	63.3	(0.8)	80.7	(0.5)	85.6	(0.6)	c	c	c	c	c	c	c	c	c	c	c	c
	United Arab Emirates	79.3	(0.8)	79.3	(0.8)	73.2	(0.9)	73.3	(0.8)	73.6	(0.9)	82.1	(0.6)	79.1	(0.7)	79.9	(0.8)	75.1	(0.8)	77.7	(0.9)	84.6	(0.7)	84.3	(0.7)
	Uruguay	76.3	(0.6)	73.2	(0.6)	78.3	(0.6)	79.4	(0.6)	85.9	(0.5)	79.4	(0.6)	c	c	c	c	c	c	c	c	c	c	c	c
	Viet Nam	95.6	(0.4)	91.7	(0.5)	80.8	(0.7)	82.7	(0.6)	42.5	(0.9)	92.7	(0.6)	c	c	c	c	c	c	c	c	c	c	c	c
	Argentina**	75.7	(1.0)	89.2	(0.5)	89.7	(0.5)	89.0	(0.5)	87.6	(0.6)	91.5	(0.4)	61.9	(6.5)	91.1	(3.3)	86.7	(4.4)	83.5	(4.5)	90.9	(4.4)	89.3	(3.6)
	Kazakhstan**	94.3	(0.4)	92.2	(0.6)	84.8	(0.6)	92.6	(0.4)	87.1	(0.6)	93.1	(0.4)	95.6	(1.3)	91.6	(1.9)	87.6	(2.3)	95.3	(1.1)	90.4	(2.0)	94.3	(1.4)
	Malaysia**	84.2	(0.7)	87.7	(0.5)	77.4	(0.7)	83.1	(0.7)	77.1	(0.7)	83.4	(0.6)	c	c	c	c	c	c	c	c	c	c	c	c

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471278

[Part 2/2]

Table III.7.3 Students' sense of belonging, by immigrant background

Percentage of students who reported "agree" or "strongly agree" (a) or who reported "disagree" or "strongly disagree" (d)

		Percentage of second-generation immigrant students who agreed/disagreed with the following statements												Difference, by immigrant background (non-immigrant - first-generation), in the percentage of students who agreed/disagreed with the following statements											
		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	79.9	(1.1)	80.3	(1.2)	79.4	(1.2)	81.5	(1.1)	90.9	(0.8)	84.6	(1.1)	**-4.7**	(1.5)	-0.8	(1.4)	**-8.3**	(1.5)	-0.8	(1.5)	0.4	(1.0)	**-3.9**	(1.1)
	Austria	88.9	(1.1)	79.9	(1.7)	75.8	(1.5)	82.6	(1.3)	83.2	(1.3)	85.8	(1.1)	**4.8**	(1.9)	**7.8**	(2.5)	**9.7**	(2.5)	**7.3**	(2.5)	**6.9**	(2.2)	**7.1**	(1.9)
	Belgium	86.3	(1.6)	87.4	(1.4)	56.7	(2.3)	81.6	(1.5)	89.7	(1.4)	91.0	(1.3)	**7.7**	(1.6)	1.2	(2.2)	**10.1**	(2.2)	**7.5**	(1.6)	3.5	(1.8)	**5.1**	(1.6)
	Canada	77.1	(1.2)	79.0	(1.2)	73.9	(1.2)	77.0	(1.1)	89.0	(0.7)	81.9	(0.9)	**-2.9**	(1.2)	-1.1	(1.2)	**-5.4**	(1.5)	**-2.5**	(1.2)	0.7	(1.1)	**-2.9**	(1.0)
	Chile	c	c	c	c	91.6	(4.8)	90.9	(5.9)	85.0	(5.9)	c	c	-5.0	(4.2)	6.5	(5.5)	3.5	(6.2)	3.5	(4.8)	**12.9**	(5.9)	**12.7**	(5.5)
	Czech Republic	72.8	(5.6)	80.0	(4.9)	70.6	(6.4)	79.5	(4.6)	76.7	(5.9)	76.4	(5.3)	7.5	(4.1)	**10.4**	(5.0)	6.2	(4.9)	**9.9**	(4.7)	9.0	(4.8)	**14.4**	(4.7)
	Denmark	86.6	(1.5)	79.8	(1.7)	62.7	(1.8)	85.8	(1.3)	84.0	(1.6)	86.7	(1.5)	5.2	(3.3)	6.9	(4.0)	**10.5**	(3.9)	6.2	(4.2)	4.0	(2.8)	**7.5**	(3.5)
	Estonia	79.2	(1.6)	68.3	(2.3)	73.0	(1.9)	76.7	(1.8)	67.8	(1.9)	79.4	(1.7)	c	c	-7.6	(5.5)	c	c	c	c	c	c	c	c
	Finland	87.8	(3.6)	81.1	(3.7)	84.4	(3.1)	83.7	(3.5)	81.9	(4.0)	83.9	(3.8)	**7.3**	(3.6)	-0.1	(4.0)	1.7	(3.9)	3.9	(4.3)	5.9	(3.4)	2.9	(3.6)
	France	75.9	(2.0)	83.8	(1.7)	36.4	(2.5)	82.1	(2.2)	87.5	(2.0)	91.6	(1.4)	5.6	(3.3)	0.8	(2.2)	2.7	(3.7)	**9.9**	(2.6)	**7.1**	(2.5)	4.7	(2.9)
	Germany	86.8	(1.5)	75.7	(1.7)	71.7	(1.7)	78.6	(1.8)	83.6	(1.8)	86.4	(1.8)	1.0	(2.9)	2.4	(3.1)	**8.1**	(3.9)	6.7	(3.6)	3.4	(2.8)	6.1	(3.1)
	Greece	79.7	(2.5)	77.7	(2.7)	79.0	(2.1)	82.1	(2.0)	84.3	(2.1)	86.0	(2.0)	**10.7**	(3.0)	4.0	(3.8)	**6.5**	(3.3)	3.5	(3.2)	5.3	(3.0)	4.8	(2.7)
	Hungary	84.9	(3.6)	80.1	(4.2)	77.8	(4.8)	85.7	(3.5)	77.5	(4.6)	87.0	(3.4)	5.3	(7.7)	8.7	(6.4)	-4.6	(5.7)	5.7	(6.4)	5.6	(7.5)	3.1	(7.2)
	Iceland	84.1	(6.1)	c	c	c	c	80.0	(7.4)	c	c	84.2	(5.7)	8.6	(4.5)	**13.7**	(5.0)	**12.7**	(4.5)	6.4	(4.3)	**12.1**	(4.6)	3.1	(3.9)
	Ireland	75.5	(3.7)	71.9	(4.4)	68.9	(3.9)	77.0	(3.4)	87.4	(3.9)	81.3	(3.5)	**4.2**	(2.0)	**3.4**	(1.7)	**5.3**	(2.3)	2.2	(1.7)	**3.0**	(1.5)	1.8	(1.5)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	78.8	(3.4)	79.6	(3.9)	61.5	(4.7)	77.9	(3.4)	71.3	(4.1)	83.5	(2.9)	**7.5**	(2.4)	2.1	(2.7)	4.6	(3.0)	4.2	(2.8)	**7.9**	(3.0)	**5.7**	(2.8)
	Japan	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Korea	m	m	m	m	m	m	m	m	m	m	m	m	c	c	c	c	c	c	c	c	c	c	c	c
	Latvia	81.0	(2.8)	69.4	(3.3)	73.5	(2.7)	75.9	(3.3)	66.4	(3.4)	77.1	(3.4)	c	c	c	c	c	c	2.1	(6.7)	c	c	c	c
	Luxembourg	83.9	(0.9)	77.5	(1.1)	63.1	(1.1)	79.5	(1.0)	79.7	(1.1)	85.0	(0.9)	**8.2**	(1.5)	0.9	(1.6)	**16.4**	(1.8)	**6.9**	(1.7)	**5.8**	(1.4)	2.2	(1.4)
	Mexico	c	c	c	c	c	c	c	c	c	c	c	c	1.9	(5.6)	4.8	(7.0)	10.0	(6.9)	**21.2**	(8.3)	c	c	2.4	(6.5)
	Netherlands	90.2	(1.6)	88.8	(1.5)	78.1	(2.2)	90.9	(1.6)	94.5	(1.3)	93.2	(1.4)	3.7	(3.4)	2.2	(4.2)	1.1	(3.2)	-0.2	(3.2)	5.2	(2.9)	0.2	(2.6)
	New Zealand	81.7	(1.7)	81.1	(1.8)	80.7	(2.0)	83.3	(1.7)	90.8	(1.3)	88.3	(1.7)	0.7	(1.8)	1.7	(2.0)	-4.1	(2.1)	2.2	(2.1)	0.7	(1.3)	1.4	(1.7)
	Norway	88.3	(1.8)	82.9	(2.7)	82.0	(2.6)	82.8	(2.5)	85.1	(2.0)	89.6	(1.8)	**6.7**	(2.7)	4.8	(2.7)	2.4	(3.0)	**8.9**	(2.9)	5.1	(2.8)	**6.6**	(2.6)
	Poland	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Portugal	89.0	(2.6)	79.6	(3.3)	80.6	(3.0)	73.4	(4.0)	87.0	(2.8)	90.7	(2.1)	**9.2**	(2.7)	**8.2**	(3.5)	**10.4**	(3.3)	**10.7**	(3.8)	**11.2**	(3.3)	**8.8**	(2.8)
	Slovak Republic	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Slovenia	79.2	(2.7)	78.4	(3.0)	72.1	(3.1)	80.8	(2.6)	73.0	(3.5)	84.2	(2.5)	4.2	(3.6)	0.6	(3.3)	0.7	(4.2)	0.3	(2.8)	4.2	(4.0)	4.3	(3.0)
	Spain	87.9	(3.7)	81.3	(4.2)	88.9	(2.7)	84.4	(3.9)	85.0	(4.4)	90.6	(3.6)	**7.9**	(1.8)	**8.6**	(2.5)	**8.0**	(2.3)	**5.0**	(1.7)	**5.6**	(2.0)	**6.0**	(1.7)
	Sweden	80.9	(1.6)	75.6	(2.0)	66.0	(2.1)	76.6	(1.8)	75.8	(2.2)	79.1	(1.7)	**9.3**	(2.3)	**7.2**	(2.4)	**6.6**	(2.5)	**8.4**	(2.3)	**8.5**	(2.1)	**8.0**	(2.1)
	Switzerland	87.7	(1.0)	82.3	(1.5)	68.4	(1.6)	83.0	(1.3)	86.3	(1.1)	90.1	(1.0)	**8.9**	(1.6)	**5.1**	(2.4)	**11.5**	(2.5)	**7.1**	(2.2)	**7.4**	(1.6)	**5.5**	(1.9)
	Turkey	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	United Kingdom	82.0	(2.6)	85.1	(1.9)	74.6	(2.6)	84.1	(1.8)	90.1	(1.7)	86.5	(2.1)	2.8	(1.9)	-0.3	(2.3)	-1.0	(2.1)	3.6	(2.3)	3.2	(1.9)	**5.3**	(1.7)
	United States	73.6	(1.7)	76.7	(1.5)	76.4	(1.7)	77.7	(1.7)	86.7	(1.1)	84.2	(1.4)	1.1	(2.1)	**8.3**	(3.0)	-0.4	(2.7)	2.5	(2.5)	**7.2**	(1.9)	2.5	(2.2)
	OECD average	82.6	(0.5)	79.4	(0.5)	72.9	(0.6)	81.3	(0.6)	83.0	(0.6)	85.5	(0.5)	**4.7**	(0.6)	**3.9**	(0.7)	**4.6**	(0.7)	**5.4**	(0.7)	**5.8**	(0.6)	**4.6**	(0.6)
Partners	Albania	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Algeria	c	c	87.7	(5.9)	87.6	(8.3)	c	c	83.7	(6.5)	70.5	(8.9)	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	67.9	(6.3)	50.3	(6.9)	56.8	(6.9)	76.8	(5.6)	68.0	(7.2)	63.2	(6.9)	c	c	c	c	c	c	c	c	c	c	c	c
	B-S-J-G (China)	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Bulgaria	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	CABA (Argentina)	80.4	(3.0)	85.0	(3.5)	85.2	(2.8)	89.2	(2.6)	85.6	(2.4)	90.3	(2.1)	**14.6**	(4.3)	0.3	(3.4)	0.0	(3.6)	-3.1	(2.2)	0.9	(3.1)	-2.4	(1.9)
	Colombia	c	c	c	c	c	c	c	c	85.4	(6.8)	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Costa Rica	74.6	(2.7)	66.9	(2.8)	75.7	(2.4)	74.6	(2.7)	72.5	(2.4)	77.2	(2.5)	1.8	(5.3)	4.9	(4.5)	0.7	(4.1)	-6.2	(3.5)	0.8	(4.1)	-2.9	(3.6)
	Croatia	85.0	(1.9)	86.3	(1.3)	80.5	(1.9)	84.1	(1.6)	82.5	(1.7)	86.8	(1.5)	4.1	(3.8)	2.7	(3.6)	2.6	(4.5)	2.3	(3.9)	6.2	(4.4)	7.0	(4.0)
	Cyprus*	82.3	(3.2)	73.2	(3.7)	80.3	(3.0)	85.8	(3.0)	85.9	(2.9)	86.3	(3.1)	**13.8**	(2.3)	**6.6**	(2.1)	**10.0**	(2.0)	**7.8**	(2.2)	**7.1**	(2.0)	**9.9**	(2.2)
	Dominican Republic	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	FYROM	74.4	(5.8)	85.1	(4.7)	85.0	(4.6)	83.3	(4.7)	77.2	(5.8)	79.7	(5.4)	c	c	c	c	c	c	c	c	c	c	c	c
	Georgia	88.1	(4.5)	90.2	(4.5)	66.5	(6.7)	88.0	(5.0)	76.2	(4.7)	87.6	(4.5)	c	c	c	c	c	c	c	c	c	c	c	c
	Hong Kong (China)	72.1	(1.5)	79.9	(1.5)	70.2	(1.4)	78.4	(1.3)	78.7	(1.3)	81.2	(1.2)	-1.2	(1.7)	-0.3	(1.5)	-0.2	(2.2)	-1.4	(1.6)	1.8	(1.5)	2.0	(1.8)
	Indonesia	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Jordan	77.3	(1.8)	91.6	(1.1)	84.3	(1.6)	76.7	(1.7)	92.2	(1.4)	87.6	(1.3)	**10.0**	(3.2)	**8.2**	(2.7)	**10.2**	(3.6)	**7.6**	(3.3)	4.3	(2.4)	**5.5**	(2.3)
	Kosovo	62.8	(9.3)	86.6	(5.4)	85.5	(6.2)	69.1	(7.5)	87.6	(4.9)	75.4	(8.2)	0.0	(5.1)	4.9	(6.3)	-2.5	(3.0)	c	c	11.3	(9.2)	-1.0	(2.7)
	Lebanon	c	c	89.5	(4.0)	75.4	(6.2)	43.6	(8.1)	74.8	(5.3)	58.8	(6.7)	0.9	(7.6)	-2.4	(2.9)	**-15.6**	(3.8)	-4.4	(5.5)	-4.6	(4.2)	-2.1	(4.3)
	Lithuania	75.9	(3.6)	69.7	(5.0)	60.9	(4.0)	70.6	(3.8)	64.7	(4.2)	74.9	(4.1)	c	c	c	c	c	c	c	c	c	c	c	c
	Macao (China)	81.3	(1.0)	75.6	(0.9)	58.3	(1.2)	78.2	(1.0)	64.9	(1.2)	80.9	(0.9)	**-4.1**	(1.8)	-1.1	(1.9)	2.6	(2.0)	**-4.5**	(1.8)	2.0	(2.0)	-1.4	(1.7)
	Malta	74.8	(6.0)	85.6	(4.3)	75.3	(5.9)	78.0	(5.1)	93.4	(3.4)	87.2	(5.0)	**8.0**	(4.1)	7.4	(4.6)	**19.1**	(4.1)	**11.7**	(4.2)	5.8	(3.7)	5.9	(3.6)
	Moldova	83.6	(3.5)	81.2	(5.2)	60.4	(10.4)	82.1	(5.4)	82.6	(5.2)	80.8	(8.6)	c	c	c	c	c	c	c	c	c	c	c	c
	Montenegro	78.5	(2.7)	84.0	(2.9)	44.9	(4.0)	79.3	(2.7)	78.9	(3.1)	81.5	(2.7)	**12.6**	(4.7)	**17.5**	(4.4)	3.6	(5.1)	3.1	(4.0)	4.9	(4.2)	**11.2**	(4.1)
	Peru	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Qatar	77.1	(1.0)	77.8	(1.1)	71.9	(1.2)	76.2	(1.1)	83.9	(1.0)	81.9	(1.1)	**-5.4**	(0.9)	**-5.7**	(0.8)	**-7.5**	(1.0)	**-4.8**	(1.0)	**-3.4**	(0.7)	**-5.1**	(0.8)
	Romania	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Russia	80.4	(2.7)	75.1	(3.6)	75.5	(3.1)	70.5	(3.1)	61.9	(3.6)	74.8	(3.1)	**9.8**	(4.5)	2.0	(4.6)	4.8	(5.2)	7.8	(4.4)	0.0	(3.9)	**10.9**	(4.4)
	Singapore	78.4	(2.3)	82.1	(2.1)	77.3	(2.5)	81.2	(2.4)	84.1	(2.0)	85.1	(2.0)	-1.4	(1.8)	1.6	(2.2)	-1.2	(1.7)	-3.6	(2.2)	-1.5	(1.7)	-0.1	(1.7)
	Chinese Taipei	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Thailand	c	c	70.0	(6.4)	79.3	(5.6)	c	c	c	c	60.1	(8.4)	c	c	c	c	c	c	c	c	c	c	c	c
	Trinidad and Tobago	59.8	(7.0)	74.6	(6.2)	70.7	(6.0)	69.3	(6.9)	66.5	(6.7)	68.8	(6.4)	**16.7**	(7.2)	2.4	(5.3)	3.8	(6.2)	11.2	(6.3)	6.9	(6.9)	6.9	(7.1)
	Tunisia	c	c	80.1	(4.6)	c	c	c	c	73.8	(7.1)	75.8	(6.3)	c	c	c	c	c	c	c	c	c	c	c	c
	United Arab Emirates	79.4	(0.9)	80.8	(1.0)	73.9	(1.1)	76.9	(1.0)	82.0	(0.9)	82.7	(0.9)	0.2	(1.1)	-0.6	(1.1)	-1.9	(1.0)	**-4.4**	(1.1)	**-11.0**	(1.1)	**-2.2**	(0.9)
	Uruguay	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Viet Nam	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Argentina**	75.4	(4.1)	79.7	(3.6)	86.8	(2.9)	83.7	(2.8)	78.8	(3.0)	89.0	(2.2)	**13.8**	(6.5)	-1.9	(3.2)	3.0	(4.3)	5.5	(4.4)	-3.3	(4.3)	2.2	(3.6)
	Kazakhstan**	92.5	(1.3)	91.4	(1.4)	85.5	(1.7)	91.9	(1.3)	86.3	(1.6)	91.3	(1.3)	-1.4	(1.4)	0.6	(2.1)	-2.9	(2.4)	**-2.7**	(1.2)	-3.3	(2.1)	-1.2	(1.4)
	Malaysia**	78.7	(8.0)	86.5	(4.9)	77.4	(8.2)	78.2	(7.8)	63.5	(8.8)	82.9	(6.1)	c	c	c	c	c	c	c	c	c	c	c	c

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471278

[Part 1/2]

Table III.7.4 Change between 2003 and 2015 in students' sense of belonging

Percentage of students who reported "agree" or "strongly agree" (a) or who reported "disagree" or "strongly disagree" (d)

		Percentage of students who agreed/disagreed with the following statements (PISA 2003)												Percentage of students who agreed/disagreed with the following statements (PISA 2015)											
		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	92.4	(0.3)	91.4	(0.3)	88.1	(0.4)	91.2	(0.3)	95.1	(0.2)	93.5	(0.3)	76.5	(0.4)	79.4	(0.5)	71.9	(0.5)	78.1	(0.4)	87.6	(0.3)	83.5	(0.4)
	Austria	94.0	(0.5)	90.1	(0.4)	88.7	(0.6)	91.3	(0.6)	78.2	(0.8)	92.6	(0.4)	86.1	(0.5)	77.9	(0.6)	76.0	(0.5)	82.8	(0.5)	83.8	(0.5)	84.6	(0.5)
	Belgium	92.3	(0.4)	89.3	(0.5)	56.1	(0.8)	84.5	(0.4)	92.0	(0.3)	93.9	(0.3)	87.1	(0.5)	81.8	(0.4)	62.0	(0.5)	84.2	(0.4)	88.2	(0.5)	90.5	(0.4)
	Canada	91.3	(0.3)	89.9	(0.3)	81.2	(0.5)	89.3	(0.3)	94.3	(0.3)	92.1	(0.3)	77.5	(0.5)	78.3	(0.5)	71.6	(0.5)	76.3	(0.4)	87.3	(0.4)	81.6	(0.4)
	Chile	m	m	m	m	m	m	m	m	m	m	m	m	79.9	(0.6)	73.2	(0.6)	77.3	(0.7)	80.0	(0.6)	76.0	(0.6)	83.1	(0.6)
	Czech Republic	89.7	(0.6)	89.1	(0.5)	77.5	(0.7)	93.5	(0.5)	87.3	(0.5)	92.6	(0.4)	79.8	(0.5)	75.3	(0.7)	70.9	(0.7)	81.3	(0.5)	81.2	(0.6)	81.9	(0.6)
	Denmark	94.8	(0.4)	88.2	(0.5)	69.6	(0.9)	88.3	(0.6)	91.9	(0.5)	93.7	(0.5)	87.6	(0.5)	79.2	(0.5)	70.3	(0.6)	84.8	(0.5)	85.4	(0.6)	87.1	(0.5)
	Estonia	m	m	m	m	m	m	m	m	m	m	m	m	87.2	(0.4)	76.0	(0.7)	78.0	(0.6)	83.4	(0.5)	76.5	(0.7)	85.3	(0.6)
	Finland	94.5	(0.3)	87.7	(0.5)	88.8	(0.5)	91.3	(0.4)	87.0	(0.5)	93.7	(0.4)	87.7	(0.4)	79.8	(0.5)	80.3	(0.6)	82.6	(0.6)	82.0	(0.5)	88.2	(0.5)
	France	92.1	(0.5)	91.7	(0.4)	45.5	(1.0)	87.7	(0.6)	92.6	(0.5)	93.8	(0.5)	76.8	(0.6)	86.3	(0.5)	40.9	(0.8)	83.7	(0.5)	89.7	(0.4)	90.6	(0.4)
	Germany	93.8	(0.5)	86.4	(0.5)	87.1	(0.6)	88.4	(0.5)	69.9	(0.8)	93.8	(0.3)	85.5	(0.6)	73.3	(0.7)	74.9	(0.7)	82.4	(0.6)	85.0	(0.5)	87.3	(0.5)
	Greece	93.6	(0.4)	90.6	(0.4)	90.9	(0.5)	91.8	(0.4)	92.2	(0.4)	93.4	(0.3)	84.4	(0.6)	80.2	(0.5)	83.0	(0.5)	84.5	(0.5)	87.4	(0.5)	88.0	(0.5)
	Hungary	90.7	(0.4)	88.4	(0.5)	90.8	(0.5)	92.6	(0.4)	88.9	(0.5)	92.8	(0.4)	82.1	(0.6)	81.1	(0.6)	74.5	(0.8)	82.5	(0.6)	82.7	(0.7)	85.5	(0.5)
	Iceland	90.1	(0.5)	84.9	(0.6)	88.6	(0.5)	89.1	(0.5)	89.6	(0.5)	89.6	(0.5)	82.9	(0.6)	76.1	(0.7)	78.5	(0.7)	80.5	(0.7)	82.9	(0.6)	83.6	(0.6)
	Ireland	94.3	(0.4)	91.5	(0.5)	87.9	(0.6)	92.2	(0.4)	95.4	(0.4)	95.4	(0.4)	83.3	(0.6)	81.1	(0.5)	73.3	(0.8)	82.7	(0.6)	90.5	(0.5)	87.8	(0.5)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	95.3	(0.3)	92.2	(0.4)	85.5	(0.6)	93.9	(0.4)	91.6	(0.4)	94.2	(0.4)	88.9	(0.4)	83.0	(0.5)	67.3	(0.6)	86.3	(0.5)	76.6	(0.6)	89.5	(0.5)
	Japan	94.2	(0.3)	76.9	(0.7)	80.4	(0.7)	82.2	(0.7)	68.7	(0.8)	70.6	(0.9)	88.1	(0.5)	68.8	(0.7)	81.9	(0.6)	80.5	(0.6)	73.8	(0.6)	88.5	(0.5)
	Korea	91.5	(0.3)	78.7	(0.7)	75.8	(0.8)	91.4	(0.4)	44.8	(0.9)	92.9	(0.4)	91.3	(0.4)	79.3	(0.6)	79.5	(0.8)	89.9	(0.4)	81.9	(0.6)	91.7	(0.4)
	Latvia	94.9	(0.4)	89.2	(0.6)	92.0	(0.5)	90.7	(0.7)	72.4	(1.7)	91.2	(0.5)	84.2	(0.5)	75.7	(0.7)	78.6	(0.6)	75.6	(0.6)	68.2	(0.7)	82.8	(0.6)
	Luxembourg	92.2	(0.4)	89.4	(0.5)	73.4	(0.7)	90.0	(0.5)	90.9	(0.4)	92.9	(0.4)	83.2	(0.5)	75.9	(0.6)	66.0	(0.6)	80.0	(0.5)	81.3	(0.6)	85.1	(0.4)
	Mexico	90.5	(0.6)	87.6	(0.6)	92.0	(0.5)	89.9	(0.6)	89.2	(0.6)	89.4	(0.5)	75.2	(0.6)	72.7	(0.5)	76.1	(0.7)	76.1	(0.6)	72.0	(0.7)	79.3	(0.5)
	Netherlands	96.0	(0.3)	91.6	(0.6)	77.2	(1.0)	92.3	(0.6)	92.6	(0.5)	97.1	(0.3)	91.0	(0.4)	85.2	(0.5)	80.9	(0.6)	88.8	(0.5)	91.9	(0.5)	92.4	(0.4)
	New Zealand	92.1	(0.4)	90.9	(0.5)	86.0	(0.6)	89.4	(0.5)	93.8	(0.3)	93.4	(0.4)	77.7	(0.7)	78.9	(0.6)	73.7	(0.7)	77.9	(0.7)	88.2	(0.5)	83.1	(0.7)
	Norway	94.5	(0.4)	90.1	(0.5)	85.3	(0.7)	91.0	(0.5)	90.7	(0.4)	92.9	(0.4)	87.9	(0.5)	80.0	(0.5)	75.7	(0.7)	82.6	(0.6)	83.0	(0.6)	85.6	(0.5)
	Poland	91.8	(0.5)	88.1	(0.5)	76.4	(0.7)	90.2	(0.5)	92.8	(0.4)	91.7	(0.5)	78.5	(0.6)	73.5	(0.7)	62.4	(0.8)	77.0	(0.6)	73.3	(0.7)	79.8	(0.7)
	Portugal	94.1	(0.6)	93.4	(0.5)	93.6	(0.5)	88.8	(0.6)	90.9	(0.5)	95.4	(0.4)	87.1	(0.4)	77.8	(0.6)	82.3	(0.5)	75.8	(0.6)	87.6	(0.5)	88.8	(0.5)
	Slovak Republic	91.9	(0.5)	91.7	(0.4)	85.2	(0.5)	88.6	(0.5)	91.0	(0.4)	93.1	(0.4)	77.3	(0.6)	77.0	(0.5)	69.7	(0.7)	77.5	(0.5)	76.7	(0.6)	80.6	(0.6)
	Slovenia	m	m	m	m	m	m	m	m	m	m	m	m	82.4	(0.6)	76.8	(0.8)	74.5	(0.8)	82.5	(0.6)	78.5	(0.6)	85.4	(0.6)
	Spain	96.3	(0.3)	91.1	(0.4)	85.0	(0.6)	91.0	(0.5)	91.9	(0.4)	95.0	(0.5)	89.9	(0.4)	83.2	(0.5)	87.2	(0.5)	86.0	(0.5)	86.0	(0.6)	90.7	(0.4)
	Sweden	94.7	(0.4)	88.5	(0.6)	81.1	(0.7)	95.0	(0.3)	90.8	(0.5)	93.3	(0.4)	79.4	(0.5)	74.9	(0.6)	69.3	(0.8)	79.6	(0.5)	78.4	(0.6)	81.0	(0.6)
	Switzerland	92.7	(0.4)	88.3	(0.5)	81.8	(1.5)	88.3	(0.6)	78.5	(0.9)	93.6	(0.3)	88.3	(0.5)	80.6	(0.6)	70.8	(0.7)	85.1	(0.6)	87.5	(0.5)	90.1	(0.4)
	Turkey	86.2	(0.8)	87.9	(0.5)	75.1	(0.9)	88.9	(0.8)	41.4	(0.9)	74.9	(0.8)	64.3	(0.9)	62.3	(0.8)	61.4	(0.7)	62.7	(0.8)	63.6	(0.8)	65.0	(0.8)
	United Kingdom	93.1	(0.4)	91.5	(0.5)	84.6	(0.5)	91.4	(0.4)	95.2	(0.3)	94.5	(0.3)	79.9	(0.6)	78.7	(0.6)	67.8	(0.7)	80.1	(0.6)	87.7	(0.5)	86.4	(0.4)
	United States	m	m	m	m	m	m	m	m	m	m	m	m	76.2	(0.6)	78.6	(0.6)	74.2	(0.7)	77.0	(0.6)	88.7	(0.5)	81.8	(0.6)
	OECD average-30[1]	92.9	(0.1)	88.9	(0.1)	81.7	(0.1)	90.1	(0.1)	85.4	(0.1)	91.9	(0.1)	83.0	(0.1)	77.9	(0.1)	72.6	(0.1)	80.9	(0.1)	82.4	(0.1)	85.4	(0.1)
	OECD average-35	m	m	m	m	m	m	m	m	m	m	m	m	82.8	(0.1)	77.7	(0.1)	73.0	(0.1)	80.9	(0.1)	82.1	(0.1)	85.2	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	94.5	(0.4)	90.2	(0.5)	93.1	(0.4)	89.2	(0.6)	82.6	(0.7)	95.0	(0.4)
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	72.3	(1.0)	86.4	(0.5)	87.4	(0.6)	65.5	(0.9)	82.8	(0.6)	71.4	(1.0)
	Brazil	93.4	(0.5)	91.4	(0.5)	92.2	(0.5)	89.4	(0.5)	92.3	(0.5)	92.7	(0.5)	79.2	(0.4)	73.9	(0.5)	76.1	(0.5)	81.9	(0.4)	81.0	(0.4)	80.1	(0.4)
	B-S-J-G (China)	m	m	m	m	m	m	m	m	m	m	m	m	78.0	(0.6)	78.2	(0.5)	64.6	(0.8)	80.6	(0.6)	59.6	(0.7)	78.5	(0.6)
	Bulgaria	m	m	m	m	m	m	m	m	m	m	m	m	70.3	(0.8)	74.9	(0.6)	68.0	(0.6)	72.0	(0.9)	71.9	(0.7)	75.1	(0.8)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	87.5	(1.0)	89.3	(1.1)	88.7	(1.1)	92.4	(0.7)	91.7	(1.0)	93.8	(0.6)
	Colombia	m	m	m	m	m	m	m	m	m	m	m	m	71.1	(0.7)	70.3	(0.6)	74.3	(0.6)	72.9	(0.6)	68.7	(0.5)	74.9	(0.6)
	Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m	73.2	(0.6)	71.7	(0.7)	74.7	(0.6)	74.7	(0.7)	72.2	(0.7)	77.4	(0.5)
	Croatia	m	m	m	m	m	m	m	m	m	m	m	m	86.0	(0.5)	83.8	(0.5)	81.2	(0.6)	85.0	(0.5)	81.6	(0.6)	87.6	(0.5)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	82.9	(0.5)	80.6	(0.5)	80.2	(0.5)	83.2	(0.5)	85.4	(0.5)	86.5	(0.4)
	Dominican Republic	m	m	m	m	m	m	m	m	m	m	m	m	60.4	(0.8)	66.1	(0.9)	66.9	(0.8)	65.1	(0.8)	66.2	(0.8)	69.1	(0.9)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	87.9	(0.4)	93.5	(0.3)	92.1	(0.4)	88.8	(0.4)	86.5	(0.6)	92.4	(0.3)
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	95.1	(0.4)	94.3	(0.4)	64.8	(0.8)	94.3	(0.3)	75.6	(0.8)	95.0	(0.4)
	Hong Kong (China)	82.3	(0.6)	87.7	(0.5)	68.1	(0.9)	89.6	(0.6)	76.6	(0.7)	88.5	(0.6)	75.3	(0.7)	81.0	(0.7)	71.1	(0.9)	79.0	(0.6)	77.9	(0.7)	80.7	(0.7)
	Indonesia	96.1	(0.3)	97.7	(0.2)	68.1	(1.3)	88.7	(0.7)	83.3	(0.6)	92.7	(0.3)	96.3	(0.3)	96.4	(0.3)	92.3	(0.4)	84.1	(0.7)	84.3	(0.7)	94.0	(0.4)
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	76.8	(0.7)	90.9	(0.5)	85.9	(0.6)	75.7	(0.6)	90.9	(0.5)	87.0	(0.5)
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	86.8	(0.6)	91.4	(0.5)	92.5	(0.5)	85.4	(0.6)	85.4	(0.6)	92.9	(0.4)
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	74.9	(1.4)	89.7	(0.6)	74.9	(1.2)	75.4	(1.1)	77.6	(1.2)	84.7	(1.0)
	Lithuania	m	m	m	m	m	m	m	m	m	m	m	m	69.3	(0.7)	64.5	(0.7)	54.5	(0.8)	66.2	(0.8)	62.6	(0.8)	69.0	(0.7)
	Macao (China)	84.3	(1.1)	83.6	(1.1)	65.1	(1.7)	86.2	(1.2)	72.4	(1.3)	84.8	(1.3)	79.3	(0.6)	76.1	(0.6)	59.9	(0.8)	77.7	(0.6)	65.9	(0.7)	80.0	(0.7)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	79.6	(0.7)	81.9	(0.7)	69.8	(0.8)	82.3	(0.7)	88.1	(0.5)	88.7	(0.5)
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	91.1	(0.5)	90.6	(0.5)	67.7	(0.9)	89.3	(0.4)	84.3	(0.6)	88.5	(0.4)
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	82.8	(0.5)	83.3	(0.5)	53.8	(0.8)	82.5	(0.6)	79.7	(0.5)	86.3	(0.4)
	Peru	m	m	m	m	m	m	m	m	m	m	m	m	79.4	(0.7)	75.9	(0.6)	71.4	(0.6)	76.0	(0.7)	77.2	(0.6)	82.5	(0.6)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	75.6	(0.4)	77.8	(0.4)	70.7	(0.4)	76.1	(0.4)	82.9	(0.4)	80.5	(0.4)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	87.8	(1.1)	92.4	(0.5)	52.5	(1.1)	84.4	(0.8)	86.8	(0.8)	85.9	(1.0)
	Russia	93.8	(0.4)	87.6	(0.5)	92.1	(0.6)	85.2	(0.6)	50.8	(1.0)	91.1	(0.5)	80.4	(0.7)	73.1	(0.7)	74.6	(0.6)	72.9	(0.6)	64.3	(0.7)	79.1	(0.6)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	76.5	(0.6)	80.2	(0.6)	76.0	(0.6)	76.5	(0.6)	81.2	(0.5)	82.1	(0.6)
	Chinese Taipei	m	m	m	m	m	m	m	m	m	m	m	m	88.7	(0.3)	85.1	(0.4)	89.9	(0.3)	83.0	(0.5)	72.2	(0.5)	87.7	(0.4)
	Thailand	93.6	(0.5)	94.7	(0.4)	95.4	(0.4)	84.9	(0.6)	79.7	(0.7)	88.9	(0.6)	79.7	(0.7)	82.5	(0.5)	78.4	(0.6)	67.6	(0.9)	61.6	(0.8)	81.7	(0.7)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	81.9	(0.6)	85.9	(0.6)	79.7	(0.6)	82.1	(0.6)	85.3	(0.5)	85.8	(0.6)
	Tunisia	90.5	(0.6)	88.2	(0.5)	58.2	(1.2)	82.7	(0.8)	89.1	(0.5)	89.2	(0.6)	80.1	(0.8)	83.4	(0.6)	57.6	(0.7)	63.0	(0.8)	80.3	(0.5)	85.0	(0.6)
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	78.7	(0.5)	79.8	(0.5)	73.9	(0.6)	75.3	(0.6)	79.1	(0.5)	82.6	(0.4)
	Uruguay	92.7	(0.4)	89.9	(0.5)	92.8	(0.4)	92.8	(0.5)	92.8	(0.5)	93.5	(0.4)	76.2	(0.6)	73.1	(0.6)	77.9	(0.6)	79.3	(0.6)	85.6	(0.5)	79.4	(0.6)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	95.3	(0.4)	91.6	(0.5)	80.8	(0.7)	82.7	(0.6)	42.6	(0.9)	92.5	(0.6)
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	75.4	(1.0)	89.0	(0.5)	89.5	(0.5)	88.7	(0.5)	87.3	(0.6)	91.3	(0.4)
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	94.2	(0.4)	92.0	(0.5)	85.0	(0.6)	92.6	(0.4)	87.1	(0.6)	92.9	(0.4)
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	83.8	(0.7)	87.5	(0.6)	77.1	(0.7)	82.8	(0.8)	76.7	(0.7)	83.1	(0.6)

1. "OECD average-30" includes all OECD countries with available data for both years.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471288

[Part 2/2]

Table III.7.4 Change between 2003 and 2015 in students' sense of belonging

Percentage of students who reported "agree" or "strongly agree" (a) or who reported "disagree" or "strongly disagree" (d)

		Change between 2003 and 2015 in the percentage of students who agreed/disagreed with the following statements (PISA 2015 – PISA 2003)											
		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	**-15.9**	(0.5)	**-12.1**	(0.5)	**-16.2**	(0.6)	**-13.1**	(0.5)	**-7.6**	(0.4)	**-10.0**	(0.5)
	Austria	**-7.9**	(0.7)	**-12.1**	(0.7)	**-12.7**	(0.8)	**-8.5**	(0.8)	**5.6**	(0.9)	**-8.0**	(0.7)
	Belgium	**-5.2**	(0.6)	**-7.5**	(0.6)	**5.9**	(0.9)	-0.3	(0.6)	**-3.9**	(0.6)	**-3.4**	(0.5)
	Canada	**-13.9**	(0.6)	**-11.6**	(0.6)	**-9.6**	(0.7)	**-13.0**	(0.5)	**-6.9**	(0.4)	**-10.5**	(0.5)
	Chile	m	m	m	m	m	m	m	m	m	m	m	m
	Czech Republic	**-10.0**	(0.8)	**-13.8**	(0.9)	**-6.6**	(1.0)	**-12.2**	(0.7)	**-6.1**	(0.8)	**-10.7**	(0.7)
	Denmark	**-7.2**	(0.6)	**-9.0**	(0.8)	0.7	(1.1)	**-3.4**	(0.7)	**-6.5**	(0.8)	**-6.6**	(0.7)
	Estonia	m	m	m	m	m	m	m	m	m	m	m	m
	Finland	**-6.9**	(0.5)	**-7.9**	(0.7)	**-8.6**	(0.8)	**-8.7**	(0.7)	**-5.0**	(0.8)	**-5.5**	(0.6)
	France	**-15.2**	(0.8)	**-5.4**	(0.6)	**-4.6**	(1.3)	**-4.0**	(0.8)	**-2.8**	(0.6)	**-3.1**	(0.6)
	Germany	**-8.4**	(0.8)	**-13.1**	(0.9)	**-12.3**	(0.9)	**-6.0**	(0.8)	**15.1**	(0.9)	**-6.4**	(0.6)
	Greece	**-9.2**	(0.7)	**-10.4**	(0.7)	**-7.9**	(0.7)	**-7.3**	(0.7)	**-4.8**	(0.6)	**-5.4**	(0.6)
	Hungary	**-8.6**	(0.7)	**-7.3**	(0.7)	**-16.3**	(0.9)	**-10.1**	(0.7)	**-6.2**	(0.9)	**-7.3**	(0.6)
	Iceland	**-7.2**	(0.8)	**-8.8**	(0.9)	**-10.1**	(0.8)	**-8.6**	(0.9)	**-6.7**	(0.8)	**-6.0**	(0.8)
	Ireland	**-11.0**	(0.7)	**-10.3**	(0.7)	**-14.6**	(1.0)	**-9.5**	(0.8)	**-4.8**	(0.6)	**-7.6**	(0.6)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	**-6.4**	(0.5)	**-9.2**	(0.6)	**-18.1**	(0.9)	**-7.6**	(0.7)	**-14.9**	(0.7)	**-4.7**	(0.6)
	Japan	**-6.2**	(0.6)	**-8.1**	(1.0)	1.5	(0.9)	-1.7	(0.9)	**5.1**	(1.0)	**17.9**	(1.0)
	Korea	-0.2	(0.5)	0.5	(0.9)	**3.7**	(1.1)	**-1.6**	(0.5)	**37.2**	(1.1)	**-1.2**	(0.5)
	Latvia	**-10.7**	(0.6)	**-13.5**	(0.9)	**-13.4**	(0.8)	**-15.2**	(0.9)	**-4.2**	(1.8)	**-8.4**	(0.8)
	Luxembourg	**-9.0**	(0.6)	**-13.5**	(0.8)	**-7.4**	(0.9)	**-10.1**	(0.7)	**-9.6**	(0.7)	**-7.9**	(0.6)
	Mexico	**-15.4**	(0.9)	**-14.9**	(0.8)	**-15.9**	(0.9)	**-13.8**	(0.9)	**-17.2**	(0.9)	**-10.1**	(0.7)
	Netherlands	**-5.0**	(0.5)	**-6.4**	(0.8)	**3.8**	(1.1)	**-3.5**	(0.8)	-0.7	(0.7)	**-4.7**	(0.5)
	New Zealand	**-14.5**	(0.8)	**-11.9**	(0.8)	**-12.3**	(0.9)	**-11.5**	(0.9)	**-5.5**	(0.6)	**-10.3**	(0.8)
	Norway	**-6.6**	(0.7)	**-10.1**	(0.7)	**-9.5**	(1.0)	**-8.5**	(0.8)	**-7.8**	(0.7)	**-7.3**	(0.7)
	Poland	**-13.3**	(0.8)	**-14.6**	(0.9)	**-14.0**	(1.0)	**-13.2**	(0.8)	**-19.5**	(0.8)	**-11.9**	(0.8)
	Portugal	**-7.0**	(0.7)	**-15.6**	(0.8)	**-11.3**	(0.7)	**-13.0**	(0.8)	**-3.3**	(0.7)	**-6.5**	(0.6)
	Slovak Republic	**-14.6**	(0.8)	**-14.7**	(0.7)	**-15.5**	(0.9)	**-11.1**	(0.7)	**-14.3**	(0.7)	**-12.5**	(0.7)
	Slovenia	m	m	m	m	m	m	m	m	m	m	m	m
	Spain	**-6.4**	(0.5)	**-7.8**	(0.7)	**2.2**	(0.8)	**-5.0**	(0.7)	**-5.9**	(0.7)	**-4.3**	(0.6)
	Sweden	**-15.3**	(0.7)	**-13.6**	(0.8)	**-11.8**	(1.0)	**-15.4**	(0.6)	**-12.4**	(0.8)	**-12.3**	(0.7)
	Switzerland	**-4.4**	(0.6)	**-7.7**	(0.8)	**-11.0**	(1.6)	**-3.1**	(0.8)	**8.9**	(1.0)	**-3.5**	(0.5)
	Turkey	**-21.9**	(1.2)	**-25.7**	(1.0)	**-13.8**	(1.1)	**-26.2**	(1.1)	**22.2**	(1.2)	**-9.9**	(1.1)
	United Kingdom	**-13.1**	(0.7)	**-12.8**	(0.7)	**-16.8**	(0.9)	**-11.2**	(0.7)	**-7.5**	(0.6)	**-8.1**	(0.6)
	United States	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average-30[1]	**-9.9**	(0.1)	**-11.0**	(0.1)	**-9.1**	(0.2)	**-9.2**	(0.1)	**-3.0**	(0.2)	**-6.5**	(0.1)
	OECD average-35	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	**-14.2**	(0.7)	**-17.4**	(0.7)	**-16.1**	(0.7)	**-7.5**	(0.6)	**-11.3**	(0.6)	**-12.5**	(0.6)
	B-S-J-G (China)	m	m	m	m	m	m	m	m	m	m	m	m
	Bulgaria	m	m	m	m	m	m	m	m	m	m	m	m
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	m	m	m	m	m	m	m	m	m	m	m	m
	Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m
	Croatia	m	m	m	m	m	m	m	m	m	m	m	m
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	m	m	m	m	m	m	m	m	m	m	m	m
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	**-7.0**	(0.9)	**-6.6**	(0.9)	**3.0**	(1.3)	**-10.6**	(0.8)	1.2	(1.0)	**-7.9**	(0.9)
	Indonesia	0.2	(0.4)	**-1.3**	(0.3)	**24.2**	(1.4)	**-4.7**	(1.0)	1.0	(0.9)	**1.2**	(0.5)
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	m	m	m	m	m	m	m	m	m	m	m	m
	Macao (China)	**-5.1**	(1.3)	**-7.5**	(1.3)	**-5.2**	(1.9)	**-8.5**	(1.3)	**-6.5**	(1.5)	**-4.8**	(1.4)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	m	m	m	m	m	m	m	m	m	m	m	m
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	**-13.3**	(0.9)	**-14.5**	(0.9)	**-17.5**	(0.8)	**-12.4**	(0.9)	**13.5**	(1.2)	**-12.1**	(0.8)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	m	m	m	m	m	m	m	m	m	m	m	m
	Thailand	**-13.9**	(0.8)	**-12.2**	(0.6)	**-17.0**	(0.7)	**-17.3**	(1.1)	**-18.1**	(1.1)	**-7.3**	(0.9)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	**-10.3**	(1.0)	**-4.8**	(0.8)	-0.6	(1.4)	**-19.7**	(1.1)	**-8.7**	(0.7)	**-4.2**	(0.9)
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	**-16.5**	(0.7)	**-16.8**	(0.8)	**-14.9**	(0.7)	**-13.6**	(0.7)	**-7.2**	(0.7)	**-14.0**	(0.7)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m

1. "OECD average-30" includes all OECD countries with available data for both years.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471288

[Part 1/2]

Table III.7.5 Change between 2012 and 2015 in students' sense of belonging

Percentage of students who reported "agree" or "strongly agree" (a) or who reported "disagree" or "strongly disagree" (d)

		Percentage of students who agreed/disagreed with the following statements (PISA 2012)												Percentage of students who agreed/disagreed with the following statements (PISA 2015)									
		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	85.2	(0.5)	85.5	(0.4)	78.1	(0.5)	84.9	(0.4)	91.5	(0.4)	88.3	(0.4)	76.5	(0.4)	79.4	(0.5)	71.9	(0.5)	78.1	(0.4)	87.6	(0.3)	83.5	(0.4)
	Austria	92.8	(0.6)	90.1	(0.6)	86.0	(0.8)	91.3	(0.6)	93.7	(0.4)	94.2	(0.5)	86.1	(0.5)	77.9	(0.6)	76.0	(0.5)	82.8	(0.5)	83.8	(0.5)	84.6	(0.5)
	Belgium	90.4	(0.5)	87.8	(0.5)	68.4	(0.8)	87.8	(0.5)	91.6	(0.3)	92.7	(0.3)	87.1	(0.5)	81.8	(0.4)	62.0	(0.5)	84.2	(0.4)	88.2	(0.5)	90.5	(0.4)
	Canada	86.7	(0.5)	87.0	(0.5)	78.4	(0.5)	85.3	(0.4)	93.3	(0.3)	88.8	(0.4)	77.5	(0.5)	78.3	(0.5)	71.6	(0.5)	76.3	(0.4)	87.3	(0.4)	81.6	(0.4)
	Chile	86.2	(0.7)	85.6	(0.6)	87.5	(0.6)	85.3	(0.8)	88.0	(0.6)	91.5	(0.5)	79.9	(0.6)	73.2	(0.6)	77.3	(0.7)	80.0	(0.6)	76.0	(0.6)	83.1	(0.6)
	Czech Republic	84.7	(0.8)	87.5	(0.8)	78.1	(1.1)	89.9	(0.7)	88.6	(0.7)	90.2	(0.7)	79.8	(0.5)	75.3	(0.7)	70.9	(0.7)	81.3	(0.5)	81.2	(0.6)	81.9	(0.6)
	Denmark	93.0	(0.5)	84.4	(0.6)	77.4	(0.8)	90.5	(0.5)	87.7	(0.5)	92.7	(0.5)	87.6	(0.5)	79.2	(0.5)	70.3	(0.6)	84.8	(0.5)	85.4	(0.6)	87.1	(0.5)
	Estonia	90.9	(0.6)	82.4	(0.8)	81.0	(0.9)	88.5	(0.7)	80.8	(0.8)	90.9	(0.6)	87.2	(0.4)	76.0	(0.7)	78.0	(0.6)	83.4	(0.5)	76.5	(0.7)	85.3	(0.6)
	Finland	90.9	(0.5)	85.5	(0.5)	84.3	(0.7)	85.5	(0.7)	87.6	(0.6)	91.3	(0.5)	87.7	(0.4)	79.8	(0.5)	80.3	(0.6)	82.6	(0.6)	82.0	(0.5)	88.2	(0.5)
	France	79.0	(0.8)	92.1	(0.5)	47.4	(1.0)	86.9	(0.6)	92.5	(0.5)	93.0	(0.5)	76.8	(0.6)	86.3	(0.5)	40.9	(0.8)	83.7	(0.5)	89.7	(0.4)	90.6	(0.4)
	Germany	91.5	(0.6)	82.1	(0.7)	83.6	(0.8)	89.5	(0.6)	92.5	(0.5)	93.9	(0.5)	85.5	(0.6)	73.3	(0.7)	74.9	(0.7)	82.4	(0.6)	85.0	(0.5)	87.3	(0.5)
	Greece	85.5	(0.8)	86.8	(0.6)	88.9	(0.6)	88.4	(0.7)	90.3	(0.5)	89.8	(0.7)	84.4	(0.6)	80.2	(0.5)	83.0	(0.5)	84.5	(0.5)	87.4	(0.5)	88.0	(0.5)
	Hungary	88.6	(0.6)	89.5	(0.5)	84.9	(0.7)	88.1	(0.7)	90.8	(0.5)	91.4	(0.5)	82.1	(0.6)	81.1	(0.6)	74.5	(0.8)	82.5	(0.6)	82.7	(0.7)	85.5	(0.5)
	Iceland	90.4	(0.6)	85.6	(0.7)	88.2	(0.6)	89.0	(0.6)	91.2	(0.6)	91.8	(0.6)	82.9	(0.6)	76.1	(0.7)	78.5	(0.7)	80.5	(0.7)	82.9	(0.6)	83.6	(0.6)
	Ireland	90.9	(0.5)	89.5	(0.5)	79.7	(0.9)	89.8	(0.6)	94.1	(0.4)	93.3	(0.5)	83.3	(0.6)	81.1	(0.5)	73.3	(0.8)	82.7	(0.6)	90.5	(0.5)	87.8	(0.5)
	Israel	88.4	(0.6)	89.6	(0.5)	90.6	(0.6)	91.1	(0.6)	89.7	(0.6)	92.0	(0.5)	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	91.2	(0.3)	89.6	(0.3)	77.2	(0.4)	88.6	(0.4)	85.8	(0.3)	92.7	(0.3)	88.9	(0.4)	83.0	(0.5)	67.3	(0.6)	86.3	(0.5)	76.6	(0.6)	89.5	(0.5)
	Japan	91.5	(0.5)	79.0	(0.6)	83.9	(0.6)	83.3	(0.8)	77.4	(0.8)	89.8	(0.5)	88.1	(0.5)	68.8	(0.7)	81.9	(0.6)	80.5	(0.6)	73.8	(0.6)	88.5	(0.5)
	Korea	91.8	(0.5)	78.8	(0.7)	76.3	(1.0)	89.3	(0.5)	77.7	(0.8)	91.1	(0.5)	91.3	(0.4)	79.3	(0.6)	79.5	(0.8)	89.9	(0.4)	81.9	(0.6)	91.7	(0.4)
	Latvia	91.4	(0.7)	87.1	(0.7)	90.1	(0.6)	85.7	(0.7)	80.0	(0.9)	90.1	(0.8)	84.2	(0.5)	75.7	(0.7)	78.6	(0.6)	75.6	(0.6)	68.2	(0.7)	82.8	(0.6)
	Luxembourg	88.3	(0.6)	86.8	(0.6)	76.0	(0.7)	83.8	(0.5)	88.4	(0.5)	90.7	(0.5)	83.2	(0.5)	75.9	(0.6)	66.0	(0.6)	80.0	(0.5)	81.3	(0.6)	85.1	(0.4)
	Mexico	85.6	(0.4)	89.0	(0.4)	91.5	(0.3)	86.4	(0.3)	88.9	(0.3)	88.9	(0.3)	75.2	(0.6)	72.7	(0.5)	76.1	(0.7)	76.1	(0.6)	72.0	(0.7)	79.3	(0.5)
	Netherlands	92.8	(0.6)	89.6	(0.6)	84.5	(1.0)	91.0	(0.7)	94.0	(0.5)	94.6	(0.5)	91.0	(0.4)	85.2	(0.5)	80.9	(0.6)	88.8	(0.5)	91.9	(0.5)	92.4	(0.4)
	New Zealand	86.1	(0.7)	86.8	(0.7)	78.4	(0.9)	85.5	(0.7)	91.4	(0.5)	88.0	(0.5)	77.7	(0.7)	78.9	(0.6)	73.7	(0.7)	77.9	(0.7)	88.2	(0.5)	83.1	(0.7)
	Norway	91.6	(0.5)	85.6	(0.6)	87.1	(0.6)	87.7	(0.6)	88.7	(0.6)	90.5	(0.5)	87.9	(0.5)	80.0	(0.5)	75.7	(0.7)	82.6	(0.6)	83.0	(0.6)	85.6	(0.5)
	Poland	89.8	(0.8)	86.7	(0.7)	76.0	(0.8)	88.9	(0.7)	83.7	(0.7)	91.2	(0.6)	78.5	(0.6)	73.5	(0.7)	62.4	(0.8)	77.0	(0.6)	73.3	(0.7)	79.8	(0.7)
	Portugal	91.1	(0.6)	86.9	(0.7)	91.1	(0.6)	83.9	(0.8)	93.6	(0.5)	92.5	(0.6)	87.1	(0.4)	77.8	(0.6)	82.3	(0.5)	75.8	(0.6)	87.6	(0.5)	88.8	(0.5)
	Slovak Republic	82.3	(1.0)	86.5	(0.6)	77.7	(0.9)	83.3	(0.9)	84.5	(0.8)	86.3	(0.7)	77.3	(0.6)	77.0	(0.5)	69.7	(0.7)	77.5	(0.5)	76.7	(0.6)	80.6	(0.6)
	Slovenia	89.8	(0.6)	91.4	(0.6)	83.4	(0.7)	89.4	(0.6)	88.5	(0.6)	92.1	(0.5)	82.4	(0.6)	76.8	(0.8)	74.5	(0.8)	82.5	(0.6)	78.5	(0.6)	85.4	(0.6)
	Spain	92.1	(0.4)	90.8	(0.3)	93.1	(0.4)	91.1	(0.4)	91.7	(0.3)	94.2	(0.3)	89.9	(0.4)	83.2	(0.5)	87.2	(0.5)	86.0	(0.5)	86.0	(0.6)	90.7	(0.4)
	Sweden	89.5	(0.6)	86.8	(0.7)	78.6	(0.9)	90.2	(0.6)	88.8	(0.7)	90.5	(0.6)	79.4	(0.5)	74.9	(0.6)	69.3	(0.8)	79.6	(0.5)	78.4	(0.6)	81.0	(0.6)
	Switzerland	92.6	(0.5)	87.9	(0.5)	82.5	(0.9)	90.3	(0.6)	94.2	(0.4)	94.6	(0.4)	88.3	(0.5)	80.6	(0.6)	70.8	(0.7)	85.1	(0.6)	87.5	(0.5)	90.1	(0.4)
	Turkey	82.7	(0.7)	85.5	(0.6)	84.2	(0.7)	81.6	(0.8)	85.9	(0.7)	82.9	(0.9)	64.3	(0.9)	62.3	(0.8)	61.4	(0.7)	62.7	(0.8)	63.6	(0.8)	65.0	(0.8)
	United Kingdom	88.6	(0.6)	88.0	(0.6)	79.4	(0.8)	87.8	(0.5)	92.6	(0.4)	92.5	(0.5)	79.9	(0.6)	78.7	(0.6)	67.8	(0.7)	80.1	(0.6)	87.7	(0.5)	86.4	(0.4)
	United States	85.6	(0.7)	87.9	(0.6)	80.6	(0.8)	83.4	(0.7)	93.5	(0.5)	88.1	(0.7)	76.2	(0.6)	78.6	(0.6)	74.2	(0.7)	77.0	(0.6)	88.7	(0.5)	81.8	(0.6)
	OECD average-30[1]	88.9	(0.1)	86.8	(0.1)	81.0	(0.1)	87.5	(0.1)	89.1	(0.1)	91.1	(0.1)	83.0	(0.1)	77.9	(0.1)	72.6	(0.1)	80.9	(0.1)	82.4	(0.1)	85.4	(0.1)
	OECD average-35	88.8	(0.1)	86.9	(0.1)	81.6	(0.1)	87.5	(0.1)	88.9	(0.1)	91.1	(0.1)	82.8	(0.1)	77.7	(0.1)	73.0	(0.1)	80.9	(0.1)	82.1	(0.1)	85.2	(0.1)
Partners	Albania	89.2	(0.9)	86.1	(0.8)	93.8	(0.6)	81.6	(1.1)	81.3	(0.9)	89.2	(0.7)	94.5	(0.4)	90.2	(0.5)	93.1	(0.4)	89.2	(0.6)	82.6	(0.7)	95.0	(0.4)
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	72.3	(1.0)	86.4	(0.5)	87.4	(0.6)	65.5	(0.9)	82.8	(0.6)	71.4	(1.0)
	Brazil	83.8	(0.5)	86.3	(0.5)	86.3	(0.4)	86.2	(0.5)	88.1	(0.5)	80.1	(0.6)	79.2	(0.4)	73.9	(0.5)	76.1	(0.5)	81.9	(0.4)	81.0	(0.4)	80.1	(0.4)
	B-S-J-G (China)	m	m	m	m	m	m	m	m	m	m	m	m	78.0	(0.6)	78.2	(0.5)	64.6	(0.8)	80.6	(0.6)	59.6	(0.7)	78.5	(0.6)
	Bulgaria	76.2	(1.2)	90.4	(0.5)	82.0	(0.8)	79.0	(1.1)	83.5	(0.7)	81.0	(1.1)	70.3	(0.8)	74.9	(0.6)	68.0	(0.6)	72.0	(0.9)	71.9	(0.7)	75.1	(0.8)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	87.5	(1.0)	89.3	(1.1)	88.7	(1.1)	92.4	(0.7)	91.7	(1.0)	93.8	(0.6)
	Colombia	85.5	(0.8)	90.2	(0.5)	94.1	(0.5)	83.5	(0.8)	86.6	(0.7)	87.5	(0.7)	71.1	(0.7)	70.3	(0.6)	74.3	(0.6)	72.9	(0.6)	68.7	(0.5)	74.9	(0.6)
	Costa Rica	87.3	(0.8)	90.6	(0.6)	90.7	(0.7)	89.2	(0.7)	90.1	(0.6)	89.8	(0.8)	73.2	(0.6)	71.7	(0.7)	74.7	(0.6)	74.7	(0.7)	72.2	(0.7)	77.4	(0.5)
	Croatia	91.7	(0.5)	91.2	(0.5)	88.1	(0.6)	90.9	(0.5)	87.8	(0.7)	93.1	(0.4)	86.0	(0.5)	83.8	(0.5)	81.2	(0.6)	85.0	(0.5)	81.6	(0.6)	87.6	(0.5)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	82.9	(0.5)	80.6	(0.5)	80.2	(0.5)	83.2	(0.5)	85.4	(0.5)	86.5	(0.4)
	Dominican Republic	m	m	m	m	m	m	m	m	m	m	m	m	60.4	(0.8)	66.1	(0.9)	66.9	(0.8)	65.1	(0.8)	66.2	(0.8)	69.1	(0.9)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	87.9	(0.4)	93.5	(0.3)	92.1	(0.4)	88.8	(0.4)	86.5	(0.6)	92.4	(0.3)
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	95.1	(0.4)	94.3	(0.4)	64.8	(0.8)	94.3	(0.3)	75.6	(0.8)	95.0	(0.4)
	Hong Kong (China)	82.0	(0.9)	86.3	(0.6)	73.0	(1.0)	87.3	(0.7)	80.1	(0.7)	86.0	(0.6)	75.3	(0.7)	81.0	(0.7)	71.1	(0.9)	79.0	(0.6)	77.9	(0.7)	80.7	(0.7)
	Indonesia	87.7	(0.7)	96.1	(0.4)	92.7	(0.5)	74.8	(1.0)	86.1	(0.7)	87.2	(0.6)	96.3	(0.3)	96.4	(0.3)	92.3	(0.4)	84.1	(0.7)	84.3	(0.7)	94.0	(0.4)
	Jordan	73.2	(1.0)	86.6	(0.6)	86.4	(0.7)	65.6	(0.9)	87.8	(0.6)	76.0	(1.0)	76.8	(0.7)	90.9	(0.5)	85.9	(0.6)	75.7	(0.6)	90.9	(0.5)	87.0	(0.5)
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	86.8	(0.6)	91.4	(0.5)	92.5	(0.5)	85.4	(0.6)	85.4	(0.6)	92.9	(0.4)
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	74.9	(1.4)	89.7	(0.6)	74.9	(1.2)	75.4	(1.1)	77.6	(1.2)	84.7	(1.0)
	Lithuania	84.0	(0.9)	87.6	(0.5)	66.6	(0.9)	83.7	(0.8)	81.9	(0.8)	86.8	(0.7)	69.3	(0.7)	64.5	(0.7)	54.5	(0.8)	66.2	(0.8)	62.6	(0.8)	69.0	(0.7)
	Macao (China)	84.3	(0.7)	81.9	(0.6)	65.5	(0.9)	83.4	(0.6)	72.8	(0.7)	82.6	(0.7)	79.3	(0.6)	76.1	(0.6)	59.9	(0.8)	77.7	(0.6)	65.9	(0.7)	80.0	(0.7)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	79.6	(0.7)	81.9	(0.7)	69.8	(0.8)	82.3	(0.7)	88.1	(0.5)	88.7	(0.5)
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	91.1	(0.5)	90.6	(0.5)	67.7	(0.9)	89.3	(0.4)	84.3	(0.6)	88.5	(0.4)
	Montenegro	88.7	(0.6)	92.0	(0.6)	67.7	(0.9)	88.3	(0.6)	88.7	(0.6)	91.7	(0.6)	82.8	(0.5)	83.3	(0.5)	53.8	(0.8)	82.5	(0.6)	79.7	(0.5)	86.3	(0.4)
	Peru	84.8	(1.1)	86.5	(0.6)	86.4	(0.8)	75.1	(1.1)	86.6	(0.8)	86.3	(1.0)	79.4	(0.7)	75.9	(0.6)	71.4	(0.6)	76.0	(0.7)	77.2	(0.6)	82.5	(0.6)
	Qatar	66.8	(0.5)	85.1	(0.5)	78.2	(0.5)	68.3	(0.5)	85.9	(0.4)	72.1	(0.5)	75.6	(0.4)	77.8	(0.4)	70.7	(0.4)	76.1	(0.4)	82.9	(0.4)	80.5	(0.4)
	Romania	77.4	(1.4)	85.9	(0.9)	66.8	(0.9)	73.5	(1.3)	83.0	(0.8)	72.8	(1.4)	87.8	(1.1)	92.4	(0.5)	52.5	(1.1)	84.4	(0.8)	86.8	(0.8)	85.9	(1.0)
	Russia	91.2	(0.6)	85.3	(0.7)	81.2	(0.8)	82.0	(0.7)	79.3	(0.8)	89.3	(0.6)	80.4	(0.7)	73.1	(0.7)	74.6	(0.6)	72.9	(0.6)	64.3	(0.7)	79.1	(0.6)
	Singapore	83.7	(0.7)	88.4	(0.4)	83.8	(0.7)	83.3	(0.6)	86.4	(0.5)	84.4	(0.6)	76.5	(0.6)	80.2	(0.6)	76.0	(0.6)	76.5	(0.6)	81.2	(0.5)	82.1	(0.6)
	Chinese Taipei	m	m	m	m	m	m	m	m	m	m	m	m	88.7	(0.3)	85.1	(0.4)	89.9	(0.3)	83.0	(0.5)	72.2	(0.5)	87.7	(0.4)
	Thailand	78.5	(0.9)	91.7	(0.5)	91.2	(0.5)	67.4	(1.1)	71.7	(0.8)	79.2	(1.0)	79.7	(0.7)	82.5	(0.5)	78.4	(0.6)	67.6	(0.9)	61.6	(0.8)	81.7	(0.7)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	81.9	(0.6)	85.9	(0.6)	79.7	(0.6)	82.1	(0.6)	85.3	(0.5)	85.8	(0.6)
	Tunisia	74.7	(1.0)	86.9	(0.7)	65.9	(1.1)	63.8	(1.1)	85.1	(0.7)	81.0	(0.9)	80.1	(0.8)	83.4	(0.6)	57.6	(0.7)	63.0	(0.8)	80.3	(0.5)	85.0	(0.6)
	United Arab Emirates	77.5	(0.8)	87.6	(0.5)	83.6	(0.5)	76.4	(0.6)	84.1	(0.7)	83.2	(0.7)	78.7	(0.5)	79.8	(0.5)	73.9	(0.6)	75.3	(0.6)	79.1	(0.5)	82.6	(0.4)
	Uruguay	85.0	(0.8)	88.0	(0.6)	92.5	(0.5)	86.7	(0.8)	96.9	(0.4)	82.3	(0.8)	76.2	(0.6)	73.1	(0.6)	77.9	(0.6)	79.3	(0.6)	85.6	(0.5)	79.4	(0.6)
	Viet Nam	94.5	(0.5)	91.9	(0.5)	82.7	(0.8)	88.7	(0.6)	40.8	(1.1)	93.9	(0.5)	95.3	(0.4)	91.6	(0.5)	80.8	(0.7)	82.7	(0.6)	42.6	(0.9)	92.5	(0.6)
	Argentina**	67.4	(1.3)	87.1	(0.6)	89.9	(0.6)	81.3	(0.9)	83.3	(0.7)	83.9	(0.8)	75.4	(1.0)	89.0	(0.5)	89.5	(0.5)	88.7	(0.5)	87.3	(0.6)	91.3	(0.4)
	Kazakhstan**	91.0	(0.7)	93.2	(0.4)	88.7	(0.7)	91.8	(0.6)	89.1	(0.7)	91.4	(0.6)	94.2	(0.4)	92.0	(0.5)	85.0	(0.6)	92.6	(0.4)	87.1	(0.6)	92.9	(0.4)
	Malaysia**	79.9	(1.0)	90.7	(0.6)	81.5	(0.8)	77.4	(1.1)	80.3	(0.7)	80.1	(1.0)	83.8	(0.7)	87.5	(0.6)	77.1	(0.7)	82.8	(0.8)	76.7	(0.7)	83.1	(0.6)

1. "OECD average-30" includes all OECD countries, with the exception of Chile, Estonia, Israel and the United States.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471292

[Part 2/2]

Table III.7.5 Change between 2012 and 2015 in students' sense of belonging

Percentage of students who reported "agree" or "strongly agree" (a) or who reported "disagree" or "strongly disagree" (d)

		Change between 2012 and 2015 in the percentage of students who agreed/disagreed with the following statements (PISA 2015 – PISA 2012)											
		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	**-8.6**	(0.7)	**-6.1**	(0.6)	**-6.2**	(0.7)	**-6.8**	(0.6)	**-3.9**	(0.5)	**-4.8**	(0.5)
OECD	Austria	**-6.7**	(0.7)	**-12.1**	(0.8)	**-10.0**	(0.9)	**-8.5**	(0.8)	**-10.0**	(0.7)	**-9.6**	(0.8)
OECD	Belgium	**-3.3**	(0.6)	**-6.0**	(0.7)	**-6.4**	(1.0)	**-3.6**	(0.7)	**-3.5**	(0.6)	**-2.3**	(0.5)
OECD	Canada	**-9.2**	(0.7)	**-8.7**	(0.7)	**-6.8**	(0.7)	**-9.0**	(0.6)	**-6.0**	(0.5)	**-7.2**	(0.6)
OECD	Chile	**-6.3**	(0.9)	**-12.5**	(0.8)	**-10.3**	(0.9)	**-5.3**	(1.0)	**-12.0**	(0.9)	**-8.4**	(0.8)
OECD	Czech Republic	**-4.9**	(0.9)	**-12.2**	(1.1)	**-7.2**	(1.4)	**-8.6**	(0.9)	**-7.3**	(0.9)	**-8.3**	(0.9)
OECD	Denmark	**-5.3**	(0.7)	**-5.2**	(0.8)	**-7.1**	(1.0)	**-5.7**	(0.7)	**-2.3**	(0.8)	**-5.6**	(0.7)
OECD	Estonia	**-3.7**	(0.7)	**-6.4**	(1.0)	**-3.0**	(1.1)	**-5.1**	(0.9)	**-4.3**	(1.1)	**-5.6**	(0.8)
OECD	Finland	**-3.2**	(0.7)	**-5.7**	(0.8)	**-4.0**	(0.9)	**-2.8**	(0.9)	**-5.6**	(0.8)	**-3.2**	(0.7)
OECD	France	**-2.2**	(1.0)	**-5.8**	(0.7)	**-6.5**	(1.2)	**-3.2**	(0.8)	**-2.8**	(0.6)	**-2.4**	(0.6)
OECD	Germany	**-6.0**	(0.8)	**-8.8**	(1.0)	**-8.8**	(1.1)	**-7.1**	(0.9)	**-7.5**	(0.8)	**-6.6**	(0.7)
OECD	Greece	-1.1	(0.9)	**-6.6**	(0.8)	**-5.9**	(0.8)	**-3.9**	(0.8)	**-2.9**	(0.7)	**-1.8**	(0.8)
OECD	Hungary	**-6.5**	(0.8)	**-8.5**	(0.8)	**-10.4**	(1.0)	**-5.6**	(1.0)	**-8.1**	(0.9)	**-5.9**	(0.7)
OECD	Iceland	**-7.5**	(0.8)	**-9.5**	(1.0)	**-9.7**	(0.9)	**-8.5**	(0.9)	**-8.3**	(0.8)	**-8.2**	(0.8)
OECD	Ireland	**-7.6**	(0.8)	**-8.3**	(0.8)	**-6.3**	(1.2)	**-7.1**	(0.9)	**-3.6**	(0.6)	**-5.5**	(0.7)
OECD	Israel	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Italy	**-2.3**	(0.5)	**-6.6**	(0.6)	**-9.9**	(0.8)	**-2.3**	(0.7)	**-9.2**	(0.7)	**-3.2**	(0.6)
OECD	Japan	**-3.5**	(0.7)	**-10.3**	(0.9)	**-2.1**	(0.8)	**-2.8**	(1.0)	**-3.6**	(1.0)	-1.3	(0.7)
OECD	Korea	-0.5	(0.6)	0.4	(0.9)	**3.2**	(1.3)	0.6	(0.7)	**4.2**	(1.0)	0.6	(0.6)
OECD	Latvia	**-7.2**	(0.8)	**-11.4**	(1.0)	**-11.5**	(0.9)	**-10.2**	(1.0)	**-11.8**	(1.1)	**-7.4**	(1.0)
OECD	Luxembourg	**-5.1**	(0.8)	**-11.0**	(0.8)	**-10.0**	(0.9)	**-3.8**	(0.8)	**-7.1**	(0.7)	**-5.6**	(0.6)
OECD	Mexico	**-10.4**	(0.7)	**-16.3**	(0.7)	**-15.4**	(0.8)	**-10.3**	(0.7)	**-16.9**	(0.7)	**-9.6**	(0.6)
OECD	Netherlands	**-1.8**	(0.8)	**-4.4**	(0.8)	**-3.6**	(1.1)	**-2.2**	(0.9)	**-2.1**	(0.7)	**-2.2**	(0.6)
OECD	New Zealand	**-8.4**	(1.0)	**-7.9**	(0.9)	**-4.7**	(1.1)	**-7.6**	(0.9)	**-3.2**	(0.7)	**-4.8**	(0.9)
OECD	Norway	**-3.7**	(0.7)	**-5.6**	(0.8)	**-11.4**	(0.9)	**-5.1**	(0.9)	**-5.8**	(0.9)	**-4.9**	(0.7)
OECD	Poland	**-11.2**	(1.0)	**-13.2**	(1.0)	**-13.6**	(1.1)	**-11.9**	(0.9)	**-10.4**	(1.0)	**-11.4**	(0.9)
OECD	Portugal	**-4.0**	(0.8)	**-9.1**	(1.0)	**-8.9**	(0.8)	**-8.2**	(1.0)	**-5.9**	(0.7)	**-3.6**	(0.7)
OECD	Slovak Republic	**-5.0**	(1.2)	**-9.5**	(0.8)	**-8.0**	(1.1)	**-5.8**	(1.1)	**-7.7**	(1.0)	**-5.7**	(0.9)
OECD	Slovenia	**-7.4**	(0.8)	**-14.6**	(0.9)	**-9.0**	(1.1)	**-6.8**	(0.9)	**-10.1**	(0.9)	**-6.6**	(0.8)
OECD	Spain	**-2.3**	(0.5)	**-7.5**	(0.6)	**-5.9**	(0.6)	**-5.2**	(0.7)	**-5.7**	(0.6)	**-3.5**	(0.5)
OECD	Sweden	**-10.1**	(0.8)	**-11.9**	(0.9)	**-9.3**	(1.2)	**-10.6**	(0.8)	**-10.4**	(0.9)	**-9.5**	(0.9)
OECD	Switzerland	**-4.3**	(0.7)	**-7.3**	(0.8)	**-11.7**	(1.1)	**-5.2**	(0.8)	**-6.7**	(0.7)	**-4.4**	(0.5)
OECD	Turkey	**-18.4**	(1.1)	**-23.3**	(1.0)	**-22.8**	(1.0)	**-18.9**	(1.2)	**-22.2**	(1.1)	**-17.9**	(1.2)
OECD	United Kingdom	**-8.7**	(0.8)	**-9.2**	(0.8)	**-11.6**	(1.1)	**-7.7**	(0.8)	**-4.9**	(0.7)	**-6.1**	(0.7)
OECD	United States	**-9.4**	(1.0)	**-9.3**	(0.8)	**-6.4**	(1.1)	**-6.4**	(0.9)	**-4.8**	(0.7)	**-6.3**	(1.0)
	OECD average-30[1]	**-6.0**	(0.1)	**-8.9**	(0.2)	**-8.4**	(0.2)	**-6.6**	(0.2)	**-6.7**	(0.1)	**-5.7**	(0.1)
	OECD average-35	**-6.1**	(0.1)	**-9.1**	(0.1)	**-8.3**	(0.2)	**-6.5**	(0.1)	**-6.8**	(0.1)	**-5.8**	(0.1)
Partners	Albania	**5.3**	(1.0)	**4.2**	(1.0)	-0.7	(0.8)	**7.5**	(1.2)	1.2	(1.1)	**5.9**	(0.8)
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	**-4.6**	(0.7)	**-12.4**	(0.7)	**-10.2**	(0.7)	**-4.3**	(0.6)	**-7.1**	(0.6)	0.1	(0.8)
Partners	B-S-J-G (China)	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Bulgaria	**-5.9**	(1.4)	**-15.5**	(0.8)	**-14.0**	(1.0)	**-7.0**	(1.4)	**-11.6**	(1.0)	**-5.9**	(1.3)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	**-14.4**	(1.1)	**-19.9**	(0.8)	**-19.8**	(0.8)	**-10.6**	(1.0)	**-17.8**	(0.9)	**-12.6**	(0.9)
Partners	Costa Rica	**-14.0**	(1.0)	**-19.0**	(1.0)	**-16.1**	(1.0)	**-14.5**	(1.0)	**-17.9**	(0.9)	**-12.5**	(1.0)
Partners	Croatia	**-5.7**	(0.7)	**-7.4**	(0.8)	**-6.9**	(0.9)	**-5.9**	(0.7)	**-6.2**	(0.9)	**-5.5**	(0.6)
Partners	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Dominican Republic	m	m	m	m	m	m	m	m	m	m	m	m
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	**-6.7**	(1.1)	**-5.3**	(0.9)	-1.9	(1.4)	**-8.3**	(0.9)	**-2.3**	(1.0)	**-5.4**	(0.9)
Partners	Indonesia	**8.6**	(0.8)	0.3	(0.5)	-0.4	(0.7)	**9.3**	(1.2)	-1.7	(1.0)	**6.8**	(0.7)
Partners	Jordan	**3.6**	(1.3)	**4.2**	(0.7)	-0.5	(0.9)	**10.2**	(1.1)	**3.1**	(0.8)	**11.0**	(1.1)
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	**-14.8**	(1.1)	**-23.1**	(0.9)	**-12.1**	(1.2)	**-17.5**	(1.1)	**-19.4**	(1.1)	**-17.9**	(1.0)
Partners	Macao (China)	**-5.0**	(0.9)	**-5.8**	(0.8)	**-5.6**	(1.2)	**-5.7**	(0.8)	**-6.9**	(1.0)	**-2.6**	(1.0)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	**-5.9**	(0.7)	**-8.7**	(0.8)	**-13.9**	(1.2)	**-5.8**	(0.8)	**-9.0**	(0.8)	**-5.4**	(0.7)
Partners	Peru	**-5.4**	(1.3)	**-10.7**	(0.9)	**-15.0**	(1.0)	1.0	(1.3)	**-9.4**	(1.0)	**-3.8**	(1.1)
Partners	Qatar	**8.8**	(0.7)	**-7.3**	(0.6)	**-7.5**	(0.7)	**7.8**	(0.7)	**-3.0**	(0.5)	**8.3**	(0.6)
Partners	Romania	**10.5**	(1.7)	**6.5**	(1.0)	**-14.3**	(1.4)	**10.9**	(1.6)	**3.9**	(1.1)	**13.1**	(1.7)
Partners	Russia	**-10.7**	(1.0)	**-12.2**	(1.0)	**-6.6**	(1.0)	**-9.1**	(1.0)	**-15.0**	(1.1)	**-10.2**	(0.8)
Partners	Singapore	**-7.2**	(0.9)	**-8.2**	(0.8)	**-7.8**	(0.9)	**-6.8**	(0.8)	**-5.2**	(0.8)	**-2.3**	(0.8)
Partners	Chinese Taipei	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Thailand	1.3	(1.1)	**-9.2**	(0.7)	**-12.8**	(0.7)	0.2	(1.4)	**-10.1**	(1.1)	**2.5**	(1.2)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	**5.5**	(1.3)	**-3.5**	(0.9)	**-8.4**	(1.3)	-0.8	(1.3)	**-4.8**	(0.9)	**4.0**	(1.1)
Partners	United Arab Emirates	1.2	(0.9)	**-7.8**	(0.7)	**-9.8**	(0.8)	-1.1	(0.8)	**-5.0**	(0.8)	-0.5	(0.8)
Partners	Uruguay	**-8.8**	(1.0)	**-14.9**	(0.9)	**-14.6**	(0.8)	**-7.4**	(1.0)	**-11.3**	(0.6)	**-2.9**	(1.0)
Partners	Viet Nam	0.9	(0.7)	-0.3	(0.7)	-2.0	(1.1)	**-6.0**	(0.8)	1.8	(1.4)	-1.4	(0.8)
	Argentina**	**8.0**	(1.7)	**1.8**	(0.8)	-0.4	(0.8)	**7.4**	(1.0)	**4.0**	(0.9)	**7.4**	(0.9)
	Kazakhstan**	**3.2**	(0.8)	-1.2	(0.7)	**-3.7**	(0.9)	0.8	(0.7)	**-2.0**	(0.9)	**1.5**	(0.7)
	Malaysia**	**3.9**	(1.2)	**-3.2**	(0.8)	**-4.4**	(1.1)	**5.4**	(1.3)	**-3.6**	(1.0)	**3.0**	(1.2)

1. "OECD average-30" includes all OECD countries, with the exception of Chile, Estonia, Israel and the United States.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471292

[Part 1/3]

Table III.7.6 Index of sense of belonging, by student characteristics

Results based on students' self-reports

		Index of sense of belonging, by:											
		All students				National quarters of the index of sense of belonging							
		Average		Variability of the index		Bottom quarter		Second quarter		Third quarter		Top quarter	
		Mean index	S.E.	S.D.	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.
OECD	Australia	-0.12	(0.01)	0.95	(0.01)	-1.14	(0.01)	-0.45	(0.00)	-0.04	(0.00)	1.13	(0.02)
	Austria	0.44	(0.02)	1.26	(0.01)	-1.16	(0.02)	0.09	(0.01)	0.77	(0.00)	2.07	(0.02)
	Belgium	0.01	(0.01)	0.85	(0.01)	-0.93	(0.01)	-0.31	(0.00)	0.20	(0.00)	1.10	(0.01)
	Canada	-0.11	(0.01)	1.01	(0.01)	-1.18	(0.01)	-0.46	(0.00)	-0.05	(0.00)	1.24	(0.02)
	Chile	-0.04	(0.02)	1.02	(0.01)	-1.19	(0.02)	-0.40	(0.00)	0.16	(0.01)	1.29	(0.02)
	Czech Republic	-0.25	(0.01)	0.79	(0.01)	-1.11	(0.01)	-0.47	(0.00)	-0.16	(0.00)	0.76	(0.02)
	Denmark	0.14	(0.01)	1.05	(0.01)	-1.07	(0.02)	-0.24	(0.00)	0.41	(0.01)	1.46	(0.02)
	Estonia	-0.06	(0.01)	0.86	(0.01)	-1.02	(0.01)	-0.39	(0.00)	0.11	(0.01)	1.05	(0.02)
	Finland	0.09	(0.02)	0.98	(0.01)	-1.01	(0.01)	-0.28	(0.00)	0.32	(0.01)	1.34	(0.02)
	France	-0.06	(0.01)	0.78	(0.01)	-0.93	(0.01)	-0.36	(0.00)	0.11	(0.00)	0.94	(0.02)
	Germany	0.29	(0.02)	1.07	(0.01)	-1.04	(0.02)	0.00	(0.01)	0.56	(0.00)	1.63	(0.02)
	Greece	0.10	(0.01)	0.96	(0.01)	-0.95	(0.01)	-0.28	(0.00)	0.27	(0.01)	1.37	(0.02)
	Hungary	0.06	(0.02)	1.01	(0.01)	-1.09	(0.02)	-0.33	(0.00)	0.30	(0.01)	1.37	(0.02)
	Iceland	0.19	(0.02)	1.29	(0.01)	-1.31	(0.03)	-0.28	(0.01)	0.47	(0.01)	1.90	(0.02)
	Ireland	-0.02	(0.01)	0.94	(0.01)	-1.03	(0.01)	-0.38	(0.00)	0.13	(0.01)	1.21	(0.02)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	0.05	(0.01)	0.86	(0.01)	-0.93	(0.01)	-0.28	(0.00)	0.27	(0.00)	1.15	(0.02)
	Japan	-0.03	(0.01)	0.90	(0.01)	-0.97	(0.01)	-0.41	(0.00)	0.07	(0.00)	1.18	(0.02)
	Korea	0.16	(0.02)	0.89	(0.01)	-0.78	(0.01)	-0.27	(0.00)	0.35	(0.01)	1.33	(0.03)
	Latvia	-0.20	(0.01)	0.86	(0.01)	-1.17	(0.02)	-0.46	(0.00)	-0.06	(0.01)	0.89	(0.02)
	Luxembourg	0.14	(0.01)	1.06	(0.01)	-1.13	(0.01)	-0.22	(0.00)	0.43	(0.00)	1.47	(0.02)
	Mexico	-0.14	(0.02)	1.08	(0.01)	-1.41	(0.02)	-0.47	(0.00)	0.06	(0.01)	1.24	(0.02)
	Netherlands	0.17	(0.01)	0.89	(0.01)	-0.82	(0.02)	-0.18	(0.00)	0.43	(0.01)	1.24	(0.02)
	New Zealand	-0.17	(0.01)	0.87	(0.01)	-1.09	(0.01)	-0.45	(0.00)	-0.12	(0.01)	0.99	(0.02)
	Norway	0.21	(0.02)	1.13	(0.01)	-1.07	(0.02)	-0.23	(0.01)	0.45	(0.01)	1.70	(0.02)
	Poland	-0.25	(0.01)	0.95	(0.02)	-1.37	(0.02)	-0.50	(0.00)	-0.08	(0.01)	0.93	(0.02)
	Portugal	0.10	(0.01)	0.99	(0.01)	-0.99	(0.01)	-0.27	(0.00)	0.29	(0.01)	1.39	(0.02)
	Slovak Republic	-0.28	(0.01)	0.83	(0.01)	-1.21	(0.01)	-0.51	(0.00)	-0.17	(0.00)	0.79	(0.02)
	Slovenia	-0.10	(0.02)	0.89	(0.01)	-1.17	(0.02)	-0.37	(0.00)	0.14	(0.01)	1.00	(0.02)
	Spain	0.47	(0.02)	1.16	(0.01)	-0.92	(0.02)	0.09	(0.01)	0.73	(0.00)	1.98	(0.01)
	Sweden	0.04	(0.02)	1.22	(0.02)	-1.42	(0.03)	-0.35	(0.01)	0.34	(0.01)	1.59	(0.03)
	Switzerland	0.36	(0.02)	1.07	(0.01)	-0.92	(0.02)	0.01	(0.01)	0.61	(0.01)	1.72	(0.02)
	Turkey	-0.44	(0.02)	1.12	(0.02)	-1.70	(0.02)	-0.80	(0.00)	-0.27	(0.01)	1.02	(0.03)
	United Kingdom	-0.09	(0.01)	0.90	(0.01)	-1.07	(0.01)	-0.42	(0.00)	0.03	(0.01)	1.10	(0.02)
	United States	-0.09	(0.02)	1.02	(0.01)	-1.15	(0.01)	-0.45	(0.00)	-0.05	(0.01)	1.30	(0.02)
	OECD average	0.02	(0.00)	0.99	(0.00)	-1.10	(0.00)	-0.33	(0.00)	0.21	(0.00)	1.29	(0.00)
Partners	Albania	0.40	(0.01)	0.78	(0.01)	-0.50	(0.01)	0.13	(0.00)	0.56	(0.00)	1.42	(0.02)
	Algeria	-0.21	(0.02)	0.80	(0.01)	-1.11	(0.01)	-0.55	(0.01)	-0.04	(0.00)	0.85	(0.02)
	Brazil	-0.15	(0.01)	0.98	(0.01)	-1.18	(0.01)	-0.46	(0.00)	-0.09	(0.00)	1.15	(0.01)
	B-S-J-G (China)	-0.33	(0.01)	0.76	(0.01)	-1.11	(0.01)	-0.59	(0.00)	-0.28	(0.00)	0.65	(0.02)
	Bulgaria	-0.34	(0.02)	0.94	(0.01)	-1.46	(0.02)	-0.60	(0.00)	-0.15	(0.00)	0.84	(0.02)
	CABA (Argentina)	0.38	(0.04)	0.91	(0.02)	-0.63	(0.01)	0.00	(0.01)	0.54	(0.01)	1.60	(0.03)
	Colombia	-0.31	(0.01)	1.02	(0.01)	-1.50	(0.01)	-0.57	(0.00)	-0.14	(0.00)	0.97	(0.02)
	Costa Rica	-0.16	(0.02)	1.21	(0.01)	-1.62	(0.02)	-0.48	(0.00)	0.08	(0.01)	1.39	(0.02)
	Croatia	0.05	(0.02)	0.96	(0.01)	-1.04	(0.02)	-0.31	(0.00)	0.28	(0.01)	1.25	(0.02)
	Cyprus*	0.10	(0.02)	1.03	(0.01)	-1.01	(0.02)	-0.32	(0.00)	0.26	(0.01)	1.48	(0.02)
	Dominican Republic	-0.40	(0.02)	1.21	(0.02)	-1.77	(0.02)	-0.77	(0.01)	-0.21	(0.01)	1.14	(0.03)
	FYROM	0.35	(0.01)	0.93	(0.01)	-0.68	(0.01)	-0.04	(0.01)	0.49	(0.01)	1.61	(0.02)
	Georgia	0.20	(0.02)	0.78	(0.01)	-0.64	(0.01)	-0.15	(0.00)	0.34	(0.01)	1.24	(0.02)
	Hong Kong (China)	-0.35	(0.01)	0.69	(0.02)	-1.08	(0.01)	-0.54	(0.00)	-0.30	(0.00)	0.53	(0.02)
	Indonesia	0.10	(0.01)	0.65	(0.01)	-0.58	(0.01)	-0.16	(0.00)	0.20	(0.00)	0.96	(0.02)
	Jordan	0.19	(0.02)	0.96	(0.01)	-0.88	(0.01)	-0.19	(0.00)	0.35	(0.00)	1.48	(0.02)
	Kosovo	0.29	(0.01)	0.80	(0.01)	-0.65	(0.01)	0.00	(0.01)	0.47	(0.01)	1.31	(0.02)
	Lebanon	0.02	(0.03)	0.90	(0.02)	-0.96	(0.01)	-0.36	(0.01)	0.17	(0.01)	1.22	(0.03)
	Lithuania	-0.27	(0.02)	1.13	(0.01)	-1.71	(0.02)	-0.64	(0.01)	0.15	(0.01)	1.13	(0.02)
	Macao (China)	-0.40	(0.01)	0.62	(0.01)	-1.09	(0.01)	-0.59	(0.00)	-0.33	(0.00)	0.40	(0.01)
	Malta	-0.02	(0.02)	0.81	(0.01)	-0.94	(0.01)	-0.34	(0.00)	0.15	(0.00)	1.05	(0.02)
	Moldova	0.04	(0.01)	0.74	(0.01)	-0.79	(0.01)	-0.24	(0.00)	0.19	(0.00)	0.99	(0.02)
	Montenegro	-0.10	(0.01)	0.91	(0.01)	-1.10	(0.02)	-0.43	(0.00)	0.04	(0.01)	1.08	(0.02)
	Peru	-0.22	(0.01)	0.80	(0.01)	-1.13	(0.01)	-0.48	(0.00)	-0.08	(0.00)	0.82	(0.01)
	Qatar	-0.10	(0.01)	0.99	(0.01)	-1.17	(0.01)	-0.47	(0.00)	0.01	(0.00)	1.22	(0.01)
	Romania	0.00	(0.02)	0.77	(0.01)	-0.89	(0.02)	-0.29	(0.00)	0.18	(0.00)	1.00	(0.02)
	Russia	-0.37	(0.01)	0.80	(0.02)	-1.22	(0.02)	-0.59	(0.00)	-0.30	(0.00)	0.61	(0.03)
	Singapore	-0.21	(0.01)	0.88	(0.01)	-1.14	(0.01)	-0.48	(0.00)	-0.18	(0.00)	0.95	(0.02)
	Chinese Taipei	0.02	(0.01)	0.95	(0.01)	-0.97	(0.01)	-0.36	(0.00)	0.12	(0.00)	1.30	(0.02)
	Thailand	-0.35	(0.01)	0.65	(0.01)	-1.05	(0.01)	-0.58	(0.00)	-0.28	(0.00)	0.49	(0.01)
	Trinidad and Tobago	0.05	(0.01)	0.89	(0.01)	-0.94	(0.01)	-0.31	(0.00)	0.20	(0.00)	1.24	(0.02)
	Tunisia	-0.20	(0.01)	0.73	(0.01)	-0.99	(0.01)	-0.48	(0.00)	-0.07	(0.00)	0.74	(0.02)
	United Arab Emirates	-0.10	(0.01)	0.88	(0.01)	-1.04	(0.01)	-0.44	(0.00)	0.02	(0.00)	1.07	(0.02)
	Uruguay	-0.09	(0.02)	1.10	(0.01)	-1.31	(0.02)	-0.44	(0.00)	0.03	(0.01)	1.35	(0.02)
	Viet Nam	-0.06	(0.01)	0.60	(0.01)	-0.75	(0.01)	-0.30	(0.00)	0.09	(0.00)	0.71	(0.02)
	Argentina**	0.21	(0.02)	0.92	(0.01)	-0.78	(0.01)	-0.19	(0.00)	0.35	(0.01)	1.45	(0.02)
	Kazakhstan**	0.34	(0.02)	0.87	(0.01)	-0.63	(0.01)	-0.05	(0.00)	0.50	(0.00)	1.52	(0.02)
	Malaysia**	-0.13	(0.02)	0.75	(0.01)	-0.94	(0.01)	-0.42	(0.00)	-0.04	(0.00)	0.87	(0.02)

1. ESCS refers to the the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471305

[Part 2/3]

Table III.7.6 Index of sense of belonging, by student characteristics

Results based on students' self-reports

		Index of sense of belonging, by:															
		National quarters of the ESCS[1] index										Gender					
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter		Boys		Girls		Gender difference (B – G)	
		Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Dif.	S.E.	Mean index	S.E.	Mean index	S.E.	Dif.	S.E.
OECD	Australia	-0.29	(0.02)	-0.13	(0.02)	-0.08	(0.02)	0.00	(0.02)	**0.29**	(0.03)	-0.03	(0.02)	-0.22	(0.01)	**0.18**	(0.02)
	Austria	0.32	(0.03)	0.39	(0.04)	0.54	(0.04)	0.54	(0.04)	**0.22**	(0.05)	0.43	(0.02)	0.46	(0.02)	-0.03	(0.03)
	Belgium	-0.07	(0.03)	-0.02	(0.02)	0.07	(0.02)	0.08	(0.02)	**0.15**	(0.03)	0.06	(0.02)	-0.03	(0.02)	**0.08**	(0.02)
	Canada	-0.24	(0.02)	-0.14	(0.02)	-0.07	(0.02)	0.01	(0.02)	**0.25**	(0.03)	-0.04	(0.01)	-0.19	(0.02)	**0.15**	(0.02)
	Chile	-0.17	(0.03)	-0.01	(0.04)	-0.07	(0.03)	0.10	(0.03)	**0.28**	(0.04)	0.00	(0.03)	-0.07	(0.02)	0.06	(0.03)
	Czech Republic	-0.36	(0.02)	-0.29	(0.02)	-0.20	(0.02)	-0.14	(0.02)	**0.23**	(0.03)	-0.22	(0.02)	-0.27	(0.02)	**0.05**	(0.02)
	Denmark	0.02	(0.03)	0.13	(0.03)	0.17	(0.03)	0.26	(0.03)	**0.24**	(0.05)	0.24	(0.02)	0.04	(0.02)	**0.20**	(0.03)
	Estonia	-0.15	(0.03)	-0.10	(0.03)	-0.07	(0.02)	0.07	(0.03)	**0.22**	(0.04)	-0.02	(0.02)	-0.11	(0.02)	**0.09**	(0.03)
	Finland	0.00	(0.03)	0.02	(0.03)	0.12	(0.03)	0.22	(0.03)	**0.23**	(0.04)	0.19	(0.02)	-0.02	(0.02)	**0.21**	(0.03)
	France	-0.17	(0.02)	-0.10	(0.02)	-0.06	(0.02)	0.10	(0.02)	**0.27**	(0.03)	-0.05	(0.02)	-0.07	(0.02)	0.02	(0.02)
	Germany	0.22	(0.03)	0.24	(0.03)	0.31	(0.03)	0.40	(0.03)	**0.18**	(0.04)	0.34	(0.03)	0.24	(0.02)	**0.10**	(0.03)
	Greece	0.01	(0.03)	0.09	(0.03)	0.12	(0.03)	0.18	(0.03)	**0.16**	(0.04)	0.13	(0.02)	0.06	(0.02)	**0.07**	(0.03)
	Hungary	-0.09	(0.03)	0.03	(0.03)	0.09	(0.04)	0.21	(0.03)	**0.30**	(0.04)	0.11	(0.02)	0.01	(0.02)	**0.11**	(0.03)
	Iceland	0.09	(0.04)	0.15	(0.04)	0.27	(0.04)	0.28	(0.05)	**0.19**	(0.06)	0.23	(0.03)	0.16	(0.03)	0.07	(0.04)
	Ireland	-0.08	(0.03)	-0.04	(0.03)	0.00	(0.03)	0.07	(0.03)	**0.15**	(0.04)	0.07	(0.02)	-0.10	(0.02)	**0.18**	(0.02)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	-0.02	(0.02)	0.07	(0.02)	0.09	(0.03)	0.07	(0.02)	**0.09**	(0.03)	0.08	(0.02)	0.03	(0.02)	**0.05**	(0.03)
	Japan	-0.11	(0.02)	-0.05	(0.03)	-0.02	(0.02)	0.07	(0.03)	**0.18**	(0.03)	-0.02	(0.02)	-0.05	(0.02)	0.02	(0.03)
	Korea	0.00	(0.02)	0.16	(0.03)	0.16	(0.03)	0.32	(0.03)	**0.33**	(0.04)	0.22	(0.02)	0.09	(0.02)	**0.13**	(0.03)
	Latvia	-0.28	(0.03)	-0.23	(0.02)	-0.18	(0.03)	-0.12	(0.03)	**0.16**	(0.04)	-0.18	(0.02)	-0.22	(0.02)	0.04	(0.03)
	Luxembourg	-0.05	(0.02)	0.08	(0.03)	0.16	(0.03)	0.36	(0.03)	**0.42**	(0.04)	0.18	(0.02)	0.09	(0.02)	**0.09**	(0.03)
	Mexico	-0.24	(0.03)	-0.22	(0.03)	-0.10	(0.03)	-0.02	(0.04)	**0.21**	(0.05)	-0.20	(0.02)	-0.09	(0.02)	**-0.11**	(0.03)
	Netherlands	0.14	(0.02)	0.15	(0.03)	0.18	(0.03)	0.20	(0.03)	0.06	(0.03)	0.19	(0.02)	0.14	(0.02)	0.04	(0.03)
	New Zealand	-0.29	(0.03)	-0.18	(0.03)	-0.17	(0.03)	-0.04	(0.03)	**0.25**	(0.04)	-0.10	(0.02)	-0.23	(0.02)	**0.13**	(0.03)
	Norway	0.04	(0.04)	0.26	(0.03)	0.21	(0.03)	0.33	(0.03)	**0.29**	(0.05)	0.31	(0.02)	0.11	(0.02)	**0.19**	(0.03)
	Poland	-0.30	(0.03)	-0.27	(0.03)	-0.20	(0.03)	-0.23	(0.03)	0.07	(0.04)	-0.25	(0.02)	-0.26	(0.02)	0.01	(0.03)
	Portugal	-0.02	(0.03)	0.10	(0.03)	0.09	(0.02)	0.24	(0.03)	**0.27**	(0.04)	0.17	(0.02)	0.03	(0.02)	**0.14**	(0.03)
	Slovak Republic	-0.43	(0.02)	-0.29	(0.02)	-0.23	(0.02)	-0.17	(0.02)	**0.26**	(0.03)	-0.30	(0.02)	-0.25	(0.02)	-0.05	(0.03)
	Slovenia	-0.15	(0.03)	-0.11	(0.02)	-0.08	(0.03)	-0.05	(0.03)	**0.09**	(0.04)	-0.12	(0.02)	-0.07	(0.02)	-0.05	(0.03)
	Spain	0.41	(0.03)	0.40	(0.03)	0.50	(0.04)	0.58	(0.03)	**0.17**	(0.05)	0.47	(0.02)	0.47	(0.02)	-0.01	(0.03)
	Sweden	-0.11	(0.04)	0.02	(0.03)	0.11	(0.03)	0.13	(0.04)	**0.23**	(0.05)	0.10	(0.03)	-0.02	(0.02)	**0.11**	(0.04)
	Switzerland	0.28	(0.03)	0.37	(0.04)	0.39	(0.03)	0.38	(0.03)	**0.10**	(0.04)	0.43	(0.02)	0.28	(0.02)	**0.14**	(0.03)
	Turkey	-0.50	(0.03)	-0.47	(0.03)	-0.45	(0.03)	-0.33	(0.04)	**0.17**	(0.05)	-0.56	(0.03)	-0.32	(0.03)	**-0.24**	(0.04)
	United Kingdom	-0.21	(0.02)	-0.11	(0.03)	-0.07	(0.02)	0.01	(0.02)	**0.22**	(0.03)	0.03	(0.02)	-0.21	(0.02)	**0.24**	(0.02)
	United States	-0.22	(0.03)	-0.17	(0.02)	-0.04	(0.03)	0.09	(0.03)	**0.30**	(0.04)	0.00	(0.02)	-0.18	(0.02)	**0.18**	(0.03)
	OECD average	-0.09	(0.00)	-0.01	(0.00)	0.04	(0.01)	0.12	(0.01)	**0.21**	(0.01)	0.05	(0.00)	-0.02	(0.00)	**0.08**	(0.00)
Partners	Albania	0.33	(0.02)	0.39	(0.03)	0.40	(0.02)	0.50	(0.03)	**0.17**	(0.03)	0.43	(0.02)	0.38	(0.02)	0.05	(0.03)
	Algeria	-0.26	(0.03)	-0.26	(0.03)	-0.21	(0.03)	-0.13	(0.03)	**0.12**	(0.04)	-0.23	(0.02)	-0.20	(0.02)	-0.03	(0.03)
	Brazil	-0.25	(0.02)	-0.18	(0.02)	-0.16	(0.03)	0.00	(0.02)	**0.26**	(0.03)	-0.15	(0.02)	-0.15	(0.01)	0.00	(0.02)
	B-S-J-G (China)	-0.49	(0.02)	-0.37	(0.03)	-0.29	(0.02)	-0.18	(0.03)	**0.31**	(0.03)	-0.32	(0.02)	-0.35	(0.02)	0.03	(0.02)
	Bulgaria	-0.49	(0.02)	-0.36	(0.03)	-0.28	(0.03)	-0.25	(0.03)	**0.24**	(0.04)	-0.39	(0.02)	-0.29	(0.02)	**-0.11**	(0.02)
	CABA (Argentina)	0.16	(0.03)	0.27	(0.06)	0.50	(0.06)	0.57	(0.08)	**0.41**	(0.07)	0.45	(0.05)	0.31	(0.05)	**0.13**	(0.05)
	Colombia	-0.34	(0.03)	-0.38	(0.03)	-0.31	(0.02)	-0.21	(0.03)	**0.14**	(0.04)	-0.36	(0.02)	-0.26	(0.02)	**-0.10**	(0.03)
	Costa Rica	-0.24	(0.03)	-0.18	(0.03)	-0.16	(0.04)	-0.06	(0.04)	**0.18**	(0.04)	-0.18	(0.03)	-0.14	(0.02)	-0.04	(0.03)
	Croatia	0.01	(0.03)	0.00	(0.03)	0.03	(0.03)	0.15	(0.03)	**0.14**	(0.04)	0.04	(0.02)	0.06	(0.02)	-0.02	(0.03)
	Cyprus*	0.04	(0.02)	0.16	(0.03)	0.09	(0.03)	0.12	(0.03)	**0.08**	(0.04)	0.06	(0.02)	0.14	(0.02)	**-0.08**	(0.03)
	Dominican Republic	-0.54	(0.04)	-0.45	(0.04)	-0.42	(0.05)	-0.21	(0.04)	**0.32**	(0.06)	-0.47	(0.03)	-0.34	(0.03)	**-0.13**	(0.04)
	FYROM	0.15	(0.03)	0.31	(0.03)	0.42	(0.03)	0.50	(0.04)	**0.36**	(0.05)	0.31	(0.02)	0.38	(0.02)	**-0.07**	(0.03)
	Georgia	0.10	(0.03)	0.13	(0.03)	0.19	(0.03)	0.38	(0.03)	**0.28**	(0.04)	0.20	(0.02)	0.20	(0.02)	0.00	(0.03)
	Hong Kong (China)	-0.45	(0.02)	-0.35	(0.02)	-0.35	(0.02)	-0.24	(0.03)	**0.21**	(0.03)	-0.35	(0.02)	-0.35	(0.02)	0.00	(0.02)
	Indonesia	0.05	(0.02)	0.10	(0.02)	0.15	(0.02)	0.12	(0.02)	**0.06**	(0.03)	0.11	(0.02)	0.10	(0.01)	0.01	(0.02)
	Jordan	0.01	(0.04)	0.17	(0.03)	0.29	(0.04)	0.31	(0.03)	**0.30**	(0.05)	0.08	(0.03)	0.30	(0.03)	**-0.22**	(0.04)
	Kosovo	0.22	(0.03)	0.20	(0.03)	0.31	(0.03)	0.40	(0.03)	**0.18**	(0.04)	0.29	(0.02)	0.28	(0.02)	0.00	(0.03)
	Lebanon	-0.07	(0.05)	-0.01	(0.04)	-0.05	(0.05)	0.19	(0.05)	**0.26**	(0.07)	0.00	(0.03)	0.03	(0.03)	-0.03	(0.03)
	Lithuania	-0.39	(0.03)	-0.29	(0.04)	-0.29	(0.04)	-0.10	(0.04)	**0.29**	(0.05)	-0.31	(0.03)	-0.23	(0.02)	**-0.08**	(0.03)
	Macao (China)	-0.42	(0.02)	-0.38	(0.02)	-0.42	(0.02)	-0.40	(0.02)	0.02	(0.03)	-0.38	(0.02)	-0.43	(0.01)	**0.05**	(0.02)
	Malta	-0.09	(0.02)	-0.06	(0.03)	0.04	(0.03)	0.03	(0.03)	**0.12**	(0.04)	0.06	(0.02)	-0.10	(0.02)	**0.16**	(0.03)
	Moldova	-0.06	(0.03)	0.03	(0.02)	0.07	(0.02)	0.12	(0.03)	**0.17**	(0.03)	0.05	(0.02)	0.03	(0.02)	0.02	(0.02)
	Montenegro	-0.13	(0.03)	-0.10	(0.02)	-0.09	(0.03)	-0.08	(0.03)	0.04	(0.04)	-0.15	(0.02)	-0.05	(0.02)	**-0.09**	(0.03)
	Peru	-0.40	(0.02)	-0.23	(0.02)	-0.19	(0.03)	-0.07	(0.03)	**0.34**	(0.03)	-0.27	(0.02)	-0.17	(0.02)	**-0.11**	(0.02)
	Qatar	-0.21	(0.02)	-0.13	(0.02)	-0.04	(0.02)	-0.03	(0.02)	**0.19**	(0.03)	-0.18	(0.01)	-0.03	(0.01)	**-0.16**	(0.02)
	Romania	-0.05	(0.02)	-0.02	(0.03)	-0.01	(0.03)	0.08	(0.03)	**0.13**	(0.04)	0.00	(0.02)	0.00	(0.02)	-0.01	(0.02)
	Russia	-0.47	(0.03)	-0.40	(0.03)	-0.34	(0.03)	-0.29	(0.03)	**0.17**	(0.04)	-0.35	(0.02)	-0.40	(0.02)	**0.05**	(0.02)
	Singapore	-0.34	(0.02)	-0.22	(0.02)	-0.16	(0.03)	-0.14	(0.03)	**0.20**	(0.04)	-0.16	(0.01)	-0.27	(0.02)	**0.10**	(0.02)
	Chinese Taipei	-0.10	(0.02)	0.03	(0.02)	0.05	(0.02)	0.11	(0.03)	**0.22**	(0.04)	0.04	(0.02)	0.00	(0.01)	**0.05**	(0.02)
	Thailand	-0.40	(0.02)	-0.38	(0.02)	-0.38	(0.02)	-0.26	(0.02)	**0.14**	(0.03)	-0.42	(0.02)	-0.31	(0.01)	**-0.11**	(0.02)
	Trinidad and Tobago	-0.10	(0.03)	0.03	(0.03)	0.10	(0.03)	0.18	(0.03)	**0.28**	(0.04)	0.08	(0.02)	0.02	(0.02)	0.06	(0.03)
	Tunisia	-0.25	(0.02)	-0.19	(0.02)	-0.20	(0.02)	-0.16	(0.02)	**0.10**	(0.03)	-0.23	(0.02)	-0.18	(0.02)	**-0.05**	(0.02)
	United Arab Emirates	-0.22	(0.02)	-0.11	(0.02)	-0.06	(0.02)	-0.01	(0.02)	**0.21**	(0.02)	-0.11	(0.01)	-0.09	(0.02)	-0.02	(0.02)
	Uruguay	-0.23	(0.03)	-0.19	(0.03)	-0.09	(0.03)	0.14	(0.04)	**0.37**	(0.05)	-0.07	(0.03)	-0.12	(0.02)	0.05	(0.03)
	Viet Nam	-0.15	(0.02)	-0.07	(0.02)	0.00	(0.02)	-0.03	(0.02)	**0.12**	(0.03)	-0.02	(0.02)	-0.10	(0.01)	**0.08**	(0.02)
	Argentina**	0.02	(0.04)	0.13	(0.03)	0.25	(0.03)	0.43	(0.03)	**0.40**	(0.05)	0.28	(0.02)	0.14	(0.02)	**0.14**	(0.03)
	Kazakhstan**	0.22	(0.03)	0.31	(0.03)	0.30	(0.03)	0.52	(0.04)	**0.30**	(0.05)	0.27	(0.02)	0.40	(0.03)	**-0.13**	(0.03)
	Malaysia**	-0.17	(0.03)	-0.13	(0.03)	-0.13	(0.02)	-0.11	(0.02)	0.06	(0.03)	-0.17	(0.02)	-0.10	(0.02)	**-0.07**	(0.02)

1. ESCS refers to the the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471305

[Part 3/3]

Table III.7.6 Index of sense of belonging, by student characteristics

Results based on students' self-reports

		Index of sense of belonging, by:															
		Immigrant background												Difference by immigrant background (non-immigrant – immigrant)			
		Non-immigrant		First-generation		Second-generation		Difference by immigrant background (non-immigrant – first-generation)		Difference by immigrant background (non-immigrant – second-generation)		Difference by immigrant background (second-generation – first-generation)		Before accounting for students' socio-economic status		After accounting for students' socio-economic status	
		Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Dif.	S.E.	Dif.	S.E.	Dif.	S.E.	Dif.	S.E.	Dif.	S.E.
OECD	Australia	-0.15	(0.01)	-0.06	(0.03)	-0.07	(0.03)	**-0.09**	(0.04)	**-0.08**	(0.03)	-0.01	(0.04)	**-0.08**	(0.03)	**-0.09**	(0.03)
	Austria	0.47	(0.02)	0.15	(0.06)	0.47	(0.05)	**0.32**	(0.07)	0.00	(0.05)	**0.32**	(0.09)	**0.12**	(0.04)	0.05	(0.04)
	Belgium	0.02	(0.01)	-0.07	(0.04)	0.10	(0.04)	**0.08**	(0.04)	-0.09	(0.05)	**0.17**	(0.06)	0.00	(0.03)	-0.04	(0.03)
	Canada	-0.11	(0.01)	-0.08	(0.03)	-0.12	(0.03)	-0.03	(0.03)	0.01	(0.03)	-0.04	(0.04)	-0.01	(0.02)	-0.01	(0.02)
	Chile	-0.03	(0.02)	-0.34	(0.10)	0.13	(0.17)	**0.31**	(0.10)	-0.15	(0.17)	**0.46**	(0.22)	**0.19**	(0.08)	**0.17**	(0.08)
	Czech Republic	-0.24	(0.01)	-0.35	(0.08)	-0.20	(0.11)	0.11	(0.08)	-0.04	(0.11)	0.15	(0.13)	0.04	(0.07)	0.03	(0.07)
	Denmark	0.15	(0.02)	-0.09	(0.09)	0.14	(0.04)	**0.24**	(0.10)	0.01	(0.05)	**0.23**	(0.10)	0.06	(0.05)	0.00	(0.05)
	Estonia	-0.05	(0.01)	0.04	(0.30)	-0.25	(0.03)	-0.08	(0.30)	**0.20**	(0.03)	-0.28	(0.30)	**0.18**	(0.04)	**0.18**	(0.04)
	Finland	0.09	(0.02)	0.00	(0.12)	0.22	(0.10)	0.09	(0.12)	-0.13	(0.11)	0.21	(0.17)	-0.01	(0.08)	-0.06	(0.08)
	France	-0.05	(0.01)	-0.19	(0.05)	-0.05	(0.04)	**0.14**	(0.05)	0.00	(0.04)	**0.13**	(0.06)	0.05	(0.03)	-0.02	(0.04)
	Germany	0.30	(0.02)	0.18	(0.09)	0.27	(0.05)	0.11	(0.09)	0.02	(0.06)	0.09	(0.09)	0.05	(0.05)	0.00	(0.06)
	Greece	0.12	(0.02)	-0.15	(0.08)	0.05	(0.06)	**0.27**	(0.08)	0.07	(0.06)	**0.20**	(0.10)	**0.14**	(0.05)	**0.10**	(0.05)
	Hungary	0.06	(0.02)	-0.09	(0.13)	0.21	(0.12)	0.15	(0.13)	-0.15	(0.12)	0.30	(0.19)	-0.02	(0.08)	0.01	(0.08)
	Iceland	0.21	(0.02)	-0.14	(0.11)	-0.21	(0.17)	**0.36**	(0.10)	**0.42**	(0.17)	-0.06	(0.20)	**0.38**	(0.09)	**0.31**	(0.09)
	Ireland	0.01	(0.01)	-0.17	(0.04)	-0.18	(0.09)	**0.18**	(0.04)	**0.19**	(0.09)	-0.01	(0.09)	**0.18**	(0.04)	**0.19**	(0.04)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	0.07	(0.01)	-0.22	(0.05)	-0.08	(0.10)	**0.29**	(0.05)	0.15	(0.10)	0.14	(0.11)	**0.23**	(0.05)	**0.22**	(0.05)
	Japan	-0.03	(0.01)	c	c	c	c	c	c	c	c	c	c	0.18	(0.23)	0.16	(0.23)
	Korea	0.16	(0.02)	c	c	m	m	c	c	m	m	m	m	c	c	c	c
	Latvia	-0.19	(0.01)	-0.52	(0.16)	-0.31	(0.06)	**0.33**	(0.16)	0.11	(0.06)	0.22	(0.17)	**0.16**	(0.06)	**0.17**	(0.06)
	Luxembourg	0.29	(0.02)	-0.09	(0.03)	0.07	(0.03)	**0.38**	(0.04)	**0.22**	(0.04)	**0.16**	(0.04)	**0.29**	(0.03)	**0.21**	(0.03)
	Mexico	-0.14	(0.02)	-0.44	(0.12)	c	c	**0.31**	(0.12)	c	c	c	c	**0.35**	(0.09)	**0.30**	(0.09)
	Netherlands	0.16	(0.01)	0.09	(0.09)	0.26	(0.04)	0.07	(0.09)	**-0.10**	(0.05)	0.18	(0.11)	-0.07	(0.04)	**-0.10**	(0.04)
	New Zealand	-0.18	(0.02)	-0.19	(0.04)	-0.04	(0.05)	0.01	(0.04)	**-0.14**	(0.05)	**0.15**	(0.06)	-0.04	(0.03)	-0.04	(0.03)
	Norway	0.22	(0.02)	-0.13	(0.08)	0.37	(0.07)	**0.36**	(0.08)	**-0.14**	(0.07)	**0.50**	(0.09)	0.10	(0.06)	0.03	(0.06)
	Poland	-0.25	(0.01)	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Portugal	0.12	(0.01)	-0.11	(0.09)	0.08	(0.07)	**0.23**	(0.09)	0.04	(0.07)	0.19	(0.11)	**0.14**	(0.06)	**0.14**	(0.06)
	Slovak Republic	-0.27	(0.01)	c	c	-0.80	(0.19)	c	c	**0.53**	(0.19)	c	c	**0.54**	(0.12)	**0.54**	(0.12)
	Slovenia	-0.09	(0.02)	-0.21	(0.06)	-0.17	(0.07)	**0.12**	(0.06)	0.08	(0.07)	0.04	(0.10)	**0.10**	(0.05)	0.07	(0.05)
	Spain	0.51	(0.02)	0.09	(0.05)	0.48	(0.15)	**0.42**	(0.06)	0.03	(0.15)	**0.39**	(0.16)	**0.35**	(0.05)	**0.32**	(0.05)
	Sweden	0.07	(0.02)	-0.28	(0.06)	0.08	(0.06)	**0.34**	(0.06)	-0.02	(0.06)	**0.36**	(0.09)	**0.13**	(0.04)	0.07	(0.04)
	Switzerland	0.40	(0.02)	0.04	(0.04)	0.38	(0.04)	**0.36**	(0.05)	0.02	(0.05)	**0.34**	(0.06)	**0.13**	(0.04)	**0.11**	(0.04)
	Turkey	-0.43	(0.02)	c	c	-0.29	(0.19)	c	c	-0.14	(0.18)	c	c	0.08	(0.13)	0.12	(0.13)
	United Kingdom	-0.09	(0.01)	-0.23	(0.04)	0.06	(0.05)	**0.14**	(0.04)	**-0.15**	(0.05)	**0.29**	(0.07)	0.01	(0.03)	-0.01	(0.04)
	United States	-0.04	(0.02)	-0.23	(0.05)	-0.18	(0.04)	**0.18**	(0.04)	**0.14**	(0.04)	0.04	(0.06)	**0.16**	(0.03)	0.07	(0.04)
	OECD average	0.03	(0.00)	-0.13	(0.02)	0.01	(0.02)	**0.20**	(0.02)	0.03	(0.02)	**0.17**	(0.02)	**0.13**	(0.01)	**0.10**	(0.01)
Partners	Albania	0.41	(0.01)	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Algeria	-0.21	(0.02)	m	m	-0.38	(0.11)	m	m	0.17	(0.11)	m	m	0.18	(0.11)	0.19	(0.11)
	Brazil	-0.14	(0.01)	-0.52	(0.18)	-0.41	(0.12)	**0.38**	(0.18)	**0.27**	(0.12)	0.11	(0.23)	**0.30**	(0.10)	**0.29**	(0.10)
	B-S-J-G (China)	-0.33	(0.01)	c	c	c	c	c	c	c	c	c	c	0.00	(0.22)	-0.01	(0.23)
	Bulgaria	-0.34	(0.02)	c	c	c	c	c	c	c	c	c	c	0.08	(0.10)	0.08	(0.11)
	CABA (Argentina)	0.41	(0.04)	0.35	(0.11)	0.10	(0.06)	0.06	(0.11)	**0.31**	(0.07)	**-0.25**	(0.10)	**0.22**	(0.07)	0.03	(0.07)
	Colombia	-0.30	(0.01)	c	c	-0.54	(0.17)	c	c	0.24	(0.17)	c	c	0.17	(0.15)	0.18	(0.14)
	Costa Rica	-0.15	(0.02)	-0.15	(0.09)	-0.22	(0.07)	-0.01	(0.09)	0.06	(0.08)	-0.07	(0.11)	0.04	(0.07)	0.01	(0.07)
	Croatia	0.05	(0.02)	-0.10	(0.09)	0.05	(0.05)	0.15	(0.09)	0.00	(0.05)	0.15	(0.10)	0.03	(0.05)	0.01	(0.05)
	Cyprus*	0.14	(0.02)	-0.19	(0.05)	0.03	(0.07)	**0.34**	(0.05)	0.11	(0.07)	**0.22**	(0.08)	**0.28**	(0.04)	**0.27**	(0.04)
	Dominican Republic	-0.38	(0.02)	-0.71	(0.18)	-0.95	(0.15)	0.33	(0.18)	**0.57**	(0.15)	-0.24	(0.21)	**0.48**	(0.13)	**0.43**	(0.12)
	FYROM	0.37	(0.01)	-0.57	(0.09)	0.01	(0.12)	**0.94**	(0.09)	**0.37**	(0.12)	**0.58**	(0.15)	**0.53**	(0.09)	**0.54**	(0.09)
	Georgia	0.21	(0.02)	c	c	0.04	(0.11)	c	c	0.17	(0.12)	c	c	0.13	(0.12)	0.14	(0.12)
	Hong Kong (China)	-0.34	(0.01)	-0.34	(0.03)	-0.36	(0.02)	-0.01	(0.03)	0.01	(0.03)	-0.02	(0.03)	0.01	(0.02)	**-0.05**	(0.02)
	Indonesia	0.11	(0.01)	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Jordan	0.22	(0.02)	-0.09	(0.06)	0.22	(0.04)	**0.32**	(0.06)	0.00	(0.04)	**0.31**	(0.08)	**0.09**	(0.03)	**0.10**	(0.03)
	Kosovo	0.30	(0.01)	0.11	(0.15)	-0.01	(0.16)	0.19	(0.15)	0.30	(0.16)	-0.12	(0.21)	**0.23**	(0.12)	**0.24**	(0.12)
	Lebanon	0.07	(0.03)	0.05	(0.12)	-0.54	(0.10)	0.02	(0.13)	**0.60**	(0.10)	**-0.58**	(0.17)	**0.29**	(0.08)	**0.30**	(0.09)
	Lithuania	-0.27	(0.02)	-0.43	(0.25)	-0.28	(0.11)	0.16	(0.25)	0.01	(0.11)	0.15	(0.28)	0.05	(0.10)	0.06	(0.10)
	Macao (China)	-0.42	(0.02)	-0.38	(0.02)	-0.40	(0.02)	-0.05	(0.03)	-0.02	(0.02)	-0.03	(0.02)	-0.03	(0.02)	-0.03	(0.02)
	Malta	0.00	(0.02)	-0.21	(0.07)	-0.12	(0.11)	**0.21**	(0.07)	0.11	(0.11)	0.09	(0.12)	**0.17**	(0.07)	**0.20**	(0.07)
	Moldova	0.04	(0.01)	c	c	-0.19	(0.12)	c	c	0.24	(0.12)	c	c	0.12	(0.10)	0.15	(0.10)
	Montenegro	-0.09	(0.01)	-0.31	(0.08)	-0.16	(0.06)	**0.22**	(0.08)	0.07	(0.06)	0.15	(0.11)	**0.12**	(0.05)	**0.13**	(0.05)
	Peru	-0.21	(0.01)	c	c	c	c	c	c	c	c	c	c	0.18	(0.14)	0.20	(0.15)
	Qatar	-0.14	(0.02)	-0.07	(0.01)	-0.05	(0.03)	**-0.07**	(0.02)	**-0.09**	(0.03)	0.02	(0.04)	**-0.08**	(0.02)	**-0.08**	(0.02)
	Romania	0.00	(0.02)	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Russia	-0.37	(0.01)	-0.44	(0.08)	-0.42	(0.04)	0.08	(0.07)	0.05	(0.04)	0.03	(0.10)	0.06	(0.03)	0.05	(0.03)
	Singapore	-0.22	(0.01)	-0.18	(0.04)	-0.19	(0.04)	-0.04	(0.04)	-0.03	(0.04)	-0.02	(0.05)	-0.04	(0.03)	0.01	(0.03)
	Chinese Taipei	0.02	(0.01)	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Thailand	-0.35	(0.01)	c	c	-0.60	(0.11)	c	c	**0.26**	(0.11)	c	c	**0.23**	(0.10)	0.19	(0.10)
	Trinidad and Tobago	0.07	(0.01)	-0.24	(0.13)	-0.32	(0.14)	**0.31**	(0.13)	**0.39**	(0.14)	-0.08	(0.19)	**0.36**	(0.09)	**0.35**	(0.09)
	Tunisia	-0.19	(0.01)	c	c	-0.53	(0.09)	c	c	**0.34**	(0.09)	c	c	**0.33**	(0.07)	**0.34**	(0.08)
	United Arab Emirates	-0.12	(0.02)	-0.06	(0.02)	-0.07	(0.02)	**-0.06**	(0.02)	**-0.06**	(0.03)	-0.01	(0.02)	**-0.06**	(0.02)	**-0.05**	(0.02)
	Uruguay	-0.09	(0.02)	c	c	c	c	c	c	c	c	c	c	0.20	(0.18)	0.26	(0.19)
	Viet Nam	-0.06	(0.01)	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Argentina**	0.22	(0.02)	0.04	(0.12)	-0.06	(0.06)	0.18	(0.12)	**0.28**	(0.06)	-0.10	(0.12)	**0.25**	(0.06)	**0.18**	(0.06)
	Kazakhstan**	0.33	(0.02)	0.40	(0.07)	0.38	(0.05)	-0.07	(0.07)	-0.05	(0.06)	-0.02	(0.08)	-0.06	(0.05)	-0.07	(0.05)
	Malaysia**	-0.13	(0.02)	c	c	-0.16	(0.13)	c	c	0.03	(0.13)	c	c	0.09	(0.11)	0.08	(0.11)

1. ESCS refers to the the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471305

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Table III.7.8a Index of sense of belonging, by student performance in science

Results based on students' self-reports

		Science performance, by national quarters of the index of sense of belonging										Before accounting for students' and schools' socio-economic profile[1]				After accounting for students' and schools' socio-economic profile	
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter		Change in science score per one-unit change in the index of sense of belonging		Explained variance in student performance (r-squared x 100)		Change in science score per one-unit change in the index of sense of belonging	
		Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.	%	S.E.	Score dif.	S.E.
OECD	Australia	498	(2.6)	514	(2.7)	518	(2.7)	522	(2.3)	**24**	(3.1)	**9**	(1.1)	0.6	(0.2)	**3**	(1.1)
	Austria	482	(3.6)	503	(3.6)	501	(3.6)	504	(3.4)	**22**	(4.2)	**6**	(1.1)	0.6	(0.2)	**2**	(0.9)
	Belgium	497	(3.6)	512	(2.9)	512	(2.9)	515	(3.1)	**18**	(4.1)	**6**	(1.7)	0.3	(0.2)	1	(1.2)
	Canada	517	(3.0)	533	(3.2)	534	(2.8)	534	(3.1)	**17**	(3.5)	**5**	(1.2)	0.3	(0.1)	**2**	(1.1)
	Chile	432	(3.7)	445	(3.5)	454	(3.5)	463	(3.6)	**31**	(4.4)	**9**	(1.4)	1.2	(0.3)	**4**	(1.2)
	Czech Republic	483	(3.5)	493	(3.5)	503	(3.1)	513	(2.9)	**31**	(4.0)	**13**	(1.8)	1.1	(0.3)	**6**	(1.5)
	Denmark	495	(3.8)	509	(3.7)	512	(3.2)	511	(3.3)	**16**	(3.9)	**5**	(1.2)	0.4	(0.2)	**3**	(1.2)
	Estonia	519	(3.3)	535	(3.8)	539	(3.3)	549	(3.2)	**29**	(4.1)	**10**	(1.7)	1.0	(0.3)	**8**	(1.7)
	Finland	526	(4.2)	534	(3.4)	536	(3.3)	537	(3.3)	**10**	(4.7)	**4**	(1.5)	0.2	(0.1)	1	(1.5)
	France	477	(3.8)	500	(2.6)	508	(3.3)	520	(3.1)	**42**	(4.6)	**18**	(2.2)	2.1	(0.5)	**6**	(1.6)
	Germany	508	(3.9)	524	(3.8)	522	(3.5)	528	(3.2)	**20**	(4.4)	**6**	(1.5)	0.4	(0.2)	1	(1.1)
	Greece	444	(4.7)	455	(5.0)	461	(4.3)	467	(4.3)	**23**	(4.5)	**7**	(1.6)	0.6	(0.2)	**4**	(1.3)
	Hungary	458	(3.8)	476	(4.4)	487	(4.1)	492	(3.5)	**34**	(4.8)	**11**	(1.7)	1.4	(0.4)	**4**	(1.3)
	Iceland	456	(3.6)	474	(3.8)	486	(3.5)	486	(3.6)	**30**	(5.2)	**8**	(1.3)	1.2	(0.4)	**6**	(1.3)
	Ireland	503	(3.6)	507	(3.6)	502	(3.1)	501	(3.2)	-2	(3.9)	-1	(1.3)	0.0	(0.0)	**-3**	(1.3)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	473	(3.4)	486	(3.6)	485	(3.2)	486	(4.1)	**13**	(4.5)	2	(1.9)	0.0	(0.1)	1	(1.6)
	Japan	527	(4.0)	541	(4.1)	541	(4.2)	549	(3.4)	**21**	(3.9)	**8**	(1.5)	0.5	(0.2)	1	(1.4)
	Korea	510	(4.1)	516	(4.5)	514	(4.3)	526	(3.9)	**16**	(4.8)	**6**	(1.7)	0.4	(0.2)	0	(1.4)
	Latvia	486	(3.2)	489	(3.1)	489	(2.7)	501	(3.0)	**15**	(4.6)	**6**	(1.8)	0.4	(0.2)	**4**	(1.7)
	Luxembourg	465	(3.2)	481	(3.0)	488	(2.7)	507	(2.7)	**43**	(4.4)	**13**	(1.3)	1.9	(0.4)	**6**	(1.1)
	Mexico	401	(2.9)	411	(3.0)	422	(2.8)	432	(2.7)	**30**	(3.0)	**8**	(0.9)	1.6	(0.3)	**5**	(0.7)
	Netherlands	504	(4.1)	523	(4.0)	514	(3.1)	515	(3.9)	11	(5.8)	1	(2.2)	0.0	(0.0)	-1	(1.7)
	New Zealand	506	(4.0)	524	(3.7)	521	(4.0)	519	(3.8)	**13**	(5.4)	**4**	(1.9)	0.1	(0.1)	0	(1.9)
	Norway	485	(3.3)	505	(3.2)	510	(3.1)	506	(3.6)	**22**	(4.2)	**6**	(1.3)	0.5	(0.2)	**4**	(1.2)
	Poland	499	(3.8)	503	(3.9)	502	(3.5)	506	(3.2)	7	(4.0)	2	(1.4)	0.0	(0.1)	1	(1.3)
	Portugal	491	(3.7)	505	(3.8)	497	(3.3)	516	(2.7)	**25**	(3.5)	**7**	(1.2)	0.6	(0.2)	**3**	(1.0)
	Slovak Republic	448	(3.6)	461	(3.7)	476	(3.2)	490	(3.3)	**42**	(4.0)	**15**	(1.6)	1.8	(0.4)	**8**	(1.5)
	Slovenia	499	(2.8)	513	(3.1)	523	(3.1)	528	(3.2)	**29**	(4.4)	**11**	(1.8)	1.1	(0.4)	**7**	(1.6)
	Spain	490	(3.2)	496	(3.1)	498	(3.2)	494	(3.0)	4	(4.0)	2	(1.2)	0.1	(0.1)	0	(1.1)
	Sweden	482	(4.6)	499	(4.4)	501	(4.2)	510	(4.4)	**29**	(4.7)	**7**	(1.3)	0.8	(0.3)	**5**	(1.2)
	Switzerland	493	(4.3)	511	(4.1)	520	(3.6)	507	(3.8)	**14**	(4.5)	**5**	(1.5)	0.3	(0.2)	**3**	(1.3)
	Turkey	419	(4.6)	414	(5.2)	431	(4.6)	442	(4.4)	**23**	(4.5)	**7**	(1.3)	0.9	(0.3)	**4**	(1.0)
	United Kingdom	509	(3.7)	516	(3.5)	510	(3.5)	516	(3.5)	7	(4.0)	2	(1.6)	0.0	(0.1)	-1	(1.5)
	United States	491	(4.3)	504	(3.9)	501	(4.0)	501	(3.6)	**10**	(4.4)	2	(1.3)	0.1	(0.1)	-1	(1.2)
	OECD average	484	(0.6)	497	(0.6)	501	(0.6)	506	(0.6)	**21**	(0.7)	**7**	(0.3)	0.7	(0.0)	**3**	(0.2)
Partners	Albania	430	(4.0)	426	(4.1)	428	(4.7)	429	(4.3)	-1	(4.0)	0	(1.8)	0.0	(0.0)	0	(1.8)
	Algeria	370	(3.3)	372	(3.5)	380	(3.5)	394	(3.9)	**24**	(3.7)	**10**	(1.8)	1.3	(0.5)	**8**	(1.6)
	Brazil	384	(3.2)	401	(2.9)	413	(2.9)	434	(2.9)	**50**	(3.0)	**15**	(1.0)	2.7	(0.4)	**10**	(0.9)
	B-S-J-G (China)	505	(5.9)	510	(5.9)	518	(4.9)	540	(5.2)	**35**	(5.0)	**19**	(2.1)	1.9	(0.4)	**7**	(1.6)
	Bulgaria	428	(5.3)	438	(5.5)	466	(5.2)	485	(4.0)	**57**	(5.6)	**19**	(1.9)	3.4	(0.6)	**10**	(1.5)
	CABA (Argentina)	461	(6.1)	472	(8.0)	486	(7.5)	487	(9.6)	**26**	(8.7)	**12**	(3.3)	1.6	(0.9)	1	(2.6)
	Colombia	399	(3.3)	406	(3.3)	423	(2.5)	439	(3.0)	**40**	(3.5)	**11**	(1.1)	2.1	(0.4)	**8**	(0.9)
	Costa Rica	414	(3.2)	417	(3.3)	422	(2.7)	433	(2.9)	**19**	(3.6)	**5**	(0.9)	0.7	(0.3)	**3**	(0.8)
	Croatia	464	(3.6)	474	(3.5)	483	(3.2)	485	(3.6)	**21**	(4.2)	**7**	(1.4)	0.6	(0.2)	**4**	(1.2)
	Cyprus*	418	(2.6)	441	(3.0)	442	(2.9)	441	(2.6)	**24**	(3.6)	**6**	(1.3)	0.4	(0.2)	**6**	(1.2)
	Dominican Republic	320	(3.4)	317	(4.1)	345	(3.2)	365	(3.7)	**45**	(4.2)	**12**	(1.3)	4.2	(0.8)	**8**	(1.1)
	FYROM	362	(3.1)	383	(2.8)	399	(2.9)	411	(3.3)	**49**	(4.9)	**18**	(1.9)	3.9	(0.8)	**12**	(1.7)
	Georgia	399	(3.7)	401	(3.4)	422	(4.0)	435	(3.4)	**36**	(4.8)	**17**	(2.0)	2.2	(0.5)	**12**	(1.9)
	Hong Kong (China)	514	(3.5)	524	(3.5)	530	(3.2)	529	(3.7)	**15**	(3.9)	**4**	(1.8)	0.1	(0.1)	1	(1.7)
	Indonesia	400	(3.7)	402	(3.5)	404	(3.0)	409	(3.2)	**9**	(3.8)	**5**	(2.2)	0.2	(0.2)	**4**	(1.8)
	Jordan	373	(3.7)	411	(3.6)	430	(3.4)	437	(3.0)	**63**	(4.0)	**22**	(1.6)	6.3	(0.8)	**19**	(1.6)
	Kosovo	357	(3.2)	380	(3.1)	393	(3.0)	396	(3.4)	**38**	(4.2)	**17**	(1.9)	3.5	(0.8)	**14**	(1.8)
	Lebanon	335	(6.0)	390	(4.5)	402	(5.1)	428	(4.5)	**93**	(7.0)	**34**	(2.9)	11.4	(1.6)	**28**	(2.9)
	Lithuania	466	(3.1)	465	(4.3)	485	(3.5)	495	(3.7)	**30**	(4.2)	**10**	(1.2)	1.4	(0.3)	**5**	(1.1)
	Macao (China)	517	(2.9)	528	(2.2)	535	(2.5)	535	(2.4)	**18**	(4.0)	**8**	(2.0)	0.4	(0.2)	**8**	(2.0)
	Malta	445	(3.9)	475	(3.9)	473	(3.9)	478	(3.5)	**34**	(5.8)	**12**	(2.5)	0.7	(0.3)	**5**	(2.1)
	Moldova	426	(3.3)	425	(2.7)	432	(2.6)	446	(3.1)	**20**	(3.9)	**11**	(2.0)	0.9	(0.3)	**9**	(1.7)
	Montenegro	407	(2.6)	406	(2.4)	422	(2.3)	427	(2.7)	**20**	(3.9)	**6**	(1.5)	0.5	(0.2)	**6**	(1.4)
	Peru	370	(2.7)	389	(3.3)	410	(3.3)	429	(3.3)	**58**	(4.0)	**24**	(1.7)	6.3	(0.8)	**15**	(1.4)
	Qatar	391	(2.3)	428	(2.1)	432	(2.0)	446	(2.2)	**55**	(3.6)	**15**	(1.1)	2.4	(0.3)	**13**	(1.0)
	Romania	422	(4.7)	434	(4.2)	439	(3.5)	448	(3.7)	**25**	(4.6)	**11**	(2.1)	1.2	(0.4)	**8**	(1.8)
	Russia	482	(4.1)	483	(3.5)	486	(3.5)	508	(3.3)	**27**	(4.1)	**11**	(1.6)	1.2	(0.3)	**9**	(1.5)
	Singapore	539	(3.1)	556	(3.5)	566	(3.0)	563	(3.1)	**24**	(4.3)	**11**	(1.7)	0.8	(0.3)	**4**	(1.7)
	Chinese Taipei	524	(3.5)	529	(3.7)	537	(3.4)	540	(3.8)	**16**	(4.0)	**7**	(1.4)	0.4	(0.2)	**3**	(1.2)
	Thailand	401	(3.4)	415	(3.9)	429	(3.5)	444	(3.9)	**43**	(4.2)	**22**	(2.2)	3.2	(0.6)	**17**	(2.0)
	Trinidad and Tobago	415	(2.9)	431	(3.4)	428	(3.6)	443	(3.0)	**28**	(4.4)	**9**	(1.5)	0.8	(0.3)	**4**	(1.4)
	Tunisia	381	(3.4)	387	(2.8)	392	(2.9)	396	(2.6)	**16**	(3.7)	**6**	(1.7)	0.5	(0.3)	**5**	(1.6)
	United Arab Emirates	420	(3.2)	437	(3.3)	443	(3.1)	459	(2.9)	**39**	(3.4)	**15**	(1.4)	1.7	(0.3)	**14**	(1.3)
	Uruguay	423	(3.2)	434	(2.8)	443	(2.8)	461	(3.7)	**37**	(4.6)	**11**	(1.4)	2.0	(0.5)	**5**	(1.1)
	Viet Nam	522	(5.5)	522	(3.9)	527	(4.3)	529	(4.7)	7	(4.4)	2	(2.4)	0.0	(0.1)	0	(2.2)
	Argentina**	408	(4.0)	432	(3.6)	440	(3.6)	456	(3.6)	**48**	(4.3)	**16**	(1.7)	3.5	(0.7)	**9**	(1.4)
	Kazakhstan**	443	(4.6)	452	(4.4)	464	(4.1)	467	(4.5)	**23**	(4.7)	**10**	(2.0)	1.4	(0.5)	**8**	(1.8)
	Malaysia**	427	(4.5)	442	(3.8)	444	(3.4)	460	(3.3)	**33**	(4.3)	**13**	(2.1)	1.7	(0.5)	**14**	(1.7)

1. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471326

[Part 1/1]

Table III.7.10 Science performance and feeling like an outsider

Difference in science scores between students who feel like an outsider and students who do not feel like outsiders at school

		All students							
		I do not feel like an outsider (or left out of things) at school		I feel like an outsider (or left out of things) at school		Difference between students who feel like an outsider (or left out of things) at school and those who do not			
						Before accounting for students' and schools' socio-economic profile[1]		After accounting for students' and schools' socio-economic profile	
		Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	518	(1.6)	496	(4.4)	**-22**	(2.8)	**-13**	(2.7)
	Austria	499	(2.5)	489	(6.8)	**-10**	(4.3)	-2	(3.5)
	Belgium	513	(2.3)	485	(7.0)	**-28**	(4.7)	**-15**	(3.4)
	Canada	534	(2.2)	517	(5.0)	**-17**	(2.8)	**-12**	(2.6)
	Chile	453	(2.5)	432	(6.4)	**-21**	(4.0)	**-14**	(3.2)
	Czech Republic	503	(2.0)	483	(5.7)	**-20**	(3.6)	**-10**	(3.2)
	Denmark	510	(2.3)	488	(6.5)	**-22**	(4.2)	**-19**	(4.0)
	Estonia	540	(2.2)	507	(5.8)	**-33**	(3.6)	**-29**	(3.5)
	Finland	535	(2.3)	520	(7.3)	**-15**	(5.0)	**-12**	(4.8)
	France	514	(2.0)	465	(5.8)	**-49**	(3.7)	**-26**	(3.1)
	Germany	522	(2.6)	511	(6.5)	**-11**	(3.9)	-4	(3.3)
	Greece	461	(3.7)	431	(7.6)	**-30**	(3.9)	**-22**	(3.5)
	Hungary	483	(2.6)	456	(7.1)	**-26**	(4.6)	**-13**	(3.6)
	Iceland	480	(1.8)	454	(6.1)	**-26**	(4.3)	**-24**	(4.2)
	Ireland	504	(2.3)	501	(6.0)	-3	(3.7)	-2	(3.6)
	Israel	m	m	m	m	m	m	m	m
	Italy	485	(2.6)	464	(7.1)	**-20**	(4.5)	**-15**	(3.9)
	Japan	543	(2.9)	518	(8.1)	**-25**	(5.2)	**-14**	(4.7)
	Korea	516	(3.1)	518	(8.4)	2	(5.3)	6	(4.7)
	Latvia	494	(1.7)	476	(6.0)	**-18**	(4.3)	**-17**	(4.2)
	Luxembourg	491	(1.2)	455	(4.8)	**-36**	(3.6)	**-22**	(3.0)
	Mexico	421	(2.1)	401	(4.5)	**-20**	(2.4)	**-14**	(2.2)
	Netherlands	516	(2.3)	496	(8.1)	**-19**	(5.8)	**-12**	(5.1)
	New Zealand	522	(2.7)	500	(7.4)	**-22**	(4.7)	**-17**	(4.0)
	Norway	507	(2.2)	464	(6.5)	**-43**	(4.3)	**-39**	(4.3)
	Poland	504	(2.5)	499	(6.2)	-5	(3.7)	-5	(3.5)
	Portugal	506	(2.4)	477	(6.3)	**-29**	(3.8)	**-23**	(3.3)
	Slovak Republic	476	(2.4)	444	(5.8)	**-31**	(3.4)	**-20**	(2.8)
	Slovenia	522	(1.7)	489	(6.2)	**-33**	(4.5)	**-23**	(3.5)
	Spain	497	(2.1)	470	(6.4)	**-27**	(4.3)	**-24**	(4.0)
	Sweden	502	(3.4)	484	(7.1)	**-18**	(3.7)	**-16**	(3.4)
	Switzerland	511	(2.9)	484	(7.5)	**-27**	(4.6)	**-18**	(4.2)
	Turkey	433	(4.1)	415	(7.2)	**-18**	(3.1)	**-10**	(2.5)
	United Kingdom	514	(2.6)	507	(6.2)	**-7**	(3.6)	-2	(3.4)
	United States	501	(3.0)	494	(6.6)	-7	(3.6)	-2	(3.4)
	OECD average	501	(0.4)	479	(1.1)	**-22**	(0.7)	**-15**	(0.6)
Partners	Albania	429	(3.4)	417	(8.2)	**-11**	(4.8)	**-11**	(4.8)
	Algeria	384	(3.0)	368	(6.2)	**-16**	(3.3)	**-12**	(3.3)
	Brazil	416	(2.4)	381	(4.8)	**-35**	(2.5)	**-28**	(2.2)
	B-S-J-G (China)	521	(4.6)	509	(8.2)	**-12**	(3.5)	-5	(2.7)
	Bulgaria	468	(3.9)	423	(8.1)	**-45**	(4.2)	**-24**	(3.3)
	CABA (Argentina)	485	(6.4)	433	(13.4)	**-52**	(7.0)	**-25**	(5.8)
	Colombia	424	(2.2)	401	(5.0)	**-23**	(2.8)	**-19**	(2.4)
	Costa Rica	425	(2.1)	413	(4.7)	**-12**	(2.5)	**-9**	(2.3)
	Croatia	480	(2.5)	453	(6.2)	**-28**	(3.7)	**-23**	(3.1)
	Cyprus*	440	(1.6)	412	(5.3)	**-28**	(3.7)	**-31**	(3.6)
	Dominican Republic	349	(2.8)	319	(5.8)	**-30**	(3.1)	**-21**	(2.8)
	FYROM	395	(1.4)	346	(6.3)	**-49**	(4.9)	**-39**	(4.8)
	Georgia	417	(2.3)	368	(9.9)	**-49**	(7.5)	**-40**	(6.8)
	Hong Kong (China)	526	(2.7)	520	(5.9)	-6	(3.2)	-1	(2.7)
	Indonesia	405	(2.5)	378	(8.3)	**-26**	(5.8)	**-18**	(5.0)
	Jordan	425	(2.5)	373	(5.6)	**-53**	(3.1)	**-44**	(3.0)
	Kosovo	389	(1.7)	335	(5.6)	**-54**	(3.8)	**-45**	(3.8)
	Lebanon	408	(3.3)	334	(8.7)	**-74**	(5.4)	**-67**	(6.0)
	Lithuania	484	(2.9)	463	(5.8)	**-21**	(2.9)	**-13**	(2.5)
	Macao (China)	533	(1.1)	514	(4.2)	**-19**	(3.1)	**-21**	(3.1)
	Malta	478	(2.2)	433	(7.8)	**-45**	(5.7)	**-32**	(4.9)
	Moldova	437	(2.0)	397	(7.2)	**-40**	(5.2)	**-36**	(4.6)
	Montenegro	419	(1.2)	401	(4.4)	**-18**	(3.1)	**-18**	(2.9)
	Peru	407	(2.5)	370	(5.6)	**-37**	(3.1)	**-23**	(2.5)
	Qatar	434	(1.3)	394	(3.8)	**-41**	(2.5)	**-35**	(2.4)
	Romania	440	(3.1)	409	(9.4)	**-30**	(6.3)	**-25**	(5.2)
	Russia	493	(2.7)	476	(6.5)	**-17**	(3.8)	**-16**	(3.4)
	Singapore	561	(1.3)	540	(4.9)	**-21**	(3.6)	**-9**	(3.7)
	Chinese Taipei	534	(2.8)	520	(7.5)	**-14**	(4.7)	-7	(4.0)
	Thailand	427	(2.9)	403	(5.9)	**-24**	(3.0)	**-22**	(2.8)
	Trinidad and Tobago	434	(1.7)	409	(6.0)	**-25**	(4.3)	**-16**	(3.5)
	Tunisia	392	(2.1)	377	(5.1)	**-15**	(3.0)	**-13**	(3.0)
	United Arab Emirates	445	(2.4)	421	(5.4)	**-24**	(3.0)	**-26**	(3.0)
	Uruguay	446	(2.3)	422	(5.6)	**-24**	(3.3)	**-14**	(2.9)
	Viet Nam	526	(3.9)	508	(13.7)	-18	(9.9)	-14	(9.2)
	Argentina**	448	(2.8)	396	(6.6)	**-52**	(3.8)	**-33**	(3.0)
	Kazakhstan**	458	(3.7)	431	(10.4)	**-27**	(6.7)	**-24**	(6.7)
	Malaysia**	447	(2.8)	424	(6.6)	**-24**	(3.8)	**-26**	(3.4)

1. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471353

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Table III.7.11 Index of sense of belonging and life satisfaction

Results based on students' self-reports

		Average life satisfaction, by national quarters of the index of sense belonging										Change in life satisfaction associated with a one-unit change in the index of sense of belonging		Explained variance in life satisfaction (r-squared x 100)	
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter					
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Index change	S.E.	%	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	6.71	(0.07)	7.28	(0.05)	7.84	(0.05)	8.26	(0.05)	**1.55**	(0.08)	**0.39**	(0.02)	5.0	(0.5)
	Belgium (excl. Flemish)	6.51	(0.10)	7.43	(0.07)	7.79	(0.08)	8.20	(0.06)	**1.68**	(0.11)	**0.70**	(0.04)	9.1	(1.1)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	6.49	(0.08)	7.19	(0.07)	7.60	(0.07)	8.16	(0.05)	**1.66**	(0.09)	**0.50**	(0.03)	5.0	(0.6)
	Czech Republic	6.13	(0.08)	6.90	(0.07)	7.27	(0.06)	7.91	(0.06)	**1.79**	(0.10)	**0.71**	(0.04)	5.9	(0.6)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	6.35	(0.07)	7.36	(0.06)	7.84	(0.06)	8.46	(0.05)	**2.11**	(0.09)	**0.83**	(0.04)	11.5	(0.8)
	Finland	6.74	(0.07)	7.83	(0.05)	8.25	(0.04)	8.73	(0.04)	**1.99**	(0.07)	**0.70**	(0.03)	13.7	(0.9)
	France	6.70	(0.07)	7.57	(0.06)	7.90	(0.04)	8.33	(0.04)	**1.63**	(0.08)	**0.71**	(0.04)	8.2	(0.8)
	Germany	6.41	(0.08)	7.10	(0.07)	7.74	(0.05)	8.14	(0.06)	**1.73**	(0.10)	**0.56**	(0.03)	7.7	(0.8)
	Greece	5.99	(0.08)	6.70	(0.07)	7.16	(0.05)	7.79	(0.06)	**1.81**	(0.09)	**0.64**	(0.04)	7.3	(0.8)
	Hungary	6.21	(0.07)	7.03	(0.08)	7.42	(0.08)	8.00	(0.05)	**1.79**	(0.09)	**0.62**	(0.03)	7.5	(0.7)
	Iceland	6.57	(0.10)	7.42	(0.08)	8.24	(0.06)	8.96	(0.04)	**2.39**	(0.11)	**0.54**	(0.03)	10.1	(0.9)
	Ireland	5.89	(0.09)	7.19	(0.05)	7.76	(0.06)	8.35	(0.04)	**2.46**	(0.10)	**0.89**	(0.04)	14.9	(1.1)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	5.97	(0.07)	6.72	(0.08)	7.15	(0.05)	7.71	(0.05)	**1.74**	(0.08)	**0.71**	(0.03)	7.4	(0.6)
	Japan	5.57	(0.06)	6.61	(0.07)	7.12	(0.06)	7.92	(0.06)	**2.35**	(0.08)	**0.90**	(0.04)	12.6	(0.9)
	Korea	5.13	(0.07)	6.06	(0.06)	6.88	(0.06)	7.39	(0.06)	**2.26**	(0.09)	**0.94**	(0.04)	12.6	(0.9)
	Latvia	6.44	(0.07)	7.27	(0.06)	7.55	(0.06)	8.20	(0.06)	**1.76**	(0.08)	**0.64**	(0.03)	7.6	(0.7)
	Luxembourg	6.61	(0.07)	7.13	(0.07)	7.60	(0.06)	8.17	(0.06)	**1.55**	(0.09)	**0.50**	(0.03)	5.7	(0.6)
	Mexico	7.83	(0.07)	8.04	(0.06)	8.33	(0.06)	8.87	(0.05)	**1.04**	(0.09)	**0.28**	(0.02)	2.2	(0.4)
	Netherlands	7.22	(0.05)	7.58	(0.05)	8.02	(0.04)	8.47	(0.04)	**1.25**	(0.06)	**0.49**	(0.03)	8.0	(0.8)
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	6.31	(0.08)	7.03	(0.07)	7.39	(0.07)	8.01	(0.06)	**1.70**	(0.10)	**0.50**	(0.04)	4.2	(0.7)
	Portugal	6.52	(0.06)	7.23	(0.06)	7.64	(0.06)	8.07	(0.04)	**1.55**	(0.07)	**0.48**	(0.03)	5.9	(0.6)
	Slovak Republic	6.76	(0.08)	7.26	(0.06)	7.67	(0.06)	8.16	(0.05)	**1.40**	(0.09)	**0.50**	(0.04)	3.4	(0.6)
	Slovenia	6.28	(0.08)	6.91	(0.07)	7.50	(0.07)	8.01	(0.06)	**1.73**	(0.09)	**0.56**	(0.04)	4.7	(0.7)
	Spain	6.50	(0.06)	7.30	(0.05)	7.76	(0.05)	8.15	(0.05)	**1.65**	(0.07)	**0.46**	(0.03)	6.6	(0.7)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	6.87	(0.09)	7.53	(0.07)	8.05	(0.05)	8.43	(0.05)	**1.56**	(0.10)	**0.51**	(0.04)	7.9	(1.0)
	Turkey	6.19	(0.12)	5.49	(0.11)	5.91	(0.10)	6.88	(0.10)	**0.70**	(0.15)	**0.21**	(0.04)	0.7	(0.3)
	United Kingdom	5.48	(0.07)	6.97	(0.06)	7.39	(0.06)	8.11	(0.05)	**2.63**	(0.09)	**0.98**	(0.03)	14.9	(0.9)
	United States	6.07	(0.08)	7.25	(0.08)	7.70	(0.05)	8.40	(0.05)	**2.33**	(0.10)	**0.76**	(0.03)	12.1	(0.9)
	OECD average	6.37	(0.01)	7.12	(0.01)	7.59	(0.01)	8.15	(0.01)	**1.78**	(0.02)	**0.61**	(0.01)	7.9	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	7.03	(0.06)	7.53	(0.05)	7.72	(0.04)	8.06	(0.04)	**1.04**	(0.07)	**0.32**	(0.02)	1.8	(0.3)
	B-S-J-G (China)	5.87	(0.08)	6.61	(0.07)	7.15	(0.07)	7.71	(0.07)	**1.84**	(0.10)	**0.85**	(0.04)	7.6	(0.7)
	Bulgaria	7.08	(0.07)	6.97	(0.10)	7.38	(0.07)	8.24	(0.07)	**1.15**	(0.10)	**0.34**	(0.03)	1.7	(0.3)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	7.72	(0.07)	7.50	(0.07)	7.97	(0.06)	8.35	(0.06)	**0.63**	(0.09)	**0.20**	(0.03)	0.7	(0.2)
	Costa Rica	7.70	(0.07)	7.93	(0.06)	8.37	(0.05)	8.82	(0.05)	**1.11**	(0.08)	**0.25**	(0.02)	2.1	(0.4)
	Croatia	7.04	(0.08)	7.74	(0.06)	8.17	(0.05)	8.64	(0.04)	**1.60**	(0.10)	**0.55**	(0.04)	6.5	(0.8)
	Cyprus*	6.11	(0.08)	6.80	(0.06)	7.35	(0.06)	7.98	(0.05)	**1.87**	(0.09)	**0.62**	(0.03)	7.8	(0.8)
	Dominican Republic	8.65	(0.09)	8.13	(0.10)	8.47	(0.09)	8.79	(0.06)	0.14	(0.11)	**0.06**	(0.02)	0.1	(0.1)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	5.47	(0.09)	6.25	(0.06)	6.89	(0.06)	7.33	(0.05)	**1.86**	(0.09)	**0.90**	(0.05)	9.4	(0.8)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	7.73	(0.07)	7.30	(0.07)	7.84	(0.06)	8.59	(0.04)	**0.86**	(0.09)	**0.25**	(0.03)	1.7	(0.4)
	Macao (China)	5.65	(0.06)	6.52	(0.06)	6.85	(0.06)	7.34	(0.06)	**1.69**	(0.09)	**0.96**	(0.06)	8.0	(0.8)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	7.00	(0.08)	7.59	(0.07)	7.95	(0.06)	8.43	(0.06)	**1.43**	(0.10)	**0.49**	(0.04)	3.3	(0.5)
	Peru	6.87	(0.09)	7.29	(0.07)	7.70	(0.07)	8.15	(0.06)	**1.28**	(0.10)	**0.50**	(0.04)	2.8	(0.4)
	Qatar	6.63	(0.06)	7.14	(0.04)	7.54	(0.04)	8.21	(0.05)	**1.58**	(0.08)	**0.53**	(0.03)	4.3	(0.5)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	6.97	(0.08)	7.60	(0.08)	7.96	(0.07)	8.50	(0.08)	**1.54**	(0.11)	**0.60**	(0.04)	4.5	(0.7)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	5.72	(0.07)	6.45	(0.04)	6.76	(0.05)	7.43	(0.06)	**1.71**	(0.07)	**0.58**	(0.03)	6.7	(0.6)
	Thailand	7.17	(0.07)	7.60	(0.06)	7.80	(0.06)	8.27	(0.05)	**1.11**	(0.08)	**0.63**	(0.04)	3.7	(0.5)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	5.74	(0.10)	6.93	(0.09)	7.22	(0.09)	7.69	(0.08)	**1.95**	(0.13)	**0.87**	(0.06)	4.9	(0.7)
	United Arab Emirates	6.36	(0.07)	7.17	(0.06)	7.61	(0.05)	8.01	(0.05)	**1.65**	(0.08)	**0.62**	(0.03)	4.9	(0.5)
	Uruguay	6.99	(0.07)	7.54	(0.07)	7.83	(0.06)	8.42	(0.05)	**1.43**	(0.09)	**0.40**	(0.02)	3.9	(0.5)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	6.27	(0.07)	7.06	(0.07)	7.29	(0.06)	7.66	(0.06)	**1.39**	(0.08)	**0.63**	(0.04)	5.0	(0.6)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471368

[Part 1/1]

Table III.7.13 Sense of belonging and low life satisfaction

Likelihood that a student is not satisfied with his/her life if he/she "feels like an outsider at school", "feels awkward at school" and "feels lonely at school"

		Likelihood that a student is "not satisfied" with his or her life[1]											
		"I feel like an outsider at school"				"I feel awkward and out of place in my school"				"I feel lonely at school"			
		Before accounting for students' and schools' socio-economic profile[2]		After accounting for students' and schools' socio-economic profile		Before accounting for students' and schools' socio-economic profile		After accounting for students' and schools' socio-economic profile		Before accounting for students' and schools' socio-economic profile		After accounting for students' and schools' socio-economic profile	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	**2.16**	(0.19)	**2.12**	(0.20)	**2.29**	(0.23)	**2.23**	(0.22)	**2.24**	(0.21)	**2.21**	(0.22)
	Belgium (excl. Flemish)	**3.43**	(0.51)	**3.29**	(0.49)	**3.34**	(0.51)	**3.17**	(0.50)	**4.67**	(0.74)	**4.40**	(0.76)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	**2.31**	(0.23)	**2.27**	(0.22)	**2.20**	(0.21)	**2.18**	(0.21)	**2.49**	(0.26)	**2.47**	(0.26)
	Czech Republic	**2.41**	(0.23)	**2.35**	(0.22)	**3.16**	(0.33)	**3.05**	(0.32)	**3.27**	(0.28)	**3.19**	(0.27)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	**4.02**	(0.46)	**3.95**	(0.45)	**5.03**	(0.53)	**4.92**	(0.52)	**4.84**	(0.44)	**4.84**	(0.44)
	Finland	**5.95**	(0.72)	**5.81**	(0.71)	**5.55**	(0.59)	**5.37**	(0.56)	**5.90**	(0.85)	**5.83**	(0.85)
	France	**3.13**	(0.35)	**2.85**	(0.33)	**3.59**	(0.43)	**3.35**	(0.43)	**5.24**	(0.72)	**5.04**	(0.72)
	Germany	**2.91**	(0.30)	**2.85**	(0.30)	**2.79**	(0.33)	**2.68**	(0.31)	**3.36**	(0.40)	**3.25**	(0.39)
	Greece	**2.69**	(0.24)	**2.66**	(0.23)	**2.95**	(0.31)	**2.91**	(0.30)	**3.08**	(0.35)	**3.08**	(0.35)
	Hungary	**3.03**	(0.26)	**2.93**	(0.25)	**2.41**	(0.22)	**2.30**	(0.21)	**3.11**	(0.35)	**3.04**	(0.35)
	Iceland	**3.40**	(0.45)	**3.39**	(0.45)	**4.08**	(0.54)	**4.12**	(0.55)	**3.92**	(0.49)	**3.89**	(0.49)
	Ireland	**5.00**	(0.47)	**5.01**	(0.46)	**4.87**	(0.53)	**4.82**	(0.53)	**6.57**	(0.83)	**6.63**	(0.82)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	**3.12**	(0.30)	**3.12**	(0.31)	**2.53**	(0.22)	**2.50**	(0.22)	**3.66**	(0.30)	**3.71**	(0.31)
	Japan	**3.45**	(0.28)	**3.35**	(0.27)	**3.74**	(0.30)	**3.67**	(0.29)	**4.16**	(0.43)	**4.05**	(0.41)
	Korea	**4.13**	(0.48)	**4.07**	(0.48)	**3.39**	(0.35)	**3.31**	(0.34)	**4.53**	(0.45)	**4.51**	(0.46)
	Latvia	**2.99**	(0.30)	**2.95**	(0.30)	**3.01**	(0.35)	**2.96**	(0.35)	**3.45**	(0.37)	**3.40**	(0.37)
	Luxembourg	**2.35**	(0.24)	**2.28**	(0.24)	**2.25**	(0.24)	**2.18**	(0.24)	**2.59**	(0.26)	**2.52**	(0.27)
	Mexico	**1.77**	(0.22)	**1.72**	(0.22)	**1.94**	(0.24)	**1.91**	(0.24)	**1.91**	(0.25)	**1.89**	(0.25)
	Netherlands	**4.16**	(0.67)	**4.21**	(0.69)	**4.01**	(0.54)	**4.08**	(0.57)	**5.16**	(1.01)	**5.24**	(1.04)
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	**2.37**	(0.21)	**2.38**	(0.21)	**2.35**	(0.26)	**2.35**	(0.26)	**2.59**	(0.24)	**2.59**	(0.24)
	Portugal	**3.30**	(0.39)	**3.29**	(0.40)	**2.21**	(0.21)	**2.21**	(0.22)	**4.00**	(0.45)	**4.01**	(0.46)
	Slovak Republic	**2.37**	(0.24)	**2.29**	(0.23)	**2.42**	(0.22)	**2.35**	(0.21)	**2.82**	(0.25)	**2.76**	(0.25)
	Slovenia	**2.44**	(0.26)	**2.47**	(0.27)	**2.73**	(0.25)	**2.77**	(0.26)	**2.54**	(0.23)	**2.57**	(0.24)
	Spain	**3.24**	(0.39)	**3.17**	(0.38)	**2.98**	(0.34)	**2.93**	(0.34)	**3.27**	(0.38)	**3.24**	(0.38)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	**3.43**	(0.50)	**3.31**	(0.49)	**3.17**	(0.44)	**3.08**	(0.43)	**4.29**	(0.70)	**4.19**	(0.70)
	Turkey	**1.21**	(0.09)	**1.20**	(0.09)	1.12	(0.07)	1.11	(0.07)	**1.18**	(0.08)	**1.17**	(0.08)
	United Kingdom	**5.06**	(0.41)	**4.96**	(0.41)	**4.77**	(0.42)	**4.68**	(0.41)	**6.18**	(0.55)	**6.17**	(0.55)
	United States	**4.27**	(0.39)	**4.17**	(0.38)	**3.53**	(0.29)	**3.44**	(0.29)	**4.69**	(0.41)	**4.65**	(0.42)
	OECD average	**3.22**	(0.07)	**3.16**	(0.07)	**3.16**	(0.07)	**3.09**	(0.07)	**3.77**	(0.09)	**3.73**	(0.09)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	**1.85**	(0.13)	**1.85**	(0.13)	**2.02**	(0.15)	**2.03**	(0.14)	**2.07**	(0.14)	**2.07**	(0.14)
	B-S-J-G (China)	**2.53**	(0.19)	**2.48**	(0.19)	**2.84**	(0.24)	**2.78**	(0.23)	**2.74**	(0.23)	**2.69**	(0.23)
	Bulgaria	**1.70**	(0.15)	**1.62**	(0.14)	**1.58**	(0.13)	**1.53**	(0.13)	**1.97**	(0.17)	**1.92**	(0.16)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	**1.43**	(0.12)	**1.44**	(0.12)	**1.43**	(0.10)	**1.44**	(0.10)	**1.68**	(0.16)	**1.70**	(0.17)
	Costa Rica	**2.66**	(0.27)	**2.66**	(0.27)	**2.61**	(0.25)	**2.60**	(0.25)	**2.93**	(0.30)	**2.94**	(0.31)
	Croatia	**3.05**	(0.35)	**3.10**	(0.36)	**3.71**	(0.41)	**3.79**	(0.42)	**4.17**	(0.55)	**4.24**	(0.56)
	Cyprus*	**3.06**	(0.31)	**3.12**	(0.32)	**2.69**	(0.25)	**2.73**	(0.27)	**3.18**	(0.31)	**3.26**	(0.32)
	Dominican Republic	**1.45**	(0.20)	**1.42**	(0.21)	**1.31**	(0.16)	1.27	(0.16)	**1.41**	(0.20)	**1.38**	(0.20)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	**3.76**	(0.31)	**3.66**	(0.31)	**2.56**	(0.24)	**2.51**	(0.24)	**3.62**	(0.29)	**3.52**	(0.30)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	**1.52**	(0.14)	**1.50**	(0.14)	**1.73**	(0.19)	**1.72**	(0.19)	**1.59**	(0.16)	**1.58**	(0.16)
	Macao (China)	**2.81**	(0.22)	**2.88**	(0.24)	**2.45**	(0.22)	**2.51**	(0.23)	**2.96**	(0.24)	**2.96**	(0.24)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	**2.75**	(0.26)	**2.81**	(0.26)	**2.60**	(0.24)	**2.66**	(0.25)	**2.98**	(0.28)	**3.04**	(0.29)
	Peru	**2.33**	(0.18)	**2.29**	(0.18)	**1.99**	(0.15)	**1.93**	(0.15)	**2.41**	(0.19)	**2.36**	(0.18)
	Qatar	**2.43**	(0.14)	**2.41**	(0.14)	**2.20**	(0.12)	**2.19**	(0.13)	**2.39**	(0.17)	**2.35**	(0.17)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	**2.85**	(0.33)	**2.85**	(0.33)	**2.60**	(0.23)	**2.59**	(0.23)	**3.56**	(0.38)	**3.58**	(0.38)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	**3.35**	(0.30)	**3.31**	(0.29)	**2.46**	(0.20)	**2.44**	(0.19)	**3.35**	(0.32)	**3.31**	(0.32)
	Thailand	**2.96**	(0.33)	**2.96**	(0.33)	**1.78**	(0.21)	**1.78**	(0.21)	**2.37**	(0.29)	**2.38**	(0.29)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	**2.22**	(0.22)	**2.31**	(0.24)	**1.60**	(0.12)	**1.55**	(0.12)	**2.66**	(0.28)	**2.64**	(0.27)
	United Arab Emirates	**2.60**	(0.16)	**2.57**	(0.16)	**2.15**	(0.14)	**2.13**	(0.14)	**2.54**	(0.17)	**2.49**	(0.16)
	Uruguay	**3.16**	(0.28)	**2.98**	(0.26)	**2.73**	(0.27)	**2.61**	(0.26)	**2.29**	(0.21)	**2.20**	(0.20)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	**2.40**	(0.23)	**2.39**	(0.23)	**2.64**	(0.26)	**2.64**	(0.26)	**2.86**	(0.25)	**2.85**	(0.25)

1. A student is classified as «not satisfied» with life if he or she reported between 0 and 4 on the life-satisfaction scale. The life-satisfaction scale ranges from 0 to 10.
2. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933471387

[Part 1/1]

Table III.7.14 Index of sense of belonging and disciplinary climate at school

		Schools with negative disciplinary climate[1]		Schools with positive disciplinary climate		Difference between schools with positive and negative disciplinary climates (positive – negative)			
						Before accounting for students' and schools' socio-economic profile[2]		After accounting for students' and schools' socio-economic profile	
		Mean index	S.E.	Mean index	S.E.	Index change	S.E.	Index change	S.E.
OECD	Australia	-0.26	(0.03)	0.00	(0.07)	**0.26**	(0.04)	**0.15**	(0.04)
	Austria	0.35	(0.05)	0.59	(0.11)	**0.23**	(0.06)	**0.18**	(0.06)
	Belgium	-0.07	(0.03)	0.04	(0.06)	**0.11**	(0.03)	**0.07**	(0.03)
	Canada	-0.10	(0.03)	-0.04	(0.09)	0.05	(0.06)	0.01	(0.06)
	Chile	-0.17	(0.03)	0.05	(0.09)	**0.22**	(0.06)	**0.13**	(0.06)
	Czech Republic	-0.33	(0.02)	-0.17	(0.06)	**0.16**	(0.04)	**0.10**	(0.04)
	Denmark	0.06	(0.04)	0.19	(0.10)	**0.13**	(0.06)	0.08	(0.07)
	Estonia	-0.11	(0.02)	0.03	(0.06)	**0.14**	(0.04)	**0.14**	(0.04)
	Finland	0.00	(0.03)	0.18	(0.06)	**0.18**	(0.04)	**0.16**	(0.04)
	France	-0.24	(0.04)	0.07	(0.09)	**0.30**	(0.05)	**0.16**	(0.06)
	Germany	0.16	(0.06)	0.36	(0.13)	**0.20**	(0.07)	0.16	(0.10)
	Greece	0.03	(0.03)	0.19	(0.08)	**0.16**	(0.05)	**0.12**	(0.05)
	Hungary	-0.03	(0.05)	0.14	(0.11)	**0.17**	(0.06)	0.03	(0.08)
	Iceland	0.20	(0.06)	0.29	(0.13)	0.09	(0.08)	0.05	(0.08)
	Ireland	-0.13	(0.04)	0.03	(0.09)	**0.16**	(0.05)	**0.15**	(0.05)
	Israel	m	m	m	m	m	m	m	m
	Italy	-0.02	(0.03)	0.15	(0.06)	**0.17**	(0.04)	**0.16**	(0.05)
	Japan	-0.21	(0.03)	0.07	(0.07)	**0.28**	(0.04)	**0.19**	(0.04)
	Korea	0.08	(0.04)	0.23	(0.09)	**0.14**	(0.06)	0.07	(0.06)
	Latvia	-0.16	(0.04)	-0.19	(0.09)	-0.02	(0.05)	-0.02	(0.05)
	Luxembourg	-0.02	(0.03)	0.19	(0.07)	**0.21**	(0.04)	**0.17**	(0.06)
	Mexico	-0.16	(0.05)	-0.05	(0.11)	0.11	(0.06)	**0.14**	(0.06)
	Netherlands	0.10	(0.05)	0.26	(0.11)	**0.16**	(0.07)	**0.15**	(0.06)
	New Zealand	-0.18	(0.06)	-0.15	(0.13)	0.03	(0.07)	0.00	(0.08)
	Norway	0.18	(0.04)	0.28	(0.10)	0.11	(0.06)	0.10	(0.06)
	Poland	-0.28	(0.04)	-0.16	(0.10)	0.12	(0.06)	0.12	(0.06)
	Portugal	0.08	(0.06)	0.13	(0.13)	0.05	(0.07)	0.04	(0.07)
	Slovak Republic	-0.39	(0.04)	-0.18	(0.08)	**0.21**	(0.05)	0.10	(0.07)
	Slovenia	-0.11	(0.03)	0.01	(0.07)	**0.12**	(0.04)	0.10	(0.06)
	Spain	0.36	(0.05)	0.55	(0.14)	**0.19**	(0.09)	**0.18**	(0.09)
	Sweden	-0.10	(0.04)	0.12	(0.11)	**0.21**	(0.06)	**0.23**	(0.07)
	Switzerland	0.25	(0.05)	0.53	(0.11)	**0.29**	(0.06)	**0.32**	(0.07)
	Turkey	-0.54	(0.03)	-0.33	(0.09)	**0.22**	(0.05)	**0.20**	(0.05)
	United Kingdom	-0.14	(0.04)	-0.02	(0.08)	**0.12**	(0.05)	**0.13**	(0.04)
	United States	-0.06	(0.05)	-0.07	(0.13)	0.00	(0.08)	-0.05	(0.08)
	OECD average	-0.06	(0.01)	0.10	(0.02)	**0.15**	(0.01)	**0.12**	(0.01)
Partners	Albania	0.27	(0.03)	0.47	(0.09)	**0.20**	(0.06)	**0.20**	(0.05)
	Algeria	-0.25	(0.03)	-0.22	(0.11)	0.03	(0.07)	0.05	(0.07)
	Brazil	-0.25	(0.02)	0.04	(0.06)	**0.29**	(0.03)	**0.21**	(0.03)
	B-S-J-G (China)	-0.48	(0.02)	-0.17	(0.07)	**0.32**	(0.05)	**0.21**	(0.05)
	Bulgaria	-0.48	(0.04)	-0.18	(0.11)	**0.30**	(0.07)	**0.17**	(0.07)
	CABA (Argentina)	0.29	(0.05)	0.48	(0.17)	0.19	(0.12)	0.15	(0.10)
	Colombia	-0.37	(0.05)	-0.25	(0.13)	0.12	(0.07)	0.12	(0.06)
	Costa Rica	-0.13	(0.05)	-0.18	(0.12)	-0.05	(0.08)	-0.04	(0.06)
	Croatia	-0.07	(0.03)	0.13	(0.08)	**0.20**	(0.04)	**0.24**	(0.05)
	Cyprus*	0.01	(0.03)	0.16	(0.07)	**0.16**	(0.04)	**0.27**	(0.05)
	Dominican Republic	-0.53	(0.09)	-0.24	(0.21)	**0.29**	(0.12)	0.22	(0.11)
	FYROM	0.06	(0.03)	0.55	(0.08)	**0.49**	(0.05)	**0.37**	(0.06)
	Georgia	0.12	(0.03)	0.37	(0.09)	**0.25**	(0.05)	**0.23**	(0.05)
	Hong Kong (China)	-0.36	(0.04)	-0.30	(0.09)	0.06	(0.05)	0.03	(0.06)
	Indonesia	0.09	(0.03)	0.19	(0.08)	**0.09**	(0.04)	**0.10**	(0.05)
	Jordan	0.03	(0.05)	0.37	(0.12)	**0.34**	(0.07)	**0.35**	(0.07)
	Kosovo	0.20	(0.03)	0.37	(0.08)	**0.16**	(0.05)	**0.16**	(0.05)
	Lebanon	-0.17	(0.09)	0.16	(0.21)	**0.33**	(0.11)	**0.33**	(0.12)
	Lithuania	-0.35	(0.04)	-0.06	(0.10)	**0.29**	(0.05)	**0.19**	(0.06)
	Macao (China)	-0.43	(0.02)	-0.40	(0.05)	0.02	(0.03)	0.02	(0.03)
	Malta	-0.05	(0.03)	-0.03	(0.06)	0.02	(0.03)	-0.05	(0.03)
	Moldova	-0.04	(0.02)	0.17	(0.06)	**0.22**	(0.04)	**0.21**	(0.04)
	Montenegro	-0.15	(0.02)	-0.03	(0.06)	**0.12**	(0.04)	**0.11**	(0.04)
	Peru	-0.25	(0.04)	-0.06	(0.11)	**0.20**	(0.07)	**0.17**	(0.06)
	Qatar	-0.17	(0.02)	-0.02	(0.04)	**0.15**	(0.02)	**0.12**	(0.02)
	Romania	-0.21	(0.05)	0.18	(0.10)	**0.39**	(0.06)	**0.42**	(0.07)
	Russia	-0.42	(0.02)	-0.28	(0.07)	**0.15**	(0.05)	**0.16**	(0.05)
	Singapore	-0.26	(0.02)	-0.13	(0.06)	**0.13**	(0.04)	-0.01	(0.05)
	Chinese Taipei	-0.06	(0.03)	0.06	(0.07)	**0.12**	(0.04)	0.10	(0.05)
	Thailand	-0.40	(0.02)	-0.31	(0.06)	**0.09**	(0.04)	**0.16**	(0.04)
	Trinidad and Tobago	-0.03	(0.03)	0.14	(0.08)	**0.16**	(0.05)	**0.12**	(0.06)
	Tunisia	-0.25	(0.03)	-0.13	(0.06)	**0.12**	(0.04)	**0.17**	(0.05)
	United Arab Emirates	-0.23	(0.03)	0.02	(0.07)	**0.25**	(0.04)	**0.25**	(0.04)
	Uruguay	-0.22	(0.04)	0.08	(0.11)	**0.30**	(0.07)	0.11	(0.06)
	Viet Nam	-0.11	(0.03)	0.01	(0.08)	**0.12**	(0.05)	**0.13**	(0.05)
	Argentina**	0.15	(0.05)	0.34	(0.12)	**0.18**	(0.07)	**0.16**	(0.06)
	Kazakhstan**	0.14	(0.03)	0.63	(0.08)	**0.49**	(0.05)	**0.47**	(0.05)
	Malaysia**	-0.20	(0.03)	0.08	(0.08)	**0.28**	(0.05)	**0.32**	(0.07)

1. Schools with positive (negative) disciplinary climate are those whose average index of disciplinary climate is statistically higher (lower) than the average level in the country/economy.
2. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471399

[Part 1/3]

Table III.7.15 Students' perception of teacher unfairness

Results based on students' self-reports

		Teachers called on me less often than they called on other students								Teachers graded me harder than they graded other students							
		Never		A few times a year		A few times a month		Once a week or more		Never		A few times a year		A few times a month		Once a week or more	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	34.4	(0.5)	31.0	(0.5)	20.5	(0.4)	14.1	(0.3)	56.9	(0.6)	27.5	(0.4)	11.0	(0.3)	4.6	(0.2)
	Austria	33.2	(0.7)	27.6	(0.6)	23.0	(0.5)	16.2	(0.5)	57.6	(0.9)	25.1	(0.8)	11.3	(0.4)	6.1	(0.4)
	Belgium	44.2	(0.6)	22.2	(0.5)	17.3	(0.4)	16.3	(0.5)	56.0	(0.7)	22.9	(0.6)	13.3	(0.4)	7.9	(0.4)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	39.6	(0.9)	26.6	(0.6)	22.5	(0.6)	11.2	(0.5)	64.2	(0.8)	18.0	(0.5)	13.2	(0.6)	4.7	(0.3)
	Czech Republic	35.4	(0.9)	26.4	(0.6)	23.4	(0.7)	14.8	(0.6)	65.8	(0.7)	20.3	(0.6)	9.0	(0.4)	4.9	(0.3)
	Denmark	34.5	(0.7)	34.4	(0.7)	18.5	(0.6)	12.6	(0.5)	50.0	(0.7)	30.0	(0.7)	13.2	(0.6)	6.8	(0.3)
	Estonia	27.9	(0.7)	23.9	(0.6)	26.9	(0.5)	21.3	(0.6)	39.9	(0.8)	30.5	(0.7)	21.2	(0.6)	8.5	(0.4)
	Finland	46.4	(0.8)	30.7	(0.7)	15.8	(0.4)	7.1	(0.3)	57.4	(0.8)	27.3	(0.6)	10.9	(0.5)	4.4	(0.3)
	France	34.1	(0.6)	21.0	(0.5)	27.7	(0.5)	17.1	(0.5)	56.0	(0.8)	22.5	(0.6)	15.7	(0.5)	5.7	(0.4)
	Germany	30.1	(0.7)	31.5	(0.7)	22.1	(0.6)	16.3	(0.5)	51.5	(0.8)	30.2	(0.8)	13.1	(0.5)	5.2	(0.3)
	Greece	25.9	(0.6)	29.1	(0.6)	26.2	(0.7)	18.7	(0.7)	49.6	(0.7)	29.2	(0.7)	14.7	(0.5)	6.5	(0.4)
	Hungary	23.1	(0.7)	19.9	(0.6)	31.3	(0.8)	25.7	(0.8)	58.3	(0.8)	19.9	(0.7)	14.2	(0.6)	7.6	(0.4)
	Iceland	57.9	(0.8)	20.7	(0.7)	12.4	(0.6)	9.0	(0.4)	69.4	(0.8)	20.2	(0.7)	6.8	(0.4)	3.5	(0.3)
	Ireland	36.8	(0.7)	34.2	(0.7)	16.9	(0.5)	12.1	(0.4)	60.9	(0.9)	25.8	(0.6)	9.4	(0.5)	3.9	(0.3)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	55.8	(0.7)	9.7	(0.4)	13.1	(0.4)	21.3	(0.7)	84.0	(0.6)	10.4	(0.4)	3.4	(0.3)	2.2	(0.2)
	Korea	54.3	(0.7)	13.9	(0.5)	15.8	(0.6)	16.0	(0.6)	82.6	(0.6)	9.7	(0.4)	6.0	(0.4)	1.7	(0.2)
	Latvia	28.0	(0.8)	30.2	(0.7)	24.2	(0.7)	17.6	(0.8)	40.7	(0.9)	32.3	(0.8)	18.8	(0.7)	8.1	(0.4)
	Luxembourg	33.0	(0.7)	24.5	(0.7)	19.6	(0.5)	22.9	(0.6)	56.6	(0.7)	24.8	(0.6)	11.9	(0.4)	6.7	(0.3)
	Mexico	66.5	(0.7)	17.6	(0.5)	9.0	(0.4)	6.9	(0.3)	66.9	(0.6)	17.8	(0.5)	10.4	(0.5)	4.9	(0.3)
	Netherlands	57.9	(0.8)	20.5	(0.6)	12.5	(0.5)	9.0	(0.4)	70.0	(0.6)	16.6	(0.5)	7.7	(0.4)	5.8	(0.3)
	New Zealand	32.0	(0.7)	33.0	(0.6)	20.2	(0.7)	14.9	(0.6)	59.4	(0.8)	25.9	(0.6)	10.6	(0.5)	4.2	(0.3)
	Norway	46.8	(0.8)	26.6	(0.7)	16.8	(0.6)	9.9	(0.5)	39.7	(0.8)	34.2	(0.8)	18.0	(0.6)	8.1	(0.4)
	Poland	39.6	(0.8)	27.2	(0.7)	15.5	(0.6)	17.8	(0.6)	52.0	(0.9)	27.9	(0.6)	11.5	(0.5)	8.6	(0.4)
	Portugal	37.7	(0.7)	23.4	(0.6)	21.8	(0.6)	17.1	(0.6)	58.8	(0.6)	22.8	(0.5)	12.5	(0.4)	5.9	(0.3)
	Slovak Republic	22.9	(0.7)	35.4	(0.7)	26.6	(0.7)	15.1	(0.6)	55.5	(0.8)	25.1	(0.6)	12.4	(0.4)	7.1	(0.4)
	Slovenia	26.8	(0.8)	21.7	(0.6)	31.6	(0.8)	19.8	(0.6)	47.9	(0.8)	32.8	(0.8)	14.1	(0.5)	5.2	(0.3)
	Spain	46.8	(0.8)	27.4	(0.6)	15.9	(0.5)	10.0	(0.5)	53.5	(0.7)	24.9	(0.6)	14.0	(0.5)	7.6	(0.4)
	Sweden	54.3	(0.8)	23.6	(0.6)	14.2	(0.6)	8.0	(0.5)	55.1	(0.8)	27.0	(0.6)	12.2	(0.5)	5.6	(0.4)
	Switzerland	38.5	(0.9)	24.7	(0.7)	19.2	(0.6)	17.6	(0.6)	66.1	(0.8)	20.9	(0.7)	8.8	(0.5)	4.1	(0.3)
	Turkey	34.8	(0.8)	20.2	(0.7)	20.5	(0.7)	24.5	(0.7)	55.4	(1.0)	21.5	(0.7)	15.1	(0.6)	8.0	(0.4)
	United Kingdom	34.8	(0.6)	29.9	(0.6)	20.3	(0.5)	15.0	(0.5)	58.6	(0.7)	25.7	(0.5)	11.1	(0.5)	4.6	(0.3)
	United States	39.9	(0.7)	24.7	(0.5)	17.5	(0.5)	17.9	(0.5)	63.5	(0.9)	20.3	(0.6)	10.8	(0.5)	5.4	(0.4)
	OECD average	39.2	(0.1)	25.4	(0.1)	20.0	(0.1)	15.4	(0.1)	58.1	(0.1)	24.1	(0.1)	12.1	(0.1)	5.8	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	41.5	(0.6)	32.0	(0.5)	15.7	(0.4)	10.8	(0.3)	56.8	(0.5)	25.4	(0.4)	12.5	(0.3)	5.3	(0.2)
	B-S-J-G (China)	36.5	(0.9)	13.7	(0.6)	20.2	(0.7)	29.6	(1.0)	57.8	(1.0)	14.3	(0.5)	15.1	(0.5)	12.8	(0.6)
	Bulgaria	39.1	(0.7)	24.9	(0.6)	19.5	(0.5)	16.5	(0.5)	38.0	(0.7)	26.0	(0.6)	20.9	(0.6)	15.1	(0.6)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	43.3	(0.7)	28.0	(0.6)	16.4	(0.4)	12.4	(0.4)	61.8	(0.8)	20.8	(0.6)	11.0	(0.4)	6.5	(0.3)
	Costa Rica	53.4	(0.7)	24.8	(0.5)	13.6	(0.5)	8.2	(0.4)	63.2	(0.7)	20.2	(0.6)	10.4	(0.6)	6.2	(0.4)
	Croatia	29.9	(0.7)	29.0	(0.7)	26.7	(0.7)	14.4	(0.5)	49.1	(0.7)	30.6	(0.6)	13.9	(0.4)	6.5	(0.4)
	Cyprus*	32.4	(0.7)	31.2	(0.7)	21.7	(0.6)	14.7	(0.5)	42.1	(0.7)	32.1	(0.7)	16.9	(0.6)	8.8	(0.4)
	Dominican Republic	53.6	(1.0)	16.6	(0.7)	15.6	(0.6)	14.3	(0.7)	53.2	(0.9)	17.2	(0.6)	18.5	(0.7)	11.1	(0.6)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	23.0	(0.6)	16.2	(0.6)	28.7	(0.7)	32.1	(0.7)	51.9	(1.0)	19.5	(0.6)	18.5	(0.6)	10.2	(0.5)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	29.6	(0.6)	26.6	(0.7)	28.6	(0.7)	15.3	(0.5)	51.3	(0.8)	25.4	(0.7)	15.7	(0.5)	7.6	(0.4)
	Macao (China)	19.4	(0.6)	16.5	(0.6)	28.5	(0.6)	35.5	(0.7)	64.2	(0.7)	16.9	(0.6)	12.2	(0.5)	6.6	(0.4)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	40.8	(0.6)	19.8	(0.6)	22.4	(0.6)	17.0	(0.5)	56.3	(0.8)	24.5	(0.6)	13.2	(0.4)	6.0	(0.3)
	Peru	47.0	(0.8)	26.5	(0.6)	14.4	(0.5)	12.1	(0.4)	44.6	(0.6)	24.7	(0.5)	18.5	(0.5)	12.2	(0.4)
	Qatar	35.9	(0.4)	32.2	(0.5)	18.0	(0.4)	13.9	(0.3)	46.1	(0.5)	28.1	(0.5)	16.7	(0.4)	9.1	(0.2)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	21.7	(0.7)	17.5	(0.5)	30.1	(0.6)	30.7	(0.7)	44.4	(0.9)	22.8	(0.6)	20.5	(0.8)	12.4	(0.6)
	Singapore	31.6	(0.6)	25.9	(0.7)	24.7	(0.6)	17.8	(0.5)	62.8	(0.7)	20.0	(0.5)	12.8	(0.5)	4.4	(0.3)
	Chinese Taipei	48.8	(0.7)	13.4	(0.5)	21.8	(0.6)	16.0	(0.5)	85.4	(0.4)	7.4	(0.3)	4.6	(0.3)	2.7	(0.2)
	Thailand	33.4	(0.7)	13.5	(0.6)	16.9	(0.6)	36.3	(0.9)	62.1	(1.0)	14.1	(0.6)	13.2	(0.5)	10.6	(0.5)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	37.1	(0.7)	33.5	(0.7)	13.4	(0.5)	16.0	(0.5)	54.3	(0.8)	26.1	(0.7)	13.3	(0.5)	6.3	(0.4)
	United Arab Emirates	34.5	(0.5)	32.1	(0.5)	18.6	(0.5)	14.8	(0.5)	50.1	(0.7)	26.6	(0.5)	14.9	(0.4)	8.3	(0.4)
	Uruguay	38.0	(0.9)	27.3	(0.6)	18.9	(0.7)	15.9	(0.5)	51.0	(0.7)	23.1	(0.6)	16.8	(0.5)	9.1	(0.4)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	12.7	(0.5)	20.0	(0.6)	31.9	(0.7)	35.4	(0.9)	35.7	(0.8)	28.9	(0.6)	26.3	(0.7)	9.2	(0.5)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471407

[Part 2/3]

Table III.7.15 Students' perception of teacher unfairness

Results based on students' self-reports

		Teachers gave me the impression that they think that I am less smart than I really am								Teachers disciplined me more harshly than other students							
		Never		A few times a year		A few times a month		Once a week or more		Never		A few times a year		A few times a month		Once a week or more	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	51.0	(0.5)	25.9	(0.5)	13.8	(0.4)	9.3	(0.3)	63.5	(0.6)	19.2	(0.4)	9.9	(0.3)	7.4	(0.3)
	Austria	51.3	(0.8)	24.4	(0.6)	14.0	(0.4)	10.3	(0.4)	58.0	(0.7)	22.7	(0.6)	11.6	(0.4)	7.8	(0.4)
	Belgium	56.9	(0.7)	21.8	(0.5)	12.8	(0.4)	8.5	(0.4)	66.4	(0.6)	17.7	(0.5)	9.6	(0.3)	6.3	(0.3)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	69.8	(0.7)	15.7	(0.5)	9.7	(0.4)	4.8	(0.3)	66.8	(0.6)	18.3	(0.5)	9.8	(0.4)	5.1	(0.3)
	Czech Republic	60.3	(0.6)	20.9	(0.5)	10.9	(0.5)	8.0	(0.5)	76.8	(0.7)	13.5	(0.5)	5.3	(0.4)	4.4	(0.3)
	Denmark	60.5	(0.6)	23.6	(0.6)	10.7	(0.5)	5.3	(0.3)	71.2	(0.6)	15.8	(0.5)	8.2	(0.4)	4.8	(0.3)
	Estonia	46.9	(0.9)	26.6	(0.7)	16.6	(0.5)	9.9	(0.5)	68.6	(0.8)	18.6	(0.6)	8.3	(0.4)	4.5	(0.4)
	Finland	58.8	(0.7)	23.3	(0.5)	11.6	(0.5)	6.3	(0.3)	63.5	(0.8)	19.2	(0.6)	9.8	(0.4)	7.5	(0.4)
	France	51.9	(0.7)	21.0	(0.5)	15.5	(0.5)	11.7	(0.5)	72.2	(0.7)	14.6	(0.5)	7.5	(0.4)	5.7	(0.3)
	Germany	53.2	(0.7)	25.2	(0.5)	13.3	(0.5)	8.3	(0.4)	59.5	(0.8)	23.2	(0.6)	10.8	(0.5)	6.5	(0.3)
	Greece	62.9	(0.8)	18.3	(0.5)	10.9	(0.4)	7.9	(0.5)	76.9	(0.8)	12.5	(0.5)	6.1	(0.5)	4.5	(0.3)
	Hungary	45.3	(0.7)	23.3	(0.6)	19.0	(0.6)	12.4	(0.5)	62.6	(0.8)	17.2	(0.5)	11.2	(0.5)	9.1	(0.4)
	Iceland	73.8	(0.8)	15.8	(0.5)	6.4	(0.4)	3.9	(0.4)	74.8	(0.8)	13.7	(0.6)	7.2	(0.5)	4.4	(0.4)
	Ireland	53.1	(0.8)	27.1	(0.6)	11.2	(0.6)	8.7	(0.4)	63.3	(0.8)	20.5	(0.6)	8.5	(0.4)	7.7	(0.4)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	79.1	(0.6)	12.9	(0.4)	4.8	(0.3)	3.2	(0.3)	82.6	(0.5)	8.8	(0.3)	4.7	(0.3)	3.8	(0.2)
	Korea	69.3	(0.6)	17.2	(0.5)	9.7	(0.4)	3.8	(0.3)	80.9	(0.6)	11.4	(0.4)	5.1	(0.3)	2.6	(0.2)
	Latvia	51.9	(0.7)	23.8	(0.6)	14.4	(0.6)	9.8	(0.5)	68.3	(0.7)	18.2	(0.6)	8.1	(0.4)	5.4	(0.4)
	Luxembourg	51.3	(0.6)	24.2	(0.6)	13.2	(0.4)	11.3	(0.4)	63.0	(0.6)	19.4	(0.5)	9.8	(0.4)	7.8	(0.4)
	Mexico	61.1	(0.7)	20.9	(0.6)	11.6	(0.4)	6.4	(0.3)	82.8	(0.6)	10.4	(0.4)	4.4	(0.3)	2.4	(0.2)
	Netherlands	68.1	(0.7)	20.1	(0.6)	8.3	(0.4)	3.5	(0.3)	71.4	(0.7)	16.2	(0.5)	7.6	(0.4)	4.8	(0.3)
	New Zealand	50.1	(1.0)	26.9	(0.8)	14.5	(0.5)	8.5	(0.4)	62.4	(0.8)	20.2	(0.6)	10.3	(0.4)	7.1	(0.4)
	Norway	53.1	(0.7)	25.0	(0.7)	13.7	(0.5)	8.3	(0.4)	68.4	(0.7)	16.3	(0.5)	8.7	(0.4)	6.6	(0.4)
	Poland	49.8	(0.9)	27.5	(0.8)	12.1	(0.5)	10.7	(0.5)	65.8	(0.9)	18.9	(0.6)	8.9	(0.4)	6.4	(0.4)
	Portugal	47.0	(0.8)	26.9	(0.7)	15.7	(0.6)	10.4	(0.4)	55.2	(0.6)	23.6	(0.6)	13.6	(0.5)	7.6	(0.3)
	Slovak Republic	46.0	(0.7)	26.0	(0.6)	15.1	(0.6)	12.9	(0.5)	73.0	(0.7)	14.5	(0.5)	6.8	(0.4)	5.7	(0.4)
	Slovenia	55.1	(0.7)	25.5	(0.6)	12.7	(0.5)	6.7	(0.3)	74.1	(0.7)	15.8	(0.6)	5.7	(0.4)	4.5	(0.3)
	Spain	63.6	(0.7)	17.6	(0.5)	10.3	(0.4)	8.5	(0.3)	73.8	(0.7)	13.4	(0.5)	6.8	(0.3)	6.1	(0.4)
	Sweden	58.4	(0.8)	23.6	(0.7)	11.2	(0.5)	6.8	(0.4)	74.7	(0.7)	13.9	(0.5)	6.6	(0.3)	4.7	(0.3)
	Switzerland	56.5	(0.8)	25.0	(0.7)	11.0	(0.5)	7.5	(0.4)	62.9	(0.7)	19.5	(0.6)	10.2	(0.5)	7.5	(0.4)
	Turkey	58.3	(0.8)	16.8	(0.5)	14.1	(0.5)	10.9	(0.5)	67.9	(0.8)	15.9	(0.6)	8.7	(0.4)	7.5	(0.4)
	United Kingdom	47.8	(0.7)	26.2	(0.5)	15.9	(0.5)	10.1	(0.4)	59.5	(0.9)	19.3	(0.5)	12.2	(0.5)	9.0	(0.4)
	United States	62.7	(0.8)	20.4	(0.6)	10.1	(0.4)	6.8	(0.4)	73.9	(0.8)	14.1	(0.5)	7.3	(0.4)	4.7	(0.3)
	OECD average	57.0	(0.1)	22.5	(0.1)	12.3	(0.1)	8.2	(0.1)	68.9	(0.1)	16.8	(0.1)	8.4	(0.1)	5.9	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	64.1	(0.5)	19.3	(0.4)	9.7	(0.3)	6.9	(0.3)	69.6	(0.5)	17.2	(0.4)	8.3	(0.2)	4.9	(0.2)
	B-S-J-G (China)	65.4	(0.6)	13.7	(0.5)	11.5	(0.4)	9.5	(0.4)	67.1	(1.0)	13.9	(0.5)	11.0	(0.5)	8.0	(0.4)
	Bulgaria	48.8	(0.7)	22.5	(0.6)	15.0	(0.5)	13.6	(0.5)	67.1	(0.8)	16.5	(0.6)	8.9	(0.4)	7.5	(0.4)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	76.7	(0.7)	12.3	(0.4)	6.4	(0.3)	4.6	(0.4)	74.0	(0.7)	14.5	(0.5)	7.1	(0.4)	4.4	(0.3)
	Costa Rica	81.8	(0.6)	9.7	(0.4)	5.3	(0.3)	3.2	(0.3)	65.1	(0.7)	20.8	(0.6)	9.0	(0.5)	5.1	(0.3)
	Croatia	53.6	(0.8)	23.9	(0.6)	13.8	(0.5)	8.8	(0.4)	73.2	(0.7)	15.6	(0.5)	6.9	(0.4)	4.4	(0.3)
	Cyprus*	48.7	(0.8)	25.1	(0.6)	15.3	(0.5)	10.8	(0.4)	68.0	(0.6)	16.6	(0.5)	8.8	(0.4)	6.7	(0.4)
	Dominican Republic	65.6	(0.9)	12.3	(0.6)	11.6	(0.6)	10.5	(0.5)	83.7	(0.6)	7.1	(0.4)	5.2	(0.3)	4.0	(0.3)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	49.5	(1.0)	23.1	(0.6)	18.4	(0.7)	9.0	(0.4)	70.4	(0.8)	14.4	(0.5)	9.9	(0.5)	5.3	(0.4)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	52.7	(0.8)	24.7	(0.6)	14.3	(0.5)	8.3	(0.5)	60.5	(0.7)	19.4	(0.5)	12.3	(0.5)	7.8	(0.4)
	Macao (China)	56.7	(0.7)	20.1	(0.6)	14.1	(0.5)	9.0	(0.4)	64.9	(0.6)	17.4	(0.4)	11.5	(0.4)	6.1	(0.4)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	64.4	(0.6)	18.1	(0.5)	11.0	(0.5)	6.5	(0.3)	75.9	(0.6)	12.9	(0.5)	6.6	(0.4)	4.6	(0.3)
	Peru	54.8	(0.7)	20.9	(0.6)	14.6	(0.4)	9.6	(0.4)	56.1	(0.6)	21.8	(0.5)	13.4	(0.4)	8.7	(0.4)
	Qatar	51.2	(0.5)	23.5	(0.5)	15.4	(0.3)	10.0	(0.3)	60.4	(0.4)	19.9	(0.4)	11.2	(0.3)	8.4	(0.3)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	44.0	(1.0)	23.8	(0.7)	19.7	(0.5)	12.5	(0.6)	71.2	(1.0)	14.9	(0.6)	8.6	(0.5)	5.3	(0.5)
	Singapore	58.8	(0.6)	22.5	(0.5)	11.9	(0.4)	6.8	(0.3)	68.6	(0.7)	17.2	(0.5)	8.9	(0.4)	5.4	(0.3)
	Chinese Taipei	75.0	(0.6)	11.4	(0.4)	8.4	(0.4)	5.2	(0.3)	82.7	(0.6)	8.4	(0.3)	5.6	(0.3)	3.3	(0.2)
	Thailand	59.6	(0.9)	17.8	(0.6)	13.5	(0.5)	9.1	(0.4)	67.6	(0.9)	15.5	(0.6)	10.0	(0.5)	7.0	(0.4)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	44.8	(0.9)	27.9	(0.7)	15.2	(0.6)	12.1	(0.5)	69.3	(0.7)	16.8	(0.6)	8.0	(0.4)	5.8	(0.4)
	United Arab Emirates	52.0	(0.5)	22.5	(0.5)	15.1	(0.3)	10.3	(0.4)	59.9	(0.7)	20.1	(0.4)	11.2	(0.4)	8.8	(0.4)
	Uruguay	72.7	(0.6)	13.0	(0.5)	8.0	(0.3)	6.3	(0.4)	78.0	(0.7)	12.5	(0.5)	5.1	(0.3)	4.4	(0.3)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	50.4	(0.9)	23.6	(0.6)	17.4	(0.6)	8.6	(0.4)	43.8	(0.9)	26.8	(0.6)	18.6	(0.6)	10.8	(0.5)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471407

[Part 3/3]

Table III.7.15 Students' perception of teacher unfairness

Results based on students' self-reports

		Teachers ridiculed me in front of others								Teachers said something insulting to me in front of others							
		Never		A few times a year		A few times a month		Once a week or more		Never		A few times a year		A few times a month		Once a week or more	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	63.7	(0.5)	21.4	(0.3)	9.2	(0.3)	5.7	(0.2)	67.6	(0.5)	20.4	(0.4)	7.0	(0.3)	5.0	(0.3)
	Austria	70.8	(0.7)	17.4	(0.5)	7.1	(0.3)	4.7	(0.3)	77.4	(0.6)	13.3	(0.5)	5.1	(0.3)	4.1	(0.3)
	Belgium	68.3	(0.7)	20.5	(0.5)	7.1	(0.3)	4.1	(0.3)	74.3	(0.7)	16.6	(0.5)	5.3	(0.3)	3.8	(0.3)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	80.5	(0.6)	12.9	(0.5)	4.2	(0.3)	2.3	(0.2)	89.7	(0.5)	6.2	(0.4)	2.5	(0.2)	1.5	(0.2)
	Czech Republic	65.3	(0.7)	23.4	(0.6)	7.2	(0.4)	4.1	(0.3)	65.2	(0.8)	23.5	(0.6)	6.9	(0.3)	4.4	(0.3)
	Denmark	71.8	(0.8)	18.9	(0.7)	6.3	(0.4)	3.0	(0.2)	69.9	(0.7)	20.6	(0.5)	6.3	(0.4)	3.1	(0.3)
	Estonia	65.9	(0.7)	22.3	(0.6)	7.7	(0.4)	4.1	(0.3)	62.2	(0.8)	24.7	(0.6)	8.4	(0.4)	4.7	(0.3)
	Finland	75.4	(0.7)	16.8	(0.6)	5.2	(0.3)	2.6	(0.2)	74.2	(0.7)	18.2	(0.6)	4.8	(0.3)	2.9	(0.2)
	France	69.7	(0.7)	18.8	(0.5)	7.0	(0.4)	4.5	(0.3)	77.0	(0.5)	14.1	(0.4)	5.1	(0.3)	3.8	(0.3)
	Germany	74.6	(0.7)	16.9	(0.5)	5.2	(0.3)	3.4	(0.3)	83.7	(0.7)	10.9	(0.5)	3.1	(0.3)	2.4	(0.2)
	Greece	78.1	(0.7)	13.8	(0.5)	4.6	(0.4)	3.5	(0.3)	74.8	(0.7)	15.7	(0.5)	5.1	(0.4)	4.4	(0.4)
	Hungary	69.5	(0.8)	18.3	(0.5)	7.9	(0.4)	4.3	(0.3)	66.4	(0.7)	19.5	(0.6)	8.2	(0.4)	6.0	(0.3)
	Iceland	82.8	(0.7)	11.5	(0.6)	3.5	(0.4)	2.1	(0.2)	78.9	(0.8)	15.2	(0.7)	3.8	(0.3)	2.1	(0.2)
	Ireland	67.8	(0.9)	22.1	(0.7)	6.0	(0.3)	4.0	(0.3)	69.5	(0.7)	21.3	(0.5)	5.4	(0.4)	3.8	(0.3)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	83.6	(0.5)	9.0	(0.3)	4.3	(0.3)	3.1	(0.2)	88.9	(0.4)	6.4	(0.3)	2.6	(0.2)	2.0	(0.2)
	Korea	89.1	(0.5)	6.7	(0.3)	2.9	(0.2)	1.3	(0.2)	85.7	(0.5)	9.7	(0.4)	3.3	(0.3)	1.3	(0.2)
	Latvia	70.6	(0.8)	19.4	(0.6)	6.0	(0.4)	4.0	(0.3)	60.4	(1.0)	27.5	(0.9)	7.7	(0.4)	4.3	(0.3)
	Luxembourg	71.0	(0.5)	17.7	(0.5)	6.8	(0.4)	4.5	(0.3)	76.0	(0.6)	14.2	(0.5)	5.3	(0.3)	4.6	(0.3)
	Mexico	82.3	(0.6)	11.3	(0.4)	4.0	(0.2)	2.5	(0.2)	88.2	(0.5)	7.7	(0.4)	2.3	(0.2)	1.9	(0.2)
	Netherlands	77.9	(0.6)	16.4	(0.5)	4.1	(0.3)	1.6	(0.1)	83.7	(0.6)	11.6	(0.5)	3.0	(0.3)	1.6	(0.2)
	New Zealand	60.8	(0.8)	23.2	(0.8)	9.6	(0.4)	6.4	(0.4)	64.4	(0.8)	21.2	(0.7)	8.6	(0.5)	5.8	(0.4)
	Norway	73.3	(0.8)	16.0	(0.6)	7.1	(0.4)	3.7	(0.3)	72.5	(0.7)	16.7	(0.6)	6.4	(0.4)	4.3	(0.3)
	Poland	75.2	(0.8)	15.8	(0.5)	4.7	(0.3)	4.3	(0.4)	74.4	(0.8)	15.8	(0.6)	5.1	(0.3)	4.7	(0.4)
	Portugal	77.3	(0.7)	13.5	(0.5)	5.6	(0.3)	3.7	(0.2)	81.9	(0.6)	10.9	(0.4)	3.8	(0.3)	3.4	(0.3)
	Slovak Republic	70.4	(0.7)	18.5	(0.5)	6.6	(0.3)	4.5	(0.3)	74.5	(0.8)	14.9	(0.5)	5.7	(0.3)	4.8	(0.3)
	Slovenia	77.1	(0.6)	15.1	(0.5)	4.8	(0.3)	3.0	(0.2)	76.3	(0.7)	15.7	(0.7)	5.0	(0.3)	2.9	(0.2)
	Spain	75.9	(0.8)	16.1	(0.6)	4.8	(0.3)	3.2	(0.2)	79.7	(0.7)	13.1	(0.5)	4.5	(0.3)	2.7	(0.2)
	Sweden	70.3	(0.7)	18.3	(0.6)	7.1	(0.4)	4.3	(0.3)	79.4	(0.5)	13.0	(0.4)	4.5	(0.3)	3.1	(0.3)
	Switzerland	70.1	(0.8)	20.1	(0.6)	6.3	(0.3)	3.6	(0.3)	79.2	(0.8)	13.5	(0.6)	4.1	(0.2)	3.1	(0.3)
	Turkey	73.9	(0.8)	13.4	(0.6)	6.9	(0.4)	5.8	(0.4)	71.2	(0.7)	14.9	(0.5)	7.2	(0.4)	6.7	(0.5)
	United Kingdom	59.1	(0.8)	23.4	(0.5)	10.5	(0.5)	7.0	(0.3)	63.4	(0.7)	21.6	(0.5)	8.4	(0.4)	6.5	(0.3)
	United States	69.1	(0.7)	19.1	(0.6)	7.2	(0.4)	4.6	(0.3)	74.3	(0.7)	16.1	(0.5)	5.3	(0.3)	4.3	(0.3)
	OECD average	72.9	(0.1)	17.1	(0.1)	6.2	(0.1)	3.9	(0.1)	75.2	(0.1)	15.8	(0.1)	5.3	(0.1)	3.8	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	82.2	(0.4)	10.1	(0.3)	4.5	(0.2)	3.1	(0.2)	78.8	(0.5)	12.3	(0.3)	5.0	(0.3)	3.8	(0.2)
	B-S-J-G (China)	84.8	(0.5)	8.3	(0.3)	3.8	(0.3)	3.1	(0.2)	86.6	(0.5)	7.2	(0.3)	3.0	(0.2)	3.2	(0.2)
	Bulgaria	67.6	(0.8)	18.1	(0.5)	7.9	(0.5)	6.4	(0.4)	69.9	(0.9)	17.1	(0.6)	6.8	(0.4)	6.2	(0.4)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	75.5	(0.7)	15.6	(0.5)	5.3	(0.3)	3.6	(0.2)	75.5	(0.8)	15.1	(0.5)	5.2	(0.3)	4.2	(0.3)
	Costa Rica	81.2	(0.6)	12.3	(0.5)	3.7	(0.3)	2.8	(0.2)	91.1	(0.5)	5.6	(0.4)	1.8	(0.2)	1.5	(0.2)
	Croatia	79.7	(0.7)	13.7	(0.5)	4.0	(0.3)	2.6	(0.3)	77.7	(0.7)	15.2	(0.5)	4.0	(0.3)	3.1	(0.3)
	Cyprus*	66.8	(0.7)	19.9	(0.6)	7.7	(0.4)	5.6	(0.3)	64.7	(0.6)	21.1	(0.6)	7.7	(0.4)	6.5	(0.3)
	Dominican Republic	79.2	(0.8)	10.3	(0.6)	4.8	(0.4)	5.7	(0.4)	76.6	(0.8)	10.8	(0.6)	6.2	(0.4)	6.4	(0.4)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	68.1	(0.9)	17.1	(0.6)	8.5	(0.5)	6.4	(0.4)	79.5	(0.8)	11.6	(0.4)	4.9	(0.4)	4.0	(0.3)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	65.1	(0.8)	21.5	(0.7)	9.1	(0.4)	4.2	(0.3)	68.0	(0.8)	19.6	(0.6)	7.7	(0.4)	4.8	(0.3)
	Macao (China)	72.0	(0.7)	17.3	(0.5)	6.9	(0.4)	3.8	(0.3)	76.8	(0.6)	15.7	(0.6)	4.6	(0.3)	2.9	(0.2)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	82.7	(0.5)	9.7	(0.4)	4.2	(0.3)	3.4	(0.3)	81.1	(0.6)	11.1	(0.5)	4.3	(0.3)	3.6	(0.2)
	Peru	83.8	(0.5)	9.7	(0.4)	3.8	(0.3)	2.7	(0.2)	89.0	(0.5)	6.1	(0.3)	2.7	(0.2)	2.2	(0.2)
	Qatar	62.0	(0.5)	20.9	(0.4)	10.4	(0.3)	6.7	(0.2)	62.2	(0.4)	20.3	(0.4)	9.4	(0.3)	8.1	(0.3)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	75.2	(0.9)	13.5	(0.6)	6.6	(0.4)	4.7	(0.4)	73.1	(1.0)	15.0	(0.5)	7.0	(0.5)	4.9	(0.4)
	Singapore	67.1	(0.6)	21.1	(0.5)	7.6	(0.3)	4.1	(0.3)	72.0	(0.6)	18.8	(0.6)	5.4	(0.3)	3.8	(0.3)
	Chinese Taipei	89.2	(0.5)	6.0	(0.3)	2.8	(0.2)	1.9	(0.2)	90.6	(0.4)	5.6	(0.3)	2.3	(0.2)	1.5	(0.2)
	Thailand	68.7	(0.8)	14.9	(0.6)	8.8	(0.5)	7.6	(0.4)	70.2	(0.8)	14.4	(0.5)	8.5	(0.4)	6.9	(0.4)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	66.6	(0.8)	19.0	(0.6)	7.6	(0.4)	6.9	(0.4)	68.4	(0.8)	17.2	(0.6)	7.1	(0.5)	7.2	(0.4)
	United Arab Emirates	63.5	(0.6)	20.0	(0.4)	9.5	(0.3)	7.0	(0.4)	63.4	(0.6)	19.9	(0.4)	9.0	(0.3)	7.7	(0.4)
	Uruguay	81.1	(0.6)	11.7	(0.5)	4.4	(0.4)	2.8	(0.2)	90.7	(0.4)	5.1	(0.3)	2.3	(0.2)	2.0	(0.2)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	59.0	(0.8)	24.1	(0.6)	11.0	(0.5)	5.8	(0.4)	71.9	(0.9)	16.7	(0.6)	7.2	(0.4)	4.2	(0.3)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471407

[Part 1/6]

Table III.7.16 Students' perception of teacher unfairness, by gender and socio-economic status

Percentage of students who reported "once a week or more" or "a few times a month"

		Percentage of boys who reported being treated unfairly by their teachers a few times a month or more frequently													
		Any unfair treatment		Teachers called on me less often than they called on other students		Teachers graded me harder than they graded other students		Teachers gave me the impression that I am less smart than I really am		Teachers disciplined me more harshly than other students		Teachers ridiculed me in front of others		Teachers said something insulting to me in front of others	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	54.0	(0.8)	36.2	(0.7)	18.8	(0.6)	24.8	(0.7)	22.3	(0.5)	18.2	(0.5)	14.3	(0.5)
	Austria	61.1	(1.0)	40.5	(1.0)	21.2	(0.9)	26.6	(1.0)	24.3	(0.9)	15.3	(0.8)	12.1	(0.7)
	Belgium	55.8	(0.9)	35.8	(0.9)	26.8	(0.7)	24.7	(0.9)	22.1	(0.7)	14.1	(0.6)	11.7	(0.6)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	52.7	(1.0)	35.9	(1.0)	20.3	(0.9)	15.7	(0.8)	18.9	(0.8)	8.4	(0.6)	5.3	(0.6)
	Czech Republic	56.1	(1.1)	39.0	(1.1)	16.9	(0.7)	21.9	(0.8)	13.8	(0.9)	13.4	(0.8)	13.5	(0.8)
	Denmark	52.5	(1.1)	32.6	(1.0)	25.4	(1.1)	18.9	(0.7)	18.3	(0.9)	11.8	(0.6)	11.4	(0.7)
	Estonia	65.3	(0.9)	48.3	(1.0)	32.5	(0.9)	27.8	(1.0)	17.8	(0.8)	13.5	(0.7)	15.1	(0.8)
	Finland	42.7	(1.1)	23.7	(0.8)	18.2	(0.8)	19.2	(0.7)	22.6	(0.9)	10.2	(0.7)	9.6	(0.7)
	France	64.9	(0.8)	46.1	(1.0)	25.5	(0.9)	28.7	(0.8)	19.4	(0.8)	14.0	(0.8)	11.5	(0.7)
	Germany	58.7	(1.0)	39.8	(1.0)	21.4	(0.9)	23.9	(0.8)	22.7	(0.8)	10.0	(0.5)	6.9	(0.5)
	Greece	64.0	(1.1)	44.3	(1.2)	24.2	(0.8)	20.9	(0.9)	16.5	(0.9)	11.0	(0.8)	12.9	(0.9)
	Hungary	74.2	(0.9)	57.5	(1.1)	24.9	(0.8)	32.2	(1.0)	25.0	(0.9)	14.1	(0.8)	15.9	(0.9)
	Iceland	32.9	(1.4)	20.7	(1.1)	11.3	(0.9)	11.2	(0.9)	14.8	(1.1)	6.8	(0.6)	6.4	(0.6)
	Ireland	51.1	(1.1)	31.5	(0.9)	17.3	(0.9)	21.8	(0.9)	21.9	(0.9)	13.1	(0.7)	11.4	(0.7)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	43.4	(1.0)	35.9	(1.0)	7.7	(0.5)	10.6	(0.6)	11.2	(0.6)	9.1	(0.5)	6.1	(0.4)
	Korea	40.7	(1.0)	33.8	(1.0)	10.3	(0.7)	15.8	(0.7)	10.1	(0.6)	5.5	(0.5)	5.7	(0.5)
	Latvia	63.8	(1.3)	42.1	(1.5)	31.4	(1.3)	27.4	(1.0)	19.1	(0.8)	13.3	(0.8)	14.8	(0.8)
	Luxembourg	62.6	(0.9)	45.5	(1.1)	25.0	(0.8)	28.3	(0.7)	25.2	(0.7)	15.2	(0.6)	13.9	(0.6)
	Mexico	38.1	(1.0)	18.5	(0.7)	19.2	(0.9)	21.9	(0.7)	9.3	(0.6)	8.3	(0.5)	5.4	(0.4)
	Netherlands	39.7	(1.1)	21.9	(1.0)	17.9	(0.8)	13.2	(0.7)	16.7	(0.8)	7.6	(0.6)	6.1	(0.6)
	New Zealand	56.6	(1.2)	37.9	(1.2)	17.5	(0.8)	24.1	(1.1)	21.9	(0.8)	19.5	(0.9)	17.1	(0.8)
	Norway	47.5	(1.2)	27.8	(1.0)	29.1	(1.1)	22.2	(1.0)	20.7	(1.0)	12.9	(0.7)	12.3	(0.7)
	Poland	55.7	(1.1)	35.5	(1.0)	25.3	(1.0)	25.8	(1.0)	20.5	(1.0)	11.9	(0.8)	12.9	(0.8)
	Portugal	59.7	(1.1)	41.8	(0.9)	22.6	(0.8)	28.1	(0.9)	27.7	(0.9)	11.7	(0.7)	9.2	(0.7)
	Slovak Republic	61.5	(0.9)	41.1	(1.0)	22.6	(0.9)	31.0	(0.9)	17.1	(1.0)	13.4	(0.7)	12.6	(0.6)
	Slovenia	63.3	(1.1)	51.4	(1.2)	22.6	(0.8)	20.3	(0.8)	14.5	(0.9)	10.2	(0.6)	10.1	(0.5)
	Spain	53.6	(1.1)	30.0	(0.8)	28.2	(0.8)	22.0	(0.8)	19.3	(0.8)	10.3	(0.6)	9.7	(0.6)
	Sweden	43.1	(1.1)	24.7	(1.0)	19.9	(0.9)	19.2	(1.0)	15.7	(0.9)	13.9	(0.7)	9.3	(0.6)
	Switzerland	56.4	(1.1)	39.2	(1.0)	17.5	(1.0)	21.3	(0.9)	24.9	(1.1)	12.6	(0.8)	9.4	(0.6)
	Turkey	65.5	(1.0)	45.2	(1.3)	27.9	(0.9)	27.7	(1.0)	20.8	(0.8)	17.3	(0.9)	17.9	(1.0)
	United Kingdom	57.6	(1.0)	36.3	(0.9)	18.8	(0.9)	27.5	(0.9)	26.5	(0.9)	19.8	(0.8)	17.4	(0.8)
	United States	52.0	(1.0)	35.7	(1.0)	19.1	(0.9)	17.7	(0.8)	16.1	(0.8)	14.4	(0.7)	11.8	(0.7)
	OECD average	54.6	(0.2)	36.7	(0.2)	21.5	(0.2)	22.6	(0.2)	19.3	(0.1)	12.5	(0.1)	11.2	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	50.6	(0.7)	30.0	(0.6)	22.1	(0.6)	20.2	(0.6)	17.0	(0.6)	10.5	(0.5)	11.9	(0.6)
	B-S-J-G (China)	65.3	(1.1)	50.1	(1.1)	32.1	(1.2)	23.5	(0.9)	24.3	(1.0)	9.9	(0.6)	8.9	(0.4)
	Bulgaria	65.0	(0.9)	37.3	(0.9)	37.9	(1.0)	31.4	(0.9)	21.1	(0.9)	18.6	(0.9)	15.4	(0.8)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	51.2	(0.9)	33.0	(1.0)	22.4	(0.8)	13.2	(0.8)	15.6	(0.8)	11.9	(0.7)	11.8	(0.7)
	Costa Rica	41.7	(1.1)	25.1	(1.0)	21.0	(1.0)	10.6	(0.7)	18.2	(0.9)	8.5	(0.6)	4.5	(0.5)
	Croatia	58.4	(1.2)	42.2	(1.0)	23.6	(1.0)	23.3	(1.0)	15.5	(0.9)	9.0	(0.7)	9.5	(0.7)
	Cyprus*	61.2	(1.0)	37.1	(0.9)	30.9	(0.9)	29.4	(0.8)	23.2	(1.0)	18.0	(0.8)	19.1	(0.8)
	Dominican Republic	56.6	(1.0)	31.5	(1.0)	33.9	(1.1)	25.4	(1.0)	12.4	(0.7)	12.7	(0.8)	15.1	(0.9)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	73.7	(0.9)	61.4	(1.0)	34.9	(1.1)	34.1	(1.2)	20.5	(1.0)	21.2	(1.0)	13.6	(0.9)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	65.1	(1.0)	46.2	(0.9)	27.8	(0.9)	26.8	(0.9)	28.1	(0.9)	18.4	(0.8)	16.6	(0.8)
	Macao (China)	75.2	(0.8)	65.9	(1.1)	23.0	(0.9)	26.9	(0.9)	21.8	(0.9)	14.7	(0.7)	10.2	(0.6)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	54.5	(0.9)	39.9	(1.0)	20.4	(0.7)	20.0	(0.7)	15.2	(0.7)	10.0	(0.6)	10.3	(0.6)
	Peru	60.9	(1.0)	29.7	(0.8)	35.2	(0.8)	27.9	(0.9)	27.1	(0.9)	8.8	(0.6)	6.6	(0.6)
	Qatar	59.0	(0.8)	35.3	(0.7)	29.8	(0.6)	29.4	(0.6)	26.1	(0.6)	22.8	(0.6)	22.3	(0.6)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	73.9	(1.1)	60.7	(1.1)	36.4	(1.2)	34.3	(1.3)	18.4	(1.0)	14.5	(0.8)	14.0	(0.9)
	Singapore	58.3	(0.8)	44.8	(0.8)	22.0	(0.8)	20.8	(0.8)	19.4	(0.8)	16.6	(0.8)	13.0	(0.7)
	Chinese Taipei	48.5	(1.0)	39.2	(1.0)	9.1	(0.5)	17.1	(0.7)	11.7	(0.7)	7.0	(0.5)	5.7	(0.5)
	Thailand	64.9	(0.9)	54.4	(0.9)	28.9	(1.0)	28.8	(0.8)	23.9	(1.0)	22.3	(1.0)	21.2	(0.9)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	63.1	(1.2)	33.2	(1.0)	22.7	(0.8)	31.9	(1.1)	20.9	(0.8)	20.9	(0.9)	20.3	(1.0)
	United Arab Emirates	59.6	(0.8)	35.4	(0.8)	28.1	(0.8)	30.1	(0.7)	25.9	(0.8)	22.2	(0.7)	21.4	(0.8)
	Uruguay	56.3	(1.1)	38.0	(1.1)	30.2	(0.9)	17.4	(0.7)	14.3	(0.6)	9.8	(0.7)	6.1	(0.5)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	82.3	(1.0)	70.5	(1.1)	42.4	(1.2)	33.9	(1.1)	38.7	(1.1)	23.4	(1.0)	16.1	(0.9)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471410

[Part 2/6]

Table III.7.16 Students' perception of teacher unfairness, by gender and socio-economic status

Percentage of students who reported "once a week or more" or "a few times a month"

		Percentage of girls who reported being treated unfairly by their teachers a few times a month or more frequently													
		Any unfair treatment		Teachers called on me less often than they called on other students		Teachers graded me harder than they graded other students		Teachers gave me the impression that I am less smart than I really am		Teachers disciplined me more harshly than other students		Teachers ridiculed me in front of others		Teachers said something insulting to me in front of others	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	47.3	(0.8)	33.0	(0.7)	12.4	(0.5)	21.4	(0.6)	12.3	(0.6)	11.7	(0.5)	9.6	(0.5)
	Austria	52.3	(1.0)	37.9	(0.8)	13.5	(0.6)	22.1	(0.8)	14.4	(0.5)	8.4	(0.5)	6.4	(0.4)
	Belgium	45.2	(0.8)	31.4	(0.8)	15.6	(0.5)	18.0	(0.6)	9.7	(0.5)	8.3	(0.4)	6.4	(0.5)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	43.8	(1.3)	31.6	(1.3)	15.4	(0.9)	13.3	(0.7)	11.0	(0.7)	4.7	(0.5)	2.8	(0.3)
	Czech Republic	51.3	(1.3)	37.4	(1.3)	10.9	(0.7)	15.7	(0.8)	5.4	(0.4)	9.2	(0.6)	9.0	(0.5)
	Denmark	42.1	(1.2)	29.7	(1.1)	14.7	(0.8)	13.0	(0.7)	7.8	(0.6)	6.8	(0.5)	7.5	(0.6)
	Estonia	63.2	(1.2)	48.2	(1.1)	26.8	(1.0)	25.2	(1.0)	7.7	(0.6)	9.9	(0.6)	11.1	(0.7)
	Finland	36.1	(1.2)	22.0	(0.9)	12.4	(0.8)	16.6	(0.9)	11.8	(0.7)	5.4	(0.4)	5.5	(0.4)
	France	57.8	(0.8)	43.6	(0.9)	17.6	(0.8)	25.8	(0.7)	7.3	(0.5)	9.3	(0.5)	6.5	(0.4)
	Germany	50.7	(1.1)	37.0	(1.1)	15.3	(0.7)	19.4	(0.8)	12.0	(0.8)	7.1	(0.5)	4.1	(0.5)
	Greece	58.8	(0.9)	45.6	(0.9)	18.0	(0.8)	16.6	(0.8)	4.5	(0.5)	5.0	(0.5)	6.0	(0.5)
	Hungary	69.5	(0.9)	56.5	(1.0)	18.7	(0.8)	30.7	(0.9)	15.5	(0.8)	10.3	(0.7)	12.4	(0.7)
	Iceland	29.6	(1.1)	22.1	(1.0)	9.5	(0.7)	9.6	(0.7)	8.6	(0.8)	4.6	(0.5)	5.6	(0.6)
	Ireland	40.7	(1.0)	26.4	(0.8)	9.2	(0.6)	17.9	(0.8)	10.2	(0.6)	6.8	(0.5)	6.9	(0.5)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	37.9	(0.8)	32.9	(0.8)	3.5	(0.4)	5.4	(0.4)	5.9	(0.5)	5.6	(0.4)	3.1	(0.3)
	Korea	35.1	(1.1)	29.7	(1.0)	4.9	(0.5)	11.0	(0.7)	5.0	(0.4)	2.8	(0.3)	3.4	(0.4)
	Latvia	58.6	(1.2)	41.6	(1.1)	22.6	(0.9)	21.1	(1.0)	7.9	(0.7)	6.7	(0.4)	9.3	(0.6)
	Luxembourg	52.8	(0.9)	39.5	(0.9)	12.4	(0.7)	20.7	(0.8)	10.2	(0.6)	7.5	(0.5)	5.9	(0.4)
	Mexico	25.7	(0.8)	13.2	(0.7)	11.3	(0.6)	14.1	(0.6)	4.4	(0.4)	4.6	(0.3)	2.9	(0.3)
	Netherlands	32.9	(0.8)	21.3	(0.8)	9.2	(0.5)	10.5	(0.6)	8.2	(0.6)	3.8	(0.3)	3.2	(0.3)
	New Zealand	48.8	(1.1)	32.2	(0.9)	12.0	(0.8)	22.0	(0.9)	12.9	(0.7)	12.5	(0.7)	11.7	(0.9)
	Norway	41.9	(1.0)	25.5	(1.0)	23.1	(0.8)	21.6	(0.9)	9.8	(0.6)	8.6	(0.6)	9.3	(0.7)
	Poland	45.4	(1.0)	30.9	(1.0)	14.7	(0.9)	19.6	(0.8)	10.0	(0.8)	5.8	(0.6)	6.6	(0.6)
	Portugal	50.8	(0.9)	36.0	(0.9)	14.1	(0.7)	24.0	(0.8)	14.7	(0.7)	6.9	(0.4)	5.2	(0.4)
	Slovak Republic	57.8	(1.1)	42.3	(1.1)	16.1	(0.8)	24.7	(1.0)	7.8	(0.5)	8.6	(0.6)	8.3	(0.6)
	Slovenia	60.8	(1.3)	51.4	(1.2)	15.8	(0.7)	18.5	(0.8)	5.6	(0.6)	5.3	(0.5)	5.7	(0.6)
	Spain	37.8	(0.9)	21.8	(0.7)	15.0	(0.7)	15.6	(0.6)	6.5	(0.5)	5.8	(0.5)	4.8	(0.4)
	Sweden	36.7	(1.0)	19.6	(0.9)	15.8	(0.7)	16.9	(0.7)	7.1	(0.5)	8.9	(0.6)	6.0	(0.4)
	Switzerland	45.4	(1.0)	34.1	(0.9)	8.2	(0.6)	15.6	(0.8)	9.8	(0.6)	6.9	(0.5)	5.0	(0.5)
	Turkey	58.5	(1.1)	44.9	(1.0)	18.4	(0.8)	22.3	(0.7)	11.6	(0.8)	8.0	(0.6)	10.0	(0.6)
	United Kingdom	52.6	(1.0)	34.2	(0.9)	12.5	(0.7)	24.4	(0.9)	16.0	(0.8)	15.0	(0.9)	12.5	(0.6)
	United States	46.8	(1.1)	35.1	(1.0)	13.4	(0.7)	16.0	(0.9)	8.0	(0.7)	9.3	(0.7)	7.5	(0.6)
	OECD average	47.3	(0.2)	34.0	(0.2)	14.2	(0.1)	18.4	(0.1)	9.4	(0.1)	7.5	(0.1)	6.9	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	39.5	(0.7)	23.3	(0.6)	13.7	(0.5)	13.3	(0.5)	9.8	(0.4)	5.0	(0.3)	6.1	(0.3)
	B-S-J-G (China)	60.1	(1.3)	49.3	(1.5)	22.9	(1.0)	18.1	(0.7)	12.8	(0.8)	3.5	(0.4)	3.1	(0.3)
	Bulgaria	60.8	(0.9)	34.6	(1.0)	34.0	(0.9)	25.8	(1.0)	11.3	(0.7)	9.7	(0.7)	10.4	(0.7)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	37.9	(0.9)	25.1	(0.8)	13.0	(0.6)	9.0	(0.5)	7.8	(0.5)	6.3	(0.4)	7.3	(0.5)
	Costa Rica	30.3	(1.0)	18.7	(0.8)	12.4	(0.7)	6.4	(0.5)	10.1	(0.6)	4.7	(0.4)	2.2	(0.3)
	Croatia	54.7	(0.9)	40.1	(1.0)	17.5	(0.8)	21.9	(0.8)	7.4	(0.6)	4.5	(0.3)	4.9	(0.4)
	Cyprus*	51.9	(1.0)	35.9	(0.8)	20.8	(0.8)	23.0	(0.9)	8.1	(0.6)	8.9	(0.6)	9.6	(0.6)
	Dominican Republic	48.0	(1.3)	28.3	(1.1)	25.5	(1.1)	18.9	(0.9)	6.2	(0.6)	8.4	(0.7)	10.2	(0.7)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	66.8	(1.1)	60.1	(1.3)	22.3	(0.9)	20.6	(0.9)	9.9	(0.6)	8.3	(0.6)	4.2	(0.5)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	56.1	(1.0)	41.4	(0.9)	18.9	(0.8)	18.4	(0.7)	12.1	(0.7)	8.3	(0.5)	8.2	(0.6)
	Macao (China)	68.9	(0.9)	62.2	(1.0)	14.8	(0.8)	19.3	(0.9)	13.5	(0.7)	6.7	(0.5)	4.6	(0.4)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	50.2	(0.8)	39.0	(1.0)	18.0	(0.6)	15.0	(0.7)	7.3	(0.5)	5.3	(0.4)	5.5	(0.4)
	Peru	48.1	(1.0)	23.3	(0.8)	26.1	(0.8)	20.6	(0.8)	17.0	(0.7)	4.2	(0.3)	3.1	(0.4)
	Qatar	48.6	(0.6)	28.6	(0.6)	22.1	(0.6)	21.6	(0.5)	13.6	(0.4)	11.8	(0.5)	13.0	(0.5)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	72.4	(1.1)	60.9	(1.2)	29.5	(1.1)	30.2	(1.0)	9.7	(0.6)	8.3	(0.6)	9.9	(0.7)
	Singapore	49.7	(0.8)	40.1	(0.9)	12.1	(0.6)	16.5	(0.7)	8.6	(0.6)	6.5	(0.4)	5.2	(0.3)
	Chinese Taipei	41.9	(1.0)	36.3	(0.8)	5.3	(0.4)	10.0	(0.5)	6.2	(0.4)	2.4	(0.3)	1.9	(0.2)
	Thailand	59.1	(1.1)	52.3	(1.1)	20.0	(0.8)	17.9	(0.8)	11.7	(0.6)	12.0	(0.6)	11.0	(0.5)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	50.1	(0.9)	26.2	(0.9)	17.0	(0.8)	23.5	(1.0)	8.0	(0.6)	9.0	(0.6)	9.5	(0.6)
	United Arab Emirates	48.9	(0.8)	31.5	(0.8)	18.7	(0.7)	21.2	(0.5)	14.7	(0.6)	11.2	(0.6)	12.4	(0.5)
	Uruguay	46.5	(1.0)	31.9	(1.0)	22.2	(0.7)	11.6	(0.6)	5.2	(0.4)	5.0	(0.4)	2.6	(0.3)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	72.5	(0.9)	64.4	(0.9)	29.2	(1.0)	19.0	(0.8)	21.2	(0.8)	10.9	(0.7)	7.2	(0.6)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933471410

[Part 3/6]

Table III.7.16 Students' perception of teacher unfairness, by gender and socio-economic status

Percentage of students who reported "once a week or more" or "a few times a month"

		Gender difference in the percentage of students who reported being treated unfairly by their teachers (B – G)													
		Any unfair treatment		Teachers called on me less often than they called on other students		Teachers graded me harder than they graded other students		Teachers gave me the impression that I am less smart than I really am		Teachers disciplined me more harshly than other students		Teachers ridiculed me in front of others		Teachers said something insulting to me in front of others	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	**6.7**	(1.0)	**3.2**	(1.0)	**6.5**	(0.7)	**3.4**	(0.9)	**9.9**	(0.7)	**6.5**	(0.7)	**4.7**	(0.7)
	Austria	**8.8**	(1.4)	**2.6**	(1.3)	**7.7**	(1.1)	**4.6**	(1.2)	**10.0**	(1.1)	**6.9**	(1.0)	**5.7**	(0.8)
	Belgium	**10.7**	(1.2)	**4.3**	(1.2)	**11.3**	(0.9)	**6.7**	(1.1)	**12.4**	(0.7)	**5.8**	(0.7)	**5.3**	(0.7)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	**8.9**	(1.5)	**4.3**	(1.6)	**4.8**	(1.3)	**2.4**	(1.0)	**8.0**	(1.0)	**3.7**	(0.8)	**2.5**	(0.7)
	Czech Republic	**4.9**	(1.6)	1.6	(1.6)	**6.1**	(1.0)	**6.3**	(1.1)	**8.4**	(1.0)	**4.2**	(1.0)	**4.5**	(1.0)
	Denmark	**10.4**	(1.7)	2.9	(1.5)	**10.7**	(1.3)	**5.9**	(1.0)	**10.5**	(1.1)	**5.0**	(0.8)	**3.8**	(1.0)
	Estonia	2.1	(1.5)	0.1	(1.5)	**5.7**	(1.4)	2.6	(1.4)	**10.0**	(1.0)	**3.6**	(1.0)	**4.0**	(1.1)
	Finland	**6.6**	(1.5)	1.7	(1.2)	**5.7**	(1.0)	**2.6**	(1.0)	**10.8**	(1.0)	**4.8**	(0.8)	**4.1**	(0.8)
	France	**7.0**	(1.1)	2.5	(1.4)	**7.8**	(1.1)	**2.9**	(1.0)	**12.0**	(0.9)	**4.7**	(0.9)	**5.0**	(0.8)
	Germany	**7.9**	(1.4)	**2.8**	(1.4)	**6.1**	(1.1)	**4.5**	(1.1)	**10.7**	(1.0)	**2.9**	(0.8)	**2.7**	(0.6)
	Greece	**5.2**	(1.4)	-1.3	(1.6)	**6.2**	(1.2)	**4.3**	(1.2)	**12.0**	(0.9)	**6.0**	(0.9)	**6.9**	(1.0)
	Hungary	**4.7**	(1.3)	1.0	(1.5)	**6.2**	(1.1)	1.5	(1.2)	**9.5**	(1.3)	**3.8**	(1.1)	**3.5**	(1.2)
	Iceland	3.3	(1.8)	-1.4	(1.6)	1.8	(1.1)	1.6	(1.1)	**6.2**	(1.3)	**2.2**	(0.8)	0.8	(0.8)
	Ireland	**10.3**	(1.4)	**5.2**	(1.1)	**8.1**	(1.0)	**3.9**	(1.0)	**11.7**	(0.9)	**6.3**	(0.8)	**4.4**	(0.7)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	**5.5**	(1.3)	**3.0**	(1.2)	**4.2**	(0.5)	**5.2**	(0.6)	**5.3**	(0.8)	**3.5**	(0.6)	**3.0**	(0.6)
	Korea	**5.6**	(1.4)	**4.1**	(1.4)	**5.5**	(0.8)	**4.9**	(1.0)	**5.1**	(0.7)	**2.7**	(0.6)	**2.2**	(0.6)
	Latvia	**5.2**	(1.6)	0.5	(1.8)	**8.8**	(1.6)	**6.3**	(1.4)	**11.1**	(1.0)	**6.6**	(0.9)	**5.4**	(0.9)
	Luxembourg	**9.8**	(1.4)	**5.9**	(1.4)	**12.6**	(1.1)	**7.6**	(1.2)	**15.0**	(0.9)	**7.7**	(0.8)	**8.0**	(0.7)
	Mexico	**12.4**	(1.3)	**5.4**	(0.9)	**7.9**	(1.0)	**7.8**	(0.9)	**4.9**	(0.7)	**3.7**	(0.6)	**2.5**	(0.5)
	Netherlands	**6.8**	(1.5)	0.6	(1.2)	**8.7**	(1.0)	**2.7**	(1.0)	**8.5**	(1.1)	**3.8**	(0.7)	**2.9**	(0.7)
	New Zealand	**7.8**	(1.5)	**5.6**	(1.5)	**5.6**	(1.0)	2.2	(1.3)	**9.0**	(1.0)	**7.0**	(1.1)	**5.5**	(1.1)
	Norway	**5.7**	(1.5)	2.2	(1.2)	**5.9**	(1.4)	0.6	(1.3)	**10.9**	(1.2)	**4.3**	(0.9)	**3.0**	(1.0)
	Poland	**10.3**	(1.4)	**4.6**	(1.5)	**10.6**	(1.4)	**6.2**	(1.3)	**10.5**	(1.2)	**6.2**	(0.9)	**6.4**	(1.0)
	Portugal	**8.9**	(1.3)	**5.7**	(1.2)	**8.5**	(1.1)	**4.1**	(1.1)	**13.0**	(1.1)	**4.8**	(0.8)	**4.0**	(0.9)
	Slovak Republic	**3.7**	(1.3)	-1.2	(1.4)	**6.6**	(1.1)	**6.2**	(1.3)	**9.2**	(1.1)	**4.8**	(0.9)	**4.3**	(0.9)
	Slovenia	2.5	(1.7)	0.0	(1.7)	**6.8**	(1.1)	1.8	(1.1)	**8.9**	(1.1)	**4.9**	(0.8)	**4.3**	(0.8)
	Spain	**15.7**	(1.4)	**8.1**	(1.0)	**13.2**	(1.0)	**6.4**	(1.1)	**12.9**	(1.0)	**4.5**	(0.8)	**4.9**	(0.8)
	Sweden	**6.4**	(1.4)	**5.0**	(1.3)	**4.1**	(1.1)	**2.4**	(1.0)	**8.6**	(1.0)	**5.1**	(1.0)	**3.4**	(0.8)
	Switzerland	**11.1**	(1.5)	**5.1**	(1.3)	**9.3**	(1.2)	**5.7**	(1.3)	**15.1**	(1.2)	**5.7**	(0.8)	**4.4**	(0.8)
	Turkey	**7.0**	(1.2)	0.4	(1.4)	**9.5**	(1.1)	**5.4**	(1.1)	**9.2**	(1.1)	**9.3**	(1.0)	**7.9**	(1.1)
	United Kingdom	**5.0**	(1.2)	2.2	(1.3)	**6.3**	(1.1)	**3.1**	(1.2)	**10.5**	(1.0)	**4.8**	(1.2)	**4.9**	(1.1)
	United States	**5.3**	(1.4)	0.6	(1.5)	**5.7**	(1.0)	1.6	(1.1)	**8.1**	(0.9)	**5.0**	(1.0)	**4.3**	(0.9)
	OECD average	**7.3**	(0.2)	**2.7**	(0.2)	**7.3**	(0.2)	**4.2**	(0.2)	**9.9**	(0.2)	**5.0**	(0.2)	**4.4**	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	**11.1**	(1.0)	**6.7**	(0.8)	**8.4**	(0.8)	**6.9**	(0.8)	**7.1**	(0.7)	**5.5**	(0.6)	**5.7**	(0.6)
	B-S-J-G (China)	**5.2**	(1.2)	0.8	(1.3)	**9.3**	(1.3)	**5.4**	(1.0)	**11.5**	(1.2)	**6.5**	(0.6)	**5.8**	(0.5)
	Bulgaria	**4.3**	(1.4)	**2.6**	(1.3)	**3.8**	(1.5)	**5.6**	(1.4)	**9.8**	(1.1)	**8.9**	(0.9)	**5.0**	(1.0)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	**13.3**	(1.3)	**7.9**	(1.2)	**9.5**	(0.9)	**4.3**	(0.8)	**7.7**	(0.9)	**5.6**	(0.7)	**4.5**	(0.8)
	Costa Rica	**11.5**	(1.3)	**6.5**	(1.2)	**8.6**	(1.1)	**4.2**	(0.9)	**8.1**	(1.0)	**3.7**	(0.8)	**2.3**	(0.6)
	Croatia	**3.7**	(1.4)	2.1	(1.2)	**6.1**	(1.3)	1.4	(1.2)	**8.1**	(1.1)	**4.5**	(0.8)	**4.6**	(0.8)
	Cyprus*	**9.3**	(1.4)	1.2	(1.2)	**10.1**	(1.2)	**6.5**	(1.2)	**15.1**	(1.1)	**9.1**	(1.0)	**9.5**	(1.0)
	Dominican Republic	**8.6**	(1.7)	**3.3**	(1.4)	**8.4**	(1.6)	**6.5**	(1.3)	**6.2**	(0.9)	**4.3**	(1.0)	**4.9**	(1.1)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	**6.8**	(1.5)	1.2	(1.6)	**12.6**	(1.3)	**13.5**	(1.4)	**10.6**	(1.0)	**12.9**	(1.1)	**9.4**	(0.9)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	**9.1**	(1.2)	**4.8**	(1.2)	**8.9**	(1.2)	**8.4**	(1.1)	**15.9**	(1.1)	**10.1**	(0.9)	**8.5**	(1.0)
	Macao (China)	**6.3**	(1.2)	**3.7**	(1.5)	**8.2**	(1.2)	**7.6**	(1.3)	**8.4**	(1.2)	**8.0**	(0.9)	**5.6**	(0.6)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	**4.3**	(1.2)	0.9	(1.4)	**2.5**	(0.9)	**5.0**	(0.9)	**7.9**	(0.8)	**4.7**	(0.7)	**4.8**	(0.7)
	Peru	**12.8**	(1.4)	**6.3**	(1.2)	**9.2**	(1.1)	**7.3**	(1.1)	**10.1**	(1.0)	**4.6**	(0.6)	**3.5**	(0.7)
	Qatar	**10.3**	(1.0)	**6.7**	(0.9)	**7.7**	(0.9)	**7.8**	(0.8)	**12.5**	(0.8)	**11.0**	(0.8)	**9.3**	(0.8)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	1.5	(1.6)	-0.2	(1.6)	**6.9**	(1.4)	**4.1**	(1.7)	**8.7**	(1.1)	**6.3**	(0.9)	**4.1**	(0.8)
	Singapore	**8.6**	(1.1)	**4.7**	(1.2)	**9.9**	(1.0)	**4.3**	(1.2)	**10.8**	(1.1)	**10.2**	(0.8)	**7.7**	(0.7)
	Chinese Taipei	**6.6**	(1.3)	**2.9**	(1.2)	**3.8**	(0.6)	**7.2**	(0.8)	**5.5**	(0.8)	**4.6**	(0.6)	**3.8**	(0.5)
	Thailand	**5.8**	(1.3)	2.1	(1.4)	**9.0**	(1.0)	**10.9**	(1.0)	**12.2**	(1.1)	**10.3**	(1.2)	**10.2**	(0.9)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	**13.0**	(1.3)	**7.0**	(1.2)	**5.7**	(1.1)	**8.4**	(1.4)	**12.9**	(1.1)	**11.9**	(1.1)	**10.8**	(1.1)
	United Arab Emirates	**10.6**	(1.1)	**3.9**	(1.2)	**9.4**	(0.9)	**8.9**	(0.9)	**11.2**	(1.0)	**10.9**	(0.9)	**9.0**	(0.9)
	Uruguay	**9.8**	(1.3)	**6.1**	(1.3)	**8.0**	(1.1)	**5.8**	(1.0)	**9.1**	(0.7)	**4.8**	(0.8)	**3.5**	(0.5)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	**9.8**	(1.2)	**6.0**	(1.3)	**13.2**	(1.3)	**14.9**	(1.2)	**17.4**	(1.2)	**12.6**	(1.0)	**8.8**	(0.9)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933471410

[Part 4/6]

Table III.7.16 Students' perception of teacher unfairness, by gender and socio-economic status

Percentage of students who reported "once a week or more" or "a few times a month"

		Percentage of socio-economically disadvantaged[1] students who reported being treated unfairly by their teachers a few times a month or more frequently													
		Any unfair treatment		Teachers called on me less often than they called on other students		Teachers graded me harder than they graded other students		Teachers gave me the impression that I am less smart than I really am		Teachers disciplined me more harshly than other students		Teachers ridiculed me in front of others		Teachers said something insulting to me in front of others	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	54.0	(0.9)	14.5	(0.8)	17.6	(0.8)	19.5	(0.9)	27.0	(1.0)	16.8	(0.8)	37.4	(0.8)
	Austria	60.0	(1.3)	9.7	(0.9)	13.3	(1.0)	21.0	(1.1)	26.1	(1.3)	18.0	(1.2)	44.0	(1.3)
	Belgium	53.2	(1.1)	9.3	(0.9)	11.3	(0.8)	15.8	(1.1)	21.9	(1.0)	21.7	(1.0)	37.3	(1.1)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	47.9	(1.6)	4.5	(0.6)	7.2	(1.0)	15.5	(1.2)	15.6	(1.0)	21.8	(1.3)	32.5	(1.4)
	Czech Republic	58.0	(1.6)	11.6	(0.9)	12.0	(1.2)	10.3	(0.9)	22.8	(1.3)	14.6	(1.0)	41.2	(1.5)
	Denmark	49.9	(1.7)	10.4	(0.9)	10.1	(0.8)	13.5	(1.0)	16.6	(1.3)	19.1	(1.2)	34.9	(1.7)
	Estonia	64.1	(1.6)	13.0	(1.1)	12.5	(1.0)	11.0	(1.0)	27.0	(1.4)	30.1	(1.5)	48.0	(1.5)
	Finland	42.4	(1.4)	7.6	(0.8)	7.7	(0.7)	17.8	(1.0)	20.4	(1.2)	18.4	(1.1)	25.5	(1.1)
	France	64.4	(1.4)	10.0	(1.0)	13.4	(1.1)	15.4	(1.0)	31.3	(1.6)	21.6	(1.3)	48.6	(1.2)
	Germany	54.8	(1.8)	5.4	(0.8)	8.2	(0.8)	16.9	(1.1)	21.5	(1.5)	16.3	(1.1)	38.7	(1.7)
	Greece	62.7	(1.5)	9.0	(1.1)	7.7	(0.8)	11.7	(1.1)	19.9	(1.1)	24.5	(1.4)	44.4	(1.6)
	Hungary	77.8	(1.1)	16.0	(1.3)	13.4	(1.2)	20.3	(1.0)	33.4	(1.4)	20.8	(1.2)	64.5	(1.4)
	Iceland	29.8	(1.9)	5.6	(0.9)	5.1	(0.9)	11.1	(1.3)	10.5	(1.3)	8.7	(1.3)	21.0	(1.7)
	Ireland	44.9	(1.3)	9.2	(0.8)	9.3	(0.8)	15.6	(1.0)	20.0	(1.1)	11.5	(1.0)	29.4	(1.3)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	42.6	(1.3)	4.6	(0.5)	6.3	(0.7)	8.5	(0.8)	8.4	(0.7)	6.0	(0.6)	37.5	(1.2)
	Korea	39.6	(1.4)	4.7	(0.6)	4.7	(0.6)	8.3	(0.8)	13.6	(1.0)	8.3	(0.8)	35.1	(1.4)
	Latvia	61.9	(1.6)	12.4	(1.3)	8.9	(1.0)	13.3	(1.3)	26.4	(1.2)	25.0	(1.4)	41.9	(1.7)
	Luxembourg	58.2	(1.4)	8.7	(0.9)	9.6	(0.8)	15.6	(0.8)	24.6	(1.3)	16.3	(0.9)	45.4	(1.3)
	Mexico	28.8	(1.3)	4.1	(0.6)	4.7	(0.7)	5.7	(0.7)	15.7	(1.0)	15.3	(1.1)	16.1	(1.1)
	Netherlands	36.4	(1.4)	4.8	(0.7)	6.4	(0.8)	13.0	(1.0)	11.0	(0.8)	14.3	(0.9)	21.4	(1.4)
	New Zealand	52.5	(1.5)	17.7	(1.4)	16.1	(1.2)	20.2	(1.2)	24.4	(1.3)	17.1	(1.2)	36.0	(1.4)
	Norway	43.1	(1.5)	10.9	(0.9)	10.1	(0.9)	14.4	(1.1)	22.9	(1.3)	24.8	(1.3)	26.0	(1.3)
	Poland	54.6	(1.6)	9.9	(1.0)	8.2	(0.9)	14.7	(1.1)	23.4	(1.3)	21.5	(1.3)	39.4	(1.6)
	Portugal	56.5	(1.5)	8.5	(0.9)	9.8	(0.9)	20.7	(1.2)	26.2	(1.4)	19.7	(1.2)	41.2	(1.4)
	Slovak Republic	63.3	(1.7)	9.3	(0.9)	9.6	(0.9)	11.4	(1.0)	31.3	(1.5)	17.5	(1.1)	45.6	(1.8)
	Slovenia	63.5	(1.6)	9.1	(0.9)	7.9	(0.7)	10.7	(0.9)	20.8	(1.4)	20.6	(1.2)	52.5	(1.5)
	Spain	45.9	(1.6)	6.9	(0.9)	7.1	(0.7)	13.0	(0.9)	19.3	(1.1)	20.4	(1.1)	25.6	(1.3)
	Sweden	40.7	(1.5)	8.1	(0.8)	12.3	(0.9)	11.7	(0.9)	19.9	(1.2)	18.1	(1.1)	23.0	(1.2)
	Switzerland	53.6	(1.3)	8.7	(0.9)	11.0	(0.9)	16.7	(1.1)	18.7	(1.2)	12.7	(1.1)	41.0	(1.6)
	Turkey	60.8	(1.5)	12.5	(1.1)	10.0	(0.9)	14.8	(1.1)	24.3	(1.3)	20.0	(1.4)	44.2	(1.7)
	United Kingdom	56.5	(1.5)	15.1	(1.1)	17.8	(1.3)	21.5	(1.2)	27.4	(1.3)	14.9	(0.9)	37.4	(1.3)
	United States	52.1	(1.5)	10.6	(1.1)	13.2	(1.1)	13.9	(1.2)	20.2	(1.4)	16.5	(1.4)	38.6	(1.6)
	OECD average	52.3	(0.3)	9.5	(0.2)	10.1	(0.2)	14.5	(0.2)	21.6	(0.2)	17.9	(0.2)	37.3	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	42.9	(0.9)	9.0	(0.6)	7.5	(0.5)	12.0	(0.6)	15.9	(0.8)	17.3	(0.7)	24.9	(0.8)
	B-S-J-G (China)	61.3	(1.4)	6.3	(0.6)	6.5	(0.7)	18.2	(1.5)	19.0	(1.3)	26.0	(1.7)	49.3	(1.4)
	Bulgaria	58.5	(1.4)	14.3	(1.0)	15.8	(1.1)	16.5	(1.2)	25.5	(1.1)	33.4	(1.5)	35.1	(1.2)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	40.1	(1.4)	7.9	(0.8)	7.4	(0.7)	9.4	(0.9)	9.7	(0.9)	13.9	(1.0)	27.8	(1.6)
	Costa Rica	32.4	(1.5)	2.9	(0.5)	5.9	(0.7)	11.9	(1.1)	7.4	(0.8)	13.7	(1.2)	21.6	(1.4)
	Croatia	55.3	(1.4)	4.8	(0.5)	5.7	(0.6)	8.5	(0.9)	20.6	(1.1)	17.1	(1.0)	43.6	(1.5)
	Cyprus*	55.6	(1.4)	13.5	(0.9)	12.9	(1.1)	14.6	(1.0)	26.0	(1.4)	25.1	(1.3)	35.9	(1.2)
	Dominican Republic	47.9	(1.9)	11.8	(1.1)	9.5	(1.1)	8.0	(0.9)	20.2	(1.4)	25.2	(1.4)	27.3	(1.7)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	71.3	(1.4)	9.0	(0.9)	14.4	(1.2)	15.0	(1.3)	26.9	(1.2)	27.5	(1.3)	62.0	(1.4)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	61.6	(1.4)	12.7	(1.0)	13.6	(1.1)	19.2	(1.3)	23.0	(1.4)	22.2	(1.3)	42.8	(1.7)
	Macao (China)	77.1	(1.2)	6.6	(0.7)	9.3	(0.9)	17.1	(1.1)	22.1	(1.1)	17.0	(1.1)	71.2	(1.4)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	49.0	(1.2)	6.0	(0.8)	5.7	(0.8)	8.6	(0.8)	13.1	(0.9)	14.6	(0.9)	39.5	(1.4)
	Peru	55.6	(1.5)	5.8	(0.8)	5.9	(0.7)	22.4	(1.3)	21.7	(1.2)	30.7	(1.6)	29.2	(1.3)
	Qatar	55.2	(1.0)	20.3	(0.8)	19.5	(0.8)	21.0	(0.7)	27.2	(0.8)	27.5	(0.8)	30.8	(0.9)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	73.7	(1.5)	11.1	(1.2)	9.4	(0.9)	12.1	(1.0)	31.1	(1.6)	29.8	(1.5)	64.2	(1.7)
	Singapore	57.2	(1.2)	10.5	(0.9)	12.9	(1.0)	17.1	(1.1)	19.9	(1.2)	22.0	(1.0)	45.5	(1.1)
	Chinese Taipei	45.4	(1.5)	3.5	(0.5)	4.7	(0.5)	8.2	(0.7)	14.7	(0.8)	6.0	(0.6)	39.1	(1.3)
	Thailand	62.3	(1.6)	16.4	(1.1)	17.3	(1.1)	16.4	(0.9)	22.6	(1.4)	24.0	(1.1)	53.9	(1.5)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	59.9	(1.7)	16.8	(1.2)	16.0	(1.2)	15.1	(1.3)	29.2	(1.5)	21.6	(1.1)	32.2	(1.4)
	United Arab Emirates	55.1	(1.0)	17.7	(0.7)	16.9	(0.8)	21.0	(1.0)	26.5	(0.9)	24.0	(1.0)	33.6	(1.0)
	Uruguay	46.1	(1.3)	3.8	(0.5)	5.9	(0.6)	9.4	(0.9)	13.4	(0.9)	22.9	(1.2)	31.1	(1.3)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	79.5	(1.3)	12.5	(1.0)	19.2	(1.3)	33.9	(1.7)	30.0	(1.4)	39.2	(1.5)	70.6	(1.3)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933471410

[Part 5/6]

Table III.7.16 Students' perception of teacher unfairness, by gender and socio-economic status

Percentage of students who reported "once a week or more" or "a few times a month"

		Percentage of socio-economically advantaged[2] students who reported being treated unfairly by their teachers a few times a month or more frequently													
		Any unfair treatment		Teachers called on me less often than they called on other students		Teachers graded me harder than they graded other students		Teachers gave me the impression that I am less smart than I really am		Teachers disciplined me more harshly than other students		Teachers ridiculed me in front of others		Teachers said something insulting to me in front of others	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	47.8	(1.1)	10.4	(0.7)	13.1	(0.7)	16.0	(0.8)	20.3	(0.9)	14.2	(0.7)	31.9	(1.0)
	Austria	54.8	(1.2)	9.8	(0.8)	12.3	(1.0)	19.2	(1.0)	22.4	(1.1)	17.3	(1.1)	36.6	(1.1)
	Belgium	46.4	(1.5)	7.7	(0.8)	10.0	(0.6)	15.5	(0.9)	18.8	(1.0)	20.1	(0.8)	28.4	(1.3)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	49.9	(1.6)	4.7	(0.7)	7.6	(0.7)	15.0	(0.8)	14.1	(0.9)	14.1	(1.1)	35.3	(1.5)
	Czech Republic	49.6	(1.5)	9.5	(0.9)	11.0	(1.0)	8.0	(0.9)	15.2	(0.9)	13.3	(0.9)	35.3	(1.4)
	Denmark	43.6	(1.5)	9.2	(0.9)	9.0	(0.9)	11.4	(1.1)	13.4	(1.1)	18.8	(1.2)	27.5	(1.5)
	Estonia	61.7	(1.3)	11.9	(0.9)	10.0	(0.8)	12.1	(1.0)	22.4	(1.2)	27.9	(1.1)	46.1	(1.5)
	Finland	34.2	(1.6)	7.1	(0.7)	7.9	(0.8)	16.0	(1.2)	15.0	(0.9)	10.8	(0.9)	18.9	(1.1)
	France	55.1	(1.2)	6.3	(0.7)	10.0	(0.8)	10.6	(0.8)	20.6	(1.0)	20.0	(1.2)	39.6	(1.3)
	Germany	53.0	(1.4)	4.6	(0.6)	7.5	(0.7)	16.1	(1.2)	18.0	(1.2)	20.5	(1.2)	37.6	(1.4)
	Greece	58.3	(1.6)	8.5	(0.9)	7.7	(0.9)	8.1	(0.9)	16.6	(0.9)	18.9	(1.2)	44.8	(1.5)
	Hungary	66.1	(1.4)	12.1	(0.9)	10.8	(0.9)	20.2	(1.1)	29.0	(1.3)	21.8	(1.3)	48.8	(1.4)
	Iceland	33.1	(1.7)	6.7	(1.0)	6.9	(0.9)	12.9	(1.4)	9.9	(1.1)	11.9	(1.3)	21.8	(1.5)
	Ireland	46.4	(1.3)	8.4	(0.8)	9.4	(0.7)	15.9	(1.0)	19.1	(1.3)	14.8	(1.0)	27.9	(1.1)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	36.5	(1.1)	5.0	(0.5)	8.9	(0.7)	8.7	(0.7)	7.7	(0.8)	5.2	(0.6)	28.8	(1.1)
	Korea	34.8	(1.8)	4.6	(0.6)	3.9	(0.6)	7.0	(0.7)	13.4	(1.1)	6.3	(0.7)	27.4	(1.5)
	Latvia	59.3	(1.4)	12.2	(1.0)	11.1	(1.1)	13.9	(1.1)	21.3	(1.3)	26.7	(1.4)	39.1	(1.6)
	Luxembourg	53.7	(1.2)	8.3	(0.8)	10.3	(0.9)	16.6	(1.1)	21.1	(1.1)	18.7	(1.1)	37.4	(1.3)
	Mexico	36.1	(1.3)	5.4	(0.6)	8.2	(0.7)	9.0	(0.7)	21.0	(1.1)	17.6	(1.2)	17.5	(1.0)
	Netherlands	33.2	(1.3)	4.3	(0.7)	5.4	(0.7)	10.8	(0.9)	10.9	(1.0)	10.6	(1.0)	20.0	(1.1)
	New Zealand	52.1	(1.3)	12.4	(1.1)	16.7	(1.2)	16.4	(1.2)	22.6	(1.3)	13.4	(1.2)	33.1	(1.3)
	Norway	45.2	(1.3)	10.8	(0.8)	12.1	(0.9)	15.6	(1.2)	19.7	(1.4)	26.6	(1.4)	26.0	(1.2)
	Poland	47.2	(1.7)	9.0	(0.8)	8.6	(0.8)	15.5	(1.4)	20.9	(1.3)	19.2	(1.3)	28.5	(1.3)
	Portugal	54.0	(1.5)	4.6	(0.7)	6.8	(0.7)	20.7	(1.2)	25.9	(1.5)	17.9	(1.0)	36.3	(1.5)
	Slovak Republic	56.1	(1.4)	10.6	(0.9)	12.7	(1.0)	12.9	(1.1)	24.4	(1.1)	19.6	(1.3)	37.2	(1.6)
	Slovenia	58.5	(1.7)	6.9	(0.8)	8.4	(1.0)	10.1	(1.0)	18.5	(1.2)	19.1	(1.3)	48.1	(1.7)
	Spain	42.3	(1.3)	5.6	(0.5)	7.3	(0.7)	12.2	(0.7)	13.9	(0.8)	22.1	(1.1)	23.8	(1.2)
	Sweden	37.5	(1.3)	6.8	(0.8)	10.7	(0.8)	10.6	(0.8)	15.0	(1.0)	16.2	(1.0)	21.4	(1.2)
	Switzerland	48.2	(1.5)	6.2	(0.7)	8.8	(0.8)	16.7	(1.2)	15.3	(1.1)	11.8	(1.0)	33.2	(1.4)
	Turkey	62.2	(1.6)	16.0	(1.3)	14.4	(1.4)	19.2	(1.3)	24.9	(1.3)	27.4	(1.6)	43.9	(1.2)
	United Kingdom	52.7	(1.3)	13.5	(0.9)	16.4	(0.9)	18.6	(1.2)	24.4	(1.2)	15.8	(1.1)	33.9	(1.2)
	United States	43.0	(1.2)	9.2	(1.0)	10.3	(1.0)	10.6	(0.7)	14.8	(1.0)	15.7	(0.9)	28.2	(1.2)
	OECD average	48.5	(0.3)	8.4	(0.1)	9.8	(0.2)	13.8	(0.2)	18.5	(0.2)	17.3	(0.2)	32.6	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	46.5	(0.9)	9.5	(0.7)	8.1	(0.6)	13.9	(0.6)	17.1	(0.8)	17.6	(0.6)	28.1	(1.0)
	B-S-J-G (China)	59.4	(2.1)	7.0	(0.7)	8.0	(0.8)	19.1	(1.6)	21.1	(1.3)	27.6	(2.2)	43.4	(1.9)
	Bulgaria	67.6	(1.2)	11.1	(0.8)	12.6	(1.0)	16.7	(1.0)	31.1	(1.0)	39.8	(1.3)	37.7	(1.2)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	46.0	(1.5)	10.4	(0.9)	9.7	(0.8)	13.8	(1.1)	11.0	(0.8)	20.9	(1.0)	29.6	(1.4)
	Costa Rica	38.3	(2.0)	3.5	(0.7)	7.7	(0.8)	16.8	(1.1)	7.9	(0.9)	19.6	(1.6)	23.5	(1.4)
	Croatia	55.1	(1.3)	7.2	(0.8)	6.5	(0.7)	11.1	(0.9)	24.1	(1.4)	20.3	(1.1)	36.1	(1.2)
	Cyprus*	55.4	(1.6)	15.5	(1.1)	14.5	(1.1)	16.1	(1.0)	24.7	(1.2)	23.7	(1.2)	35.1	(1.4)
	Dominican Republic	51.3	(1.6)	12.9	(1.4)	11.1	(1.3)	10.1	(1.1)	22.5	(1.4)	30.9	(1.8)	29.7	(1.7)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	67.1	(1.9)	9.2	(1.0)	16.2	(1.3)	16.0	(1.5)	28.7	(1.8)	30.2	(2.0)	56.2	(2.1)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	59.0	(1.8)	11.8	(1.2)	12.7	(0.9)	19.7	(1.1)	21.2	(1.2)	23.7	(1.1)	42.8	(1.7)
	Macao (China)	66.0	(1.5)	9.0	(0.9)	12.3	(1.0)	18.1	(1.2)	23.5	(1.3)	20.7	(1.3)	55.0	(1.6)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	56.5	(1.6)	9.9	(0.7)	10.3	(0.9)	16.0	(1.1)	21.4	(1.3)	25.6	(1.3)	40.2	(1.5)
	Peru	53.2	(1.5)	4.1	(0.5)	6.9	(0.7)	21.2	(1.2)	25.1	(1.1)	30.0	(1.0)	23.5	(1.2)
	Qatar	51.6	(1.2)	16.6	(0.8)	17.2	(0.8)	19.1	(0.8)	24.5	(0.9)	25.6	(1.0)	32.5	(1.0)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	71.4	(1.3)	10.3	(1.1)	11.7	(1.3)	14.0	(1.0)	33.3	(1.7)	34.1	(1.5)	56.1	(1.5)
	Singapore	51.3	(1.6)	8.1	(0.7)	10.9	(0.8)	12.1	(0.9)	16.7	(1.1)	13.9	(1.1)	39.0	(1.6)
	Chinese Taipei	42.3	(1.5)	3.9	(0.5)	4.8	(0.5)	9.5	(0.8)	11.9	(0.8)	7.6	(0.7)	33.8	(1.4)
	Thailand	61.0	(1.5)	14.6	(1.5)	15.4	(1.3)	15.8	(1.5)	21.5	(1.3)	21.2	(1.7)	52.5	(1.5)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	50.9	(1.6)	12.7	(1.0)	14.0	(1.0)	13.6	(1.1)	25.1	(1.4)	17.2	(1.1)	24.6	(1.3)
	United Arab Emirates	53.6	(1.1)	17.5	(0.8)	18.1	(0.8)	20.5	(0.9)	26.7	(1.1)	24.1	(1.0)	33.1	(1.2)
	Uruguay	56.7	(1.6)	4.5	(0.6)	8.4	(1.0)	10.3	(0.9)	13.4	(0.9)	31.0	(1.2)	39.8	(1.7)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	73.1	(1.4)	10.3	(0.9)	15.2	(1.0)	24.3	(1.4)	23.4	(1.2)	31.8	(1.6)	63.1	(1.5)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933471410

[Part 6/6]

Table III.7.16 Students' perception of teacher unfairness, by gender and socio-economic status

Percentage of students who reported "once a week or more" or "a few times a month"

		Socio-economic disparity in the percentage of students who reported being treated unfairly by their teachers (advantaged – disadvantaged)													
		Any unfair treatment		Teachers called on me less often than they called on other students		Teachers graded me harder than they graded other students		Teachers gave me the impression that I am less smart than I really am		Teachers disciplined me more harshly than other students		Teachers ridiculed me in front of others		Teachers said something insulting to me in front of others	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	**-6.1**	(1.2)	**-4.1**	(1.1)	**-4.5**	(1.1)	**-3.5**	(1.2)	**-6.7**	(1.2)	**-2.7**	(1.1)	**-5.5**	(1.3)
	Austria	**-5.2**	(1.7)	0.2	(1.2)	-0.9	(1.3)	-1.8	(1.6)	**-3.7**	(1.7)	-0.8	(1.7)	**-7.4**	(1.7)
	Belgium	**-6.8**	(1.9)	-1.6	(1.1)	-1.3	(1.1)	-0.3	(1.4)	**-3.1**	(1.4)	-1.6	(1.3)	**-8.9**	(1.6)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	1.9	(2.1)	0.1	(0.8)	0.4	(1.1)	-0.5	(1.4)	-1.4	(1.2)	**-7.8**	(1.6)	2.8	(2.0)
	Czech Republic	**-8.4**	(2.0)	-2.0	(1.3)	-1.0	(1.5)	**-2.4**	(1.2)	**-7.7**	(1.7)	-1.3	(1.4)	**-5.9**	(2.0)
	Denmark	**-6.3**	(2.3)	-1.3	(1.1)	-1.1	(1.2)	-2.1	(1.4)	-3.2	(1.8)	-0.3	(1.7)	**-7.4**	(2.4)
	Estonia	-2.5	(1.9)	-1.1	(1.4)	**-2.5**	(1.2)	1.1	(1.3)	**-4.5**	(1.9)	-2.2	(1.8)	-1.9	(2.0)
	Finland	**-8.2**	(2.0)	-0.5	(1.0)	0.2	(0.9)	-1.8	(1.4)	**-5.4**	(1.4)	**-7.6**	(1.4)	**-6.6**	(1.7)
	France	**-9.3**	(1.7)	**-3.7**	(1.3)	**-3.4**	(1.4)	**-4.7**	(1.3)	**-10.7**	(2.0)	-1.6	(1.7)	**-9.0**	(1.5)
	Germany	-1.8	(2.4)	-0.7	(1.0)	-0.7	(1.1)	-0.8	(1.5)	-3.5	(2.1)	**4.2**	(1.7)	-1.1	(2.1)
	Greece	**-4.4**	(2.2)	-0.5	(1.4)	0.0	(1.1)	**-3.6**	(1.3)	**-3.2**	(1.5)	**-5.6**	(1.7)	0.4	(2.0)
	Hungary	**-11.7**	(1.7)	**-3.9**	(1.5)	-2.6	(1.5)	-0.1	(1.5)	**-4.4**	(1.9)	0.9	(1.7)	**-15.7**	(1.9)
	Iceland	3.4	(2.5)	1.1	(1.4)	1.8	(1.3)	1.8	(1.8)	-0.6	(1.6)	3.2	(1.7)	0.8	(2.3)
	Ireland	1.5	(1.7)	-0.8	(1.2)	0.1	(1.0)	0.3	(1.5)	-0.9	(1.7)	**3.3**	(1.5)	-1.5	(1.6)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	**-6.1**	(1.6)	0.4	(0.7)	**2.5**	(1.0)	0.2	(1.0)	-0.7	(0.9)	-0.8	(0.8)	**-8.7**	(1.6)
	Korea	**-4.7**	(2.2)	-0.1	(0.9)	-0.9	(0.9)	-1.3	(1.0)	-0.3	(1.7)	-2.0	(1.0)	**-7.6**	(2.0)
	Latvia	-2.7	(2.0)	-0.2	(1.6)	2.3	(1.5)	0.7	(1.8)	**-5.1**	(1.8)	1.8	(1.9)	-2.8	(2.2)
	Luxembourg	**-4.6**	(1.8)	-0.4	(1.2)	0.7	(1.1)	1.0	(1.4)	**-3.5**	(1.8)	2.5	(1.5)	**-8.0**	(1.7)
	Mexico	**7.3**	(1.6)	1.2	(0.8)	**3.4**	(1.0)	**3.3**	(1.0)	**5.3**	(1.3)	2.3	(1.5)	1.4	(1.5)
	Netherlands	-3.2	(1.9)	-0.5	(1.0)	-1.0	(1.1)	-2.2	(1.3)	-0.1	(1.3)	**-3.7**	(1.4)	-1.5	(1.5)
	New Zealand	-0.4	(1.8)	**-5.3**	(1.8)	0.6	(1.8)	**-3.7**	(1.8)	-1.8	(1.7)	**-3.7**	(1.5)	-2.9	(1.8)
	Norway	2.1	(1.9)	-0.1	(1.2)	2.0	(1.3)	1.2	(1.6)	-3.2	(2.0)	1.8	(1.9)	0.0	(1.6)
	Poland	**-7.5**	(2.1)	-0.9	(1.2)	0.4	(1.1)	0.8	(1.6)	-2.6	(1.8)	-2.3	(1.8)	**-10.9**	(2.1)
	Portugal	-2.5	(2.1)	**-3.9**	(1.0)	**-3.0**	(1.0)	0.1	(1.7)	-0.3	(1.9)	-1.8	(1.6)	**-4.9**	(2.0)
	Slovak Republic	**-7.2**	(2.1)	1.2	(1.2)	**3.1**	(1.2)	1.5	(1.4)	**-6.8**	(1.9)	2.1	(1.7)	**-8.4**	(2.4)
	Slovenia	**-5.0**	(2.4)	-2.2	(1.2)	0.5	(1.3)	-0.6	(1.4)	-2.2	(2.0)	-1.4	(1.7)	-4.4	(2.3)
	Spain	-3.6	(2.0)	-1.3	(1.1)	0.1	(0.9)	-0.8	(1.2)	**-5.4**	(1.3)	1.7	(1.6)	-1.8	(1.7)
	Sweden	-3.2	(1.9)	-1.3	(1.1)	-1.5	(1.2)	-1.1	(1.2)	**-4.9**	(1.5)	-1.8	(1.4)	-1.5	(1.6)
	Switzerland	**-5.4**	(1.9)	**-2.5**	(1.1)	-2.1	(1.2)	0.0	(1.6)	**-3.4**	(1.7)	-0.9	(1.4)	**-7.8**	(2.2)
	Turkey	1.5	(2.0)	**3.5**	(1.7)	**4.4**	(1.7)	**4.4**	(1.7)	0.6	(1.9)	**7.4**	(2.1)	-0.2	(1.9)
	United Kingdom	-3.8	(2.0)	-1.6	(1.3)	-1.4	(1.6)	-3.0	(1.6)	-3.0	(1.8)	1.0	(1.4)	-3.5	(1.8)
	United States	**-9.0**	(1.8)	-1.4	(1.4)	**-3.0**	(1.2)	**-3.2**	(1.3)	**-5.4**	(1.7)	-0.8	(1.6)	**-10.4**	(1.8)
	OECD average	**-3.8**	(0.3)	**-1.1**	(0.2)	-0.3	(0.2)	**-0.7**	(0.3)	**-3.2**	(0.3)	**-0.6**	(0.3)	**-4.7**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	**3.5**	(1.3)	0.5	(0.8)	0.6	(0.8)	**1.9**	(0.8)	1.2	(1.2)	0.3	(1.0)	**3.1**	(1.2)
	B-S-J-G (China)	-1.9	(2.6)	0.6	(0.8)	1.5	(1.1)	0.9	(2.1)	2.2	(1.7)	1.5	(3.0)	**-5.9**	(2.3)
	Bulgaria	**9.0**	(2.0)	**-3.2**	(1.4)	**-3.1**	(1.5)	0.2	(1.7)	**5.6**	(1.7)	**6.4**	(2.1)	2.6	(1.8)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	**5.8**	(1.9)	**2.4**	(1.1)	**2.4**	(1.0)	**4.3**	(1.5)	1.3	(1.2)	**7.1**	(1.2)	1.8	(2.1)
	Costa Rica	**5.8**	(2.6)	0.6	(0.9)	1.8	(1.0)	**5.0**	(1.4)	0.5	(1.1)	**5.9**	(1.8)	2.0	(2.1)
	Croatia	-0.2	(1.9)	**2.3**	(0.9)	0.9	(0.9)	**2.6**	(1.2)	**3.6**	(1.7)	**3.2**	(1.5)	**-7.5**	(2.0)
	Cyprus*	-0.1	(1.9)	2.0	(1.4)	1.5	(1.5)	1.4	(1.3)	-1.4	(1.8)	-1.4	(1.7)	-0.7	(1.8)
	Dominican Republic	3.4	(2.6)	1.0	(1.9)	1.6	(1.6)	2.0	(1.4)	2.2	(1.8)	**5.7**	(2.1)	2.5	(2.5)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	-4.2	(2.2)	0.2	(1.3)	1.8	(1.9)	1.0	(2.2)	1.8	(2.0)	2.7	(2.5)	**-5.8**	(2.3)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	-2.6	(2.2)	-0.9	(1.6)	-1.0	(1.5)	0.5	(1.7)	-1.8	(1.7)	1.6	(1.7)	0.0	(2.7)
	Macao (China)	**-11.0**	(1.9)	**2.4**	(1.0)	**2.9**	(1.3)	1.1	(1.6)	1.4	(1.6)	**3.8**	(1.6)	**-16.2**	(2.0)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	**7.5**	(2.2)	**3.9**	(1.1)	**4.6**	(1.2)	**7.3**	(1.3)	**8.3**	(1.6)	**11.0**	(1.7)	0.7	(2.2)
	Peru	-2.4	(2.0)	-1.7	(1.0)	1.0	(1.0)	-1.2	(1.6)	**3.4**	(1.7)	-0.6	(1.8)	**-5.7**	(1.7)
	Qatar	**-3.6**	(1.5)	**-3.7**	(1.3)	**-2.4**	(1.1)	-1.9	(1.0)	**-2.7**	(1.2)	-1.9	(1.4)	1.7	(1.4)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	-2.3	(1.9)	-0.7	(1.5)	2.3	(1.6)	1.9	(1.4)	2.2	(2.6)	**4.3**	(1.9)	**-8.1**	(2.0)
	Singapore	**-5.9**	(2.0)	**-2.3**	(1.1)	-2.0	(1.3)	**-5.0**	(1.5)	-3.2	(1.7)	**-8.1**	(1.5)	**-6.5**	(2.0)
	Chinese Taipei	-3.1	(1.9)	0.4	(0.6)	0.1	(0.7)	1.3	(0.9)	**-2.8**	(1.0)	1.6	(0.9)	**-5.3**	(1.8)
	Thailand	-1.3	(2.2)	-1.8	(1.7)	-1.8	(1.6)	-0.6	(1.6)	-1.1	(1.8)	-2.9	(2.0)	-1.4	(2.1)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	**-9.0**	(2.2)	**-4.2**	(1.4)	-2.0	(1.5)	-1.6	(1.7)	**-4.1**	(1.9)	**-4.5**	(1.6)	**-7.6**	(1.9)
	United Arab Emirates	-1.5	(1.4)	-0.2	(1.0)	1.2	(1.1)	-0.5	(1.3)	0.2	(1.4)	0.1	(1.2)	-0.6	(1.6)
	Uruguay	**10.6**	(2.0)	0.6	(0.7)	**2.5**	(1.1)	0.9	(1.2)	0.1	(1.2)	**8.1**	(1.8)	**8.7**	(2.2)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	**-6.5**	(1.8)	-2.1	(1.3)	**-4.1**	(1.6)	**-9.6**	(2.2)	**-6.6**	(1.9)	**-7.4**	(2.2)	**-7.4**	(1.9)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933471410

[Part 1/1]

Table III.7.17 Students' perception of teacher unfairness, by immigrant background

Percentage of students who reported "once a week or more" or "a few times a month"

		Percentage of immigrant/non-immigrant students who reported being treated unfairly by their teachers							
		Non-immigrant		First-generation		Second-generation		Difference by immigrant background (non-immigrant – first-generation)	
		%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	51.2	(0.7)	48.7	(1.5)	48.9	(1.6)	2.5	(1.5)
	Austria	54.0	(0.8)	67.5	(2.7)	66.6	(2.0)	**-13.5**	(2.8)
	Belgium	48.8	(0.7)	55.8	(2.1)	60.0	(1.5)	**-7.1**	(2.1)
	Canada	m	m	m	m	m	m	m	m
	Chile	48.0	(0.9)	57.1	(5.6)	c	c	-9.1	(5.5)
	Czech Republic	53.5	(0.9)	58.3	(6.4)	60.9	(5.9)	-4.7	(6.4)
	Denmark	46.3	(0.8)	59.1	(3.2)	54.5	(2.0)	**-12.8**	(3.2)
	Estonia	63.8	(0.8)	c	c	68.6	(2.0)	c	c
	Finland	39.4	(0.8)	37.9	(4.5)	44.6	(4.9)	1.5	(4.6)
	France	60.4	(0.7)	69.2	(2.8)	65.1	(1.9)	**-8.8**	(2.9)
	Germany	52.7	(0.8)	67.3	(3.2)	63.6	(2.0)	**-14.6**	(3.4)
	Greece	61.1	(0.8)	63.0	(4.1)	65.1	(2.9)	-1.9	(4.3)
	Hungary	71.7	(0.7)	75.8	(6.0)	74.1	(4.8)	-4.1	(6.0)
	Iceland	30.8	(0.9)	c	c	c	c	c	c
	Ireland	45.3	(0.9)	47.6	(2.2)	56.3	(4.2)	-2.3	(2.4)
	Israel	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m
	Japan	40.6	(0.6)	c	c	c	c	c	c
	Korea	38.1	(0.8)	c	c	m	m	c	c
	Latvia	60.8	(0.9)	c	c	66.8	(3.4)	c	c
	Luxembourg	56.0	(0.9)	60.9	(1.4)	58.1	(1.2)	**-4.9**	(1.8)
	Mexico	31.7	(0.6)	c	c	c	c	c	c
	Netherlands	34.9	(0.7)	47.4	(4.9)	47.7	(2.2)	**-12.5**	(4.9)
	New Zealand	54.0	(0.9)	48.8	(2.0)	49.9	(2.3)	**5.2**	(2.1)
	Norway	44.7	(0.8)	38.8	(2.3)	47.9	(3.1)	**5.9**	(2.3)
	Poland	50.5	(0.9)	c	c	c	c	c	c
	Portugal	54.7	(0.8)	59.6	(3.5)	65.3	(3.3)	-4.9	(3.5)
	Slovak Republic	59.7	(0.8)	c	c	c	c	c	c
	Slovenia	61.6	(0.8)	66.6	(4.1)	66.4	(3.5)	-5.1	(4.2)
	Spain	45.4	(0.8)	44.3	(2.6)	54.6	(4.6)	1.2	(2.7)
	Sweden	38.0	(0.8)	43.2	(2.4)	52.4	(3.5)	**-5.2**	(2.5)
	Switzerland	48.0	(0.9)	55.3	(2.3)	58.4	(1.5)	**-7.3**	(2.4)
	Turkey	61.9	(0.9)	c	c	c	c	c	c
	United Kingdom	54.3	(0.8)	55.6	(2.9)	62.7	(2.0)	-1.4	(2.7)
	United States	48.6	(0.9)	46.3	(2.5)	52.7	(1.9)	2.2	(2.6)
	OECD average	50.3	(0.1)	55.4	(0.7)	58.8	(0.6)	**-4.4**	(0.7)
Partners	Albania	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m
	Brazil	44.4	(0.5)	c	c	66.6	(6.6)	c	c
	B-S-J-G (China)	62.9	(1.1)	c	c	c	c	c	c
	Bulgaria	63.2	(0.6)	c	c	c	c	c	c
	CABA (Argentina)	m	m	m	m	m	m	m	m
	Colombia	43.7	(0.7)	c	c	c	c	c	c
	Costa Rica	35.6	(0.8)	36.0	(4.1)	36.1	(3.2)	-0.4	(4.2)
	Croatia	55.8	(0.8)	64.0	(4.7)	61.2	(2.1)	-8.3	(4.7)
	Cyprus*	55.9	(0.7)	60.4	(2.0)	54.2	(4.0)	**-4.5**	(2.1)
	Dominican Republic	52.1	(0.9)	c	c	c	c	c	c
	FYROM	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m
	Hong Kong (China)	70.1	(0.8)	68.7	(1.8)	71.6	(1.2)	1.3	(1.8)
	Indonesia	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m
	Lithuania	60.6	(0.8)	c	c	63.6	(4.7)	c	c
	Macao (China)	71.7	(1.1)	69.8	(1.6)	73.5	(0.9)	1.8	(2.0)
	Malta	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m
	Montenegro	52.2	(0.7)	55.7	(4.7)	53.4	(3.7)	-3.5	(4.8)
	Peru	54.4	(0.7)	c	c	c	c	c	c
	Qatar	55.6	(0.8)	51.5	(0.7)	52.6	(1.3)	**4.1**	(1.1)
	Romania	m	m	m	m	m	m	m	m
	Russia	73.2	(0.9)	68.3	(3.5)	76.3	(4.3)	4.9	(3.8)
	Singapore	54.7	(0.7)	53.3	(1.6)	47.3	(2.7)	1.4	(1.6)
	Chinese Taipei	45.2	(0.8)	c	c	c	c	c	c
	Thailand	61.4	(0.8)	c	c	c	c	c	c
	Trinidad and Tobago	m	m	m	m	m	m	m	m
	Tunisia	55.5	(0.9)	c	c	75.8	(6.3)	c	c
	United Arab Emirates	54.2	(0.9)	53.9	(1.0)	53.3	(1.3)	0.2	(1.3)
	Uruguay	50.8	(0.8)	c	c	c	c	c	c
	Viet Nam	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m
	Malaysia**	77.3	(0.7)	c	c	73.3	(9.3)	c	c

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471423

[Part 1/3]

Table III.7.18 Life satisfaction, by teacher support in science class

Results based on students' self-reports

		The teacher shows an interest in every student's learning										The teacher gives extra help when students need it									
		Every lesson		Most lessons		Some lessons		Never or hardly ever		Difference between "Never or hardly ever" and "Every lesson"		Every lesson		Most lessons		Some lessons		Never or hardly ever		Difference between "Never or hardly ever" and "Every lesson"	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	7.88	(0.07)	7.53	(0.07)	7.33	(0.06)	7.11	(0.09)	**-0.77**	(0.11)	7.82	(0.06)	7.43	(0.07)	7.35	(0.07)	7.23	(0.08)	**-0.59**	(0.11)
	Belgium (excl. Flemish)	7.72	(0.07)	7.55	(0.07)	7.27	(0.08)	7.21	(0.12)	**-0.50**	(0.13)	7.68	(0.06)	7.43	(0.06)	7.31	(0.09)	7.21	(0.13)	**-0.47**	(0.15)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	7.65	(0.05)	7.16	(0.06)	6.83	(0.09)	7.26	(0.16)	**-0.40**	(0.17)	7.64	(0.05)	7.23	(0.06)	6.96	(0.09)	6.81	(0.20)	**-0.83**	(0.20)
	Czech Republic	7.44	(0.06)	7.18	(0.05)	6.72	(0.07)	6.57	(0.11)	**-0.87**	(0.12)	7.36	(0.05)	7.03	(0.06)	6.64	(0.08)	6.38	(0.15)	**-0.98**	(0.15)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	7.88	(0.06)	7.52	(0.05)	7.26	(0.07)	7.07	(0.10)	**-0.81**	(0.11)	7.80	(0.05)	7.49	(0.06)	7.09	(0.07)	6.94	(0.13)	**-0.86**	(0.14)
	Finland	8.29	(0.04)	7.85	(0.04)	7.59	(0.06)	7.06	(0.13)	**-1.24**	(0.15)	8.16	(0.04)	7.79	(0.04)	7.39	(0.08)	7.18	(0.17)	**-0.97**	(0.17)
	France	7.91	(0.05)	7.75	(0.04)	7.46	(0.04)	7.30	(0.07)	**-0.61**	(0.09)	7.90	(0.04)	7.61	(0.04)	7.40	(0.07)	7.27	(0.10)	**-0.63**	(0.11)
	Germany	7.79	(0.09)	7.49	(0.05)	7.08	(0.07)	6.88	(0.10)	**-0.91**	(0.14)	7.70	(0.06)	7.36	(0.06)	6.99	(0.08)	6.77	(0.11)	**-0.93**	(0.13)
	Greece	7.28	(0.06)	6.94	(0.06)	6.74	(0.06)	6.30	(0.11)	**-0.98**	(0.12)	7.26	(0.05)	6.92	(0.05)	6.45	(0.07)	6.63	(0.15)	**-0.63**	(0.16)
	Hungary	7.43	(0.07)	7.21	(0.06)	6.80	(0.10)	6.66	(0.10)	**-0.78**	(0.11)	7.42	(0.06)	7.18	(0.05)	6.76	(0.09)	6.86	(0.12)	**-0.56**	(0.14)
	Iceland	8.26	(0.06)	7.68	(0.07)	7.48	(0.09)	6.68	(0.24)	**-1.58**	(0.24)	8.23	(0.05)	7.61	(0.07)	7.42	(0.10)	6.99	(0.18)	**-1.25**	(0.18)
	Ireland	7.69	(0.04)	7.23	(0.05)	6.78	(0.07)	6.71	(0.17)	**-0.98**	(0.17)	7.58	(0.04)	7.32	(0.05)	6.91	(0.07)	6.66	(0.17)	**-0.93**	(0.17)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	7.12	(0.06)	6.97	(0.06)	6.58	(0.06)	6.33	(0.16)	**-0.79**	(0.16)	7.20	(0.07)	6.96	(0.05)	6.64	(0.07)	6.18	(0.16)	**-1.02**	(0.17)
	Japan	7.47	(0.06)	6.83	(0.05)	6.44	(0.06)	6.20	(0.12)	**-1.27**	(0.12)	7.34	(0.05)	6.71	(0.05)	6.32	(0.07)	5.87	(0.13)	**-1.47**	(0.14)
	Korea	7.08	(0.07)	6.41	(0.04)	5.81	(0.08)	5.40	(0.15)	**-1.68**	(0.16)	6.99	(0.07)	6.36	(0.05)	5.84	(0.08)	5.71	(0.15)	**-1.28**	(0.17)
	Latvia	7.63	(0.07)	7.32	(0.05)	7.23	(0.06)	7.22	(0.09)	**-0.40**	(0.11)	7.64	(0.05)	7.22	(0.05)	7.11	(0.07)	7.26	(0.14)	**-0.38**	(0.14)
	Luxembourg	7.71	(0.07)	7.46	(0.05)	7.23	(0.06)	6.98	(0.09)	**-0.72**	(0.11)	7.69	(0.06)	7.36	(0.05)	7.20	(0.07)	6.92	(0.12)	**-0.77**	(0.13)
	Mexico	8.48	(0.03)	7.95	(0.07)	7.81	(0.09)	7.77	(0.23)	**-0.71**	(0.24)	8.50	(0.04)	8.15	(0.05)	7.81	(0.08)	7.46	(0.20)	**-1.04**	(0.21)
	Netherlands	8.12	(0.05)	7.77	(0.03)	7.68	(0.04)	7.69	(0.10)	**-0.43**	(0.11)	8.04	(0.05)	7.78	(0.03)	7.66	(0.05)	7.62	(0.09)	**-0.42**	(0.10)
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	7.68	(0.07)	7.30	(0.07)	6.83	(0.07)	6.51	(0.12)	**-1.17**	(0.13)	7.67	(0.06)	7.24	(0.07)	6.69	(0.07)	6.42	(0.13)	**-1.25**	(0.14)
	Portugal	7.72	(0.05)	7.14	(0.07)	6.83	(0.09)	6.88	(0.27)	**-0.84**	(0.27)	7.68	(0.05)	7.19	(0.07)	6.90	(0.09)	6.81	(0.26)	**-0.87**	(0.26)
	Slovak Republic	7.67	(0.07)	7.51	(0.04)	7.29	(0.07)	7.10	(0.11)	**-0.57**	(0.11)	7.72	(0.07)	7.49	(0.05)	7.29	(0.07)	6.91	(0.12)	**-0.81**	(0.12)
	Slovenia	7.75	(0.11)	7.29	(0.09)	6.94	(0.10)	6.67	(0.19)	**-1.09**	(0.22)	7.66	(0.11)	7.18	(0.09)	6.93	(0.12)	6.78	(0.21)	**-0.87**	(0.23)
	Spain	7.71	(0.04)	7.43	(0.05)	7.05	(0.08)	6.87	(0.17)	**-0.84**	(0.17)	7.70	(0.05)	7.40	(0.05)	7.24	(0.08)	7.04	(0.12)	**-0.67**	(0.12)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	8.10	(0.06)	7.79	(0.05)	7.52	(0.06)	7.51	(0.10)	**-0.58**	(0.13)	7.96	(0.05)	7.72	(0.05)	7.58	(0.07)	7.32	(0.13)	**-0.64**	(0.14)
	Turkey	6.53	(0.09)	6.10	(0.07)	5.52	(0.09)	5.37	(0.18)	**-1.16**	(0.21)	6.58	(0.10)	6.02	(0.08)	5.56	(0.09)	5.55	(0.20)	**-1.04**	(0.20)
	United Kingdom	7.41	(0.05)	6.92	(0.07)	6.47	(0.07)	5.77	(0.16)	**-1.64**	(0.17)	7.28	(0.04)	6.89	(0.06)	6.28	(0.09)	6.24	(0.17)	**-1.05**	(0.17)
	United States	7.67	(0.05)	7.25	(0.06)	6.82	(0.08)	6.56	(0.21)	**-1.11**	(0.21)	7.65	(0.05)	7.19	(0.06)	6.78	(0.09)	6.80	(0.21)	**-0.86**	(0.21)
	OECD average	7.68	(0.01)	7.30	(0.01)	6.98	(0.01)	6.77	(0.03)	**-0.91**	(0.03)	7.64	(0.01)	7.26	(0.01)	6.95	(0.02)	6.78	(0.03)	**-0.86**	(0.03)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	7.82	(0.04)	7.35	(0.05)	7.20	(0.09)	6.75	(0.18)	**-1.07**	(0.17)	7.84	(0.04)	7.49	(0.06)	7.30	(0.07)	6.83	(0.12)	**-1.01**	(0.12)
	B-S-J-G (China)	7.27	(0.04)	6.78	(0.05)	6.14	(0.10)	5.87	(0.20)	**-1.40**	(0.20)	7.22	(0.05)	6.66	(0.06)	6.38	(0.08)	6.09	(0.22)	**-1.13**	(0.21)
	Bulgaria	7.64	(0.05)	7.32	(0.07)	7.11	(0.10)	6.83	(0.17)	**-0.80**	(0.18)	7.73	(0.06)	7.32	(0.07)	7.15	(0.08)	6.90	(0.12)	**-0.83**	(0.14)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	8.05	(0.04)	7.74	(0.06)	7.43	(0.10)	7.37	(0.20)	**-0.68**	(0.20)	8.07	(0.05)	7.82	(0.06)	7.71	(0.08)	7.32	(0.14)	**-0.76**	(0.15)
	Costa Rica	8.41	(0.03)	7.94	(0.07)	7.49	(0.11)	8.01	(0.26)	-0.40	(0.25)	8.42	(0.05)	8.05	(0.05)	7.87	(0.08)	7.73	(0.15)	**-0.69**	(0.17)
	Croatia	8.31	(0.05)	7.93	(0.06)	7.56	(0.06)	7.35	(0.10)	**-0.96**	(0.11)	8.33	(0.05)	7.88	(0.06)	7.63	(0.06)	7.20	(0.12)	**-1.13**	(0.12)
	Cyprus*	7.43	(0.05)	7.07	(0.06)	6.70	(0.07)	6.67	(0.12)	**-0.76**	(0.14)	7.43	(0.05)	7.05	(0.06)	6.66	(0.08)	6.68	(0.13)	**-0.74**	(0.14)
	Dominican Republic	8.64	(0.04)	8.17	(0.10)	8.07	(0.14)	7.85	(0.32)	**-0.79**	(0.33)	8.71	(0.05)	8.23	(0.08)	8.20	(0.11)	7.93	(0.22)	**-0.78**	(0.23)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	6.86	(0.07)	6.60	(0.06)	6.14	(0.08)	5.94	(0.22)	**-0.92**	(0.24)	6.81	(0.08)	6.59	(0.06)	6.09	(0.10)	6.22	(0.27)	**-0.59**	(0.28)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	8.23	(0.06)	7.93	(0.05)	7.55	(0.07)	7.51	(0.11)	**-0.72**	(0.13)	8.11	(0.04)	7.83	(0.06)	7.49	(0.08)	7.69	(0.14)	**-0.41**	(0.15)
	Macao (China)	6.96	(0.06)	6.70	(0.05)	6.25	(0.07)	5.77	(0.23)	**-1.20**	(0.25)	7.03	(0.06)	6.61	(0.05)	6.22	(0.07)	6.01	(0.27)	**-1.01**	(0.28)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	8.10	(0.05)	7.66	(0.06)	7.36	(0.10)	6.93	(0.16)	**-1.17**	(0.17)	8.12	(0.06)	7.73	(0.06)	7.17	(0.10)	7.06	(0.15)	**-1.06**	(0.15)
	Peru	7.78	(0.05)	7.32	(0.06)	6.94	(0.09)	6.96	(0.20)	**-0.82**	(0.21)	7.82	(0.05)	7.41	(0.06)	7.08	(0.08)	6.85	(0.21)	**-0.98**	(0.22)
	Qatar	7.76	(0.03)	7.28	(0.04)	6.90	(0.07)	6.40	(0.16)	**-1.35**	(0.17)	7.72	(0.03)	7.28	(0.04)	6.89	(0.07)	6.65	(0.19)	**-1.07**	(0.20)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	8.15	(0.05)	7.64	(0.07)	7.25	(0.09)	6.86	(0.23)	**-1.28**	(0.24)	8.12	(0.07)	7.58	(0.06)	7.24	(0.11)	7.01	(0.25)	**-1.11**	(0.26)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	7.16	(0.06)	6.73	(0.05)	6.29	(0.04)	5.83	(0.13)	**-1.33**	(0.15)	6.98	(0.04)	6.49	(0.04)	6.15	(0.06)	5.77	(0.22)	**-1.21**	(0.21)
	Thailand	7.97	(0.04)	7.57	(0.06)	7.25	(0.10)	7.58	(0.24)	-0.39	(0.24)	7.97	(0.05)	7.66	(0.05)	7.39	(0.08)	7.13	(0.25)	**-0.84**	(0.24)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	7.30	(0.07)	6.96	(0.07)	6.47	(0.11)	5.79	(0.22)	**-1.52**	(0.23)	7.34	(0.08)	6.99	(0.08)	6.53	(0.10)	6.05	(0.20)	**-1.29**	(0.21)
	United Arab Emirates	7.67	(0.04)	7.13	(0.05)	6.84	(0.08)	6.57	(0.15)	**-1.11**	(0.15)	7.65	(0.04)	7.16	(0.06)	6.91	(0.08)	6.65	(0.15)	**-1.00**	(0.16)
	Uruguay	7.95	(0.06)	7.57	(0.05)	7.34	(0.09)	7.47	(0.17)	**-0.48**	(0.17)	7.95	(0.06)	7.64	(0.05)	7.45	(0.07)	7.28	(0.16)	**-0.67**	(0.17)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	7.37	(0.05)	7.02	(0.06)	6.50	(0.08)	6.42	(0.19)	**-0.95**	(0.20)	7.34	(0.04)	6.90	(0.05)	6.48	(0.08)	7.06	(0.30)	-0.28	(0.30)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471438

[Part 2/3]

Table III.7.18 Life satisfaction, by teacher support in science class

Results based on students' self-reports

		The teacher helps students with their learning										The teacher continues teaching until the students understand									
		Every lesson		Most lessons		Some lessons		Never or hardly ever		Difference between "Never or hardly ever" and "Every lesson"		Every lesson		Most lessons		Some lessons		Never or hardly ever		Difference between "Never or hardly ever" and "Every lesson"	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	7.88	(0.09)	7.56	(0.08)	7.50	(0.07)	7.24	(0.05)	**-0.63**	(0.11)	7.78	(0.07)	7.53	(0.07)	7.34	(0.08)	7.21	(0.09)	**-0.58**	(0.11)
	Belgium (excl. Flemish)	7.68	(0.06)	7.44	(0.07)	7.33	(0.09)	6.99	(0.15)	**-0.68**	(0.16)	7.69	(0.06)	7.38	(0.07)	7.34	(0.08)	7.29	(0.15)	**-0.41**	(0.15)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	7.64	(0.05)	7.18	(0.06)	6.78	(0.09)	6.57	(0.28)	**-1.07**	(0.28)	7.68	(0.05)	7.22	(0.06)	6.83	(0.08)	6.88	(0.16)	**-0.80**	(0.16)
	Czech Republic	7.49	(0.07)	7.26	(0.05)	6.85	(0.07)	6.65	(0.08)	**-0.84**	(0.10)	7.43	(0.06)	7.14	(0.06)	6.93	(0.06)	6.66	(0.09)	**-0.77**	(0.10)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	7.82	(0.06)	7.50	(0.06)	7.06	(0.07)	7.02	(0.13)	**-0.80**	(0.15)	7.89	(0.06)	7.55	(0.05)	7.17	(0.07)	6.99	(0.11)	**-0.91**	(0.14)
	Finland	8.17	(0.04)	7.73	(0.04)	7.37	(0.09)	6.92	(0.22)	**-1.25**	(0.23)	8.17	(0.05)	7.91	(0.04)	7.55	(0.06)	7.22	(0.14)	**-0.95**	(0.15)
	France	7.92	(0.05)	7.62	(0.04)	7.44	(0.06)	7.15	(0.09)	**-0.76**	(0.11)	7.88	(0.04)	7.64	(0.04)	7.43	(0.05)	7.24	(0.09)	**-0.64**	(0.10)
	Germany	7.76	(0.09)	7.51	(0.06)	7.17	(0.06)	6.88	(0.08)	**-0.88**	(0.12)	7.71	(0.06)	7.40	(0.06)	7.07	(0.07)	6.75	(0.12)	**-0.96**	(0.14)
	Greece	7.17	(0.05)	6.87	(0.06)	6.51	(0.09)	6.43	(0.19)	**-0.74**	(0.19)	7.21	(0.06)	6.99	(0.05)	6.64	(0.08)	6.40	(0.13)	**-0.82**	(0.15)
	Hungary	7.44	(0.08)	7.22	(0.06)	6.95	(0.08)	6.77	(0.08)	**-0.67**	(0.10)	7.49	(0.07)	7.21	(0.06)	6.94	(0.06)	6.72	(0.11)	**-0.77**	(0.13)
	Iceland	8.16	(0.05)	7.50	(0.08)	7.27	(0.12)	7.26	(0.28)	**-0.89**	(0.28)	8.16	(0.05)	7.60	(0.07)	7.39	(0.10)	6.74	(0.28)	**-1.42**	(0.28)
	Ireland	7.59	(0.04)	7.23	(0.05)	6.93	(0.07)	6.59	(0.18)	**-1.00**	(0.18)	7.61	(0.04)	7.29	(0.05)	6.94	(0.07)	6.60	(0.13)	**-1.01**	(0.14)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	7.19	(0.07)	6.89	(0.05)	6.61	(0.07)	6.21	(0.19)	**-0.98**	(0.20)	7.15	(0.06)	6.95	(0.06)	6.63	(0.06)	6.51	(0.12)	**-0.64**	(0.14)
	Japan	7.34	(0.05)	6.68	(0.05)	6.32	(0.07)	6.06	(0.12)	**-1.27**	(0.13)	7.33	(0.05)	6.81	(0.04)	6.30	(0.06)	6.25	(0.11)	**-1.08**	(0.12)
	Korea	6.98	(0.06)	6.26	(0.05)	5.71	(0.09)	5.48	(0.21)	**-1.50**	(0.21)	7.08	(0.06)	6.37	(0.05)	5.86	(0.07)	5.41	(0.18)	**-1.67**	(0.19)
	Latvia	7.63	(0.05)	7.23	(0.06)	7.10	(0.07)	7.20	(0.15)	**-0.44**	(0.15)	7.66	(0.06)	7.39	(0.06)	6.98	(0.07)	7.11	(0.11)	**-0.55**	(0.13)
	Luxembourg	7.61	(0.06)	7.50	(0.06)	7.38	(0.06)	7.08	(0.07)	**-0.53**	(0.09)	7.59	(0.05)	7.46	(0.06)	7.18	(0.06)	7.06	(0.10)	**-0.53**	(0.12)
	Mexico	8.51	(0.04)	8.05	(0.06)	7.76	(0.09)	7.56	(0.22)	**-0.95**	(0.22)	8.48	(0.04)	8.18	(0.05)	7.90	(0.07)	7.50	(0.15)	**-0.98**	(0.15)
	Netherlands	8.14	(0.06)	7.82	(0.04)	7.82	(0.04)	7.54	(0.05)	**-0.59**	(0.07)	8.05	(0.05)	7.82	(0.04)	7.70	(0.04)	7.57	(0.09)	**-0.49**	(0.10)
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	7.66	(0.06)	7.21	(0.06)	6.83	(0.07)	6.36	(0.16)	**-1.31**	(0.17)	7.62	(0.07)	7.23	(0.06)	6.86	(0.07)	6.58	(0.11)	**-1.04**	(0.14)
	Portugal	7.68	(0.05)	7.05	(0.08)	6.90	(0.09)	7.13	(0.30)	-0.55	(0.30)	7.64	(0.05)	7.27	(0.06)	6.85	(0.08)	6.78	(0.23)	**-0.87**	(0.23)
	Slovak Republic	7.85	(0.07)	7.57	(0.06)	7.39	(0.05)	6.98	(0.09)	**-0.87**	(0.11)	7.78	(0.07)	7.54	(0.06)	7.36	(0.06)	7.03	(0.10)	**-0.76**	(0.12)
	Slovenia	7.87	(0.11)	7.37	(0.09)	6.97	(0.10)	6.74	(0.16)	**-1.13**	(0.21)	7.53	(0.14)	7.45	(0.09)	7.02	(0.10)	6.73	(0.18)	**-0.80**	(0.21)
	Spain	7.71	(0.04)	7.33	(0.05)	7.17	(0.10)	6.77	(0.16)	**-0.95**	(0.16)	7.71	(0.04)	7.42	(0.06)	7.18	(0.08)	6.84	(0.13)	**-0.86**	(0.14)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	7.95	(0.06)	7.80	(0.06)	7.72	(0.06)	7.34	(0.09)	**-0.61**	(0.12)	7.93	(0.05)	7.73	(0.07)	7.59	(0.06)	7.53	(0.11)	**-0.41**	(0.12)
	Turkey	6.53	(0.09)	5.87	(0.07)	5.44	(0.09)	5.56	(0.23)	**-0.97**	(0.24)	6.54	(0.10)	6.01	(0.08)	5.59	(0.10)	5.40	(0.18)	**-1.14**	(0.18)
	United Kingdom	7.29	(0.04)	6.78	(0.06)	6.24	(0.11)	6.21	(0.18)	**-1.07**	(0.18)	7.27	(0.04)	7.10	(0.06)	6.38	(0.08)	6.14	(0.15)	**-1.13**	(0.16)
	United States	7.64	(0.04)	7.15	(0.07)	6.76	(0.10)	6.50	(0.28)	**-1.14**	(0.27)	7.67	(0.05)	7.26	(0.06)	7.01	(0.07)	6.57	(0.15)	**-1.10**	(0.15)
	OECD average	7.65	(0.01)	7.26	(0.01)	6.97	(0.02)	6.76	(0.03)	**-0.90**	(0.03)	7.63	(0.01)	7.32	(0.01)	7.00	(0.01)	6.77	(0.03)	**-0.86**	(0.03)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	7.81	(0.04)	7.36	(0.05)	7.23	(0.10)	6.56	(0.23)	**-1.25**	(0.23)	7.83	(0.04)	7.40	(0.05)	7.11	(0.08)	7.09	(0.15)	**-0.74**	(0.16)
	B-S-J-G (China)	7.18	(0.05)	6.66	(0.06)	6.26	(0.09)	6.16	(0.23)	**-1.02**	(0.23)	7.31	(0.06)	6.89	(0.05)	6.28	(0.07)	6.13	(0.13)	**-1.18**	(0.14)
	Bulgaria	7.77	(0.06)	7.32	(0.07)	7.16	(0.08)	7.02	(0.12)	**-0.76**	(0.14)	7.73	(0.06)	7.23	(0.06)	7.14	(0.08)	6.79	(0.13)	**-0.94**	(0.16)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	8.09	(0.04)	7.76	(0.07)	7.47	(0.09)	7.09	(0.26)	**-1.00**	(0.25)	8.06	(0.05)	7.86	(0.06)	7.60	(0.08)	7.20	(0.17)	**-0.86**	(0.18)
	Costa Rica	8.41	(0.04)	8.03	(0.06)	7.68	(0.09)	7.77	(0.24)	**-0.64**	(0.24)	8.40	(0.05)	8.09	(0.06)	7.78	(0.08)	7.83	(0.14)	**-0.57**	(0.15)
	Croatia	8.36	(0.06)	8.07	(0.06)	7.75	(0.06)	7.31	(0.08)	**-1.06**	(0.10)	8.29	(0.06)	7.93	(0.07)	7.73	(0.06)	7.57	(0.08)	**-0.72**	(0.10)
	Cyprus*	7.41	(0.05)	6.96	(0.05)	6.62	(0.08)	6.64	(0.16)	**-0.77**	(0.17)	7.44	(0.05)	7.11	(0.05)	6.63	(0.07)	6.71	(0.13)	**-0.72**	(0.15)
	Dominican Republic	8.68	(0.05)	8.22	(0.09)	7.84	(0.15)	7.78	(0.33)	**-0.90**	(0.33)	8.67	(0.05)	8.39	(0.09)	7.89	(0.10)	7.87	(0.26)	**-0.80**	(0.27)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	6.83	(0.08)	6.56	(0.06)	6.11	(0.10)	5.78	(0.25)	**-1.05**	(0.27)	6.85	(0.07)	6.65	(0.06)	6.06	(0.09)	5.99	(0.21)	**-0.87**	(0.22)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	8.10	(0.04)	7.77	(0.06)	7.54	(0.08)	7.43	(0.18)	**-0.68**	(0.18)	8.20	(0.04)	7.84	(0.06)	7.45	(0.08)	7.54	(0.12)	**-0.66**	(0.13)
	Macao (China)	6.99	(0.06)	6.66	(0.05)	6.14	(0.07)	5.80	(0.27)	**-1.19**	(0.29)	7.05	(0.06)	6.69	(0.05)	6.21	(0.07)	5.56	(0.22)	**-1.49**	(0.23)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	8.20	(0.06)	7.73	(0.06)	7.35	(0.09)	7.06	(0.12)	**-1.15**	(0.13)	8.15	(0.05)	7.72	(0.05)	7.29	(0.09)	7.02	(0.16)	**-1.13**	(0.15)
	Peru	7.80	(0.04)	7.41	(0.06)	6.96	(0.09)	6.38	(0.27)	**-1.43**	(0.28)	7.86	(0.05)	7.38	(0.06)	7.07	(0.07)	6.85	(0.16)	**-1.01**	(0.16)
	Qatar	7.70	(0.03)	7.27	(0.04)	6.84	(0.07)	6.41	(0.22)	**-1.29**	(0.22)	7.74	(0.03)	7.27	(0.05)	6.93	(0.06)	6.50	(0.14)	**-1.23**	(0.14)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	8.10	(0.07)	7.57	(0.06)	7.28	(0.09)	7.15	(0.25)	**-0.95**	(0.24)	8.13	(0.05)	7.72	(0.08)	7.22	(0.07)	6.91	(0.16)	**-1.21**	(0.17)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	6.98	(0.04)	6.45	(0.05)	6.09	(0.07)	5.66	(0.23)	**-1.32**	(0.22)	7.03	(0.05)	6.62	(0.05)	6.26	(0.05)	5.74	(0.15)	**-1.29**	(0.15)
	Thailand	7.96	(0.04)	7.59	(0.05)	7.38	(0.08)	7.46	(0.21)	**-0.50**	(0.21)	7.98	(0.04)	7.63	(0.07)	7.37	(0.09)	6.99	(0.18)	**-0.99**	(0.18)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	7.32	(0.06)	6.84	(0.08)	6.53	(0.10)	5.58	(0.24)	**-1.73**	(0.25)	7.22	(0.07)	7.10	(0.07)	6.56	(0.10)	5.89	(0.17)	**-1.33**	(0.19)
	United Arab Emirates	7.63	(0.04)	7.10	(0.07)	6.72	(0.08)	6.76	(0.20)	**-0.87**	(0.21)	7.62	(0.04)	7.14	(0.06)	6.89	(0.07)	6.67	(0.12)	**-0.95**	(0.13)
	Uruguay	7.98	(0.05)	7.53	(0.06)	7.40	(0.08)	7.26	(0.18)	**-0.72**	(0.18)	7.93	(0.05)	7.63	(0.05)	7.40	(0.08)	7.29	(0.17)	**-0.64**	(0.17)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	7.33	(0.04)	6.81	(0.06)	6.42	(0.11)	6.57	(0.46)	-0.76	(0.45)	7.37	(0.04)	6.91	(0.06)	6.49	(0.08)	6.20	(0.27)	**-1.18**	(0.27)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471438

[Part 3/3]

Table III.7.18 Life satisfaction, by teacher support in science class

Results based on students' self-reports

		The teacher gives students an opportunity to express opinions									
		Every lesson		Most lessons		Some lessons		Never or hardly ever		Difference between "Never or hardly ever" and "Every lesson"	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m
	Austria	7.79	(0.05)	7.44	(0.07)	7.34	(0.06)	7.14	(0.11)	**-0.65**	(0.12)
	Belgium (excl. Flemish)	7.75	(0.06)	7.50	(0.07)	7.25	(0.07)	7.22	(0.14)	**-0.53**	(0.15)
	Canada	m	m	m	m	m	m	m	m	m	m
	Chile	7.67	(0.05)	7.25	(0.05)	6.98	(0.08)	6.78	(0.16)	**-0.89**	(0.17)
	Czech Republic	7.40	(0.05)	7.09	(0.05)	6.84	(0.08)	6.49	(0.10)	**-0.91**	(0.11)
	Denmark	m	m	m	m	m	m	m	m	m	m
	Estonia	7.79	(0.06)	7.52	(0.06)	7.19	(0.07)	6.90	(0.11)	**-0.89**	(0.13)
	Finland	8.18	(0.04)	7.84	(0.04)	7.57	(0.06)	7.21	(0.13)	**-0.97**	(0.13)
	France	7.94	(0.04)	7.63	(0.05)	7.39	(0.05)	7.38	(0.08)	**-0.56**	(0.09)
	Germany	7.68	(0.06)	7.36	(0.06)	7.02	(0.07)	6.91	(0.11)	**-0.77**	(0.13)
	Greece	7.21	(0.05)	6.88	(0.06)	6.63	(0.07)	6.28	(0.14)	**-0.93**	(0.15)
	Hungary	7.44	(0.07)	7.17	(0.05)	6.89	(0.09)	6.78	(0.11)	**-0.66**	(0.13)
	Iceland	8.18	(0.05)	7.65	(0.07)	7.35	(0.12)	6.79	(0.21)	**-1.38**	(0.22)
	Ireland	7.65	(0.06)	7.37	(0.05)	7.09	(0.06)	6.68	(0.12)	**-0.97**	(0.13)
	Israel	m	m	m	m	m	m	m	m	m	m
	Italy	7.20	(0.06)	6.94	(0.06)	6.59	(0.07)	6.34	(0.13)	**-0.85**	(0.13)
	Japan	7.25	(0.06)	6.88	(0.06)	6.60	(0.06)	6.46	(0.08)	**-0.79**	(0.10)
	Korea	7.17	(0.07)	6.36	(0.06)	6.02	(0.07)	5.63	(0.11)	**-1.54**	(0.12)
	Latvia	7.64	(0.06)	7.33	(0.05)	7.08	(0.07)	6.97	(0.13)	**-0.67**	(0.15)
	Luxembourg	7.63	(0.05)	7.41	(0.05)	7.22	(0.07)	6.92	(0.11)	**-0.71**	(0.13)
	Mexico	8.48	(0.04)	8.13	(0.05)	7.87	(0.08)	7.53	(0.21)	**-0.95**	(0.22)
	Netherlands	8.09	(0.05)	7.80	(0.04)	7.72	(0.04)	7.63	(0.07)	**-0.46**	(0.08)
	New Zealand	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m
	Poland	7.63	(0.06)	7.32	(0.06)	6.84	(0.06)	6.43	(0.12)	**-1.20**	(0.13)
	Portugal	7.73	(0.05)	7.23	(0.06)	6.86	(0.08)	6.71	(0.23)	**-1.01**	(0.23)
	Slovak Republic	7.72	(0.06)	7.51	(0.06)	7.28	(0.06)	7.04	(0.11)	**-0.68**	(0.12)
	Slovenia	7.63	(0.09)	7.21	(0.10)	6.85	(0.12)	6.83	(0.25)	**-0.80**	(0.26)
	Spain	7.73	(0.05)	7.48	(0.06)	7.24	(0.06)	6.89	(0.11)	**-0.84**	(0.13)
	Sweden	m	m	m	m	m	m	m	m	m	m
	Switzerland	7.95	(0.05)	7.71	(0.05)	7.49	(0.08)	7.52	(0.13)	**-0.43**	(0.13)
	Turkey	6.60	(0.10)	5.92	(0.08)	5.53	(0.10)	5.28	(0.15)	**-1.32**	(0.17)
	United Kingdom	7.34	(0.06)	7.09	(0.06)	6.71	(0.07)	6.09	(0.11)	**-1.25**	(0.13)
	United States	7.71	(0.06)	7.28	(0.06)	6.99	(0.06)	6.80	(0.14)	**-0.91**	(0.14)
	OECD average	7.65	(0.01)	7.30	(0.01)	7.02	(0.01)	6.77	(0.03)	**-0.88**	(0.03)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	7.86	(0.04)	7.44	(0.06)	7.23	(0.07)	6.82	(0.10)	**-1.04**	(0.11)
	B-S-J-G (China)	7.28	(0.06)	6.85	(0.04)	6.24	(0.07)	6.12	(0.15)	**-1.16**	(0.16)
	Bulgaria	7.79	(0.06)	7.23	(0.07)	7.07	(0.08)	6.77	(0.15)	**-1.02**	(0.17)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	8.06	(0.04)	7.85	(0.06)	7.58	(0.08)	7.02	(0.18)	**-1.05**	(0.19)
	Costa Rica	8.47	(0.04)	8.06	(0.05)	7.85	(0.08)	7.76	(0.16)	**-0.71**	(0.16)
	Croatia	8.25	(0.05)	7.95	(0.06)	7.51	(0.06)	7.39	(0.11)	**-0.87**	(0.12)
	Cyprus*	7.40	(0.05)	7.08	(0.05)	6.66	(0.07)	6.80	(0.15)	**-0.60**	(0.17)
	Dominican Republic	8.68	(0.04)	8.26	(0.08)	8.15	(0.12)	7.63	(0.38)	**-1.05**	(0.38)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	6.87	(0.08)	6.61	(0.06)	6.13	(0.08)	6.03	(0.21)	**-0.84**	(0.23)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	8.21	(0.05)	7.82	(0.05)	7.57	(0.07)	7.31	(0.13)	**-0.90**	(0.14)
	Macao (China)	7.00	(0.06)	6.73	(0.06)	6.24	(0.07)	5.73	(0.18)	**-1.27**	(0.19)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	8.19	(0.05)	7.69	(0.06)	7.26	(0.10)	6.87	(0.16)	**-1.32**	(0.16)
	Peru	7.84	(0.04)	7.32	(0.06)	6.95	(0.08)	6.47	(0.27)	**-1.36**	(0.26)
	Qatar	7.81	(0.04)	7.34	(0.04)	7.06	(0.05)	6.61	(0.10)	**-1.20**	(0.11)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	8.12	(0.05)	7.72	(0.07)	7.32	(0.06)	6.81	(0.15)	**-1.31**	(0.17)
	Singapore	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	6.98	(0.04)	6.56	(0.04)	6.16	(0.06)	5.91	(0.16)	**-1.07**	(0.15)
	Thailand	7.94	(0.04)	7.68	(0.05)	7.35	(0.09)	7.12	(0.22)	**-0.82**	(0.22)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	7.30	(0.07)	7.04	(0.08)	6.58	(0.10)	6.10	(0.18)	**-1.20**	(0.20)
	United Arab Emirates	7.71	(0.04)	7.27	(0.05)	6.90	(0.07)	6.62	(0.11)	**-1.09**	(0.13)
	Uruguay	7.99	(0.06)	7.65	(0.05)	7.34	(0.08)	7.16	(0.15)	**-0.83**	(0.14)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	7.43	(0.05)	6.94	(0.06)	6.46	(0.08)	6.68	(0.21)	**-0.75**	(0.23)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471438

[Part 1/4]

Table III.8.1 Students' exposure to bullying

Based on students' self-reports

		Index of exposure to bullying		Percentage of frequently bullied students[1]		Any type of bullying act							
						Never or almost never		A few times a year		A few times a month		Once a week or more	
		Mean index	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	0.45	(0.01)	14.8	(0.4)	43.3	(0.6)	32.5	(0.4)	13.5	(0.3)	10.7	(0.3)
	Austria	0.10	(0.01)	7.9	(0.5)	49.9	(0.8)	30.9	(0.7)	11.3	(0.4)	7.9	(0.4)
	Belgium	0.18	(0.01)	7.2	(0.3)	48.0	(0.8)	33.5	(0.7)	11.0	(0.3)	7.6	(0.3)
	Canada	0.39	(0.01)	12.9	(0.4)	46.2	(0.5)	33.5	(0.5)	11.3	(0.4)	9.0	(0.4)
	Chile	0.15	(0.01)	7.9	(0.4)	47.3	(0.8)	34.7	(0.7)	11.0	(0.4)	7.0	(0.4)
	Czech Republic	0.15	(0.02)	11.7	(0.5)	44.8	(1.0)	29.7	(0.7)	12.6	(0.5)	12.8	(0.5)
	Denmark	0.22	(0.01)	6.4	(0.3)	43.9	(0.8)	36.0	(0.7)	12.8	(0.5)	7.4	(0.3)
	Estonia	0.24	(0.01)	9.5	(0.5)	46.7	(0.7)	33.1	(0.6)	11.2	(0.4)	9.0	(0.5)
	Finland	0.23	(0.02)	9.5	(0.4)	51.4	(0.9)	31.7	(0.7)	9.9	(0.4)	7.0	(0.4)
	France	-0.08	(0.02)	6.7	(0.4)	54.2	(0.7)	27.8	(0.6)	10.2	(0.4)	7.7	(0.3)
	Germany	0.17	(0.01)	6.1	(0.4)	48.6	(0.8)	35.7	(0.6)	10.0	(0.4)	5.7	(0.4)
	Greece	-0.55	(0.02)	6.7	(0.5)	59.0	(0.8)	24.3	(0.7)	8.1	(0.4)	8.6	(0.5)
	Hungary	-0.06	(0.02)	9.3	(0.5)	52.6	(0.8)	27.1	(0.6)	11.6	(0.4)	8.7	(0.4)
	Iceland	-0.43	(0.02)	5.1	(0.4)	65.2	(0.8)	22.9	(0.7)	6.8	(0.4)	5.1	(0.3)
	Ireland	0.10	(0.02)	6.8	(0.4)	52.9	(0.9)	32.4	(0.7)	8.8	(0.4)	5.9	(0.4)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	-0.21	(0.02)	5.1	(0.3)	54.5	(0.7)	23.6	(0.5)	11.2	(0.4)	10.7	(0.5)
	Korea	-1.44	(0.02)	2.1	(0.2)	73.2	(0.7)	14.9	(0.5)	5.9	(0.4)	6.0	(0.4)
	Latvia	0.65	(0.01)	17.5	(0.6)	30.7	(0.7)	38.8	(0.8)	16.6	(0.6)	13.9	(0.6)
	Luxembourg	-0.15	(0.01)	7.9	(0.4)	56.0	(0.6)	28.3	(0.6)	9.0	(0.4)	6.7	(0.4)
	Mexico	0.13	(0.01)	10.1	(0.4)	48.4	(0.7)	31.4	(0.7)	10.7	(0.4)	9.5	(0.3)
	Netherlands	-0.33	(0.01)	3.3	(0.4)	62.3	(0.7)	28.4	(0.7)	6.1	(0.4)	3.2	(0.3)
	New Zealand	0.61	(0.02)	18.3	(0.6)	39.1	(0.8)	34.9	(0.8)	14.9	(0.5)	11.2	(0.5)
	Norway	-0.01	(0.02)	9.6	(0.4)	52.6	(0.8)	29.7	(0.6)	11.1	(0.5)	6.6	(0.4)
	Poland	0.27	(0.02)	10.7	(0.4)	45.5	(0.8)	33.4	(0.7)	11.2	(0.5)	9.9	(0.5)
	Portugal	-0.52	(0.02)	5.7	(0.3)	64.5	(0.7)	23.7	(0.6)	6.9	(0.3)	5.0	(0.3)
	Slovak Republic	0.10	(0.02)	11.5	(0.5)	48.5	(0.9)	29.0	(0.6)	12.1	(0.6)	10.4	(0.5)
	Slovenia	0.01	(0.01)	7.3	(0.4)	52.6	(0.8)	31.0	(0.8)	9.9	(0.5)	6.5	(0.4)
	Spain	-0.09	(0.01)	6.0	(0.4)	55.6	(0.7)	30.4	(0.5)	8.1	(0.3)	5.9	(0.3)
	Sweden	-0.11	(0.02)	8.4	(0.4)	50.0	(0.9)	32.0	(0.6)	10.7	(0.5)	7.2	(0.4)
	Switzerland	0.24	(0.02)	7.3	(0.5)	47.3	(0.8)	35.9	(0.7)	10.2	(0.5)	6.6	(0.4)
	Turkey	-0.97	(0.03)	8.8	(0.5)	64.0	(0.9)	17.4	(0.6)	9.4	(0.5)	9.2	(0.5)
	United Kingdom	0.40	(0.02)	14.2	(0.5)	44.7	(0.8)	31.4	(0.7)	12.8	(0.5)	11.1	(0.5)
	United States	0.16	(0.02)	10.0	(0.5)	51.7	(1.0)	29.3	(0.7)	10.6	(0.6)	8.4	(0.4)
	OECD average	0.00	(0.00)	8.9	(0.1)	51.4	(0.1)	30.0	(0.1)	10.5	(0.1)	8.1	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	-0.23	(0.01)	9.0	(0.3)	56.9	(0.5)	25.7	(0.5)	8.4	(0.3)	9.0	(0.3)
	B-S-J-G (China)	0.10	(0.02)	10.5	(0.5)	46.5	(1.2)	31.0	(0.7)	12.2	(0.5)	10.3	(0.5)
	Bulgaria	0.14	(0.02)	13.8	(0.7)	46.6	(0.8)	28.7	(0.8)	12.6	(0.4)	12.2	(0.5)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	0.16	(0.01)	7.6	(0.4)	45.5	(0.8)	32.4	(0.7)	11.4	(0.4)	10.7	(0.5)
	Costa Rica	0.10	(0.01)	10.9	(0.5)	50.4	(0.7)	28.8	(0.6)	10.4	(0.4)	10.3	(0.5)
	Croatia	-0.12	(0.02)	6.7	(0.4)	55.7	(0.7)	27.2	(0.5)	9.1	(0.4)	8.0	(0.4)
	Cyprus*	m	m	m	m	53.9	(0.6)	28.0	(0.6)	9.4	(0.4)	8.7	(0.4)
	Dominican Republic	-0.29	(0.03)	12.2	(0.6)	47.3	(1.0)	22.6	(0.8)	12.9	(0.6)	17.2	(0.6)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	0.21	(0.03)	15.4	(0.7)	43.2	(1.0)	24.5	(0.7)	16.9	(0.6)	15.5	(0.6)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	-0.10	(0.02)	9.6	(0.4)	56.3	(0.8)	27.3	(0.7)	9.8	(0.5)	6.6	(0.4)
	Macao (China)	0.49	(0.01)	14.4	(0.5)	40.3	(0.7)	32.4	(0.7)	14.7	(0.6)	12.6	(0.5)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	-0.91	(0.02)	7.0	(0.4)	63.2	(0.7)	20.5	(0.6)	7.1	(0.3)	9.3	(0.4)
	Peru	-0.23	(0.02)	6.1	(0.4)	51.3	(0.9)	30.3	(0.6)	9.4	(0.4)	9.0	(0.4)
	Qatar	0.36	(0.01)	19.1	(0.3)	45.4	(0.4)	29.6	(0.4)	13.0	(0.3)	12.0	(0.3)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	-0.01	(0.03)	9.5	(0.7)	44.4	(1.5)	28.1	(0.7)	14.5	(0.6)	13.0	(0.8)
	Singapore	0.51	(0.01)	14.5	(0.5)	42.1	(0.7)	32.8	(0.6)	13.3	(0.4)	11.7	(0.4)
	Chinese Taipei	-0.57	(0.01)	3.1	(0.2)	70.4	(0.7)	18.9	(0.6)	6.9	(0.3)	3.8	(0.2)
	Thailand	0.11	(0.03)	17.5	(0.8)	51.7	(0.9)	21.1	(0.6)	13.4	(0.6)	13.8	(0.6)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	0.32	(0.02)	16.2	(0.7)	38.5	(0.9)	33.3	(0.8)	14.3	(0.5)	13.9	(0.5)
	United Arab Emirates	0.30	(0.02)	17.8	(0.6)	44.1	(0.6)	28.8	(0.5)	13.2	(0.4)	13.8	(0.4)
	Uruguay	-0.05	(0.01)	9.5	(0.4)	55.7	(0.7)	27.4	(0.6)	8.6	(0.3)	8.3	(0.4)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.65	(0.02)	17.9	(0.8)	35.3	(0.9)	34.1	(0.7)	17.7	(0.6)	12.9	(0.6)

1. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies. See Annex A1 for information on the index of exposure to bullying.
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471667

[Part 2/4]

Table III.8.1 Students' exposure to bullying

Based on students' self-reports

		Percentage of students who reported the following															
		Other students left me out of things on purpose								Other students made fun of me							
		Never or almost never		A few times a year		A few times a month		Once a week or more		Never or almost never		A few times a year		A few times a month		Once a week or more	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	64.8	(0.6)	22.4	(0.4)	8.1	(0.3)	4.7	(0.2)	61.4	(0.5)	23.5	(0.4)	8.5	(0.3)	6.6	(0.3)
OECD	Austria	82.4	(0.5)	11.9	(0.4)	3.3	(0.2)	2.3	(0.2)	64.5	(0.7)	23.6	(0.6)	7.0	(0.4)	4.9	(0.3)
OECD	Belgium	81.6	(0.4)	12.5	(0.4)	3.9	(0.2)	2.1	(0.2)	66.4	(0.6)	22.5	(0.6)	6.8	(0.3)	4.3	(0.2)
OECD	Canada	69.5	(0.5)	20.9	(0.4)	6.2	(0.3)	3.4	(0.2)	63.0	(0.5)	23.6	(0.5)	7.6	(0.3)	5.8	(0.3)
OECD	Chile	76.9	(0.6)	15.7	(0.5)	5.1	(0.4)	2.3	(0.2)	70.6	(0.6)	19.9	(0.5)	5.9	(0.4)	3.6	(0.3)
OECD	Czech Republic	73.3	(0.8)	16.8	(0.6)	5.8	(0.3)	4.0	(0.3)	71.1	(0.8)	17.8	(0.6)	5.9	(0.3)	5.2	(0.3)
OECD	Denmark	78.4	(0.6)	15.6	(0.6)	4.3	(0.3)	1.7	(0.2)	67.4	(0.7)	21.3	(0.6)	7.0	(0.3)	4.2	(0.3)
OECD	Estonia	78.2	(0.6)	15.2	(0.5)	4.1	(0.3)	2.5	(0.2)	62.1	(0.7)	24.2	(0.6)	8.2	(0.4)	5.5	(0.3)
OECD	Finland	76.0	(0.7)	16.9	(0.6)	4.5	(0.3)	2.7	(0.2)	68.9	(0.8)	20.6	(0.6)	6.5	(0.4)	4.0	(0.3)
OECD	France	81.5	(0.6)	11.8	(0.4)	4.1	(0.2)	2.6	(0.2)	69.2	(0.6)	19.1	(0.5)	6.8	(0.3)	4.9	(0.3)
OECD	Germany	81.0	(0.7)	13.5	(0.4)	3.6	(0.3)	1.9	(0.2)	66.5	(0.8)	24.2	(0.6)	5.8	(0.3)	3.4	(0.3)
OECD	Greece	88.4	(0.5)	6.7	(0.4)	2.8	(0.3)	2.1	(0.2)	71.8	(0.8)	18.2	(0.6)	5.6	(0.3)	4.4	(0.3)
OECD	Hungary	74.6	(0.7)	16.1	(0.6)	6.1	(0.3)	3.2	(0.3)	75.3	(0.7)	15.0	(0.5)	5.6	(0.3)	4.0	(0.3)
OECD	Iceland	85.7	(0.7)	9.7	(0.5)	2.8	(0.3)	1.8	(0.2)	77.8	(0.8)	15.5	(0.6)	3.9	(0.3)	2.8	(0.3)
OECD	Ireland	77.7	(0.6)	16.4	(0.6)	3.6	(0.2)	2.3	(0.2)	71.2	(0.7)	20.3	(0.5)	5.1	(0.4)	3.4	(0.2)
OECD	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Japan	85.0	(0.5)	10.2	(0.4)	2.6	(0.2)	2.1	(0.2)	67.2	(0.7)	15.9	(0.4)	8.5	(0.4)	8.5	(0.4)
OECD	Korea	95.6	(0.3)	3.0	(0.2)	0.9	(0.1)	0.5	(0.1)	80.6	(0.7)	9.2	(0.4)	5.1	(0.4)	5.1	(0.4)
OECD	Latvia	61.7	(0.8)	25.6	(0.7)	8.7	(0.5)	4.1	(0.3)	58.9	(0.8)	26.1	(0.7)	8.9	(0.4)	6.1	(0.4)
OECD	Luxembourg	82.8	(0.5)	11.5	(0.4)	3.4	(0.3)	2.3	(0.2)	73.2	(0.6)	18.3	(0.6)	4.7	(0.2)	3.9	(0.2)
OECD	Mexico	77.2	(0.6)	13.8	(0.5)	5.6	(0.3)	3.4	(0.2)	66.0	(0.6)	21.1	(0.5)	7.1	(0.3)	5.9	(0.3)
OECD	Netherlands	91.0	(0.5)	6.5	(0.4)	1.6	(0.2)	0.9	(0.1)	80.7	(0.6)	14.9	(0.5)	2.9	(0.3)	1.5	(0.2)
OECD	New Zealand	63.6	(0.8)	23.6	(0.7)	8.4	(0.5)	4.4	(0.3)	57.6	(0.7)	25.0	(0.7)	9.6	(0.5)	7.8	(0.4)
OECD	Norway	79.3	(0.6)	13.6	(0.5)	4.5	(0.3)	2.6	(0.2)	74.6	(0.7)	16.0	(0.5)	5.8	(0.3)	3.7	(0.3)
OECD	Poland	75.6	(0.6)	16.1	(0.6)	4.7	(0.3)	3.6	(0.2)	67.8	(0.8)	20.5	(0.7)	6.5	(0.4)	5.2	(0.4)
OECD	Portugal	86.8	(0.5)	8.6	(0.4)	2.9	(0.2)	1.7	(0.2)	80.4	(0.6)	12.9	(0.6)	3.7	(0.2)	3.0	(0.2)
OECD	Slovak Republic	71.9	(0.8)	17.7	(0.6)	6.6	(0.4)	3.7	(0.3)	71.9	(0.8)	17.7	(0.7)	5.5	(0.3)	4.9	(0.3)
OECD	Slovenia	80.2	(0.6)	14.4	(0.6)	3.5	(0.3)	1.9	(0.2)	73.4	(0.7)	17.8	(0.6)	5.5	(0.4)	3.3	(0.3)
OECD	Spain	85.0	(0.5)	10.5	(0.4)	2.5	(0.2)	2.1	(0.2)	73.9	(0.6)	18.1	(0.5)	4.9	(0.3)	3.1	(0.3)
OECD	Sweden	79.8	(0.6)	13.7	(0.4)	4.0	(0.3)	2.4	(0.2)	70.9	(0.9)	19.7	(0.7)	5.9	(0.4)	3.5	(0.3)
OECD	Switzerland	82.2	(0.7)	12.2	(0.6)	3.5	(0.3)	2.1	(0.2)	63.4	(0.8)	25.8	(0.7)	6.7	(0.4)	4.1	(0.3)
OECD	Turkey	81.3	(0.7)	10.1	(0.4)	5.2	(0.4)	3.4	(0.3)	80.2	(0.8)	10.7	(0.5)	4.8	(0.3)	4.3	(0.4)
OECD	United Kingdom	69.3	(0.6)	19.2	(0.5)	6.9	(0.4)	4.5	(0.3)	62.3	(0.7)	22.5	(0.6)	8.2	(0.4)	6.9	(0.4)
OECD	United States	71.7	(0.8)	18.3	(0.6)	6.3	(0.4)	3.7	(0.3)	68.8	(0.9)	19.8	(0.6)	6.6	(0.4)	4.8	(0.3)
	OECD average	78.5	(0.1)	14.3	(0.1)	4.5	(0.1)	2.7	(0.0)	69.7	(0.1)	19.4	(0.1)	6.3	(0.1)	4.6	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	78.1	(0.3)	14.1	(0.3)	4.4	(0.2)	3.4	(0.2)	75.5	(0.5)	15.2	(0.4)	4.6	(0.2)	4.7	(0.2)
Partners	B-S-J-G (China)	77.4	(0.7)	14.7	(0.6)	4.6	(0.3)	3.3	(0.3)	69.2	(0.9)	18.5	(0.6)	6.7	(0.4)	5.6	(0.4)
Partners	Bulgaria	77.4	(0.7)	14.5	(0.5)	4.6	(0.3)	3.5	(0.3)	69.1	(0.8)	18.5	(0.6)	6.8	(0.4)	5.6	(0.4)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	75.4	(0.6)	16.3	(0.5)	5.1	(0.3)	3.2	(0.2)	68.2	(0.7)	20.3	(0.6)	6.2	(0.3)	5.3	(0.3)
Partners	Costa Rica	77.1	(0.7)	14.8	(0.5)	5.0	(0.3)	3.1	(0.3)	69.8	(0.6)	18.5	(0.5)	6.1	(0.3)	5.7	(0.4)
Partners	Croatia	83.5	(0.6)	11.5	(0.4)	3.2	(0.3)	1.9	(0.2)	75.8	(0.7)	16.2	(0.5)	4.8	(0.3)	3.2	(0.2)
Partners	Cyprus*	77.7	(0.5)	14.4	(0.5)	5.1	(0.3)	2.8	(0.2)	69.0	(0.6)	19.8	(0.5)	6.7	(0.4)	4.5	(0.3)
Partners	Dominican Republic	70.7	(0.9)	13.2	(0.6)	8.5	(0.5)	7.7	(0.5)	71.0	(0.8)	13.7	(0.6)	6.8	(0.5)	8.5	(0.5)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	77.4	(0.7)	14.1	(0.5)	4.4	(0.4)	4.1	(0.3)	53.3	(1.0)	20.6	(0.6)	14.6	(0.6)	11.5	(0.6)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	79.6	(0.6)	13.6	(0.5)	4.5	(0.3)	2.3	(0.3)	74.3	(0.6)	16.5	(0.5)	5.9	(0.4)	3.3	(0.3)
Partners	Macao (China)	69.3	(0.7)	21.2	(0.6)	5.9	(0.4)	3.6	(0.3)	55.5	(0.7)	24.6	(0.6)	11.1	(0.5)	8.8	(0.4)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	86.6	(0.5)	8.5	(0.4)	2.6	(0.3)	2.3	(0.2)	82.9	(0.5)	10.3	(0.4)	3.5	(0.3)	3.3	(0.3)
Partners	Peru	81.8	(0.6)	12.0	(0.5)	3.8	(0.2)	2.4	(0.2)	77.8	(0.6)	14.5	(0.5)	4.0	(0.3)	3.7	(0.3)
Partners	Qatar	68.9	(0.4)	18.9	(0.4)	8.3	(0.2)	3.9	(0.2)	63.7	(0.4)	21.6	(0.4)	8.4	(0.2)	6.2	(0.2)
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	60.5	(1.2)	21.4	(0.6)	10.6	(0.8)	7.5	(0.5)	71.7	(1.1)	16.5	(0.5)	6.6	(0.4)	5.2	(0.6)
Partners	Singapore	65.1	(0.6)	23.0	(0.5)	7.8	(0.3)	4.2	(0.3)	57.0	(0.6)	24.6	(0.6)	9.5	(0.4)	8.8	(0.4)
Partners	Chinese Taipei	88.0	(0.4)	8.6	(0.3)	2.3	(0.2)	1.0	(0.1)	82.6	(0.5)	10.6	(0.4)	4.2	(0.3)	2.6	(0.1)
Partners	Thailand	73.6	(0.9)	14.1	(0.6)	7.4	(0.4)	5.0	(0.3)	61.8	(0.8)	18.3	(0.6)	10.5	(0.4)	9.4	(0.5)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	70.7	(0.8)	17.6	(0.6)	7.0	(0.4)	4.7	(0.3)	65.9	(0.7)	21.0	(0.6)	7.6	(0.4)	5.5	(0.3)
Partners	United Arab Emirates	69.3	(0.6)	18.3	(0.5)	7.5	(0.3)	4.9	(0.2)	62.9	(0.6)	21.2	(0.4)	8.1	(0.3)	7.8	(0.3)
Partners	Uruguay	76.9	(0.6)	14.3	(0.5)	4.7	(0.2)	4.1	(0.3)	72.1	(0.6)	17.6	(0.5)	5.1	(0.3)	5.2	(0.3)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	64.8	(1.0)	21.5	(0.6)	9.4	(0.5)	4.4	(0.3)	56.4	(0.9)	24.4	(0.7)	11.2	(0.5)	8.1	(0.5)

1. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies. See Annex A1 for information on the index of exposure to bullying.
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471667

[Part 3/4]

Table III.8.1 Students' exposure to bullying

Based on students' self-reports

		Percentage of students who reported the following															
		I was threatened by other students								Other students took away or destroyed things that belong to me							
		Never or almost never		A few times a year		A few times a month		Once a week or more		Never or almost never		A few times a year		A few times a month		Once a week or more	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	79.8	(0.5)	13.0	(0.4)	4.1	(0.2)	3.0	(0.2)	82.2	(0.5)	12.0	(0.4)	3.2	(0.2)	2.5	(0.2)
	Austria	92.1	(0.5)	4.9	(0.4)	1.6	(0.2)	1.3	(0.2)	82.1	(0.6)	12.6	(0.5)	3.4	(0.3)	1.9	(0.2)
	Belgium	91.0	(0.3)	6.3	(0.3)	1.6	(0.2)	1.1	(0.1)	89.4	(0.4)	7.6	(0.4)	1.9	(0.2)	1.0	(0.1)
	Canada	85.3	(0.4)	10.0	(0.4)	2.5	(0.2)	2.2	(0.2)	86.0	(0.4)	10.1	(0.4)	2.4	(0.2)	1.6	(0.1)
	Chile	90.2	(0.5)	6.9	(0.4)	1.9	(0.2)	1.0	(0.2)	83.8	(0.6)	11.6	(0.5)	3.1	(0.3)	1.4	(0.2)
	Czech Republic	89.6	(0.5)	6.0	(0.4)	2.3	(0.2)	2.2	(0.2)	78.1	(0.8)	14.6	(0.7)	4.1	(0.3)	3.2	(0.3)
	Denmark	92.6	(0.4)	5.5	(0.3)	1.0	(0.1)	0.9	(0.1)	79.1	(0.6)	16.7	(0.5)	3.1	(0.3)	1.1	(0.1)
	Estonia	90.0	(0.5)	7.0	(0.4)	1.6	(0.2)	1.4	(0.2)	84.7	(0.7)	11.4	(0.6)	2.2	(0.2)	1.7	(0.2)
	Finland	88.6	(0.5)	8.3	(0.4)	1.8	(0.2)	1.3	(0.2)	86.7	(0.6)	10.6	(0.5)	1.8	(0.1)	1.0	(0.2)
	France	91.5	(0.4)	5.4	(0.3)	1.7	(0.2)	1.3	(0.2)	90.0	(0.5)	7.1	(0.4)	1.8	(0.2)	1.2	(0.2)
	Germany	94.1	(0.4)	4.2	(0.3)	0.9	(0.2)	0.8	(0.1)	83.6	(0.6)	12.6	(0.5)	2.7	(0.2)	1.1	(0.1)
	Greece	93.3	(0.6)	3.5	(0.3)	1.7	(0.3)	1.5	(0.2)	88.8	(0.6)	6.6	(0.4)	2.5	(0.3)	2.0	(0.2)
	Hungary	91.6	(0.5)	4.6	(0.3)	2.2	(0.2)	1.6	(0.2)	86.2	(0.6)	8.9	(0.4)	3.0	(0.3)	2.0	(0.2)
	Iceland	90.0	(0.5)	7.1	(0.4)	1.8	(0.2)	1.1	(0.1)	91.8	(0.5)	6.4	(0.4)	1.1	(0.2)	0.7	(0.1)
	Ireland	88.7	(0.5)	8.4	(0.4)	1.9	(0.2)	1.0	(0.1)	84.1	(0.6)	12.5	(0.5)	2.3	(0.2)	1.1	(0.2)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	93.5	(0.4)	3.9	(0.3)	1.3	(0.1)	1.3	(0.2)	86.3	(0.5)	10.9	(0.4)	1.8	(0.2)	1.0	(0.1)
	Korea	97.1	(0.2)	2.0	(0.2)	0.6	(0.1)	0.3	(0.1)	94.1	(0.4)	4.3	(0.3)	1.2	(0.2)	0.5	(0.1)
	Latvia	80.8	(0.6)	12.7	(0.5)	3.5	(0.3)	3.0	(0.3)	75.1	(0.8)	17.7	(0.6)	4.6	(0.4)	2.6	(0.3)
	Luxembourg	91.1	(0.4)	5.5	(0.3)	1.8	(0.2)	1.5	(0.2)	87.3	(0.5)	8.5	(0.4)	2.5	(0.2)	1.7	(0.2)
	Mexico	89.4	(0.4)	6.5	(0.3)	2.5	(0.2)	1.7	(0.2)	87.0	(0.5)	8.4	(0.4)	2.8	(0.2)	1.7	(0.2)
	Netherlands	94.7	(0.4)	4.1	(0.3)	0.7	(0.1)	0.6	(0.1)	88.2	(0.5)	9.5	(0.5)	1.6	(0.2)	0.7	(0.1)
	New Zealand	78.4	(0.6)	13.4	(0.5)	4.8	(0.3)	3.5	(0.3)	79.9	(0.6)	13.8	(0.5)	3.8	(0.3)	2.5	(0.2)
	Norway	89.2	(0.5)	7.0	(0.3)	2.3	(0.2)	1.6	(0.2)	80.6	(0.6)	14.4	(0.5)	3.3	(0.3)	1.7	(0.2)
	Poland	90.0	(0.5)	6.1	(0.4)	2.1	(0.2)	1.8	(0.2)	86.2	(0.6)	9.6	(0.5)	2.1	(0.2)	2.1	(0.2)
	Portugal	88.2	(0.5)	8.6	(0.5)	1.8	(0.2)	1.4	(0.2)	89.6	(0.4)	7.4	(0.4)	1.9	(0.2)	1.0	(0.1)
	Slovak Republic	88.1	(0.5)	7.0	(0.4)	2.5	(0.2)	2.4	(0.2)	81.6	(0.7)	12.2	(0.5)	3.6	(0.3)	2.6	(0.3)
	Slovenia	92.0	(0.4)	5.3	(0.3)	1.7	(0.2)	1.0	(0.1)	86.6	(0.5)	10.0	(0.5)	2.2	(0.2)	1.2	(0.1)
	Spain	92.2	(0.4)	5.2	(0.3)	1.3	(0.2)	1.2	(0.1)	84.1	(0.6)	12.1	(0.4)	2.4	(0.2)	1.4	(0.1)
	Sweden	88.2	(0.6)	7.9	(0.5)	2.4	(0.2)	1.6	(0.1)	81.6	(0.8)	13.8	(0.6)	2.9	(0.3)	1.6	(0.2)
	Switzerland	92.3	(0.5)	5.2	(0.4)	1.6	(0.2)	0.8	(0.1)	81.5	(0.7)	13.9	(0.6)	3.1	(0.3)	1.4	(0.2)
	Turkey	86.6	(0.6)	7.4	(0.4)	3.6	(0.3)	2.4	(0.3)	89.1	(0.5)	5.5	(0.3)	3.2	(0.3)	2.3	(0.3)
	United Kingdom	81.8	(0.6)	11.7	(0.5)	3.7	(0.2)	2.8	(0.2)	85.3	(0.5)	9.9	(0.4)	2.6	(0.2)	2.1	(0.2)
	United States	85.4	(0.6)	9.7	(0.5)	2.7	(0.3)	2.2	(0.2)	88.1	(0.4)	8.4	(0.4)	2.2	(0.3)	1.3	(0.2)
	OECD average	89.3	(0.1)	7.0	(0.1)	2.1	(0.0)	1.6	(0.0)	85.1	(0.1)	10.7	(0.1)	2.6	(0.0)	1.6	(0.0)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	88.6	(0.3)	7.3	(0.3)	2.0	(0.1)	2.1	(0.2)	86.2	(0.4)	8.5	(0.3)	2.8	(0.1)	2.6	(0.2)
	B-S-J-G (China)	89.6	(0.5)	6.9	(0.4)	1.9	(0.2)	1.6	(0.2)	62.0	(1.1)	25.5	(0.7)	8.2	(0.5)	4.3	(0.3)
	Bulgaria	84.2	(0.7)	9.9	(0.5)	3.3	(0.3)	2.6	(0.3)	77.7	(0.8)	14.9	(0.6)	4.4	(0.4)	3.0	(0.3)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	91.1	(0.4)	5.6	(0.3)	2.0	(0.2)	1.3	(0.1)	86.7	(0.5)	8.8	(0.4)	2.5	(0.2)	2.0	(0.2)
	Costa Rica	86.1	(0.5)	9.3	(0.4)	2.8	(0.3)	1.8	(0.2)	92.9	(0.4)	5.1	(0.4)	1.0	(0.1)	1.0	(0.2)
	Croatia	88.8	(0.6)	7.3	(0.4)	2.0	(0.2)	2.0	(0.2)	87.4	(0.6)	9.1	(0.4)	2.0	(0.2)	1.5	(0.2)
	Cyprus*	85.3	(0.4)	8.6	(0.4)	3.8	(0.3)	2.4	(0.2)	84.3	(0.5)	10.4	(0.4)	3.0	(0.2)	2.3	(0.2)
	Dominican Republic	82.5	(0.7)	9.2	(0.5)	4.3	(0.4)	4.0	(0.3)	77.7	(0.8)	10.9	(0.5)	5.4	(0.4)	6.0	(0.4)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	84.8	(0.6)	8.0	(0.4)	3.1	(0.3)	4.0	(0.4)	75.5	(0.9)	14.0	(0.7)	5.5	(0.3)	4.9	(0.4)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	86.4	(0.5)	8.8	(0.4)	2.9	(0.3)	1.9	(0.2)	86.9	(0.6)	8.9	(0.4)	2.5	(0.2)	1.7	(0.2)
	Macao (China)	83.3	(0.5)	10.5	(0.4)	3.6	(0.2)	2.6	(0.3)	74.0	(0.6)	17.5	(0.5)	5.1	(0.3)	3.4	(0.3)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	87.0	(0.4)	6.8	(0.4)	2.8	(0.2)	3.4	(0.3)	89.9	(0.5)	6.1	(0.3)	2.1	(0.2)	2.0	(0.2)
	Peru	92.8	(0.4)	4.5	(0.3)	1.7	(0.2)	1.0	(0.1)	83.3	(0.6)	11.3	(0.4)	3.1	(0.2)	2.2	(0.2)
	Qatar	79.9	(0.4)	11.3	(0.3)	5.2	(0.2)	3.5	(0.2)	76.7	(0.4)	14.2	(0.3)	5.4	(0.2)	3.7	(0.2)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	87.2	(0.8)	7.8	(0.5)	2.7	(0.4)	2.3	(0.2)	83.6	(1.0)	10.8	(0.5)	3.2	(0.4)	2.4	(0.4)
	Singapore	86.7	(0.4)	9.0	(0.4)	2.4	(0.2)	2.0	(0.2)	82.5	(0.5)	12.4	(0.5)	3.2	(0.2)	1.9	(0.2)
	Chinese Taipei	96.4	(0.2)	2.6	(0.2)	0.5	(0.1)	0.5	(0.1)	85.5	(0.6)	11.1	(0.5)	2.5	(0.2)	1.0	(0.1)
	Thailand	81.1	(0.8)	10.4	(0.5)	5.1	(0.3)	3.5	(0.3)	78.8	(0.9)	11.6	(0.6)	5.7	(0.3)	3.9	(0.3)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	73.2	(0.8)	17.3	(0.6)	5.6	(0.4)	3.8	(0.3)	79.2	(0.8)	13.5	(0.6)	4.4	(0.4)	2.9	(0.3)
	United Arab Emirates	80.9	(0.5)	10.9	(0.4)	4.8	(0.3)	3.4	(0.2)	77.5	(0.6)	13.1	(0.4)	5.5	(0.3)	4.0	(0.2)
	Uruguay	89.7	(0.4)	6.1	(0.3)	2.2	(0.2)	2.0	(0.2)	86.5	(0.6)	9.4	(0.5)	2.2	(0.2)	1.9	(0.2)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	84.4	(0.8)	9.4	(0.5)	3.9	(0.4)	2.3	(0.2)	74.0	(0.8)	17.4	(0.6)	5.5	(0.3)	3.1	(0.3)

1. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies. See Annex A1 for information on the index of exposure to bullying.
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471667

[Part 4/4]

Table III.8.1 Students' exposure to bullying

Based on students' self-reports

		Percentage of students who reported the following															
		I got hit or pushed around by other students								Other students spread nasty rumours about me							
		Never or almost never		A few times a year		A few times a month		Once a week or more		Never or almost never		A few times a year		A few times a month		Once a week or more	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	84.0	(0.4)	10.2	(0.3)	2.9	(0.2)	2.9	(0.2)	70.1	(0.5)	18.7	(0.4)	6.8	(0.2)	4.4	(0.2)
	Austria	89.0	(0.6)	6.8	(0.4)	2.3	(0.2)	1.9	(0.2)	76.1	(0.6)	16.2	(0.5)	5.0	(0.3)	2.8	(0.3)
	Belgium	89.5	(0.4)	7.4	(0.3)	1.7	(0.1)	1.4	(0.1)	69.5	(0.6)	21.8	(0.5)	5.6	(0.3)	3.1	(0.2)
	Canada	84.7	(0.4)	10.2	(0.3)	2.8	(0.2)	2.2	(0.2)	73.8	(0.5)	18.4	(0.4)	4.4	(0.2)	3.5	(0.2)
	Chile	90.0	(0.4)	6.8	(0.4)	2.0	(0.3)	1.2	(0.2)	70.0	(0.8)	20.4	(0.6)	6.0	(0.4)	3.7	(0.3)
	Czech Republic	81.2	(0.6)	11.3	(0.5)	3.7	(0.3)	3.8	(0.3)	65.5	(0.9)	21.2	(0.6)	7.3	(0.4)	6.0	(0.3)
	Denmark	87.3	(0.5)	9.2	(0.4)	2.0	(0.2)	1.5	(0.1)	71.7	(0.6)	20.6	(0.6)	5.5	(0.3)	2.2	(0.2)
	Estonia	86.0	(0.6)	9.3	(0.5)	2.4	(0.2)	2.3	(0.2)	74.7	(0.7)	18.4	(0.7)	4.3	(0.3)	2.5	(0.3)
	Finland	86.5	(0.6)	8.9	(0.4)	2.5	(0.2)	2.1	(0.2)	73.3	(0.7)	19.9	(0.6)	4.6	(0.3)	2.2	(0.2)
	France	91.3	(0.5)	5.6	(0.3)	1.6	(0.2)	1.5	(0.2)	77.0	(0.6)	15.3	(0.4)	5.1	(0.3)	2.6	(0.2)
	Germany	94.2	(0.4)	3.5	(0.3)	1.3	(0.2)	0.9	(0.1)	74.6	(0.7)	18.1	(0.6)	4.8	(0.3)	2.5	(0.2)
	Greece	89.9	(0.6)	5.8	(0.4)	2.3	(0.3)	2.0	(0.2)	78.5	(0.6)	14.2	(0.5)	3.7	(0.3)	3.6	(0.3)
	Hungary	90.5	(0.5)	5.5	(0.4)	2.1	(0.2)	1.9	(0.2)	70.1	(0.7)	18.1	(0.5)	6.9	(0.4)	4.9	(0.3)
	Iceland	92.5	(0.5)	5.1	(0.4)	1.2	(0.2)	1.2	(0.2)	83.8	(0.6)	11.3	(0.5)	3.1	(0.3)	1.8	(0.2)
	Ireland	89.7	(0.5)	7.2	(0.3)	1.8	(0.2)	1.3	(0.2)	78.8	(0.6)	15.2	(0.5)	3.8	(0.3)	2.2	(0.2)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	81.5	(0.6)	9.6	(0.3)	4.8	(0.3)	4.1	(0.3)	78.9	(0.6)	15.0	(0.5)	3.9	(0.3)	2.2	(0.2)
	Korea	98.0	(0.2)	1.2	(0.2)	0.5	(0.1)	0.3	(0.1)	88.2	(0.5)	9.0	(0.5)	1.7	(0.2)	1.1	(0.2)
	Latvia	74.4	(0.7)	17.2	(0.6)	4.6	(0.3)	3.8	(0.3)	59.4	(0.8)	27.3	(0.7)	7.7	(0.5)	5.5	(0.4)
	Luxembourg	91.5	(0.3)	5.0	(0.3)	1.8	(0.2)	1.8	(0.2)	74.9	(0.6)	17.1	(0.5)	5.0	(0.3)	2.9	(0.3)
	Mexico	84.9	(0.5)	9.7	(0.4)	3.1	(0.2)	2.2	(0.2)	73.2	(0.6)	17.5	(0.5)	5.4	(0.3)	3.9	(0.3)
	Netherlands	93.7	(0.4)	4.5	(0.3)	1.2	(0.2)	0.6	(0.1)	78.9	(0.5)	16.2	(0.5)	3.5	(0.3)	1.4	(0.2)
	New Zealand	81.9	(0.6)	11.4	(0.5)	3.6	(0.3)	3.0	(0.3)	66.4	(0.7)	20.8	(0.7)	7.9	(0.4)	4.9	(0.3)
	Norway	87.2	(0.5)	8.2	(0.4)	2.5	(0.2)	2.1	(0.2)	72.6	(0.7)	18.9	(0.6)	5.7	(0.3)	2.7	(0.2)
	Poland	89.5	(0.5)	6.4	(0.4)	1.7	(0.2)	2.4	(0.2)	61.4	(0.9)	25.6	(0.9)	7.7	(0.4)	5.3	(0.4)
	Portugal	93.0	(0.4)	4.7	(0.3)	1.3	(0.2)	1.0	(0.1)	81.9	(0.5)	12.5	(0.5)	3.8	(0.3)	1.8	(0.2)
	Slovak Republic	88.4	(0.6)	6.7	(0.4)	2.5	(0.3)	2.4	(0.3)	67.0	(0.8)	20.6	(0.6)	7.0	(0.4)	5.4	(0.3)
	Slovenia	86.5	(0.5)	9.4	(0.4)	2.4	(0.2)	1.7	(0.2)	73.5	(0.6)	18.3	(0.5)	5.2	(0.2)	3.0	(0.3)
	Spain	90.3	(0.5)	6.9	(0.4)	1.5	(0.1)	1.3	(0.1)	78.2	(0.5)	15.7	(0.5)	3.8	(0.2)	2.2	(0.2)
	Sweden	83.2	(0.6)	11.4	(0.5)	3.2	(0.2)	2.2	(0.2)	76.5	(0.7)	16.4	(0.6)	4.9	(0.3)	2.2	(0.2)
	Switzerland	90.9	(0.5)	6.2	(0.4)	1.9	(0.2)	1.0	(0.2)	74.2	(0.8)	18.8	(0.6)	4.6	(0.3)	2.4	(0.3)
	Turkey	90.1	(0.5)	5.4	(0.3)	2.6	(0.3)	1.9	(0.2)	80.1	(0.7)	10.9	(0.5)	4.8	(0.3)	4.2	(0.4)
	United Kingdom	85.3	(0.5)	9.3	(0.4)	3.0	(0.2)	2.4	(0.2)	68.5	(0.7)	20.4	(0.6)	6.4	(0.3)	4.7	(0.3)
	United States	89.2	(0.5)	7.0	(0.4)	2.2	(0.2)	1.6	(0.2)	75.2	(0.7)	16.9	(0.6)	4.4	(0.3)	3.5	(0.2)
	OECD average	88.1	(0.1)	7.7	(0.1)	2.3	(0.0)	1.9	(0.0)	73.8	(0.1)	17.8	(0.1)	5.2	(0.1)	3.3	(0.0)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	91.7	(0.3)	5.0	(0.2)	1.5	(0.1)	1.7	(0.1)	77.7	(0.5)	14.3	(0.4)	4.0	(0.2)	3.9	(0.2)
	B-S-J-G (China)	89.3	(0.5)	6.6	(0.4)	2.2	(0.2)	2.0	(0.2)	80.8	(0.6)	12.9	(0.5)	3.2	(0.3)	3.1	(0.2)
	Bulgaria	76.6	(0.8)	14.3	(0.6)	4.7	(0.3)	4.4	(0.3)	67.8	(0.7)	19.7	(0.6)	6.8	(0.4)	5.7	(0.4)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	87.3	(0.4)	8.7	(0.3)	2.0	(0.2)	2.0	(0.2)	67.1	(0.7)	22.0	(0.5)	6.2	(0.3)	4.7	(0.2)
	Costa Rica	91.4	(0.4)	5.9	(0.3)	1.2	(0.2)	1.5	(0.2)	68.5	(0.7)	19.3	(0.5)	6.2	(0.3)	6.0	(0.4)
	Croatia	89.0	(0.5)	7.2	(0.3)	2.1	(0.2)	1.8	(0.2)	72.6	(0.6)	17.9	(0.4)	5.5	(0.3)	4.0	(0.3)
	Cyprus*	84.7	(0.5)	8.8	(0.4)	3.8	(0.3)	2.8	(0.2)	73.9	(0.6)	16.8	(0.6)	5.2	(0.3)	4.2	(0.3)
	Dominican Republic	90.8	(0.5)	4.4	(0.4)	2.5	(0.3)	2.3	(0.3)	73.5	(0.7)	13.4	(0.6)	6.3	(0.4)	6.8	(0.5)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	79.8	(0.7)	10.7	(0.4)	4.3	(0.3)	5.2	(0.4)	73.9	(0.8)	16.7	(0.7)	5.0	(0.4)	4.3	(0.3)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	87.3	(0.5)	8.3	(0.4)	2.4	(0.2)	2.1	(0.2)	75.3	(0.6)	16.8	(0.5)	4.8	(0.3)	3.1	(0.3)
	Macao (China)	88.4	(0.5)	7.4	(0.4)	1.9	(0.2)	2.3	(0.2)	71.6	(0.7)	19.1	(0.6)	5.7	(0.4)	3.6	(0.3)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	93.1	(0.4)	3.3	(0.2)	1.8	(0.2)	1.7	(0.2)	75.1	(0.6)	14.9	(0.5)	5.1	(0.3)	4.8	(0.3)
	Peru	88.5	(0.5)	7.9	(0.4)	2.1	(0.2)	1.5	(0.2)	70.0	(0.6)	20.5	(0.6)	5.1	(0.3)	4.5	(0.3)
	Qatar	78.9	(0.4)	12.3	(0.3)	5.2	(0.2)	3.5	(0.2)	69.4	(0.4)	18.3	(0.4)	6.8	(0.3)	5.5	(0.2)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	92.6	(0.6)	4.3	(0.4)	1.5	(0.2)	1.6	(0.2)	75.5	(0.9)	15.5	(0.6)	5.7	(0.5)	3.3	(0.2)
	Singapore	85.1	(0.4)	9.8	(0.4)	2.7	(0.2)	2.4	(0.2)	71.6	(0.7)	19.6	(0.6)	5.7	(0.3)	3.0	(0.2)
	Chinese Taipei	97.7	(0.2)	1.4	(0.1)	0.4	(0.1)	0.4	(0.1)	86.9	(0.4)	9.6	(0.4)	2.4	(0.2)	1.1	(0.1)
	Thailand	85.1	(0.8)	7.8	(0.5)	4.2	(0.3)	2.9	(0.3)	75.2	(0.8)	13.7	(0.6)	6.4	(0.3)	4.8	(0.4)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	75.5	(0.8)	15.9	(0.6)	4.9	(0.3)	3.6	(0.3)	65.0	(0.8)	22.4	(0.6)	6.6	(0.3)	6.0	(0.4)
	United Arab Emirates	80.6	(0.6)	11.3	(0.4)	4.3	(0.3)	3.8	(0.2)	69.5	(0.5)	17.8	(0.5)	7.2	(0.3)	5.5	(0.3)
	Uruguay	89.6	(0.4)	6.4	(0.3)	2.2	(0.2)	1.8	(0.2)	77.6	(0.6)	14.6	(0.5)	4.1	(0.3)	3.7	(0.2)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	84.6	(0.6)	9.2	(0.4)	3.8	(0.3)	2.5	(0.3)	58.9	(0.8)	27.5	(0.6)	8.7	(0.4)	4.9	(0.3)

1. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies. See Annex A1 for information on the index of exposure to bullying.
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471667

[Part 1/6]

Table III.8.2 Students' exposure to different types of bullying, by gender and socio-economic status

Percentage of students who reported being bullied "a few times a month" or "once a week or more"

		Percentage of boys who reported being bullied at least a few times a month													
		Any type of bullying act		Other students left me out of things on purpose		Other students made fun of me		I was threatened by other students		Other students took away or destroyed things that belong to me		I got hit or pushed around by other students		Other students spread nasty rumours about me	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	25.4	(0.7)	12.2	(0.5)	17.8	(0.6)	8.7	(0.5)	7.6	(0.4)	8.1	(0.5)	9.9	(0.5)
	Austria	22.9	(0.7)	6.3	(0.5)	14.9	(0.6)	4.4	(0.4)	7.5	(0.5)	6.7	(0.5)	7.3	(0.5)
	Belgium	18.5	(0.7)	5.9	(0.4)	12.1	(0.6)	3.4	(0.4)	4.2	(0.3)	4.7	(0.3)	6.9	(0.5)
	Canada	21.5	(0.6)	9.5	(0.4)	15.5	(0.6)	5.9	(0.4)	5.4	(0.4)	7.3	(0.5)	6.8	(0.4)
	Chile	19.4	(0.8)	8.8	(0.7)	11.4	(0.6)	3.7	(0.5)	5.6	(0.6)	3.6	(0.5)	8.5	(0.7)
	Czech Republic	26.9	(1.0)	10.4	(0.6)	13.2	(0.7)	6.3	(0.5)	9.3	(0.5)	10.5	(0.6)	11.8	(0.7)
	Denmark	21.8	(0.8)	5.2	(0.4)	13.0	(0.6)	3.2	(0.4)	5.4	(0.5)	5.7	(0.4)	7.4	(0.6)
	Estonia	22.4	(0.9)	7.3	(0.6)	16.3	(0.7)	4.4	(0.5)	5.5	(0.5)	7.0	(0.5)	6.5	(0.4)
	Finland	17.9	(0.8)	6.3	(0.5)	11.9	(0.7)	4.9	(0.5)	4.1	(0.4)	7.4	(0.6)	5.8	(0.4)
	France	17.8	(0.8)	6.1	(0.5)	12.6	(0.7)	3.6	(0.4)	4.0	(0.5)	3.8	(0.4)	6.8	(0.5)
	Germany	16.8	(0.7)	5.3	(0.4)	10.7	(0.6)	2.4	(0.3)	5.5	(0.4)	3.6	(0.4)	6.3	(0.5)
	Greece	19.1	(0.8)	5.6	(0.4)	12.3	(0.7)	4.8	(0.5)	6.5	(0.5)	6.5	(0.5)	7.8	(0.5)
	Hungary	20.6	(0.8)	9.6	(0.6)	10.7	(0.7)	5.3	(0.4)	6.4	(0.6)	6.0	(0.5)	10.0	(0.7)
	Iceland	11.6	(0.9)	3.9	(0.5)	7.8	(0.8)	3.3	(0.5)	2.5	(0.4)	3.7	(0.5)	3.9	(0.5)
	Ireland	16.1	(0.9)	5.0	(0.4)	10.5	(0.7)	3.7	(0.4)	4.4	(0.4)	4.6	(0.5)	5.4	(0.5)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	25.4	(0.7)	4.6	(0.4)	20.0	(0.7)	3.3	(0.4)	4.1	(0.4)	12.6	(0.5)	6.5	(0.5)
	Korea	15.4	(0.9)	1.9	(0.3)	13.7	(0.9)	1.5	(0.2)	2.7	(0.3)	1.5	(0.2)	3.3	(0.4)
	Latvia	32.5	(1.0)	14.2	(0.8)	17.7	(0.9)	9.5	(0.7)	7.9	(0.7)	10.9	(0.9)	12.0	(0.8)
	Luxembourg	16.8	(0.7)	6.2	(0.5)	9.7	(0.5)	4.9	(0.4)	6.3	(0.4)	5.4	(0.4)	7.3	(0.6)
	Mexico	22.7	(0.8)	10.5	(0.6)	15.6	(0.7)	5.9	(0.4)	5.9	(0.4)	7.4	(0.5)	9.2	(0.5)
	Netherlands	9.6	(0.7)	2.7	(0.4)	5.4	(0.5)	1.8	(0.3)	3.1	(0.4)	2.9	(0.4)	3.8	(0.4)
	New Zealand	28.8	(1.0)	12.4	(0.8)	21.4	(1.0)	10.5	(0.6)	8.3	(0.6)	9.4	(0.7)	11.1	(0.8)
	Norway	17.8	(0.7)	6.7	(0.6)	10.8	(0.7)	5.3	(0.5)	6.4	(0.5)	6.8	(0.5)	7.5	(0.6)
	Poland	22.1	(0.9)	9.6	(0.6)	14.0	(0.8)	5.1	(0.5)	5.4	(0.5)	5.7	(0.5)	11.4	(0.6)
	Portugal	12.5	(0.6)	4.9	(0.5)	7.5	(0.5)	3.9	(0.4)	3.8	(0.3)	3.1	(0.3)	5.4	(0.5)
	Slovak Republic	22.0	(1.0)	10.9	(0.7)	11.8	(0.7)	6.0	(0.5)	7.0	(0.5)	5.9	(0.5)	11.1	(0.7)
	Slovenia	17.7	(0.8)	5.3	(0.5)	10.9	(0.6)	3.8	(0.4)	4.8	(0.5)	6.5	(0.5)	6.8	(0.5)
	Spain	15.2	(0.7)	4.9	(0.4)	9.1	(0.5)	3.7	(0.3)	4.5	(0.4)	3.9	(0.3)	6.1	(0.4)
	Sweden	17.8	(0.8)	4.8	(0.4)	10.7	(0.6)	4.8	(0.4)	5.4	(0.5)	7.3	(0.5)	5.7	(0.4)
	Switzerland	17.4	(0.8)	5.4	(0.6)	11.4	(0.6)	3.4	(0.4)	6.3	(0.5)	4.3	(0.4)	6.4	(0.5)
	Turkey	22.1	(1.2)	10.3	(1.0)	13.0	(1.0)	8.4	(0.8)	8.4	(0.7)	7.3	(0.7)	10.5	(0.8)
	United Kingdom	24.3	(1.0)	10.5	(0.6)	16.6	(0.8)	7.4	(0.5)	5.8	(0.4)	6.9	(0.5)	9.3	(0.6)
	United States	18.4	(0.7)	9.6	(0.6)	12.1	(0.7)	5.6	(0.6)	4.3	(0.5)	4.9	(0.5)	5.9	(0.5)
	OECD average	19.9	(0.1)	7.3	(0.1)	12.8	(0.1)	4.9	(0.1)	5.6	(0.1)	6.1	(0.1)	7.6	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	20.6	(0.7)	9.3	(0.4)	12.1	(0.6)	5.2	(0.3)	6.8	(0.4)	4.7	(0.3)	9.2	(0.4)
	B-S-J-G (China)	27.9	(1.1)	10.1	(0.5)	16.8	(0.7)	4.4	(0.4)	15.5	(0.9)	5.9	(0.4)	7.9	(0.4)
	Bulgaria	27.0	(0.9)	8.5	(0.6)	14.2	(0.7)	7.8	(0.5)	9.2	(0.7)	11.7	(0.7)	12.9	(0.7)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	24.9	(0.9)	10.0	(0.7)	14.7	(0.7)	4.7	(0.4)	6.1	(0.4)	6.1	(0.5)	10.4	(0.6)
	Costa Rica	20.4	(0.8)	8.8	(0.6)	12.9	(0.7)	4.9	(0.5)	2.4	(0.3)	3.8	(0.4)	9.7	(0.5)
	Croatia	17.1	(0.9)	4.8	(0.5)	9.2	(0.6)	5.4	(0.5)	4.7	(0.5)	5.9	(0.5)	7.8	(0.6)
	Cyprus*	23.3	(0.7)	10.7	(0.5)	15.2	(0.7)	9.4	(0.5)	8.0	(0.4)	9.9	(0.6)	11.4	(0.6)
	Dominican Republic	31.7	(1.1)	18.2	(0.9)	16.9	(1.1)	10.6	(0.8)	12.6	(0.8)	6.9	(0.7)	12.5	(0.9)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	40.1	(1.1)	12.9	(0.8)	32.8	(1.1)	10.5	(0.8)	14.4	(0.8)	13.9	(0.9)	13.0	(0.7)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	16.8	(0.8)	7.6	(0.6)	10.6	(0.6)	6.4	(0.5)	5.8	(0.5)	6.5	(0.5)	7.2	(0.5)
	Macao (China)	34.0	(1.0)	13.2	(0.7)	25.7	(0.8)	9.6	(0.7)	12.2	(0.7)	6.9	(0.5)	11.8	(0.7)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	18.1	(0.8)	6.1	(0.5)	8.4	(0.5)	9.2	(0.6)	5.2	(0.5)	5.4	(0.4)	9.9	(0.6)
	Peru	21.0	(0.8)	7.5	(0.5)	10.2	(0.5)	3.8	(0.4)	7.2	(0.5)	5.4	(0.4)	9.5	(0.5)
	Qatar	32.9	(0.5)	17.6	(0.4)	21.8	(0.5)	14.1	(0.5)	13.5	(0.5)	13.8	(0.5)	16.4	(0.4)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	27.6	(1.4)	18.9	(1.0)	12.4	(0.9)	6.0	(0.5)	6.6	(0.6)	3.8	(0.4)	8.1	(0.5)
	Singapore	31.5	(1.0)	14.2	(0.7)	25.0	(0.9)	6.5	(0.5)	7.3	(0.5)	8.0	(0.6)	10.4	(0.5)
	Chinese Taipei	13.9	(0.6)	4.5	(0.3)	9.2	(0.5)	1.5	(0.2)	5.2	(0.4)	1.4	(0.2)	4.2	(0.4)
	Thailand	33.7	(1.1)	16.2	(0.9)	24.4	(0.9)	12.3	(0.8)	12.9	(0.8)	10.9	(0.8)	14.8	(0.8)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	34.4	(1.1)	15.5	(0.9)	17.0	(0.8)	13.4	(0.8)	10.3	(0.8)	12.6	(0.8)	15.4	(0.8)
	United Arab Emirates	34.3	(0.7)	16.2	(0.6)	22.3	(0.7)	12.9	(0.7)	14.0	(0.6)	12.7	(0.6)	16.8	(0.6)
	Uruguay	18.0	(0.8)	8.9	(0.5)	10.9	(0.6)	5.3	(0.5)	4.7	(0.5)	4.9	(0.5)	7.1	(0.5)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	37.4	(1.3)	17.9	(0.9)	25.2	(1.2)	9.0	(0.8)	11.5	(0.6)	8.8	(0.6)	15.8	(0.7)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471672

[Part 2/6]

Table III.8.2 Students' exposure to different types of bullying, by gender and socio-economic status

Percentage of students who reported being bullied "a few times a month" or "once a week or more"

		Percentage of girls who reported being bullied at least a few times a month													
		Any type of bullying act		Other students left me out of things on purpose		Other students made fun of me		I was threatened by other students		Other students took away or destroyed things that belong to me		I got hit or pushed around by other students		Other students spread nasty rumours about me	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	23.0	(0.7)	13.4	(0.5)	12.4	(0.5)	5.6	(0.3)	3.8	(0.3)	3.4	(0.2)	12.6	(0.6)
	Austria	15.4	(0.6)	5.0	(0.4)	8.9	(0.5)	1.5	(0.3)	3.1	(0.3)	1.8	(0.2)	8.2	(0.5)
	Belgium	18.5	(0.6)	6.0	(0.3)	10.1	(0.5)	2.0	(0.2)	1.8	(0.2)	1.4	(0.2)	10.6	(0.5)
	Canada	19.2	(0.7)	9.6	(0.4)	11.3	(0.5)	3.4	(0.3)	2.6	(0.2)	2.8	(0.3)	8.8	(0.5)
	Chile	16.7	(0.7)	6.1	(0.5)	7.7	(0.6)	2.1	(0.4)	3.5	(0.4)	2.8	(0.4)	10.8	(0.6)
	Czech Republic	23.9	(0.9)	9.3	(0.7)	8.9	(0.5)	2.6	(0.3)	5.2	(0.6)	4.3	(0.4)	14.9	(0.7)
	Denmark	18.5	(0.7)	6.7	(0.4)	9.5	(0.5)	0.5	(0.1)	3.0	(0.4)	1.3	(0.2)	8.0	(0.5)
	Estonia	17.9	(0.8)	6.0	(0.5)	11.0	(0.6)	1.6	(0.2)	2.2	(0.3)	2.4	(0.3)	7.2	(0.5)
	Finland	15.9	(0.7)	8.1	(0.5)	9.1	(0.6)	1.1	(0.2)	1.3	(0.2)	1.7	(0.2)	7.8	(0.5)
	France	18.1	(0.7)	7.3	(0.5)	10.8	(0.6)	2.5	(0.3)	2.0	(0.3)	2.4	(0.3)	8.6	(0.5)
	Germany	14.6	(0.8)	5.6	(0.5)	7.8	(0.6)	c	c	2.1	(0.3)	c	c	8.2	(0.5)
	Greece	14.3	(0.8)	4.1	(0.5)	7.7	(0.6)	1.6	(0.3)	2.5	(0.4)	2.0	(0.3)	6.9	(0.5)
	Hungary	20.1	(0.9)	9.2	(0.6)	8.5	(0.6)	2.4	(0.4)	3.5	(0.4)	1.9	(0.3)	13.6	(0.8)
	Iceland	12.2	(0.8)	5.2	(0.5)	5.7	(0.5)	2.6	(0.3)	c	c	c	c	5.8	(0.6)
	Ireland	13.3	(0.7)	6.8	(0.5)	6.4	(0.5)	2.1	(0.3)	2.3	(0.2)	1.5	(0.3)	6.6	(0.5)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	18.4	(0.9)	4.9	(0.4)	13.9	(0.8)	1.7	(0.2)	1.5	(0.2)	5.1	(0.4)	5.7	(0.5)
	Korea	8.2	(0.5)	c	c	6.4	(0.5)	c	c	c	c	c	c	2.3	(0.3)
	Latvia	28.7	(1.0)	11.3	(0.7)	12.2	(0.8)	3.5	(0.4)	6.5	(0.6)	5.9	(0.5)	14.4	(0.8)
	Luxembourg	14.5	(0.7)	5.1	(0.4)	7.4	(0.5)	1.8	(0.2)	2.2	(0.3)	1.8	(0.2)	8.6	(0.5)
	Mexico	17.6	(0.7)	7.4	(0.5)	10.2	(0.6)	2.3	(0.2)	3.2	(0.4)	3.2	(0.3)	9.4	(0.6)
	Netherlands	8.9	(0.5)	2.3	(0.3)	3.4	(0.4)	c	c	1.4	(0.2)	c	c	5.9	(0.5)
	New Zealand	23.4	(0.9)	13.3	(0.7)	13.4	(0.7)	6.1	(0.5)	4.3	(0.5)	4.0	(0.5)	14.4	(0.8)
	Norway	17.6	(0.9)	7.4	(0.5)	8.0	(0.6)	2.3	(0.3)	3.6	(0.4)	2.4	(0.3)	9.4	(0.7)
	Poland	20.1	(0.9)	7.0	(0.6)	9.3	(0.6)	2.6	(0.4)	2.9	(0.4)	2.4	(0.4)	14.6	(0.8)
	Portugal	11.1	(0.5)	4.4	(0.4)	5.8	(0.4)	2.5	(0.3)	2.1	(0.3)	1.5	(0.2)	5.9	(0.5)
	Slovak Republic	23.0	(1.0)	9.7	(0.7)	9.1	(0.6)	3.7	(0.3)	5.5	(0.5)	3.9	(0.4)	13.8	(0.7)
	Slovenia	15.0	(0.6)	5.5	(0.5)	6.6	(0.5)	1.4	(0.2)	1.9	(0.3)	1.6	(0.2)	9.7	(0.5)
	Spain	12.8	(0.6)	4.2	(0.4)	7.0	(0.5)	1.5	(0.2)	3.1	(0.4)	1.8	(0.3)	6.0	(0.4)
	Sweden	18.1	(0.8)	8.1	(0.6)	8.2	(0.5)	3.1	(0.4)	3.7	(0.4)	3.6	(0.4)	8.4	(0.6)
	Switzerland	16.2	(0.9)	5.7	(0.5)	10.0	(0.7)	1.4	(0.3)	2.6	(0.4)	1.2	(0.3)	7.7	(0.6)
	Turkey	15.1	(0.9)	7.0	(0.6)	5.3	(0.4)	3.6	(0.4)	2.6	(0.4)	1.8	(0.3)	7.5	(0.5)
	United Kingdom	23.5	(0.8)	12.4	(0.6)	13.6	(0.6)	5.6	(0.5)	3.6	(0.4)	3.8	(0.4)	12.9	(0.8)
	United States	19.5	(1.0)	10.4	(0.7)	10.6	(0.7)	4.1	(0.5)	2.7	(0.3)	2.8	(0.3)	9.9	(0.7)
	OECD average	17.4	(0.1)	7.3	(0.1)	9.0	(0.1)	2.6	(0.1)	3.0	(0.1)	2.6	(0.1)	9.2	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	14.6	(0.5)	6.4	(0.3)	6.8	(0.3)	3.0	(0.2)	4.0	(0.3)	1.9	(0.2)	6.8	(0.3)
	B-S-J-G (China)	16.3	(0.9)	5.3	(0.6)	7.3	(0.5)	2.4	(0.3)	9.1	(0.7)	2.2	(0.3)	4.5	(0.4)
	Bulgaria	22.3	(0.9)	7.7	(0.6)	10.4	(0.5)	3.9	(0.5)	5.5	(0.6)	6.3	(0.6)	11.9	(0.7)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	19.6	(0.7)	6.8	(0.4)	8.7	(0.5)	2.1	(0.2)	3.1	(0.4)	2.3	(0.3)	11.3	(0.5)
	Costa Rica	21.1	(0.8)	7.5	(0.6)	10.6	(0.7)	4.3	(0.5)	1.7	(0.3)	1.7	(0.3)	14.5	(0.7)
	Croatia	17.0	(0.7)	5.3	(0.4)	6.9	(0.5)	2.5	(0.3)	2.5	(0.3)	2.0	(0.2)	11.1	(0.6)
	Cyprus*	13.1	(0.7)	5.2	(0.5)	7.4	(0.6)	3.0	(0.4)	2.8	(0.3)	3.2	(0.4)	7.4	(0.5)
	Dominican Republic	28.6	(1.1)	14.3	(0.9)	13.8	(0.9)	6.2	(0.6)	10.3	(0.8)	2.8	(0.4)	13.7	(0.8)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	24.5	(0.9)	4.1	(0.4)	19.2	(1.0)	3.7	(0.4)	6.4	(0.5)	5.0	(0.5)	5.8	(0.5)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	16.0	(0.9)	6.0	(0.5)	7.8	(0.6)	3.1	(0.5)	2.6	(0.3)	2.4	(0.3)	8.6	(0.7)
	Macao (China)	20.5	(0.8)	5.8	(0.5)	14.1	(0.7)	2.8	(0.4)	4.8	(0.5)	1.5	(0.3)	6.8	(0.5)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	14.6	(0.7)	3.7	(0.4)	5.3	(0.4)	3.1	(0.3)	2.9	(0.4)	1.7	(0.3)	9.9	(0.6)
	Peru	15.8	(0.8)	4.9	(0.4)	5.2	(0.4)	1.5	(0.3)	3.4	(0.4)	1.7	(0.2)	9.7	(0.5)
	Qatar	17.7	(0.5)	7.1	(0.4)	8.1	(0.4)	3.8	(0.3)	5.1	(0.3)	4.1	(0.3)	8.5	(0.4)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	27.3	(1.6)	17.4	(1.4)	11.2	(1.0)	4.0	(0.7)	4.6	(0.8)	2.5	(0.5)	9.8	(0.7)
	Singapore	18.3	(0.7)	9.5	(0.5)	11.3	(0.7)	2.1	(0.3)	2.6	(0.3)	2.0	(0.2)	7.0	(0.5)
	Chinese Taipei	7.4	(0.5)	2.1	(0.2)	4.4	(0.3)	m	m	1.7	(0.2)	m	m	2.8	(0.2)
	Thailand	22.3	(0.9)	9.4	(0.6)	16.5	(0.8)	5.7	(0.5)	7.1	(0.6)	4.3	(0.5)	8.4	(0.6)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	23.0	(0.8)	8.5	(0.6)	9.8	(0.5)	6.1	(0.5)	4.9	(0.5)	5.2	(0.5)	10.1	(0.6)
	United Arab Emirates	20.4	(0.6)	8.9	(0.4)	10.0	(0.4)	3.8	(0.3)	5.3	(0.4)	3.8	(0.3)	9.0	(0.5)
	Uruguay	16.0	(0.6)	8.7	(0.5)	9.7	(0.5)	3.2	(0.4)	3.5	(0.3)	3.1	(0.3)	8.4	(0.5)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	24.6	(0.8)	10.1	(0.6)	13.9	(0.8)	3.7	(0.4)	6.0	(0.5)	4.0	(0.4)	11.5	(0.6)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471672

[Part 3/6]

Table III.8.2 Students' exposure to different types of bullying, by gender and socio-economic status

Percentage of students who reported being bullied "a few times a month" or "once a week or more"

		Gender difference in the percentage of students who reported being bullied at least a few times a month (B – G)													
		Any type of bullying act		Other students left me out of things on purpose		Other students made fun of me		I was threatened by other students		Other students took away or destroyed things that belong to me		I got hit or pushed around by other students		Other students spread nasty rumours about me	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	**2.4**	(0.9)	-1.2	(0.7)	**5.4**	(0.9)	**3.1**	(0.6)	**3.8**	(0.5)	**4.7**	(0.5)	**-2.8**	(0.7)
	Austria	**7.4**	(0.9)	**1.3**	(0.5)	**6.0**	(0.8)	**2.9**	(0.5)	**4.4**	(0.6)	**4.9**	(0.5)	-0.9	(0.8)
	Belgium	-0.1	(1.0)	-0.1	(0.5)	**2.0**	(0.8)	**1.5**	(0.5)	**2.4**	(0.4)	**3.3**	(0.4)	**-3.8**	(0.7)
	Canada	**2.3**	(0.9)	-0.1	(0.6)	**4.2**	(0.9)	**2.5**	(0.5)	**2.8**	(0.5)	**4.5**	(0.5)	**-2.0**	(0.5)
	Chile	**2.7**	(1.2)	**2.7**	(0.8)	**3.7**	(0.9)	**1.6**	(0.7)	**2.0**	(0.7)	0.8	(0.6)	**-2.3**	(1.0)
	Czech Republic	**2.9**	(1.3)	1.1	(0.9)	**4.3**	(0.9)	**3.7**	(0.6)	**4.1**	(0.8)	**6.2**	(0.7)	**-3.1**	(0.9)
	Denmark	**3.3**	(1.0)	**-1.5**	(0.6)	**3.5**	(0.8)	**2.7**	(0.4)	**2.3**	(0.6)	**4.4**	(0.5)	-0.6	(0.8)
	Estonia	**4.5**	(1.1)	1.3	(0.8)	**5.3**	(0.9)	**2.8**	(0.6)	**3.3**	(0.6)	**4.6**	(0.6)	-0.7	(0.6)
	Finland	2.0	(1.0)	**-1.8**	(0.7)	**2.8**	(0.9)	**3.8**	(0.6)	**2.9**	(0.5)	**5.8**	(0.7)	**-2.0**	(0.6)
	France	-0.3	(1.0)	-1.2	(0.8)	**1.8**	(0.9)	**1.1**	(0.5)	**2.0**	(0.5)	**1.4**	(0.5)	**-1.8**	(0.7)
	Germany	**2.2**	(1.0)	-0.3	(0.6)	**2.9**	(0.8)	c	c	**3.4**	(0.5)	c	c	**-1.8**	(0.7)
	Greece	**4.8**	(1.0)	**1.6**	(0.6)	**4.5**	(0.9)	**3.2**	(0.5)	**4.0**	(0.6)	**4.5**	(0.5)	0.9	(0.7)
	Hungary	0.4	(1.2)	0.4	(0.8)	**2.2**	(0.9)	**2.9**	(0.5)	**2.8**	(0.7)	**4.1**	(0.6)	**-3.6**	(1.0)
	Iceland	-0.6	(1.2)	-1.4	(0.8)	**2.0**	(0.9)	0.8	(0.6)	c	c	c	c	**-1.9**	(0.8)
	Ireland	**2.8**	(1.1)	**-1.8**	(0.6)	**4.2**	(0.8)	**1.6**	(0.5)	**2.2**	(0.5)	**3.1**	(0.5)	-1.2	(0.7)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	**7.0**	(1.0)	-0.2	(0.5)	**6.0**	(1.0)	**1.6**	(0.4)	**2.7**	(0.5)	**7.5**	(0.7)	0.8	(0.7)
	Korea	**7.2**	(1.1)	c	c	**7.3**	(1.0)	c	c	c	c	c	c	**0.9**	(0.5)
	Latvia	**3.9**	(1.3)	**2.9**	(1.1)	**5.5**	(1.1)	**6.0**	(0.8)	1.4	(0.8)	**5.0**	(1.0)	**-2.4**	(1.0)
	Luxembourg	**2.3**	(1.0)	1.0	(0.6)	**2.3**	(0.7)	**3.1**	(0.5)	**4.0**	(0.5)	**3.6**	(0.5)	-1.4	(0.8)
	Mexico	**5.1**	(1.1)	**3.0**	(0.7)	**5.4**	(1.0)	**3.7**	(0.4)	**2.7**	(0.6)	**4.3**	(0.6)	-0.3	(0.7)
	Netherlands	0.6	(0.8)	0.4	(0.4)	**2.0**	(0.6)	c	c	**1.8**	(0.5)	c	c	**-2.1**	(0.6)
	New Zealand	**5.4**	(1.4)	-0.9	(1.1)	**8.1**	(1.2)	**4.5**	(0.8)	**3.9**	(0.8)	**5.4**	(0.8)	**-3.3**	(1.2)
	Norway	0.2	(1.1)	-0.7	(0.7)	**2.8**	(0.9)	**3.0**	(0.6)	**2.8**	(0.6)	**4.5**	(0.6)	**-1.9**	(0.9)
	Poland	2.0	(1.3)	**2.6**	(0.9)	**4.7**	(0.9)	**2.5**	(0.6)	**2.5**	(0.6)	**3.3**	(0.6)	**-3.2**	(0.9)
	Portugal	1.4	(0.8)	0.4	(0.6)	**1.7**	(0.7)	**1.5**	(0.5)	**1.8**	(0.5)	**1.6**	(0.3)	-0.5	(0.7)
	Slovak Republic	-1.0	(1.3)	1.2	(1.0)	**2.7**	(0.9)	**2.3**	(0.6)	**1.5**	(0.6)	**2.1**	(0.6)	**-2.7**	(1.0)
	Slovenia	**2.7**	(1.1)	-0.2	(0.7)	**4.3**	(0.8)	**2.4**	(0.4)	**2.9**	(0.5)	**4.8**	(0.6)	**-2.8**	(0.8)
	Spain	**2.4**	(1.0)	0.7	(0.5)	**2.1**	(0.7)	**2.2**	(0.3)	**1.4**	(0.5)	**2.1**	(0.4)	0.1	(0.6)
	Sweden	-0.3	(1.1)	**-3.3**	(0.7)	**2.6**	(0.7)	**1.7**	(0.5)	**1.7**	(0.5)	**3.7**	(0.6)	**-2.6**	(0.7)
	Switzerland	1.2	(1.1)	-0.3	(0.6)	1.4	(0.8)	**2.1**	(0.5)	**3.7**	(0.6)	**3.1**	(0.5)	-1.3	(0.7)
	Turkey	**6.9**	(1.4)	**3.3**	(1.1)	**7.7**	(1.1)	**4.8**	(0.9)	**5.8**	(0.8)	**5.4**	(0.7)	**3.0**	(0.8)
	United Kingdom	0.8	(1.2)	**-1.9**	(0.9)	**3.0**	(1.0)	**1.8**	(0.7)	**2.2**	(0.6)	**3.1**	(0.6)	**-3.5**	(0.9)
	United States	-1.2	(1.1)	-0.8	(0.9)	1.5	(1.0)	**1.5**	(0.7)	**1.6**	(0.6)	**2.1**	(0.6)	**-4.0**	(0.9)
	OECD average	**2.5**	(0.2)	0.2	(0.1)	**3.8**	(0.2)	**2.6**	(0.1)	**2.8**	(0.1)	**3.9**	(0.1)	**-1.7**	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	**6.0**	(0.8)	**2.8**	(0.6)	**5.4**	(0.7)	**2.2**	(0.4)	**2.8**	(0.5)	**2.7**	(0.4)	**2.4**	(0.5)
	B-S-J-G (China)	**11.6**	(1.1)	**4.8**	(0.8)	**9.5**	(0.7)	**2.0**	(0.5)	**6.5**	(0.8)	**3.6**	(0.5)	**3.4**	(0.6)
	Bulgaria	**4.7**	(1.2)	0.8	(0.8)	**3.8**	(0.7)	**3.8**	(0.6)	**3.8**	(0.8)	**5.4**	(0.8)	0.9	(0.9)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	**5.4**	(1.1)	**3.1**	(0.8)	**6.0**	(0.9)	**2.6**	(0.5)	**3.0**	(0.5)	**3.8**	(0.6)	-0.9	(0.9)
	Costa Rica	-0.7	(1.1)	1.3	(0.7)	**2.3**	(1.0)	0.6	(0.8)	0.7	(0.4)	**2.1**	(0.5)	**-4.8**	(0.8)
	Croatia	0.0	(1.1)	-0.5	(0.6)	**2.2**	(0.8)	**2.9**	(0.6)	**2.2**	(0.6)	**3.8**	(0.6)	**-3.3**	(0.9)
	Cyprus*	**10.2**	(1.2)	**5.6**	(0.7)	**7.8**	(0.9)	**6.3**	(0.6)	**5.2**	(0.5)	**6.7**	(0.8)	**4.1**	(0.9)
	Dominican Republic	**3.1**	(1.5)	**3.9**	(1.1)	**3.0**	(1.3)	**4.4**	(0.9)	**2.3**	(1.1)	**4.1**	(0.8)	-1.2	(1.2)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	**15.6**	(1.3)	**8.8**	(0.9)	**13.6**	(1.4)	**6.9**	(0.9)	**8.0**	(1.0)	**9.0**	(1.1)	**7.2**	(0.9)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	0.8	(1.0)	**1.6**	(0.7)	**2.8**	(0.8)	**3.3**	(0.6)	**3.3**	(0.6)	**4.0**	(0.5)	-1.4	(0.8)
	Macao (China)	**13.5**	(1.3)	**7.5**	(0.9)	**11.6**	(1.1)	**6.7**	(0.8)	**7.4**	(0.9)	**5.4**	(0.6)	**5.0**	(0.9)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	**3.5**	(1.0)	**2.5**	(0.6)	**3.1**	(0.6)	**6.1**	(0.7)	**2.3**	(0.5)	**3.8**	(0.5)	-0.1	(0.8)
	Peru	**5.3**	(0.9)	**2.7**	(0.5)	**5.0**	(0.7)	**2.4**	(0.5)	**3.8**	(0.6)	**3.7**	(0.5)	-0.2	(0.7)
	Qatar	**15.2**	(0.8)	**10.5**	(0.6)	**13.7**	(0.8)	**10.4**	(0.5)	**8.3**	(0.6)	**9.7**	(0.6)	**7.9**	(0.6)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	0.3	(1.6)	1.6	(1.3)	1.2	(0.8)	**2.0**	(0.8)	**2.0**	(0.7)	**1.3**	(0.5)	**-1.7**	(0.7)
	Singapore	**13.2**	(1.3)	**4.7**	(0.9)	**13.7**	(1.2)	**4.3**	(0.6)	**4.7**	(0.6)	**6.1**	(0.6)	**3.4**	(0.8)
	Chinese Taipei	**6.5**	(0.8)	**2.4**	(0.4)	**4.9**	(0.7)	m	m	**3.5**	(0.4)	m	m	**1.4**	(0.5)
	Thailand	**11.4**	(1.2)	**6.8**	(1.0)	**7.8**	(1.0)	**6.6**	(0.9)	**5.8**	(1.0)	**6.6**	(1.0)	**6.4**	(0.9)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	**11.4**	(1.2)	**7.1**	(1.0)	**7.1**	(0.9)	**7.3**	(0.9)	**5.4**	(0.7)	**7.4**	(0.9)	**5.3**	(1.0)
	United Arab Emirates	**13.9**	(0.9)	**7.3**	(0.7)	**12.3**	(0.9)	**9.1**	(0.7)	**8.7**	(0.7)	**8.9**	(0.7)	**7.7**	(0.8)
	Uruguay	2.0	(1.0)	0.2	(0.8)	1.2	(0.9)	**2.1**	(0.6)	**1.2**	(0.5)	**1.8**	(0.5)	-1.3	(0.7)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	**12.8**	(1.4)	**7.8**	(0.9)	**11.3**	(1.1)	**5.3**	(0.7)	**5.5**	(0.8)	**4.8**	(0.7)	**4.3**	(0.9)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933471672

[Part 4/6]

Table III.8.2 Students' exposure to different types of bullying, by gender and socio-economic status

Percentage of students who reported being bullied "a few times a month" or "once a week or more"

		Percentage of socio-economically disadvantaged[1] students who reported being bullied at least a few times a month													
		Any type of bullying act		Other students left me out of things on purpose		Other students made fun of me		I was threatened by other students		Other students took away or destroyed things that belong to me		I got hit or pushed around by other students		Other students spread nasty rumours about me	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	27.5	(1.0)	15.9	(0.8)	17.8	(0.9)	9.5	(0.6)	7.0	(0.6)	7.1	(0.6)	13.8	(0.8)
	Austria	18.9	(1.1)	6.1	(0.6)	11.4	(0.9)	3.5	(0.5)	4.7	(0.6)	4.4	(0.6)	8.4	(0.8)
	Belgium	21.4	(1.0)	8.2	(0.7)	12.2	(0.7)	3.8	(0.6)	3.7	(0.4)	4.0	(0.4)	10.8	(0.8)
	Canada	22.9	(1.0)	10.5	(0.5)	15.0	(0.8)	6.0	(0.5)	4.7	(0.4)	6.3	(0.5)	10.0	(0.7)
	Chile	19.4	(1.1)	9.3	(1.0)	11.5	(1.1)	4.8	(0.9)	5.7	(0.8)	4.4	(0.8)	11.7	(1.1)
	Czech Republic	27.5	(1.4)	10.6	(1.0)	12.0	(1.0)	5.0	(0.7)	7.7	(0.9)	8.1	(0.9)	15.5	(1.2)
	Denmark	23.2	(1.0)	6.9	(0.7)	13.3	(1.0)	2.3	(0.4)	4.7	(0.6)	4.1	(0.6)	8.9	(0.8)
	Estonia	21.6	(1.2)	7.4	(0.8)	13.9	(1.0)	2.4	(0.5)	3.9	(0.7)	5.1	(0.8)	6.6	(0.8)
	Finland	18.1	(1.2)	8.1	(0.9)	11.4	(0.9)	3.6	(0.6)	3.0	(0.6)	5.0	(0.7)	8.6	(0.8)
	France	21.2	(1.2)	8.4	(0.7)	13.6	(1.0)	4.0	(0.5)	3.6	(0.6)	3.7	(0.6)	9.1	(0.9)
	Germany	14.5	(1.1)	6.0	(0.8)	8.7	(1.0)	1.8	(0.4)	3.0	(0.5)	2.1	(0.5)	7.5	(0.8)
	Greece	17.5	(1.3)	5.2	(0.7)	10.9	(0.9)	3.5	(0.8)	4.5	(0.7)	4.8	(0.8)	7.4	(0.9)
	Hungary	22.7	(1.3)	11.1	(0.9)	11.1	(1.0)	4.8	(0.6)	4.7	(0.6)	4.1	(0.5)	13.1	(1.0)
	Iceland	13.9	(1.3)	4.4	(0.7)	8.7	(1.0)	3.9	(0.6)	2.3	(0.5)	3.5	(0.7)	6.1	(0.8)
	Ireland	13.3	(1.0)	5.9	(0.6)	6.6	(0.6)	3.7	(0.5)	3.0	(0.4)	2.8	(0.4)	6.1	(0.7)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	18.4	(1.2)	4.4	(0.6)	14.2	(1.2)	2.4	(0.5)	2.2	(0.3)	8.3	(0.8)	5.7	(0.8)
	Korea	12.5	(1.0)	1.7	(0.4)	10.4	(0.9)	1.0	(0.3)	2.0	(0.4)	1.1	(0.3)	4.0	(0.6)
	Latvia	33.6	(1.7)	13.6	(1.1)	15.6	(1.3)	7.1	(1.0)	9.2	(1.3)	9.2	(1.0)	14.4	(1.3)
	Luxembourg	17.0	(1.1)	5.6	(0.6)	9.2	(0.7)	3.8	(0.6)	4.9	(0.6)	3.7	(0.4)	8.9	(0.8)
	Mexico	21.6	(1.1)	10.8	(0.9)	13.6	(1.1)	5.4	(0.6)	4.7	(0.6)	5.9	(0.6)	11.1	(0.9)
	Netherlands	8.5	(0.8)	2.7	(0.5)	3.9	(0.6)	1.6	(0.4)	2.2	(0.4)	2.0	(0.5)	4.6	(0.5)
	New Zealand	30.0	(1.3)	15.4	(1.3)	21.5	(1.2)	11.4	(1.1)	8.4	(0.8)	9.1	(1.0)	16.2	(1.0)
	Norway	17.1	(1.0)	8.1	(0.9)	9.5	(0.9)	5.0	(0.7)	5.2	(0.7)	4.8	(0.7)	8.9	(0.9)
	Poland	23.1	(1.4)	9.8	(0.9)	12.8	(1.1)	4.5	(0.8)	3.9	(0.6)	5.4	(0.7)	14.9	(1.2)
	Portugal	13.7	(0.9)	5.3	(0.6)	8.5	(0.7)	4.3	(0.5)	2.7	(0.4)	3.1	(0.5)	5.8	(0.7)
	Slovak Republic	26.7	(1.3)	12.1	(1.1)	12.3	(1.1)	6.4	(0.7)	7.8	(0.8)	5.1	(0.7)	15.3	(1.0)
	Slovenia	17.1	(0.9)	6.3	(0.7)	8.9	(0.8)	3.3	(0.5)	3.6	(0.5)	4.9	(0.6)	10.1	(0.8)
	Spain	15.1	(0.9)	5.4	(0.6)	8.6	(0.7)	2.7	(0.5)	3.1	(0.5)	3.3	(0.5)	6.1	(0.6)
	Sweden	20.2	(1.0)	8.3	(0.7)	11.3	(0.7)	5.6	(0.6)	6.2	(0.6)	7.5	(0.7)	9.7	(0.8)
	Switzerland	17.4	(1.1)	5.5	(0.7)	10.3	(0.9)	2.5	(0.5)	4.9	(0.7)	3.5	(0.6)	8.1	(0.8)
	Turkey	18.0	(1.4)	9.0	(1.3)	9.3	(1.2)	5.6	(1.1)	5.4	(1.2)	4.3	(1.1)	9.0	(1.2)
	United Kingdom	26.5	(1.3)	13.9	(1.0)	17.1	(1.0)	7.6	(0.8)	5.1	(0.6)	6.5	(0.6)	12.8	(1.0)
	United States	19.3	(1.2)	9.9	(0.8)	12.2	(1.1)	5.4	(0.8)	3.9	(0.7)	4.6	(0.7)	8.4	(0.9)
	OECD average	20.0	(0.2)	8.2	(0.1)	11.7	(0.2)	4.5	(0.1)	4.6	(0.1)	4.9	(0.1)	9.6	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	16.8	(0.8)	7.8	(0.6)	8.2	(0.5)	3.9	(0.4)	5.1	(0.5)	3.6	(0.4)	7.8	(0.5)
	B-S-J-G (China)	25.0	(1.6)	9.7	(0.9)	15.3	(1.2)	4.4	(0.6)	12.8	(1.2)	4.3	(0.5)	6.8	(0.6)
	Bulgaria	24.5	(1.2)	8.7	(0.8)	12.6	(0.9)	7.3	(0.9)	6.9	(0.9)	9.9	(0.8)	12.7	(1.0)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	20.9	(1.0)	6.9	(0.6)	11.4	(0.8)	2.9	(0.4)	3.5	(0.5)	3.8	(0.6)	9.4	(0.8)
	Costa Rica	22.8	(1.2)	10.1	(1.0)	12.8	(1.1)	4.8	(0.7)	1.5	(0.3)	2.9	(0.5)	13.4	(1.0)
	Croatia	17.4	(1.1)	5.6	(0.7)	9.0	(0.8)	4.2	(0.6)	4.2	(0.6)	4.5	(0.7)	10.4	(0.9)
	Cyprus*	18.5	(1.1)	7.0	(0.7)	11.7	(0.9)	5.2	(0.6)	4.5	(0.5)	6.5	(0.7)	8.2	(0.7)
	Dominican Republic	29.9	(1.6)	15.3	(1.2)	17.2	(1.4)	7.4	(1.2)	11.8	(1.4)	5.2	(1.0)	13.6	(1.1)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	31.8	(1.3)	9.6	(0.8)	25.5	(1.3)	7.1	(0.8)	9.6	(0.9)	9.0	(0.9)	9.9	(0.9)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	19.1	(1.3)	7.5	(0.8)	10.5	(0.9)	6.0	(0.8)	4.1	(0.6)	5.0	(0.8)	9.4	(1.0)
	Macao (China)	25.2	(1.2)	9.3	(1.0)	17.8	(1.1)	5.9	(0.8)	8.9	(0.9)	3.6	(0.5)	9.1	(0.8)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	17.2	(1.1)	5.5	(0.7)	8.3	(0.8)	6.0	(0.8)	4.1	(0.7)	3.5	(0.7)	10.3	(0.9)
	Peru	18.9	(1.3)	7.2	(0.9)	7.4	(0.8)	4.0	(0.6)	6.3	(0.7)	4.5	(0.6)	8.4	(0.8)
	Qatar	28.1	(0.8)	14.3	(0.7)	16.4	(0.7)	11.1	(0.6)	11.6	(0.6)	10.7	(0.6)	13.9	(0.6)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	29.2	(1.9)	19.3	(1.3)	12.4	(1.3)	5.2	(0.7)	6.0	(0.9)	3.8	(0.6)	8.8	(0.9)
	Singapore	29.0	(1.1)	16.1	(0.9)	21.0	(1.0)	5.4	(0.5)	6.2	(0.7)	6.2	(0.7)	10.7	(0.8)
	Chinese Taipei	10.9	(0.9)	3.6	(0.5)	7.1	(0.7)	1.0	(0.2)	3.8	(0.5)	0.9	(0.2)	3.1	(0.4)
	Thailand	28.1	(1.5)	13.4	(1.1)	21.8	(1.2)	10.3	(0.9)	10.7	(0.9)	8.7	(0.7)	11.5	(0.9)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	32.0	(1.4)	13.7	(1.1)	14.7	(1.2)	10.9	(1.0)	8.4	(1.0)	10.4	(1.0)	14.1	(0.9)
	United Arab Emirates	30.6	(1.1)	14.3	(0.8)	17.5	(0.9)	10.2	(0.7)	10.7	(0.8)	9.5	(0.6)	13.8	(0.9)
	Uruguay	17.8	(1.0)	9.1	(0.7)	10.3	(0.8)	4.7	(0.7)	3.8	(0.5)	4.0	(0.7)	9.0	(0.8)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	30.0	(1.4)	14.1	(1.0)	18.2	(1.3)	6.0	(0.8)	9.4	(1.0)	5.8	(0.7)	13.8	(0.8)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933471672

[Part 5/6]

Table III.8.2 Students' exposure to different types of bullying, by gender and socio-economic status

Percentage of students who reported being bullied "a few times a month" or "once a week or more"

		Percentage of socio-economically advantaged[2] students who reported being bullied at least a few times a month													
		Any type of bullying act		Other students left me out of things on purpose		Other students made fun of me		I was threatened by other students		Other students took away or destroyed things that belong to me		I got hit or pushed around by other students		Other students spread nasty rumours about me	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	21.9	(1.0)	11.0	(0.6)	13.0	(0.8)	5.7	(0.4)	5.3	(0.6)	4.4	(0.4)	8.6	(0.6)
	Austria	20.5	(1.1)	5.6	(0.7)	13.4	(1.0)	2.9	(0.5)	5.9	(0.6)	4.1	(0.6)	7.5	(0.7)
	Belgium	15.3	(0.7)	3.9	(0.4)	9.0	(0.6)	1.7	(0.3)	2.4	(0.3)	2.3	(0.3)	6.8	(0.5)
	Canada	16.8	(0.8)	8.1	(0.6)	11.3	(0.5)	3.0	(0.3)	2.8	(0.3)	4.1	(0.3)	5.8	(0.5)
	Chile	17.7	(0.9)	7.1	(0.6)	9.4	(0.7)	2.0	(0.5)	3.8	(0.5)	3.0	(0.6)	8.4	(0.7)
	Czech Republic	22.7	(1.2)	7.6	(0.9)	9.5	(0.7)	3.5	(0.5)	5.4	(0.6)	6.2	(0.7)	11.0	(0.9)
	Denmark	18.0	(1.2)	5.6	(0.7)	10.4	(0.9)	1.6	(0.3)	3.1	(0.4)	3.4	(0.5)	6.7	(0.8)
	Estonia	19.9	(1.3)	5.5	(0.7)	13.6	(1.2)	2.3	(0.4)	3.4	(0.5)	3.7	(0.6)	6.5	(0.8)
	Finland	15.0	(1.0)	6.5	(0.8)	9.2	(0.8)	3.2	(0.5)	2.8	(0.7)	4.7	(0.7)	5.4	(0.6)
	France	13.3	(1.0)	4.2	(0.6)	9.2	(0.8)	1.5	(0.3)	2.7	(0.5)	2.0	(0.4)	5.8	(0.7)
	Germany	14.9	(1.0)	4.3	(0.6)	8.1	(0.8)	1.1	(0.4)	3.8	(0.5)	1.4	(0.4)	6.5	(0.7)
	Greece	15.2	(0.9)	3.8	(0.6)	9.0	(0.8)	2.2	(0.4)	4.8	(0.6)	3.8	(0.6)	6.8	(0.8)
	Hungary	17.7	(1.1)	7.1	(0.7)	8.3	(0.8)	3.5	(0.5)	4.2	(0.7)	3.6	(0.5)	11.0	(0.9)
	Iceland	10.3	(1.1)	3.9	(0.7)	6.1	(0.9)	2.5	(0.6)	1.7	(0.5)	2.7	(0.6)	4.4	(0.8)
	Ireland	15.4	(0.9)	6.0	(0.7)	8.7	(0.7)	2.2	(0.4)	3.9	(0.5)	3.2	(0.6)	5.6	(0.6)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	25.6	(1.2)	5.2	(0.6)	20.3	(1.1)	2.6	(0.5)	3.0	(0.4)	10.0	(0.8)	6.8	(0.7)
	Korea	12.5	(0.9)	1.3	(0.3)	11.1	(1.0)	1.2	(0.3)	1.7	(0.4)	0.8	(0.2)	2.2	(0.4)
	Latvia	27.9	(1.4)	12.1	(1.0)	15.2	(1.2)	6.3	(0.6)	6.2	(0.8)	7.0	(0.7)	11.4	(1.1)
	Luxembourg	13.3	(0.9)	4.5	(0.6)	7.3	(0.6)	2.0	(0.4)	3.0	(0.5)	2.6	(0.5)	6.3	(0.6)
	Mexico	21.3	(1.0)	9.0	(0.7)	13.2	(0.8)	3.7	(0.5)	4.7	(0.5)	5.2	(0.7)	8.8	(0.8)
	Netherlands	9.7	(0.8)	2.2	(0.4)	4.8	(0.6)	1.4	(0.4)	2.0	(0.4)	1.4	(0.3)	4.9	(0.6)
	New Zealand	24.2	(1.4)	11.5	(1.2)	15.1	(1.3)	6.8	(0.9)	5.5	(0.8)	6.3	(0.8)	12.0	(0.9)
	Norway	17.8	(1.2)	7.4	(0.7)	10.0	(0.9)	4.1	(0.6)	5.6	(0.6)	5.5	(0.7)	8.9	(0.9)
	Poland	20.8	(1.2)	7.8	(0.9)	10.8	(0.9)	3.4	(0.6)	4.4	(0.7)	2.8	(0.7)	12.0	(1.0)
	Portugal	10.1	(0.9)	3.3	(0.5)	5.2	(0.7)	2.1	(0.4)	2.6	(0.5)	1.6	(0.3)	4.5	(0.6)
	Slovak Republic	20.7	(1.2)	10.1	(0.8)	10.0	(0.9)	4.1	(0.6)	4.7	(0.5)	4.8	(0.7)	11.7	(0.9)
	Slovenia	16.3	(1.3)	4.9	(0.8)	8.2	(1.0)	2.2	(0.4)	3.2	(0.6)	3.7	(0.7)	7.6	(0.9)
	Spain	11.6	(0.8)	3.4	(0.5)	6.1	(0.7)	2.3	(0.4)	3.4	(0.5)	2.4	(0.4)	5.2	(0.6)
	Sweden	16.0	(1.1)	5.4	(0.7)	8.4	(0.8)	2.7	(0.5)	3.4	(0.5)	5.1	(0.6)	5.5	(0.5)
	Switzerland	15.2	(0.9)	4.9	(0.6)	10.3	(0.9)	1.7	(0.4)	3.7	(0.6)	2.0	(0.4)	5.8	(0.7)
	Turkey	20.5	(1.5)	8.6	(0.9)	10.1	(1.1)	6.2	(0.9)	5.6	(0.8)	4.8	(0.7)	10.9	(1.2)
	United Kingdom	23.7	(1.1)	10.2	(0.8)	15.4	(0.9)	5.9	(0.7)	4.0	(0.5)	4.7	(0.6)	10.2	(0.8)
	United States	17.5	(1.2)	9.9	(1.0)	10.9	(0.9)	4.5	(0.6)	3.7	(0.5)	3.3	(0.5)	6.8	(0.7)
	OECD average	17.6	(0.2)	6.4	(0.1)	10.3	(0.2)	3.1	(0.1)	3.8	(0.1)	3.8	(0.1)	7.5	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	18.2	(1.0)	7.3	(0.5)	10.6	(0.7)	4.4	(0.4)	6.1	(0.4)	3.4	(0.4)	8.8	(0.6)
	B-S-J-G (China)	20.0	(1.2)	6.9	(0.8)	10.1	(0.7)	2.8	(0.5)	11.1	(1.0)	4.9	(0.6)	5.9	(0.7)
	Bulgaria	23.4	(1.1)	7.5	(0.7)	11.7	(0.9)	5.1	(0.5)	7.4	(0.7)	7.7	(0.9)	11.4	(0.8)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	20.9	(1.1)	7.5	(0.7)	11.8	(0.8)	2.7	(0.4)	4.9	(0.6)	3.3	(0.5)	10.1	(0.8)
	Costa Rica	22.7	(1.6)	7.9	(1.0)	13.3	(1.2)	5.2	(0.8)	2.6	(0.6)	3.2	(0.6)	11.9	(1.0)
	Croatia	15.8	(1.1)	5.0	(0.6)	7.9	(0.8)	3.6	(0.5)	3.2	(0.5)	3.4	(0.5)	8.2	(0.7)
	Cyprus*	18.4	(1.0)	8.5	(0.8)	12.3	(1.0)	6.1	(0.7)	5.8	(0.7)	7.1	(0.7)	9.9	(0.8)
	Dominican Republic	29.9	(1.6)	14.6	(1.1)	13.3	(1.2)	7.8	(1.1)	10.9	(1.1)	4.3	(0.8)	13.7	(1.3)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	32.6	(2.1)	8.0	(0.8)	26.5	(1.7)	6.3	(0.8)	10.4	(1.0)	10.4	(1.2)	8.9	(1.1)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	14.2	(1.2)	6.5	(0.8)	9.6	(1.0)	4.2	(0.6)	4.0	(0.5)	3.7	(0.6)	6.5	(0.8)
	Macao (China)	29.2	(1.4)	11.3	(0.9)	22.0	(1.3)	6.2	(0.7)	8.0	(0.7)	4.4	(0.5)	10.4	(0.9)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	18.1	(1.0)	6.3	(0.8)	7.1	(0.8)	6.1	(0.7)	4.4	(0.5)	3.5	(0.5)	10.9	(0.9)
	Peru	18.0	(0.9)	5.3	(0.5)	7.7	(0.7)	1.6	(0.4)	4.3	(0.6)	2.5	(0.4)	8.6	(0.7)
	Qatar	20.9	(0.8)	10.7	(0.6)	12.3	(0.7)	7.6	(0.6)	7.5	(0.5)	7.5	(0.5)	11.3	(0.7)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	27.2	(1.9)	18.3	(2.1)	11.4	(1.3)	6.0	(1.4)	5.7	(1.4)	2.6	(0.7)	9.2	(1.3)
	Singapore	22.3	(1.2)	9.3	(0.8)	15.5	(0.9)	3.4	(0.6)	4.1	(0.6)	4.3	(0.5)	7.4	(0.8)
	Chinese Taipei	11.3	(0.7)	3.0	(0.4)	7.4	(0.6)	1.0	(0.2)	3.4	(0.5)	0.9	(0.2)	3.7	(0.4)
	Thailand	26.8	(1.5)	10.8	(1.1)	18.8	(1.2)	7.0	(0.8)	8.5	(0.9)	5.9	(0.8)	10.6	(1.0)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	27.0	(1.3)	10.4	(1.0)	12.7	(1.0)	9.0	(1.0)	6.5	(0.8)	7.1	(0.9)	13.7	(1.0)
	United Arab Emirates	24.1	(1.0)	11.3	(0.7)	13.8	(0.8)	7.5	(0.6)	9.1	(0.7)	7.5	(0.6)	12.7	(0.8)
	Uruguay	17.3	(1.1)	9.0	(0.7)	10.7	(0.9)	3.2	(0.5)	4.4	(0.7)	3.8	(0.5)	7.8	(0.8)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	30.3	(1.5)	14.5	(1.1)	20.2	(1.3)	5.8	(0.7)	7.4	(0.9)	6.4	(0.8)	13.4	(1.2)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471672

[Part 6/6]

Table III.8.2 Students' exposure to different types of bullying, by gender and socio-economic status

Percentage of students who reported being bullied "a few times a month" or "once a week or more"

		Socio-economic disparity in the percentage of students who reported being bullied at least a few times a month (advantaged – disadvantaged)													
		Any type of bullying act		Other students left me out of things on purpose		Other students made fun of me		I was threatened by other students		Other students took away or destroyed things that belong to me		I got hit or pushed around by other students		Other students spread nasty rumours about me	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	**-5.7**	(1.4)	**-4.9**	(1.0)	**-4.8**	(1.3)	**-3.8**	(0.8)	-1.7	(0.9)	**-2.6**	(0.8)	**-5.1**	(1.0)
	Austria	1.6	(1.4)	-0.5	(0.9)	2.0	(1.3)	-0.6	(0.8)	1.3	(0.8)	-0.3	(0.9)	-0.9	(1.2)
	Belgium	**-6.1**	(1.2)	**-4.3**	(0.8)	**-3.3**	(1.0)	**-2.2**	(0.7)	**-1.2**	(0.6)	**-1.7**	(0.6)	**-4.0**	(1.0)
	Canada	**-6.2**	(1.1)	**-2.4**	(0.7)	**-3.7**	(1.0)	**-3.0**	(0.6)	**-1.9**	(0.5)	**-2.2**	(0.5)	**-4.2**	(0.8)
	Chile	-1.7	(1.3)	**-2.2**	(1.1)	-2.1	(1.2)	**-2.8**	(0.9)	**-1.9**	(0.8)	-1.5	(0.9)	**-3.3**	(1.1)
	Czech Republic	**-4.9**	(1.8)	**-3.0**	(1.3)	**-2.5**	(1.3)	-1.6	(0.9)	**-2.4**	(1.0)	-1.9	(1.2)	**-4.5**	(1.5)
	Denmark	**-5.2**	(1.6)	-1.3	(1.0)	-2.9	(1.5)	-0.6	(0.5)	**-1.6**	(0.7)	-0.7	(0.8)	**-2.2**	(1.1)
	Estonia	-1.7	(1.7)	-1.9	(1.1)	-0.4	(1.5)	-0.1	(0.6)	-0.5	(1.0)	-1.5	(1.0)	-0.1	(1.0)
	Finland	**-3.2**	(1.5)	-1.6	(1.0)	-2.2	(1.3)	-0.4	(0.8)	-0.1	(0.9)	-0.3	(1.0)	**-3.2**	(1.0)
	France	**-7.9**	(1.4)	**-4.2**	(0.9)	**-4.3**	(1.3)	**-2.5**	(0.7)	-1.0	(0.7)	**-1.6**	(0.8)	**-3.3**	(1.1)
	Germany	0.4	(1.6)	-1.7	(1.0)	-0.6	(1.4)	-0.7	(0.5)	0.8	(0.8)	-0.8	(0.6)	-1.0	(1.2)
	Greece	-2.3	(1.6)	-1.4	(0.9)	-1.9	(1.2)	-1.3	(0.9)	0.3	(0.9)	-1.0	(1.0)	-0.6	(1.2)
	Hungary	**-5.0**	(1.8)	**-3.9**	(1.1)	**-2.8**	(1.3)	-1.3	(0.7)	-0.5	(1.0)	-0.6	(0.7)	-2.1	(1.2)
	Iceland	**-3.5**	(1.7)	-0.5	(1.0)	-2.7	(1.4)	-1.4	(0.9)	-0.6	(0.7)	-0.8	(0.9)	-1.8	(1.2)
	Ireland	2.0	(1.3)	0.1	(0.9)	**2.1**	(0.9)	**-1.5**	(0.6)	0.9	(0.7)	0.5	(0.8)	-0.5	(0.9)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	**7.3**	(1.4)	0.9	(0.7)	**6.1**	(1.3)	0.2	(0.5)	0.8	(0.5)	1.7	(0.9)	1.1	(0.9)
	Korea	0.0	(1.2)	-0.5	(0.5)	0.8	(1.1)	0.1	(0.4)	-0.3	(0.5)	-0.3	(0.4)	**-1.8**	(0.7)
	Latvia	**-5.6**	(2.3)	-1.5	(1.4)	-0.4	(1.6)	-0.8	(1.1)	-3.0	(1.6)	-2.2	(1.3)	-3.0	(1.8)
	Luxembourg	**-3.6**	(1.4)	-1.1	(0.8)	**-2.0**	(1.0)	**-1.8**	(0.7)	**-1.9**	(0.7)	-1.1	(0.6)	**-2.5**	(1.0)
	Mexico	-0.3	(1.5)	-1.8	(1.0)	-0.4	(1.4)	**-1.7**	(0.8)	0.0	(0.8)	-0.7	(0.9)	-2.3	(1.2)
	Netherlands	1.2	(1.0)	-0.4	(0.7)	0.9	(0.8)	-0.2	(0.6)	-0.2	(0.6)	-0.6	(0.6)	0.3	(0.7)
	New Zealand	**-5.7**	(1.9)	**-3.9**	(1.7)	**-6.4**	(1.8)	**-4.6**	(1.5)	**-2.8**	(1.2)	**-2.8**	(1.3)	**-4.2**	(1.4)
	Norway	0.7	(1.6)	-0.7	(1.2)	0.5	(1.2)	-1.0	(0.8)	0.4	(0.8)	0.7	(1.0)	0.0	(1.2)
	Poland	-2.3	(1.9)	-2.0	(1.3)	-2.0	(1.5)	-1.1	(1.0)	0.6	(0.9)	**-2.6**	(1.1)	-2.9	(1.5)
	Portugal	**-3.7**	(1.2)	**-2.0**	(0.7)	**-3.3**	(1.1)	**-2.2**	(0.6)	-0.2	(0.6)	**-1.6**	(0.6)	-1.4	(0.9)
	Slovak Republic	**-6.0**	(1.7)	-1.9	(1.4)	-2.2	(1.6)	**-2.2**	(1.0)	**-3.1**	(1.0)	-0.2	(0.9)	**-3.6**	(1.3)
	Slovenia	-0.8	(1.7)	-1.4	(0.9)	-0.7	(1.1)	-1.1	(0.6)	-0.4	(0.8)	-1.2	(0.8)	**-2.5**	(1.1)
	Spain	**-3.4**	(1.3)	**-1.9**	(0.8)	**-2.5**	(1.1)	-0.4	(0.7)	0.3	(0.7)	-0.9	(0.6)	-0.9	(0.9)
	Sweden	**-4.2**	(1.6)	**-2.9**	(0.9)	**-2.9**	(1.1)	**-3.0**	(0.8)	**-2.8**	(0.9)	**-2.4**	(0.9)	**-4.2**	(1.0)
	Switzerland	-2.2	(1.4)	-0.6	(0.9)	0.1	(1.1)	-0.8	(0.6)	-1.2	(0.8)	**-1.5**	(0.7)	**-2.3**	(1.1)
	Turkey	2.4	(2.1)	-0.4	(1.5)	0.8	(1.7)	0.5	(1.4)	0.2	(1.4)	0.5	(1.3)	1.9	(1.6)
	United Kingdom	-2.8	(1.7)	**-3.8**	(1.3)	-1.7	(1.3)	-1.7	(1.0)	-1.2	(0.8)	**-1.8**	(0.9)	**-2.6**	(1.2)
	United States	-1.8	(1.6)	0.1	(1.3)	-1.3	(1.5)	-0.9	(0.9)	-0.1	(0.9)	-1.4	(0.9)	-1.6	(1.1)
	OECD average	**-2.4**	(0.3)	**-1.8**	(0.2)	**-1.4**	(0.2)	**-1.4**	(0.1)	**-0.8**	(0.2)	**-1.1**	(0.2)	**-2.1**	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	1.4	(1.3)	-0.5	(0.8)	**2.5**	(0.9)	0.5	(0.5)	1.0	(0.6)	-0.2	(0.5)	1.0	(0.8)
	B-S-J-G (China)	**-4.9**	(1.7)	**-2.8**	(1.3)	**-5.2**	(1.3)	**-1.6**	(0.7)	-1.7	(1.3)	0.6	(0.7)	-0.9	(0.9)
	Bulgaria	-1.1	(1.6)	-1.1	(1.1)	-1.0	(1.2)	**-2.1**	(1.0)	0.5	(1.2)	-2.3	(1.2)	-1.2	(1.3)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	0.0	(1.5)	0.6	(0.9)	0.5	(1.1)	-0.2	(0.6)	**1.5**	(0.7)	-0.5	(0.7)	0.7	(1.1)
	Costa Rica	-0.2	(1.9)	-2.2	(1.4)	0.5	(1.5)	0.4	(1.0)	1.1	(0.7)	0.3	(0.7)	-1.6	(1.4)
	Croatia	-1.6	(1.5)	-0.6	(0.8)	-1.0	(1.0)	-0.6	(0.7)	-1.0	(0.8)	-1.0	(0.9)	**-2.2**	(1.1)
	Cyprus*	-0.1	(1.5)	1.5	(1.1)	0.6	(1.4)	0.9	(1.0)	1.3	(1.0)	0.7	(1.0)	1.7	(1.0)
	Dominican Republic	0.0	(2.4)	-0.7	(1.6)	**-3.9**	(1.8)	0.4	(1.7)	-1.0	(1.9)	-0.9	(1.3)	0.1	(1.9)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	0.7	(2.5)	-1.6	(1.1)	1.0	(2.2)	-0.8	(1.1)	0.8	(1.4)	1.4	(1.6)	-1.1	(1.5)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	**-4.8**	(1.8)	-1.1	(1.0)	-0.9	(1.4)	-1.8	(1.0)	-0.1	(0.8)	-1.3	(1.0)	**-2.9**	(1.3)
	Macao (China)	**4.1**	(1.8)	1.9	(1.3)	**4.2**	(1.6)	0.3	(1.1)	-0.8	(1.2)	0.8	(0.8)	1.3	(1.2)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	0.9	(1.5)	0.8	(1.0)	-1.2	(1.1)	0.1	(1.0)	0.4	(0.8)	0.0	(0.8)	0.6	(1.2)
	Peru	-0.9	(1.7)	-1.9	(1.1)	0.3	(1.0)	**-2.4**	(0.7)	**-2.0**	(0.9)	**-2.0**	(0.7)	0.2	(1.1)
	Qatar	**-7.3**	(1.3)	**-3.6**	(1.0)	**-4.1**	(1.1)	**-3.4**	(0.9)	**-4.1**	(0.9)	**-3.2**	(0.8)	**-2.6**	(1.0)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	-2.0	(2.4)	-1.0	(2.3)	-1.0	(1.8)	0.8	(1.7)	-0.3	(1.5)	-1.2	(1.0)	0.4	(1.6)
	Singapore	**-6.7**	(1.8)	**-6.8**	(1.4)	**-5.5**	(1.4)	**-2.0**	(0.8)	**-2.1**	(0.9)	**-1.9**	(0.9)	**-3.4**	(1.2)
	Chinese Taipei	0.4	(1.2)	-0.6	(0.6)	0.2	(1.0)	0.0	(0.3)	-0.4	(0.8)	0.1	(0.3)	0.6	(0.6)
	Thailand	-1.3	(2.0)	-2.6	(1.4)	-3.0	(1.6)	**-3.3**	(1.1)	-2.3	(1.2)	**-2.8**	(1.1)	-0.9	(1.3)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	**-5.0**	(1.9)	**-3.4**	(1.4)	-2.1	(1.6)	-2.0	(1.4)	-1.9	(1.2)	**-3.3**	(1.3)	-0.4	(1.3)
	United Arab Emirates	**-6.4**	(1.6)	**-3.0**	(1.0)	**-3.7**	(1.3)	**-2.6**	(0.9)	-1.6	(1.0)	**-2.1**	(0.9)	-1.1	(1.2)
	Uruguay	-0.5	(1.5)	-0.1	(1.0)	0.4	(1.2)	-1.4	(0.8)	0.6	(0.8)	-0.2	(0.8)	-1.2	(1.0)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.3	(2.0)	0.4	(1.3)	1.9	(1.6)	-0.2	(1.0)	-1.9	(1.4)	0.6	(1.0)	-0.3	(1.6)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the PISA index of economic, social and cultural status (ESCS) within his or her own country/economy.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471672

[Part 1/3]

Table III.8.4 Students' exposure to bullying, by deciles of science performance

Percentage of students who reported being bullied "a few times a month" or "once a week or more"

		Other students made fun of me																	
		1st decile		2nd decile		3rd decile		4th decile		5th decile		6th decile		7th decile		8th decile		9th decile		10th decile	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	24.7	(1.7)	18.6	(1.7)	16.8	(1.7)	14.4	(1.4)	14.8	(1.3)	13.9	(1.6)	13.4	(1.5)	11.6	(1.5)	11.9	(1.4)	12.1	(1.3)
	Austria	13.9	(1.6)	10.6	(1.6)	10.7	(2.0)	9.6	(1.9)	10.0	(1.6)	10.9	(1.7)	11.9	(1.7)	13.2	(2.1)	13.7	(1.9)	14.8	(2.1)
	Belgium	14.6	(1.7)	12.8	(1.6)	13.3	(1.6)	12.5	(1.5)	11.3	(1.4)	10.4	(1.3)	9.5	(1.3)	9.2	(1.3)	9.0	(1.5)	9.4	(1.1)
	Canada	19.1	(1.6)	16.9	(1.8)	14.7	(1.7)	14.0	(1.9)	13.0	(1.6)	12.5	(1.5)	11.8	(1.5)	11.7	(1.5)	10.6	(1.3)	10.3	(1.1)
	Chile	15.1	(2.5)	10.4	(2.0)	9.4	(1.9)	9.6	(2.0)	8.4	(1.7)	8.7	(1.8)	9.2	(1.7)	9.3	(1.7)	8.0	(1.3)	8.1	(1.3)
	Czech Republic	15.8	(2.3)	12.8	(2.2)	12.1	(2.3)	11.4	(2.1)	11.5	(2.0)	10.5	(2.3)	10.0	(1.8)	9.3	(1.7)	9.8	(1.6)	9.0	(1.4)
	Denmark	14.5	(2.0)	12.4	(2.2)	12.5	(2.1)	12.2	(2.0)	11.9	(2.0)	10.2	(2.3)	10.0	(1.8)	10.1	(1.7)	10.1	(2.0)	9.4	(1.7)
	Estonia	13.2	(2.2)	12.4	(2.1)	13.0	(2.1)	13.2	(2.2)	14.1	(2.1)	13.6	(2.2)	13.5	(2.3)	14.9	(2.1)	14.8	(1.9)	14.0	(1.6)
	Finland	14.5	(1.9)	12.0	(2.0)	12.2	(2.2)	10.6	(2.0)	10.6	(1.9)	9.9	(1.8)	9.5	(1.7)	8.5	(1.4)	9.2	(1.7)	8.9	(1.4)
	France	18.7	(2.3)	15.6	(2.2)	13.5	(2.0)	13.1	(2.0)	12.2	(1.9)	11.1	(1.9)	10.4	(1.7)	8.4	(1.6)	7.6	(1.4)	8.2	(1.2)
	Germany	12.3	(2.0)	10.1	(1.9)	8.8	(1.9)	9.1	(1.8)	9.0	(1.8)	8.7	(2.1)	9.2	(2.0)	9.1	(1.9)	8.4	(1.7)	8.6	(1.4)
	Greece	17.3	(2.6)	12.6	(2.4)	10.6	(2.2)	9.3	(1.9)	9.0	(2.0)	9.1	(2.1)	8.7	(1.6)	8.5	(1.7)	8.1	(1.7)	8.1	(1.3)
	Hungary	15.1	(2.4)	13.6	(2.8)	11.8	(2.2)	11.5	(2.1)	9.4	(1.9)	7.8	(1.9)	8.1	(1.7)	7.4	(1.6)	6.6	(1.4)	5.6	(1.2)
	Iceland	9.3	(1.8)	7.1	(1.9)	7.0	(2.0)	6.7	(2.1)	6.7	(2.4)	6.2	(1.9)	5.9	(2.1)	6.0	(1.7)	6.0	(1.9)	6.7	(1.6)
	Ireland	8.7	(1.6)	8.7	(1.9)	8.3	(1.8)	7.8	(1.8)	8.0	(1.8)	8.5	(1.8)	7.7	(1.6)	7.9	(1.5)	8.7	(1.7)	10.8	(1.6)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	14.5	(1.8)	15.2	(2.1)	14.7	(2.2)	14.5	(2.3)	16.2	(2.4)	16.6	(2.2)	17.9	(2.1)	17.1	(2.4)	20.4	(2.6)	22.5	(1.9)
	Korea	6.3	(1.2)	7.4	(1.6)	8.9	(1.8)	10.3	(2.0)	10.1	(2.3)	9.6	(1.7)	10.4	(2.2)	11.0	(2.3)	12.1	(2.1)	15.7	(1.9)
	Latvia	20.7	(2.5)	16.6	(2.8)	16.6	(2.7)	15.7	(2.6)	14.4	(2.5)	12.9	(2.6)	12.4	(2.5)	12.6	(1.9)	13.1	(2.3)	14.9	(2.2)
	Luxembourg	14.5	(1.6)	10.5	(1.7)	9.5	(1.6)	9.1	(1.6)	7.9	(1.7)	7.2	(1.4)	7.1	(2.1)	7.2	(1.5)	7.5	(1.5)	6.0	(1.3)
	Mexico	17.3	(2.1)	14.4	(2.1)	13.6	(2.2)	13.3	(2.0)	12.3	(2.2)	12.1	(2.4)	11.2	(1.8)	10.6	(1.6)	11.3	(1.6)	13.4	(1.6)
	Netherlands	7.4	(1.8)	5.0	(1.6)	4.5	(1.6)	4.0	(1.1)	3.0	(1.0)	3.3	(1.1)	3.3	(1.1)	4.3	(1.2)	4.3	(1.1)	5.2	(1.1)
	New Zealand	22.2	(2.6)	22.4	(2.9)	18.0	(2.8)	17.0	(2.8)	18.1	(3.0)	18.1	(3.0)	16.4	(2.8)	14.9	(2.7)	14.4	(2.7)	13.4	(2.1)
	Norway	14.2	(1.9)	11.6	(1.9)	10.8	(2.2)	10.4	(2.3)	9.1	(1.9)	8.4	(1.6)	8.0	(1.7)	8.1	(1.7)	7.6	(1.7)	6.6	(1.4)
	Poland	12.5	(1.8)	11.2	(2.0)	10.8	(2.4)	10.3	(1.9)	10.6	(2.0)	11.3	(2.2)	12.1	(2.2)	12.9	(2.6)	12.1	(2.1)	13.1	(1.9)
	Portugal	12.4	(1.6)	8.0	(1.5)	7.3	(1.6)	7.6	(1.8)	6.1	(1.4)	5.6	(1.7)	5.0	(1.7)	4.8	(1.8)	5.2	(1.4)	5.1	(1.1)
	Slovak Republic	17.9	(2.4)	13.4	(2.0)	11.4	(1.8)	10.2	(1.9)	9.1	(1.6)	9.0	(1.9)	9.6	(2.0)	8.4	(1.9)	8.8	(1.8)	9.3	(1.6)
	Slovenia	12.6	(1.8)	12.2	(1.9)	9.4	(1.8)	7.6	(1.9)	7.0	(1.5)	7.5	(1.7)	8.6	(1.7)	8.0	(1.9)	7.2	(2.0)	8.3	(1.8)
	Spain	13.1	(1.9)	9.5	(1.8)	7.9	(1.5)	7.2	(1.4)	7.0	(1.7)	7.0	(1.4)	6.7	(1.4)	7.6	(1.5)	6.7	(1.4)	7.7	(1.3)
	Sweden	12.6	(2.0)	10.4	(2.4)	11.4	(1.9)	10.2	(1.9)	9.9	(1.7)	8.7	(1.9)	8.1	(2.0)	8.2	(1.6)	7.9	(1.7)	7.7	(1.4)
	Switzerland	11.9	(1.8)	12.6	(2.7)	12.6	(2.5)	10.9	(2.5)	9.8	(2.1)	10.3	(2.0)	10.4	(2.0)	9.7	(2.1)	10.0	(2.0)	9.2	(1.6)
	Turkey	13.8	(2.7)	11.1	(2.2)	9.0	(1.9)	8.8	(1.9)	8.5	(1.6)	8.3	(1.9)	8.1	(1.9)	8.1	(1.8)	8.2	(1.8)	8.2	(1.4)
	United Kingdom	18.8	(2.3)	16.7	(2.5)	14.5	(2.1)	13.5	(2.2)	13.7	(1.9)	13.8	(2.1)	14.3	(2.4)	15.6	(2.5)	15.4	(2.0)	15.4	(1.8)
	United States	14.8	(2.1)	13.1	(2.2)	13.6	(2.7)	10.9	(2.5)	9.5	(2.3)	10.8	(2.2)	10.6	(1.9)	10.7	(1.9)	9.8	(1.9)	10.6	(1.9)
	OECD average	14.7	(0.4)	12.4	(0.4)	11.5	(0.4)	10.8	(0.3)	10.4	(0.3)	10.1	(0.3)	10.0	(0.3)	9.8	(0.3)	9.8	(0.3)	10.2	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	13.7	(1.8)	10.5	(1.2)	10.1	(1.3)	8.4	(1.2)	8.1	(1.1)	7.7	(1.2)	7.8	(1.1)	8.4	(1.2)	9.2	(1.2)	10.3	(1.3)
	B-S-J-G (China)	19.8	(2.0)	14.3	(2.2)	12.8	(1.7)	12.5	(1.7)	12.3	(2.3)	11.1	(2.2)	10.6	(1.7)	10.1	(1.9)	10.1	(1.9)	10.0	(1.6)
	Bulgaria	17.2	(2.8)	12.4	(2.4)	12.7	(2.3)	12.9	(2.8)	13.6	(2.3)	12.3	(2.0)	13.1	(2.0)	11.4	(2.2)	10.5	(1.9)	9.7	(1.4)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	17.9	(2.3)	13.7	(2.3)	11.2	(1.9)	10.7	(1.9)	9.4	(2.0)	9.5	(1.7)	9.5	(1.7)	10.6	(1.6)	10.8	(1.6)	12.1	(1.5)
	Costa Rica	11.2	(1.7)	11.5	(2.0)	11.5	(1.8)	10.3	(2.0)	10.6	(2.0)	10.7	(2.0)	11.5	(2.3)	12.1	(1.8)	12.1	(2.0)	15.7	(1.8)
	Croatia	9.8	(1.9)	9.8	(2.0)	9.7	(2.1)	8.1	(1.7)	7.7	(1.9)	7.1	(1.5)	7.0	(1.6)	6.9	(1.4)	7.0	(1.4)	6.9	(1.2)
	Cyprus*	21.6	(2.2)	14.9	(2.0)	12.3	(2.5)	11.3	(2.4)	10.9	(1.8)	10.1	(1.5)	9.3	(1.7)	8.7	(2.0)	6.5	(1.6)	7.9	(1.4)
	Dominican Republic	16.5	(2.9)	17.1	(3.5)	16.7	(2.9)	15.4	(2.9)	15.6	(2.5)	14.9	(2.6)	16.0	(3.3)	14.8	(2.4)	13.6	(2.5)	13.3	(2.8)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	25.9	(2.5)	27.4	(3.0)	26.8	(2.8)	26.6	(2.7)	25.2	(2.8)	25.6	(3.0)	25.2	(2.8)	25.3	(3.1)	26.0	(2.9)	26.8	(2.1)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	16.7	(2.2)	10.7	(2.4)	7.8	(1.5)	7.9	(1.5)	8.2	(2.0)	8.6	(1.7)	7.0	(1.6)	7.0	(1.8)	9.3	(1.8)	9.5	(1.5)
	Macao (China)	31.9	(2.6)	24.0	(2.8)	21.9	(2.6)	21.0	(3.4)	19.2	(2.4)	17.5	(2.6)	17.0	(2.1)	15.3	(2.5)	14.7	(2.5)	17.2	(2.0)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	10.6	(1.7)	9.4	(1.9)	8.0	(1.8)	7.5	(1.7)	6.2	(1.6)	6.2	(1.6)	5.2	(1.6)	5.0	(1.3)	5.0	(1.3)	6.1	(1.2)
	Peru	10.0	(1.5)	8.8	(1.7)	8.5	(1.9)	8.0	(1.8)	8.2	(1.8)	7.3	(1.4)	6.5	(1.4)	6.5	(1.4)	6.3	(1.4)	7.7	(1.3)
	Qatar	27.5	(1.8)	21.4	(1.5)	17.6	(2.2)	15.5	(1.5)	13.2	(1.4)	12.2	(1.4)	12.0	(1.3)	10.9	(1.2)	10.9	(1.3)	10.0	(1.0)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	13.5	(2.5)	11.8	(2.4)	12.1	(2.8)	11.2	(2.8)	11.1	(2.1)	10.6	(1.9)	10.8	(2.1)	11.5	(2.2)	12.0	(2.5)	13.6	(2.0)
	Singapore	28.8	(2.0)	20.1	(2.2)	19.4	(1.9)	17.8	(2.0)	17.4	(2.3)	16.3	(2.3)	15.9	(2.3)	16.0	(2.1)	15.3	(2.0)	16.5	(1.9)
	Chinese Taipei	7.0	(1.0)	6.7	(1.2)	6.6	(1.4)	6.3	(1.4)	6.8	(1.3)	6.7	(1.2)	7.3	(1.7)	7.0	(1.4)	7.1	(1.3)	6.7	(1.0)
	Thailand	29.4	(3.0)	26.2	(3.3)	22.6	(2.8)	20.7	(2.4)	19.6	(2.4)	18.9	(2.5)	18.4	(3.1)	17.1	(2.5)	14.4	(2.1)	12.3	(1.6)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	19.4	(2.4)	14.1	(2.2)	12.9	(2.6)	12.8	(2.7)	11.6	(2.2)	10.8	(2.4)	12.2	(2.2)	11.2	(2.2)	12.1	(2.3)	14.6	(1.9)
	United Arab Emirates	24.3	(1.9)	19.9	(1.8)	18.4	(1.9)	16.3	(2.1)	15.1	(2.1)	14.9	(1.6)	13.3	(1.7)	12.9	(1.6)	12.7	(1.4)	12.5	(1.2)
	Uruguay	11.9	(1.8)	10.0	(1.7)	9.9	(1.7)	9.2	(1.6)	10.1	(1.8)	10.4	(1.8)	10.0	(1.8)	10.7	(1.7)	9.9	(2.4)	11.0	(1.6)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	28.5	(2.6)	24.3	(2.8)	22.0	(2.8)	19.8	(2.6)	17.2	(2.2)	15.2	(2.1)	16.5	(2.3)	15.9	(2.6)	16.5	(2.7)	16.7	(2.1)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471694

[Part 2/3]

Table III.8.4 Students' exposure to bullying, by deciles of science performance

Percentage of students who reported being bullied "a few times a month" or "once a week or more"

		I got hit or pushed around by other students																	
		1st decile		2nd decile		3rd decile		4th decile		5th decile		6th decile		7th decile		8th decile		9th decile		10th decile	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	13.1	(1.3)	8.1	(1.3)	6.4	(1.0)	5.7	(1.1)	5.0	(1.0)	4.7	(1.1)	4.7	(0.8)	3.8	(0.8)	3.5	(0.9)	3.2	(0.7)
	Austria	9.4	(1.5)	5.4	(1.3)	4.0	(1.1)	4.2	(1.4)	3.7	(1.0)	4.2	(1.3)	2.9	(1.1)	2.7	(0.8)	3.0	(1.0)	3.2	(0.9)
	Belgium	8.4	(1.6)	4.4	(1.0)	3.4	(1.0)	2.8	(0.8)	2.8	(0.8)	2.4	(0.8)	2.4	(0.7)	2.3	(0.6)	1.6	(0.6)	1.5	(0.5)
	Canada	11.5	(1.4)	8.1	(1.4)	5.6	(1.1)	5.2	(1.1)	4.7	(0.9)	4.1	(0.9)	3.6	(0.8)	3.4	(0.9)	2.7	(0.7)	2.1	(0.6)
	Chile	10.4	(2.5)	5.4	(1.8)	3.3	(1.0)	2.6	(1.0)	2.1	(1.0)	1.8	(1.0)	1.8	(0.8)	1.7	(0.9)	1.7	(0.8)	1.8	(0.6)
	Czech Republic	12.8	(2.0)	10.2	(1.9)	9.0	(1.8)	8.0	(1.8)	7.9	(1.9)	6.5	(1.6)	4.8	(1.3)	5.5	(1.3)	5.6	(1.2)	5.7	(1.0)
	Denmark	6.2	(1.5)	4.8	(1.3)	4.2	(1.4)	3.4	(1.2)	3.4	(1.2)	3.5	(1.1)	2.7	(1.1)	2.6	(0.9)	2.3	(0.8)	2.3	(0.8)
	Estonia	7.1	(1.6)	4.9	(1.7)	4.4	(1.4)	4.2	(1.3)	4.2	(1.4)	4.6	(1.6)	4.9	(1.5)	4.4	(1.2)	4.7	(1.4)	3.7	(1.1)
	Finland	9.3	(1.7)	5.8	(1.4)	5.3	(1.5)	4.2	(1.2)	3.6	(1.3)	3.6	(1.1)	3.8	(1.2)	3.9	(1.0)	3.9	(1.2)	3.6	(1.2)
	France	9.3	(1.9)	6.0	(1.4)	4.4	(1.5)	3.0	(1.1)	2.2	(0.7)	2.1	(0.8)	1.8	(0.7)	1.5	(0.8)	1.2	(0.7)	0.8	(0.5)
	Germany	6.6	(1.3)	4.7	(1.4)	3.0	(1.1)	2.1	(0.9)	2.1	(0.9)	1.4	(0.8)	1.5	(0.6)	1.2	(0.5)	1.0	(0.5)	1.1	(0.6)
	Greece	13.8	(2.6)	7.1	(2.4)	5.0	(1.8)	3.0	(1.3)	3.4	(1.2)	3.5	(1.1)	3.1	(1.3)	2.2	(0.8)	1.6	(0.6)	1.3	(0.5)
	Hungary	9.4	(1.9)	7.5	(1.9)	5.5	(1.4)	4.1	(1.4)	3.2	(1.3)	2.1	(0.8)	1.9	(0.9)	2.0	(1.0)	2.0	(0.8)	2.3	(0.8)
	Iceland	4.7	(1.4)	3.2	(1.3)	2.6	(1.3)	2.5	(1.2)	2.1	(1.2)	1.7	(1.1)	1.6	(0.9)	2.3	(1.2)	2.3	(1.2)	1.8	(1.1)
	Ireland	4.4	(1.0)	3.4	(1.0)	2.9	(0.8)	2.9	(0.9)	3.0	(1.0)	2.7	(1.1)	2.6	(1.1)	2.5	(0.9)	2.7	(0.9)	3.9	(1.0)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	9.8	(1.4)	9.1	(1.7)	9.2	(1.6)	8.4	(1.7)	8.3	(1.8)	7.9	(1.6)	8.7	(1.7)	7.3	(1.5)	9.1	(1.7)	11.4	(1.6)
	Korea	1.6	(0.6)	1.4	(0.7)	1.2	(0.8)	0.8	(0.6)	0.9	(0.6)	0.6	(0.5)	0.5	(0.5)	0.3	(0.3)	0.5	(0.4)	0.6	(0.4)
	Latvia	17.5	(2.3)	11.9	(2.3)	10.0	(2.1)	7.8	(1.9)	7.3	(2.1)	6.6	(1.8)	5.8	(1.5)	5.3	(1.7)	5.3	(1.3)	6.7	(1.4)
	Luxembourg	10.2	(1.7)	5.6	(1.4)	4.5	(1.4)	4.1	(1.1)	3.2	(1.2)	1.9	(0.8)	1.5	(0.7)	1.7	(0.9)	2.1	(0.8)	1.7	(0.7)
	Mexico	9.5	(1.8)	6.8	(1.9)	6.4	(1.6)	6.1	(1.7)	5.0	(1.5)	3.9	(1.2)	3.6	(1.1)	3.6	(1.0)	3.7	(1.1)	5.0	(0.9)
	Netherlands	5.6	(1.6)	3.4	(1.3)	2.7	(1.0)	1.3	(0.7)	1.2	(0.7)	1.1	(0.6)	0.9	(0.6)	0.7	(0.5)	0.9	(0.5)	1.0	(0.6)
	New Zealand	13.2	(1.9)	9.7	(2.1)	6.6	(1.8)	7.1	(1.7)	7.0	(1.9)	5.4	(1.5)	5.0	(1.3)	4.1	(1.5)	4.1	(1.3)	5.3	(1.3)
	Norway	10.8	(1.8)	7.4	(1.9)	5.1	(1.5)	4.2	(1.2)	3.5	(1.1)	3.6	(1.1)	3.8	(1.2)	3.2	(1.0)	3.2	(1.0)	1.9	(0.7)
	Poland	8.0	(1.6)	5.2	(1.5)	4.3	(1.6)	3.5	(1.4)	4.3	(1.3)	3.5	(1.1)	3.7	(1.3)	3.4	(1.2)	2.5	(1.1)	2.7	(1.0)
	Portugal	8.7	(1.4)	3.7	(1.0)	2.7	(1.0)	2.3	(1.0)	1.7	(1.0)	1.3	(0.7)	0.9	(0.6)	0.8	(0.5)	0.9	(0.5)	0.6	(0.4)
	Slovak Republic	11.5	(2.1)	7.7	(1.7)	6.5	(1.5)	5.3	(1.5)	4.3	(1.1)	4.2	(1.4)	4.1	(1.3)	3.6	(1.3)	2.5	(1.0)	2.0	(0.7)
	Slovenia	9.5	(1.6)	7.2	(1.4)	5.1	(1.3)	3.4	(1.2)	4.0	(1.5)	2.9	(1.3)	3.3	(1.5)	2.8	(1.2)	2.0	(0.9)	1.7	(0.8)
	Spain	6.2	(1.4)	3.7	(1.2)	3.1	(1.0)	2.8	(1.0)	2.0	(0.7)	2.0	(0.8)	1.8	(0.7)	2.3	(1.0)	2.4	(0.8)	2.3	(0.7)
	Sweden	11.5	(1.8)	7.8	(1.9)	7.0	(1.8)	5.9	(1.4)	4.6	(1.3)	3.9	(1.4)	4.0	(1.6)	3.5	(1.3)	3.4	(1.0)	3.7	(1.0)
	Switzerland	5.6	(1.5)	5.5	(1.6)	3.8	(1.4)	3.4	(1.3)	2.3	(1.0)	2.1	(1.1)	1.5	(0.8)	1.5	(0.8)	1.5	(0.7)	1.5	(0.6)
	Turkey	9.2	(2.7)	7.3	(2.1)	5.9	(1.8)	5.2	(1.6)	4.2	(1.4)	3.5	(1.2)	3.3	(1.1)	2.9	(1.1)	2.5	(1.1)	1.7	(0.7)
	United Kingdom	9.3	(1.5)	8.3	(1.8)	6.5	(1.5)	5.3	(1.3)	4.2	(1.3)	4.8	(1.6)	4.4	(1.6)	4.0	(1.4)	4.3	(1.1)	3.3	(0.8)
	United States	8.2	(1.5)	5.2	(1.6)	6.0	(1.7)	4.1	(1.5)	2.5	(1.2)	2.7	(0.9)	2.5	(1.1)	2.7	(1.0)	3.0	(1.0)	2.2	(0.8)
	OECD average	9.1	(0.3)	6.2	(0.3)	5.0	(0.2)	4.2	(0.2)	3.8	(0.2)	3.4	(0.2)	3.1	(0.2)	2.9	(0.2)	2.8	(0.2)	2.8	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	8.3	(1.2)	5.4	(1.1)	4.7	(1.1)	3.6	(0.8)	3.0	(0.7)	2.3	(0.7)	2.0	(0.7)	2.1	(0.6)	1.6	(0.6)	1.5	(0.5)
	B-S-J-G (China)	8.9	(1.6)	5.9	(1.4)	3.8	(1.1)	3.0	(1.0)	3.5	(1.2)	4.0	(1.3)	3.5	(1.2)	3.1	(1.3)	2.9	(1.1)	3.2	(1.2)
	Bulgaria	18.7	(3.4)	11.5	(2.2)	11.0	(1.8)	10.8	(1.9)	10.4	(2.2)	8.7	(1.9)	7.5	(1.9)	6.3	(1.3)	5.9	(1.3)	4.3	(1.1)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	9.7	(1.8)	7.2	(1.7)	5.2	(1.5)	4.1	(1.3)	2.7	(0.9)	2.5	(0.8)	2.6	(0.8)	2.5	(0.8)	2.1	(0.7)	2.3	(0.7)
	Costa Rica	4.9	(1.3)	3.6	(1.3)	2.7	(1.3)	2.3	(1.2)	1.8	(0.8)	2.3	(1.0)	2.2	(1.0)	2.6	(1.2)	2.5	(1.0)	2.1	(0.8)
	Croatia	6.3	(1.5)	5.8	(1.4)	4.2	(1.4)	4.0	(1.3)	4.1	(1.2)	3.2	(1.1)	3.2	(1.1)	2.8	(1.0)	2.2	(1.0)	3.1	(0.9)
	Cyprus*	16.2	(2.0)	10.5	(1.7)	8.0	(1.7)	6.6	(1.5)	6.9	(1.9)	6.1	(1.4)	5.0	(1.3)	3.5	(1.1)	2.2	(0.9)	1.6	(0.7)
	Dominican Republic	8.7	(2.6)	8.2	(2.8)	7.3	(2.2)	5.5	(2.2)	4.7	(1.8)	4.0	(1.6)	3.7	(1.6)	3.3	(1.4)	2.4	(1.1)	2.3	(0.8)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	14.5	(2.2)	11.7	(2.4)	10.0	(2.0)	10.4	(1.9)	9.2	(2.0)	8.4	(1.9)	8.3	(1.7)	7.8	(1.8)	7.0	(1.6)	7.5	(1.7)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	13.2	(2.0)	7.7	(2.0)	4.8	(1.4)	4.2	(1.4)	3.4	(1.1)	3.0	(1.0)	2.5	(1.1)	2.0	(0.9)	2.1	(0.8)	2.6	(0.9)
	Macao (China)	10.9	(1.6)	5.8	(1.5)	4.5	(1.3)	4.6	(1.4)	4.0	(1.3)	3.3	(1.2)	3.0	(1.1)	2.2	(1.0)	2.0	(0.9)	2.1	(0.8)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	7.4	(1.6)	5.3	(1.5)	3.7	(1.2)	3.6	(1.1)	3.2	(1.2)	2.9	(0.9)	2.8	(0.9)	2.9	(1.0)	2.4	(0.9)	2.1	(0.8)
	Peru	7.1	(1.4)	5.1	(1.6)	4.9	(1.2)	4.2	(1.2)	3.3	(1.1)	2.8	(0.8)	2.4	(0.8)	2.3	(0.9)	2.2	(0.8)	2.1	(0.7)
	Qatar	23.4	(1.9)	18.2	(1.7)	13.6	(1.7)	9.5	(1.2)	7.3	(1.2)	5.7	(0.9)	5.1	(1.0)	4.4	(1.0)	3.6	(0.8)	2.9	(0.6)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	6.8	(1.7)	4.7	(1.6)	3.9	(1.5)	2.8	(1.3)	2.9	(1.1)	2.6	(1.0)	2.3	(0.9)	2.2	(1.1)	2.6	(1.1)	0.9	(0.6)
	Singapore	12.6	(1.6)	6.2	(1.5)	5.1	(1.1)	4.3	(1.1)	4.3	(1.2)	4.1	(1.1)	4.4	(1.2)	3.8	(1.3)	3.6	(1.0)	2.8	(0.8)
	Chinese Taipei	2.3	(0.5)	0.6	(0.3)	0.5	(0.3)	0.4	(0.4)	0.6	(0.4)	0.9	(0.4)	1.0	(0.5)	0.6	(0.4)	0.7	(0.5)	0.4	(0.4)
	Thailand	17.1	(2.6)	13.2	(2.4)	10.3	(1.9)	8.5	(1.6)	6.6	(1.4)	5.0	(1.5)	4.6	(1.5)	3.5	(1.2)	2.1	(1.0)	1.1	(0.6)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	15.9	(2.5)	12.3	(2.2)	10.7	(2.3)	8.7	(2.0)	8.3	(2.3)	6.7	(1.6)	7.0	(1.8)	6.3	(2.1)	5.8	(1.6)	5.8	(1.4)
	United Arab Emirates	20.4	(1.9)	13.9	(1.6)	10.2	(1.5)	8.5	(1.5)	7.3	(1.5)	6.3	(1.3)	5.0	(1.1)	4.5	(1.1)	3.8	(0.8)	3.0	(0.8)
	Uruguay	7.4	(1.7)	5.9	(1.5)	5.3	(1.4)	4.8	(1.3)	4.2	(1.3)	3.5	(1.1)	2.7	(1.0)	2.5	(0.9)	2.2	(0.8)	2.6	(0.8)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	17.9	(1.9)	9.2	(1.8)	7.5	(1.8)	5.5	(1.7)	4.6	(1.2)	3.5	(1.2)	3.6	(1.1)	3.5	(1.1)	3.9	(1.2)	3.6	(0.8)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471694

[Part 3/3]

Table III.8.4 Students' exposure to bullying, by deciles of science performance

Percentage of students who reported being bullied "a few times a month" or "once a week or more"

		Other students spread nasty rumours about me																	
		1st decile		2nd decile		3rd decile		4th decile		5th decile		6th decile		7th decile		8th decile		9th decile		10th decile	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	21.2	(1.7)	17.5	(1.8)	14.7	(1.4)	12.5	(1.5)	11.3	(1.3)	9.9	(1.3)	8.8	(1.3)	7.5	(1.0)	6.3	(1.1)	4.2	(0.8)
	Austria	14.1	(1.9)	10.3	(1.8)	9.6	(1.8)	7.8	(1.6)	7.7	(1.7)	7.3	(1.5)	6.5	(1.5)	5.8	(1.3)	4.6	(1.2)	4.5	(1.1)
	Belgium	16.4	(1.9)	12.1	(1.8)	10.8	(1.5)	9.7	(1.3)	9.4	(1.5)	8.0	(1.3)	7.2	(1.3)	6.2	(1.2)	5.1	(0.9)	5.0	(1.0)
	Canada	15.2	(1.5)	12.9	(1.7)	10.0	(1.5)	8.6	(1.5)	7.7	(1.5)	6.9	(1.1)	5.3	(1.0)	5.1	(1.0)	4.1	(0.9)	3.2	(0.6)
	Chile	18.6	(2.4)	12.4	(2.3)	9.7	(1.8)	9.6	(2.4)	9.2	(1.9)	8.6	(1.9)	8.1	(2.2)	8.1	(1.6)	7.2	(1.6)	5.7	(1.1)
	Czech Republic	20.5	(2.3)	17.0	(2.9)	16.0	(2.5)	15.7	(2.3)	14.7	(2.4)	13.6	(2.0)	12.0	(2.2)	10.8	(1.9)	8.4	(1.8)	6.7	(1.1)
	Denmark	17.4	(2.0)	11.3	(2.1)	10.0	(2.1)	10.2	(1.9)	8.7	(1.8)	6.3	(1.7)	4.7	(1.4)	4.0	(1.2)	3.8	(1.0)	3.0	(0.9)
	Estonia	9.5	(1.7)	7.7	(1.6)	7.4	(1.7)	7.2	(1.7)	8.0	(1.7)	7.1	(1.7)	6.0	(1.7)	6.1	(1.3)	5.4	(1.5)	4.6	(1.0)
	Finland	12.3	(2.0)	10.0	(1.7)	9.7	(1.9)	8.1	(1.8)	7.2	(1.6)	5.7	(1.4)	4.8	(1.2)	4.0	(0.9)	3.9	(1.0)	3.2	(0.8)
	France	14.6	(1.8)	11.1	(1.7)	9.4	(1.5)	9.4	(1.6)	8.6	(1.6)	7.4	(1.6)	6.6	(1.4)	5.4	(1.5)	3.5	(1.1)	3.2	(0.9)
	Germany	15.6	(2.3)	10.4	(2.1)	8.4	(1.7)	7.5	(1.8)	8.2	(1.8)	7.2	(1.9)	6.3	(1.6)	6.1	(1.6)	4.4	(1.3)	2.7	(0.7)
	Greece	15.7	(2.7)	11.2	(2.6)	8.6	(2.1)	7.1	(2.0)	7.2	(1.9)	7.0	(1.7)	5.5	(1.4)	4.4	(1.3)	3.6	(1.0)	4.1	(0.9)
	Hungary	17.3	(2.8)	17.4	(2.7)	14.0	(2.3)	13.5	(2.2)	12.3	(2.1)	10.9	(2.1)	10.4	(1.5)	8.7	(1.5)	8.3	(1.5)	6.0	(1.3)
	Iceland	11.1	(1.8)	8.4	(2.0)	5.8	(1.7)	5.2	(1.9)	5.1	(2.0)	4.3	(1.6)	3.2	(1.3)	3.4	(1.4)	2.0	(1.2)	1.4	(0.8)
	Ireland	9.5	(1.6)	7.8	(1.7)	6.3	(1.5)	6.0	(1.3)	6.5	(1.5)	6.6	(1.6)	6.1	(1.7)	4.6	(1.3)	3.5	(1.1)	3.0	(0.9)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	7.4	(1.5)	7.6	(1.3)	7.3	(1.6)	6.2	(1.4)	6.0	(1.3)	5.4	(1.2)	5.6	(1.5)	4.8	(1.3)	5.3	(1.4)	5.7	(1.1)
	Korea	4.8	(1.1)	3.3	(1.2)	3.3	(1.0)	3.1	(1.3)	3.2	(1.2)	2.7	(1.2)	2.6	(1.1)	1.7	(0.7)	1.6	(0.7)	1.9	(0.6)
	Latvia	22.1	(3.0)	15.2	(2.7)	15.4	(3.3)	14.0	(2.8)	13.5	(2.4)	12.1	(2.5)	10.2	(2.6)	10.1	(2.2)	10.3	(2.2)	9.8	(1.8)
	Luxembourg	14.6	(2.0)	11.5	(2.1)	10.4	(1.6)	9.6	(1.6)	8.0	(1.8)	6.6	(1.3)	5.7	(1.6)	5.4	(1.3)	5.2	(1.2)	3.8	(0.9)
	Mexico	14.2	(1.8)	11.6	(1.9)	10.3	(1.8)	10.3	(2.0)	9.5	(2.0)	9.5	(2.0)	7.9	(1.6)	7.2	(1.6)	7.7	(1.5)	5.2	(1.2)
	Netherlands	8.4	(1.9)	7.5	(1.6)	6.1	(1.6)	4.6	(1.5)	3.8	(1.3)	4.2	(1.2)	3.8	(1.2)	3.7	(1.1)	3.4	(1.1)	4.1	(1.0)
	New Zealand	21.5	(2.6)	19.9	(2.9)	15.8	(2.5)	13.8	(2.3)	14.2	(2.5)	12.5	(2.4)	10.9	(2.6)	8.0	(2.1)	7.3	(1.5)	5.6	(1.3)
	Norway	16.6	(2.2)	12.2	(2.3)	10.9	(2.2)	9.7	(2.0)	7.6	(1.8)	6.9	(1.5)	6.7	(1.4)	6.3	(1.7)	4.7	(1.3)	4.1	(1.0)
	Poland	17.4	(2.3)	16.0	(2.7)	14.4	(2.8)	12.5	(2.5)	12.7	(2.1)	12.0	(2.4)	11.5	(2.0)	12.1	(2.4)	12.0	(2.1)	9.2	(1.8)
	Portugal	11.9	(1.7)	7.6	(1.4)	6.8	(1.5)	6.6	(1.6)	5.6	(1.3)	4.9	(1.3)	4.5	(1.3)	3.1	(1.1)	3.6	(1.1)	2.2	(0.8)
	Slovak Republic	20.2	(2.6)	15.3	(2.3)	13.1	(2.0)	12.9	(2.2)	12.4	(2.1)	12.3	(2.1)	11.9	(2.2)	10.8	(1.8)	9.9	(2.1)	8.1	(1.4)
	Slovenia	14.4	(1.8)	14.0	(2.3)	11.1	(1.8)	7.7	(1.6)	7.5	(1.9)	7.2	(1.8)	7.4	(1.6)	6.0	(1.9)	5.1	(1.4)	2.8	(0.9)
	Spain	11.4	(1.7)	8.3	(1.4)	6.6	(1.4)	6.3	(1.4)	5.5	(1.2)	5.3	(1.3)	4.9	(1.1)	5.0	(1.3)	4.1	(1.0)	3.2	(0.9)
	Sweden	14.7	(2.1)	11.1	(2.1)	9.7	(2.2)	8.2	(1.9)	6.6	(1.4)	6.2	(1.6)	5.8	(1.5)	4.8	(1.3)	3.7	(1.3)	1.7	(0.7)
	Switzerland	12.7	(1.9)	10.7	(2.3)	9.2	(2.2)	8.3	(2.0)	6.7	(1.7)	5.9	(1.5)	5.7	(1.8)	4.6	(1.4)	3.7	(1.2)	3.3	(0.9)
	Turkey	11.6	(2.9)	10.4	(2.1)	9.5	(2.1)	9.0	(1.9)	8.0	(1.7)	8.5	(2.2)	7.8	(1.9)	7.7	(2.0)	8.5	(1.9)	9.3	(1.7)
	United Kingdom	18.8	(2.1)	15.7	(1.8)	13.8	(1.9)	11.2	(1.8)	11.2	(1.8)	9.3	(1.8)	8.8	(1.7)	8.9	(2.0)	8.5	(1.6)	6.0	(1.3)
	United States	14.7	(2.0)	11.2	(2.1)	10.4	(1.8)	9.4	(2.2)	7.1	(1.6)	6.4	(1.6)	5.5	(1.7)	5.2	(1.2)	4.6	(1.2)	5.7	(1.2)
	OECD average	14.7	(0.4)	11.7	(0.4)	10.1	(0.3)	9.1	(0.3)	8.5	(0.3)	7.7	(0.3)	6.9	(0.3)	6.2	(0.3)	5.6	(0.2)	4.6	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	14.2	(1.8)	10.4	(1.2)	9.0	(1.4)	8.5	(1.3)	7.6	(1.1)	6.8	(1.1)	6.9	(1.0)	6.3	(0.9)	6.1	(1.0)	6.0	(1.0)
	B-S-J-G (China)	10.5	(1.4)	8.3	(1.7)	7.6	(1.6)	7.1	(1.5)	7.2	(1.7)	6.5	(1.8)	5.4	(1.7)	4.3	(1.1)	3.8	(0.9)	2.7	(0.8)
	Bulgaria	20.8	(3.0)	15.7	(2.4)	14.6	(2.4)	13.6	(2.2)	13.3	(2.1)	10.7	(2.0)	11.0	(2.1)	10.1	(1.9)	10.3	(1.7)	7.8	(1.7)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	15.7	(1.9)	13.0	(1.9)	11.9	(2.0)	12.0	(2.0)	10.4	(2.0)	10.4	(1.6)	9.6	(1.5)	9.5	(1.5)	9.2	(1.4)	7.7	(1.2)
	Costa Rica	12.7	(1.8)	14.1	(1.8)	14.0	(2.0)	12.9	(2.2)	11.8	(1.8)	12.1	(2.4)	12.0	(3.0)	11.5	(2.6)	11.0	(2.4)	9.9	(1.7)
	Croatia	15.1	(1.8)	13.8	(2.3)	13.0	(2.3)	11.3	(2.0)	9.0	(1.9)	8.1	(1.8)	7.0	(1.5)	6.5	(1.2)	6.2	(1.4)	5.4	(1.0)
	Cyprus*	17.9	(2.0)	13.3	(1.7)	11.1	(1.9)	9.1	(2.0)	9.9	(2.0)	9.2	(1.9)	8.3	(1.7)	6.6	(1.5)	5.1	(1.3)	4.6	(1.2)
	Dominican Republic	14.5	(3.1)	14.5	(3.2)	13.1	(2.7)	13.0	(2.9)	13.0	(2.3)	13.4	(2.5)	13.4	(2.5)	13.1	(2.3)	12.8	(2.4)	11.3	(1.7)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	17.6	(2.1)	14.0	(2.7)	10.4	(2.0)	10.2	(2.2)	8.5	(2.0)	8.7	(2.1)	7.3	(1.5)	6.6	(1.8)	5.5	(1.3)	5.2	(1.4)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	18.2	(2.3)	11.7	(2.1)	8.5	(1.9)	7.9	(1.9)	7.7	(2.2)	7.0	(1.8)	5.6	(1.6)	5.2	(1.4)	4.6	(1.2)	4.1	(1.4)
	Macao (China)	17.7	(2.3)	14.0	(2.4)	10.8	(2.0)	9.2	(2.0)	8.7	(1.5)	7.5	(1.8)	7.6	(1.8)	6.4	(1.7)	5.8	(1.6)	5.4	(1.3)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	13.1	(2.0)	11.3	(1.8)	10.5	(2.0)	10.6	(2.0)	9.9	(1.8)	9.2	(1.9)	9.0	(1.7)	9.1	(1.8)	9.1	(1.5)	8.3	(1.6)
	Peru	11.3	(1.9)	11.6	(1.8)	11.0	(1.9)	10.0	(1.5)	10.7	(1.6)	10.0	(1.8)	8.9	(1.7)	8.8	(1.5)	8.7	(1.5)	5.3	(1.2)
	Qatar	27.1	(1.8)	20.9	(1.7)	16.9	(1.8)	14.1	(1.4)	11.8	(1.3)	10.1	(1.2)	9.5	(1.0)	7.6	(0.9)	6.6	(0.9)	5.0	(0.7)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	13.6	(2.1)	10.7	(2.3)	9.3	(2.4)	8.1	(2.0)	7.4	(1.9)	8.4	(1.9)	8.4	(1.8)	8.3	(1.8)	8.1	(2.0)	7.9	(1.5)
	Singapore	20.1	(1.9)	12.5	(1.9)	10.3	(1.3)	8.8	(1.5)	8.0	(1.7)	7.0	(1.6)	6.9	(1.4)	5.1	(1.2)	4.2	(1.1)	4.5	(1.2)
	Chinese Taipei	5.1	(1.0)	4.6	(1.1)	4.2	(1.1)	4.0	(1.0)	3.7	(1.0)	3.1	(0.9)	3.0	(0.9)	2.8	(0.8)	2.9	(0.9)	1.4	(0.6)
	Thailand	20.3	(2.7)	17.1	(2.2)	14.4	(2.2)	12.1	(1.8)	10.4	(1.9)	9.0	(2.1)	8.4	(1.9)	7.1	(2.1)	6.5	(1.4)	6.9	(1.2)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	18.3	(2.5)	16.3	(2.3)	14.5	(2.5)	13.4	(2.5)	11.0	(2.2)	10.8	(2.2)	9.6	(1.9)	10.1	(2.3)	11.8	(2.4)	11.2	(1.8)
	United Arab Emirates	24.7	(2.2)	17.7	(1.8)	15.5	(1.8)	13.4	(1.5)	11.7	(1.7)	11.4	(1.5)	10.1	(1.4)	9.9	(1.6)	8.7	(1.3)	6.8	(1.0)
	Uruguay	10.5	(1.6)	9.2	(1.9)	8.5	(1.5)	8.5	(1.7)	7.8	(1.8)	7.5	(1.5)	7.1	(1.4)	6.7	(1.3)	6.9	(1.8)	6.2	(1.3)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	26.4	(2.3)	18.7	(2.5)	16.5	(2.0)	15.1	(2.1)	11.7	(1.8)	10.8	(2.1)	10.6	(1.9)	10.3	(1.7)	9.3	(1.5)	6.0	(1.1)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471694

[Part 1/2]

Table III.8.5 Index of exposure to bullying, by student characteristics

Results based on students' self-reports

		Index of exposure to bullying, by:															
		All students			National quarters of the index of exposure to bullying				National quarters of the ESCS[1] index								
		Average		Variation in this index	Bottom quarter		Second quarter		Third quarter		Top quarter		Bottom quarter		Second quarter		Third quarter		Top quarter		Top - bottom quarter	
		Mean index	S.E.	S.D. S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Dif.	S.E.
OECD	Australia	0.45	(0.01)	1.02 (0.01)	-0.50	(0.00)	-0.29	(0.01)	0.71	(0.00)	1.90	(0.01)	0.56	(0.03)	0.47	(0.02)	0.40	(0.03)	0.38	(0.02)	**-0.18**	(0.04)
	Austria	0.10	(0.01)	0.95 (0.01)	-0.69	(0.00)	-0.69	(0.00)	0.32	(0.00)	1.45	(0.02)	0.07	(0.03)	0.09	(0.03)	0.06	(0.03)	0.15	(0.03)	0.07	(0.04)
	Belgium	0.18	(0.01)	0.86 (0.01)	-0.55	(0.00)	-0.50	(0.00)	0.36	(0.00)	1.41	(0.02)	0.22	(0.02)	0.20	(0.02)	0.17	(0.02)	0.15	(0.02)	**-0.07**	(0.03)
	Canada	0.39	(0.01)	0.99 (0.01)	-0.49	(0.00)	-0.37	(0.01)	0.63	(0.00)	1.77	(0.02)	0.47	(0.02)	0.42	(0.02)	0.37	(0.02)	0.29	(0.02)	**-0.19**	(0.03)
	Chile	0.15	(0.01)	0.91 (0.01)	-0.63	(0.00)	-0.56	(0.01)	0.35	(0.01)	1.43	(0.02)	0.19	(0.03)	0.10	(0.03)	0.15	(0.02)	0.15	(0.02)	-0.05	(0.03)
	Czech Republic	0.15	(0.02)	1.08 (0.01)	-0.83	(0.00)	-0.67	(0.01)	0.40	(0.01)	1.69	(0.02)	0.16	(0.04)	0.18	(0.04)	0.15	(0.03)	0.10	(0.03)	-0.06	(0.05)
	Denmark	0.22	(0.01)	0.79 (0.01)	-0.50	(0.00)	-0.35	(0.01)	0.40	(0.01)	1.34	(0.01)	0.24	(0.02)	0.23	(0.02)	0.22	(0.02)	0.21	(0.02)	-0.03	(0.03)
	Estonia	0.24	(0.01)	0.90 (0.01)	-0.55	(0.00)	-0.45	(0.01)	0.45	(0.01)	1.52	(0.02)	0.25	(0.03)	0.26	(0.03)	0.26	(0.03)	0.21	(0.03)	-0.04	(0.04)
	Finland	0.23	(0.02)	0.91 (0.01)	-0.52	(0.00)	-0.52	(0.00)	0.42	(0.01)	1.54	(0.02)	0.25	(0.03)	0.27	(0.03)	0.21	(0.02)	0.20	(0.03)	-0.05	(0.04)
	France	-0.08	(0.02)	0.97 (0.01)	-0.85	(0.00)	-0.85	(0.00)	0.03	(0.01)	1.33	(0.02)	-0.07	(0.03)	-0.06	(0.03)	-0.08	(0.02)	-0.12	(0.03)	-0.06	(0.04)
	Germany	0.17	(0.01)	0.81 (0.01)	-0.52	(0.00)	-0.47	(0.00)	0.36	(0.00)	1.32	(0.02)	0.15	(0.03)	0.18	(0.03)	0.19	(0.02)	0.15	(0.02)	0.00	(0.03)
	Greece	-0.55	(0.02)	1.22 (0.02)	-1.43	(0.00)	-1.43	(0.00)	-0.60	(0.02)	1.26	(0.04)	-0.54	(0.04)	-0.53	(0.04)	-0.53	(0.03)	-0.60	(0.03)	-0.06	(0.06)
	Hungary	-0.06	(0.02)	1.10 (0.02)	-0.94	(0.00)	-0.94	(0.00)	0.10	(0.01)	1.53	(0.02)	-0.04	(0.04)	-0.09	(0.04)	-0.06	(0.03)	-0.06	(0.03)	-0.01	(0.05)
	Iceland	-0.43	(0.02)	1.02 (0.01)	-1.10	(0.00)	-1.10	(0.00)	-0.64	(0.02)	1.10	(0.03)	-0.38	(0.04)	-0.39	(0.04)	-0.50	(0.03)	-0.48	(0.04)	-0.10	(0.06)
	Ireland	0.10	(0.02)	0.88 (0.01)	-0.61	(0.00)	-0.61	(0.00)	0.24	(0.01)	1.37	(0.02)	0.02	(0.02)	0.11	(0.03)	0.15	(0.03)	0.12	(0.02)	**0.10**	(0.03)
	Israel	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	-0.21	(0.02)	0.98 (0.01)	-0.98	(0.00)	-0.98	(0.00)	-0.08	(0.01)	1.21	(0.02)	-0.31	(0.03)	-0.23	(0.03)	-0.19	(0.02)	-0.10	(0.03)	**0.21**	(0.03)
	Korea	-1.44	(0.02)	1.08 (0.02)	-2.03	(0.00)	-2.03	(0.00)	-1.94	(0.01)	0.25	(0.03)	-1.45	(0.03)	-1.50	(0.03)	-1.43	(0.04)	-1.38	(0.03)	0.07	(0.04)
	Latvia	0.65	(0.01)	0.93 (0.01)	-0.38	(0.00)	0.16	(0.01)	0.90	(0.01)	1.93	(0.02)	0.73	(0.03)	0.66	(0.03)	0.63	(0.03)	0.60	(0.03)	**-0.13**	(0.04)
	Luxembourg	-0.15	(0.01)	1.05 (0.01)	-0.95	(0.00)	-0.95	(0.00)	-0.10	(0.01)	1.37	(0.02)	-0.14	(0.03)	-0.13	(0.03)	-0.13	(0.03)	-0.22	(0.03)	**-0.09**	(0.04)
	Mexico	0.13	(0.01)	1.03 (0.01)	-0.75	(0.00)	-0.70	(0.01)	0.37	(0.01)	1.58	(0.02)	0.14	(0.03)	0.12	(0.03)	0.08	(0.03)	0.16	(0.03)	0.01	(0.04)
	Netherlands	-0.33	(0.01)	0.82 (0.02)	-0.88	(0.00)	-0.88	(0.00)	-0.43	(0.01)	0.89	(0.02)	-0.37	(0.03)	-0.30	(0.03)	-0.35	(0.03)	-0.29	(0.02)	0.07	(0.04)
	New Zealand	0.61	(0.02)	1.04 (0.01)	-0.41	(0.00)	-0.07	(0.01)	0.87	(0.01)	2.07	(0.02)	0.74	(0.04)	0.59	(0.03)	0.60	(0.03)	0.55	(0.03)	**-0.19**	(0.05)
	Norway	-0.01	(0.02)	1.07 (0.01)	-0.86	(0.00)	-0.86	(0.00)	0.15	(0.01)	1.54	(0.03)	-0.01	(0.03)	-0.02	(0.03)	-0.01	(0.03)	0.00	(0.03)	0.01	(0.05)
	Poland	0.27	(0.02)	0.95 (0.01)	-0.56	(0.00)	-0.45	(0.01)	0.46	(0.01)	1.63	(0.02)	0.31	(0.04)	0.28	(0.03)	0.23	(0.03)	0.25	(0.03)	-0.06	(0.05)
	Portugal	-0.52	(0.02)	1.10 (0.01)	-1.24	(0.00)	-1.24	(0.00)	-0.71	(0.02)	1.12	(0.02)	-0.45	(0.03)	-0.56	(0.03)	-0.50	(0.03)	-0.56	(0.03)	**-0.11**	(0.04)
	Slovak Republic	0.10	(0.02)	1.13 (0.01)	-0.86	(0.00)	-0.80	(0.01)	0.36	(0.01)	1.72	(0.02)	0.22	(0.04)	0.05	(0.03)	0.11	(0.04)	0.06	(0.03)	**-0.16**	(0.05)
	Slovenia	0.01	(0.01)	0.94 (0.01)	-0.73	(0.00)	-0.73	(0.00)	0.16	(0.01)	1.36	(0.02)	0.05	(0.03)	0.01	(0.03)	0.00	(0.03)	0.01	(0.03)	-0.04	(0.04)
	Spain	-0.09	(0.01)	0.91 (0.01)	-0.78	(0.00)	-0.78	(0.00)	-0.04	(0.01)	1.23	(0.02)	-0.12	(0.03)	-0.07	(0.02)	-0.08	(0.03)	-0.11	(0.03)	0.01	(0.04)
	Sweden	-0.11	(0.02)	1.11 (0.01)	-1.05	(0.00)	-1.05	(0.00)	0.19	(0.01)	1.46	(0.02)	-0.04	(0.03)	-0.12	(0.04)	-0.13	(0.04)	-0.17	(0.03)	**-0.13**	(0.04)
	Switzerland	0.24	(0.02)	0.82 (0.01)	-0.47	(0.00)	-0.40	(0.01)	0.42	(0.01)	1.40	(0.02)	0.22	(0.03)	0.24	(0.02)	0.25	(0.04)	0.24	(0.02)	0.02	(0.03)
	Turkey	-0.97	(0.03)	1.60 (0.03)	-2.05	(0.00)	-2.05	(0.00)	-1.24	(0.03)	1.44	(0.04)	-0.96	(0.06)	-1.10	(0.05)	-0.97	(0.05)	-0.87	(0.06)	0.09	(0.09)
	United Kingdom	0.40	(0.02)	1.03 (0.01)	-0.54	(0.00)	-0.38	(0.01)	0.66	(0.01)	1.86	(0.02)	0.44	(0.03)	0.37	(0.03)	0.39	(0.03)	0.40	(0.03)	-0.04	(0.05)
	United States	0.16	(0.02)	1.00 (0.01)	-0.66	(0.00)	-0.66	(0.00)	0.37	(0.01)	1.60	(0.02)	0.17	(0.03)	0.17	(0.03)	0.17	(0.03)	0.15	(0.03)	-0.02	(0.05)
	OECD average	0.00	(0.00)	1.00 (0.00)	-0.82	(0.00)	-0.75	(0.00)	0.12	(0.00)	1.44	(0.00)	0.02	(0.01)	0.00	(0.01)	0.00	(0.01)	-0.01	(0.01)	**-0.04**	(0.01)
Partners	Albania	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	-0.23	(0.01)	1.18 (0.01)	-1.12	(0.00)	-1.12	(0.00)	-0.16	(0.01)	1.49	(0.02)	-0.26	(0.02)	-0.26	(0.03)	-0.23	(0.02)	-0.16	(0.02)	**0.10**	(0.03)
	B-S-J-G (China)	0.10	(0.02)	1.04 (0.01)	-0.80	(0.00)	-0.70	(0.01)	0.30	(0.01)	1.60	(0.02)	0.23	(0.04)	0.12	(0.03)	0.05	(0.04)	0.00	(0.04)	**-0.23**	(0.04)
	Bulgaria	0.14	(0.02)	1.19 (0.02)	-0.92	(0.00)	-0.78	(0.01)	0.43	(0.01)	1.85	(0.03)	0.14	(0.04)	0.16	(0.04)	0.16	(0.03)	0.11	(0.03)	-0.03	(0.05)
	CABA (Argentina)	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	0.16	(0.01)	0.92 (0.01)	-0.66	(0.00)	-0.54	(0.01)	0.39	(0.01)	1.46	(0.02)	0.10	(0.03)	0.20	(0.03)	0.20	(0.02)	0.15	(0.02)	0.05	(0.03)
	Costa Rica	0.10	(0.01)	1.06 (0.01)	-0.77	(0.00)	-0.77	(0.00)	0.31	(0.01)	1.64	(0.02)	0.14	(0.03)	0.04	(0.03)	0.05	(0.03)	0.18	(0.04)	0.04	(0.05)
	Croatia	-0.12	(0.02)	0.97 (0.01)	-0.86	(0.00)	-0.86	(0.00)	-0.05	(0.01)	1.31	(0.02)	-0.08	(0.03)	-0.12	(0.03)	-0.13	(0.03)	-0.14	(0.03)	-0.06	(0.04)
	Cyprus*	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	-0.29	(0.03)	1.45 (0.02)	-1.59	(0.00)	-1.44	(0.01)	0.10	(0.01)	1.78	(0.03)	-0.32	(0.06)	-0.31	(0.06)	-0.24	(0.05)	-0.27	(0.05)	0.05	(0.08)
	FYROM	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	0.21	(0.03)	1.26 (0.02)	-0.95	(0.00)	-0.72	(0.01)	0.52	(0.01)	2.00	(0.03)	0.20	(0.04)	0.20	(0.05)	0.22	(0.04)	0.22	(0.06)	0.02	(0.07)
	Indonesia	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	-0.10	(0.02)	1.12 (0.01)	-0.95	(0.00)	-0.95	(0.00)	-0.03	(0.02)	1.54	(0.02)	-0.03	(0.04)	-0.09	(0.03)	-0.13	(0.04)	-0.15	(0.04)	**-0.12**	(0.06)
	Macao (China)	0.49	(0.01)	0.98 (0.01)	-0.47	(0.00)	-0.17	(0.01)	0.75	(0.01)	1.86	(0.02)	0.43	(0.03)	0.43	(0.03)	0.54	(0.03)	0.56	(0.03)	**0.13**	(0.04)
	Malta	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	-0.91	(0.02)	1.40 (0.02)	-1.85	(0.00)	-1.85	(0.00)	-1.13	(0.02)	1.20	(0.03)	-0.90	(0.04)	-0.98	(0.03)	-0.88	(0.04)	-0.87	(0.04)	0.04	(0.05)
	Peru	-0.23	(0.02)	1.02 (0.01)	-1.06	(0.00)	-1.06	(0.00)	-0.06	(0.01)	1.25	(0.02)	-0.19	(0.04)	-0.24	(0.03)	-0.21	(0.03)	-0.29	(0.03)	**-0.10**	(0.05)
	Qatar	0.36	(0.01)	1.30 (0.01)	-0.82	(0.00)	-0.64	(0.01)	0.66	(0.01)	2.22	(0.02)	0.45	(0.03)	0.43	(0.02)	0.30	(0.02)	0.24	(0.03)	**-0.21**	(0.04)
	Romania	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	-0.01	(0.03)	1.10 (0.02)	-0.99	(0.00)	-0.83	(0.01)	0.21	(0.01)	1.56	(0.03)	-0.01	(0.05)	-0.03	(0.05)	0.02	(0.05)	-0.03	(0.06)	-0.02	(0.06)
	Singapore	0.51	(0.01)	0.95 (0.01)	-0.38	(0.00)	-0.15	(0.01)	0.75	(0.01)	1.84	(0.02)	0.63	(0.03)	0.54	(0.03)	0.47	(0.03)	0.41	(0.02)	**-0.22**	(0.04)
	Chinese Taipei	-0.57	(0.01)	0.91 (0.01)	-1.12	(0.00)	-1.12	(0.00)	-0.91	(0.01)	0.84	(0.01)	-0.62	(0.02)	-0.57	(0.02)	-0.59	(0.03)	-0.52	(0.03)	**0.10**	(0.04)
	Thailand	0.11	(0.03)	1.43 (0.02)	-1.07	(0.00)	-1.07	(0.00)	0.37	(0.01)	2.20	(0.03)	0.14	(0.05)	0.12	(0.05)	0.10	(0.05)	0.08	(0.05)	-0.06	(0.07)
	Trinidad and Tobago	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	0.32	(0.02)	1.20 (0.01)	-0.89	(0.00)	-0.47	(0.01)	0.64	(0.01)	1.99	(0.02)	0.40	(0.04)	0.27	(0.03)	0.29	(0.04)	0.29	(0.04)	**-0.11**	(0.05)
	United Arab Emirates	0.30	(0.02)	1.29 (0.01)	-0.90	(0.00)	-0.66	(0.01)	0.60	(0.01)	2.14	(0.02)	0.38	(0.03)	0.32	(0.04)	0.27	(0.03)	0.21	(0.03)	**-0.17**	(0.04)
	Uruguay	-0.05	(0.01)	1.09 (0.01)	-0.88	(0.00)	-0.88	(0.00)	0.05	(0.01)	1.52	(0.02)	-0.08	(0.03)	-0.10	(0.03)	-0.01	(0.03)	-0.01	(0.03)	0.08	(0.05)
	Viet Nam	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.65	(0.02)	0.98 (0.01)	-0.36	(0.00)	0.05	(0.01)	0.92	(0.01)	2.00	(0.02)	0.63	(0.03)	0.63	(0.03)	0.68	(0.03)	0.66	(0.04)	0.02	(0.05)

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471703

[Part 2/2]

Table III.8.5 Index of exposure to bullying, by student characteristics

Results based on students' self-reports

		Index of exposure to bullying, by:													
		Gender						Immigrant background							
		Boys		Girls		Gender difference (B – G)		Non-immigrant		First-generation		Second-generation		Difference by immigrant background (non-immigrant – first-generation immigrant)	
		Mean index	S.E.	Mean index	S.E.	Dif.	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Dif.	S.E.
OECD	Australia	0.51	(0.02)	0.39	(0.02)	**0.12**	(0.02)	0.50	(0.01)	0.33	(0.03)	0.32	(0.03)	**0.17**	(0.03)
	Austria	0.21	(0.02)	-0.01	(0.02)	**0.22**	(0.02)	0.10	(0.02)	0.20	(0.07)	-0.01	(0.03)	-0.10	(0.08)
	Belgium	0.20	(0.02)	0.16	(0.01)	0.04	(0.02)	0.19	(0.01)	0.23	(0.05)	0.07	(0.03)	-0.05	(0.05)
	Canada	0.43	(0.02)	0.35	(0.02)	**0.08**	(0.02)	0.41	(0.01)	0.29	(0.03)	0.32	(0.03)	**0.12**	(0.03)
	Chile	0.21	(0.02)	0.09	(0.02)	**0.12**	(0.03)	0.14	(0.01)	0.46	(0.15)	-0.02	(0.16)	**-0.31**	(0.15)
	Czech Republic	0.24	(0.03)	0.05	(0.02)	**0.20**	(0.03)	0.14	(0.02)	0.52	(0.15)	0.53	(0.15)	**-0.39**	(0.15)
	Denmark	0.25	(0.02)	0.20	(0.01)	**0.05**	(0.02)	0.23	(0.01)	0.36	(0.07)	0.14	(0.03)	-0.14	(0.08)
	Estonia	0.31	(0.02)	0.17	(0.02)	**0.14**	(0.02)	0.22	(0.02)	0.28	(0.14)	0.44	(0.04)	-0.06	(0.14)
	Finland	0.29	(0.02)	0.17	(0.02)	**0.12**	(0.03)	0.23	(0.02)	0.32	(0.13)	0.09	(0.08)	-0.09	(0.13)
	France	-0.10	(0.02)	-0.07	(0.02)	-0.03	(0.03)	-0.08	(0.01)	-0.07	(0.07)	-0.17	(0.05)	-0.01	(0.07)
	Germany	0.20	(0.02)	0.15	(0.02)	0.05	(0.03)	0.17	(0.02)	0.30	(0.07)	0.15	(0.03)	-0.14	(0.08)
	Greece	-0.43	(0.03)	-0.68	(0.02)	**0.26**	(0.03)	-0.58	(0.02)	-0.15	(0.13)	-0.48	(0.07)	**-0.43**	(0.13)
	Hungary	-0.01	(0.03)	-0.12	(0.02)	**0.10**	(0.03)	-0.07	(0.02)	0.04	(0.16)	-0.02	(0.14)	-0.10	(0.16)
	Iceland	-0.44	(0.03)	-0.43	(0.02)	-0.01	(0.04)	-0.45	(0.02)	-0.15	(0.12)	-0.14	(0.19)	**-0.30**	(0.12)
	Ireland	0.14	(0.02)	0.06	(0.02)	**0.08**	(0.03)	0.08	(0.02)	0.17	(0.04)	0.31	(0.09)	**-0.09**	(0.04)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	-0.13	(0.02)	-0.28	(0.02)	**0.15**	(0.02)	-0.21	(0.02)	c	c	c	c	c	c
	Korea	-1.38	(0.02)	-1.50	(0.02)	**0.12**	(0.03)	-1.44	(0.02)	c	c	m	m	c	c
	Latvia	0.74	(0.02)	0.57	(0.02)	**0.16**	(0.03)	0.65	(0.02)	0.66	(0.18)	0.71	(0.06)	-0.02	(0.18)
	Luxembourg	-0.09	(0.02)	-0.21	(0.02)	**0.12**	(0.03)	-0.22	(0.02)	0.05	(0.04)	-0.19	(0.03)	**-0.27**	(0.04)
	Mexico	0.22	(0.02)	0.03	(0.02)	**0.19**	(0.03)	0.12	(0.01)	0.36	(0.15)	c	c	-0.24	(0.16)
	Netherlands	-0.32	(0.02)	-0.33	(0.02)	0.01	(0.03)	-0.32	(0.01)	-0.26	(0.07)	-0.37	(0.03)	-0.06	(0.07)
	New Zealand	0.71	(0.02)	0.52	(0.02)	**0.19**	(0.03)	0.65	(0.02)	0.56	(0.04)	0.37	(0.05)	0.09	(0.05)
	Norway	0.02	(0.02)	-0.04	(0.02)	**0.06**	(0.03)	-0.01	(0.02)	0.12	(0.08)	-0.09	(0.06)	-0.13	(0.08)
	Poland	0.33	(0.02)	0.21	(0.02)	**0.12**	(0.03)	0.27	(0.02)	c	c	c	c	c	c
	Portugal	-0.49	(0.02)	-0.55	(0.02)	0.06	(0.03)	-0.53	(0.02)	-0.34	(0.08)	-0.49	(0.09)	**-0.19**	(0.08)
	Slovak Republic	0.18	(0.03)	0.03	(0.03)	**0.15**	(0.03)	0.09	(0.02)	c	c	0.74	(0.32)	c	c
	Slovenia	0.09	(0.02)	-0.06	(0.02)	**0.15**	(0.03)	0.01	(0.01)	0.15	(0.10)	-0.05	(0.06)	-0.14	(0.10)
	Spain	-0.05	(0.02)	-0.14	(0.02)	**0.09**	(0.02)	-0.11	(0.02)	0.04	(0.04)	0.06	(0.09)	**-0.15**	(0.05)
	Sweden	-0.12	(0.03)	-0.11	(0.03)	-0.01	(0.03)	-0.12	(0.02)	-0.08	(0.06)	-0.13	(0.05)	-0.04	(0.06)
	Switzerland	0.25	(0.02)	0.22	(0.02)	0.03	(0.02)	0.23	(0.02)	0.36	(0.05)	0.20	(0.03)	**-0.13**	(0.05)
	Turkey	-0.74	(0.05)	-1.21	(0.03)	**0.47**	(0.05)	-0.99	(0.03)	c	c	-0.71	(0.44)	c	c
	United Kingdom	0.42	(0.02)	0.39	(0.02)	0.03	(0.03)	0.40	(0.01)	0.46	(0.06)	0.29	(0.06)	-0.06	(0.06)
	United States	0.15	(0.02)	0.18	(0.02)	-0.02	(0.03)	0.19	(0.02)	0.16	(0.07)	0.04	(0.03)	0.03	(0.07)
	OECD average	0.05	(0.00)	-0.05	(0.00)	**0.11**	(0.01)	0.00	(0.00)	0.19	(0.02)	0.07	(0.02)	**-0.12**	(0.02)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	-0.11	(0.02)	-0.34	(0.01)	**0.23**	(0.03)	-0.24	(0.01)	0.09	(0.30)	0.46	(0.26)	-0.33	(0.30)
	B-S-J-G (China)	0.26	(0.03)	-0.08	(0.02)	**0.34**	(0.03)	0.10	(0.02)	c	c	c	c	c	c
	Bulgaria	0.21	(0.03)	0.07	(0.03)	**0.14**	(0.03)	0.13	(0.02)	c	c	c	c	c	c
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	0.28	(0.02)	0.06	(0.02)	**0.22**	(0.02)	0.15	(0.01)	c	c	0.64	(0.16)	c	c
	Costa Rica	0.13	(0.02)	0.08	(0.02)	0.05	(0.03)	0.11	(0.02)	0.11	(0.09)	-0.05	(0.06)	0.00	(0.09)
	Croatia	-0.08	(0.03)	-0.15	(0.02)	**0.07**	(0.03)	-0.12	(0.02)	0.01	(0.11)	-0.09	(0.04)	-0.13	(0.11)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	-0.13	(0.04)	-0.43	(0.03)	**0.30**	(0.05)	-0.31	(0.03)	0.21	(0.30)	0.14	(0.32)	-0.52	(0.31)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	0.46	(0.03)	-0.04	(0.02)	**0.49**	(0.04)	0.22	(0.03)	0.14	(0.05)	0.22	(0.04)	0.08	(0.06)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	-0.07	(0.02)	-0.13	(0.02)	**0.06**	(0.03)	-0.11	(0.02)	0.34	(0.37)	-0.09	(0.09)	-0.45	(0.37)
	Macao (China)	0.68	(0.02)	0.30	(0.01)	**0.37**	(0.03)	0.56	(0.02)	0.35	(0.03)	0.49	(0.02)	**0.21**	(0.04)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	-0.79	(0.03)	-1.03	(0.02)	**0.24**	(0.04)	-0.92	(0.02)	-0.46	(0.17)	-0.75	(0.10)	**-0.46**	(0.17)
	Peru	-0.09	(0.02)	-0.38	(0.02)	**0.29**	(0.03)	-0.23	(0.02)	c	c	c	c	c	c
	Qatar	0.70	(0.02)	0.03	(0.01)	**0.67**	(0.02)	0.32	(0.02)	0.36	(0.01)	0.36	(0.03)	-0.04	(0.03)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	0.00	(0.04)	-0.02	(0.04)	0.01	(0.03)	-0.01	(0.03)	0.08	(0.17)	-0.09	(0.07)	-0.09	(0.15)
	Singapore	0.70	(0.02)	0.32	(0.02)	**0.38**	(0.03)	0.52	(0.01)	0.48	(0.03)	0.49	(0.05)	0.04	(0.04)
	Chinese Taipei	-0.47	(0.02)	-0.69	(0.01)	**0.22**	(0.03)	-0.57	(0.01)	c	c	c	c	c	c
	Thailand	0.41	(0.04)	-0.12	(0.04)	**0.52**	(0.05)	0.09	(0.03)	c	c	0.49	(0.20)	c	c
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	0.58	(0.04)	0.10	(0.02)	**0.48**	(0.04)	0.29	(0.02)	c	c	1.03	(0.21)	c	c
	United Arab Emirates	0.60	(0.02)	0.02	(0.02)	**0.58**	(0.03)	0.26	(0.03)	0.28	(0.02)	0.32	(0.03)	-0.02	(0.04)
	Uruguay	-0.01	(0.02)	-0.08	(0.02)	**0.08**	(0.03)	-0.05	(0.01)	c	c	c	c	c	c
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.84	(0.03)	0.48	(0.02)	**0.36**	(0.03)	0.64	(0.02)	c	c	1.11	(0.18)	c	c

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471703

[Part 1/2]

Table III.8.6 Index of exposure to bullying, by school characteristics

Results based on students' self-reports

		Variation in the index of exposure to bullying							Index of exposure to bullying, by: School socio-economic profile[1]									
		Total variation[2]		Variation between schools[3]		Variation within schools		Proportion of variation that lies between schools	Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter	
		Coefficient	S.E.	Coefficient	S.E.	Coefficient	S.E.	%	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	1.07	(0.03)	0.07	(0.01)	1.00	(0.02)	6.1	0.62	(0.03)	0.51	(0.03)	0.42	(0.02)	0.27	(0.02)	**-0.35**	(0.04)
	Austria	0.88	(0.03)	0.02	(0.01)	0.86	(0.03)	2.0	0.10	(0.04)	0.09	(0.04)	0.08	(0.04)	0.12	(0.03)	0.02	(0.05)
	Belgium	0.73	(0.02)	0.02	(0.00)	0.71	(0.02)	2.1	0.25	(0.03)	0.23	(0.03)	0.17	(0.03)	0.09	(0.02)	**-0.16**	(0.03)
	Canada	0.95	(0.02)	0.02	(0.00)	0.93	(0.02)	2.3	0.46	(0.02)	0.39	(0.03)	0.39	(0.03)	0.30	(0.03)	**-0.16**	(0.03)
	Chile	0.79	(0.03)	0.01	(0.00)	0.77	(0.02)	1.3	0.20	(0.05)	0.14	(0.04)	0.12	(0.04)	0.13	(0.02)	-0.06	(0.06)
	Czech Republic	1.11	(0.04)	0.06	(0.01)	1.04	(0.03)	5.5	0.20	(0.03)	0.21	(0.05)	0.11	(0.04)	0.09	(0.04)	**-0.11**	(0.05)
	Denmark	0.63	(0.02)	0.01	(0.00)	0.62	(0.01)	1.4	0.26	(0.03)	0.21	(0.02)	0.21	(0.03)	0.21	(0.03)	-0.05	(0.04)
	Estonia	0.79	(0.02)	0.01	(0.00)	0.78	(0.02)	1.3	0.28	(0.04)	0.23	(0.03)	0.25	(0.03)	0.21	(0.03)	-0.07	(0.04)
	Finland	0.82	(0.02)	0.01	(0.00)	0.81	(0.02)	1.7	0.29	(0.04)	0.19	(0.04)	0.23	(0.04)	0.21	(0.04)	-0.09	(0.05)
	France	0.92	(0.03)	0.03	(0.01)	0.89	(0.03)	3.0	0.10	(0.03)	-0.03	(0.03)	-0.21	(0.02)	-0.18	(0.03)	**-0.27**	(0.05)
	Germany	0.65	(0.02)	0.02	(0.00)	0.63	(0.02)	3.0	0.21	(0.04)	0.22	(0.04)	0.15	(0.03)	0.12	(0.03)	**-0.09**	(0.05)
	Greece	1.44	(0.07)	0.05	(0.01)	1.40	(0.05)	3.2	-0.41	(0.07)	-0.57	(0.04)	-0.66	(0.04)	-0.56	(0.04)	**-0.15**	(0.08)
	Hungary	1.18	(0.05)	0.03	(0.01)	1.15	(0.04)	2.5	0.07	(0.05)	-0.11	(0.04)	-0.11	(0.04)	-0.11	(0.03)	**-0.17**	(0.06)
	Iceland	0.95	(0.05)	0.02	(0.01)	0.93	(0.05)	2.3	-0.32	(0.04)	-0.47	(0.03)	-0.42	(0.04)	-0.53	(0.03)	**-0.21**	(0.05)
	Ireland	0.77	(0.02)	0.02	(0.00)	0.76	(0.02)	2.1	0.08	(0.03)	0.14	(0.04)	0.07	(0.04)	0.11	(0.03)	0.03	(0.04)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	0.95	(0.03)	0.03	(0.01)	0.92	(0.03)	3.6	-0.27	(0.04)	-0.27	(0.04)	-0.19	(0.04)	-0.10	(0.03)	**0.17**	(0.05)
	Korea	1.18	(0.04)	0.02	(0.01)	1.16	(0.04)	1.4	-1.48	(0.03)	-1.44	(0.04)	-1.49	(0.04)	-1.36	(0.04)	**0.12**	(0.05)
	Latvia	0.84	(0.03)	0.03	(0.01)	0.81	(0.02)	3.5	0.70	(0.05)	0.70	(0.05)	0.65	(0.05)	0.56	(0.03)	**-0.14**	(0.06)
	Luxembourg	1.10	(0.06)	0.01	(0.01)	1.08	(0.05)	1.2	-0.07	(0.03)	-0.22	(0.03)	-0.15	(0.02)	-0.17	(0.03)	**-0.10**	(0.04)
	Mexico	1.03	(0.03)	0.04	(0.01)	0.99	(0.02)	3.9	0.21	(0.03)	0.15	(0.03)	0.08	(0.04)	0.06	(0.04)	**-0.14**	(0.06)
	Netherlands	0.67	(0.03)	0.01	(0.00)	0.66	(0.03)	1.5	-0.26	(0.04)	-0.33	(0.02)	-0.36	(0.02)	-0.34	(0.03)	-0.08	(0.05)
	New Zealand	1.06	(0.04)	0.03	(0.01)	1.03	(0.03)	2.9	0.77	(0.04)	0.61	(0.05)	0.56	(0.04)	0.52	(0.03)	**-0.25**	(0.05)
	Norway	1.14	(0.03)	0.01	(0.01)	1.13	(0.03)	1.2	0.01	(0.05)	0.03	(0.04)	-0.03	(0.03)	-0.05	(0.04)	-0.06	(0.07)
	Poland	0.91	(0.03)	0.01	(0.00)	0.91	(0.02)	0.7	0.27	(0.04)	0.31	(0.04)	0.26	(0.04)	0.25	(0.03)	-0.03	(0.05)
	Portugal	1.18	(0.04)	0.01	(0.01)	1.17	(0.03)	1.2	-0.47	(0.03)	-0.50	(0.05)	-0.52	(0.05)	-0.58	(0.03)	**-0.11**	(0.04)
	Slovak Republic	1.22	(0.05)	0.07	(0.01)	1.16	(0.04)	5.4	0.25	(0.04)	0.09	(0.06)	0.11	(0.06)	-0.03	(0.05)	**-0.28**	(0.07)
	Slovenia	0.86	(0.03)	0.03	(0.01)	0.83	(0.03)	3.1	0.10	(0.03)	0.03	(0.03)	-0.02	(0.02)	-0.04	(0.03)	**-0.14**	(0.04)
	Spain	0.83	(0.03)	0.02	(0.00)	0.80	(0.02)	2.5	-0.06	(0.03)	-0.09	(0.03)	-0.15	(0.03)	-0.07	(0.04)	-0.01	(0.05)
	Sweden	1.24	(0.04)	0.04	(0.01)	1.20	(0.03)	3.5	-0.02	(0.04)	-0.10	(0.04)	-0.14	(0.06)	-0.20	(0.05)	**-0.18**	(0.07)
	Switzerland	0.68	(0.03)	0.03	(0.00)	0.65	(0.02)	3.8	0.27	(0.04)	0.23	(0.04)	0.28	(0.04)	0.17	(0.03)	**-0.11**	(0.04)
	Turkey	2.46	(0.10)	0.06	(0.02)	2.40	(0.08)	2.4	-0.82	(0.09)	-1.05	(0.07)	-1.11	(0.05)	-0.91	(0.08)	-0.09	(0.13)
	United Kingdom	1.07	(0.03)	0.03	(0.01)	1.04	(0.02)	2.5	0.39	(0.04)	0.41	(0.03)	0.45	(0.03)	0.35	(0.03)	-0.04	(0.05)
	United States	1.00	(0.03)	0.02	(0.01)	0.98	(0.02)	2.3	0.13	(0.05)	0.15	(0.04)	0.19	(0.04)	0.18	(0.04)	0.05	(0.06)
	OECD average	1.00	(0.01)	0.03	(0.00)	0.98	(0.01)	2.6	0.06	(0.01)	0.00	(0.01)	-0.02	(0.01)	-0.04	(0.01)	**-0.10**	(0.01)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	1.36	(0.03)	0.03	(0.01)	1.33	(0.03)	2.2	-0.20	(0.03)	-0.25	(0.02)	-0.26	(0.03)	-0.20	(0.03)	0.00	(0.04)
	B-S-J-G (China)	1.07	(0.04)	0.05	(0.01)	1.02	(0.03)	4.6	0.25	(0.04)	0.15	(0.05)	0.03	(0.06)	-0.05	(0.02)	**-0.30**	(0.05)
	Bulgaria	1.38	(0.04)	0.04	(0.01)	1.35	(0.04)	2.6	0.23	(0.06)	0.20	(0.06)	0.10	(0.05)	0.06	(0.03)	**-0.17**	(0.07)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	0.83	(0.02)	0.01	(0.00)	0.82	(0.02)	1.8	0.17	(0.04)	0.23	(0.03)	0.13	(0.03)	0.11	(0.03)	-0.06	(0.05)
	Costa Rica	1.11	(0.03)	0.02	(0.01)	1.09	(0.03)	1.5	0.14	(0.04)	0.06	(0.04)	0.04	(0.03)	0.17	(0.04)	0.03	(0.05)
	Croatia	0.94	(0.03)	0.03	(0.01)	0.91	(0.03)	3.6	-0.02	(0.04)	-0.09	(0.05)	-0.14	(0.04)	-0.21	(0.03)	**-0.19**	(0.05)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	2.03	(0.07)	0.05	(0.02)	1.98	(0.05)	2.6	-0.25	(0.06)	-0.37	(0.08)	-0.26	(0.07)	-0.27	(0.06)	-0.02	(0.08)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	1.59	(0.06)	0.05	(0.01)	1.53	(0.05)	3.4	0.29	(0.06)	0.12	(0.05)	0.20	(0.06)	0.23	(0.08)	-0.06	(0.09)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	1.22	(0.05)	0.05	(0.01)	1.18	(0.04)	3.7	0.07	(0.05)	-0.10	(0.04)	-0.16	(0.05)	-0.21	(0.04)	**-0.28**	(0.05)
	Macao (China)	0.96	(0.08)	0.07	(0.03)	0.89	(0.05)	6.9	0.42	(0.03)	0.36	(0.03)	0.53	(0.03)	0.67	(0.03)	**0.24**	(0.04)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	1.91	(0.10)	0.02	(0.01)	1.89	(0.09)	1.1	-0.89	(0.04)	-0.93	(0.03)	-0.92	(0.07)	-0.88	(0.07)	0.00	(0.08)
	Peru	1.02	(0.03)	0.04	(0.01)	0.97	(0.03)	4.1	-0.16	(0.04)	-0.20	(0.05)	-0.22	(0.04)	-0.34	(0.03)	**-0.18**	(0.06)
	Qatar	1.58	(0.09)	0.17	(0.02)	1.40	(0.07)	11.1	0.53	(0.02)	0.39	(0.03)	0.27	(0.02)	0.20	(0.02)	**-0.33**	(0.03)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	1.21	(0.04)	0.05	(0.01)	1.16	(0.03)	3.7	-0.11	(0.07)	0.03	(0.06)	-0.01	(0.09)	0.06	(0.09)	0.17	(0.11)
	Singapore	0.89	(0.03)	0.04	(0.01)	0.85	(0.02)	4.6	0.66	(0.02)	0.60	(0.02)	0.48	(0.03)	0.31	(0.02)	**-0.35**	(0.03)
	Chinese Taipei	0.83	(0.03)	0.03	(0.00)	0.80	(0.02)	3.1	-0.60	(0.03)	-0.58	(0.03)	-0.59	(0.03)	-0.53	(0.03)	0.06	(0.04)
	Thailand	2.01	(0.08)	0.11	(0.02)	1.90	(0.06)	5.4	0.29	(0.06)	0.16	(0.09)	0.06	(0.06)	-0.07	(0.06)	**-0.36**	(0.08)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	1.41	(0.04)	0.04	(0.01)	1.37	(0.04)	2.9	0.45	(0.06)	0.34	(0.05)	0.18	(0.05)	0.31	(0.04)	**-0.14**	(0.07)
	United Arab Emirates	1.65	(0.05)	0.12	(0.01)	1.53	(0.04)	7.2	0.43	(0.06)	0.24	(0.04)	0.29	(0.05)	0.23	(0.03)	**-0.20**	(0.07)
	Uruguay	1.18	(0.04)	0.01	(0.01)	1.16	(0.03)	1.2	-0.03	(0.03)	-0.02	(0.03)	-0.15	(0.04)	0.00	(0.03)	0.03	(0.04)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.95	(0.03)	0.05	(0.01)	0.90	(0.02)	5.7	0.65	(0.05)	0.67	(0.05)	0.66	(0.06)	0.64	(0.06)	-0.01	(0.08)

1. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).
2. The total variation in student ESCS is equal to the square of the standard deviation of the index of exposure to bullying within each country/economy. Due to the unbalanced, clustered nature of the data, the sum of the between- and within-school variation components, as an estimate from a sample, does not necessarily add up to the total.
3. In some countries/economies, sub-units within schools were sampled instead of schools; this may affect the estimation of between-school variation components (see Annex A3).
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471711

[Part 2/2]

Table III.8.6 Index of exposure to bullying, by school characteristics

Results based on students' self-reports

		Index of exposure to bullying, by:																	
		School location							Type of school					Education level					
		Rural area or village (fewer than 3 000 people)		Town (3 000 to 100 000 people)		City (over 100 000 people)		City – rural area		Public		Private		Private – public		Lower secondary (ISCED 2)		Upper secondary (ISCED 3)		ISCED 3 – ISCED 2	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	0.63	(0.09)	0.60	(0.03)	0.38	(0.02)	**-0.25**	(0.09)	0.51	(0.02)	0.36	(0.02)	**-0.15**	(0.03)	0.46	(0.01)	0.41	(0.03)	-0.05	(0.03)
OECD	Austria	0.27	(0.08)	0.07	(0.01)	0.10	(0.03)	**-0.17**	(0.08)	0.09	(0.02)	0.12	(0.06)	0.02	(0.06)	0.17	(0.22)	0.10	(0.01)	-0.07	(0.22)
OECD	Belgium	0.12	(0.05)	0.18	(0.01)	0.18	(0.03)	0.06	(0.07)	w	w	w	w	w	w	0.34	(0.06)	0.17	(0.01)	**-0.17**	(0.06)
OECD	Canada	0.50	(0.06)	0.44	(0.02)	0.32	(0.02)	**-0.18**	(0.07)	0.39	(0.01)	0.34	(0.03)	-0.04	(0.03)	0.43	(0.03)	0.38	(0.01)	-0.05	(0.03)
OECD	Chile	0.51	(0.15)	0.17	(0.03)	0.13	(0.01)	**-0.38**	(0.15)	0.17	(0.03)	0.14	(0.02)	-0.04	(0.03)	0.49	(0.10)	0.13	(0.01)	**-0.37**	(0.10)
OECD	Czech Republic	0.42	(0.06)	0.10	(0.02)	0.14	(0.04)	**-0.28**	(0.07)	0.16	(0.02)	0.07	(0.05)	-0.09	(0.06)	0.31	(0.03)	-0.03	(0.02)	**-0.33**	(0.03)
OECD	Denmark	0.24	(0.03)	0.22	(0.01)	0.24	(0.04)	0.00	(0.04)	0.23	(0.01)	0.21	(0.03)	-0.02	(0.04)	0.22	(0.01)	-0.08	(0.16)	-0.31	(0.16)
OECD	Estonia	0.22	(0.04)	0.24	(0.02)	0.28	(0.02)	0.06	(0.04)	0.24	(0.01)	0.31	(0.08)	0.07	(0.08)	0.24	(0.01)	0.28	(0.07)	0.03	(0.08)
OECD	Finland	0.28	(0.06)	0.24	(0.02)	0.19	(0.03)	-0.09	(0.07)	0.23	(0.02)	0.22	(0.09)	-0.01	(0.09)	0.23	(0.02)	c	c	c	c
OECD	France	0.03	(0.07)	-0.07	(0.02)	-0.14	(0.03)	**-0.16**	(0.08)	-0.09	(0.02)	-0.09	(0.04)	0.00	(0.04)	0.16	(0.04)	-0.15	(0.02)	**-0.32**	(0.04)
OECD	Germany	0.20	(0.04)	0.17	(0.02)	0.21	(0.03)	0.02	(0.06)	0.19	(0.02)	0.09	(0.04)	**-0.10**	(0.05)	0.18	(0.01)	-0.04	(0.06)	**-0.22**	(0.06)
OECD	Greece	-0.45	(0.15)	-0.53	(0.03)	-0.62	(0.03)	-0.17	(0.15)	-0.55	(0.02)	-0.48	(0.06)	0.07	(0.07)	-0.13	(0.13)	-0.57	(0.02)	**-0.44**	(0.13)
OECD	Hungary	0.12	(0.11)	-0.06	(0.03)	-0.10	(0.02)	-0.23	(0.12)	-0.08	(0.02)	-0.06	(0.04)	0.01	(0.04)	0.07	(0.08)	-0.08	(0.02)	-0.15	(0.09)
OECD	Iceland	-0.30	(0.05)	-0.45	(0.02)	-0.49	(0.03)	**-0.20**	(0.06)	-0.44	(0.02)	c	c	c	c	-0.43	(0.02)	m	m	m	m
OECD	Ireland	0.13	(0.05)	0.11	(0.02)	0.06	(0.02)	-0.08	(0.06)	0.14	(0.02)	0.07	(0.02)	**-0.08**	(0.03)	0.12	(0.02)	0.06	(0.02)	**-0.06**	(0.02)
OECD	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Japan	c	c	-0.27	(0.03)	-0.18	(0.02)	c	c	-0.25	(0.02)	-0.11	(0.03)	**0.14**	(0.03)	m	m	-0.21	(0.02)	m	m
OECD	Korea	c	c	-1.41	(0.04)	-1.44	(0.02)	c	c	-1.42	(0.02)	-1.47	(0.03)	-0.05	(0.04)	-1.44	(0.07)	-1.44	(0.02)	0.00	(0.07)
OECD	Latvia	0.81	(0.05)	0.62	(0.02)	0.59	(0.03)	**-0.22**	(0.06)	0.65	(0.02)	0.73	(0.11)	0.08	(0.11)	0.67	(0.02)	0.34	(0.06)	**-0.32**	(0.06)
OECD	Luxembourg	m	m	-0.11	(0.02)	-0.20	(0.02)	m	m	-0.17	(0.01)	-0.09	(0.03)	**0.08**	(0.04)	-0.08	(0.02)	-0.25	(0.02)	**-0.17**	(0.03)
OECD	Mexico	0.23	(0.03)	0.15	(0.03)	0.08	(0.03)	**-0.15**	(0.04)	0.12	(0.01)	0.14	(0.07)	0.02	(0.08)	0.30	(0.03)	0.01	(0.02)	**-0.29**	(0.03)
OECD	Netherlands	c	c	-0.32	(0.02)	-0.34	(0.02)	c	c	-0.26	(0.03)	-0.37	(0.02)	**-0.11**	(0.04)	-0.30	(0.02)	-0.38	(0.02)	**-0.08**	(0.02)
OECD	New Zealand	0.75	(0.10)	0.67	(0.03)	0.54	(0.02)	**-0.21**	(0.10)	0.61	(0.02)	0.52	(0.08)	-0.09	(0.09)	0.76	(0.08)	0.60	(0.02)	-0.15	(0.08)
OECD	Norway	0.03	(0.05)	-0.01	(0.02)	-0.06	(0.04)	-0.09	(0.07)	-0.02	(0.02)	-0.09	(0.18)	-0.07	(0.18)	-0.01	(0.02)	c	c	c	c
OECD	Poland	0.27	(0.03)	0.25	(0.03)	0.31	(0.02)	0.04	(0.04)	0.27	(0.02)	0.27	(0.11)	0.00	(0.11)	0.27	(0.02)	c	c	c	c
OECD	Portugal	-0.17	(0.11)	-0.53	(0.02)	-0.52	(0.05)	**-0.35**	(0.12)	-0.52	(0.02)	-0.49	(0.10)	0.03	(0.10)	-0.32	(0.03)	-0.62	(0.02)	**-0.30**	(0.03)
OECD	Slovak Republic	0.28	(0.05)	0.08	(0.02)	0.03	(0.07)	**-0.25**	(0.08)	0.10	(0.02)	0.13	(0.06)	0.03	(0.06)	0.29	(0.03)	-0.05	(0.02)	**-0.34**	(0.04)
OECD	Slovenia	0.08	(0.06)	0.01	(0.02)	0.03	(0.03)	-0.05	(0.07)	0.01	(0.01)	0.12	(0.09)	0.11	(0.09)	0.20	(0.09)	0.00	(0.01)	**-0.20**	(0.09)
OECD	Spain	-0.06	(0.07)	-0.10	(0.02)	-0.08	(0.03)	-0.02	(0.08)	-0.12	(0.02)	-0.03	(0.02)	**0.09**	(0.03)	-0.10	(0.01)	c	c	c	c
OECD	Sweden	-0.11	(0.06)	-0.11	(0.03)	-0.12	(0.04)	-0.02	(0.08)	-0.12	(0.02)	-0.09	(0.05)	0.02	(0.06)	-0.11	(0.02)	-0.53	(0.17)	**-0.42**	(0.17)
OECD	Switzerland	0.38	(0.06)	0.25	(0.02)	0.14	(0.02)	**-0.23**	(0.07)	0.23	(0.02)	0.29	(0.07)	0.05	(0.08)	0.30	(0.02)	0.05	(0.02)	**-0.25**	(0.03)
OECD	Turkey	-0.59	(0.18)	-0.99	(0.04)	-0.97	(0.05)	**-0.38**	(0.18)	-1.00	(0.03)	-0.46	(0.16)	**0.54**	(0.16)	-0.26	(0.39)	-0.99	(0.03)	-0.73	(0.39)
OECD	United Kingdom	0.38	(0.05)	0.42	(0.02)	0.32	(0.04)	-0.06	(0.07)	0.40	(0.02)	0.29	(0.09)	-0.11	(0.09)	0.55	(0.09)	0.40	(0.02)	-0.15	(0.09)
OECD	United States	0.28	(0.06)	0.16	(0.03)	0.14	(0.03)	**-0.15**	(0.06)	0.16	(0.02)	0.24	(0.08)	0.08	(0.08)	0.41	(0.06)	0.14	(0.02)	**-0.27**	(0.07)
	OECD average	0.19	(0.01)	0.00	(0.00)	-0.03	(0.01)	**-0.14**	(0.02)	0.00	(0.00)	0.03	(0.01)	0.01	(0.01)	0.13	(0.02)	-0.08	(0.01)	**-0.23**	(0.02)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	-0.17	(0.10)	-0.23	(0.02)	-0.26	(0.02)	-0.09	(0.11)	-0.25	(0.02)	-0.21	(0.03)	0.05	(0.03)	0.01	(0.04)	-0.29	(0.01)	**-0.30**	(0.04)
Partners	B-S-J-G (China)	0.28	(0.08)	0.10	(0.03)	0.04	(0.03)	**-0.24**	(0.08)	0.08	(0.02)	0.22	(0.08)	0.14	(0.08)	0.15	(0.03)	0.01	(0.03)	**-0.15**	(0.04)
Partners	Bulgaria	0.33	(0.19)	0.13	(0.03)	0.14	(0.03)	-0.18	(0.19)	0.14	(0.02)	c	c	c	c	0.72	(0.24)	0.13	(0.02)	**-0.59**	(0.24)
Partners	CABA (Argentina)	m	m	c	c	c	c	m	m	c	c	c	c	c	c	c	c	c	c	c	c
Partners	Colombia	0.25	(0.04)	0.21	(0.03)	0.11	(0.02)	**-0.14**	(0.04)	0.18	(0.02)	0.10	(0.03)	**-0.08**	(0.04)	0.25	(0.02)	0.10	(0.02)	**-0.15**	(0.03)
Partners	Costa Rica	0.10	(0.03)	0.09	(0.02)	0.17	(0.05)	0.07	(0.06)	0.10	(0.02)	0.08	(0.04)	-0.02	(0.05)	0.11	(0.02)	0.10	(0.02)	-0.01	(0.03)
Partners	Croatia	c	c	-0.12	(0.02)	-0.13	(0.03)	c	c	-0.12	(0.02)	0.06	(0.15)	0.18	(0.15)	c	c	-0.12	(0.02)	c	c
Partners	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Dominican Republic	-0.32	(0.10)	-0.27	(0.04)	-0.30	(0.05)	0.02	(0.11)	-0.31	(0.03)	-0.21	(0.06)	0.10	(0.07)	-0.02	(0.08)	-0.35	(0.03)	**-0.32**	(0.08)
Partners	FYROM	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
Partners	Georgia	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
Partners	Hong Kong (China)	m	m	m	m	0.21	(0.03)	m	m	0.16	(0.11)	0.22	(0.03)	0.05	(0.12)	0.23	(0.04)	0.20	(0.03)	-0.03	(0.04)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	0.07	(0.04)	-0.11	(0.02)	-0.18	(0.03)	**-0.25**	(0.05)	-0.10	(0.02)	-0.05	(0.12)	0.05	(0.12)	-0.10	(0.02)	c	c	c	c
Partners	Macao (China)	c	c	c	c	0.49	(0.01)	c	c	c	c	0.49	(0.01)	c	c	0.54	(0.02)	0.45	(0.02)	**-0.09**	(0.03)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
Partners	Montenegro	c	c	-0.91	(0.02)	-0.91	(0.04)	c	c	-0.91	(0.02)	c	c	c	c	-0.70	(0.20)	-0.91	(0.02)	-0.21	(0.20)
Partners	Peru	-0.18	(0.04)	-0.25	(0.02)	-0.29	(0.05)	**-0.12**	(0.06)	-0.20	(0.02)	-0.31	(0.03)	**-0.12**	(0.04)	-0.13	(0.03)	-0.26	(0.02)	**-0.14**	(0.03)
Partners	Qatar	0.18	(0.05)	0.44	(0.02)	0.30	(0.02)	**0.12**	(0.05)	0.33	(0.01)	0.38	(0.02)	**0.05**	(0.02)	0.67	(0.03)	0.28	(0.01)	**-0.39**	(0.03)
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	0.00	(0.06)	-0.06	(0.05)	0.01	(0.04)	0.01	(0.07)	-0.01	(0.04)	c	c	c	c	0.03	(0.04)	-0.25	(0.05)	**-0.27**	(0.05)
Partners	Singapore	m	m	m	m	0.53	(0.01)	m	m	0.53	(0.01)	0.37	(0.04)	**-0.16**	(0.05)	0.63	(0.10)	0.51	(0.01)	-0.11	(0.10)
Partners	Chinese Taipei	c	c	-0.59	(0.02)	-0.56	(0.02)	c	c	-0.55	(0.02)	-0.62	(0.02)	**-0.07**	(0.03)	-0.44	(0.02)	-0.65	(0.02)	**-0.20**	(0.03)
Partners	Thailand	0.30	(0.07)	0.10	(0.05)	-0.04	(0.07)	**-0.34**	(0.10)	0.07	(0.03)	0.35	(0.13)	**0.28**	(0.13)	0.28	(0.05)	0.05	(0.03)	**-0.23**	(0.06)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	0.54	(0.12)	0.31	(0.03)	0.25	(0.03)	**-0.30**	(0.12)	0.29	(0.03)	0.52	(0.20)	0.23	(0.21)	0.54	(0.04)	0.21	(0.02)	**-0.33**	(0.05)
Partners	United Arab Emirates	0.37	(0.12)	0.28	(0.05)	0.30	(0.02)	-0.07	(0.12)	0.28	(0.03)	0.31	(0.03)	0.03	(0.05)	0.56	(0.05)	0.26	(0.02)	**-0.30**	(0.05)
Partners	Uruguay	-0.08	(0.06)	-0.04	(0.02)	-0.05	(0.02)	0.03	(0.06)	-0.07	(0.01)	0.09	(0.04)	**0.16**	(0.04)	0.04	(0.03)	-0.10	(0.02)	**-0.14**	(0.03)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	0.63	(0.04)	0.62	(0.03)	0.69	(0.04)	0.06	(0.06)	0.65	(0.02)	0.73	(0.13)	0.08	(0.13)	1.41	(0.16)	0.63	(0.02)	**-0.79**	(0.16)

1. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).
2. The total variation in student ESCS is equal to the square of the standard deviation of the index of exposure to bullying within each country/economy. Due to the unbalanced, clustered nature of the data, the sum of the between- and within-school variation components, as an estimate from a sample, does not necessarily add up to the total.
3. In some countries/economies, sub-units within schools were sampled instead of schools; this may affect the estimation of between-school variation components (see Annex A3).
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471711

[Part 1/1]

Table III.8.7a Index of exposure to bullying, by student performance in science

Results based on students' self-reports

		Science performance, by national quarters of the index of exposure to bullying										Before accounting for students' and schools' socio-economic profile[1]				After accounting for students' and schools' socio-economic profile	
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter		Change in science score per one-unit change in the index of exposure to bullying		Explained variance in student performance (r-squared x 100)		Change in science score per one-unit change in the index of exposure to bullying	
		Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.	%	S.E.	Score dif.	S.E.
OECD	Australia	521	(2.4)	519	(2.5)	526	(2.3)	488	(2.9)	**-33**	(3.7)	**-14**	(1.2)	1.9	(0.3)	**-10**	(1.0)
	Austria	489	(3.2)	488	(3.6)	518	(4.2)	497	(3.5)	**8**	(4.0)	1	(1.6)	0.0	(0.0)	0	(1.3)
	Belgium	511	(3.1)	508	(3.1)	522	(3.1)	498	(3.0)	**-13**	(3.7)	**-9**	(1.5)	0.6	(0.2)	**-4**	(1.2)
	Canada	534	(2.6)	530	(2.6)	543	(2.4)	512	(3.0)	**-23**	(2.7)	**-11**	(1.0)	1.4	(0.3)	**-9**	(0.9)
	Chile	446	(3.6)	450	(3.1)	460	(3.4)	441	(4.0)	-5	(4.6)	**-6**	(2.1)	0.4	(0.3)	**-5**	(1.8)
	Czech Republic	497	(3.1)	498	(2.7)	506	(3.2)	492	(3.3)	-6	(3.6)	**-4**	(1.2)	0.3	(0.2)	**-3**	(1.1)
	Denmark	510	(3.0)	506	(3.5)	519	(3.4)	494	(3.3)	**-17**	(3.4)	**-9**	(1.6)	0.6	(0.2)	**-8**	(1.6)
	Estonia	535	(3.1)	529	(3.4)	548	(2.7)	530	(3.6)	-5	(4.1)	-2	(1.8)	0.1	(0.1)	-2	(1.8)
	Finland	534	(3.1)	536	(3.0)	545	(3.7)	520	(3.7)	**-14**	(4.6)	**-8**	(1.7)	0.6	(0.2)	**-7**	(1.6)
	France	503	(3.0)	505	(3.3)	510	(3.4)	488	(3.4)	**-15**	(4.5)	**-10**	(1.7)	1.0	(0.3)	**-4**	(1.4)
	Germany	519	(3.8)	515	(3.9)	533	(3.9)	519	(4.2)	0	(4.4)	**-4**	(2.0)	0.1	(0.1)	-2	(1.7)
	Greece	458	(4.0)	458	(4.8)	467	(4.1)	446	(5.8)	**-12**	(5.2)	**-7**	(1.4)	1.0	(0.4)	**-6**	(1.1)
	Hungary	476	(3.6)	477	(4.1)	492	(3.0)	469	(3.8)	-7	(4.1)	**-6**	(1.4)	0.4	(0.2)	**-3**	(1.2)
	Iceland	476	(3.2)	481	(3.3)	477	(3.4)	468	(4.0)	-9	(4.9)	**-6**	(1.8)	0.5	(0.3)	**-5**	(1.8)
	Ireland	499	(3.7)	503	(3.1)	509	(3.0)	503	(3.4)	4	(3.4)	1	(1.3)	0.0	(0.0)	-1	(1.3)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	531	(3.7)	529	(3.3)	551	(3.4)	547	(4.5)	**16**	(4.4)	**5**	(1.7)	0.3	(0.2)	2	(1.4)
	Korea	508	(4.1)	511	(4.0)	514	(3.7)	532	(3.6)	**24**	(3.7)	**6**	(1.2)	0.4	(0.2)	**4**	(1.2)
	Latvia	490	(3.1)	502	(2.4)	501	(3.2)	473	(3.0)	**-17**	(4.2)	**-10**	(1.5)	1.2	(0.4)	**-7**	(1.4)
	Luxembourg	489	(2.6)	487	(2.9)	498	(2.7)	472	(2.9)	**-17**	(4.1)	**-10**	(1.4)	1.0	(0.3)	**-8**	(1.1)
	Mexico	414	(2.6)	416	(2.9)	425	(3.0)	411	(2.9)	-2	(3.1)	**-2**	(1.2)	0.1	(0.1)	-1	(1.0)
	Netherlands	513	(3.1)	512	(3.8)	516	(2.9)	516	(3.7)	3	(4.1)	-2	(2.4)	0.0	(0.1)	-1	(1.9)
	New Zealand	523	(3.9)	525	(4.1)	536	(4.3)	488	(3.7)	**-35**	(5.6)	**-13**	(2.0)	1.6	(0.5)	**-9**	(1.8)
	Norway	501	(3.4)	508	(3.7)	508	(3.6)	490	(3.8)	**-11**	(4.9)	**-9**	(1.6)	0.9	(0.4)	**-8**	(1.5)
	Poland	498	(3.8)	496	(3.4)	511	(3.9)	505	(3.7)	7	(4.3)	2	(1.6)	0.0	(0.1)	3	(1.5)
	Portugal	508	(3.5)	505	(3.4)	507	(3.3)	490	(3.8)	**-18**	(4.3)	**-9**	(1.3)	1.1	(0.3)	**-7**	(1.3)
	Slovak Republic	472	(3.6)	469	(3.5)	480	(3.2)	451	(3.4)	**-21**	(3.9)	**-9**	(1.3)	1.0	(0.3)	**-5**	(1.2)
	Slovenia	518	(3.4)	514	(3.1)	522	(3.3)	509	(3.1)	-9	(4.9)	**-7**	(1.7)	0.5	(0.3)	**-4**	(1.4)
	Spain	494	(2.8)	495	(3.0)	496	(3.2)	491	(3.8)	-2	(4.1)	-3	(1.8)	0.1	(0.1)	-3	(1.6)
	Sweden	499	(4.5)	498	(4.7)	515	(4.2)	484	(4.1)	**-14**	(5.0)	**-7**	(1.4)	0.6	(0.2)	**-5**	(1.3)
	Switzerland	510	(3.7)	505	(4.3)	518	(3.6)	500	(4.1)	**-11**	(4.3)	**-6**	(1.9)	0.3	(0.2)	**-5**	(1.8)
	Turkey	424	(4.3)	427	(4.5)	430	(4.6)	425	(4.8)	1	(3.7)	-1	(1.0)	0.1	(0.1)	-1	(0.8)
	United Kingdom	510	(3.7)	513	(3.5)	528	(3.8)	504	(3.5)	-6	(4.3)	**-4**	(1.5)	0.2	(0.1)	**-3**	(1.4)
	United States	496	(3.7)	500	(4.6)	512	(4.0)	490	(3.8)	-6	(4.1)	**-5**	(1.4)	0.3	(0.2)	**-6**	(1.2)
	OECD average	497	(0.6)	497	(0.6)	507	(0.6)	489	(0.6)	**-8**	(0.7)	**-5**	(0.3)	0.6	(0.0)	**-4**	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	410	(3.0)	411	(2.9)	416	(2.7)	401	(3.2)	**-9**	(3.0)	**-5**	(1.0)	0.4	(0.2)	**-5**	(0.9)
	B-S-J-G (China)	519	(5.0)	528	(5.1)	529	(6.4)	496	(5.9)	**-23**	(5.3)	**-11**	(1.8)	1.2	(0.4)	**-5**	(1.5)
	Bulgaria	452	(4.7)	454	(5.1)	469	(4.4)	440	(5.8)	**-12**	(5.3)	**-7**	(1.7)	0.6	(0.3)	**-4**	(1.3)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	416	(2.6)	417	(3.3)	425	(3.0)	409	(3.2)	**-7**	(3.0)	**-5**	(1.4)	0.3	(0.2)	**-4**	(1.3)
	Costa Rica	417	(2.7)	414	(2.4)	427	(3.4)	429	(3.3)	**12**	(3.2)	**4**	(1.2)	0.4	(0.2)	**4**	(1.1)
	Croatia	475	(3.2)	479	(3.5)	482	(3.4)	471	(3.6)	-4	(3.7)	**-5**	(1.6)	0.3	(0.2)	-1	(1.3)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	334	(3.2)	330	(3.4)	352	(3.6)	330	(4.0)	-3	(3.7)	-1	(0.9)	0.0	(0.1)	-1	(0.9)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	522	(3.2)	526	(3.9)	536	(3.1)	513	(3.6)	**-9**	(4.3)	**-4**	(1.3)	0.4	(0.3)	**-4**	(1.2)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	477	(3.3)	478	(3.5)	487	(3.3)	469	(3.6)	-8	(4.0)	**-6**	(1.4)	0.6	(0.3)	**-3**	(1.2)
	Macao (China)	534	(2.3)	536	(2.4)	536	(2.8)	509	(2.9)	**-25**	(3.8)	**-12**	(1.5)	2.0	(0.5)	**-13**	(1.5)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	415	(2.4)	413	(2.8)	419	(2.3)	415	(2.9)	0	(4.0)	-1	(1.0)	0.0	(0.1)	-1	(0.9)
	Peru	400	(3.2)	399	(3.1)	406	(3.3)	395	(3.2)	-6	(3.7)	**-4**	(1.3)	0.3	(0.2)	-1	(1.0)
	Qatar	430	(1.9)	432	(2.0)	451	(2.1)	387	(2.1)	**-42**	(2.8)	**-14**	(0.7)	3.3	(0.3)	**-11**	(0.7)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	483	(3.8)	484	(3.9)	500	(3.1)	488	(4.8)	5	(4.5)	1	(1.6)	0.0	(0.1)	0	(1.4)
	Singapore	563	(2.9)	568	(2.8)	566	(3.1)	527	(3.1)	**-36**	(4.2)	**-17**	(1.5)	2.4	(0.4)	**-9**	(1.4)
	Chinese Taipei	530	(3.6)	526	(3.7)	533	(3.6)	542	(3.6)	**12**	(4.1)	**4**	(1.6)	0.1	(0.1)	2	(1.3)
	Thailand	430	(3.9)	428	(3.3)	429	(3.4)	403	(4.0)	**-27**	(3.8)	**-9**	(0.9)	2.8	(0.5)	**-7**	(0.8)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	389	(2.7)	394	(3.0)	395	(2.9)	380	(3.4)	**-9**	(3.8)	**-3**	(1.2)	0.3	(0.3)	-2	(1.1)
	United Arab Emirates	447	(2.8)	446	(2.9)	460	(3.3)	408	(3.5)	**-39**	(3.4)	**-12**	(1.0)	2.5	(0.4)	**-10**	(1.0)
	Uruguay	438	(2.9)	438	(2.7)	447	(3.3)	437	(2.9)	-1	(3.2)	-1	(1.0)	0.0	(0.0)	**-2**	(0.9)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	446	(3.4)	452	(3.6)	451	(4.0)	424	(4.2)	**-22**	(4.0)	**-12**	(1.3)	2.2	(0.5)	**-12**	(1.2)

1. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471724

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Table III.8.9 Index of exposure to bullying and life satisfaction

Results based on students' self-reports

		Average life satisfaction, by national quarters of the index of exposure to bullying										Change in life satisfaction associated with a one-unit change in the index of exposure to bullying		Explained variance in student performance (r-squared x 100)	
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter					
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Index change	S.E.	%	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	7.92	(0.06)	7.92	(0.06)	7.46	(0.06)	6.81	(0.07)	**-1.11**	(0.09)	**-0.47**	(0.04)	4.1	(0.6)
	Belgium (excl. Flemish)	7.90	(0.07)	7.94	(0.08)	7.40	(0.07)	6.68	(0.09)	**-1.23**	(0.09)	**-0.62**	(0.04)	7.5	(0.8)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	7.77	(0.07)	7.73	(0.07)	7.27	(0.06)	6.68	(0.08)	**-1.09**	(0.10)	**-0.52**	(0.05)	4.1	(0.7)
	Czech Republic	7.54	(0.06)	7.37	(0.06)	6.98	(0.07)	6.35	(0.07)	**-1.19**	(0.09)	**-0.44**	(0.03)	4.3	(0.7)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	7.84	(0.06)	7.80	(0.05)	7.47	(0.05)	6.89	(0.08)	**-0.95**	(0.10)	**-0.47**	(0.04)	4.0	(0.7)
	Finland	8.31	(0.04)	8.28	(0.04)	7.68	(0.06)	7.30	(0.06)	**-1.01**	(0.07)	**-0.49**	(0.03)	5.7	(0.7)
	France	8.05	(0.04)	7.93	(0.05)	7.55	(0.05)	7.02	(0.06)	**-1.03**	(0.08)	**-0.45**	(0.03)	5.1	(0.6)
	Germany	7.93	(0.05)	7.71	(0.08)	7.22	(0.07)	6.52	(0.09)	**-1.41**	(0.09)	**-0.71**	(0.04)	7.0	(0.7)
	Greece	7.11	(0.06)	7.41	(0.06)	6.92	(0.08)	6.20	(0.08)	**-0.91**	(0.11)	**-0.35**	(0.04)	3.4	(0.7)
	Hungary	7.53	(0.07)	7.59	(0.06)	7.15	(0.07)	6.40	(0.09)	**-1.13**	(0.11)	**-0.42**	(0.03)	4.1	(0.6)
	Iceland	8.26	(0.07)	8.24	(0.06)	7.90	(0.08)	6.78	(0.09)	**-1.48**	(0.12)	**-0.62**	(0.04)	8.1	(1.1)
	Ireland	7.84	(0.06)	7.81	(0.05)	7.18	(0.06)	6.40	(0.07)	**-1.44**	(0.09)	**-0.74**	(0.04)	9.1	(1.0)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	7.11	(0.05)	7.14	(0.06)	6.74	(0.06)	6.26	(0.07)	**-0.85**	(0.07)	**-0.41**	(0.03)	3.0	(0.4)
	Korea	6.55	(0.06)	6.64	(0.07)	6.47	(0.07)	5.81	(0.07)	**-0.75**	(0.09)	**-0.30**	(0.03)	1.9	(0.4)
	Latvia	7.84	(0.07)	7.53	(0.07)	7.27	(0.06)	6.83	(0.07)	**-1.01**	(0.09)	**-0.44**	(0.03)	4.1	(0.7)
	Luxembourg	7.78	(0.06)	7.74	(0.05)	7.28	(0.06)	6.72	(0.06)	**-1.07**	(0.08)	**-0.42**	(0.03)	3.9	(0.6)
	Mexico	8.75	(0.05)	8.57	(0.04)	8.11	(0.06)	7.64	(0.06)	**-1.11**	(0.09)	**-0.44**	(0.03)	5.0	(0.7)
	Netherlands	8.07	(0.04)	8.13	(0.04)	7.87	(0.05)	7.22	(0.06)	**-0.85**	(0.06)	**-0.48**	(0.04)	6.5	(0.9)
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	7.77	(0.06)	7.62	(0.07)	7.00	(0.07)	6.36	(0.08)	**-1.41**	(0.08)	**-0.58**	(0.04)	5.7	(0.7)
	Portugal	7.65	(0.06)	7.68	(0.06)	7.47	(0.06)	6.66	(0.06)	**-0.99**	(0.08)	**-0.39**	(0.03)	4.5	(0.6)
	Slovak Republic	8.02	(0.05)	7.82	(0.06)	7.31	(0.06)	6.71	(0.08)	**-1.31**	(0.09)	**-0.44**	(0.03)	4.6	(0.7)
	Slovenia	7.63	(0.06)	7.49	(0.07)	7.00	(0.08)	6.58	(0.07)	**-1.05**	(0.09)	**-0.47**	(0.04)	3.7	(0.6)
	Spain	7.72	(0.05)	7.80	(0.05)	7.47	(0.05)	6.70	(0.06)	**-1.01**	(0.08)	**-0.53**	(0.03)	5.3	(0.6)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	8.10	(0.05)	8.10	(0.04)	7.63	(0.07)	7.00	(0.08)	**-1.11**	(0.09)	**-0.60**	(0.05)	6.3	(1.0)
	Turkey	6.49	(0.09)	6.48	(0.11)	6.19	(0.10)	5.30	(0.09)	**-1.19**	(0.13)	**-0.32**	(0.03)	3.0	(0.6)
	United Kingdom	7.62	(0.07)	7.51	(0.06)	6.87	(0.07)	5.97	(0.08)	**-1.66**	(0.10)	**-0.67**	(0.04)	9.1	(0.9)
	United States	7.82	(0.07)	7.79	(0.07)	7.27	(0.06)	6.56	(0.08)	**-1.26**	(0.10)	**-0.52**	(0.04)	5.6	(0.8)
	OECD average	7.74	(0.01)	7.69	(0.01)	7.26	(0.01)	6.61	(0.01)	**-1.13**	(0.02)	**-0.49**	(0.01)	5.1	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	7.86	(0.04)	8.00	(0.05)	7.50	(0.04)	6.98	(0.06)	**-0.89**	(0.07)	**-0.35**	(0.03)	2.9	(0.4)
	B-S-J-G (China)	7.26	(0.07)	7.17	(0.06)	6.75	(0.07)	6.16	(0.06)	**-1.10**	(0.09)	**-0.44**	(0.03)	3.9	(0.5)
	Bulgaria	7.91	(0.06)	7.86	(0.08)	7.13	(0.07)	6.80	(0.08)	**-1.11**	(0.10)	**-0.40**	(0.03)	3.6	(0.6)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	8.29	(0.06)	8.20	(0.06)	7.77	(0.06)	7.27	(0.07)	**-1.02**	(0.09)	**-0.46**	(0.03)	3.2	(0.5)
	Costa Rica	8.65	(0.05)	8.69	(0.05)	8.06	(0.06)	7.41	(0.08)	**-1.24**	(0.09)	**-0.54**	(0.03)	7.2	(0.9)
	Croatia	8.26	(0.04)	8.35	(0.05)	7.88	(0.07)	7.11	(0.08)	**-1.15**	(0.08)	**-0.54**	(0.04)	6.7	(0.8)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	8.91	(0.07)	8.84	(0.08)	8.44	(0.08)	7.86	(0.09)	**-1.06**	(0.12)	**-0.28**	(0.03)	3.2	(0.7)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	6.69	(0.06)	6.83	(0.05)	6.54	(0.06)	5.87	(0.07)	**-0.82**	(0.08)	**-0.30**	(0.02)	3.3	(0.5)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	8.24	(0.05)	8.30	(0.06)	7.78	(0.07)	7.15	(0.08)	**-1.09**	(0.10)	**-0.43**	(0.04)	4.9	(0.8)
	Macao (China)	6.95	(0.07)	6.78	(0.05)	6.56	(0.06)	6.08	(0.08)	**-0.87**	(0.11)	**-0.33**	(0.04)	2.4	(0.6)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	8.16	(0.06)	8.13	(0.07)	7.71	(0.06)	6.97	(0.09)	**-1.19**	(0.11)	**-0.37**	(0.03)	4.3	(0.6)
	Peru	7.89	(0.06)	7.95	(0.06)	7.33	(0.07)	6.89	(0.07)	**-1.00**	(0.09)	**-0.44**	(0.04)	3.5	(0.6)
	Qatar	7.94	(0.04)	7.77	(0.04)	7.08	(0.04)	6.75	(0.06)	**-1.19**	(0.07)	**-0.36**	(0.02)	3.4	(0.4)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	8.39	(0.08)	8.07	(0.07)	7.66	(0.07)	6.93	(0.07)	**-1.47**	(0.10)	**-0.51**	(0.04)	6.0	(0.8)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	6.75	(0.06)	6.85	(0.06)	6.77	(0.06)	6.01	(0.05)	**-0.74**	(0.07)	**-0.40**	(0.03)	2.9	(0.4)
	Thailand	7.97	(0.06)	7.95	(0.05)	7.66	(0.07)	7.27	(0.07)	**-0.70**	(0.08)	**-0.20**	(0.02)	1.7	(0.4)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	7.46	(0.09)	7.18	(0.09)	6.66	(0.11)	6.29	(0.10)	**-1.17**	(0.13)	**-0.41**	(0.04)	2.8	(0.5)
	United Arab Emirates	7.73	(0.06)	7.69	(0.06)	7.09	(0.07)	6.65	(0.07)	**-1.08**	(0.08)	**-0.34**	(0.02)	3.0	(0.4)
	Uruguay	8.19	(0.06)	8.17	(0.06)	7.49	(0.06)	6.95	(0.07)	**-1.24**	(0.08)	**-0.50**	(0.03)	5.9	(0.7)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	7.50	(0.06)	7.32	(0.06)	6.90	(0.07)	6.55	(0.07)	**-0.95**	(0.08)	**-0.37**	(0.03)	2.9	(0.5)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471757

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Table III.8.10 Difference in science performance between schools with high and low prevalence of bullying

		Science performance, by prevalence of bullying at school							
		Schools with low prevalence of bullying[1]		Schools with high prevalence of bullying[2]		Difference between schools with high and low prevalence of bullying			
						Before accounting for schools' socio-economic profile[3]		After accounting for schools' socio-economic profile	
		Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	546	(5.2)	500	(10.8)	**-46**	(5.6)	**-21**	(4.6)
	Austria	510	(5.6)	459	(15.1)	**-51**	(9.5)	**-25**	(5.5)
	Belgium	541	(4.9)	459	(12.8)	**-82**	(7.9)	**-33**	(5.6)
	Canada	551	(4.4)	518	(9.1)	**-33**	(4.8)	**-20**	(3.4)
	Chile	466	(4.9)	418	(13.5)	**-48**	(8.6)	**-24**	(5.6)
	Czech Republic	525	(6.5)	477	(15.1)	**-48**	(8.6)	**-27**	(5.4)
	Denmark	513	(3.3)	485	(8.6)	**-28**	(5.3)	**-15**	(4.2)
	Estonia	551	(4.2)	523	(9.0)	**-29**	(4.8)	**-26**	(3.9)
	Finland	548	(6.2)	526	(13.8)	**-22**	(7.6)	**-15**	(5.5)
	France	533	(3.7)	420	(12.2)	**-113**	(8.5)	**-49**	(8.2)
	Germany	537	(4.0)	476	(14.9)	**-61**	(10.9)	**-27**	(6.4)
	Greece	479	(3.8)	396	(14.6)	**-83**	(10.8)	**-60**	(7.0)
	Hungary	502	(6.2)	428	(16.7)	**-75**	(10.5)	**-26**	(6.3)
	Iceland	479	(2.2)	462	(6.9)	**-17**	(4.7)	**-12**	(4.8)
	Ireland	505	(3.9)	501	(10.7)	-4	(6.7)	-6	(4.6)
	Israel	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m
	Japan	549	(4.1)	502	(16.8)	**-47**	(12.7)	**-32**	(7.9)
	Korea	520	(3.9)	m	m	c	c	c	c
	Latvia	505	(6.0)	485	(12.4)	**-20**	(6.4)	**-12**	(5.2)
	Luxembourg	556	(2.2)	465	(5.3)	**-91**	(3.2)	**-45**	(3.9)
	Mexico	435	(4.5)	401	(10.9)	**-34**	(6.4)	**-22**	(4.9)
	Netherlands	528	(4.1)	441	(20.1)	**-88**	(16.0)	**-45**	(13.2)
	New Zealand	543	(10.3)	511	(21.2)	**-32**	(10.9)	-5	(6.1)
	Norway	510	(4.0)	495	(10.1)	**-15**	(6.1)	**-12**	(5.0)
	Poland	513	(7.5)	496	(16.5)	-17	(9.0)	-8	(6.0)
	Portugal	519	(3.5)	455	(11.9)	**-64**	(8.4)	**-40**	(6.6)
	Slovak Republic	499	(5.8)	434	(14.0)	**-65**	(8.2)	**-32**	(6.5)
	Slovenia	536	(2.1)	473	(5.3)	**-63**	(3.3)	**-22**	(3.2)
	Spain	501	(3.0)	480	(10.6)	**-21**	(7.6)	**-17**	(5.0)
	Sweden	514	(5.9)	477	(13.7)	**-36**	(7.8)	-7	(6.5)
	Switzerland	525	(6.9)	481	(18.9)	**-44**	(12.0)	**-39**	(8.1)
	Turkey	456	(7.1)	389	(16.4)	**-67**	(9.2)	**-45**	(7.2)
	United Kingdom	541	(7.2)	503	(15.4)	**-38**	(8.1)	**-12**	(5.1)
	United States	510	(6.5)	500	(16.6)	-10	(10.1)	-9	(7.1)
	OECD average	517	(0.9)	470	(2.4)	**-47**	(1.5)	**-25**	(1.1)
Partners	Albania	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m
	Brazil	411	(4.9)	384	(12.1)	**-26**	(7.2)	**-21**	(5.1)
	B-S-J-G (China)	568	(10.8)	475	(23.8)	**-92**	(13.0)	**-42**	(10.1)
	Bulgaria	500	(15.4)	420	(32.6)	**-81**	(17.2)	**-38**	(10.2)
	CABA (Argentina)	m	m	m	m	m	m	m	m
	Colombia	429	(4.2)	400	(12.9)	**-29**	(8.7)	**-15**	(5.9)
	Costa Rica	422	(6.8)	420	(15.3)	-2	(8.5)	-2	(4.7)
	Croatia	495	(6.1)	442	(14.7)	**-53**	(8.6)	**-26**	(6.6)
	Cyprus*	m	m	m	m	m	m	m	m
	Dominican Republic	333	(8.5)	320	(17.9)	-13	(9.4)	-1	(6.7)
	FYROM	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m
	Hong Kong (China)	560	(8.2)	517	(17.0)	**-42**	(8.8)	**-24**	(7.5)
	Indonesia	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m
	Lithuania	505	(4.5)	450	(10.2)	**-55**	(5.7)	**-33**	(4.4)
	Macao (China)	534	(5.2)	m	m	c	c	c	c
	Malta	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m
	Montenegro	423	(1.8)	365	(4.8)	**-58**	(3.0)	**-37**	(3.5)
	Peru	406	(4.1)	369	(11.4)	**-37**	(7.2)	**-12**	(4.2)
	Qatar	471	(2.8)	409	(5.6)	**-61**	(2.8)	**-37**	(2.8)
	Romania	m	m	m	m	m	m	m	m
	Russia	497	(5.6)	479	(12.7)	**-18**	(7.1)	**-22**	(5.5)
	Singapore	633	(3.1)	538	(6.5)	**-96**	(3.4)	**-15**	(5.4)
	Chinese Taipei	539	(3.5)	497	(18.4)	**-42**	(14.9)	1	(9.8)
	Thailand	465	(7.7)	409	(15.9)	**-56**	(8.2)	**-34**	(5.0)
	Trinidad and Tobago	m	m	m	m	m	m	m	m
	Tunisia	417	(14.8)	378	(30.1)	**-39**	(15.3)	**-30**	(8.9)
	United Arab Emirates	477	(5.8)	418	(12.6)	**-59**	(6.8)	**-48**	(5.6)
	Uruguay	448	(5.8)	420	(13.7)	**-28**	(7.9)	**-12**	(5.0)
	Viet Nam	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m
	Malaysia**	469	(8.9)	441	(18.3)	**-29**	(9.4)	-5.3	(6.9)

1. A school with a low prevalence of bullying is one where 5% of students or less are frequently bullied. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies.
2. A school with a high prevalence of bullying is one where more than 10% of the students are frequently bullied. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies.
3. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933471766

[Part 1/3]

Table III.8.15 Being frequently bullied and students' well-being

Based on students self-reports

		Expect to end education at the end of their secondary degree school								Feel like an outsider							
		Not frequently bullied[1]		Frequently bullied		Difference between frequently and not frequently bullied students				Not frequently bullied		Frequently bullied		Difference between frequently and not frequently bullied			
						Before accounting for student and school characteristics[2]		After accounting for student and school characteristics						Before accounting for student and school characteristics		After accounting for student and school characteristics	
		%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	36.4	(0.6)	45.5	(1.4)	**9.2**	(1.6)	-0.4	(1.4)	18.3	(0.4)	52.6	(1.4)	**34.3**	(1.5)	**35.2**	(1.6)
	Austria	63.2	(1.0)	66.1	(2.9)	2.8	(2.8)	-3.9	(3.0)	12.2	(0.5)	33.7	(2.3)	**21.5**	(2.3)	**20.7**	(2.2)
	Belgium[4]	25.5	(0.7)	35.0	(2.0)	**9.5**	(1.9)	1.7	(1.8)	10.3	(0.4)	42.8	(2.1)	**32.5**	(2.1)	**30.6**	(2.0)
	Canada	11.9	(0.4)	19.3	(1.0)	**7.4**	(1.0)	**2.5**	(0.9)	18.5	(0.4)	49.7	(1.6)	**31.3**	(1.6)	**31.0**	(1.6)
	Chile	17.0	(0.8)	23.9	(3.0)	**6.9**	(3.0)	-0.6	(1.8)	18.1	(0.6)	43.1	(2.5)	**25.1**	(2.5)	**22.7**	(2.5)
	Czech Republic	34.6	(1.0)	48.1	(1.9)	**13.5**	(1.9)	3.5	(2.1)	17.4	(0.6)	40.9	(1.8)	**23.5**	(2.0)	**21.5**	(2.1)
	Denmark	58.6	(1.1)	64.9	(3.0)	**6.2**	(3.1)	-2.9	(3.5)	10.6	(0.5)	37.5	(2.8)	**26.9**	(2.8)	**25.7**	(2.9)
	Estonia	23.9	(0.8)	32.4	(2.4)	**8.5**	(2.3)	3.1	(2.4)	10.3	(0.4)	36.3	(2.1)	**26.0**	(2.2)	**24.9**	(2.3)
	Finland	54.6	(1.0)	53.0	(2.4)	-1.5	(2.3)	**-6.7**	(2.5)	10.2	(0.4)	32.3	(2.3)	**22.1**	(2.3)	**23.6**	(2.4)
	France	54.8	(1.0)	67.2	(2.7)	**12.4**	(2.8)	-1.4	(3.2)	21.4	(0.6)	44.5	(2.7)	**23.0**	(2.8)	**15.7**	(2.8)
	Germany	75.9	(0.9)	82.0	(2.4)	**6.1**	(2.3)	-0.7	(2.8)	12.5	(0.6)	43.4	(2.6)	**30.9**	(2.8)	**30.9**	(2.9)
	Greece	14.3	(0.9)	34.1	(3.4)	**19.8**	(3.1)	1.9	(1.4)	13.7	(0.5)	41.1	(2.7)	**27.4**	(2.8)	**22.7**	(2.9)
	Hungary	44.8	(1.2)	60.8	(2.6)	**15.9**	(2.6)	3.7	(2.8)	14.8	(0.5)	46.5	(2.3)	**31.8**	(2.5)	**29.9**	(2.7)
	Iceland	34.1	(0.7)	44.3	(3.9)	**10.2**	(4.1)	1.9	(4.2)	15.4	(0.6)	45.1	(4.4)	**29.7**	(4.6)	**26.1**	(4.7)
	Ireland	30.9	(0.8)	33.0	(2.8)	2.2	(2.8)	0.9	(2.7)	14.0	(0.6)	53.3	(2.9)	**39.3**	(3.0)	**40.4**	(3.1)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	22.4	(1.0)	24.8	(2.3)	2.3	(2.4)	-0.5	(1.8)	10.5	(0.4)	37.4	(2.8)	**26.9**	(2.8)	**25.2**	(2.7)
	Korea	10.2	(0.5)	15.6	(2.7)	**5.4**	(2.7)	1.0	(1.9)	8.0	(0.4)	41.8	(4.5)	**33.8**	(4.6)	**37.9**	(4.9)
	Latvia	25.3	(0.9)	36.4	(2.1)	**11.1**	(2.1)	3.1	(1.8)	12.6	(0.5)	30.2	(1.6)	**17.6**	(1.8)	**16.7**	(1.8)
	Luxembourg	40.0	(0.6)	53.6	(2.5)	**13.6**	(2.6)	0.6	(3.2)	14.3	(0.5)	46.3	(2.6)	**32.0**	(2.6)	**28.4**	(2.7)
	Mexico	23.9	(0.9)	32.7	(1.9)	**8.8**	(2.0)	3.0	(1.9)	23.0	(0.7)	41.2	(1.9)	**18.2**	(2.1)	**15.6**	(2.1)
	Netherlands	26.3	(0.6)	27.4	(4.1)	1.1	(4.1)	0.5	(3.9)	7.8	(0.4)	43.3	(3.7)	**35.5**	(3.8)	**33.7**	(4.0)
	New Zealand	37.6	(1.1)	51.5	(1.8)	**14.0**	(1.9)	3.9	(2.2)	16.3	(0.7)	48.1	(1.9)	**31.8**	(2.0)	**32.4**	(2.1)
	Norway	26.3	(0.8)	34.7	(2.3)	**8.4**	(2.4)	2.6	(2.2)	9.2	(0.5)	37.7	(2.3)	**28.5**	(2.4)	**26.0**	(2.4)
	Poland	33.7	(1.1)	48.0	(2.5)	**14.4**	(2.4)	**9.0**	(3.1)	19.6	(0.6)	36.5	(2.1)	**16.9**	(2.1)	**16.9**	(2.2)
	Portugal	34.2	(1.1)	55.1	(3.1)	**20.8**	(2.9)	5.5	(3.6)	11.0	(0.4)	44.1	(2.5)	**33.1**	(2.5)	**30.3**	(2.7)
	Slovak Republic	c	c	c	c	c	c	m	m	19.4	(0.7)	47.1	(1.9)	**27.8**	(2.1)	**24.5**	(2.1)
	Slovenia	42.6	(0.8)	56.8	(2.8)	**14.2**	(2.9)	1.1	(3.2)	15.5	(0.6)	42.6	(2.8)	**27.1**	(2.8)	**23.5**	(2.8)
	Spain	35.3	(1.0)	45.0	(3.3)	**9.7**	(3.2)	1.5	(3.1)	8.5	(0.4)	34.9	(2.8)	**26.4**	(3.0)	**24.0**	(2.9)
	Sweden	39.0	(1.1)	51.2	(2.6)	**12.2**	(2.7)	2.1	(2.9)	19.1	(0.6)	33.4	(2.0)	**14.3**	(2.0)	**13.0**	(2.0)
	Switzerland	57.8	(0.9)	65.4	(2.5)	**7.5**	(2.4)	2.8	(2.9)	9.5	(0.4)	35.7	(3.0)	**26.2**	(3.0)	**25.6**	(3.1)
	Turkey	22.4	(0.9)	39.6	(2.6)	**17.2**	(2.5)	**7.9**	(3.0)	34.4	(0.9)	48.6	(2.1)	**14.2**	(2.2)	**10.0**	(2.3)
	United Kingdom	45.6	(0.9)	51.7	(2.0)	**6.1**	(2.0)	2.2	(2.2)	14.7	(0.5)	53.2	(1.8)	**38.5**	(1.9)	**39.6**	(1.8)
	United States	11.2	(0.6)	23.6	(1.8)	**12.4**	(1.7)	**6.2**	(1.5)	20.4	(0.6)	54.2	(2.1)	**33.8**	(2.1)	**34.5**	(2.1)
	OECD average	34.8	(0.2)	44.5	(0.5)	**9.6**	(0.5)	**1.7**	(0.5)	14.9	(0.1)	42.4	(0.4)	**27.5**	(0.5)	**26.0**	(0.5)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	32.8	(0.7)	40.8	(1.6)	**7.9**	(1.7)	-0.9	(1.8)	18.4	(0.4)	41.6	(1.3)	**23.2**	(1.4)	**19.2**	(1.4)
	B-S-J-G (China)	38.3	(1.6)	51.8	(2.8)	**13.5**	(2.2)	0.7	(2.5)	19.4	(0.6)	43.4	(2.1)	**23.9**	(2.2)	**23.2**	(2.5)
	Bulgaria	21.8	(1.1)	29.9	(1.9)	**8.0**	(1.6)	-1.2	(1.1)	26.4	(0.8)	47.7	(2.0)	**21.3**	(2.1)	**16.7**	(2.2)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	14.7	(0.7)	23.5	(2.2)	**8.8**	(2.1)	1.4	(1.3)	27.7	(0.7)	43.5	(2.6)	**15.8**	(2.6)	**12.2**	(2.5)
	Costa Rica	17.1	(0.7)	20.2	(1.8)	3.1	(1.9)	2.4	(1.6)	24.6	(0.6)	44.2	(2.0)	**19.6**	(2.2)	**19.6**	(2.2)
	Croatia	31.2	(1.1)	46.4	(2.8)	**15.1**	(2.9)	**5.9**	(3.0)	11.9	(0.4)	42.1	(2.6)	**30.1**	(2.6)	**27.6**	(2.6)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	29.8	(1.0)	45.7	(2.4)	**15.9**	(2.4)	**13.0**	(2.3)	37.9	(0.9)	48.7	(2.3)	**10.8**	(2.5)	**8.1**	(2.7)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	17.0	(0.8)	21.2	(1.5)	**4.1**	(1.4)	-1.3	(1.0)	21.7	(0.8)	40.5	(2.1)	**18.8**	(2.4)	**17.7**	(2.4)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	17.5	(0.8)	33.4	(2.4)	**15.9**	(2.3)	**3.5**	(1.5)	28.8	(0.7)	47.2	(2.1)	**18.4**	(2.1)	**15.5**	(2.2)
	Macao (China)	13.7	(0.5)	20.8	(1.7)	**7.1**	(1.7)	-0.1	(1.1)	16.3	(0.6)	47.2	(2.0)	**30.9**	(2.0)	**29.1**	(2.2)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	13.5	(0.4)	25.4	(2.6)	**11.9**	(2.7)	3.3	(1.7)	15.0	(0.5)	45.0	(2.6)	**30.1**	(2.7)	**27.6**	(2.8)
	Peru	15.8	(0.5)	19.8	(2.0)	4.0	(2.1)	0.9	(1.9)	18.6	(0.7)	44.9	(2.6)	**26.3**	(2.7)	**21.3**	(2.9)
	Qatar	11.1	(0.3)	24.9	(0.9)	**13.7**	(0.9)	**4.4**	(0.8)	19.7	(0.4)	43.7	(1.1)	**24.0**	(1.2)	**18.6**	(1.3)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	44.6	(1.3)	58.4	(3.0)	**13.8**	(2.9)	**9.4**	(2.9)	17.1	(0.7)	43.7	(2.2)	**26.6**	(2.3)	**25.6**	(2.2)
	Singapore	2.8	(0.2)	4.2	(0.7)	1.3	(0.8)	-0.1	(0.4)	19.3	(0.6)	48.4	(1.5)	**29.1**	(1.5)	**28.7**	(1.7)
	Chinese Taipei	28.3	(0.8)	46.2	(3.8)	**17.9**	(3.7)	**11.3**	(3.3)	10.2	(0.4)	47.0	(3.1)	**36.8**	(3.3)	**34.5**	(3.3)
	Thailand	13.7	(0.8)	24.9	(1.7)	**11.2**	(1.6)	1.8	(1.0)	15.9	(0.6)	40.6	(1.9)	**24.6**	(2.0)	**21.3**	(2.1)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	31.1	(1.0)	44.6	(2.0)	**13.5**	(2.3)	**5.7**	(2.4)	16.8	(0.8)	34.2	(1.6)	**17.4**	(1.7)	**14.7**	(1.8)
	United Arab Emirates	15.8	(0.4)	31.5	(1.4)	**15.7**	(1.3)	**6.9**	(1.0)	16.7	(0.5)	41.5	(1.1)	**24.7**	(1.2)	**23.4**	(1.4)
	Uruguay	46.5	(1.0)	51.4	(2.4)	4.8	(2.7)	-0.8	(3.1)	21.3	(0.6)	44.2	(2.4)	**22.9**	(2.5)	**21.6**	(2.6)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	13.1	(0.7)	27.1	(1.7)	**14.0**	(1.6)	**5.3**	(1.3)	12.3	(0.6)	33.7	(1.7)	**21.4**	(1.6)	**18.7**	(1.6)

1. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies.
2. Student and school characteristics include the PISA index of economic, social and cultural status (ESCS) at the student and school levels, gender and science performance.
3. A student is classified as «not satisfied» with life if he or she reported between 0 and 4 on the life-satisfaction scale. The life-satisfaction scale ranges from 0 to 10.
4. Data on life satisfaction are not available for the Flemish region of Belgium.

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933471814

[Part 2/3]

Table III.8.15 Being frequently bullied and students' well-being

Based on students self-reports

		Not satisfied with life[3]								Skipped school at least 3-4 days in previous 2 weeks							
						Difference between frequently and not frequently bullied students								Difference between frequently and not frequently bullied			
		Not frequently bullied[1]		Frequently bullied		Before accounting for student and school characteristics[2]		After accounting for student and school characteristics		Not frequently bullied		Frequently bullied		Before accounting for student and school characteristics		After accounting for student and school characteristics	
		%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	5.6	(0.3)	11.4	(0.8)	**5.8**	(0.9)	**3.4**	(0.8)
	Austria	10.0	(0.4)	23.1	(2.1)	**13.1**	(2.0)	**14.7**	(2.1)	2.7	(0.2)	8.4	(1.4)	**5.7**	(1.5)	**3.4**	(1.0)
	Belgium[4]	7.0	(0.6)	23.6	(2.8)	**16.6**	(2.7)	**14.9**	(2.7)	1.6	(0.2)	6.2	(1.2)	**4.6**	(1.2)	**1.8**	(0.7)
	Canada	m	m	m	m	m	m	m	m	2.8	(0.2)	8.4	(0.8)	**5.6**	(0.8)	**3.3**	(0.6)
	Chile	10.9	(0.5)	26.6	(2.7)	**15.8**	(2.7)	**16.0**	(2.7)	2.0	(0.3)	3.7	(1.0)	1.7	(1.0)	0.9	(0.7)
	Czech Republic	11.9	(0.5)	27.1	(2.0)	**15.2**	(2.0)	**16.6**	(2.2)	1.5	(0.2)	5.8	(1.0)	**4.3**	(1.0)	**2.6**	(0.8)
	Denmark	m	m	m	m	m	m	m	m	3.6	(0.3)	12.2	(2.1)	**8.5**	(2.0)	**4.2**	(1.3)
	Estonia	8.2	(0.5)	19.1	(2.0)	**10.9**	(2.1)	**12.2**	(2.1)	5.2	(0.3)	7.8	(1.2)	**2.6**	(1.3)	1.3	(1.0)
	Finland	5.7	(0.3)	14.8	(1.5)	**9.0**	(1.7)	**9.8**	(1.6)	8.8	(0.4)	14.8	(1.6)	**6.0**	(1.7)	**5.4**	(1.7)
	France	6.2	(0.3)	21.5	(2.5)	**15.3**	(2.5)	**12.8**	(2.4)	3.1	(0.3)	8.5	(1.6)	**5.4**	(1.6)	1.0	(0.8)
	Germany	9.8	(0.4)	32.7	(2.3)	**22.9**	(2.4)	**23.6**	(2.5)	1.7	(0.2)	6.9	(1.7)	**5.2**	(1.7)	**2.6**	(1.2)
	Greece	13.9	(0.5)	25.7	(2.6)	**11.7**	(2.6)	**13.3**	(3.0)	3.7	(0.4)	17.6	(2.7)	**13.9**	(2.7)	**4.8**	(1.7)
	Hungary	11.5	(0.5)	28.7	(2.2)	**17.2**	(2.2)	**17.2**	(2.3)	1.5	(0.3)	5.2	(1.0)	**3.7**	(1.1)	**1.7**	(0.8)
	Iceland	8.4	(0.5)	27.8	(3.3)	**19.3**	(3.4)	**17.1**	(3.3)	1.3	(0.2)	2.6	(1.3)	1.4	(1.3)	0.1	(0.4)
	Ireland	10.4	(0.4)	32.9	(3.1)	**22.5**	(3.1)	**23.8**	(3.2)	3.6	(0.3)	7.9	(1.4)	**4.3**	(1.4)	**3.9**	(1.2)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	15.1	(0.5)	30.7	(2.9)	**15.6**	(2.9)	**14.6**	(2.8)	0.4	(0.1)	2.8	(0.8)	**2.5**	(0.8)	**1.4**	(0.6)
	Korea	21.2	(0.6)	36.9	(4.4)	**15.6**	(4.3)	**17.9**	(4.5)	0.5	(0.1)	1.7	(1.2)	1.2	(1.2)	0.6	(0.7)
	Latvia	7.3	(0.5)	16.1	(1.3)	**8.8**	(1.3)	**8.3**	(1.4)	4.3	(0.4)	8.5	(1.1)	**4.2**	(1.2)	**2.2**	(1.0)
	Luxembourg	9.5	(0.5)	27.9	(2.1)	**18.4**	(2.0)	**20.0**	(2.2)	3.0	(0.2)	12.8	(1.8)	**9.8**	(1.8)	**5.7**	(1.5)
	Mexico	5.5	(0.3)	14.4	(1.6)	**8.9**	(1.7)	**8.3**	(1.7)	3.4	(0.3)	7.9	(1.1)	**4.5**	(1.1)	**3.5**	(1.0)
	Netherlands	3.2	(0.2)	19.2	(3.9)	**16.1**	(3.9)	**16.3**	(3.9)	0.8	(0.1)	5.9	(2.2)	**5.1**	(2.2)	1.8	(1.0)
	New Zealand	c	c	c	c	c	c	m	m	5.5	(0.4)	8.4	(1.0)	**2.9**	(1.1)	1.1	(0.8)
	Norway	c	c	c	c	c	c	m	m	2.8	(0.3)	10.2	(1.3)	**7.3**	(1.4)	**4.8**	(1.1)
	Poland	11.1	(0.5)	25.4	(1.9)	**14.3**	(2.0)	**16.5**	(2.4)	6.4	(0.4)	9.8	(1.6)	**3.4**	(1.6)	1.6	(1.3)
	Portugal	7.8	(0.4)	25.5	(2.7)	**17.7**	(2.7)	**17.9**	(2.9)	3.6	(0.3)	8.4	(1.6)	**4.8**	(1.6)	**2.4**	(1.2)
	Slovak Republic	9.6	(0.4)	24.1	(1.9)	**14.6**	(1.9)	**15.2**	(2.0)	18.5	(0.5)	24.5	(1.6)	**6.0**	(1.6)	2.2	(1.5)
	Slovenia	12.1	(0.6)	30.1	(2.7)	**18.0**	(2.8)	**21.2**	(3.1)	2.6	(0.2)	8.9	(1.5)	**6.3**	(1.6)	**2.1**	(0.9)
	Spain	8.2	(0.4)	28.4	(2.9)	**20.2**	(2.9)	**19.4**	(3.0)	4.1	(0.3)	6.1	(1.4)	1.9	(1.4)	0.8	(1.0)
	Sweden	c	c	c	c	c	c	m	m	1.8	(0.2)	7.2	(1.4)	**5.5**	(1.4)	**2.8**	(1.0)
	Switzerland	6.3	(0.4)	21.5	(2.4)	**15.2**	(2.4)	**15.2**	(2.5)	3.1	(0.4)	9.7	(2.1)	**6.6**	(2.0)	**3.3**	(1.3)
	Turkey	27.1	(0.8)	42.4	(3.0)	**15.2**	(3.3)	**19.2**	(3.3)	16.5	(0.6)	23.4	(2.3)	**6.9**	(2.2)	**5.2**	(2.1)
	United Kingdom	12.5	(0.5)	34.2	(1.8)	**21.7**	(1.8)	**22.0**	(1.8)	3.7	(0.3)	8.1	(0.9)	**4.4**	(0.9)	**3.0**	(0.8)
	United States	10.2	(0.4)	26.1	(2.2)	**15.9**	(2.2)	**16.6**	(2.2)	5.6	(0.3)	12.5	(1.4)	**7.0**	(1.3)	**4.0**	(1.0)
	OECD average	10.4	(0.1)	26.2	(0.5)	**15.8**	(0.5)	**16.3**	(0.5)	4.1	(0.1)	9.2	(0.3)	**5.1**	(0.3)	**2.7**	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	10.3	(0.3)	22.8	(1.4)	**12.5**	(1.4)	**12.9**	(1.5)	9.6	(0.3)	14.2	(1.3)	**4.7**	(1.3)	**3.0**	(1.2)
	B-S-J-G (China)	14.1	(0.5)	28.0	(1.7)	**13.9**	(1.8)	**14.2**	(1.8)	0.5	(0.1)	1.9	(0.5)	**1.4**	(0.6)	0.1	(0.1)
	Bulgaria	12.3	(0.6)	21.9	(1.5)	**9.5**	(1.6)	**9.4**	(1.6)	12.3	(0.6)	20.4	(1.8)	**8.2**	(1.7)	**5.5**	(1.5)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	9.2	(0.4)	21.5	(1.9)	**12.3**	(1.9)	**13.9**	(2.1)	6.0	(0.3)	10.1	(1.3)	**4.1**	(1.3)	**2.8**	(1.2)
	Costa Rica	5.7	(0.4)	19.1	(1.7)	**13.4**	(1.7)	**13.8**	(1.8)	6.7	(0.4)	9.8	(1.2)	**3.1**	(1.3)	**3.1**	(1.3)
	Croatia	6.3	(0.4)	21.8	(2.5)	**15.6**	(2.4)	**17.2**	(2.6)	3.3	(0.3)	7.0	(1.5)	**3.7**	(1.5)	1.5	(0.9)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	6.7	(0.4)	17.5	(2.2)	**10.8**	(2.2)	**10.2**	(2.3)	9.9	(0.7)	14.8	(1.8)	**4.9**	(1.9)	**3.8**	(1.8)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	13.3	(0.6)	28.0	(1.9)	**14.8**	(1.9)	**14.1**	(1.9)	0.9	(0.2)	3.1	(0.7)	**2.2**	(0.7)	**0.9**	(0.4)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	7.0	(0.4)	17.7	(1.5)	**10.8**	(1.6)	**10.6**	(1.6)	4.7	(0.4)	12.6	(1.5)	**7.9**	(1.5)	**3.0**	(1.0)
	Macao (China)	13.6	(0.6)	26.2	(1.8)	**12.6**	(1.9)	**12.0**	(1.9)	1.2	(0.2)	2.0	(0.6)	0.8	(0.6)	0.2	(0.4)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	10.0	(0.5)	26.2	(2.4)	**16.2**	(2.5)	**18.3**	(2.8)	20.7	(0.6)	29.3	(2.3)	**8.6**	(2.3)	**5.6**	(2.1)
	Peru	11.7	(0.5)	25.9	(2.6)	**14.2**	(2.6)	**13.4**	(2.6)	7.5	(0.4)	13.6	(2.3)	**6.1**	(2.3)	**6.7**	(2.4)
	Qatar	11.9	(0.3)	22.1	(0.9)	**10.2**	(1.0)	**11.9**	(1.1)	10.8	(0.3)	18.2	(0.9)	**7.4**	(0.9)	**3.7**	(0.9)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	9.3	(0.5)	19.5	(1.7)	**10.2**	(1.9)	**11.0**	(2.0)	5.5	(0.4)	11.3	(1.8)	**5.8**	(2.0)	**4.7**	(1.9)
	Singapore	c	c	c	c	c	c	m	m	2.1	(0.2)	3.7	(0.6)	**1.5**	(0.6)	0.9	(0.6)
	Chinese Taipei	15.5	(0.5)	30.4	(2.8)	**14.9**	(2.9)	**15.7**	(2.9)	0.9	(0.1)	4.8	(1.1)	**3.8**	(1.1)	**1.1**	(0.4)
	Thailand	6.4	(0.5)	14.2	(1.1)	**7.9**	(1.1)	**7.5**	(1.2)	4.5	(0.4)	10.3	(0.9)	**5.8**	(0.9)	**3.7**	(0.8)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	17.7	(0.6)	27.5	(1.8)	**9.8**	(1.9)	**10.2**	(1.8)	7.9	(0.6)	15.4	(1.4)	**7.5**	(1.4)	**3.0**	(1.2)
	United Arab Emirates	12.9	(0.4)	22.7	(1.2)	**9.7**	(1.2)	**10.9**	(1.2)	4.0	(0.3)	11.8	(0.8)	**7.8**	(0.9)	**6.4**	(0.9)
	Uruguay	8.0	(0.3)	24.5	(2.0)	**16.4**	(2.0)	**15.7**	(2.0)	10.9	(0.5)	15.0	(1.8)	**4.1**	(1.9)	3.2	(1.7)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	9.5	(0.5)	18.1	(1.3)	**8.6**	(1.3)	**8.4**	(1.3)	1.7	(0.2)	5.0	(0.8)	**3.3**	(0.8)	**2.7**	(0.9)

1. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies.
2. Student and school characteristics include the PISA index of economic, social and cultural status (ESCS) at the student and school levels, gender and science performance.
3. A student is classified as «not satisfied» with life if he or she reported between 0 and 4 on the life-satisfaction scale. The life-satisfaction scale ranges from 0 to 10.
4. Data on life satisfaction are not available for the Flemish community of Belgium.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933471814

[Part 3/3]

Table III.8.15 Being frequently bullied and students' well-being

Based on students self-reports

		"Feel anxious for a test even if well prepared"							
						Difference between frequently and not frequently bullied			
		Not frequently bullied[1]		Frequently bullied		Before accounting for student and school characteristics[2]		After accounting for student and school characteristics	
		%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	66.3	(0.6)	74.8	(1.3)	**8.5**	(1.4)	**9.3**	(1.4)
	Austria	50.0	(0.8)	61.3	(2.5)	**11.3**	(2.4)	**10.9**	(2.5)
	Belgium[4]	41.4	(0.6)	55.0	(2.0)	**13.6**	(2.1)	**13.2**	(2.2)
	Canada	63.0	(0.4)	70.5	(1.3)	**7.5**	(1.3)	**6.9**	(1.3)
	Chile	54.9	(0.8)	67.6	(2.7)	**12.7**	(3.0)	**10.3**	(3.1)
	Czech Republic	39.1	(0.8)	48.3	(2.2)	**9.2**	(2.3)	**10.8**	(2.2)
	Denmark	64.1	(0.8)	72.1	(2.7)	**8.0**	(2.9)	**8.4**	(3.0)
	Estonia	52.1	(0.8)	61.0	(2.1)	**8.9**	(2.3)	**10.4**	(2.4)
	Finland	48.3	(0.8)	52.1	(2.0)	3.8	(2.0)	**5.1**	(2.2)
	France	46.1	(0.7)	62.5	(2.6)	**16.4**	(2.6)	**15.5**	(2.9)
	Germany	40.6	(0.7)	56.2	(3.1)	**15.6**	(3.2)	**14.8**	(3.2)
	Greece	59.0	(0.7)	61.5	(3.1)	2.5	(3.2)	2.9	(3.2)
	Hungary	54.0	(0.8)	60.9	(2.5)	**6.9**	(2.5)	**6.1**	(2.7)
	Iceland	49.8	(0.9)	73.0	(3.2)	**23.2**	(3.3)	**22.8**	(3.5)
	Ireland	62.5	(0.8)	73.7	(2.3)	**11.2**	(2.5)	**12.0**	(2.5)
	Israel	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m
	Japan	62.2	(0.8)	60.6	(2.9)	-1.6	(3.1)	-0.8	(3.1)
	Korea	55.0	(0.8)	70.3	(4.3)	**15.3**	(4.4)	**17.0**	(4.2)
	Latvia	41.7	(1.0)	50.8	(1.9)	**9.0**	(2.2)	**8.6**	(2.2)
	Luxembourg	47.0	(0.7)	56.5	(2.4)	**9.5**	(2.4)	**8.2**	(2.6)
	Mexico	59.6	(0.8)	64.2	(2.1)	**4.7**	(2.0)	4.1	(2.1)
	Netherlands	38.6	(0.8)	51.4	(3.8)	**12.8**	(3.8)	**15.3**	(3.8)
	New Zealand	70.1	(0.9)	81.8	(1.3)	**11.7**	(1.7)	**11.7**	(1.7)
	Norway	60.6	(0.8)	65.1	(2.3)	4.5	(2.7)	**5.8**	(2.7)
	Poland	43.7	(1.0)	56.5	(2.4)	**12.8**	(2.5)	**15.7**	(2.7)
	Portugal	68.3	(0.7)	82.5	(1.9)	**14.2**	(2.0)	**13.1**	(2.1)
	Slovak Republic	46.7	(0.9)	49.8	(2.2)	3.1	(2.4)	3.9	(2.5)
	Slovenia	61.7	(0.7)	65.6	(2.5)	3.9	(2.6)	4.6	(2.8)
	Spain	66.5	(0.7)	76.6	(2.5)	**10.1**	(2.3)	**10.2**	(2.2)
	Sweden	60.6	(0.8)	69.5	(2.7)	**9.0**	(2.8)	**9.4**	(2.8)
	Switzerland	32.5	(0.7)	46.3	(2.9)	**13.8**	(2.8)	**13.9**	(2.9)
	Turkey	58.8	(0.8)	59.5	(2.2)	0.7	(2.3)	2.0	(2.5)
	United Kingdom	70.5	(0.8)	79.6	(1.5)	**9.1**	(1.6)	**9.3**	(1.6)
	United States	67.2	(0.7)	72.9	(2.1)	**5.7**	(2.4)	**4.9**	(2.4)
	OECD average	54.6	(0.1)	63.9	(0.4)	**9.3**	(0.5)	**9.6**	(0.5)
Partners	Albania	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m
	Brazil	80.8	(0.4)	81.3	(1.4)	0.5	(1.4)	0.9	(1.4)
	B-S-J-G (China)	60.7	(0.8)	71.1	(1.9)	**10.3**	(1.9)	**8.5**	(2.0)
	Bulgaria	54.1	(0.8)	64.0	(2.1)	**9.9**	(2.3)	**10.8**	(2.4)
	CABA (Argentina)	m	m	m	m	m	m	m	m
	Colombia	78.9	(0.6)	79.1	(1.8)	0.2	(2.0)	0.6	(2.0)
	Costa Rica	80.9	(0.5)	82.4	(1.6)	1.5	(1.8)	2.1	(1.7)
	Croatia	46.1	(0.9)	60.1	(2.6)	**13.9**	(2.6)	**16.2**	(2.6)
	Cyprus*	m	m	m	m	m	m	m	m
	Dominican Republic	79.9	(0.8)	80.3	(2.5)	0.4	(2.5)	0.2	(2.5)
	FYROM	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m
	Hong Kong (China)	66.0	(0.8)	73.8	(1.6)	**7.8**	(2.0)	**8.6**	(2.0)
	Indonesia	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m
	Lithuania	55.4	(0.7)	59.7	(2.6)	4.2	(2.7)	**5.6**	(2.6)
	Macao (China)	64.0	(0.9)	75.3	(1.7)	**11.4**	(2.0)	**11.5**	(2.1)
	Malta	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m
	Montenegro	65.3	(0.8)	66.7	(2.6)	1.5	(2.6)	4.8	(2.5)
	Peru	71.4	(0.6)	73.6	(2.3)	2.2	(2.5)	0.4	(2.6)
	Qatar	64.7	(0.5)	69.4	(1.0)	**4.7**	(1.1)	**7.0**	(1.2)
	Romania	m	m	m	m	m	m	m	m
	Russia	50.9	(0.9)	54.0	(2.8)	3.2	(2.9)	2.7	(3.0)
	Singapore	75.1	(0.7)	83.0	(1.3)	**7.9**	(1.5)	**7.3**	(1.5)
	Chinese Taipei	66.4	(0.6)	73.8	(3.1)	**7.4**	(3.0)	**9.4**	(2.9)
	Thailand	61.3	(0.9)	72.7	(1.1)	**11.4**	(1.5)	**12.0**	(1.6)
	Trinidad and Tobago	m	m	m	m	m	m	m	m
	Tunisia	58.4	(1.0)	66.3	(2.0)	**8.0**	(2.2)	**10.1**	(2.2)
	United Arab Emirates	60.2	(0.7)	69.5	(1.2)	**9.3**	(1.4)	**9.9**	(1.4)
	Uruguay	72.8	(0.7)	75.6	(1.9)	2.8	(2.0)	2.9	(2.0)
	Viet Nam	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m
	Malaysia**	81.4	(0.6)	83.2	(1.3)	1.8	(1.3)	**2.7**	(1.2)

1. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies.
2. Student and school characteristics include the PISA index of economic, social and cultural status (ESCS) at the student and school levels, gender and science performance.
3. A student is classified as «not satisfied» with life if he or she reported between 0 and 4 on the life-satisfaction scale. The life-satisfaction scale ranges from 0 to 10.
4. Data on life satisfaction are not available for the Flemish community of Belgium.

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471814

[Part 1/1]

Table III.8.16 Relationship between being frequently bullied and schools' disciplinary climate

		Percentage of students who are frequently bullied[1] in:							
		Schools with a negative disciplinary climate[2]		Schools with a positive disciplinary climate		Difference between positive and negative disciplinary climate (P – N)			
						Before accounting for students' and schools' socio-economic profile[3]		After accounting for students' and schools' socio-economic profile	
		%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	22.3	(2.2)	8.4	(0.7)	**-13.9**	(1.4)	**-11.4**	(1.6)
	Austria	9.4	(2.5)	5.7	(0.8)	**-3.7**	(1.6)	**-3.2**	(1.5)
	Belgium	9.4	(1.6)	3.6	(0.6)	**-5.8**	(1.0)	**-4.5**	(1.0)
	Canada	15.1	(2.6)	9.0	(0.9)	**-6.1**	(1.6)	**-4.7**	(1.7)
	Chile	11.2	(1.9)	5.0	(0.6)	**-6.3**	(1.2)	**-5.3**	(1.2)
	Czech Republic	17.0	(2.3)	5.6	(0.7)	**-11.4**	(1.5)	**-11.0**	(1.7)
	Denmark	6.5	(1.7)	4.5	(0.6)	-2.0	(1.1)	-1.0	(1.1)
	Estonia	9.4	(3.1)	8.2	(1.4)	-1.2	(1.7)	-1.3	(2.1)
	Finland	13.6	(2.3)	6.6	(1.0)	**-7.0**	(1.4)	**-6.8**	(1.4)
	France	14.1	(2.4)	3.1	(0.7)	**-11.0**	(1.7)	**-6.6**	(1.7)
	Germany	10.3	(1.9)	2.5	(0.5)	**-7.7**	(1.4)	**-6.4**	(1.9)
	Greece	13.6	(2.3)	3.2	(0.7)	**-10.3**	(1.6)	**-9.7**	(1.9)
	Hungary	15.5	(2.8)	4.8	(0.9)	**-10.7**	(1.9)	**-8.6**	(2.2)
	Iceland	6.2	(2.0)	3.4	(0.7)	**-2.8**	(1.2)	-1.4	(1.5)
	Ireland	10.1	(2.0)	4.8	(0.8)	**-5.2**	(1.3)	**-5.1**	(1.2)
	Israel	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m
	Japan	6.8	(1.4)	3.7	(0.5)	**-3.1**	(1.0)	**-2.8**	(1.0)
	Korea	3.1	(0.8)	0.8	(0.3)	**-2.2**	(0.6)	**-2.4**	(0.6)
	Latvia	21.4	(3.3)	12.9	(1.3)	**-8.4**	(2.0)	**-9.0**	(1.9)
	Luxembourg	9.6	(1.7)	6.4	(0.7)	**-3.2**	(1.0)	-2.0	(1.4)
	Mexico	14.7	(3.1)	6.7	(1.0)	**-8.0**	(2.1)	**-8.5**	(2.1)
	Netherlands	5.8	(3.1)	3.0	(1.0)	-2.8	(2.1)	-1.8	(2.0)
	New Zealand	23.6	(4.6)	11.8	(1.4)	**-11.8**	(3.2)	**-9.5**	(3.9)
	Norway	11.2	(2.4)	8.0	(0.9)	**-3.1**	(1.4)	**-3.0**	(1.4)
	Poland	12.9	(2.7)	7.8	(1.2)	**-5.1**	(1.5)	**-5.0**	(1.4)
	Portugal	7.4	(2.2)	2.9	(0.8)	**-4.6**	(1.4)	**-4.5**	(1.4)
	Slovak Republic	20.1	(2.6)	4.6	(0.8)	**-15.5**	(1.7)	**-13.7**	(2.2)
	Slovenia	11.4	(2.3)	4.0	(0.7)	**-7.4**	(1.6)	**-3.8**	(1.6)
	Spain	8.4	(1.7)	4.2	(0.7)	**-4.2**	(1.0)	**-4.2**	(1.0)
	Sweden	11.1	(2.2)	5.4	(0.8)	**-5.7**	(1.5)	**-5.1**	(2.0)
	Switzerland	9.8	(1.8)	3.4	(0.7)	**-6.4**	(1.2)	**-6.0**	(1.2)
	Turkey	11.6	(2.8)	5.3	(0.8)	**-6.3**	(2.0)	**-6.2**	(2.1)
	United Kingdom	19.4	(2.5)	10.5	(0.8)	**-8.9**	(1.7)	**-8.5**	(1.6)
	United States	13.4	(2.7)	9.3	(1.1)	**-4.1**	(1.7)	**-4.7**	(1.8)
	OECD average	12.3	(0.4)	5.7	(0.1)	**-6.5**	(0.3)	**-5.7**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m
	Brazil	11.0	(2.1)	6.0	(0.8)	**-5.0**	(1.3)	**-6.3**	(1.3)
	B-S-J-G (China)	14.8	(2.0)	5.6	(0.5)	**-9.2**	(1.5)	**-8.5**	(1.6)
	Bulgaria	16.5	(3.2)	7.8	(0.9)	**-8.6**	(2.4)	**-6.2**	(2.2)
	CABA (Argentina)	m	m	m	m	m	m	m	m
	Colombia	9.1	(2.3)	3.3	(0.8)	**-5.8**	(1.5)	**-5.8**	(1.4)
	Costa Rica	13.3	(4.2)	11.4	(1.9)	-1.9	(2.3)	-1.9	(2.4)
	Croatia	10.6	(1.6)	3.3	(0.5)	**-7.4**	(1.1)	**-5.7**	(1.2)
	Cyprus*	m	m	m	m	m	m	m	m
	Dominican Republic	14.8	(3.5)	8.7	(1.0)	**-6.1**	(2.5)	**-4.9**	(2.2)
	FYROM	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m
	Hong Kong (China)	21.7	(3.5)	9.6	(1.3)	**-12.1**	(2.2)	**-11.7**	(2.2)
	Indonesia	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m
	Lithuania	15.7	(2.6)	3.9	(0.9)	**-11.8**	(1.7)	**-9.4**	(1.7)
	Macao (China)	25.8	(2.5)	8.6	(0.8)	**-17.2**	(1.7)	**-16.2**	(1.7)
	Malta	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m
	Montenegro	9.2	(1.6)	4.3	(0.5)	**-4.9**	(1.0)	**-4.5**	(1.0)
	Peru	7.7	(2.3)	3.0	(0.7)	**-4.7**	(1.6)	**-4.4**	(1.6)
	Qatar	25.6	(1.4)	12.6	(0.5)	**-13.0**	(0.9)	**-10.4**	(1.0)
	Romania	m	m	m	m	m	m	m	m
	Russia	12.2	(1.8)	4.8	(0.7)	**-7.3**	(1.2)	**-7.3**	(1.2)
	Singapore	19.2	(1.8)	6.5	(0.5)	**-12.7**	(1.3)	**-9.4**	(1.6)
	Chinese Taipei	4.8	(1.2)	1.4	(0.5)	**-3.4**	(0.8)	**-3.7**	(1.0)
	Thailand	18.4	(3.8)	12.8	(1.6)	**-5.5**	(2.2)	**-8.9**	(2.4)
	Trinidad and Tobago	m	m	m	m	m	m	m	m
	Tunisia	15.2	(4.1)	13.7	(1.8)	-1.4	(2.3)	-3.9	(2.7)
	United Arab Emirates	24.9	(3.0)	9.7	(1.0)	**-15.2**	(2.1)	**-15.2**	(1.9)
	Uruguay	10.3	(2.7)	6.9	(1.1)	**-3.4**	(1.6)	**-3.5**	(1.5)
	Viet Nam	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m
	Malaysia**	22.0	(3.4)	11.2	(1.4)	**-10.8**	(1.9)	**-10.8**	(2.2)

1. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies.
2. A school with positive (negative) disciplinary climate is one where the average index of disciplinary climate is statistically higher (lower) than the average level in the country/economy.
3. The socio-economic profile is measured by the PISA index of economic, social and cultural status (ESCS).

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933471827

[Part 1/1]

Table III.8.23 Relationship between talking with friends and life satisfaction

Results based on students' self-reports

		Average life satisfaction, by:				Difference between students who talk and who do not talk with their friends before school				Average life satisfaction, by:				Difference between students who talk and who do not talk with their friends after school			
		Students who do not talk with their friends before school		Students who talk with their friends before school		Before accounting for student characteristics[1]		After accounting for student characteristics		Students who do not talk with their friends after school		Students who talk with their friends after school		Before accounting for student characteristics		After accounting for student characteristics	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	7.42	(0.05)	7.60	(0.05)	**0.17**	(0.06)	**0.20**	(0.06)	7.30	(0.06)	7.59	(0.04)	**0.29**	(0.07)	**0.28**	(0.07)
	Belgium (excl. Flemish)	7.53	(0.06)	7.42	(0.06)	-0.12	(0.07)	-0.09	(0.07)	7.49	(0.08)	7.47	(0.06)	-0.03	(0.10)	-0.03	(0.10)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	7.24	(0.06)	7.42	(0.05)	**0.18**	(0.08)	**0.18**	(0.08)	7.14	(0.08)	7.43	(0.05)	**0.29**	(0.09)	**0.26**	(0.09)
	Czech Republic	7.07	(0.05)	7.04	(0.04)	-0.02	(0.06)	0.01	(0.06)	6.85	(0.08)	7.10	(0.04)	**0.25**	(0.09)	**0.25**	(0.09)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	7.43	(0.05)	7.57	(0.05)	0.13	(0.07)	**0.14**	(0.07)	7.36	(0.07)	7.55	(0.04)	**0.18**	(0.08)	**0.16**	(0.08)
	Finland	7.83	(0.04)	7.94	(0.04)	**0.10**	(0.05)	**0.11**	(0.05)	7.57	(0.07)	7.96	(0.03)	**0.39**	(0.07)	**0.39**	(0.07)
	France	7.56	(0.04)	7.68	(0.03)	**0.13**	(0.05)	**0.14**	(0.05)	7.46	(0.06)	7.69	(0.03)	**0.22**	(0.07)	**0.21**	(0.07)
	Germany	7.20	(0.05)	7.35	(0.07)	0.15	(0.08)	**0.17**	(0.08)	6.98	(0.09)	7.38	(0.05)	**0.41**	(0.10)	**0.41**	(0.10)
	Greece	6.83	(0.06)	6.96	(0.05)	0.13	(0.08)	0.15	(0.08)	6.62	(0.08)	6.98	(0.04)	**0.36**	(0.08)	**0.36**	(0.08)
	Hungary	7.10	(0.08)	7.19	(0.04)	0.09	(0.09)	0.14	(0.10)	6.93	(0.11)	7.21	(0.04)	**0.28**	(0.11)	**0.28**	(0.11)
	Iceland	7.77	(0.05)	7.81	(0.07)	0.04	(0.09)	0.05	(0.09)	7.47	(0.11)	7.87	(0.04)	**0.41**	(0.11)	**0.37**	(0.11)
	Ireland	7.25	(0.04)	7.32	(0.04)	0.07	(0.05)	0.08	(0.05)	7.10	(0.07)	7.34	(0.03)	**0.24**	(0.08)	**0.24**	(0.08)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	6.80	(0.08)	6.92	(0.04)	0.12	(0.08)	0.13	(0.08)	6.64	(0.11)	6.94	(0.04)	**0.29**	(0.12)	**0.28**	(0.12)
	Japan	6.67	(0.05)	6.93	(0.04)	**0.25**	(0.06)	**0.30**	(0.06)	6.69	(0.05)	6.88	(0.04)	**0.19**	(0.06)	**0.23**	(0.06)
	Korea	6.21	(0.05)	6.49	(0.05)	**0.28**	(0.06)	**0.29**	(0.07)	6.12	(0.07)	6.46	(0.04)	**0.34**	(0.08)	**0.34**	(0.08)
	Latvia	7.23	(0.06)	7.44	(0.04)	**0.21**	(0.07)	**0.23**	(0.07)	7.15	(0.08)	7.42	(0.04)	**0.26**	(0.09)	**0.27**	(0.09)
	Luxembourg	7.33	(0.05)	7.43	(0.05)	0.10	(0.07)	**0.15**	(0.07)	7.13	(0.08)	7.46	(0.04)	**0.32**	(0.08)	**0.33**	(0.08)
	Mexico	8.26	(0.04)	8.29	(0.04)	0.03	(0.04)	0.02	(0.04)	8.10	(0.05)	8.38	(0.04)	**0.27**	(0.06)	**0.26**	(0.06)
	Netherlands	7.73	(0.04)	7.89	(0.03)	**0.16**	(0.06)	**0.13**	(0.06)	7.64	(0.06)	7.87	(0.03)	**0.23**	(0.07)	**0.21**	(0.07)
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	7.17	(0.06)	7.19	(0.05)	0.02	(0.08)	0.04	(0.08)	6.75	(0.10)	7.26	(0.04)	**0.50**	(0.11)	**0.49**	(0.11)
	Portugal	7.23	(0.06)	7.42	(0.04)	**0.20**	(0.07)	**0.20**	(0.07)	7.14	(0.08)	7.43	(0.04)	**0.29**	(0.09)	**0.28**	(0.09)
	Slovak Republic	7.43	(0.05)	7.47	(0.04)	0.04	(0.06)	0.06	(0.06)	7.28	(0.10)	7.50	(0.04)	**0.22**	(0.11)	**0.21**	(0.11)
	Slovenia	7.16	(0.05)	7.17	(0.05)	0.01	(0.08)	-0.01	(0.08)	7.15	(0.06)	7.19	(0.04)	0.04	(0.08)	0.02	(0.08)
	Spain	7.40	(0.04)	7.46	(0.05)	0.06	(0.06)	0.11	(0.06)	7.31	(0.06)	7.47	(0.03)	**0.17**	(0.06)	**0.22**	(0.07)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	7.70	(0.05)	7.67	(0.05)	-0.03	(0.07)	-0.04	(0.07)	7.63	(0.07)	7.70	(0.04)	0.07	(0.07)	0.06	(0.07)
	Turkey	5.96	(0.10)	6.19	(0.06)	**0.23**	(0.10)	**0.20**	(0.10)	5.98	(0.11)	6.16	(0.06)	0.18	(0.10)	0.14	(0.10)
	United Kingdom	6.92	(0.05)	7.04	(0.05)	0.12	(0.06)	**0.16**	(0.06)	6.79	(0.06)	7.04	(0.04)	**0.24**	(0.06)	**0.27**	(0.06)
	United States	7.19	(0.05)	7.45	(0.04)	**0.27**	(0.05)	**0.28**	(0.05)	6.98	(0.07)	7.44	(0.04)	**0.47**	(0.07)	**0.44**	(0.07)
	OECD average	7.24	(0.01)	7.35	(0.01)	**0.11**	(0.01)	**0.13**	(0.01)	7.10	(0.01)	7.36	(0.01)	**0.26**	(0.02)	**0.26**	(0.02)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	7.37	(0.06)	7.63	(0.04)	**0.26**	(0.06)	**0.23**	(0.06)	7.25	(0.07)	7.64	(0.04)	**0.38**	(0.07)	**0.39**	(0.07)
	B-S-J-G (China)	6.77	(0.06)	6.87	(0.05)	0.10	(0.07)	0.11	(0.07)	6.72	(0.06)	6.91	(0.04)	**0.19**	(0.07)	**0.20**	(0.07)
	Bulgaria	7.01	(0.10)	7.49	(0.04)	**0.48**	(0.11)	**0.49**	(0.11)	6.73	(0.12)	7.52	(0.04)	**0.79**	(0.13)	**0.76**	(0.13)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	7.81	(0.05)	7.91	(0.05)	0.10	(0.06)	0.08	(0.06)	7.74	(0.05)	7.93	(0.04)	**0.19**	(0.06)	**0.19**	(0.06)
	Costa Rica	8.00	(0.07)	8.25	(0.03)	**0.25**	(0.07)	**0.23**	(0.07)	7.86	(0.08)	8.27	(0.03)	**0.41**	(0.08)	**0.39**	(0.08)
	Croatia	7.71	(0.05)	7.99	(0.05)	**0.27**	(0.06)	**0.25**	(0.06)	7.62	(0.06)	7.97	(0.04)	**0.35**	(0.07)	**0.34**	(0.07)
	Cyprus*	6.99	(0.07)	7.11	(0.04)	0.12	(0.08)	0.12	(0.08)	6.67	(0.11)	7.15	(0.04)	**0.48**	(0.12)	**0.43**	(0.12)
	Dominican Republic	8.33	(0.06)	8.59	(0.05)	**0.27**	(0.08)	**0.21**	(0.08)	8.27	(0.10)	8.55	(0.05)	**0.29**	(0.11)	**0.27**	(0.11)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	6.38	(0.05)	6.54	(0.05)	**0.16**	(0.06)	**0.16**	(0.05)	6.30	(0.07)	6.53	(0.05)	**0.23**	(0.08)	**0.22**	(0.08)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	7.77	(0.06)	7.89	(0.04)	0.12	(0.07)	0.13	(0.07)	7.53	(0.08)	7.93	(0.03)	**0.40**	(0.08)	**0.38**	(0.08)
	Macao (China)	6.50	(0.06)	6.64	(0.04)	**0.13**	(0.07)	**0.13**	(0.07)	6.32	(0.09)	6.65	(0.04)	**0.33**	(0.11)	**0.30**	(0.11)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	7.54	(0.09)	7.75	(0.04)	**0.21**	(0.10)	0.20	(0.10)	7.49	(0.11)	7.76	(0.04)	**0.27**	(0.12)	**0.27**	(0.11)
	Peru	7.39	(0.05)	7.55	(0.05)	**0.15**	(0.07)	0.13	(0.08)	7.22	(0.06)	7.60	(0.05)	**0.38**	(0.07)	**0.36**	(0.07)
	Qatar	7.14	(0.04)	7.47	(0.03)	**0.33**	(0.05)	**0.30**	(0.05)	6.90	(0.06)	7.47	(0.02)	**0.57**	(0.07)	**0.54**	(0.07)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	7.41	(0.07)	7.89	(0.05)	**0.48**	(0.08)	**0.46**	(0.08)	7.08	(0.10)	7.88	(0.04)	**0.80**	(0.10)	**0.77**	(0.10)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	6.53	(0.04)	6.65	(0.04)	**0.12**	(0.05)	**0.15**	(0.05)	6.48	(0.05)	6.64	(0.03)	**0.16**	(0.05)	**0.17**	(0.05)
	Thailand	7.50	(0.06)	7.80	(0.04)	**0.29**	(0.07)	**0.28**	(0.07)	7.45	(0.07)	7.78	(0.03)	**0.33**	(0.07)	**0.32**	(0.07)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	6.41	(0.11)	7.00	(0.05)	**0.59**	(0.12)	**0.50**	(0.12)	6.45	(0.10)	7.03	(0.05)	**0.58**	(0.11)	**0.49**	(0.11)
	United Arab Emirates	6.99	(0.05)	7.45	(0.04)	**0.46**	(0.06)	**0.43**	(0.06)	6.68	(0.08)	7.43	(0.04)	**0.75**	(0.08)	**0.71**	(0.08)
	Uruguay	7.36	(0.07)	7.80	(0.04)	**0.44**	(0.08)	**0.43**	(0.08)	7.16	(0.09)	7.81	(0.05)	**0.65**	(0.11)	**0.59**	(0.11)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	6.99	(0.06)	7.11	(0.05)	0.12	(0.07)	0.12	(0.07)	6.87	(0.07)	7.13	(0.04)	**0.26**	(0.08)	**0.25**	(0.08)

1. Student characteristics include the PISA index of economic, social and cultural status (ESCS) and gender.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933471892

[Part 1/1]

Table III.9.1 Parents' activities with their child and at their child's school

Results based on parents' self-reports

		Percentage of students whose parents reported engaging in the following activities													
		Discuss how well my child is doing at school every day or almost every day		Eat <the main meal> with my child around a table every day or almost every day		Spend time just talking to my child every day or almost every day		Discussed my child's behaviour with a teacher on my own initiative in the last academic year		Discussed my child's progress with a teacher on my own initiative in the last academic year		Attended a scheduled meeting or conferences for parents in the last academic year		Talked about how to support learning at home and homework with my child's teachers in the last academic year	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Belgium (Flemish)	34.5	(0.9)	90.7	(0.6)	71.2	(0.6)	33.7	(0.9)	35.7	(0.9)	79.4	(0.9)	40.5	(0.8)
OECD	Chile	55.8	(0.8)	69.0	(0.8)	48.7	(0.8)	67.4	(0.8)	67.2	(0.8)	87.2	(0.6)	75.0	(0.8)
OECD	France	44.0	(0.8)	91.4	(0.5)	73.1	(0.6)	42.3	(0.8)	41.4	(0.8)	69.1	(0.7)	37.1	(0.9)
OECD	Germany	31.2	(0.9)	83.1	(0.6)	93.1	(0.4)	63.5	(1.1)	54.1	(1.1)	91.2	(0.5)	45.7	(1.1)
OECD	Ireland	48.3	(0.8)	75.3	(0.8)	80.9	(0.6)	31.3	(0.6)	35.7	(0.8)	84.0	(0.6)	54.2	(0.9)
OECD	Italy	75.2	(0.7)	94.9	(0.4)	77.1	(0.6)	58.2	(0.9)	64.4	(0.8)	62.9	(0.8)	44.0	(0.8)
OECD	Korea	33.0	(0.8)	70.2	(0.8)	53.7	(0.8)	46.3	(1.0)	40.3	(0.8)	55.7	(1.2)	30.2	(0.9)
OECD	Luxembourg	44.0	(0.8)	87.4	(0.6)	80.8	(0.6)	56.2	(1.0)	57.0	(1.0)	74.1	(0.7)	49.7	(0.9)
OECD	Mexico	63.4	(0.9)	76.5	(0.6)	43.4	(0.8)	58.3	(0.9)	57.6	(0.9)	85.4	(0.6)	65.5	(0.9)
OECD	Portugal	79.7	(0.6)	94.7	(0.3)	90.2	(0.5)	76.3	(0.7)	73.8	(0.7)	72.8	(0.6)	62.7	(0.9)
OECD	Spain	74.0	(0.6)	92.6	(0.5)	79.1	(0.7)	71.4	(0.8)	75.0	(0.8)	81.9	(0.7)	67.4	(0.8)
OECD	UK (Scotland)	56.7	(1.3)	68.2	(1.4)	84.1	(0.9)	14.6	(1.0)	25.9	(1.3)	87.6	(1.0)	69.6	(1.3)
	OECD average	53.3	(0.2)	82.8	(0.2)	72.9	(0.2)	51.6	(0.3)	52.3	(0.3)	77.6	(0.2)	53.4	(0.3)
	Average-18	52.2	(0.2)	82.0	(0.2)	70.0	(0.2)	55.7	(0.2)	55.2	(0.2)	77.1	(0.2)	55.5	(0.2)
Partners	Croatia	67.4	(0.7)	73.4	(0.7)	65.2	(0.7)	72.1	(0.7)	64.9	(0.9)	99.0	(0.2)	52.5	(0.9)
Partners	Dominican Republic	49.6	(1.2)	69.9	(1.0)	56.3	(1.0)	75.8	(0.9)	76.7	(1.0)	94.5	(0.4)	84.2	(0.8)
Partners	Georgia	61.9	(0.9)	85.6	(0.6)	82.5	(0.9)	79.0	(0.8)	80.6	(0.7)	91.7	(0.5)	69.8	(0.8)
Partners	Hong Kong (China)	36.4	(0.8)	87.1	(0.4)	67.0	(0.7)	55.1	(0.8)	54.6	(0.7)	29.9	(1.1)	45.2	(0.7)
Partners	Macao (China)	22.1	(0.5)	82.6	(0.5)	39.5	(0.6)	37.4	(0.6)	34.8	(0.7)	62.6	(0.7)	49.0	(0.7)
Partners	Malta	61.9	(0.8)	83.3	(0.6)	74.2	(0.7)	63.8	(0.8)	54.7	(0.9)	79.3	(0.8)	57.4	(0.7)

		Percentage of students whose parents reported engaging in the following activities											
		Exchanged ideas on parenting, family support, or the child's development with my child's teachers in the last academic year		Discussed my child's behaviour on the initiative of one of his/her teachers		Discussed my child's progress on the initiative of one of their teachers		Participated in local school government, e.g. parent council or school management committee		Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening or yard work, school play, sports, field trip)		Volunteered to support school activities (e.g. volunteered in the school library, media centre, or canteen, assisted a teacher, appeared as a guest speaker)	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Belgium (Flemish)	25.5	(0.7)	37.2	(1.0)	47.3	(1.0)	5.3	(0.4)	4.4	(0.4)	3.7	(0.3)
OECD	Chile	58.5	(0.9)	65.6	(0.9)	64.6	(0.9)	27.3	(0.9)	20.2	(0.8)	15.4	(0.7)
OECD	France	20.0	(0.7)	29.0	(0.7)	31.1	(0.9)	8.0	(0.4)	3.6	(0.3)	3.5	(0.3)
OECD	Germany	28.8	(1.0)	38.6	(1.3)	29.5	(1.3)	17.6	(0.8)	18.2	(0.8)	11.8	(0.7)
OECD	Ireland	26.7	(0.8)	19.4	(1.0)	29.1	(0.9)	9.5	(0.5)	7.8	(0.5)	7.2	(0.4)
OECD	Italy	35.9	(0.9)	37.5	(0.9)	41.3	(0.8)	17.3	(0.6)	15.4	(0.6)	8.3	(0.5)
OECD	Korea	42.3	(1.1)	72.0	(0.7)	66.4	(0.8)	14.9	(0.5)	28.9	(1.0)	14.8	(0.6)
OECD	Luxembourg	28.1	(0.8)	36.1	(0.8)	41.7	(0.8)	9.2	(0.5)	9.0	(0.5)	7.1	(0.5)
OECD	Mexico	39.2	(0.9)	45.9	(1.0)	46.3	(1.0)	48.5	(1.0)	20.9	(1.0)	13.9	(0.6)
OECD	Portugal	60.4	(0.8)	52.6	(0.8)	58.1	(1.0)	11.4	(0.5)	8.5	(0.4)	6.4	(0.4)
OECD	Spain	58.3	(0.9)	55.7	(1.2)	60.2	(1.3)	17.6	(0.7)	11.4	(0.7)	9.3	(0.6)
OECD	UK (Scotland)	20.4	(1.0)	11.6	(1.0)	27.0	(1.5)	7.0	(0.7)	6.8	(1.1)	6.6	(0.6)
	OECD average	37.0	(0.3)	41.8	(0.3)	45.2	(0.3)	16.1	(0.2)	12.9	(0.2)	9.0	(0.2)
	Average-18	41.6	(0.2)	46.8	(0.2)	49.4	(0.2)	19.3	(0.2)	14.6	(0.2)	11.6	(0.1)
Partners	Croatia	48.1	(0.7)	28.4	(0.8)	30.3	(0.8)	19.3	(0.6)	15.2	(0.5)	10.6	(0.5)
Partners	Dominican Republic	71.9	(1.1)	66.5	(1.0)	67.7	(1.0)	58.5	(1.3)	36.1	(1.2)	39.7	(1.2)
Partners	Georgia	52.8	(1.0)	72.0	(1.0)	78.4	(0.8)	24.3	(0.9)	19.1	(0.8)	13.6	(0.7)
Partners	Hong Kong (China)	41.9	(0.8)	66.5	(0.9)	66.7	(0.8)	9.4	(0.4)	8.6	(0.5)	8.9	(0.5)
Partners	Macao (China)	47.3	(0.8)	60.3	(0.7)	56.6	(0.8)	37.4	(0.7)	21.4	(0.7)	20.4	(0.7)
Partners	Malta	42.3	(0.8)	47.0	(0.7)	47.6	(0.9)	5.2	(0.4)	7.6	(0.5)	7.3	(0.5)

StatLink http://dx.doi.org/10.1787/888933471912

[Part 1/2]

Table III.9.3 Change between 2012 and 2015 in parents' activities with their child and at their child's school

Percentage of students whose parents reported that they routinely engage in home-based activities and that they had participated in school-related activities during the previous academic year

		2012									
		Discuss how well my child is doing at school every day or almost every day		Eat <the main meal> with my child around a table every day or almost every day		Spend time just talking to my child every day or almost every day		Discussed my child's behaviour with a teacher on my own initiative in the last academic year		Discussed my child's progress with a teacher on my own initiative in the last academic year	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	**Belgium (Flemish)**	35.5	(0.9)	91.4	(0.6)	75.2	(0.7)	38.5	(0.9)	42.4	(1.1)
	Chile	59.2	(0.8)	62.4	(0.9)	47.4	(0.8)	62.4	(0.8)	64.8	(0.6)
	France	m	m	m	m	m	m	m	m	m	m
	Germany	36.1	(1.0)	82.2	(0.8)	92.2	(0.5)	64.0	(0.9)	52.7	(0.9)
	Hungary	79.2	(0.7)	67.0	(0.9)	72.8	(0.7)	39.7	(1.0)	47.7	(1.0)
	Ireland	m	m	m	m	m	m	m	m	m	m
	Italy	76.4	(0.5)	93.7	(0.2)	76.3	(0.4)	52.1	(0.7)	64.3	(0.7)
	Korea	28.4	(0.8)	59.8	(0.9)	45.7	(0.9)	35.1	(1.0)	31.2	(0.9)
	Luxembourg	m	m	m	m	m	m	m	m	m	m
	Mexico	63.6	(0.4)	73.9	(0.4)	44.4	(0.4)	53.1	(0.5)	54.9	(0.5)
	Portugal	77.6	(0.8)	92.9	(0.4)	89.2	(0.5)	75.6	(1.0)	76.0	(0.8)
	Spain	m	m	m	m	m	m	m	m	m	m
	UK (Scotland)	m	m	m	m	m	m	m	m	m	m
	OECD average	57.0	(0.3)	77.9	(0.2)	67.9	(0.2)	52.6	(0.3)	54.3	(0.3)
	OECD average-7[1]	53.8	(0.3)	79.4	(0.2)	67.2	(0.2)	54.4	(0.3)	55.2	(0.3)
	Average[2]	52.3	(0.2)	78.5	(0.2)	64.9	(0.2)	51.2	(0.3)	51.8	(0.2)
	Average-10[3]	49.7	(0.2)	79.6	(0.2)	64.1	(0.2)	52.3	(0.2)	52.2	(0.2)
Partners	**Croatia**	69.7	(0.7)	74.4	(0.7)	64.7	(0.7)	69.7	(0.8)	68.2	(0.8)
	Dominican Republic	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	31.0	(1.2)	85.1	(0.5)	66.3	(0.7)	44.5	(1.1)	41.1	(0.8)
	Macao (China)	19.2	(0.6)	80.7	(0.6)	39.2	(0.6)	28.1	(0.6)	26.6	(0.6)
	Malta	m	m	m	m	m	m	m	m	m	m

		2015									
		Discuss how well my child is doing at school every day or almost every day		Eat <the main meal> with my child around a table every day or almost every day		Spend time just talking to my child every day or almost every day		Discussed my child's behaviour with a teacher on my own initiative in the last academic year		Discussed my child's progress with a teacher on my own initiative in the last academic year	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	**Belgium (Flemish)**	34.5	(0.9)	90.7	(0.6)	71.2	(0.6)	33.7	(0.9)	35.7	(0.9)
	Chile	55.8	(0.8)	69.0	(0.8)	48.7	(0.8)	67.4	(0.8)	67.2	(0.8)
	France	44.0	(0.8)	91.4	(0.5)	73.1	(0.6)	42.3	(0.8)	41.4	(0.8)
	Germany	31.2	(0.9)	83.1	(0.6)	93.1	(0.4)	63.5	(1.1)	54.1	(1.1)
	Hungary	m	m	m	m	m	m	m	m	m	m
	Ireland	48.3	(0.8)	75.3	(0.8)	80.9	(0.6)	31.3	(0.6)	35.7	(0.8)
	Italy	75.2	(0.7)	94.9	(0.4)	77.1	(0.6)	58.2	(0.9)	64.4	(0.8)
	Korea	33.0	(0.8)	70.2	(0.8)	53.7	(0.8)	46.3	(1.0)	40.3	(0.8)
	Luxembourg	44.0	(0.8)	87.4	(0.6)	80.8	(0.6)	56.2	(1.0)	57.0	(1.0)
	Mexico	63.4	(0.9)	76.5	(0.6)	43.4	(0.8)	58.3	(0.9)	57.6	(0.9)
	Portugal	79.7	(0.6)	94.7	(0.3)	90.2	(0.5)	76.3	(0.7)	73.8	(0.7)
	Spain	74.0	(0.6)	92.6	(0.5)	79.1	(0.7)	71.4	(0.8)	75.0	(0.8)
	UK (Scotland)	56.7	(1.3)	68.2	(1.4)	84.1	(0.9)	14.6	(1.0)	25.9	(1.3)
	OECD average	53.3	(0.2)	82.8	(0.2)	72.9	(0.2)	51.6	(0.3)	52.3	(0.3)
	OECD average-7[1]	53.3	(0.3)	82.7	(0.2)	68.2	(0.3)	57.7	(0.3)	56.1	(0.3)
	Average[2]	49.8	(0.2)	82.1	(0.2)	68.2	(0.2)	56.9	(0.2)	55.9	(0.2)
	Average-10[3]	49.9	(0.2)	82.2	(0.2)	64.9	(0.2)	56.8	(0.2)	54.7	(0.2)
Partners	**Croatia**	67.4	(0.7)	73.4	(0.7)	65.2	(0.7)	72.1	(0.7)	64.9	(0.9)
	Dominican Republic	49.6	(1.2)	69.9	(1.0)	56.3	(1.0)	75.8	(0.9)	76.7	(1.0)
	Georgia	61.9	(0.9)	85.6	(0.6)	82.5	(0.9)	79.0	(0.8)	80.6	(0.7)
	Hong Kong (China)	36.4	(0.8)	87.1	(0.4)	67.0	(0.7)	55.1	(0.8)	54.6	(0.7)
	Macao (China)	22.1	(0.5)	82.6	(0.5)	39.5	(0.6)	37.4	(0.6)	34.8	(0.7)
	Malta	61.9	(0.8)	83.3	(0.6)	74.2	(0.7)	63.8	(0.8)	54.7	(0.9)

1. "OECD average-7" includes all OECD countries/economies with available data for both years.
2. "Average" includes all countries/economies with available data.
3. "Average-10" includes all countries/economies with available data for both years.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

StatLink http://dx.doi.org/10.1787/888933471934

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Table III.9.3 Change between 2012 and 2015 in parents' activities with their child and at their child's school

Percentage of students whose parents reported that they routinely engage in home-based activities and that they had participated in school-related activities during the previous academic year

		Change between 2012 and 2015 (2015 – 2012)									
		Discuss how well my child is doing at school every day or almost every day		Eat <the main meal> with my child around a table every day or almost every day		Spend time just talking to my child every day or almost every day		Discussed my child's behaviour with a teacher on my own initiative in the last academic year		Discussed my child's progress with a teacher on my own initiative in the last academic year	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Belgium (Flemish)	-1.0	(1.3)	-0.7	(0.8)	**-4.0**	(0.9)	**-4.8**	(1.3)	**-6.7**	(1.4)
OECD	Chile	**-3.4**	(1.1)	**6.7**	(1.2)	1.3	(1.2)	**5.0**	(1.1)	**2.3**	(1.0)
OECD	France	m	m	m	m	m	m	m	m	m	m
OECD	Germany	**-4.9**	(1.3)	0.9	(1.0)	0.9	(0.7)	-0.5	(1.4)	1.3	(1.4)
OECD	Hungary	m	m	m	m	m	m	m	m	m	m
OECD	Ireland	m	m	m	m	m	m	m	m	m	m
OECD	Italy	-1.1	(0.9)	**1.2**	(0.5)	0.8	(0.7)	**6.2**	(1.1)	0.0	(1.0)
OECD	Korea	**4.7**	(1.1)	**10.4**	(1.2)	**8.1**	(1.2)	**11.2**	(1.4)	**9.1**	(1.2)
OECD	Luxembourg	m	m	m	m	m	m	m	m	m	m
OECD	Mexico	-0.2	(1.0)	**2.7**	(0.8)	-1.0	(0.9)	**5.2**	(1.0)	**2.7**	(1.1)
OECD	Portugal	**2.1**	(1.0)	**1.8**	(0.5)	0.9	(0.7)	0.7	(1.2)	**-2.3**	(1.1)
OECD	Spain	m	m	m	m	m	m	m	m	m	m
OECD	UK (Scotland)	m	m	m	m	m	m	m	m	m	m
	OECD average	m	m	m	m	m	m	m	m	m	m
	OECD average-7[1]	-0.6	(0.4)	**3.3**	(0.3)	**1.0**	(0.3)	**3.3**	(0.5)	**0.9**	(0.5)
	Average[2]	m	m	m	m	m	m	m	m	m	m
	Average-10[3]	0.2	(0.3)	**2.6**	(0.2)	**0.8**	(0.3)	**4.5**	(0.3)	**2.5**	(0.3)
Partners	Croatia	**-2.3**	(1.0)	-1.0	(1.0)	0.5	(1.0)	**2.4**	(1.1)	**-3.3**	(1.2)
Partners	Dominican Republic	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	**5.4**	(1.4)	**2.1**	(0.7)	0.8	(1.0)	**10.5**	(1.4)	**13.5**	(1.1)
Partners	Macao (China)	**2.9**	(0.8)	**1.9**	(0.8)	0.3	(0.9)	**9.3**	(0.9)	**8.2**	(0.9)
Partners	Malta	m	m	m	m	m	m	m	m	m	m

1. "OECD average-7" includes all OECD countries/economies with available data for both years.
2. "Average" includes all countries/economies with available data.
3. "Average-10" includes all countries/economies with available data for both years.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

StatLink http://dx.doi.org/10.1787/888933471934

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Table III.9.4 Parents' activities and student science performance

Results based on parents' self-reports

		Difference in science performance between students whose parents engage in these activities at least once a week[1] and those whose parents engage in such activities less frequently													
		Before accounting for students' socio-economic status													
		Discuss how well my child is doing at school at least once a week		Eat <the main meal> with my child around a table at least once a week		Spend time just talking to my child at least once a week		Help my child with his/her science homework at least once a week		Ask how my child is performing in science class at least once a week		Obtain science-related materials (e.g., applications, software, study guides etc.) for my child at least once a week		Discuss with my child how science is used in everyday life at least once a week	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Belgium (Flemish)	2	(3.7)	**40**	(9.5)	11	(7.1)	**-45**	(4.2)	6	(3.8)	**-68**	(8.5)	6	(5.7)
OECD	Chile	**13**	(3.9)	6	(5.4)	1	(3.9)	**-28**	(3.1)	**-13**	(2.7)	**-30**	(2.9)	**-12**	(3.4)
OECD	France	-4	(4.3)	**34**	(13.4)	12	(6.7)	**-38**	(2.9)	**14**	(3.1)	**-30**	(6.3)	**9**	(4.4)
OECD	Germany	**-27**	(3.6)	**43**	(14.1)	**54**	(23.8)	**-55**	(5.0)	**-12**	(4.0)	**-62**	(6.7)	0	(5.0)
OECD	Ireland	4	(3.4)	**16**	(5.6)	15	(8.5)	**-29**	(3.7)	-4	(2.7)	-8	(5.9)	**24**	(4.1)
OECD	Italy	**13**	(5.8)	24	(15.1)	15	(9.1)	**-41**	(3.9)	**-16**	(2.8)	**-38**	(4.8)	**-9**	(3.4)
OECD	Korea	**27**	(3.6)	**24**	(9.4)	**17**	(4.9)	4	(4.2)	**20**	(4.5)	7	(5.3)	**14**	(5.7)
OECD	Luxembourg	-6	(4.8)	**50**	(12.0)	**37**	(10.0)	**-26**	(4.5)	**-9**	(3.6)	**-52**	(5.9)	**-10**	(4.4)
OECD	Mexico	**16**	(3.6)	**18**	(4.4)	**8**	(3.2)	**-13**	(2.4)	0	(2.2)	**-5**	(2.4)	**-10**	(2.5)
OECD	Portugal	**17**	(7.1)	**33**	(13.1)	**45**	(13.1)	**-30**	(2.7)	**11**	(2.3)	**-17**	(4.0)	6	(3.5)
OECD	Spain	**13**	(5.7)	**29**	(12.7)	18	(9.4)	**-18**	(2.7)	**9**	(3.0)	**-18**	(4.0)	5	(3.5)
OECD	UK (Scotland)	4	(8.3)	**18**	(9.1)	c	c	0	(5.5)	**28**	(5.1)	-18	(9.5)	**20**	(6.1)
OECD	**OECD average**	**6**	(1.5)	**28**	(3.2)	**21**	(3.2)	**-26**	(1.1)	**3**	(1.0)	**-28**	(1.7)	**4**	(1.3)
OECD	**Average-18**	**10**	(1.2)	**22**	(2.3)	**19**	(2.3)	**-24**	(0.9)	**6**	(0.8)	**-24**	(1.3)	1	(1.0)
Partners	Croatia	**15**	(5.6)	**-21**	(6.0)	1	(4.9)	**-42**	(2.7)	**16**	(2.7)	**-28**	(3.4)	**-13**	(3.1)
Partners	Dominican Republic	**20**	(3.7)	**11**	(4.2)	5	(4.6)	**-13**	(3.1)	0	(2.5)	**-6**	(2.4)	**-12**	(2.7)
Partners	Georgia	**43**	(4.8)	**24**	(7.9)	**46**	(7.7)	**-24**	(3.3)	**21**	(4.4)	**-15**	(3.4)	**-7**	(3.1)
Partners	Hong Kong (China)	**19**	(2.8)	**23**	(6.4)	**20**	(4.3)	**-7**	(2.9)	3	(3.2)	**-9**	(4.2)	-4	(4.0)
Partners	Macao (China)	4	(2.7)	**34**	(6.6)	**8**	(3.1)	**-9**	(3.1)	-5	(3.1)	**-11**	(3.8)	-5	(3.1)
Partners	Malta	5	(7.2)	-9	(11.1)	15	(11.1)	-11	(5.9)	**39**	(4.2)	**-21**	(7.4)	**13**	(4.8)

		Difference in science performance between students whose parents engage in these activities at least once a week and those whose parents engage in such activities less frequently											
		Before accounting for students' socio-economic status											
		Discuss <science related career> options with my child at least once a week		Discussed my child's behaviour with a teacher on my own initiative in the last academic year		Discussed my child's progress with a teacher on my own initiative in the last academic year		Attended a scheduled meeting or conferences for parents in the last academic year		Talked about how to support learning at home and homework with my child's teachers in the last academic year		Exchanged ideas on parenting, family support, or the child's development with my child's teachers in the last academic year	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Belgium (Flemish)	4	(6.7)	**-26**	(3.4)	**-22**	(3.8)	**11**	(3.9)	**-16**	(3.1)	**-14**	(3.6)
OECD	Chile	**-7**	(3.1)	**-21**	(3.2)	**-25**	(3.3)	**17**	(4.2)	**-26**	(3.1)	**-7**	(3.1)
OECD	France	**21**	(4.6)	**-38**	(3.5)	**-25**	(3.4)	**27**	(3.5)	**-17**	(3.6)	**-28**	(4.6)
OECD	Germany	**-32**	(6.3)	**-33**	(4.7)	**-32**	(4.1)	**26**	(8.2)	**-46**	(4.1)	**-33**	(5.1)
OECD	Ireland	**21**	(4.0)	**-36**	(3.3)	**-25**	(3.0)	**22**	(3.3)	**-12**	(2.9)	**-10**	(3.0)
OECD	Italy	**-12**	(3.2)	**-6**	(3.2)	3	(3.0)	**8**	(3.1)	**-22**	(3.4)	**-21**	(3.4)
OECD	Korea	9	(5.2)	**14**	(3.5)	**15**	(3.1)	**43**	(3.5)	**14**	(3.4)	**13**	(3.7)
OECD	Luxembourg	**-32**	(5.2)	**-37**	(3.3)	**-18**	(3.3)	**20**	(3.8)	**-18**	(3.5)	**-32**	(5.0)
OECD	Mexico	-5	(2.4)	**-16**	(2.4)	**-18**	(2.3)	0	(3.0)	**-23**	(2.8)	**-16**	(2.6)
OECD	Portugal	**16**	(3.7)	**-29**	(3.7)	**-22**	(3.5)	**10**	(2.9)	**-42**	(3.3)	**-22**	(3.0)
OECD	Spain	**12**	(2.8)	**-27**	(3.5)	**-19**	(3.8)	**10**	(4.2)	**-31**	(2.9)	**-13**	(3.0)
OECD	UK (Scotland)	**27**	(9.2)	**-63**	(6.9)	**-39**	(7.1)	**48**	(8.5)	0	(5.8)	**-28**	(7.1)
OECD	**OECD average**	2	(1.5)	**-26**	(1.1)	**-19**	(1.1)	**20**	(1.4)	**-20**	(1.0)	**-17**	(1.2)
OECD	**Average-18**	0	(1.1)	**-23**	(0.9)	**-16**	(0.9)	**18**	(1.3)	**-20**	(0.8)	**-17**	(0.9)
Partners	Croatia	**-15**	(3.8)	**-24**	(3.1)	**-19**	(2.8)	9	(12.2)	**-36**	(3.0)	**-17**	(2.4)
Partners	Dominican Republic	**-12**	(3.4)	**-12**	(3.3)	**-9**	(3.7)	3	(5.3)	**-19**	(4.2)	**-16**	(3.7)
Partners	Georgia	-2	(3.4)	**-12**	(4.0)	6	(3.7)	**12**	(5.4)	**-36**	(3.6)	**-21**	(3.1)
Partners	Hong Kong (China)	**-14**	(4.1)	-2	(2.5)	1	(2.8)	4	(3.5)	-5	(2.3)	-3	(2.8)
Partners	Macao (China)	**-10**	(3.8)	**-14**	(3.0)	**-17**	(2.5)	**20**	(2.4)	**-11**	(2.8)	**-9**	(2.8)
Partners	Malta	**24**	(5.1)	**-35**	(4.4)	**-20**	(4.2)	**38**	(5.5)	**-15**	(4.7)	**-24**	(4.4)

1. Parents who reported that they engage in these activities "once or twice a week" or "every day or almost every day".
Note: Values that are statistically significant are indicated in bold (see Annex A3).
StatLink http://dx.doi.org/10.1787/888933471948

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Table III.9.4 Parents' activities and student science performance

Results based on parents' self-reports

		Difference in science performance between students whose parents engage in these activities at least once a week[1] and those whose parents engage in such activities less frequently													
		After accounting for students' socio-economic status													
		Discuss how well my child is doing at school at least once a week		Eat <the main meal> with my child around a table at least once a week		Spend time just talking to my child at least once a week		Help my child with his/her science homework at least once a week		Ask how my child is performing in science class at least once a week		Obtain science-related materials (e.g., applications, software, study guides etc.) for my child at least once a week		Discuss with my child how science is used in everyday life at least once a week	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Belgium (Flemish)	-4	(3.4)	**19**	(8.9)	-2	(6.9)	**-43**	(3.7)	2	(3.3)	**-58**	(7.5)	0	(5.1)
OECD	Chile	4	(3.9)	-1	(4.8)	-6	(3.9)	**-25**	(2.8)	**-12**	(2.6)	**-25**	(2.8)	**-13**	(3.1)
OECD	France	**-13**	(4.0)	6	(13.3)	2	(6.1)	**-39**	(2.5)	3	(2.6)	**-29**	(5.6)	2	(3.9)
OECD	Germany	**-20**	(3.3)	22	(14.3)	41	(21.3)	**-47**	(4.6)	**-11**	(3.3)	**-43**	(6.1)	-3	(4.9)
OECD	Ireland	2	(3.2)	4	(5.8)	5	(8.3)	**-28**	(3.3)	-3	(2.6)	-7	(5.5)	**16**	(3.8)
OECD	Italy	4	(6.2)	13	(12.7)	6	(8.6)	**-42**	(3.9)	**-18**	(2.5)	**-37**	(4.5)	**-13**	(3.3)
OECD	Korea	**17**	(3.2)	15	(8.9)	**10**	(4.6)	-1	(3.8)	**14**	(4.0)	0	(5.1)	7	(4.9)
OECD	Luxembourg	-7	(4.5)	22	(12.0)	2	(10.0)	**-28**	(4.1)	**-9**	(3.4)	**-37**	(5.4)	**-9**	(4.0)
OECD	Mexico	**9**	(3.5)	**11**	(3.9)	2	(3.2)	**-16**	(2.3)	-3	(2.1)	**-11**	(2.3)	**-10**	(2.2)
OECD	Portugal	-1	(7.1)	23	(11.9)	**41**	(12.6)	**-31**	(2.5)	**4**	(2.2)	**-22**	(3.3)	-1	(3.1)
OECD	Spain	6	(5.0)	**24**	(10.4)	6	(7.9)	**-23**	(2.8)	3	(2.8)	**-18**	(3.8)	1	(3.2)
OECD	UK (Scotland)	3	(8.1)	1	(8.4)	m	m	-2	(5.3)	**25**	(4.9)	**-18**	(8.2)	**13**	(5.9)
	OECD average	0	(1.4)	**13**	(2.9)	**10**	(2.9)	**-27**	(1.0)	0	(0.9)	**-25**	(1.5)	-1	(1.2)
	Average-18	**4**	(1.1)	**12**	(2.2)	**10**	(2.1)	**-25**	(0.8)	**2**	(0.7)	**-23**	(1.2)	**-3**	(0.9)
Partners	Croatia	7	(5.3)	**-16**	(6.2)	-4	(4.9)	**-41**	(2.6)	**7**	(2.6)	**-29**	(3.2)	**-14**	(2.9)
Partners	Dominican Republic	**15**	(3.3)	**9**	(4.2)	4	(4.5)	**-15**	(2.9)	-2	(2.5)	**-9**	(2.2)	**-12**	(2.6)
Partners	Georgia	**32**	(4.6)	**19**	(7.2)	**35**	(7.6)	**-22**	(3.0)	**15**	(4.0)	**-16**	(3.3)	**-6**	(2.9)
Partners	Hong Kong (China)	**11**	(2.6)	**18**	(6.5)	**14**	(4.4)	**-12**	(2.7)	-2	(3.1)	**-13**	(3.9)	**-9**	(3.9)
Partners	Macao (China)	0	(2.7)	**30**	(6.6)	4	(3.1)	**-13**	(3.1)	**-9**	(3.0)	**-14**	(3.9)	**-8**	(3.2)
Partners	Malta	-2	(6.9)	-10	(11.5)	9	(10.1)	**-24**	(5.6)	**27**	(4.1)	**-28**	(6.4)	1	(4.6)

		Difference in science performance between students whose parents engage in these activities at least once a week and those whose parents engage in such activities less frequently											
		After accounting for students' socio-economic status											
		Discuss <science related career> options with my child at least once a week		Discussed my child's behaviour with a teacher on my own initiative in the last academic year		Discussed my child's progress with a teacher on my own initiative in the last academic year		Attended a scheduled meeting or conferences for parents in the last academic year		Talked about how to support learning at home and homework with my child's teachers in the last academic year		Exchanged ideas on parenting, family support, or the child's development with my child's teachers in the last academic year	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Belgium (Flemish)	-2	(6.3)	**-27**	(3.1)	**-24**	(3.3)	3	(3.4)	**-19**	(2.8)	**-16**	(3.5)
OECD	Chile	**-7**	(2.9)	**-18**	(3.0)	**-20**	(3.1)	**12**	(3.8)	**-20**	(2.7)	**-7**	(2.8)
OECD	France	**16**	(4.2)	**-36**	(2.8)	**-30**	(2.8)	**10**	(3.4)	**-22**	(3.1)	**-26**	(3.6)
OECD	Germany	**-26**	(6.0)	**-32**	(4.0)	**-31**	(3.6)	13	(7.0)	**-38**	(3.7)	**-30**	(4.6)
OECD	Ireland	**17**	(3.6)	**-30**	(3.1)	**-24**	(2.7)	**12**	(3.0)	**-15**	(2.6)	**-12**	(2.7)
OECD	Italy	**-14**	(3.2)	**-12**	(2.9)	-4	(2.7)	4	(2.7)	**-22**	(3.2)	**-21**	(3.4)
OECD	Korea	4	(4.9)	2	(3.2)	5	(2.7)	**28**	(3.1)	4	(2.9)	5	(3.3)
OECD	Luxembourg	**-21**	(4.6)	**-32**	(2.9)	**-22**	(2.9)	6	(3.7)	**-20**	(3.1)	**-26**	(4.1)
OECD	Mexico	**-6**	(2.2)	**-14**	(2.0)	**-15**	(2.1)	4	(2.9)	**-20**	(2.4)	**-14**	(2.2)
OECD	Portugal	**12**	(3.0)	**-28**	(3.2)	**-22**	(2.8)	**8**	(2.7)	**-37**	(2.9)	**-22**	(2.7)
OECD	Spain	**10**	(2.8)	**-27**	(3.2)	**-19**	(3.6)	**10**	(4.0)	**-30**	(2.6)	**-17**	(3.0)
OECD	UK (Scotland)	**27**	(8.7)	**-55**	(6.6)	**-39**	(7.1)	**30**	(8.8)	-7	(5.8)	**-26**	(6.7)
	OECD average	1	(1.4)	**-26**	(1.0)	**-20**	(1.0)	**12**	(1.3)	**-21**	(0.9)	**-18**	(1.1)
	Average-18	-1	(1.0)	**-22**	(0.8)	**-17**	(0.8)	**11**	(1.2)	**-20**	(0.8)	**-16**	(0.8)
Partners	Croatia	**-14**	(3.6)	**-19**	(2.8)	**-18**	(2.6)	15	(11.8)	**-29**	(2.9)	**-12**	(2.4)
Partners	Dominican Republic	**-11**	(3.3)	**-11**	(3.0)	**-9**	(3.2)	-1	(5.0)	**-17**	(3.5)	**-15**	(3.3)
Partners	Georgia	-1	(3.0)	**-9**	(3.9)	4	(3.3)	**12**	(5.0)	**-28**	(3.3)	**-16**	(2.8)
Partners	Hong Kong (China)	**-16**	(4.1)	-3	(2.4)	0	(2.6)	0	(3.3)	**-6**	(2.2)	-5	(2.7)
Partners	Macao (China)	**-12**	(3.8)	**-16**	(2.9)	**-18**	(2.5)	**19**	(2.5)	**-12**	(2.7)	**-9**	(2.8)
Partners	Malta	**19**	(4.6)	**-28**	(4.0)	**-25**	(3.9)	**22**	(5.3)	**-20**	(4.4)	**-26**	(4.0)

1. Parents who reported that they engage in these activities "once or twice a week" or "every day or almost every day".

Note: Values that are statistically significant are indicated in bold (see Annex A3).

StatLink http://dx.doi.org/10.1787/888933471948

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Table III.9.6 Students' early science-related activities

Results based on parents' self-reports

		Percentage of students who engaged in the following activities "regularly" or "very often" at age 10											
		Watched TV programmes about science		Read books on scientific discoveries		Visited websites about science topics		Attended a science club		Construction play, e.g. <bricks>		Experimented with a science kit, electronics kit, or chemistry set, used a microscope or telescope	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Belgium (Flemish)	19.7	(0.7)	10.1	(0.4)	7.0	(0.4)	0.5	(0.1)	51.2	(0.8)	12.7	(0.5)
	Chile	26.3	(0.7)	13.7	(0.5)	15.1	(0.5)	1.9	(0.2)	51.5	(0.7)	12.1	(0.5)
	France	16.3	(0.6)	11.5	(0.5)	4.2	(0.3)	0.8	(0.1)	45.2	(0.8)	13.3	(0.5)
	Germany	27.6	(0.8)	13.3	(0.7)	5.8	(0.5)	3.4	(0.4)	60.6	(0.8)	10.0	(0.5)
	Ireland	22.3	(0.6)	12.8	(0.5)	8.4	(0.4)	1.8	(0.2)	58.1	(0.7)	13.6	(0.5)
	Italy	28.2	(1.0)	14.5	(0.6)	13.3	(0.6)	3.1	(0.3)	54.5	(0.9)	16.3	(0.5)
	Korea	9.4	(0.5)	24.5	(0.8)	4.4	(0.3)	11.7	(0.5)	44.8	(0.8)	14.9	(0.6)
	Luxembourg	29.0	(0.9)	15.7	(0.5)	8.3	(0.5)	4.4	(0.3)	57.4	(0.9)	10.5	(0.6)
	Mexico	23.3	(0.6)	15.5	(0.6)	19.6	(0.6)	2.8	(0.2)	29.2	(0.8)	11.5	(0.4)
	Portugal	23.5	(0.6)	12.6	(0.6)	12.6	(0.5)	3.9	(0.4)	67.4	(0.6)	15.0	(0.5)
	Spain	17.2	(0.7)	9.3	(0.4)	9.6	(0.5)	1.7	(0.2)	44.1	(0.8)	12.2	(0.5)
	UK (Scotland)	24.3	(1.1)	11.7	(0.9)	11.9	(0.8)	2.6	(0.4)	54.3	(1.4)	14.8	(1.1)
	OECD average	22.3	(0.2)	13.8	(0.2)	10.0	(0.1)	3.2	(0.1)	51.5	(0.2)	13.1	(0.2)
	Average-18	21.8	(0.2)	13.7	(0.1)	10.8	(0.1)	3.3	(0.1)	46.7	(0.2)	11.3	(0.1)
Partners	Croatia	18.9	(0.6)	8.7	(0.4)	6.9	(0.5)	2.3	(0.2)	60.5	(0.6)	9.0	(0.5)
	Dominican Republic	25.6	(1.0)	18.6	(0.7)	18.0	(0.7)	3.4	(0.4)	40.9	(1.2)	8.1	(0.5)
	Georgia	31.8	(0.8)	20.7	(0.6)	21.0	(0.8)	3.0	(0.3)	23.1	(0.8)	8.8	(0.3)
	Hong Kong (China)	14.2	(0.5)	13.7	(0.5)	6.7	(0.4)	5.7	(0.3)	29.7	(0.8)	6.2	(0.4)
	Macao (China)	10.5	(0.5)	8.9	(0.4)	6.8	(0.3)	3.3	(0.2)	24.6	(0.6)	4.4	(0.3)
	Malta	23.7	(0.8)	10.8	(0.6)	15.0	(0.6)	2.5	(0.3)	44.0	(0.8)	10.7	(0.5)

StatLink http://dx.doi.org/10.1787/888933471962

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Table III.9.9 Students' early science-related activities and expectations of a science-related career

		Increased likelihood of expecting a science-related career[1] if the child reported engaging in the following activity "regularly" or "very often" at age 10											
		Watched TV programmes about science				Read books on scientific discoveries				Visited websites about science topics			
		Before accounting for student characteristics[2]		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics	
		Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.
OECD	Belgium (Flemish)	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Chile	**1.27**	(0.09)	**1.18**	(0.09)	**1.47**	(0.12)	**1.36**	(0.12)	**1.39**	(0.11)	**1.25**	(0.10)
OECD	France	**2.14**	(0.18)	**1.56**	(0.13)	**2.09**	(0.18)	**1.41**	(0.13)	**1.91**	(0.26)	**1.84**	(0.29)
OECD	Germany	**1.79**	(0.21)	**1.45**	(0.17)	**1.89**	(0.21)	**1.50**	(0.17)	**1.86**	(0.41)	**1.79**	(0.42)
OECD	Ireland	**1.68**	(0.12)	**1.33**	(0.09)	**1.86**	(0.18)	**1.40**	(0.14)	**2.26**	(0.22)	**1.82**	(0.18)
OECD	Italy	**1.47**	(0.12)	**1.30**	(0.10)	**1.55**	(0.14)	**1.26**	(0.12)	**1.58**	(0.15)	**1.53**	(0.14)
OECD	Korea	**1.70**	(0.19)	**1.41**	(0.16)	**1.66**	(0.13)	**1.22**	(0.09)	**1.80**	(0.22)	**1.45**	(0.18)
OECD	Luxembourg	**1.77**	(0.17)	**1.32**	(0.14)	**1.70**	(0.18)	**1.26**	(0.15)	**1.36**	(0.21)	1.21	(0.20)
OECD	Mexico	**1.39**	(0.09)	**1.27**	(0.08)	**1.19**	(0.08)	**1.16**	(0.08)	**1.23**	(0.08)	1.14	(0.08)
OECD	Portugal	**1.72**	(0.13)	1.15	(0.10)	**1.60**	(0.15)	1.15	(0.11)	**1.80**	(0.17)	**1.40**	(0.14)
OECD	Spain	**1.44**	(0.15)	1.24	(0.14)	**1.36**	(0.16)	1.12	(0.14)	**1.60**	(0.18)	**1.41**	(0.16)
OECD	UK (Scotland)	**1.51**	(0.18)	1.19	(0.15)	**1.54**	(0.30)	1.06	(0.25)	1.23	(0.27)	0.91	(0.22
OECD	**OECD average**	**1.62**	(0.05)	**1.31**	(0.04)	**1.63**	(0.05)	**1.26**	(0.04)	**1.64**	(0.07)	**1.43**	(0.06)
OECD	**Average[3]**	**1.57**	(0.04)	**1.28**	(0.03)	**1.61**	(0.04)	**1.24**	(0.03)	**1.57**	(0.05)	**1.36**	(0.05)
Partners	Croatia	**1.50**	(0.12)	1.11	(0.09)	**1.83**	(0.22)	1.13	(0.14)	**1.46**	(0.20)	1.21	(0.18)
Partners	Dominican Republic	1.01	(0.07)	0.96	(0.07)	0.99	(0.09)	0.99	(0.09)	1.15	(0.08)	1.11	(0.08)
Partners	Georgia	**1.38**	(0.13)	**1.31**	(0.13)	1.14	(0.11)	1.06	(0.10)	1.17	(0.10)	1.10	(0.10)
Partners	Hong Kong (China)	**1.62**	(0.15)	**1.38**	(0.13)	**1.56**	(0.14)	**1.22**	(0.12)	**1.34**	(0.16)	1.23	(0.16)
Partners	Macao (China)	**1.28**	(0.16)	1.12	(0.14)	**1.68**	(0.22)	**1.33**	(0.18)	1.29	(0.19)	1.19	(0.17)
Partners	Malta	**2.12**	(0.19)	**1.47**	(0.14)	**2.26**	(0.27)	**1.42**	(0.19)	**2.20**	(0.22)	**1.54**	(0.18)

		Increased likelihood of expecting a science-related career[1] if the child reported engaging in the following activity "regularly" or "very often" at age 10											
		Attended a science club				Construction play, e.g. <bricks>				Experimented with a science kit, electronics kit, or chemistry set, used a microscope or telescope			
		Before accounting for student characteristics[2]		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics	
		Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.
OECD	Belgium (Flemish)	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Chile	**1.57**	(0.33)	1.38	(0.30)	**1.21**	(0.08)	1.09	(0.07)	**1.46**	(0.16)	**1.41**	(0.16)
OECD	France	**2.91**	(1.16)	**2.27**	(0.90)	**1.37**	(0.11)	**1.19**	(0.10)	**1.99**	(0.16)	**1.62**	(0.14)
OECD	Germany	1.01	(0.24)	0.86	(0.22)	**1.50**	(0.14)	**1.37**	(0.13)	**2.08**	(0.35)	**1.89**	(0.31)
OECD	Ireland	1.25	(0.27)	0.93	(0.21)	**1.24**	(0.10)	1.16	(0.09)	**1.61**	(0.13)	**1.36**	(0.12)
OECD	Italy	1.16	(0.19)	1.29	(0.22)	**1.19**	(0.10)	1.10	(0.09)	**1.76**	(0.18)	**1.53**	(0.16)
OECD	Korea	**1.79**	(0.17)	**1.45**	(0.14)	**1.47**	(0.11)	**1.31**	(0.09)	**2.02**	(0.18)	**1.66**	(0.14)
OECD	Luxembourg	**1.48**	(0.29)	1.16	(0.24)	**1.48**	(0.12)	**1.29**	(0.11)	**1.83**	(0.18)	**1.54**	(0.17)
OECD	Mexico	1.05	(0.15)	1.03	(0.15)	**1.36**	(0.08)	**1.22**	(0.07)	**1.26**	(0.08)	**1.18**	(0.08)
OECD	Portugal	**1.57**	(0.29)	1.25	(0.25)	**1.37**	(0.10)	**1.21**	(0.10)	**1.72**	(0.14)	**1.23**	(0.10)
OECD	Spain	1.19	(0.32)	1.18	(0.34)	**1.30**	(0.09)	1.15	(0.09)	**1.29**	(0.13)	1.04	(0.11)
OECD	UK (Scotland)	**2.28**	(0.69)	1.80	(0.61)	**1.47**	(0.14)	**1.46**	(0.15)	**1.80**	(0.26)	**1.68**	(0.27)
OECD	**OECD average**	**1.57**	(0.14)	**1.33**	(0.12)	**1.36**	(0.03)	**1.23**	(0.03)	**1.71**	(0.06)	**1.47**	(0.05)
OECD	**Average[3]**	**1.49**	(0.10)	**1.29**	(0.09)	**1.32**	(0.03)	**1.20**	(0.02)	**1.66**	(0.05)	**1.42**	(0.04)
Partners	Croatia	0.96	(0.22)	0.82	(0.18)	**1.30**	(0.09)	**1.17**	(0.09)	**1.64**	(0.18)	1.23	(0.14)
Partners	Dominican Republic	1.14	(0.23)	1.14	(0.22)	1.01	(0.07)	0.94	(0.07)	1.08	(0.12)	1.03	(0.11)
Partners	Georgia	0.86	(0.23)	0.90	(0.24)	1.20	(0.11)	1.05	(0.10)	1.11	(0.14)	1.04	(0.13)
Partners	Hong Kong (China)	**1.45**	(0.20)	**1.40**	(0.20)	**1.21**	(0.09)	1.11	(0.09)	**1.71**	(0.21)	**1.51**	(0.20)
Partners	Macao (China)	**1.53**	(0.28)	1.41	(0.26)	**1.25**	(0.11)	1.18	(0.11)	1.37	(0.25)	1.28	(0.23)
Partners	Malta	**2.13**	(0.47)	1.60	(0.39)	**1.56**	(0.12)	**1.40**	(0.12)	**2.46**	(0.30)	**1.84**	(0.25)

1. Students who have science-related career expectations are those who expect a career that requires the study of science beyond compulsory education, typically in formal tertiary education.
2. Student characteristics include the PISA index of economic, social and cultural status (ESCS) and science performance.
3. "Average" includes all countries/economies with available data.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

StatLink http://dx.doi.org/10.1787/888933471994

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Table III.9.11 Students' early science-related activities and self-efficacy in science

		Increased likelihood of being in the top quarter of the index of science self-efficacy if the child reported engaging in the following activity "regularly" or "very often" at age 10											
		Watched TV programmes about science				Read books on scientific discoveries				Visited websites about science topics			
		Before accounting for student characteristics[1]		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics	
		Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.
OECD	Belgium (Flemish)	**1.89**	(0.13)	**1.70**	(0.10)	**1.86**	(0.22)	**1.59**	(0.20)	**1.85**	(0.20)	**1.71**	(0.18)
	Chile	**1.35**	(0.09)	**1.31**	(0.08)	**1.46**	(0.13)	**1.42**	(0.13)	**1.42**	(0.13)	**1.34**	(0.12)
	France	**2.06**	(0.16)	**1.94**	(0.15)	**2.58**	(0.20)	**2.37**	(0.18)	**2.34**	(0.34)	**2.30**	(0.33)
	Germany	**1.41**	(0.11)	**1.39**	(0.11)	**1.77**	(0.20)	**1.74**	(0.19)	**1.48**	(0.21)	**1.46**	(0.21)
	Ireland	**2.25**	(0.14)	**1.77**	(0.12)	**2.61**	(0.22)	**1.99**	(0.17)	**2.77**	(0.29)	**2.22**	(0.23)
	Italy	**1.47**	(0.13)	**1.38**	(0.12)	**1.61**	(0.15)	**1.48**	(0.15)	**1.53**	(0.13)	**1.48**	(0.13)
	Korea	**2.11**	(0.22)	**1.61**	(0.17)	**2.11**	(0.16)	**1.39**	(0.11)	**2.21**	(0.31)	**1.64**	(0.23)
	Luxembourg	**1.76**	(0.14)	**1.57**	(0.13)	**1.89**	(0.21)	**1.68**	(0.19)	**1.78**	(0.26)	**1.71**	(0.25)
	Mexico	**1.26**	(0.09)	**1.27**	(0.08)	**1.62**	(0.13)	**1.63**	(0.13)	**1.36**	(0.12)	**1.37**	(0.12)
	Portugal	**2.58**	(0.21)	**2.01**	(0.17)	**2.21**	(0.20)	**1.78**	(0.16)	**2.12**	(0.20)	**1.76**	(0.16)
	Spain	**1.80**	(0.14)	**1.62**	(0.12)	**1.81**	(0.21)	**1.58**	(0.18)	**1.71**	(0.19)	**1.54**	(0.18)
	UK (Scotland)	**2.07**	(0.29)	**2.00**	(0.28)	**2.28**	(0.39)	**2.19**	(0.40)	**1.79**	(0.34)	**1.68**	(0.33)
	OECD average	**1.83**	(0.05)	**1.63**	(0.04)	**1.98**	(0.06)	**1.74**	(0.06)	**1.86**	(0.07)	**1.68**	(0.06)
	Average-18	**1.80**	(0.04)	**1.61**	(0.03)	**1.96**	(0.05)	**1.69**	(0.04)	**1.87**	(0.05)	**1.70**	(0.05)
Partners	Croatia	**1.88**	(0.15)	**1.62**	(0.13)	**2.24**	(0.25)	**1.76**	(0.20)	**1.90**	(0.18)	**1.73**	(0.17)
	Dominican Republic	0.94	(0.07)	**1.16**	(0.09)	1.07	(0.09)	1.10	(0.10)	0.87	(0.08)	1.04	(0.10)
	Georgia	**1.42**	(0.09)	**1.34**	(0.09)	**1.68**	(0.13)	**1.57**	(0.12)	**1.53**	(0.10)	**1.45**	(0.10)
	Hong Kong (China)	**2.12**	(0.19)	**1.92**	(0.17)	**2.11**	(0.19)	**1.83**	(0.17)	**2.24**	(0.27)	**2.15**	(0.25)
	Macao (China)	**1.91**	(0.20)	**1.68**	(0.18)	**2.13**	(0.23)	**1.63**	(0.18)	**1.83**	(0.23)	**1.71**	(0.22)
	Malta	**2.13**	(0.19)	**1.63**	(0.15)	**2.33**	(0.29)	**1.66**	(0.21)	**2.87**	(0.27)	**2.24**	(0.21)

		Increased likelihood of being in the top quarter of the index of science self-efficacy if the child reported engaging in the following activity "regularly" or "very often" at age 10											
		Attended a science club				Construction play, e.g. <bricks>				Experimented with a science kit, electronics kit, or chemistry set, used a microscope or telescope			
		Before accounting for student characteristics		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics	
		Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.
OECD	Belgium (Flemish)	c	c	c	c	**1.26**	(0.08)	**1.20**	(0.07)	**1.45**	(0.15)	**1.32**	(0.14)
	Chile	**1.87**	(0.33)	**1.77**	(0.31)	1.07	(0.07)	1.00	(0.06)	**1.63**	(0.16)	**1.60**	(0.15)
	France	**2.86**	(0.91)	**2.64**	(0.86)	**1.25**	(0.07)	**1.20**	(0.07)	**1.51**	(0.15)	**1.42**	(0.14)
	Germany	1.07	(0.23)	1.03	(0.22)	**1.38**	(0.09)	**1.37**	(0.09)	**1.58**	(0.20)	**1.55**	(0.20)
	Ireland	**2.26**	(0.47)	**1.70**	(0.40)	**1.21**	(0.07)	1.13	(0.07)	**2.47**	(0.22)	**2.11**	(0.19)
	Italy	**1.55**	(0.31)	**1.57**	(0.32)	**1.23**	(0.08)	**1.19**	(0.07)	**1.74**	(0.14)	**1.61**	(0.13)
	Korea	**2.35**	(0.18)	**1.77**	(0.15)	**1.45**	(0.08)	**1.21**	(0.07)	**2.05**	(0.18)	**1.52**	(0.14)
	Luxembourg	**1.96**	(0.35)	**1.76**	(0.32)	1.15	(0.09)	1.09	(0.08)	**1.82**	(0.21)	**1.67**	(0.20)
	Mexico	1.25	(0.18)	1.25	(0.18)	0.99	(0.07)	0.99	(0.06)	1.18	(0.11)	1.18	(0.11)
	Portugal	**1.78**	(0.32)	**1.48**	(0.27)	1.08	(0.07)	0.95	(0.06)	**2.12**	(0.17)	**1.62**	(0.14)
	Spain	1.42	(0.32)	1.41	(0.36)	1.14	(0.08)	1.02	(0.08)	**1.79**	(0.17)	**1.52**	(0.15)
	UK (Scotland)	**2.06**	(0.63)	**1.94**	(0.62)	1.10	(0.13)	1.12	(0.13)	**1.67**	(0.25)	**1.68**	(0.25)
	OECD average	**1.86**	(0.13)	**1.67**	(0.12)	**1.19**	(0.02)	**1.12**	(0.02)	**1.75**	(0.05)	**1.57**	(0.05)
	Average-18	**1.80**	(0.10)	**1.64**	(0.09)	**1.21**	(0.02)	**1.14**	(0.02)	**1.79**	(0.05)	**1.60**	(0.04)
Partners	Croatia	1.42	(0.32)	1.29	(0.28)	**1.14**	(0.08)	1.06	(0.07)	**1.94**	(0.20)	**1.63**	(0.17)
	Dominican Republic	0.87	(0.16)	0.91	(0.18)	**0.78**	(0.06)	1.04	(0.08)	0.80	(0.11)	0.97	(0.14)
	Georgia	**2.36**	(0.47)	**2.53**	(0.52)	**1.26**	(0.11)	1.10	(0.10)	**1.50**	(0.14)	**1.41**	(0.14)
	Hong Kong (China)	**1.82**	(0.23)	**1.78**	(0.23)	**1.38**	(0.09)	**1.28**	(0.09)	**2.02**	(0.23)	**1.81**	(0.22)
	Macao (China)	**1.98**	(0.34)	**1.81**	(0.33)	**1.40**	(0.10)	**1.28**	(0.10)	**2.11**	(0.29)	**1.92**	(0.26)
	Malta	**1.71**	(0.44)	1.26	(0.32)	**1.49**	(0.13)	**1.33**	(0.11)	**2.87**	(0.30)	**2.21**	(0.24)

1. Student characteristics include the PISA index of economic, social and cultural status (ESCS) and science performance.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
StatLink http://dx.doi.org/10.1787/888933472017

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Table III.9.13 Students' early science-related activities and enjoyment of science

		Increased likelihood of being in the top quarter of the index of enjoyment of science if the child reported engaging in the following activity "regularly" or "very often" at age 10											
		Watched TV programmes about science				Read books on scientific discoveries				Visited websites about science topics			
		Before accounting for student characteristics[1]		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics	
		Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.
OECD	Belgium (Flemish)	**2.02**	(0.14)	**1.77**	(0.13)	**2.38**	(0.24)	**1.97**	(0.21)	**2.33**	(0.24)	**2.14**	(0.23)
OECD	Chile	**1.50**	(0.10)	**1.46**	(0.10)	**1.63**	(0.14)	**1.58**	(0.14)	**1.48**	(0.12)	**1.40**	(0.11)
OECD	France	**2.34**	(0.17)	**2.06**	(0.15)	**2.53**	(0.21)	**2.15**	(0.19)	**2.21**	(0.30)	**2.18**	(0.29)
OECD	Germany	**1.63**	(0.14)	**1.50**	(0.13)	**1.81**	(0.20)	**1.65**	(0.18)	**1.73**	(0.23)	**1.70**	(0.23)
OECD	Ireland	**2.60**	(0.16)	**2.01**	(0.13)	**3.17**	(0.31)	**2.34**	(0.22)	**3.19**	(0.41)	**2.51**	(0.32)
OECD	Italy	**1.85**	(0.13)	**1.73**	(0.12)	**2.01**	(0.20)	**1.80**	(0.18)	**1.74**	(0.14)	**1.70**	(0.13)
OECD	Korea	**2.11**	(0.18)	**1.68**	(0.16)	**2.22**	(0.17)	**1.55**	(0.12)	**2.63**	(0.44)	**2.09**	(0.36)
OECD	Luxembourg	**1.74**	(0.14)	**1.50**	(0.13)	**2.02**	(0.18)	**1.75**	(0.16)	**1.57**	(0.23)	**1.49**	(0.22)
OECD	Mexico	**1.32**	(0.09)	**1.33**	(0.09)	**1.80**	(0.13)	**1.78**	(0.13)	**1.32**	(0.10)	**1.35**	(0.11)
OECD	Portugal	**2.51**	(0.18)	**1.99**	(0.14)	**2.38**	(0.23)	**1.95**	(0.19)	**2.51**	(0.23)	**2.14**	(0.20)
OECD	Spain	**1.74**	(0.16)	**1.53**	(0.15)	**1.84**	(0.21)	**1.54**	(0.17)	**2.00**	(0.20)	**1.81**	(0.17)
OECD	UK (Scotland)	**1.77**	(0.24)	**1.48**	(0.21)	**2.83**	(0.53)	**2.21**	(0.44)	**2.15**	(0.40)	**1.78**	(0.31)
OECD	**OECD average**	**1.93**	(0.05)	**1.67**	(0.04)	**2.22**	(0.07)	**1.86**	(0.06)	**2.07**	(0.08)	**1.86**	(0.07)
OECD	**Average-18**	**1.89**	(0.04)	**1.66**	(0.03)	**2.15**	(0.06)	**1.80**	(0.05)	**1.97**	(0.06)	**1.78**	(0.05)
Partners	Croatia	**1.73**	(0.13)	**1.53**	(0.12)	**2.07**	(0.23)	**1.70**	(0.18)	**1.60**	(0.17)	**1.48**	(0.16)
Partners	Dominican Republic	0.95	(0.07)	1.11	(0.09)	1.10	(0.09)	1.14	(0.10)	**0.83**	(0.07)	0.97	(0.09)
Partners	Georgia	**1.54**	(0.11)	**1.43**	(0.10)	**1.80**	(0.13)	**1.65**	(0.12)	**1.44**	(0.11)	**1.36**	(0.10)
Partners	Hong Kong (China)	**2.44**	(0.16)	**2.23**	(0.15)	**2.10**	(0.16)	**1.84**	(0.15)	**2.11**	(0.23)	**2.03**	(0.24)
Partners	Macao (China)	**1.97**	(0.20)	**1.81**	(0.19)	**2.28**	(0.25)	**1.94**	(0.21)	**1.83**	(0.23)	**1.76**	(0.22)
Partners	Malta	**2.30**	(0.21)	**1.68**	(0.17)	**2.74**	(0.33)	**1.87**	(0.25)	**2.87**	(0.25)	**2.14**	(0.21)

		Increased likelihood of being in the top quarter of the index of enjoyment of science if the child reported engaging in the following activity "regularly" or "very often" at age 10											
		Attended a science club				Construction play, e.g. <bricks>				Experimented with a science kit, electronics kit, or chemistry set, used a microscope or telescope			
		Before accounting for student characteristics		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics		Before accounting for student characteristics		After accounting for student characteristics	
		Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.
OECD	Belgium (Flemish)	c	c	c	c	**1.28**	(0.08)	**1.21**	(0.07)	**1.72**	(0.15)	**1.55**	(0.13)
OECD	Chile	1.36	(0.31)	1.28	(0.30)	1.08	(0.07)	1.02	(0.07)	**1.41**	(0.11)	**1.38**	(0.11)
OECD	France	**2.95**	(1.02)	**2.63**	(0.96)	**1.38**	(0.09)	**1.30**	(0.08)	**2.14**	(0.17)	**1.94**	(0.15)
OECD	Germany	1.35	(0.28)	1.28	(0.26)	**1.47**	(0.11)	**1.42**	(0.10)	**1.53**	(0.18)	**1.46**	(0.17)
OECD	Ireland	**2.06**	(0.44)	1.49	(0.33)	**1.32**	(0.09)	**1.22**	(0.09)	**2.20**	(0.20)	**1.85**	(0.18)
OECD	Italy	**1.70**	(0.29)	**1.80**	(0.30)	**1.24**	(0.08)	**1.19**	(0.08)	**1.87**	(0.15)	**1.72**	(0.14)
OECD	Korea	**2.29**	(0.20)	**1.80**	(0.16)	**1.67**	(0.10)	**1.45**	(0.08)	**2.47**	(0.19)	**1.96**	(0.16)
OECD	Luxembourg	**2.14**	(0.36)	**1.89**	(0.33)	1.16	(0.09)	1.07	(0.08)	**1.76**	(0.23)	**1.58**	(0.22)
OECD	Mexico	1.27	(0.19)	1.32	(0.20)	1.01	(0.07)	1.03	(0.06)	**1.36**	(0.11)	**1.42**	(0.11)
OECD	Portugal	**2.09**	(0.34)	**1.79**	(0.30)	**1.27**	(0.09)	1.15	(0.09)	**2.21**	(0.19)	**1.78**	(0.16)
OECD	Spain	1.48	(0.38)	1.50	(0.45)	**1.32**	(0.09)	**1.17**	(0.09)	**2.10**	(0.21)	**1.75**	(0.19)
OECD	UK (Scotland)	**2.11**	(0.64)	1.75	(0.56)	**1.56**	(0.16)	**1.53**	(0.18)	**2.10**	(0.32)	**1.98**	(0.32)
OECD	**OECD average**	**1.89**	(0.14)	**1.68**	(0.13)	**1.31**	(0.03)	**1.23**	(0.03)	**1.91**	(0.06)	**1.70**	(0.05)
OECD	**Average-18**	**1.81**	(0.10)	**1.65**	(0.09)	**1.29**	(0.02)	**1.22**	(0.02)	**1.92**	(0.05)	**1.73**	(0.05)
Partners	Croatia	1.33	(0.25)	1.27	(0.22)	**1.29**	(0.08)	**1.22**	(0.08)	**1.94**	(0.19)	**1.71**	(0.17)
Partners	Dominican Republic	0.94	(0.18)	0.99	(0.19)	**0.71**	(0.05)	**0.87**	(0.06)	0.91	(0.10)	1.07	(0.13)
Partners	Georgia	**1.63**	(0.31)	**1.77**	(0.33)	1.15	(0.09)	1.02	(0.08)	**1.91**	(0.22)	**1.79**	(0.21)
Partners	Hong Kong (China)	**2.36**	(0.30)	**2.36**	(0.31)	**1.43**	(0.08)	**1.38**	(0.08)	**2.24**	(0.24)	**2.14**	(0.24)
Partners	Macao (China)	**1.68**	(0.26)	**1.59**	(0.25)	**1.32**	(0.10)	**1.26**	(0.10)	**1.87**	(0.26)	**1.81**	(0.25)
Partners	Malta	**2.02**	(0.50)	1.58	(0.44)	**1.56**	(0.11)	**1.42**	(0.12)	**2.86**	(0.35)	**2.29**	(0.30)

1. Student characteristics include the PISA index of economic, social and cultural status (ESCS) and science performance.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
StatLink http://dx.doi.org/10.1787/888933472035

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Table III.9.15 Students' early science-related activities and performance in science

		Score-point difference in science performance between students who reported engaging in early science-related activities and those who reported otherwise											
		Before accounting for students' socio-economic status											
		Watched TV programmes about science		Read books on scientific discoveries		Visited websites about science topics		Attended a science club		Construction play, e.g. <bricks>		Experimented with a science kit, electronics kit, or chemistry set, used a microscope or telescope	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Belgium (Flemish)	**38**	(3.7)	**53**	(4.8)	**28**	(6.2)	c	c	**19**	(3.1)	**30**	(3.6)
OECD	Chile	**17**	(3.6)	**21**	(4.2)	**28**	(4.0)	**34**	(8.3)	**24**	(3.0)	**11**	(4.7)
OECD	France	**51**	(3.7)	**60**	(4.3)	10	(7.6)	**41**	(18.7)	**21**	(3.3)	**36**	(3.7)
OECD	Germany	**38**	(4.0)	**43**	(5.9)	9	(8.0)	14	(11.3)	**18**	(3.5)	**19**	(6.3)
OECD	Ireland	**47**	(3.0)	**57**	(4.5)	**47**	(5.3)	**49**	(15.4)	**14**	(2.7)	**32**	(4.0)
OECD	Italy	**23**	(3.4)	**39**	(4.4)	7	(4.3)	**-24**	(9.1)	**15**	(2.8)	**26**	(3.8)
OECD	Korea	**35**	(4.8)	**58**	(3.5)	**39**	(6.5)	**41**	(4.1)	**23**	(3.1)	**40**	(3.8)
OECD	Luxembourg	**50**	(4.2)	**50**	(5.4)	**17**	(6.4)	**40**	(9.3)	**24**	(4.3)	**33**	(5.3)
OECD	Mexico	**27**	(2.6)	**10**	(3.8)	**19**	(2.9)	-1	(7.0)	**30**	(2.8)	**13**	(3.3)
OECD	Portugal	**54**	(3.1)	**44**	(4.5)	**36**	(4.6)	**32**	(6.8)	**18**	(2.8)	**45**	(3.7)
OECD	Spain	**22**	(4.3)	**29**	(5.0)	**19**	(5.1)	-3	(14.3)	**19**	(2.9)	**32**	(4.6)
OECD	UK (Scotland)	**37**	(6.2)	**56**	(7.1)	**41**	(7.9)	**41**	(20.4)	12	(6.0)	**21**	(6.7)
OECD	**OECD average**	**37**	(1.2)	**43**	(1.4)	**25**	(1.7)	**24**	(3.7)	**20**	(1.0)	**28**	(1.3)
OECD	**Average-18**	**35**	(0.9)	**41**	(1.1)	**25**	(1.3)	**19**	(2.8)	**20**	(0.8)	**27**	(1.2)
Partners	Croatia	**35**	(3.4)	**57**	(5.3)	**23**	(5.7)	6	(10.4)	**13**	(2.6)	**34**	(4.4)
Partners	Dominican Republic	**24**	(3.7)	2	(4.0)	**21**	(5.3)	3	(8.1)	**34**	(3.6)	**26**	(5.7)
Partners	Georgia	**22**	(3.1)	**25**	(3.3)	**17**	(3.7)	**-17**	(8.3)	**33**	(3.8)	**20**	(4.8)
Partners	Hong Kong (China)	**27**	(3.6)	**38**	(3.3)	**13**	(4.9)	5	(5.4)	**11**	(2.7)	**15**	(5.0)
Partners	Macao (China)	**20**	(4.3)	**34**	(5.0)	**10**	(4.5)	10	(7.4)	**8**	(3.1)	4	(6.7)
Partners	Malta	**59**	(5.3)	**73**	(6.3)	**61**	(5.6)	**44**	(15.8)	**22**	(4.5)	**52**	(6.8)

		Score-point difference in science performance between students who reported engaging in early science-related activities and those who reported otherwise											
		After accounting for students' socio-economic status											
		Watched TV programmes about science		Read books on scientific discoveries		Visited websites about science topics		Attended a science club		Construction play, e.g. <bricks>		Experimented with a science kit, electronics kit, or chemistry set, used a microscope or telescope	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Belgium (Flemish)	**30**	(3.5)	**40**	(4.6)	**23**	(5.4)	c	c	**17**	(2.7)	**23**	(3.8)
OECD	Chile	**9**	(3.3)	**14**	(3.7)	**15**	(4.1)	**21**	(9.1)	**12**	(2.9)	6	(4.1)
OECD	France	**38**	(3.1)	**41**	(4.0)	4	(7.1)	27	(18.2)	**14**	(2.7)	**24**	(3.6)
OECD	Germany	**27**	(3.7)	**32**	(5.6)	4	(7.8)	-2	(10.6)	**14**	(3.6)	11	(6.3)
OECD	Ireland	**39**	(2.7)	**49**	(3.9)	**39**	(5.0)	**39**	(12.9)	**12**	(2.6)	**24**	(3.7)
OECD	Italy	**17**	(3.3)	**31**	(4.2)	2	(4.1)	**-27**	(8.9)	**11**	(2.6)	**17**	(3.7)
OECD	Korea	**23**	(4.9)	**44**	(3.3)	**27**	(6.2)	**30**	(3.8)	**15**	(2.8)	**27**	(3.6)
OECD	Luxembourg	**32**	(3.6)	**31**	(4.8)	9	(5.9)	**24**	(8.5)	**19**	(3.8)	**19**	(4.3)
OECD	Mexico	**19**	(2.3)	**9**	(3.5)	**11**	(2.6)	-7	(6.5)	**19**	(2.7)	4	(3.1)
OECD	Portugal	**40**	(3.0)	**32**	(4.0)	**25**	(4.2)	**20**	(5.8)	**10**	(2.6)	**27**	(3.5)
OECD	Spain	**18**	(3.9)	**25**	(4.7)	**13**	(4.6)	-7	(13.9)	**14**	(2.6)	**25**	(4.5)
OECD	UK (Scotland)	**33**	(6.1)	**51**	(7.2)	**36**	(7.9)	35	(20.6)	**14**	(5.7)	**23**	(6.1)
OECD	**OECD average**	**27**	(1.1)	**33**	(1.3)	**17**	(1.6)	**14**	(3.6)	**14**	(0.9)	**19**	(1.2)
OECD	**Average-18**	**26**	(0.9)	**32**	(1.1)	**17**	(1.3)	**10**	(2.7)	**14**	(0.8)	**18**	(1.1)
Partners	Croatia	**25**	(2.9)	**41**	(5.0)	**17**	(4.9)	-4	(9.4)	**8**	(2.4)	**21**	(4.2)
Partners	Dominican Republic	**15**	(3.4)	-1	(3.7)	**11**	(5.0)	-1	(8.2)	**22**	(3.0)	**18**	(5.1)
Partners	Georgia	**19**	(2.9)	**21**	(3.1)	**12**	(3.5)	-15	(8.1)	**20**	(3.3)	**16**	(4.5)
Partners	Hong Kong (China)	**23**	(3.4)	**32**	(3.1)	**11**	(4.9)	3	(5.4)	**6**	(2.6)	8	(4.8)
Partners	Macao (China)	**18**	(4.3)	**30**	(5.0)	8	(4.4)	7	(7.2)	6	(3.1)	0	(6.6)
Partners	Malta	**44**	(4.7)	**54**	(6.1)	**47**	(5.5)	20	(13.7)	**12**	(4.3)	**28**	(6.4)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
StatLink http://dx.doi.org/10.1787/888933472054

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Table III.9.16 Students who talk to their parents before or after school

Percentage of students who reported that they talked to their parents before or after school on the most recent day they attended school

		Percentage of students who reported talking to their parents							
		Before school		After school		Either before or after school		Before and after school	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	95.7	(0.2)	90.1	(0.4)	96.7	(0.2)	87.0	(0.4)
	Austria	91.7	(0.5)	84.1	(0.7)	94.4	(0.4)	78.4	(0.8)
	Belgium	93.2	(0.3)	85.4	(0.5)	95.1	(0.3)	81.1	(0.6)
	Canada	95.0	(0.2)	88.2	(0.4)	96.5	(0.2)	84.6	(0.4)
	Chile	86.4	(0.5)	81.2	(0.5)	90.0	(0.4)	75.4	(0.6)
	Czech Republic	93.5	(0.4)	85.6	(0.6)	96.4	(0.2)	80.4	(0.7)
	Denmark	94.3	(0.6)	87.2	(0.6)	95.8	(0.4)	83.8	(0.7)
	Estonia	88.8	(0.5)	87.9	(0.5)	95.4	(0.3)	79.8	(0.7)
	Finland	94.5	(0.4)	82.8	(0.6)	96.6	(0.3)	78.4	(0.7)
	France	91.4	(0.4)	80.8	(0.5)	93.9	(0.3)	75.8	(0.7)
	Germany	94.5	(0.4)	86.9	(0.6)	96.4	(0.3)	79.1	(0.8)
	Greece	92.0	(0.5)	88.5	(0.5)	96.2	(0.3)	82.0	(0.7)
	Hungary	93.5	(0.4)	89.4	(0.5)	96.0	(0.4)	84.3	(0.6)
	Iceland	97.4	(0.3)	90.2	(0.5)	98.5	(0.2)	87.2	(0.6)
	Ireland	96.7	(0.3)	92.1	(0.5)	97.8	(0.2)	89.2	(0.5)
	Israel	91.1	(0.6)	88.0	(0.8)	95.5	(0.4)	80.4	(0.8)
	Italy	93.6	(0.4)	89.3	(0.4)	96.9	(0.2)	83.9	(0.5)
	Japan	93.9	(0.4)	90.2	(0.5)	95.5	(0.4)	87.9	(0.5)
	Korea	85.5	(0.7)	79.4	(0.9)	90.3	(0.7)	73.6	(0.9)
	Latvia	93.5	(0.4)	89.4	(0.5)	96.6	(0.2)	84.6	(0.6)
	Luxembourg	91.6	(0.4)	82.4	(0.6)	94.1	(0.3)	77.4	(0.6)
	Mexico	84.4	(0.5)	79.7	(0.7)	89.9	(0.4)	72.0	(0.8)
	Netherlands	96.6	(0.2)	89.0	(0.5)	97.8	(0.2)	86.8	(0.5)
	New Zealand	95.0	(0.4)	88.8	(0.4)	96.2	(0.3)	85.3	(0.5)
	Norway	96.0	(0.3)	87.6	(0.4)	97.6	(0.3)	83.6	(0.5)
	Poland	90.5	(0.4)	83.4	(0.6)	94.5	(0.3)	78.1	(0.6)
	Portugal	96.0	(0.3)	92.0	(0.4)	97.5	(0.2)	89.0	(0.4)
	Slovak Republic	88.7	(0.5)	81.8	(0.6)	93.5	(0.4)	74.2	(0.7)
	Slovenia	83.1	(0.6)	79.8	(0.7)	89.6	(0.6)	70.0	(0.7)
	Spain	92.1	(0.4)	84.0	(0.4)	94.8	(0.3)	79.4	(0.6)
	Sweden	94.8	(0.4)	87.4	(0.5)	97.2	(0.2)	82.0	(0.6)
	Switzerland	93.7	(0.5)	82.7	(0.6)	95.9	(0.4)	76.5	(0.7)
	Turkey	84.0	(0.8)	80.0	(0.8)	88.5	(0.6)	73.7	(1.1)
	United Kingdom	94.9	(0.3)	88.7	(0.5)	96.5	(0.2)	84.6	(0.6)
	United States	94.3	(0.4)	88.2	(0.5)	96.0	(0.3)	84.8	(0.6)
	OECD average	92.3	(0.1)	86.1	(0.1)	95.1	(0.1)	81.0	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m
	Brazil	89.5	(0.5)	85.2	(0.4)	93.5	(0.3)	75.0	(0.5)
	B-S-J-G (China)	75.0	(1.0)	72.1	(0.8)	81.2	(0.8)	65.2	(1.1)
	Bulgaria	91.0	(0.6)	84.1	(0.6)	95.2	(0.4)	75.3	(0.7)
	CABA (Argentina)	m	m	m	m	m	m	m	m
	Colombia	85.3	(0.5)	82.5	(0.5)	89.4	(0.4)	75.9	(0.6)
	Costa Rica	87.0	(0.6)	83.5	(0.6)	91.3	(0.4)	76.8	(0.7)
	Croatia	93.9	(0.4)	85.8	(0.5)	96.6	(0.3)	81.7	(0.6)
	Cyprus*	88.0	(0.5)	86.1	(0.4)	94.1	(0.3)	77.0	(0.6)
	Dominican Republic	89.8	(0.6)	86.6	(0.7)	94.4	(0.4)	76.0	(0.8)
	FYROM	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m
	Hong Kong (China)	89.0	(0.5)	76.8	(0.6)	90.8	(0.4)	74.1	(0.6)
	Indonesia	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m
	Lithuania	92.8	(0.4)	89.7	(0.4)	96.5	(0.3)	83.9	(0.6)
	Macao (China)	83.3	(0.5)	72.5	(0.6)	85.5	(0.5)	69.6	(0.6)
	Malta	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m
	Montenegro	86.9	(0.5)	79.8	(0.6)	92.7	(0.4)	69.2	(0.7)
	Peru	84.1	(0.6)	81.7	(0.6)	88.5	(0.5)	74.2	(0.7)
	Qatar	91.0	(0.3)	88.6	(0.4)	95.3	(0.2)	79.8	(0.4)
	Romania	m	m	m	m	m	m	m	m
	Russia	92.8	(0.4)	92.6	(0.4)	97.4	(0.2)	85.1	(0.6)
	Singapore	89.6	(0.4)	77.2	(0.5)	91.6	(0.4)	74.4	(0.6)
	Chinese Taipei	81.0	(0.6)	56.3	(0.7)	82.8	(0.5)	54.1	(0.7)
	Thailand	94.5	(0.3)	92.6	(0.4)	97.2	(0.2)	88.8	(0.5)
	Trinidad and Tobago	m	m	m	m	m	m	m	m
	Tunisia	90.3	(0.6)	90.6	(0.5)	95.9	(0.4)	77.8	(0.8)
	United Arab Emirates	93.3	(0.3)	90.5	(0.4)	96.6	(0.2)	84.5	(0.4)
	Uruguay	87.7	(0.6)	81.2	(0.7)	91.0	(0.6)	70.9	(0.8)
	Viet Nam	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m
	Malaysia**	93.1	(0.4)	90.0	(0.6)	95.7	(0.3)	86.2	(0.6)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472060

[Part 1/1]

Table III.9.18 Parents who give their child emotional support

Results based on students' self-reports

		Percentage of students who agreed/strongly agreed with the following statements							
		My parents are interested in my school activities		My parents support my educational efforts and achievements		My parents support me when I am facing difficulties at school		My parents encourage me to be confident	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	94.1	(0.2)	96.4	(0.2)	91.2	(0.2)	93.7	(0.2)
	Austria	95.8	(0.3)	91.7	(0.3)	91.6	(0.4)	90.0	(0.4)
	Belgium	93.9	(0.3)	94.9	(0.3)	91.6	(0.3)	90.0	(0.3)
	Canada	92.5	(0.3)	95.9	(0.2)	90.1	(0.3)	92.5	(0.2)
	Chile	91.1	(0.5)	91.4	(0.4)	88.8	(0.5)	87.1	(0.5)
	Czech Republic	91.0	(0.4)	93.6	(0.3)	88.6	(0.5)	83.4	(0.6)
	Denmark	94.5	(0.4)	96.0	(0.4)	94.3	(0.3)	90.2	(0.4)
	Estonia	91.7	(0.4)	91.0	(0.5)	86.9	(0.5)	85.1	(0.5)
	Finland	96.4	(0.3)	93.7	(0.4)	90.9	(0.5)	90.9	(0.5)
	France	95.3	(0.3)	96.1	(0.2)	89.9	(0.4)	91.0	(0.4)
	Germany	95.6	(0.3)	92.2	(0.4)	91.3	(0.4)	88.4	(0.5)
	Greece	94.6	(0.3)	92.8	(0.5)	90.2	(0.4)	93.1	(0.3)
	Hungary	96.0	(0.3)	94.8	(0.4)	93.1	(0.4)	92.4	(0.4)
	Iceland	93.5	(0.5)	95.9	(0.4)	93.0	(0.4)	93.0	(0.5)
	Ireland	96.5	(0.3)	96.3	(0.2)	94.1	(0.3)	95.0	(0.3)
	Israel	m	m	m	m	m	m	m	m
	Italy	96.1	(0.3)	91.9	(0.3)	89.3	(0.5)	90.5	(0.4)
	Japan	85.9	(0.5)	90.7	(0.4)	87.1	(0.4)	79.8	(0.6)
	Korea	96.5	(0.3)	96.1	(0.3)	92.9	(0.3)	90.8	(0.5)
	Latvia	92.5	(0.4)	89.5	(0.5)	86.2	(0.5)	81.7	(0.6)
	Luxembourg	95.3	(0.3)	93.0	(0.3)	88.5	(0.4)	87.4	(0.5)
	Mexico	91.1	(0.4)	90.0	(0.5)	87.6	(0.4)	87.2	(0.5)
	Netherlands	97.2	(0.2)	96.5	(0.3)	96.6	(0.3)	95.4	(0.3)
	New Zealand	92.3	(0.4)	95.2	(0.3)	88.8	(0.5)	91.7	(0.4)
	Norway	93.3	(0.4)	95.0	(0.3)	93.0	(0.4)	92.8	(0.3)
	Poland	94.5	(0.4)	88.9	(0.5)	88.4	(0.6)	85.9	(0.6)
	Portugal	97.6	(0.3)	96.2	(0.2)	94.6	(0.3)	94.7	(0.4)
	Slovak Republic	91.8	(0.4)	93.2	(0.4)	88.1	(0.4)	87.0	(0.4)
	Slovenia	95.3	(0.3)	97.2	(0.2)	90.1	(0.5)	93.4	(0.3)
	Spain	95.2	(0.2)	92.2	(0.3)	90.5	(0.4)	89.8	(0.4)
	Sweden	92.6	(0.4)	94.4	(0.4)	92.2	(0.4)	92.0	(0.4)
	Switzerland	96.5	(0.3)	95.2	(0.3)	91.8	(0.5)	91.6	(0.4)
	Turkey	77.8	(0.7)	90.3	(0.5)	86.6	(0.6)	83.2	(0.6)
	United Kingdom	93.7	(0.3)	95.6	(0.3)	91.5	(0.4)	92.9	(0.4)
	United States	91.7	(0.4)	96.4	(0.3)	91.1	(0.4)	93.2	(0.3)
	OECD average	93.5	(0.1)	93.8	(0.1)	90.6	(0.1)	89.9	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m
	Brazil	93.4	(0.3)	95.1	(0.2)	88.0	(0.3)	91.2	(0.3)
	B-S-J-G (China)	93.1	(0.5)	92.8	(0.4)	91.7	(0.4)	93.2	(0.4)
	Bulgaria	83.8	(0.5)	95.4	(0.3)	93.7	(0.4)	94.5	(0.3)
	CABA (Argentina)	m	m	m	m	m	m	m	m
	Colombia	93.0	(0.4)	93.6	(0.3)	87.6	(0.4)	88.3	(0.4)
	Costa Rica	95.4	(0.3)	95.5	(0.3)	94.7	(0.3)	91.6	(0.5)
	Croatia	95.6	(0.3)	96.7	(0.3)	95.0	(0.3)	92.8	(0.4)
	Cyprus*	94.7	(0.3)	93.8	(0.3)	90.4	(0.4)	91.5	(0.4)
	Dominican Republic	88.3	(0.5)	88.3	(0.5)	75.3	(0.7)	84.3	(0.5)
	FYROM	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m
	Hong Kong (China)	70.2	(0.8)	93.0	(0.4)	88.5	(0.5)	89.1	(0.4)
	Indonesia	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m
	Lithuania	93.8	(0.3)	90.9	(0.4)	88.0	(0.5)	89.9	(0.4)
	Macao (China)	72.0	(0.7)	91.9	(0.4)	83.2	(0.5)	85.5	(0.6)
	Malta	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m
	Montenegro	91.8	(0.4)	94.5	(0.3)	91.8	(0.4)	94.8	(0.3)
	Peru	92.9	(0.3)	92.4	(0.3)	85.1	(0.5)	88.4	(0.4)
	Qatar	86.5	(0.3)	91.6	(0.2)	89.4	(0.3)	91.6	(0.3)
	Romania	0.0	c	0.0	c	0.0	c	0.0	c
	Russia	94.6	(0.4)	93.0	(0.4)	90.5	(0.5)	81.8	(0.8)
	Singapore	85.9	(0.5)	94.8	(0.3)	86.6	(0.4)	89.6	(0.4)
	Chinese Taipei	84.2	(0.5)	92.9	(0.3)	92.1	(0.3)	89.4	(0.4)
	Thailand	94.5	(0.4)	97.7	(0.2)	95.7	(0.3)	96.3	(0.3)
	Trinidad and Tobago	m	m	m	m	m	m	m	m
	Tunisia	86.5	(0.5)	94.1	(0.4)	85.5	(0.6)	94.2	(0.4)
	United Arab Emirates	85.6	(0.5)	93.7	(0.3)	91.4	(0.3)	93.9	(0.2)
	Uruguay	94.9	(0.3)	93.7	(0.3)	89.8	(0.3)	89.5	(0.5)
	Viet Nam	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m
	Malaysia**	87.8	(0.5)	96.3	(0.3)	88.5	(0.5)	94.4	(0.4)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472083

[Part 1/1]

Table III.9.20 Students' perception of their parents' interest in their school activities

Percentage of students who reported that they "agree" or "strongly agree" with the statement "My parents are interested in my school activities"

		Percentage of students who reported that their parents are interested in their school activities, by ESCS[1]									
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	89.9	(0.6)	94.0	(0.5)	95.8	(0.4)	96.9	(0.3)	**6.9**	(0.7)
	Austria	94.1	(0.7)	96.3	(0.6)	96.1	(0.5)	96.9	(0.4)	**2.8**	(0.7)
	Belgium	91.6	(0.6)	92.6	(0.6)	95.2	(0.5)	96.4	(0.5)	**4.8**	(0.7)
	Canada	88.2	(0.6)	91.8	(0.5)	93.8	(0.5)	96.1	(0.3)	**7.9**	(0.7)
	Chile	89.3	(1.0)	91.0	(0.9)	90.9	(1.0)	93.5	(0.8)	**4.2**	(1.2)
	Czech Republic	86.3	(1.0)	90.8	(0.9)	93.0	(0.8)	93.4	(0.8)	**7.0**	(1.3)
	Denmark	91.7	(0.7)	94.4	(0.6)	95.3	(0.6)	96.3	(0.6)	**4.6**	(0.8)
	Estonia	88.7	(1.0)	91.4	(0.8)	92.5	(0.9)	93.9	(0.7)	**5.2**	(1.2)
	Finland	94.5	(0.8)	96.2	(0.5)	96.9	(0.6)	98.1	(0.4)	**3.7**	(0.9)
	France	91.9	(0.8)	95.7	(0.7)	95.9	(0.5)	97.9	(0.4)	**6.0**	(0.8)
	Germany	92.9	(0.8)	96.3	(0.6)	95.5	(0.6)	97.3	(0.4)	**4.3**	(0.9)
	Greece	92.4	(0.8)	93.9	(0.7)	95.3	(0.6)	97.0	(0.4)	**4.6**	(0.8)
	Hungary	94.5	(0.8)	95.4	(0.6)	96.2	(0.6)	97.9	(0.4)	**3.4**	(1.0)
	Iceland	89.4	(1.1)	92.8	(0.9)	95.3	(0.8)	96.6	(0.6)	**7.2**	(1.2)
	Ireland	95.0	(0.7)	96.4	(0.5)	96.9	(0.4)	97.5	(0.5)	**2.4**	(0.9)
	Israel	m	m	m	m	m	m	m	m	m	m
	Italy	94.9	(0.6)	95.8	(0.6)	96.7	(0.4)	97.0	(0.4)	**2.1**	(0.7)
	Japan	80.5	(0.9)	87.5	(1.0)	86.4	(1.0)	90.5	(0.8)	**10.0**	(1.3)
	Korea	94.6	(0.6)	96.1	(0.7)	97.0	(0.5)	98.5	(0.3)	**4.0**	(0.6)
	Latvia	91.9	(0.8)	91.4	(0.9)	93.4	(0.7)	93.5	(0.7)	**1.6**	(1.2)
	Luxembourg	93.0	(0.8)	94.4	(0.7)	96.4	(0.5)	97.4	(0.4)	**4.4**	(0.9)
	Mexico	88.0	(0.9)	91.5	(0.8)	92.1	(0.7)	92.8	(0.7)	**4.7**	(1.1)
	Netherlands	96.0	(0.5)	96.6	(0.6)	97.4	(0.5)	98.7	(0.3)	**2.7**	(0.5)
	New Zealand	86.8	(1.2)	91.4	(0.8)	95.4	(0.7)	95.8	(0.6)	**9.1**	(1.2)
	Norway	89.6	(0.9)	92.1	(0.7)	95.1	(0.6)	96.9	(0.5)	**7.3**	(0.9)
	Poland	92.0	(0.8)	94.8	(0.8)	95.6	(0.8)	95.6	(0.6)	**3.6**	(1.0)
	Portugal	96.3	(0.5)	97.8	(0.5)	97.5	(0.5)	98.9	(0.3)	**2.6**	(0.6)
	Slovak Republic	87.0	(1.2)	92.1	(0.7)	93.4	(0.7)	94.6	(0.6)	**7.6**	(1.4)
	Slovenia	93.6	(0.7)	95.5	(0.6)	95.6	(0.6)	96.7	(0.6)	**3.1**	(0.9)
	Spain	92.6	(0.6)	95.6	(0.5)	95.5	(0.6)	97.1	(0.5)	**4.4**	(0.8)
	Sweden	88.6	(1.0)	92.1	(0.8)	93.3	(0.7)	96.3	(0.5)	**7.7**	(1.1)
	Switzerland	95.5	(0.6)	96.9	(0.6)	96.2	(0.6)	97.2	(0.5)	**1.7**	(0.8)
	Turkey	71.5	(1.3)	75.1	(1.3)	79.3	(1.5)	85.4	(1.1)	**13.9**	(1.8)
	United Kingdom	90.0	(0.8)	93.2	(0.9)	95.5	(0.5)	96.8	(0.5)	**6.8**	(1.0)
	United States	86.6	(1.0)	90.8	(0.8)	93.1	(0.8)	96.3	(0.5)	**9.6**	(1.2)
	OECD average	90.6	(0.1)	93.2	(0.1)	94.4	(0.1)	95.9	(0.1)	**5.3**	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	91.4	(0.5)	93.0	(0.5)	94.3	(0.5)	95.4	(0.4)	**4.0**	(0.6)
	B-S-J-G (China)	91.5	(0.8)	92.0	(0.9)	93.8	(0.8)	95.5	(0.5)	**4.0**	(0.9)
	Bulgaria	81.6	(1.1)	83.5	(1.2)	83.4	(1.1)	86.7	(0.9)	**5.2**	(1.5)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	91.8	(0.8)	91.9	(0.8)	93.8	(0.6)	94.7	(0.6)	**2.9**	(1.0)
	Costa Rica	94.2	(0.6)	95.3	(0.6)	95.5	(0.7)	96.7	(0.5)	**2.5**	(0.8)
	Croatia	95.0	(0.6)	95.1	(0.7)	95.6	(0.6)	96.6	(0.4)	**1.6**	(0.7)
	Cyprus*	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	85.1	(1.3)	87.4	(1.1)	88.4	(1.1)	92.2	(1.0)	**7.1**	(1.7)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	59.0	(1.5)	68.1	(1.4)	73.2	(1.3)	80.6	(1.3)	**21.7**	(2.0)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	91.7	(0.7)	94.0	(0.6)	94.0	(0.8)	95.3	(0.6)	**3.6**	(0.9)
	Macao (China)	63.4	(1.5)	69.0	(1.4)	74.5	(1.5)	81.0	(1.2)	**17.6**	(2.1)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	89.5	(0.9)	91.5	(0.7)	91.9	(0.8)	94.3	(0.6)	**4.8**	(1.2)
	Peru	92.6	(0.7)	92.8	(0.7)	92.7	(0.7)	93.5	(0.7)	0.9	(0.9)
	Qatar	81.3	(0.8)	85.8	(0.7)	89.1	(0.4)	89.9	(0.6)	**8.6**	(1.0)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	92.4	(0.9)	94.8	(0.9)	94.5	(0.7)	96.6	(0.5)	**4.2**	(1.2)
	Singapore	75.6	(1.2)	84.6	(1.0)	89.3	(0.8)	94.2	(0.5)	**18.6**	(1.2)
	Chinese Taipei	76.5	(1.0)	83.4	(0.9)	86.4	(0.7)	90.5	(0.7)	**13.9**	(1.3)
	Thailand	94.0	(0.8)	95.3	(0.6)	94.6	(0.7)	94.2	(0.5)	0.3	(0.8)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	82.0	(1.1)	86.7	(1.1)	87.8	(0.9)	89.5	(0.9)	**7.5**	(1.4)
	United Arab Emirates	81.1	(0.9)	85.6	(0.9)	86.8	(0.8)	89.3	(1.1)	**8.2**	(1.3)
	Uruguay	92.5	(0.7)	94.3	(0.6)	95.5	(0.6)	97.2	(0.4)	**4.8**	(0.9)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	84.8	(1.3)	87.3	(1.2)	88.7	(0.8)	90.6	(0.7)	**5.8**	(1.4)

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472104

[Part 1/2]

Table III.9.22 Parents' interest in their child's activities at school and student science performance

		Score-point difference in science performance between students who reported that their parents are interested in their school activities and those who reported otherwise, by level of science performance													
		Before accounting for parental education[1]													
		All students		Bottom decile		Bottom quarter		Median		Top quarter		Top decile		Top – bottom quarter	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Dif.	S.E.
OECD	Australia	**36**	(5.1)	**54**	(6.5)	**50**	(7.1)	**40**	(7.4)	**26**	(5.5)	**23**	(10.9)	**-24**	(7.6)
	Austria	**22**	(7.0)	19	(10.2)	**25**	(10.4)	**22**	(10.0)	**19**	(6.8)	16	(17.6)	-6	(10.7)
	Belgium	**30**	(5.7)	**31**	(11.2)	**36**	(10.4)	**35**	(9.1)	**30**	(10.7)	**24**	(7.3)	-7	(11.4)
	Canada	**39**	(4.0)	**47**	(7.4)	**47**	(5.3)	**38**	(4.8)	**32**	(5.0)	**31**	(9.3)	**-15**	(6.2)
	Chile	7	(4.2)	8	(9.7)	6	(7.6)	8	(6.2)	**12**	(5.9)	9	(10.2)	6	(8.5)
	Czech Republic	**30**	(5.3)	**22**	(5.3)	**32**	(7.3)	**33**	(9.0)	**31**	(7.9)	**32**	(10.6)	-1	(9.8)
	Denmark	**25**	(7.5)	37	(20.1)	**29**	(8.1)	**16**	(7.9)	**19**	(6.9)	20	(13.4)	-10	(9.3)
	Estonia	10	(5.2)	21	(15.5)	13	(9.2)	6	(7.8)	3	(6.8)	2	(11.9)	-9	(10.2)
	Finland	**36**	(7.3)	**49**	(18.9)	**52**	(12.9)	**36**	(9.4)	20	(13.9)	17	(18.6)	-32	(16.5)
	France	**32**	(8.2)	**40**	(14.8)	**42**	(13.3)	**36**	(12.0)	**27**	(9.4)	22	(11.9)	-15	(14.8)
	Germany	-6	(7.7)	11	(12.7)	-9	(8.7)	-10	(11.2)	-7	(10.3)	-8	(10.2)	2	(11.4)
	Greece	**42**	(6.3)	**33**	(11.4)	**40**	(8.5)	**54**	(7.6)	**44**	(12.4)	**39**	(15.5)	5	(16.1)
	Hungary	**32**	(9.1)	37	(18.8)	**40**	(14.9)	**37**	(14.0)	21	(14.5)	22	(16.7)	-18	(16.3)
	Iceland	**31**	(7.3)	**37**	(13.8)	**31**	(13.1)	**24**	(7.9)	**29**	(11.5)	**35**	(10.9)	-2	(13.6)
	Ireland	**28**	(7.1)	**30**	(12.5)	**34**	(10.6)	23	(12.1)	**25**	(9.3)	**30**	(11.1)	-9	(11.7)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	**18**	(7.1)	13	(21.9)	19	(12.2)	**26**	(12.7)	15	(8.9)	15	(10.7)	-4	(12.6)
	Japan	**39**	(3.8)	**47**	(7.0)	**47**	(7.0)	**46**	(6.9)	**39**	(4.6)	**33**	(6.7)	-8	(7.5)
	Korea	**47**	(9.7)	**40**	(13.5)	**53**	(14.2)	**54**	(18.1)	**43**	(13.1)	**40**	(11.8)	-10	(15.0)
	Latvia	**16**	(5.4)	**26**	(7.8)	**19**	(8.3)	**14**	(6.3)	**15**	(6.6)	11	(12.1)	-4	(8.7)
	Luxembourg	**18**	(6.4)	**15**	(7.7)	**20**	(7.2)	19	(14.3)	18	(9.5)	12	(17.7)	-2	(9.7)
	Mexico	**15**	(3.8)	**14**	(6.0)	**15**	(6.1)	15	(7.7)	**12**	(4.6)	**15**	(4.2)	-3	(7.3)
	Netherlands	**37**	(9.3)	**28**	(10.9)	**54**	(10.6)	**53**	(22.9)	26	(22.2)	11	(22.0)	-28	(22.9)
	New Zealand	**59**	(6.5)	**47**	(13.4)	**61**	(8.0)	**71**	(6.7)	**64**	(13.7)	**50**	(18.5)	4	(13.5)
	Norway	**36**	(7.1)	**43**	(9.9)	**45**	(8.0)	**42**	(10.1)	**30**	(9.0)	**29**	(8.5)	-15	(10.5)
	Poland	-3	(6.0)	9	(12.5)	14	(9.4)	-2	(9.7)	-17	(12.8)	-21	(17.9)	**-31**	(15.9)
	Portugal	**51**	(8.2)	**42**	(13.6)	**54**	(11.4)	**61**	(7.8)	**59**	(23.8)	31	(16.2)	5	(24.4)
	Slovak Republic	**44**	(5.9)	**51**	(8.2)	**55**	(6.9)	**46**	(9.6)	**36**	(7.6)	**33**	(8.4)	**-19**	(9.3)
	Slovenia	**28**	(7.5)	**38**	(8.8)	**44**	(10.1)	**38**	(8.5)	20	(11.3)	0	(24.5)	-24	(14.4)
	Spain	**19**	(5.6)	19	(10.3)	**22**	(9.6)	**20**	(8.1)	**19**	(6.9)	**24**	(11.2)	-3	(10.4)
	Sweden	**23**	(5.8)	21	(11.0)	**18**	(9.0)	**20**	(7.0)	**26**	(9.6)	19	(13.5)	8	(11.4)
	Switzerland	**20**	(9.6)	25	(14.2)	26	(16.9)	**35**	(12.5)	12	(13.1)	2	(17.3)	-14	(19.7)
	Turkey	**19**	(3.5)	**19**	(5.1)	**18**	(4.6)	**19**	(4.5)	**20**	(5.8)	**19**	(6.2)	2	(6.4)
	United Kingdom	**43**	(5.8)	**29**	(6.5)	**38**	(6.3)	**49**	(8.3)	**44**	(7.3)	**38**	(10.5)	6	(8.7)
	United States	**34**	(5.0)	**36**	(5.9)	**42**	(7.3)	**40**	(9.2)	**29**	(8.9)	20	(12.1)	-14	(11.3)
	OECD average	**28**	(1.1)	**30**	(2.1)	**33**	(1.7)	**31**	(1.8)	**25**	(1.9)	**21**	(2.3)	**-9**	(2.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	**25**	(3.8)	**24**	(6.1)	**25**	(5.4)	**27**	(5.5)	**25**	(6.1)	**26**	(6.7)	0	(7.2)
	B-S-J-G (China)	-1	(4.2)	-5	(6.6)	-10	(5.2)	-4	(5.1)	4	(5.7)	8	(6.9)	**14**	(6.7)
	Bulgaria	**45**	(7.4)	**54**	(9.4)	**60**	(9.2)	**65**	(10.9)	**30**	(13.4)	11	(10.7)	**-30**	(12.4)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	**11**	(3.9)	11	(8.3)	**12**	(5.7)	11	(6.7)	11	(6.2)	11	(7.3)	-1	(7.5)
	Costa Rica	**14**	(4.9)	17	(9.5)	15	(9.6)	14	(7.4)	14	(7.5)	14	(17.9)	-1	(11.3)
	Croatia	**22**	(6.9)	**24**	(9.3)	25	(15.1)	**26**	(10.5)	20	(12.6)	15	(16.2)	-4	(17.4)
	Cyprus*	**40**	(5.8)	**38**	(8.9)	**42**	(10.3)	**43**	(6.0)	**46**	(11.3)	**36**	(13.3)	3	(13.9)
	Dominican Republic	**26**	(4.5)	**25**	(7.2)	**26**	(7.2)	**23**	(7.2)	**24**	(7.9)	**35**	(7.5)	-1	(9.1)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	6	(3.0)	5	(7.8)	5	(5.7)	**6**	(2.8)	**7**	(3.4)	5	(4.8)	2	(5.3)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	**28**	(6.2)	**36**	(9.0)	**42**	(9.3)	26	(13.9)	**22**	(7.1)	15	(14.1)	**-20**	(9.2)
	Macao (China)	**9**	(3.2)	8	(6.2)	**10**	(4.5)	9	(4.9)	**9**	(3.8)	7	(4.9)	-1	(5.0)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	**17**	(4.7)	**25**	(8.5)	**20**	(9.2)	**16**	(5.8)	16	(10.5)	8	(11.6)	-4	(12.3)
	Peru	**16**	(4.3)	**22**	(8.3)	**18**	(6.2)	**16**	(6.7)	**14**	(5.7)	**14**	(6.9)	-4	(6.2)
	Qatar	**44**	(2.9)	**29**	(4.4)	**35**	(3.7)	**46**	(4.0)	**56**	(4.8)	**57**	(6.7)	**22**	(4.6)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	**17**	(5.7)	**28**	(8.6)	**25**	(8.1)	15	(14.4)	11	(7.9)	9	(13.6)	-13	(11.4)
	Singapore	**45**	(3.9)	**45**	(7.1)	**52**	(7.5)	**52**	(4.5)	**42**	(7.4)	**35**	(10.4)	-10	(9.4)
	Chinese Taipei	**8**	(3.5)	7	(8.0)	8	(5.3)	7	(3.8)	9	(4.9)	11	(6.5)	2	(6.2)
	Thailand	5	(5.7)	14	(7.8)	11	(9.4)	7	(7.6)	-3	(12.6)	-7	(12.0)	-14	(13.7)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	**13**	(3.6)	12	(6.9)	**13**	(4.7)	**13**	(3.7)	**13**	(5.0)	10	(8.2)	-1	(5.4)
	United Arab Emirates	**26**	(3.4)	**18**	(5.9)	**19**	(5.1)	**24**	(4.1)	**33**	(5.5)	**39**	(8.1)	**15**	(6.6)
	Uruguay	**41**	(5.8)	**28**	(8.1)	**36**	(7.3)	**44**	(5.7)	**49**	(7.8)	**47**	(20.4)	12	(9.4)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	**21**	(4.3)	**25**	(5.7)	**23**	(6.2)	**25**	(4.9)	**18**	(5.1)	**15**	(6.8)	-5	(5.6)

1. This model includes the number of years of completed education of the most educated parent and its squared value.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472125

[Part 2/2]

Table III.9.22 Students' exposure to different types of bullying, by gender and socio-economic status

		Score-point difference in science performance between students who reported that their parents are interested in their school activities and those who reported otherwise, by level of science performance													
		After accounting for parental education[1]													
		All students		Bottom decile		Bottom quarter		Median		Top quarter		Top decile		Top – bottom quarter	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	**28**	(5.2)	**49**	(9.2)	**34**	(8.5)	**24**	(7.9)	**20**	(6.2)	12	(7.2)	-15	(8.8)
	Austria	**17**	(6.7)	22	(12.9)	**25**	(12.1)	13	(12.3)	13	(10.4)	13	(12.4)	-13	(14.3)
	Belgium	**24**	(5.5)	**30**	(8.4)	**29**	(6.5)	**25**	(7.0)	**22**	(5.3)	**20**	(7.7)	-6	(6.9)
	Canada	**35**	(3.9)	**44**	(7.6)	**42**	(4.1)	**34**	(4.7)	**28**	(6.4)	**24**	(8.3)	-14	(7.3)
	Chile	4	(4.2)	5	(10.1)	5	(6.7)	4	(5.0)	5	(9.0)	1	(7.8)	0	(9.9)
	Czech Republic	**27**	(5.4)	**24**	(5.9)	**31**	(10.4)	**31**	(7.5)	**25**	(4.8)	**24**	(7.3)	-6	(10.8)
	Denmark	**21**	(7.6)	34	(23.3)	**25**	(9.6)	12	(9.3)	12	(6.0)	**17**	(8.2)	-14	(9.5)
	Estonia	9	(5.1)	24	(12.6)	10	(6.7)	7	(6.4)	-1	(7.5)	-2	(9.6)	-11	(8.6)
	Finland	**32**	(7.0)	**48**	(10.7)	**46**	(12.3)	**31**	(10.3)	16	(9.5)	13	(14.9)	**-30**	(14.1)
	France	**20**	(8.3)	32	(20.2)	26	(16.7)	19	(15.9)	15	(11.2)	5	(14.3)	-11	(15.6)
	Germany	-10	(7.9)	3	(27.6)	-12	(11.7)	-16	(10.7)	-12	(11.5)	-14	(18.2)	0	(12.9)
	Greece	**38**	(6.4)	**36**	(13.4)	**41**	(9.6)	**42**	(16.4)	**39**	(10.4)	**30**	(11.5)	-2	(12.7)
	Hungary	**27**	(8.9)	**43**	(14.6)	**39**	(17.6)	**24**	(11.3)	8	(8.5)	12	(8.3)	-31	(17.1)
	Iceland	**23**	(7.4)	**32**	(12.0)	21	(12.3)	17	(11.8)	**22**	(9.4)	27	(14.2)	0	(14.6)
	Ireland	**25**	(7.5)	25	(15.7)	**29**	(10.8)	22	(14.0)	20	(12.2)	26	(16.6)	-9	(12.3)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	**15**	(7.2)	12	(18.7)	17	(12.3)	**24**	(9.4)	14	(7.5)	15	(18.7)	-3	(12.7)
	Japan	**31**	(3.7)	**34**	(8.4)	**35**	(4.8)	**33**	(5.0)	**28**	(5.4)	**26**	(10.2)	-7	(6.0)
	Korea	**42**	(9.7)	41	(24.5)	**47**	(13.0)	**51**	(18.9)	**31**	(10.3)	32	(20.9)	-16	(14.4)
	Latvia	**16**	(5.3)	**25**	(7.9)	**21**	(6.5)	14	(9.8)	12	(7.5)	13	(9.1)	-9	(8.7)
	Luxembourg	11	(6.2)	19	(11.6)	20	(10.2)	15	(12.4)	3	(8.9)	-10	(20.0)	-17	(12.0)
	Mexico	**12**	(3.5)	**16**	(7.4)	**14**	(6.2)	11	(6.1)	9	(5.6)	11	(7.2)	-5	(8.1)
	Netherlands	**32**	(9.0)	**31**	(15.4)	**48**	(11.6)	**40**	(12.9)	17	(14.7)	7	(13.4)	-31	(17.8)
	New Zealand	**53**	(6.5)	**46**	(16.0)	**56**	(10.7)	**65**	(9.3)	**51**	(12.3)	**40**	(17.6)	-5	(14.7)
	Norway	**30**	(7.3)	**40**	(12.9)	**41**	(10.2)	**34**	(9.8)	**19**	(9.2)	18	(9.7)	-22	(12.5)
	Poland	-6	(5.4)	1	(8.8)	3	(7.9)	-3	(9.9)	-12	(7.8)	-19	(12.1)	-15	(10.1)
	Portugal	**49**	(9.6)	**57**	(19.6)	**58**	(19.2)	**53**	(17.0)	**38**	(18.8)	20	(10.5)	-20	(24.9)
	Slovak Republic	**34**	(5.4)	**44**	(12.2)	**44**	(6.2)	**37**	(10.5)	**26**	(10.0)	**23**	(9.7)	-17	(10.5)
	Slovenia	**26**	(7.3)	**42**	(8.3)	**42**	(10.4)	**31**	(11.4)	15	(18.9)	-3	(10.3)	-27	(19.6)
	Spain	**15**	(5.8)	17	(12.6)	16	(11.4)	10	(7.9)	**15**	(6.4)	17	(13.2)	0	(11.6)
	Sweden	**17**	(5.7)	**23**	(10.5)	**21**	(8.1)	14	(8.0)	17	(9.6)	12	(8.8)	-4	(10.7)
	Switzerland	**20**	(9.5)	**23**	(11.6)	28	(15.2)	27	(14.2)	7	(13.2)	0	(14.0)	-22	(20.0)
	Turkey	**16**	(3.4)	**19**	(7.1)	**18**	(4.2)	**17**	(4.9)	**15**	(5.1)	**12**	(5.3)	-3	(5.5)
	United Kingdom	**40**	(5.7)	**35**	(7.4)	**39**	(6.3)	**43**	(11.0)	**37**	(7.2)	**36**	(8.3)	-2	(8.8)
	United States	**28**	(4.8)	**38**	(10.9)	**38**	(6.0)	**33**	(8.3)	**19**	(5.3)	12	(8.9)	**-18**	(6.5)
	OECD average	**24**	(1.1)	**30**	(2.4)	**29**	(1.8)	**25**	(1.9)	**17**	(1.7)	**14**	(2.1)	**-12**	(2.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	**23**	(3.9)	**26**	(5.8)	**26**	(4.6)	**23**	(5.5)	**14**	(6.8)	**12**	(5.6)	-12	(7.2)
	B-S-J-G (China)	-4	(3.8)	-5	(7.0)	-9	(6.6)	-6	(5.6)	0	(5.3)	2	(6.9)	9	(7.2)
	Bulgaria	**40**	(7.6)	**56**	(8.2)	**54**	(9.9)	**51**	(9.5)	**24**	(8.7)	8	(10.3)	**-31**	(10.5)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	**10**	(3.6)	11	(8.0)	**11**	(4.3)	12	(8.1)	9	(6.6)	4	(6.7)	-2	(7.9)
	Costa Rica	**11**	(4.7)	12	(8.2)	**12**	(4.9)	**11**	(4.7)	**13**	(5.4)	10	(13.6)	1	(6.0)
	Croatia	**20**	(7.0)	19	(15.4)	**22**	(10.1)	25	(13.9)	19	(17.9)	11	(9.8)	-4	(18.8)
	Cyprus*	**41**	(5.9)	**42**	(11.2)	**47**	(8.6)	**45**	(9.8)	**42**	(10.2)	32	(18.2)	-5	(11.9)
	Dominican Republic	**24**	(4.4)	**25**	(7.8)	**24**	(6.0)	**21**	(5.1)	**19**	(6.9)	**25**	(7.2)	-5	(8.1)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	1	(2.9)	1	(7.7)	-1	(5.6)	1	(3.3)	3	(3.0)	1	(4.5)	3	(5.8)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	**25**	(6.6)	**39**	(8.5)	**38**	(8.9)	**21**	(9.3)	16	(9.6)	7	(14.4)	-21	(11.6)
	Macao (China)	**7**	(3.3)	6	(8.1)	7	(4.9)	8	(5.6)	6	(4.1)	5	(6.4)	-2	(5.7)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	**16**	(4.8)	**23**	(9.2)	**19**	(7.3)	**14**	(6.2)	14	(11.1)	5	(8.9)	-5	(12.1)
	Peru	**16**	(4.3)	**20**	(8.8)	**20**	(7.0)	**16**	(6.8)	**12**	(5.5)	10	(8.5)	-8	(7.2)
	Qatar	**42**	(2.9)	**29**	(5.3)	**35**	(3.7)	**42**	(3.6)	**47**	(4.6)	**47**	(6.9)	**12**	(4.3)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	**13**	(5.6)	**28**	(8.4)	**22**	(6.8)	9	(9.1)	4	(8.7)	3	(7.8)	-19	(10.0)
	Singapore	**33**	(3.9)	**42**	(8.6)	**41**	(6.0)	**35**	(4.9)	**28**	(6.4)	**19**	(8.6)	-12	(8.4)
	Chinese Taipei	0	(3.4)	1	(5.7)	-4	(5.1)	-1	(5.1)	0	(6.2)	-1	(5.1)	3	(7.2)
	Thailand	7	(5.8)	14	(10.3)	9	(7.1)	6	(7.3)	0	(9.3)	-1	(7.3)	-10	(10.3)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	**12**	(3.7)	13	(7.5)	**13**	(4.8)	**11**	(5.2)	**10**	(4.8)	6	(8.0)	-3	(6.2)
	United Arab Emirates	**23**	(3.3)	**19**	(4.9)	**18**	(5.0)	**22**	(5.5)	**27**	(5.0)	**27**	(6.4)	9	(6.2)
	Uruguay	**35**	(5.4)	**30**	(9.7)	**37**	(6.5)	**38**	(5.8)	**33**	(6.9)	**30**	(11.1)	-4	(7.9)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	**20**	(4.3)	**26**	(5.8)	**23**	(7.0)	**21**	(6.3)	**16**	(4.1)	14	(10.2)	-7	(6.9)

1. This model includes the number of years of completed education of the most educated parent and its squared value.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472125

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Table III.9.23 Parents who initiate talks with their child's teacher, by parents' socio-economic status, gender and immigrant background

Based on parents' self-reports

		Likelihood that parents discussed their child's progress with the teacher on their own initiative, by parents' characteristics									
		Before accounting for student science performance									
		Respondent is the mother or female guardian		Respondent is foreign born		Respondent has a university degree		Respondent is in the top two income categories		Respondent is in the top two classes of education expenditure	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Belgium (Flemish)	1.01	(0.1)	**1.32**	(0.1)	1.01	(0.1)	1.02	(0.1)	**1.25**	(0.1)
OECD	Chile	1.13	(0.1)	1.21	(0.3)	**0.82**	(0.1)	**0.76**	(0.0)	**0.73**	(0.1)
OECD	France	1.08	(0.1)	1.22	(0.1)	**1.29**	(0.1)	1.10	(0.1)	**1.40**	(0.1)
OECD	Germany	1.18	(0.1)	0.91	(0.1)	0.97	(0.1)	**0.82**	(0.1)	**1.33**	(0.1)
OECD	Ireland	0.95	(0.1)	1.02	(0.1)	1.05	(0.1)	m	m	**1.41**	(0.2)
OECD	Italy	0.97	(0.1)	1.12	(0.1)	**1.52**	(0.1)	m	m	**1.68**	(0.1)
OECD	Korea	**1.57**	(0.1)	0.45	(0.6)	**1.81**	(0.2)	**1.71**	(0.1)	**1.77**	(0.1)
OECD	Luxembourg	1.04	(0.1)	**0.81**	(0.1)	1.12	(0.1)	1.19	(0.1)	1.20	(0.1)
OECD	Mexico	0.95	(0.1)	1.34	(0.4)	0.83	(0.1)	0.92	(0.1)	1.05	(0.3)
OECD	Portugal	**1.43**	(0.1)	0.89	(0.1)	1.04	(0.1)	0.99	(0.1)	1.81	(0.7)
OECD	Spain	**1.24**	(0.1)	0.86	(0.1)	0.98	(0.1)	0.95	(0.1)	**1.31**	(0.2)
OECD	UK (Scotland)	0.73	(0.1)	1.02	(0.2)	1.15	(0.2)	0.87	(0.1)	0.75	(0.4)
	OECD average	**1.11**	(0.0)	1.01	(0.1)	**1.13**	(0.0)	1.03	(0.0)	**1.31**	(0.1)
	Average-18	**1.14**	(0.0)	0.98	(0.1)	**1.11**	(0.0)	0.98	(0.0)	**1.25**	(0.1)
Partners	Croatia	1.03	(0.1)	1.08	(0.1)	1.01	(0.1)	1.06	(0.1)	**1.40**	(0.1)
Partners	Dominican Republic	1.20	(0.1)	0.51	(0.2)	0.92	(0.1)	0.84	(0.1)	0.79	(0.1)
Partners	Georgia	**1.53**	(0.2)	0.81	(0.3)	0.94	(0.1)	**0.69**	(0.1)	1.00	(0.1)
Partners	Hong Kong (China)	**1.23**	(0.1)	1.06	(0.1)	0.98	(0.1)	0.97	(0.1)	1.11	(0.1)
Partners	Macao (China)	**1.18**	(0.1)	1.03	(0.1)	**1.26**	(0.1)	0.91	(0.1)	**1.36**	(0.1)
Partners	Malta	1.09	(0.1)	0.95	(0.1)	**1.22**	(0.1)	0.88	(0.1)	1.17	(0.1)

		Likelihood that parents discussed their child's progress with the teacher on their own initiative, by parents' characteristics									
		After accounting for student science performance									
		Respondent is the mother or female guardian		Respondent is foreign born		Respondent has a university degree		Respondent is in the top two income categories		Respondent is in the top two classes of education expenditure	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Belgium (Flemish)	1.02	(0.1)	1.19	(0.1)	**1.18**	(0.1)	**1.24**	(0.1)	**1.28**	(0.1)
OECD	Chile	1.11	(0.1)	1.13	(0.3)	1.01	(0.1)	0.98	(0.1)	1.02	(0.1)
OECD	France	1.08	(0.1)	1.12	(0.1)	**1.45**	(0.1)	**1.43**	(0.1)	**1.53**	(0.1)
OECD	Germany	1.18	(0.1)	**0.76**	(0.1)	1.16	(0.1)	1.07	(0.1)	**1.35**	(0.1)
OECD	Ireland	0.93	(0.1)	1.01	(0.1)	**1.20**	(0.1)	m	m	**1.70**	(0.2)
OECD	Italy	0.97	(0.1)	1.14	(0.1)	**1.51**	(0.1)	m	m	**1.68**	(0.1)
OECD	Korea	**1.52**	(0.1)	0.51	(0.7)	**1.67**	(0.2)	**1.62**	(0.1)	**1.66**	(0.1)
OECD	Luxembourg	1.04	(0.1)	**0.73**	(0.1)	**1.27**	(0.1)	**1.56**	(0.2)	1.26	(0.2)
OECD	Mexico	0.96	(0.1)	1.04	(0.4)	0.92	(0.1)	1.09	(0.1)	1.09	(0.3)
OECD	Portugal	**1.43**	(0.1)	0.92	(0.1)	1.14	(0.1)	**1.17**	(0.1)	2.01	(0.8)
OECD	Spain	**1.22**	(0.1)	0.82	(0.1)	1.12	(0.1)	1.14	(0.1)	**1.47**	(0.2)
OECD	UK (Scotland)	0.75	(0.2)	1.11	(0.3)	1.38	(0.2)	1.09	(0.2)	0.95	(0.5)
	OECD average	**1.10**	(0.0)	0.96	(0.1)	**1.25**	(0.0)	**1.24**	(0.0)	**1.42**	(0.1)
	Average-18	**1.13**	(0.0)	0.94	(0.1)	**1.21**	(0.0)	**1.14**	(0.0)	**1.33**	(0.1)
Partners	Croatia	1.04	(0.1)	1.07	(0.1)	1.14	(0.1)	**1.31**	(0.1)	**1.36**	(0.1)
Partners	Dominican Republic	1.18	(0.1)	0.51	(0.2)	0.97	(0.1)	0.95	(0.1)	0.87	(0.1)
Partners	Georgia	**1.52**	(0.2)	0.82	(0.3)	0.91	(0.1)	**0.64**	(0.1)	0.96	(0.1)
Partners	Hong Kong (China)	**1.24**	(0.1)	1.06	(0.1)	0.99	(0.1)	0.97	(0.1)	1.11	(0.1)
Partners	Macao (China)	1.16	(0.1)	1.06	(0.1)	**1.32**	(0.2)	1.01	(0.1)	**1.42**	(0.1)
Partners	Malta	1.08	(0.1)	0.96	(0.1)	**1.37**	(0.1)	1.01	(0.1)	**1.32**	(0.1)

Notes: Students' parents were asked to report their family income before taxes and their total expenditures in education. Their answers were coded in six income classes, defined independently by each country. Low(high)-income students are students in the bottom(top) two categories of family income. The same classification was applied to expenditure in education.
Values that are statistically significant are indicated in bold (see Annex A3).
StatLink http://dx.doi.org/10.1787/888933472130

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Table III.9.24 Parents' interest in their child's activities at school and student well-being outcomes

		Increased likelihood of students reporting the following well-being outcomes if their parents are interested in their school activities															
		Before accounting for students' socio-economic status								After accounting for students' socio-economic status							
		Not satisfied (Students who reported 0 to 4 on the life satisfaction scale)		Very satisfied (Students who reported 9 or 10 on the life satisfaction scale)		I feel lonely at school		I want top grades in most or all of my courses		Not satisfied (Students who reported 0 to 4 on the life satisfaction scale)		Very satisfied (Students who reported 9 or 10 on the life satisfaction scale)		I feel lonely at school		I want top grades in most or all of my courses	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Australia	m	m	m	m	**0.45**	(0.05)	**2.52**	(0.25)	m	m	m	m	**0.49**	(0.05)	**2.20**	(0.22)
	Austria	**0.22**	(0.04)	**2.84**	(0.44)	**0.54**	(0.09)	**1.51**	(0.22)	**0.24**	(0.04)	**2.78**	(0.42)	**0.56**	(0.09)	**1.58**	(0.23)
	Belgium[1]	**0.17**	(0.03)	**3.57**	(0.84)	**0.46**	(0.06)	**1.34**	(0.13)	**0.18**	(0.04)	**3.54**	(0.82)	**0.51**	(0.07)	**1.42**	(0.14)
	Canada	m	m	m	m	**0.39**	(0.03)	**2.39**	(0.19)	m	m	m	m	**0.42**	(0.04)	**1.96**	(0.16)
	Chile	**0.56**	(0.07)	1.16	(0.12)	**0.75**	(0.10)	**2.81**	(0.42)	**0.58**	(0.08)	1.15	(0.12)	**0.76**	(0.10)	**2.79**	(0.42)
	Czech Republic	**0.33**	(0.03)	**1.69**	(0.22)	**0.54**	(0.07)	**1.95**	(0.18)	**0.35**	(0.04)	**1.71**	(0.22)	**0.58**	(0.07)	**1.91**	(0.18)
	Denmark	m	m	m	m	**0.53**	(0.08)	**1.97**	(0.28)	m	m	m	m	**0.56**	(0.09)	**1.75**	(0.26)
	Estonia	**0.29**	(0.04)	**1.99**	(0.24)	**0.49**	(0.05)	**2.74**	(0.47)	**0.31**	(0.04)	**1.89**	(0.23)	**0.50**	(0.05)	**2.62**	(0.46)
	Finland	**0.20**	(0.03)	**2.50**	(0.44)	**0.33**	(0.05)	**1.79**	(0.26)	**0.22**	(0.03)	**2.43**	(0.42)	**0.35**	(0.05)	**1.57**	(0.23)
	France	**0.19**	(0.03)	**2.22**	(0.38)	**0.41**	(0.06)	**2.29**	(0.32)	**0.22**	(0.04)	**2.16**	(0.36)	**0.44**	(0.07)	**2.13**	(0.31)
	Germany	**0.21**	(0.03)	**2.55**	(0.49)	**0.48**	(0.08)	**2.16**	(0.34)	**0.21**	(0.03)	**2.47**	(0.48)	**0.47**	(0.08)	**2.18**	(0.35)
	Greece	**0.30**	(0.04)	**1.87**	(0.31)	**0.34**	(0.05)	**2.28**	(0.34)	**0.33**	(0.05)	**1.98**	(0.33)	**0.35**	(0.06)	**2.02**	(0.29)
	Hungary	**0.20**	(0.03)	1.49	(0.32)	**0.43**	(0.06)	**2.62**	(0.44)	**0.22**	(0.04)	1.46	(0.32)	**0.44**	(0.06)	**2.50**	(0.42)
	Iceland	**0.24**	(0.04)	**1.74**	(0.28)	**0.61**	(0.12)	**3.66**	(1.00)	**0.30**	(0.05)	**1.61**	(0.27)	**0.68**	(0.13)	**2.85**	(0.81)
	Ireland	**0.30**	(0.05)	**1.45**	(0.25)	**0.49**	(0.09)	**2.38**	(0.48)	**0.32**	(0.05)	**1.51**	(0.27)	**0.49**	(0.09)	**2.15**	(0.44)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	**0.29**	(0.05)	**1.42**	(0.24)	**0.54**	(0.10)	**2.17**	(0.39)	**0.31**	(0.05)	**1.44**	(0.24)	**0.55**	(0.10)	**2.17**	(0.38)
	Japan	**0.36**	(0.03)	**1.71**	(0.16)	**0.46**	(0.05)	**1.75**	(0.13)	**0.38**	(0.03)	**1.75**	(0.17)	**0.50**	(0.05)	**1.52**	(0.12)
	Korea	**0.21**	(0.03)	**1.96**	(0.49)	**0.34**	(0.07)	**1.94**	(0.31)	**0.23**	(0.04)	**2.07**	(0.48)	**0.35**	(0.07)	**1.43**	(0.25)
	Latvia	**0.39**	(0.06)	1.10	(0.15)	**0.58**	(0.08)	**4.02**	(0.58)	**0.40**	(0.06)	1.10	(0.15)	**0.59**	(0.08)	**3.87**	(0.57)
	Luxembourg	**0.21**	(0.03)	**2.10**	(0.39)	**0.46**	(0.06)	**3.18**	(0.39)	**0.22**	(0.03)	**2.00**	(0.37)	**0.48**	(0.06)	**3.24**	(0.41)
	Mexico	**0.49**	(0.07)	1.11	(0.10)	0.89	(0.14)	**11.24**	(1.73)	**0.53**	(0.08)	1.13	(0.10)	0.92	(0.14)	**10.70**	(1.59)
	Netherlands	**0.23**	(0.06)	1.37	(0.30)	**0.37**	(0.09)	**3.29**	(0.68)	**0.26**	(0.06)	**1.56**	(0.35)	**0.40**	(0.09)	**3.20**	(0.65)
	New Zealand	m	m	m	m	**0.48**	(0.05)	**2.69**	(0.42)	m	m	m	m	**0.50**	(0.06)	**2.20**	(0.35)
	Norway	m	m	m	m	**0.42**	(0.06)	**2.76**	(0.34)	m	m	m	m	**0.45**	(0.07)	**2.27**	(0.31)
	Poland	**0.25**	(0.03)	**2.41**	(0.43)	**0.62**	(0.11)	**1.50**	(0.20)	**0.26**	(0.04)	**2.30**	(0.42)	**0.62**	(0.11)	**1.47**	(0.20)
	Portugal	**0.18**	(0.04)	**1.86**	(0.43)	**0.39**	(0.10)	**4.84**	(1.18)	**0.19**	(0.04)	**2.06**	(0.47)	**0.42**	(0.11)	**4.06**	(0.98)
	Slovak Republic	**0.30**	(0.04)	**1.47**	(0.17)	**0.48**	(0.06)	**2.09**	(0.23)	**0.33**	(0.04)	**1.46**	(0.17)	**0.52**	(0.07)	**1.79**	(0.20)
	Slovenia	**0.31**	(0.05)	1.21	(0.16)	**0.55**	(0.08)	**1.75**	(0.25)	**0.32**	(0.05)	1.25	(0.17)	**0.58**	(0.09)	**1.70**	(0.25)
	Spain	**0.24**	(0.04)	**2.09**	(0.33)	**0.47**	(0.08)	**2.30**	(0.34)	**0.26**	(0.04)	**2.05**	(0.32)	**0.48**	(0.08)	**2.17**	(0.32)
	Sweden	m	m	m	m	0.85	(0.12)	**1.53**	(0.20)	m	m	m	m	0.88	(0.13)	**1.39**	(0.18)
	Switzerland	**0.15**	(0.03)	**1.62**	(0.31)	**0.40**	(0.09)	**2.24**	(0.53)	**0.16**	(0.04)	**1.63**	(0.31)	**0.42**	(0.10)	**2.27**	(0.54)
	Turkey	**0.45**	(0.04)	**2.14**	(0.26)	0.96	(0.07)	**2.92**	(0.36)	**0.46**	(0.04)	**2.26**	(0.28)	1.01	(0.07)	**2.80**	(0.35)
	United Kingdom	**0.26**	(0.03)	**1.74**	(0.28)	**0.42**	(0.06)	**3.70**	(0.74)	**0.28**	(0.03)	**1.74**	(0.28)	**0.43**	(0.06)	**3.08**	(0.63)
	United States	**0.27**	(0.03)	**2.03**	(0.27)	**0.44**	(0.04)	**2.52**	(0.49)	**0.29**	(0.04)	**2.06**	(0.28)	**0.45**	(0.05)	**2.41**	(0.49)
	OECD average	**0.28**	(0.01)	**1.87**	(0.07)	**0.51**	(0.01)	**2.73**	(0.09)	**0.30**	(0.01)	**1.88**	(0.07)	**0.53**	(0.01)	**2.51**	(0.08)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	**0.24**	(0.02)	**1.82**	(0.14)	**0.55**	(0.05)	**4.73**	(0.49)	**0.24**	(0.02)	**1.97**	(0.15)	**0.58**	(0.06)	**4.40**	(0.48)
	B-S-J-G (China)	**0.40**	(0.04)	**2.55**	(0.24)	**0.55**	(0.05)	**1.53**	(0.13)	**0.40**	(0.04)	**2.49**	(0.23)	**0.56**	(0.05)	**1.50**	(0.13)
	Bulgaria	**0.38**	(0.05)	1.24	(0.18)	**0.56**	(0.09)	**2.95**	(0.33)	**0.41**	(0.06)	1.26	(0.18)	**0.62**	(0.10)	**2.82**	(0.31)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	**0.29**	(0.03)	**2.11**	(0.23)	**0.70**	(0.08)	**4.36**	(0.77)	**0.29**	(0.03)	**2.21**	(0.23)	**0.71**	(0.08)	**4.57**	(0.82)
	Costa Rica	**0.18**	(0.03)	**2.45**	(0.37)	**0.61**	(0.08)	**7.14**	(1.53)	**0.18**	(0.03)	**2.54**	(0.38)	**0.61**	(0.08)	**7.29**	(1.56)
	Croatia	**0.24**	(0.04)	**2.54**	(0.38)	**0.44**	(0.07)	**1.60**	(0.22)	**0.24**	(0.04)	**2.64**	(0.40)	**0.46**	(0.08)	**1.53**	(0.21)
	Cyprus*	**0.24**	(0.03)	**1.39**	(0.22)	**0.26**	(0.04)	**3.23**	(0.36)	**0.26**	(0.03)	**1.42**	(0.22)	**0.28**	(0.04)	**2.74**	(0.34)
	Dominican Republic	**0.58**	(0.09)	1.14	(0.13)	0.95	(0.11)	**10.65**	(1.36)	**0.66**	(0.10)	**1.26**	(0.14)	1.06	(0.12)	**10.19**	(1.32)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	**0.41**	(0.03)	**1.94**	(0.20)	**0.60**	(0.04)	**1.90**	(0.22)	**0.43**	(0.03)	**1.85**	(0.20)	**0.64**	(0.04)	**1.80**	(0.20)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	**0.34**	(0.05)	**1.55**	(0.17)	0.84	(0.11)	**2.87**	(0.37)	**0.36**	(0.05)	**1.54**	(0.17)	0.88	(0.11)	**2.57**	(0.34)
	Macao (China)	**0.37**	(0.03)	**2.21**	(0.27)	**0.65**	(0.05)	**1.74**	(0.11)	**0.39**	(0.03)	**2.16**	(0.26)	**0.65**	(0.06)	**1.61**	(0.11)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	**0.51**	(0.08)	**1.43**	(0.16)	**0.51**	(0.06)	**1.88**	(0.21)	**0.51**	(0.08)	**1.46**	(0.15)	**0.51**	(0.06)	**1.81**	(0.20)
	Peru	**0.35**	(0.04)	**2.18**	(0.27)	**0.47**	(0.05)	**3.90**	(0.71)	**0.36**	(0.05)	**2.31**	(0.29)	**0.50**	(0.06)	**3.79**	(0.68)
	Qatar	**0.34**	(0.02)	**1.69**	(0.10)	**0.47**	(0.03)	**4.74**	(0.40)	**0.36**	(0.03)	**1.88**	(0.12)	**0.55**	(0.03)	**3.80**	(0.31)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	**0.28**	(0.05)	**2.57**	(0.41)	**0.43**	(0.06)	**1.95**	(0.30)	**0.28**	(0.05)	**2.58**	(0.40)	**0.42**	(0.06)	**1.83**	(0.28)
	Singapore	m	m	m	m	**0.54**	(0.04)	**1.49**	(0.15)	m	m	m	m	**0.59**	(0.05)	**1.44**	(0.15)
	Chinese Taipei	**0.31**	(0.02)	**2.87**	(0.32)	**0.48**	(0.03)	**1.82**	(0.13)	**0.32**	(0.03)	**2.74**	(0.31)	**0.49**	(0.04)	**1.68**	(0.13)
	Thailand	**0.26**	(0.03)	**2.17**	(0.36)	**0.60**	(0.08)	**2.59**	(0.43)	**0.27**	(0.04)	**2.23**	(0.38)	**0.61**	(0.08)	**2.57**	(0.42)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	**0.36**	(0.04)	**2.20**	(0.28)	**0.52**	(0.06)	**4.72**	(0.84)	**0.38**	(0.04)	**2.25**	(0.28)	**0.53**	(0.06)	**4.57**	(0.83)
	United Arab Emirates	**0.36**	(0.03)	**1.66**	(0.13)	**0.58**	(0.05)	**2.58**	(0.29)	**0.37**	(0.03)	**1.72**	(0.14)	**0.62**	(0.05)	**2.30**	(0.25)
	Uruguay	**0.21**	(0.03)	**1.95**	(0.25)	**0.53**	(0.07)	**3.29**	(0.50)	**0.24**	(0.03)	**2.05**	(0.26)	**0.58**	(0.08)	**3.29**	(0.51)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	**0.37**	(0.03)	**1.79**	(0.21)	**0.47**	(0.04)	**3.32**	(0.51)	**0.38**	(0.04)	**1.86**	(0.22)	**0.50**	(0.04)	**3.26**	(0.52)

1. Data on life satisfaction are not available for the Flemish community of Belgium.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472145

[Part 1/1]

Table III.9.25 Parents' participation in school activities and language skills, by immigrant background

Results based on parents' and students' self-reports

		Percentage of students whose parents reported that their participation in school activities was hindered by insufficient language skills							
		Non-immigrant students		First-generation immigrant students		Second-generation immigrant students		Difference between non-immigrant students and first-generation immigrant students	
		%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Belgium (Flemish)	1.6	(0.3)	21.9	(3.6)	20.6	(2.7)	**-20.3**	(3.6)
	Chile	4.4	(0.3)	9.5	(3.4)	6.0	(3.5)	-5.0	(3.5)
	France	0.6	(0.1)	27.7	(3.3)	13.0	(1.9)	**-27.1**	(3.3)
	Germany	0.8	(0.2)	37.0	(4.6)	12.7	(2.0)	**-36.2**	(4.6)
	Ireland	1.2	(0.1)	22.5	(2.0)	9.3	(2.4)	**-21.3**	(2.0)
	Italy	4.4	(0.3)	29.0	(3.2)	17.0	(3.4)	**-24.6**	(3.2)
	Korea	5.3	(0.3)	c	c	c	c	c	c
	Luxembourg	1.8	(0.4)	20.0	(1.6)	15.6	(1.2)	**-18.2**	(1.7)
	Mexico	30.1	(0.9)	49.8	(7.4)	59.3	(11.3)	**-19.6**	(7.5)
	Portugal	5.6	(0.5)	12.6	(2.6)	10.5	(2.1)	**-7.0**	(2.6)
	Spain	3.5	(0.4)	18.4	(2.3)	14.5	(5.1)	**-14.8**	(2.3)
	UK (Scotland)	0.4	(0.1)	22.8	(4.0)	29.5	(9.1)	**-22.4**	(4.0)
	OECD average	5.0	(0.1)	24.6	(1.1)	18.9	(1.5)	**-19.7**	(1.1)
	Average-18	6.9	(0.1)	21.2	(1.1)	17.4	(1.2)	**-14.1**	(1.1)
Partners	Croatia	1.8	(0.2)	5.8	(2.5)	3.2	(0.8)	-4.0	(2.5)
	Dominican Republic	26.1	(1.3)	18.2	(6.8)	42.7	(8.7)	7.8	(7.0)
	Georgia	6.1	(0.5)	17.0	(11.8)	7.9	(3.2)	-10.9	(11.8)
	Hong Kong (China)	9.8	(0.5)	22.0	(1.5)	19.1	(1.3)	**-12.2**	(1.7)
	Macao (China)	10.9	(0.8)	13.5	(1.2)	12.4	(0.7)	-2.6	(1.5)
	Malta	10.8	(0.6)	12.5	(3.5)	2.7	(2.5)	-1.7	(3.5)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
StatLink http://dx.doi.org/10.1787/888933472155

[Part 1/1]

Table III.9.26 Obstacles to parents' participation in their child's school activities

Results based on parents' self-reports

		Percentage of students whose parents reported that participation in school activities was hindered by the following factors															
		The meeting times were inconvenient		I was not able to get off from work		I had no one to take care of my child/children		I had problems with transportation		My <language skills> were not sufficient		I think participation is not relevant for my child's development		I do not know how I could participate in school activities		My child does not want me to participate	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Belgium (Flemish)	19.6	(0.7)	16.6	(0.6)	5.2	(0.4)	3.6	(0.4)	3.9	(0.4)	11.7	(0.5)	7.0	(0.5)	4.9	(0.3)
	Chile	24.9	(0.8)	30.9	(0.8)	18.2	(0.6)	15.1	(0.8)	4.6	(0.3)	21.2	(0.7)	19.0	(0.6)	22.9	(0.7)
	France	39.1	(0.8)	41.5	(0.8)	11.1	(0.4)	5.8	(0.4)	2.6	(0.3)	4.1	(0.3)	14.9	(0.5)	3.6	(0.3)
	Germany	35.0	(0.8)	35.7	(0.9)	7.5	(0.6)	2.7	(0.3)	2.6	(0.3)	14.8	(0.6)	6.5	(0.5)	6.8	(0.5)
	Ireland	16.7	(0.6)	19.0	(0.6)	8.5	(0.4)	3.4	(0.3)	3.6	(0.3)	5.7	(0.3)	16.1	(0.5)	8.9	(0.4)
	Italy	31.9	(0.9)	31.1	(0.9)	8.9	(0.4)	9.0	(0.5)	6.0	(0.3)	11.2	(0.5)	17.5	(0.6)	7.7	(0.5)
	Korea	66.3	(0.9)	59.2	(1.0)	12.4	(0.6)	5.1	(0.3)	5.3	(0.3)	16.4	(0.5)	15.4	(0.6)	11.8	(0.5)
	Luxembourg	26.2	(0.8)	27.4	(0.8)	8.7	(0.5)	3.2	(0.3)	9.3	(0.5)	9.8	(0.5)	13.0	(0.6)	6.7	(0.5)
	Mexico	45.9	(0.7)	45.5	(0.7)	32.7	(0.8)	14.8	(0.6)	30.5	(0.9)	28.8	(0.7)	32.3	(0.7)	32.3	(0.9)
	Portugal	29.8	(0.7)	37.2	(0.7)	10.7	(0.6)	7.7	(0.4)	6.1	(0.5)	7.6	(0.4)	13.4	(0.5)	5.7	(0.3)
	Spain	24.7	(0.7)	34.5	(0.8)	10.8	(0.5)	3.4	(0.3)	4.8	(0.4)	12.1	(0.5)	14.8	(0.6)	8.8	(0.5)
	UK (Scotland)	18.5	(1.2)	20.5	(1.1)	8.0	(0.7)	3.7	(0.5)	1.5	(0.2)	5.7	(0.6)	12.5	(0.9)	11.2	(1.0)
	OECD average	31.5	(0.2)	33.3	(0.2)	11.9	(0.2)	6.5	(0.1)	6.7	(0.1)	12.4	(0.2)	15.2	(0.2)	10.9	(0.2)
	Average-18	32.8	(0.2)	35.7	(0.2)	12.8	(0.1)	6.9	(0.1)	8.4	(0.1)	13.0	(0.1)	16.8	(0.2)	12.6	(0.1)
Partners	Croatia	20.2	(0.5)	22.9	(0.7)	6.0	(0.3)	8.7	(0.4)	1.9	(0.2)	4.8	(0.3)	19.7	(0.6)	5.6	(0.3)
	Dominican Republic	29.5	(1.0)	44.4	(1.1)	33.2	(1.2)	9.7	(0.5)	26.2	(1.2)	36.5	(1.4)	40.7	(1.2)	45.5	(1.4)
	Georgia	19.8	(0.7)	29.1	(0.8)	8.7	(0.5)	4.4	(0.4)	6.4	(0.5)	14.1	(0.6)	13.5	(0.6)	12.9	(0.6)
	Hong Kong (China)	66.1	(0.9)	68.3	(0.7)	15.5	(0.5)	4.7	(0.3)	13.4	(0.6)	10.0	(0.4)	10.5	(0.5)	11.1	(0.4)
	Macao (China)	39.3	(0.6)	44.2	(0.6)	13.0	(0.5)	6.8	(0.4)	12.0	(0.5)	10.5	(0.5)	20.0	(0.6)	11.3	(0.5)
	Malta	36.9	(1.0)	35.1	(0.9)	11.1	(0.5)	11.8	(0.6)	11.1	(0.6)	10.0	(0.6)	15.5	(0.6)	8.8	(0.6)

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[Part 1/1]

Table III.10.1 Students' educational resources at home

Based on students' self-reports

		Percentage of students who reported that they have the following things at home													
		A desk to study at		A quiet place to study		A computer you can use for school work		Educational software		Books to help with your school work		Technical reference books		A dictionary	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	89.7	(0.4)	87.8	(0.3)	95.0	(0.2)	79.9	(0.5)	79.4	(0.5)	51.4	(0.5)	93.1	(0.2)
	Austria	96.0	(0.3)	96.2	(0.2)	96.8	(0.2)	47.6	(0.7)	75.9	(0.7)	71.9	(0.8)	97.3	(0.3)
	Belgium	95.2	(0.3)	93.5	(0.3)	95.1	(0.3)	60.8	(0.7)	78.0	(0.6)	62.1	(0.6)	95.0	(0.2)
	Canada	86.9	(0.5)	91.7	(0.3)	94.8	(0.3)	69.4	(0.6)	73.8	(0.6)	57.4	(0.7)	91.8	(0.3)
	Chile	75.2	(0.7)	86.1	(0.5)	83.5	(0.6)	32.4	(0.8)	86.0	(0.5)	55.6	(0.7)	97.2	(0.3)
	Czech Republic	98.0	(0.2)	91.1	(0.5)	96.2	(0.3)	47.1	(0.8)	88.9	(0.5)	87.3	(0.5)	91.7	(0.5)
	Denmark	90.6	(0.5)	94.8	(0.3)	98.6	(0.2)	90.5	(0.5)	86.5	(0.6)	71.2	(0.7)	92.6	(0.4)
	Estonia	96.9	(0.2)	93.0	(0.4)	87.6	(0.6)	74.9	(0.9)	87.3	(0.6)	74.0	(0.8)	89.3	(0.5)
	Finland	93.2	(0.3)	95.4	(0.3)	95.8	(0.3)	40.0	(1.0)	77.4	(0.8)	41.4	(0.8)	84.1	(0.5)
	France	97.2	(0.3)	94.4	(0.4)	94.0	(0.3)	36.3	(0.9)	83.5	(0.6)	44.8	(0.8)	97.0	(0.2)
	Germany	95.1	(0.3)	96.3	(0.3)	95.5	(0.3)	44.7	(0.8)	88.0	(0.5)	74.8	(0.7)	94.9	(0.4)
	Greece	97.5	(0.2)	87.1	(0.5)	92.2	(0.5)	44.2	(1.2)	83.3	(0.7)	54.9	(0.8)	96.6	(0.3)
	Hungary	96.8	(0.3)	93.0	(0.4)	93.1	(0.4)	47.3	(0.9)	89.4	(0.7)	57.4	(0.9)	91.1	(0.6)
	Iceland	94.5	(0.4)	95.5	(0.4)	98.1	(0.2)	82.4	(0.7)	89.8	(0.6)	83.8	(0.8)	93.0	(0.4)
	Ireland	90.4	(0.5)	91.2	(0.5)	89.4	(0.5)	58.5	(0.8)	86.1	(0.5)	42.7	(0.9)	96.8	(0.2)
	Israel	95.3	(0.3)	93.5	(0.4)	93.3	(0.6)	56.7	(0.8)	83.1	(0.6)	62.3	(0.9)	96.1	(0.3)
	Italy	96.2	(0.3)	92.7	(0.4)	92.7	(0.4)	57.9	(0.9)	88.2	(0.6)	87.0	(0.5)	98.7	(0.2)
	Japan	94.5	(0.3)	87.2	(0.4)	62.3	(0.7)	13.4	(0.4)	84.7	(0.6)	49.6	(0.9)	97.6	(0.2)
	Korea	94.9	(0.4)	84.5	(0.5)	91.1	(0.4)	51.3	(1.1)	89.2	(0.5)	54.1	(1.1)	94.2	(0.4)
	Latvia	98.1	(0.2)	92.2	(0.5)	96.1	(0.3)	73.6	(0.8)	92.3	(0.4)	65.4	(0.9)	89.8	(0.6)
	Luxembourg	95.6	(0.3)	94.8	(0.3)	94.4	(0.3)	50.2	(0.7)	84.6	(0.4)	70.7	(0.6)	96.8	(0.2)
	Mexico	76.7	(0.8)	73.0	(0.9)	56.5	(1.4)	24.2	(0.9)	65.6	(0.9)	29.9	(0.8)	97.2	(0.2)
	Netherlands	94.1	(0.3)	97.3	(0.2)	96.5	(0.3)	63.8	(0.7)	80.1	(0.8)	88.8	(0.5)	94.7	(0.4)
	New Zealand	86.5	(0.6)	89.6	(0.6)	92.5	(0.5)	73.1	(0.7)	83.8	(0.7)	51.9	(0.9)	92.3	(0.5)
	Norway	95.5	(0.3)	94.0	(0.4)	96.7	(0.3)	68.7	(0.7)	86.2	(0.5)	75.7	(0.7)	88.6	(0.5)
	Poland	95.9	(0.3)	96.2	(0.3)	97.1	(0.3)	60.1	(0.8)	95.3	(0.3)	79.5	(0.7)	97.3	(0.3)
	Portugal	95.6	(0.3)	96.3	(0.3)	95.9	(0.3)	45.3	(0.9)	89.1	(0.5)	49.9	(0.9)	97.0	(0.2)
	Slovak Republic	91.2	(0.6)	86.6	(0.6)	92.3	(0.5)	60.6	(1.0)	86.6	(0.6)	75.9	(0.8)	90.3	(0.6)
	Slovenia	98.5	(0.2)	93.5	(0.4)	97.0	(0.2)	67.6	(0.7)	88.1	(0.5)	81.6	(0.6)	86.8	(0.5)
	Spain	97.6	(0.2)	94.1	(0.3)	91.9	(0.5)	44.7	(1.0)	81.6	(0.5)	62.1	(0.9)	98.1	(0.2)
	Sweden	89.8	(0.5)	93.3	(0.4)	95.8	(0.4)	67.5	(1.0)	74.3	(0.8)	56.9	(0.9)	82.2	(0.8)
	Switzerland	96.6	(0.3)	95.7	(0.4)	95.9	(0.3)	43.7	(0.8)	78.9	(0.7)	74.0	(0.7)	93.3	(0.4)
	Turkey	84.4	(0.9)	83.5	(0.6)	67.8	(1.4)	42.5	(1.1)	82.9	(0.9)	42.0	(1.0)	94.3	(0.4)
	United Kingdom	85.1	(0.6)	88.4	(0.4)	93.2	(0.4)	74.3	(0.9)	92.4	(0.5)	52.0	(0.9)	86.9	(0.7)
	United States	78.3	(0.9)	89.7	(0.5)	87.5	(0.8)	68.2	(0.8)	74.1	(0.9)	64.9	(0.9)	86.1	(0.6)
	OECD average	92.4	(0.1)	91.5	(0.1)	91.2	(0.1)	56.1	(0.1)	83.8	(0.1)	63.0	(0.1)	93.1	(0.1)
Partners	Albania	91.3	(0.5)	91.1	(0.5)	71.0	(0.9)	47.8	(0.9)	76.5	(0.8)	31.8	(0.8)	74.3	(1.0)
	Algeria	78.0	(0.9)	76.2	(0.8)	57.6	(1.4)	39.7	(1.3)	71.5	(1.0)	44.9	(1.0)	79.6	(0.9)
	Brazil	63.8	(0.7)	79.1	(0.5)	69.4	(0.8)	30.4	(0.6)	84.8	(0.5)	41.8	(0.6)	89.2	(0.4)
	Bulgaria	93.8	(0.5)	78.8	(0.6)	95.7	(0.4)	58.0	(0.8)	84.4	(0.6)	56.9	(0.9)	88.2	(0.9)
	B-S-J-G (China)	92.8	(0.5)	85.2	(0.8)	59.8	(1.5)	41.3	(1.3)	80.6	(1.0)	59.1	(1.1)	97.1	(0.3)
	CABA (Argentina)	83.9	(1.5)	86.2	(1.2)	91.3	(0.9)	46.0	(2.5)	72.5	(1.3)	55.7	(1.9)	98.0	(0.4)
	Colombia	64.2	(0.9)	69.8	(0.7)	62.6	(1.3)	27.5	(0.7)	79.4	(0.6)	37.7	(0.7)	97.1	(0.2)
	Costa Rica	83.0	(0.6)	82.4	(0.7)	74.1	(1.2)	34.4	(0.9)	60.2	(0.9)	32.4	(1.0)	95.9	(0.3)
	Croatia	96.6	(0.2)	86.2	(0.6)	92.8	(0.4)	61.8	(0.9)	88.4	(0.5)	64.6	(0.7)	94.9	(0.3)
	Cyprus*	97.6	(0.2)	89.5	(0.4)	92.1	(0.3)	57.4	(0.7)	82.2	(0.5)	65.9	(0.6)	95.8	(0.2)
	Dominican Republic	53.9	(1.0)	84.2	(0.6)	57.9	(1.3)	29.5	(1.0)	90.6	(0.5)	44.8	(1.0)	88.2	(0.7)
	FYROM	93.2	(0.4)	93.7	(0.3)	93.1	(0.4)	57.7	(0.7)	85.7	(0.6)	47.2	(0.8)	85.2	(0.6)
	Georgia	94.9	(0.3)	90.4	(0.5)	79.2	(0.8)	35.8	(0.9)	89.0	(0.5)	53.3	(0.8)	84.0	(0.7)
	Hong Kong (China)	89.8	(0.5)	80.6	(0.7)	93.9	(0.4)	49.3	(0.9)	79.9	(0.7)	59.0	(0.8)	97.3	(0.3)
	Indonesia	64.9	(1.2)	56.4	(0.9)	28.3	(1.4)	21.7	(1.1)	87.6	(0.7)	17.6	(0.8)	91.3	(0.6)
	Jordan	62.6	(1.2)	83.0	(0.6)	78.4	(0.9)	50.7	(1.1)	66.8	(0.7)	34.9	(0.9)	84.8	(0.7)
	Kosovo	76.2	(0.7)	95.2	(0.4)	90.5	(0.6)	67.4	(0.8)	82.3	(0.7)	43.8	(1.0)	81.9	(0.6)
	Lebanon	84.3	(0.9)	81.6	(0.8)	76.8	(0.9)	55.7	(1.4)	79.5	(0.9)	51.4	(1.3)	92.4	(0.6)
	Lithuania	98.7	(0.2)	93.1	(0.4)	96.3	(0.3)	73.2	(0.8)	90.6	(0.4)	67.6	(0.7)	88.6	(0.5)
	Macao (China)	88.6	(0.5)	81.5	(0.5)	95.0	(0.3)	59.4	(0.7)	70.5	(0.6)	57.7	(0.8)	96.6	(0.3)
	Malta	92.1	(0.4)	84.3	(0.6)	94.8	(0.3)	75.2	(0.7)	91.0	(0.4)	64.1	(0.8)	95.2	(0.3)
	Moldova	90.2	(0.6)	89.2	(0.5)	82.3	(0.8)	47.8	(1.1)	88.2	(0.6)	71.6	(0.8)	89.5	(0.7)
	Montenegro	97.4	(0.2)	89.5	(0.4)	90.7	(0.4)	64.4	(0.6)	65.4	(0.6)	57.6	(0.7)	91.7	(0.4)
	Peru	77.6	(0.9)	77.7	(0.7)	54.6	(1.2)	29.7	(0.9)	74.5	(0.7)	62.4	(1.1)	97.5	(0.2)
	Qatar	82.0	(0.3)	88.8	(0.3)	88.3	(0.3)	63.3	(0.4)	77.8	(0.4)	64.6	(0.5)	83.5	(0.4)
	Romania	96.7	(0.3)	93.6	(0.4)	87.7	(0.8)	56.8	(1.4)	85.1	(0.9)	74.5	(1.0)	87.6	(0.7)
	Russia	97.3	(0.2)	89.9	(0.5)	95.9	(0.4)	67.3	(0.6)	94.5	(0.3)	87.6	(0.6)	92.3	(0.5)
	Singapore	91.7	(0.4)	78.2	(0.6)	89.8	(0.5)	72.9	(0.7)	93.6	(0.3)	66.7	(0.7)	96.2	(0.2)
	Chinese Taipei	93.9	(0.3)	84.3	(0.5)	87.1	(0.5)	41.9	(0.9)	74.5	(0.7)	63.9	(0.9)	95.1	(0.3)
	Thailand	87.3	(0.6)	74.5	(0.8)	62.2	(1.3)	40.6	(1.2)	85.7	(0.7)	53.6	(1.2)	83.9	(0.9)
	Trinidad and Tobago	76.8	(0.7)	73.1	(0.7)	85.9	(0.5)	70.6	(0.7)	94.4	(0.4)	65.3	(0.9)	95.3	(0.4)
	Tunisia	91.3	(0.6)	82.7	(0.7)	65.2	(1.2)	48.6	(1.0)	75.3	(0.9)	43.0	(0.9)	83.5	(0.8)
	United Arab Emirates	84.9	(0.5)	85.9	(0.4)	90.1	(0.4)	64.2	(0.7)	78.3	(0.4)	57.0	(0.7)	87.5	(0.4)
	Uruguay	83.2	(0.6)	87.5	(0.5)	88.7	(0.5)	43.2	(0.9)	80.6	(0.6)	61.2	(0.8)	97.1	(0.3)
	Viet Nam	90.9	(0.8)	83.3	(0.9)	44.2	(1.5)	19.0	(1.1)	79.2	(1.1)	35.6	(1.1)	70.2	(1.5)
	Argentina**	70.3	(1.0)	79.3	(0.9)	84.4	(0.9)	49.1	(1.2)	72.9	(0.8)	54.5	(1.0)	96.2	(0.4)
	Kazakhstan**	94.9	(0.5)	90.6	(0.6)	81.9	(0.9)	69.5	(1.1)	87.4	(0.6)	66.0	(0.9)	90.0	(0.6)
	Malaysia**	89.3	(0.5)	73.5	(0.9)	62.3	(1.2)	39.4	(0.9)	94.2	(0.4)	61.5	(0.8)	96.6	(0.3)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472282

[Part 1/1]

Table III.10.2 Availability of a quiet place to study and science performance

Results are based on students' self-reports

		Change in science performance associated with students who reported having a quiet place to study			
		Before accounting for parental education		After accounting for parental education[1]	
		Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	**39**	(2.9)	**31**	(2.8)
	Austria	**44**	(8.1)	**39**	(7.5)
	Belgium	**52**	(5.2)	**44**	(5.5)
	Canada	**26**	(4.2)	**22**	(4.0)
	Chile	**14**	(3.9)	7	(3.9)
	Czech Republic	**22**	(4.3)	**17**	(4.3)
	Denmark	**38**	(5.3)	**34**	(5.7)
	Estonia	**16**	(5.2)	**13**	(5.2)
	Finland	**17**	(7.8)	12	(7.6)
	France	**61**	(7.4)	**52**	(7.2)
	Germany	**46**	(8.1)	**36**	(8.2)
	Greece	**22**	(4.3)	**16**	(4.2)
	Hungary	**36**	(6.1)	**25**	(6.6)
	Iceland	**26**	(8.3)	**21**	(8.1)
	Ireland	**28**	(4.3)	**25**	(4.3)
	Israel	**28**	(7.4)	**20**	(6.9)
	Italy	**27**	(5.0)	**24**	(5.0)
	Japan	**10**	(3.9)	4	(3.8)
	Korea	**15**	(3.9)	**8**	(3.5)
	Latvia	**12**	(4.9)	9	(5.0)
	Luxembourg	**51**	(6.6)	**44**	(6.7)
	Mexico	**9**	(2.7)	5	(2.6)
	Netherlands	**42**	(8.5)	**36**	(9.0)
	New Zealand	**41**	(6.1)	**38**	(6.1)
	Norway	**44**	(6.0)	**40**	(6.1)
	Poland	4	(8.0)	0	(7.3)
	Portugal	10	(8.2)	7	(7.8)
	Slovak Republic	**44**	(5.0)	**33**	(4.7)
	Slovenia	**35**	(5.0)	**31**	(4.9)
	Spain	**34**	(5.0)	**28**	(4.7)
	Sweden	**32**	(4.9)	**27**	(4.7)
	Switzerland	**24**	(7.5)	**15**	(7.0)
	Turkey	**25**	(3.7)	**20**	(3.3)
	United Kingdom	**34**	(4.0)	**31**	(4.0)
	United States	**18**	(4.3)	**9**	(4.2
	OECD average	**29**	(1.0)	**24**	(1.0)
Partners	Albania	m	m	m	m
	Algeria	**11**	(3.8)	**10**	(3.8)
	Brazil	**21**	(2.7)	**17**	(2.5)
	Bulgaria	**72**	(6.3)	**62**	(6.4)
	B-S-J-G (China)	**10**	(4.2)	8	(4.1)
	CABA (Argentina)	**41**	(8.6)	**22**	(7.3)
	Colombia	**12**	(3.0)	**8**	(2.6)
	Costa Rica	**15**	(3.0)	**9**	(2.8)
	Croatia	**19**	(4.2)	**19**	(4.0)
	Cyprus*	**38**	(4.8)	**33**	(4.8)
	Dominican Republic	5	(4.0)	2	(3.9)
	FYROM	**35**	(6.1)	**33**	(6.0)
	Georgia	**27**	(5.6)	**23**	(5.6)
	Hong Kong (China)	4	(3.4)	0	(3.4)
	Indonesia	**18**	(2.5)	**12**	(2.3)
	Jordan	**30**	(3.6)	**23**	(3.3)
	Kosovo	16	(8.5)	16	(8.4)
	Lebanon	**34**	(5.5)	**31**	(5.7)
	Lithuania	**32**	(6.7)	**28**	(6.9)
	Macao (China)	6	(3.3)	3	(3.3)
	Malta	**40**	(5.1)	**34**	(5.3)
	Moldova	**29**	(5.0)	**23**	(5.1)
	Montenegro	**10**	(4.1)	**10**	(4.2)
	Peru	**11**	(3.2)	**6**	(2.9)
	Qatar	**35**	(2.7)	**31**	(2.5)
	Romania	**23**	(4.8)	**21**	(5.0)
	Russia	0	(4.2)	-2	(3.9)
	Singapore	**39**	(3.5)	**27**	(3.5)
	Chinese Taipei	**24**	(3.8)	**14**	(3.6)
	Thailand	**21**	(3.1)	**18**	(2.9)
	Trinidad and Tobago	**37**	(3.3)	**33**	(3.4)
	Tunisia	**16**	(3.2)	**13**	(3.1)
	United Arab Emirates	**16**	(3.0)	**14**	(2.9)
	Uruguay	**17**	(3.9)	**10**	(3.6)
	Viet Nam	**27**	(4.0)	**21**	(3.8)
	Argentina**	**26**	(3.6)	**20**	(3.3)
	Kazakhstan**	**17**	(4.6)	**15**	(4.5)
	Malaysia**	**26**	(3.2)	**23**	(2.9)

1. This model includes the number of years of completed education of the most educated parent and its squared value.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472296

[Part 1/2]

Table III.10.6 Index of family wealth, by student characteristics

Results based on students' self-reports

		Index of family wealth													
		All students				National quarters of the index of family wealth									
		Average		Variability of the index		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter	
		Mean index	S.E.	S.D.	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Dif.	S.E.
OECD	Australia	0.65	(0.01)	0.87	(0.01)	-0.42	(0.02)	0.40	(0.01)	0.89	(0.01)	1.73	(0.02)	**2.15**	(0.02)
	Austria	0.13	(0.02)	0.82	(0.01)	-0.84	(0.02)	-0.14	(0.02)	0.34	(0.02)	1.16	(0.03)	**2.01**	(0.03)
	Belgium	0.12	(0.02)	0.81	(0.01)	-0.87	(0.02)	-0.12	(0.01)	0.35	(0.02)	1.13	(0.03)	**2.00**	(0.03)
	Canada	0.55	(0.02)	1.00	(0.01)	-0.63	(0.02)	0.22	(0.02)	0.80	(0.02)	1.82	(0.03)	**2.45**	(0.03)
	Chile	-0.65	(0.02)	1.00	(0.02)	-1.89	(0.03)	-0.95	(0.03)	-0.35	(0.02)	0.61	(0.03)	**2.50**	(0.04)
	Czech Republic	-0.18	(0.01)	0.84	(0.02)	-1.20	(0.03)	-0.43	(0.01)	0.04	(0.01)	0.85	(0.02)	**2.06**	(0.03)
	Denmark	0.53	(0.02)	0.70	(0.02)	-0.31	(0.02)	0.32	(0.01)	0.74	(0.02)	1.37	(0.03)	**1.68**	(0.03)
	Estonia	-0.19	(0.01)	0.76	(0.01)	-1.09	(0.02)	-0.42	(0.01)	0.01	(0.01)	0.76	(0.02)	**1.85**	(0.03)
	Finland	0.16	(0.01)	0.73	(0.01)	-0.68	(0.02)	-0.07	(0.01)	0.34	(0.01)	1.07	(0.02)	**1.76**	(0.02)
	France	0.00	(0.02)	0.77	(0.01)	-0.96	(0.02)	-0.23	(0.02)	0.24	(0.01)	0.94	(0.02)	**1.90**	(0.03)
	Germany	0.13	(0.02)	0.83	(0.01)	-0.86	(0.02)	-0.13	(0.02)	0.35	(0.02)	1.16	(0.02)	**2.02**	(0.03)
	Greece	-0.31	(0.02)	0.87	(0.03)	-1.29	(0.03)	-0.59	(0.02)	-0.12	(0.02)	0.76	(0.04)	**2.05**	(0.04)
	Hungary	-0.34	(0.02)	0.81	(0.01)	-1.29	(0.02)	-0.60	(0.01)	-0.13	(0.02)	0.68	(0.03)	**1.98**	(0.03)
	Iceland	0.27	(0.01)	0.67	(0.01)	-0.52	(0.01)	0.07	(0.01)	0.44	(0.01)	1.10	(0.02)	**1.62**	(0.03)
	Ireland	0.43	(0.02)	0.86	(0.01)	-0.57	(0.02)	0.11	(0.01)	0.62	(0.02)	1.55	(0.03)	**2.12**	(0.03)
	Israel	0.03	(0.03)	0.99	(0.02)	-1.16	(0.05)	-0.22	(0.03)	0.29	(0.02)	1.20	(0.03)	**2.36**	(0.05)
	Italy	-0.01	(0.01)	0.74	(0.01)	-0.88	(0.02)	-0.25	(0.01)	0.16	(0.01)	0.91	(0.02)	**1.79**	(0.03)
	Japan	-0.50	(0.01)	0.68	(0.01)	-1.33	(0.02)	-0.72	(0.01)	-0.32	(0.01)	0.35	(0.02)	**1.68**	(0.02)
	Korea	-0.59	(0.01)	0.53	(0.01)	-1.22	(0.02)	-0.73	(0.01)	-0.44	(0.01)	0.04	(0.02)	**1.26**	(0.02)
	Latvia	-0.45	(0.02)	0.79	(0.02)	-1.40	(0.02)	-0.70	(0.02)	-0.24	(0.02)	0.54	(0.03)	**1.93**	(0.03)
	Luxembourg	0.31	(0.01)	0.99	(0.02)	-0.85	(0.02)	0.01	(0.01)	0.55	(0.01)	1.53	(0.03)	**2.38**	(0.03)
	Mexico	-1.49	(0.05)	1.38	(0.03)	-3.21	(0.07)	-1.95	(0.05)	-1.04	(0.05)	0.23	(0.06)	**3.44**	(0.07)
	Netherlands	0.31	(0.01)	0.64	(0.01)	-0.47	(0.02)	0.12	(0.01)	0.50	(0.01)	1.11	(0.02)	**1.58**	(0.02)
	New Zealand	0.38	(0.02)	0.93	(0.02)	-0.76	(0.03)	0.12	(0.02)	0.65	(0.02)	1.52	(0.03)	**2.28**	(0.03)
	Norway	0.60	(0.01)	0.80	(0.02)	-0.32	(0.02)	0.34	(0.01)	0.80	(0.01)	1.59	(0.02)	**1.91**	(0.03)
	Poland	-0.30	(0.02)	0.77	(0.02)	-1.19	(0.02)	-0.56	(0.02)	-0.11	(0.02)	0.66	(0.03)	**1.86**	(0.03)
	Portugal	0.01	(0.02)	0.86	(0.01)	-1.06	(0.02)	-0.25	(0.01)	0.26	(0.02)	1.08	(0.03)	**2.14**	(0.03)
	Slovak Republic	-0.32	(0.02)	0.88	(0.02)	-1.37	(0.04)	-0.55	(0.01)	-0.09	(0.01)	0.72	(0.02)	**2.08**	(0.04)
	Slovenia	0.04	(0.01)	0.69	(0.01)	-0.77	(0.01)	-0.20	(0.01)	0.20	(0.01)	0.93	(0.02)	**1.71**	(0.02)
	Spain	0.10	(0.02)	0.84	(0.01)	-0.91	(0.03)	-0.16	(0.02)	0.33	(0.02)	1.15	(0.03)	**2.06**	(0.03)
	Sweden	0.48	(0.02)	0.90	(0.02)	-0.58	(0.03)	0.23	(0.02)	0.71	(0.02)	1.55	(0.03)	**2.14**	(0.04)
	Switzerland	0.13	(0.01)	0.84	(0.01)	-0.84	(0.02)	-0.14	(0.02)	0.32	(0.02)	1.18	(0.03)	**2.02**	(0.03)
	Turkey	-1.47	(0.04)	1.02	(0.03)	-2.77	(0.04)	-1.75	(0.04)	-1.13	(0.03)	-0.24	(0.05)	**2.53**	(0.06)
	United Kingdom	0.49	(0.02)	0.98	(0.02)	-0.65	(0.02)	0.16	(0.02)	0.72	(0.02)	1.75	(0.03)	**2.40**	(0.03)
	United States	0.48	(0.03)	1.08	(0.02)	-0.81	(0.03)	0.13	(0.03)	0.75	(0.03)	1.85	(0.04)	**2.66**	(0.04)
	OECD average	-0.01	(0.00)	0.85	(0.00)	-1.03	(0.00)	-0.28	(0.00)	0.21	(0.00)	1.04	(0.00)	**2.07**	(0.01)
Partners	Albania	-1.35	(0.03)	1.06	(0.02)	-2.66	(0.03)	-1.69	(0.03)	-1.04	(0.03)	-0.02	(0.04)	**2.64**	(0.03)
	Algeria	-1.93	(0.03)	1.19	(0.02)	-3.35	(0.04)	-2.28	(0.03)	-1.59	(0.04)	-0.49	(0.05)	**2.86**	(0.05)
	Brazil	-1.13	(0.02)	1.08	(0.01)	-2.46	(0.03)	-1.45	(0.02)	-0.80	(0.02)	0.21	(0.03)	**2.67**	(0.03)
	B-S-J-G (China)	-1.27	(0.04)	1.08	(0.03)	-2.59	(0.05)	-1.61	(0.04)	-0.97	(0.04)	0.08	(0.06)	**2.67**	(0.07)
	Bulgaria	-0.31	(0.02)	0.94	(0.03)	-1.38	(0.04)	-0.57	(0.02)	-0.09	(0.02)	0.78	(0.04)	**2.17**	(0.05)
	CABA (Argentina)	-0.44	(0.07)	0.96	(0.03)	-1.66	(0.06)	-0.71	(0.07)	-0.12	(0.07)	0.73	(0.09)	**2.39**	(0.07)
	Colombia	-1.65	(0.04)	1.38	(0.03)	-3.41	(0.06)	-2.05	(0.05)	-1.19	(0.05)	0.05	(0.05)	**3.46**	(0.07)
	Costa Rica	-1.17	(0.04)	1.16	(0.02)	-2.60	(0.04)	-1.57	(0.04)	-0.81	(0.04)	0.30	(0.05)	**2.91**	(0.06)
	Croatia	-0.43	(0.01)	0.68	(0.01)	-1.21	(0.02)	-0.64	(0.01)	-0.26	(0.01)	0.42	(0.02)	**1.63**	(0.02)
	Cyprus*	0.30	(0.01)	1.04	(0.01)	-0.92	(0.02)	0.00	(0.01)	0.54	(0.01)	1.59	(0.03)	**2.51**	(0.03)
	Dominican Republic	-1.58	(0.04)	1.28	(0.03)	-3.19	(0.05)	-1.95	(0.04)	-1.19	(0.04)	0.00	(0.05)	**3.19**	(0.06)
	FYROM	-0.69	(0.01)	0.93	(0.02)	-1.81	(0.02)	-0.95	(0.02)	-0.43	(0.01)	0.42	(0.02)	**2.23**	(0.03)
	Georgia	-1.17	(0.02)	0.91	(0.02)	-2.28	(0.03)	-1.42	(0.02)	-0.91	(0.02)	-0.07	(0.03)	**2.21**	(0.04)
	Hong Kong (China)	-0.76	(0.02)	0.79	(0.02)	-1.64	(0.02)	-1.04	(0.02)	-0.58	(0.02)	0.23	(0.03)	**1.87**	(0.03)
	Indonesia	-2.67	(0.05)	1.34	(0.03)	-4.38	(0.08)	-3.01	(0.05)	-2.27	(0.04)	-1.03	(0.06)	**3.35**	(0.08)
	Jordan	-0.91	(0.04)	1.27	(0.02)	-2.47	(0.05)	-1.26	(0.04)	-0.53	(0.04)	0.62	(0.05)	**3.09**	(0.05)
	Kosovo	-0.79	(0.02)	0.96	(0.02)	-1.92	(0.03)	-1.10	(0.02)	-0.54	(0.02)	0.41	(0.03)	**2.33**	(0.04)
	Lebanon	-0.63	(0.04)	1.22	(0.04)	-2.07	(0.04)	-1.06	(0.04)	-0.34	(0.04)	0.94	(0.09)	**3.01**	(0.08)
	Lithuania	-0.41	(0.02)	0.79	(0.02)	-1.31	(0.03)	-0.63	(0.01)	-0.22	(0.01)	0.53	(0.03)	**1.84**	(0.04)
	Macao (China)	-0.39	(0.01)	0.81	(0.02)	-1.32	(0.01)	-0.68	(0.01)	-0.22	(0.01)	0.66	(0.02)	**1.98**	(0.02)
	Malta	0.29	(0.01)	0.84	(0.02)	-0.73	(0.02)	0.04	(0.02)	0.52	(0.01)	1.33	(0.02)	**2.06**	(0.03)
	Moldova	-1.40	(0.02)	1.06	(0.02)	-2.74	(0.05)	-1.59	(0.02)	-1.07	(0.02)	-0.20	(0.03)	**2.54**	(0.05)
	Montenegro	-0.57	(0.01)	0.93	(0.02)	-1.60	(0.02)	-0.87	(0.01)	-0.40	(0.01)	0.57	(0.03)	**2.17**	(0.03)
	Peru	-1.92	(0.04)	1.43	(0.03)	-3.71	(0.06)	-2.38	(0.04)	-1.44	(0.05)	-0.15	(0.06)	**3.57**	(0.07)
	Qatar	0.91	(0.01)	1.48	(0.01)	-0.89	(0.02)	0.41	(0.01)	1.34	(0.01)	2.81	(0.02)	**3.70**	(0.02)
	Romania	-0.94	(0.03)	0.98	(0.02)	-2.16	(0.05)	-1.19	(0.03)	-0.64	(0.03)	0.23	(0.04)	**2.39**	(0.05)
	Russia	-0.54	(0.02)	0.80	(0.02)	-1.49	(0.03)	-0.78	(0.02)	-0.34	(0.02)	0.43	(0.03)	**1.92**	(0.03)
	Singapore	-0.18	(0.02)	0.85	(0.01)	-1.23	(0.02)	-0.42	(0.02)	0.08	(0.02)	0.87	(0.02)	**2.09**	(0.02)
	Chinese Taipei	-0.41	(0.01)	0.86	(0.01)	-1.43	(0.02)	-0.69	(0.01)	-0.18	(0.01)	0.68	(0.02)	**2.11**	(0.03)
	Thailand	-1.18	(0.04)	1.14	(0.02)	-2.55	(0.04)	-1.57	(0.03)	-0.87	(0.04)	0.28	(0.06)	**2.82**	(0.06)
	Trinidad and Tobago	-0.32	(0.02)	1.27	(0.02)	-1.87	(0.03)	-0.71	(0.02)	0.04	(0.02)	1.27	(0.03)	**3.14**	(0.04)
	Tunisia	-1.49	(0.03)	1.20	(0.02)	-2.99	(0.04)	-1.86	(0.03)	-1.13	(0.03)	0.01	(0.04)	**3.00**	(0.05)
	United Arab Emirates	0.67	(0.02)	1.42	(0.01)	-1.04	(0.03)	0.14	(0.03)	1.06	(0.03)	2.53	(0.03)	**3.58**	(0.03)
	Uruguay	-0.84	(0.02)	0.96	(0.02)	-2.04	(0.03)	-1.12	(0.02)	-0.54	(0.02)	0.34	(0.04)	**2.38**	(0.04)
	Viet Nam	-2.25	(0.05)	1.19	(0.03)	-3.77	(0.07)	-2.54	(0.04)	-1.87	(0.04)	-0.84	(0.06)	**2.92**	(0.07)
	Argentina**	-1.00	(0.03)	0.99	(0.03)	-2.27	(0.05)	-1.26	(0.03)	-0.65	(0.03)	0.17	(0.03)	**2.44**	(0.05)
	Kazakhstan**	-1.22	(0.02)	0.86	(0.03)	-2.24	(0.03)	-1.47	(0.02)	-0.99	(0.02)	-0.17	(0.04)	**2.08**	(0.05)
	Malaysia**	-0.79	(0.04)	1.20	(0.02)	-2.28	(0.04)	-1.20	(0.05)	-0.41	(0.05)	0.74	(0.05)	**3.02**	(0.05)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472334

[Part 2/2]

Table III.10.6 Index of family wealth, by student characteristics

Results based on students' self-reports

		Index of family wealth							
		By immigration background							
		Non-immigrant		Second-generation		First-generation		Difference by immigration background (non-immigrant – first-generation)	
		Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Dif.	S.E.
OECD	Australia	0.69	(0.01)	0.60	(0.03)	0.45	(0.03)	**0.24**	(0.03)
	Austria	0.24	(0.01)	-0.24	(0.03)	-0.37	(0.07)	**0.61**	(0.07)
	Belgium	0.18	(0.02)	-0.04	(0.03)	-0.21	(0.05)	**0.39**	(0.05)
	Canada	0.62	(0.02)	0.51	(0.03)	0.30	(0.03)	**0.32**	(0.03)
	Chile	-0.64	(0.02)	-0.67	(0.16)	-1.09	(0.13)	**0.46**	(0.14)
	Czech Republic	-0.18	(0.01)	-0.29	(0.11)	-0.38	(0.13)	0.20	(0.13)
	Denmark	0.57	(0.02)	0.20	(0.03)	0.26	(0.08)	**0.31**	(0.08)
	Estonia	-0.18	(0.01)	-0.23	(0.05)	-0.07	(0.14)	-0.11	(0.14)
	Finland	0.18	(0.01)	-0.19	(0.05)	-0.19	(0.11)	**0.37**	(0.11)
	France	0.05	(0.01)	-0.22	(0.05)	-0.53	(0.08)	**0.59**	(0.08)
	Germany	0.20	(0.02)	-0.21	(0.03)	-0.20	(0.08)	**0.40**	(0.08)
	Greece	-0.25	(0.02)	-0.72	(0.06)	-0.80	(0.10)	**0.54**	(0.10)
	Hungary	-0.33	(0.02)	-0.08	(0.13)	-0.60	(0.15)	0.27	(0.15)
	Iceland	0.28	(0.01)	0.08	(0.10)	0.16	(0.08)	0.12	(0.08)
	Ireland	0.45	(0.02)	0.26	(0.07)	0.30	(0.06)	**0.15**	(0.06)
	Israel	0.09	(0.03)	-0.17	(0.04)	-0.43	(0.17)	**0.52**	(0.17)
	Italy	0.03	(0.01)	-0.35	(0.06)	-0.58	(0.04)	**0.61**	(0.04)
	Japan	-0.50	(0.01)	c	c	c	c	c	c
	Korea	-0.59	(0.01)	m	m	c	c	c	c
	Latvia	-0.45	(0.02)	-0.40	(0.07)	-0.06	(0.33)	-0.39	(0.33)
	Luxembourg	0.50	(0.02)	0.20	(0.02)	0.05	(0.03)	**0.45**	(0.03)
	Mexico	-1.48	(0.05)	c	c	-2.55	(0.17)	**1.07**	(0.17)
	Netherlands	0.36	(0.01)	-0.05	(0.03)	-0.04	(0.07)	**0.40**	(0.06)
	New Zealand	0.43	(0.02)	0.23	(0.05)	0.32	(0.04)	**0.11**	(0.04)
	Norway	0.66	(0.01)	0.33	(0.04)	0.12	(0.06)	**0.54**	(0.06)
	Poland	-0.30	(0.02)	c	c	c	c	c	c
	Portugal	0.02	(0.02)	0.02	(0.07)	-0.22	(0.06)	**0.24**	(0.06)
	Slovak Republic	-0.31	(0.02)	-0.43	(0.22)	-0.09	(0.27)	-0.22	(0.28)
	Slovenia	0.06	(0.01)	-0.20	(0.04)	-0.20	(0.06)	**0.26**	(0.06)
	Spain	0.16	(0.02)	-0.23	(0.12)	-0.40	(0.04)	**0.56**	(0.04)
	Sweden	0.56	(0.02)	0.24	(0.04)	-0.10	(0.06)	**0.66**	(0.07)
	Switzerland	0.19	(0.01)	0.01	(0.03)	-0.02	(0.06)	**0.21**	(0.06)
	Turkey	-1.47	(0.04)	-0.83	(0.18)	c	c	c	c
	United Kingdom	0.57	(0.02)	0.25	(0.06)	0.03	(0.05)	**0.55**	(0.05)
	United States	0.57	(0.03)	0.30	(0.05)	0.02	(0.07)	**0.55**	(0.07)
	OECD average	0.03	(0.00)	-0.13	(0.03)	-0.26	(0.03)	**0.29**	(0.03)
Partners	Albania	-1.35	(0.03)	c	c	c	c	c	c
	Algeria	-1.92	(0.03)	-1.49	(0.25)	m	m	m	m
	Brazil	-1.12	(0.02)	-1.28	(0.16)	-0.87	(0.36)	-0.25	(0.36)
	B-S-J-G (China)	-1.26	(0.04)	c	c	c	c	c	c
	Bulgaria	-0.31	(0.02)	c	c	c	c	c	c
	CABA (Argentina)	-0.30	(0.07)	-1.06	(0.07)	-1.26	(0.11)	**0.97**	(0.13)
	Colombia	-1.64	(0.04)	-1.80	(0.27)	c	c	c	c
	Costa Rica	-1.13	(0.04)	-1.67	(0.08)	-1.57	(0.16)	**0.44**	(0.16)
	Croatia	-0.42	(0.01)	-0.48	(0.03)	-0.57	(0.10)	0.15	(0.10)
	Cyprus*	0.35	(0.01)	0.05	(0.09)	-0.15	(0.07)	**0.49**	(0.07)
	Dominican Republic	-1.56	(0.04)	-2.34	(0.26)	-1.98	(0.39)	0.42	(0.39)
	FYROM	-0.69	(0.01)	-0.60	(0.14)	-0.66	(0.39)	-0.02	(0.39)
	Georgia	-1.16	(0.02)	-1.07	(0.09)	c	c	c	c
	Hong Kong (China)	-0.64	(0.02)	-0.89	(0.02)	-1.10	(0.03)	**0.46**	(0.04)
	Indonesia	-2.66	(0.05)	c	c	c	c	c	c
	Jordan	-0.91	(0.04)	-0.74	(0.06)	-1.01	(0.15)	0.10	(0.14)
	Kosovo	-0.79	(0.02)	-0.79	(0.20)	-0.50	(0.16)	-0.29	(0.16)
	Lebanon	-0.59	(0.05)	-0.78	(0.17)	-0.94	(0.22)	0.35	(0.21)
	Lithuania	-0.41	(0.01)	-0.24	(0.09)	-1.04	(0.88)	0.63	(0.88)
	Macao (China)	-0.23	(0.02)	-0.43	(0.02)	-0.62	(0.03)	**0.38**	(0.03)
	Malta	0.29	(0.01)	0.29	(0.10)	0.26	(0.13)	0.03	(0.13)
	Moldova	-1.39	(0.02)	-1.21	(0.14)	c	c	c	c
	Montenegro	-0.59	(0.01)	-0.39	(0.06)	-0.51	(0.12)	-0.08	(0.13)
	Peru	-1.92	(0.04)	c	c	c	c	c	c
	Qatar	1.58	(0.02)	0.53	(0.03)	0.33	(0.02)	**1.25**	(0.03)
	Romania	-0.93	(0.03)	c	c	c	c	c	c
	Russia	-0.55	(0.02)	-0.44	(0.06)	-0.50	(0.10)	-0.05	(0.09)
	Singapore	-0.21	(0.02)	-0.11	(0.05)	-0.01	(0.05)	**-0.20**	(0.05)
	Chinese Taipei	-0.41	(0.01)	c	c	c	c	c	c
	Thailand	-1.17	(0.04)	-1.84	(0.23)	c	c	c	c
	Trinidad and Tobago	-0.31	(0.02)	-0.60	(0.17)	-0.61	(0.26)	0.30	(0.26)
	Tunisia	-1.48	(0.03)	-1.52	(0.20)	c	c	c	c
	United Arab Emirates	1.32	(0.03)	0.32	(0.04)	0.18	(0.03)	**1.14**	(0.04)
	Uruguay	-0.84	(0.02)	c	c	c	c	c	c
	Viet Nam	-2.25	(0.05)	c	c	c	c	c	c
	Argentina**	-0.98	(0.03)	-1.25	(0.09)	-1.54	(0.10)	**0.56**	(0.10)
	Kazakhstan**	-1.21	(0.02)	-1.25	(0.06)	-1.38	(0.06)	**0.17**	(0.06)
	Malaysia**	-0.78	(0.04)	-1.44	(0.17)	c	c	c	c

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472334

[Part 1/1]

Table III.10.7 Index of family wealth, by student performance in science

Results based on students' self-reports

		Science performance, by national quarters of the index of family wealth										Before accounting for parents' education				After accounting for parents' education[1]		
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter		Change in science score per one-unit change in the index of family wealth		Explained variance in student performance (r-squared x 100)		Change in science score per one-unit change in the index of family wealth		Gini index of income inequality[2] (2014)
		Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.	%	S.E.	Score dif.	S.E.	Mean index
OECD	Australia	493	(2.9)	517	(2.6)	522	(2.4)	515	(2.6)	**23**	(3.8)	**9**	(1.5)	0.6	(0.2)	**4**	(1.4)	m
OECD	Austria	474	(4.4)	500	(3.9)	506	(3.4)	500	(3.7)	**26**	(5.7)	**11**	(2.3)	0.9	(0.4)	**5**	(2.0)	30.48
OECD	Belgium	477	(3.7)	503	(3.2)	514	(2.8)	515	(3.2)	**38**	(4.1)	**16**	(2.3)	1.7	(0.5)	**9**	(2.1)	27.59
OECD	Canada	518	(3.3)	532	(2.8)	534	(2.6)	530	(2.7)	**11**	(3.2)	**3**	(1.1)	0.1	(0.1)	1	(1.1)	m
OECD	Chile	416	(3.5)	440	(3.4)	455	(3.9)	478	(3.2)	**62**	(4.4)	**24**	(1.5)	7.9	(0.9)	**15**	(1.6)	50.45
OECD	Czech Republic	476	(4.0)	492	(3.4)	500	(3.2)	504	(2.7)	**28**	(4.4)	**13**	(1.9)	1.3	(0.4)	**7**	(2.0)	26.13
OECD	Denmark	498	(3.5)	505	(3.3)	510	(3.6)	497	(4.3)	-2	(4.9)	1	(2.7)	0.0	(0.1)	-3	(2.5)	29.08
OECD	Estonia	527	(3.3)	533	(3.0)	540	(3.3)	540	(3.1)	**13**	(4.3)	4	(2.2)	0.1	(0.1)	1	(2.1)	33.15
OECD	Finland	521	(4.9)	538	(3.0)	537	(3.5)	528	(3.5)	7	(5.6)	2	(2.9)	0.0	(0.1)	-2	(2.7)	27.12
OECD	France	475	(4.6)	501	(3.3)	507	(3.1)	503	(3.3)	**28**	(5.9)	**12**	(2.8)	0.8	(0.4)	**5**	(2.8)	33.10
OECD	Germany	487	(4.3)	516	(3.9)	529	(4.0)	527	(3.5)	**40**	(4.3)	**16**	(2.1)	1.7	(0.4)	**10**	(2.0)	m
OECD	Greece	439	(5.6)	458	(4.7)	463	(4.0)	461	(4.7)	**22**	(4.9)	**8**	(2.1)	0.6	(0.3)	1	(2.0)	36.68
OECD	Hungary	453	(4.1)	478	(3.6)	484	(3.6)	492	(3.6)	**40**	(5.2)	**17**	(2.6)	2.0	(0.6)	**6**	(2.6)	30.55
OECD	Iceland	488	(3.6)	478	(3.8)	473	(3.4)	458	(2.9)	**-30**	(4.6)	**-15**	(2.2)	1.3	(0.4)	**-19**	(2.2)	26.94
OECD	Ireland	492	(3.4)	503	(3.4)	509	(3.0)	507	(3.4)	**15**	(4.1)	**6**	(1.7)	0.4	(0.2)	1	(1.7)	32.52
OECD	Israel	450	(8.6)	476	(4.5)	488	(4.8)	468	(4.5)	18	(9.2)	7	(3.7)	0.4	(0.4)	0	(3.1)	m
OECD	Italy	463	(3.3)	481	(3.9)	487	(3.6)	495	(3.7)	**32**	(4.2)	**14**	(2.1)	1.3	(0.4)	**9**	(2.1)	35.16
OECD	Japan	527	(4.0)	543	(3.8)	542	(3.8)	541	(3.8)	**14**	(4.3)	**7**	(2.2)	0.2	(0.2)	2	(2.0)	m
OECD	Korea	501	(3.9)	521	(3.7)	523	(4.0)	520	(5.1)	**20**	(5.1)	**16**	(3.8)	0.8	(0.4)	3	(3.3)	m
OECD	Latvia	479	(3.2)	496	(2.9)	491	(2.7)	497	(2.6)	**18**	(4.1)	**7**	(2.1)	0.4	(0.3)	2	(2.2)	35.48
OECD	Luxembourg	459	(3.1)	480	(2.6)	493	(3.0)	499	(2.7)	**40**	(4.4)	**15**	(1.6)	2.1	(0.4)	**7**	(1.7)	34.79
OECD	Mexico	391	(3.1)	409	(3.1)	426	(3.1)	440	(3.7)	**49**	(4.8)	**14**	(1.2)	7.4	(1.2)	**10**	(1.2)	48.21
OECD	Netherlands	494	(4.3)	511	(3.2)	519	(3.7)	511	(3.7)	**17**	(5.1)	**10**	(3.0)	0.4	(0.2)	1	(2.7)	27.99
OECD	New Zealand	491	(3.6)	519	(4.1)	528	(3.8)	521	(4.1)	**30**	(5.2)	**11**	(2.1)	1.0	(0.4)	**8**	(2.0)	m
OECD	Norway	487	(3.5)	512	(3.0)	509	(3.3)	491	(4.1)	4	(5.0)	-1	(2.4)	0.0	(0.1)	-5	(2.4)	25.90
OECD	Poland	480	(3.6)	499	(3.8)	513	(3.5)	516	(4.0)	**36**	(5.0)	**17**	(2.5)	2.1	(0.6)	**9**	(2.2)	32.08
OECD	Portugal	475	(3.8)	504	(3.5)	512	(2.7)	515	(3.1)	**40**	(4.2)	**17**	(1.8)	2.6	(0.5)	**8**	(2.0)	36.04
OECD	Slovak Republic	430	(5.1)	466	(3.4)	477	(3.3)	477	(3.3)	**47**	(5.5)	**23**	(2.2)	4.3	(0.8)	**14**	(2.2)	26.12
OECD	Slovenia	503	(3.2)	511	(3.1)	526	(2.7)	514	(2.7)	**11**	(4.5)	4	(2.2)	0.1	(0.1)	**-5**	(2.2)	25.59
OECD	Spain	466	(3.4)	493	(3.4)	506	(2.9)	508	(3.1)	**42**	(4.4)	**20**	(1.9)	3.5	(0.7)	**12**	(1.9)	35.89
OECD	Sweden	477	(5.0)	505	(5.8)	510	(3.7)	486	(4.0)	9	(4.6)	2	(1.9)	0.0	(0.1)	-2	(1.9)	27.32
OECD	Switzerland	486	(4.5)	509	(4.3)	519	(4.4)	511	(4.4)	**25**	(5.1)	**8**	(2.1)	0.5	(0.2)	2	(2.0)	31.64
OECD	Turkey	391	(4.2)	420	(4.6)	438	(4.8)	455	(5.2)	**64**	(5.9)	**23**	(2.0)	8.8	(1.4)	**21**	(1.8)	40.18
OECD	United Kingdom	501	(4.1)	507	(3.5)	511	(3.5)	523	(3.8)	**22**	(4.6)	**8**	(1.4)	0.6	(0.2)	**5**	(1.4)	32.57
OECD	United States	466	(4.0)	496	(4.9)	508	(3.6)	518	(3.7)	**52**	(4.8)	**18**	(1.6)	3.9	(0.7)	**12**	(1.5)	41.06
	OECD average	476	(0.7)	496	(0.6)	503	(0.6)	502	(0.6)	**26**	(0.8)	**10**	(0.4)	1.7	(0.1)	**4**	(0.4)	32.85
Partners	Albania	427	(4.1)	428	(4.2)	428	(3.7)	430	(3.8)	3	(4.0)	1	(1.5)	0.0	(0.0)	1	(1.6)	28.96
Partners	Algeria	368	(2.9)	375	(3.4)	378	(3.1)	386	(5.2)	**18**	(5.5)	**6**	(1.7)	1.0	(0.6)	**6**	(1.5)	m
Partners	Brazil	363	(2.1)	395	(2.7)	413	(2.6)	439	(4.8)	**77**	(5.0)	**27**	(1.6)	10.4	(1.1)	**23**	(1.4)	51.48
Partners	B-S-J-G (China)	453	(6.1)	509	(7.5)	537	(4.6)	573	(7.7)	**120**	(9.5)	**40**	(2.7)	17.2	(2.0)	**35**	(2.6)	42.16
Partners	Bulgaria	421	(6.2)	453	(5.3)	466	(4.3)	455	(4.9)	**35**	(5.8)	**14**	(2.4)	1.7	(0.6)	**6**	(2.2)	36.01
Partners	CABA (Argentina)	425	(6.3)	471	(9.8)	491	(8.6)	513	(7.7)	**88**	(9.1)	**32**	(2.8)	12.7	(2.3)	**19**	(2.8)	m
Partners	Colombia	381	(4.0)	401	(3.3)	424	(3.0)	460	(4.2)	**79**	(5.9)	**21**	(1.4)	13.8	(1.8)	**20**	(1.3)	53.50
Partners	Costa Rica	388	(3.0)	408	(2.4)	428	(3.2)	456	(3.6)	**68**	(5.0)	**23**	(1.5)	13.9	(1.7)	**19**	(1.6)	48.53
Partners	Croatia	460	(3.6)	477	(3.3)	482	(3.4)	484	(3.9)	**25**	(4.2)	**13**	(2.4)	0.9	(0.3)	**7**	(2.3)	32.51
Partners	Cyprus*	413	(2.9)	438	(2.9)	447	(2.7)	435	(3.0)	**21**	(4.2)	**7**	(1.3)	0.7	(0.2)	2	(1.3)	34.31
Partners	Dominican Republic	306	(3.1)	320	(2.8)	337	(3.9)	370	(6.0)	**64**	(6.7)	**18**	(1.7)	10.7	(1.7)	**16**	(1.6)	47.07
Partners	FYROM	357	(2.8)	385	(2.9)	402	(2.8)	397	(2.7)	**40**	(3.8)	**16**	(1.5)	3.0	(0.5)	**12**	(1.7)	m
Partners	Georgia	387	(3.4)	412	(3.7)	421	(3.4)	426	(3.8)	**39**	(4.9)	**16**	(1.8)	2.6	(0.6)	**10**	(1.8)	40.09
Partners	Hong Kong (China)	510	(3.3)	521	(3.3)	525	(3.7)	537	(4.0)	**27**	(4.7)	**12**	(2.0)	1.5	(0.5)	**7**	(2.0)	m
Partners	Indonesia	377	(3.5)	395	(3.2)	406	(3.1)	436	(4.9)	**60**	(5.9)	**18**	(1.3)	12.2	(1.9)	**14**	(1.2)	39.47
Partners	Jordan	378	(4.2)	407	(3.7)	425	(3.4)	432	(3.6)	**54**	(5.5)	**15**	(1.6)	5.5	(1.0)	**11**	(1.6)	m
Partners	Kosovo	364	(2.9)	379	(3.2)	386	(2.7)	389	(2.9)	**24**	(4.1)	**10**	(1.4)	1.9	(0.5)	**9**	(1.5)	m
Partners	Lebanon	348	(4.0)	371	(5.4)	396	(4.0)	433	(6.1)	**86**	(6.9)	**26**	(1.7)	12.6	(1.7)	**26**	(1.7)	m
Partners	Lithuania	457	(3.4)	479	(3.4)	483	(3.9)	485	(4.0)	**28**	(4.6)	**13**	(2.3)	1.3	(0.4)	**6**	(2.3)	35.15
Partners	Macao (China)	526	(2.7)	529	(3.0)	531	(2.6)	529	(2.6)	3	(3.8)	0	(1.7)	0.0	(0.0)	-2	(1.7)	m
Partners	Malta	446	(4.1)	467	(4.0)	471	(4.4)	478	(3.9)	**32**	(6.1)	**14**	(2.4)	1.1	(0.3)	**7**	(2.4)	m
Partners	Moldova	396	(3.4)	431	(2.9)	439	(2.8)	450	(3.7)	**54**	(4.9)	**19**	(1.7)	5.6	(1.0)	**16**	(1.6)	26.83
Partners	Montenegro	406	(2.1)	414	(2.8)	418	(2.2)	412	(2.6)	**7**	(3.1)	2	(1.3)	0.1	(0.1)	-1	(1.3)	31.93
Partners	Peru	354	(2.3)	383	(3.9)	413	(3.2)	441	(4.5)	**86**	(5.0)	**22**	(1.2)	17.4	(1.7)	**19**	(1.2)	44.14
Partners	Qatar	418	(2.2)	441	(2.3)	426	(1.8)	393	(1.9)	**-26**	(2.8)	**-6**	(0.7)	0.8	(0.2)	**-6**	(0.7)	m
Partners	Romania	406	(4.4)	430	(3.9)	444	(3.9)	461	(5.0)	**55**	(6.0)	**21**	(2.1)	6.7	(1.2)	**17**	(2.0)	27.45
Partners	Russia	478	(3.8)	493	(3.2)	491	(3.4)	491	(4.4)	**13**	(4.4)	**4**	(2.0)	0.2	(0.2)	-2	(1.9)	41.59
Partners	Singapore	506	(2.8)	555	(3.1)	577	(2.6)	585	(3.7)	**78**	(4.9)	**36**	(2.1)	8.6	(0.9)	**26**	(2.1)	m
Partners	Chinese Taipei	509	(3.6)	531	(3.5)	544	(3.7)	546	(3.5)	**37**	(4.6)	**15**	(2.2)	1.8	(0.5)	**6**	(2.0)	m
Partners	Thailand	398	(3.3)	412	(3.0)	423	(3.6)	455	(7.0)	**56**	(7.4)	**18**	(2.1)	7.0	(1.6)	**15**	(1.7)	37.85
Partners	Trinidad and Tobago	400	(3.1)	420	(3.3)	438	(3.4)	448	(3.3)	**48**	(4.6)	**14**	(1.3)	3.6	(0.7)	**12**	(1.4)	m
Partners	Tunisia	367	(2.6)	381	(2.9)	390	(3.2)	411	(4.2)	**44**	(4.8)	**13**	(1.5)	6.2	(1.2)	**11**	(1.4)	m
Partners	United Arab Emirates	429	(4.3)	455	(3.1)	446	(3.3)	422	(3.3)	-8	(4.8)	**-3**	(1.2)	0.1	(0.1)	**-3**	(1.1)	m
Partners	Uruguay	407	(3.3)	426	(3.1)	444	(3.3)	468	(3.6)	**61**	(4.6)	**25**	(1.6)	7.7	(0.9)	**17**	(1.5)	41.60
Partners	Viet Nam	501	(4.6)	515	(3.7)	532	(4.3)	551	(7.4)	**49**	(7.7)	**16**	(2.2)	6.2	(1.4)	**11**	(1.7)	37.59
	Argentina**	400	(3.9)	423	(4.3)	444	(3.8)	463	(3.9)	**63**	(5.3)	**23**	(2.2)	8.1	(1.4)	**18**	(2.3)	42.67
	Kazakhstan**	433	(3.9)	449	(4.4)	465	(4.8)	479	(4.7)	**46**	(5.3)	**20**	(2.1)	5.2	(1.0)	**19**	(2.1)	26.33
	Malaysia**	409	(3.5)	436	(3.4)	455	(3.9)	472	(5.3)	**63**	(6.0)	**19**	(1.6)	9.3	(1.5)	**17**	(1.7)	m

1. This model includes the number of years of completed education of the most educated parent and its squared value.
2. Source: World Bank World Development Indicator (http://data.worldbank.org/data-catalog/world-development-indicators). The data on the Gini index are for 2014.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472348

[Part 1/1]

Table III.10.8 Students' life satisfaction, by the index of family wealth

		Percentage of students who are "not satisfied"[1] with their life, by national quarters of the index of family wealth										Percentage of students who are "very satisfied"[2] with their life, by national quarters of the index of family wealth									
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	15.3	(1.1)	12.5	(1.0)	8.2	(0.7)	8.4	(0.7)	**-6.9**	(1.4)	33.4	(1.3)	38.2	(1.5)	40.3	(1.5)	46.7	(1.6)	**13.3**	(2.1)
	Belgium (excl. Flemish)	13.0	(1.3)	8.4	(1.0)	6.8	(0.9)	5.4	(0.7)	**-7.6**	(1.3)	30.1	(1.8)	29.8	(1.9)	31.5	(1.8)	39.7	(2.1)	**9.6**	(2.4)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	17.7	(1.3)	11.4	(0.8)	9.9	(1.0)	9.3	(0.7)	**-8.4**	(1.5)	34.2	(1.5)	35.7	(1.6)	39.4	(1.4)	43.0	(1.4)	**8.8**	(2.0)
	Czech Republic	17.9	(1.2)	14.1	(1.0)	12.4	(0.9)	10.9	(0.8)	**-7.0**	(1.3)	27.1	(1.3)	29.0	(1.3)	29.3	(1.1)	37.0	(1.3)	**9.9**	(1.8)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	15.8	(1.2)	8.0	(0.8)	7.1	(0.8)	6.3	(0.6)	**-9.5**	(1.2)	25.5	(1.5)	34.5	(1.5)	40.0	(1.7)	47.8	(1.6)	**22.3**	(2.1)
	Finland	8.3	(0.7)	6.0	(0.6)	6.6	(0.8)	5.8	(0.6)	**-2.5**	(0.9)	39.8	(1.5)	42.7	(1.5)	44.6	(1.4)	50.3	(1.2)	**10.5**	(1.8)
	France	11.5	(1.1)	8.0	(0.8)	5.6	(0.6)	4.3	(0.6)	**-7.1**	(1.1)	29.5	(1.6)	35.8	(1.1)	37.8	(1.3)	43.0	(1.2)	**13.6**	(1.9)
	Germany	13.4	(1.0)	10.3	(1.0)	10.9	(0.9)	9.6	(0.8)	**-3.8**	(1.3)	30.1	(1.1)	33.7	(1.4)	33.0	(1.4)	38.9	(1.5)	**8.8**	(1.7)
	Greece	19.2	(1.4)	14.3	(1.1)	13.8	(1.0)	11.4	(1.0)	**-7.7**	(1.8)	20.6	(1.3)	25.7	(1.4)	26.0	(1.4)	32.6	(1.5)	**12.0**	(1.9)
	Hungary	19.3	(1.3)	12.9	(1.1)	11.7	(0.9)	8.8	(0.8)	**-10.5**	(1.4)	26.1	(1.3)	30.5	(1.3)	32.1	(1.5)	37.9	(1.3)	**11.7**	(1.8)
	Iceland	13.5	(1.2)	10.0	(1.0)	8.3	(1.0)	6.2	(0.7)	**-7.3**	(1.5)	37.9	(1.7)	45.5	(1.6)	48.7	(1.6)	54.4	(1.7)	**16.5**	(2.7)
	Ireland	16.6	(1.1)	10.3	(0.8)	10.9	(0.9)	9.7	(0.8)	**-6.9**	(1.4)	28.2	(1.2)	33.6	(1.4)	33.1	(1.3)	34.8	(1.3)	**6.6**	(1.7)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	20.4	(1.3)	14.0	(1.0)	12.9	(1.0)	11.4	(0.9)	**-9.0**	(1.5)	20.3	(1.2)	22.9	(1.2)	24.4	(1.4)	29.2	(1.3)	**8.8**	(1.8)
	Japan	19.4	(1.1)	14.2	(1.0)	14.9	(0.9)	15.8	(1.0)	**-3.6**	(1.6)	21.7	(1.0)	22.8	(1.1)	24.4	(1.0)	26.1	(1.1)	**4.4**	(1.5)
	Korea	25.9	(1.2)	23.7	(1.3)	19.8	(1.2)	17.0	(1.1)	**-8.9**	(1.6)	14.5	(1.0)	16.7	(1.1)	19.3	(1.3)	24.0	(1.2)	**9.5**	(1.7)
	Latvia	13.1	(1.1)	8.1	(1.0)	8.1	(0.9)	6.4	(0.8)	**-6.7**	(1.5)	23.8	(1.5)	29.4	(1.4)	32.1	(1.4)	40.1	(1.7)	**16.3**	(2.1)
	Luxembourg	14.0	(1.0)	11.2	(0.9)	10.2	(1.0)	9.2	(0.9)	**-4.8**	(1.3)	30.9	(1.4)	35.1	(1.5)	36.0	(1.3)	42.2	(1.4)	**11.3**	(2.0)
	Mexico	8.3	(0.8)	6.8	(0.7)	5.4	(0.6)	5.1	(0.6)	**-3.2**	(1.0)	58.2	(1.6)	57.1	(1.5)	58.0	(1.2)	60.5	(1.4)	2.3	(2.2)
	Netherlands	5.6	(0.6)	3.4	(0.6)	3.4	(0.6)	2.4	(0.5)	**-3.2**	(0.8)	29.9	(1.5)	29.8	(1.3)	31.6	(1.3)	38.3	(1.3)	**8.4**	(2.0)
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	17.5	(1.2)	13.3	(1.2)	9.6	(1.0)	10.0	(0.9)	**-7.5**	(1.4)	25.2	(1.4)	31.5	(1.6)	33.8	(1.7)	38.8	(1.6)	**13.6**	(2.0)
	Portugal	12.6	(1.0)	9.4	(0.8)	7.2	(0.7)	6.2	(0.8)	**-6.4**	(1.4)	26.4	(1.4)	29.4	(1.3)	31.8	(1.4)	36.3	(1.5)	**9.8**	(2.1)
	Slovak Republic	15.3	(1.1)	10.1	(0.9)	11.0	(0.8)	9.0	(0.8)	**-6.2**	(1.5)	35.2	(1.5)	36.3	(1.5)	40.0	(1.2)	45.6	(1.2)	**10.4**	(2.1)
	Slovenia	15.7	(1.2)	13.7	(1.1)	13.3	(1.1)	11.3	(1.1)	**-4.4**	(1.7)	29.8	(1.5)	31.2	(1.5)	33.6	(1.6)	35.4	(1.4)	**5.6**	(1.9)
	Spain	13.8	(0.8)	9.7	(0.9)	7.2	(0.7)	7.3	(0.7)	**-6.5**	(1.1)	27.8	(1.3)	32.0	(1.6)	33.9	(1.3)	38.3	(1.3)	**10.6**	(1.6)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	8.0	(0.8)	8.5	(0.8)	6.3	(0.7)	6.8	(0.8)	-1.2	(1.0)	36.2	(1.6)	38.1	(1.6)	39.3	(1.5)	44.4	(1.4)	**8.2**	(2.0)
	Turkey	34.5	(1.7)	29.8	(1.6)	25.3	(1.3)	24.5	(1.4)	**-10.1**	(2.3)	25.2	(1.8)	26.1	(1.4)	25.4	(1.5)	28.3	(1.4)	3.1	(2.1)
	United Kingdom	19.6	(1.0)	16.0	(0.9)	14.0	(0.8)	12.8	(1.0)	**-6.8**	(1.4)	20.5	(1.2)	28.3	(1.3)	30.2	(1.4)	34.0	(1.4)	**13.5**	(1.9)
	United States	17.0	(0.9)	12.9	(1.1)	9.7	(0.8)	7.6	(0.8)	**-9.4**	(1.2)	29.7	(1.4)	31.7	(1.5)	39.4	(1.5)	42.5	(1.8)	**12.8**	(2.2)
	OECD average	15.8	(0.2)	11.8	(0.2)	10.4	(0.2)	9.2	(0.2)	**-6.5**	(0.3)	29.2	(0.3)	32.6	(0.3)	34.6	(0.3)	39.6	(0.3)	**10.4**	(0.4)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	14.9	(0.7)	11.2	(0.6)	11.4	(0.6)	9.8	(0.7)	**-5.1**	(1.0)	46.9	(1.0)	44.2	(1.0)	43.9	(1.0)	43.0	(1.1)	**-3.9**	(1.5)
	B-S-J-G (China)	19.0	(1.1)	17.4	(1.2)	14.4	(1.0)	11.5	(1.2)	**-7.5**	(1.8)	24.1	(1.4)	26.5	(1.5)	26.6	(1.3)	30.3	(1.9)	**6.2**	(2.4)
	Bulgaria	18.7	(1.3)	14.8	(1.1)	11.9	(1.0)	9.9	(0.8)	**-8.9**	(1.6)	36.5	(1.6)	38.6	(1.3)	43.6	(1.4)	51.9	(1.7)	**15.4**	(2.4)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	10.4	(0.8)	10.9	(0.8)	9.6	(0.7)	9.4	(0.7)	-1.1	(0.9)	55.8	(1.8)	51.7	(1.5)	49.0	(1.3)	46.9	(1.5)	**-8.9**	(2.3)
	Costa Rica	9.0	(0.9)	7.1	(0.7)	6.0	(0.6)	6.1	(0.8)	**-2.8**	(1.2)	57.6	(1.6)	58.5	(1.5)	55.9	(1.6)	61.6	(1.8)	3.9	(2.2)
	Croatia	10.3	(0.9)	7.3	(0.6)	6.9	(0.9)	4.7	(0.5)	**-5.6**	(1.0)	40.5	(1.6)	46.9	(1.5)	48.5	(1.4)	55.2	(1.6)	**14.7**	(2.2)
	Cyprus*	19.3	(1.0)	12.6	(1.0)	10.9	(0.9)	11.9	(1.0)	**-7.4**	(1.5)	24.9	(1.2)	27.4	(1.1)	29.3	(1.3)	38.5	(1.5)	**13.5**	(1.9)
	Dominican Republic	11.6	(1.0)	8.6	(0.9)	7.1	(1.1)	5.5	(0.9)	**-6.1**	(1.4)	67.3	(1.6)	69.9	(1.7)	70.1	(1.8)	63.6	(1.4)	-3.7	(2.2)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	19.5	(1.1)	15.5	(1.2)	15.2	(1.2)	12.4	(1.0)	**-7.1**	(1.3)	11.7	(1.0)	12.5	(1.0)	12.5	(1.0)	18.6	(1.2)	**6.9**	(1.6)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	12.0	(1.0)	8.1	(0.8)	6.4	(0.8)	5.8	(0.8)	**-6.2**	(1.2)	34.4	(1.3)	47.2	(1.3)	50.6	(1.7)	58.0	(1.2)	**23.6**	(1.5)
	Macao (China)	20.0	(1.1)	16.0	(1.1)	13.7	(1.1)	12.0	(0.8)	**-7.9**	(1.5)	12.6	(1.0)	15.1	(1.1)	16.8	(1.2)	21.5	(1.2)	**8.9**	(1.6)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	14.3	(1.0)	11.5	(1.0)	9.7	(0.9)	8.8	(0.9)	**-5.4**	(1.4)	42.6	(1.5)	47.8	(1.4)	51.7	(1.3)	57.8	(1.5)	**15.2**	(2.2)
	Peru	14.9	(0.9)	13.7	(0.9)	11.8	(0.9)	10.8	(0.8)	**-4.1**	(1.1)	47.8	(1.4)	45.8	(1.6)	39.4	(1.5)	38.3	(1.5)	**-9.5**	(2.0)
	Qatar	19.0	(0.7)	13.7	(0.8)	12.3	(0.7)	10.1	(0.6)	**-8.9**	(1.0)	33.7	(0.9)	37.7	(1.1)	44.0	(0.9)	54.9	(0.9)	**21.2**	(1.3)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	13.0	(0.9)	10.1	(0.9)	9.9	(0.9)	8.0	(0.7)	**-4.9**	(1.2)	41.4	(1.3)	43.1	(1.8)	46.2	(1.6)	56.1	(1.3)	**14.8**	(1.8)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	21.5	(1.2)	13.3	(0.9)	14.7	(0.9)	14.3	(0.8)	**-7.2**	(1.5)	14.2	(0.7)	19.1	(0.9)	17.9	(1.0)	22.5	(0.9)	**8.3**	(1.0)
	Thailand	9.6	(1.0)	6.6	(0.8)	8.6	(0.9)	6.2	(0.7)	**-3.4**	(1.2)	43.6	(1.6)	45.0	(1.4)	43.6	(1.6)	38.6	(1.5)	**-5.0**	(2.3)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	28.0	(1.4)	22.6	(1.3)	14.5	(1.2)	12.3	(0.9)	**-15.7**	(1.7)	31.9	(1.5)	36.6	(1.4)	41.9	(1.8)	43.5	(1.6)	**11.6**	(2.1)
	United Arab Emirates	20.7	(1.0)	15.2	(0.8)	12.5	(0.6)	9.7	(0.8)	**-11.0**	(1.3)	33.4	(1.1)	35.0	(1.1)	39.1	(1.2)	51.4	(1.5)	**18.0**	(1.7)
	Uruguay	15.1	(0.8)	9.7	(0.9)	8.4	(0.9)	5.7	(0.7)	**-9.4**	(1.1)	39.0	(1.3)	42.0	(1.5)	45.1	(1.4)	50.3	(1.6)	**11.3**	(2.2)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	12.9	(1.1)	10.4	(0.9)	10.4	(0.8)	10.4	(0.8)	**-2.5**	(1.2)	29.4	(1.3)	31.0	(1.4)	28.9	(1.4)	29.9	(1.5)	0.5	(1.9)

1. A student is classified as «not satisfied» with life if he or she reported between 0 and 4 on the life-satisfaction scale. The life-satisfaction scale ranges from 0 to 10.
2. A student is classified as «very satisfied» with life if he or she reported 9 or 10 on the life-satisfaction scale. The life-satisfaction scale ranges from 0 to 10.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933472352

[Part 1/1]

Table III.10.9 Index of family wealth and life satisfaction

Results based on students' self-reports

		Average life satisfaction, by national quarters of the index of family wealth								School wealth[1] and life satisfaction: Change in the index of life satisfaction associated with a one-unit change in school wealth			
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter		Before accounting for students' index of family wealth		After accounting for students' index of family wealth	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Index change	S.E.	Index change	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	7.11	(0.08)	7.43	(0.07)	7.68	(0.06)	7.87	(0.06)	**0.75**	(0.10)	**0.56**	(0.13)	**0.31**	(0.13)
	Belgium (excl. Flemish)	7.11	(0.08)	7.43	(0.07)	7.55	(0.07)	7.83	(0.07)	**0.71**	(0.09)	**0.24**	(0.12)	-0.03	(0.12)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	6.97	(0.09)	7.29	(0.07)	7.53	(0.07)	7.68	(0.06)	**0.72**	(0.10)	0.12	(0.06)	**-0.21**	(0.07)
	Czech Republic	6.69	(0.07)	6.96	(0.06)	7.14	(0.06)	7.41	(0.06)	**0.71**	(0.08)	0.10	(0.11)	-0.07	(0.11)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	6.90	(0.07)	7.48	(0.05)	7.65	(0.06)	7.98	(0.06)	**1.08**	(0.07)	**0.28**	(0.13)	-0.06	(0.14)
	Finland	7.68	(0.06)	7.89	(0.05)	7.92	(0.06)	8.07	(0.04)	**0.39**	(0.07)	0.03	(0.15)	-0.09	(0.15)
	France	7.21	(0.08)	7.59	(0.05)	7.75	(0.05)	7.97	(0.04)	**0.76**	(0.09)	**0.41**	(0.12)	0.15	(0.11)
	Germany	7.07	(0.07)	7.40	(0.07)	7.36	(0.07)	7.58	(0.05)	**0.51**	(0.08)	0.28	(0.15)	0.16	(0.15)
	Greece	6.47	(0.08)	6.92	(0.08)	7.01	(0.07)	7.26	(0.07)	**0.79**	(0.11)	0.05	(0.09)	**-0.19**	(0.10)
	Hungary	6.67	(0.08)	7.17	(0.08)	7.26	(0.06)	7.58	(0.06)	**0.92**	(0.10)	0.24	(0.13)	-0.05	(0.13)
	Iceland	7.34	(0.08)	7.73	(0.08)	7.92	(0.08)	8.18	(0.07)	**0.84**	(0.12)	**0.47**	(0.20)	0.21	(0.20)
	Ireland	6.92	(0.06)	7.41	(0.06)	7.37	(0.06)	7.52	(0.05)	**0.60**	(0.08)	0.10	(0.11)	-0.08	(0.12)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	6.45	(0.08)	6.91	(0.06)	7.02	(0.07)	7.19	(0.07)	**0.74**	(0.10)	0.21	(0.16)	-0.02	(0.17)
	Japan	6.58	(0.06)	6.84	(0.07)	6.88	(0.05)	6.89	(0.06)	**0.31**	(0.08)	**0.42**	(0.20)	0.32	(0.20)
	Korea	6.01	(0.07)	6.22	(0.08)	6.51	(0.07)	6.71	(0.07)	**0.70**	(0.10)	-0.03	(0.22)	-0.45	(0.23)
	Latvia	6.97	(0.08)	7.32	(0.07)	7.45	(0.07)	7.74	(0.07)	**0.78**	(0.10)	0.06	(0.12)	-0.17	(0.12)
	Luxembourg	7.08	(0.07)	7.38	(0.06)	7.42	(0.06)	7.62	(0.06)	**0.54**	(0.09)	0.11	(0.12)	-0.07	(0.13)
	Mexico	8.17	(0.08)	8.18	(0.06)	8.32	(0.05)	8.40	(0.05)	**0.22**	(0.09)	0.02	(0.03)	**-0.09**	(0.04)
	Netherlands	7.64	(0.05)	7.77	(0.05)	7.84	(0.04)	8.05	(0.04)	**0.40**	(0.07)	**-0.30**	(0.11)	**-0.48**	(0.11)
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	6.68	(0.09)	7.16	(0.07)	7.38	(0.07)	7.51	(0.07)	**0.83**	(0.11)	-0.06	(0.18)	-0.28	(0.17)
	Portugal	7.00	(0.07)	7.30	(0.05)	7.51	(0.05)	7.65	(0.06)	**0.65**	(0.10)	0.01	(0.14)	-0.23	(0.13)
	Slovak Republic	7.12	(0.08)	7.44	(0.07)	7.52	(0.05)	7.78	(0.05)	**0.67**	(0.10)	0.23	(0.14)	0.00	(0.13)
	Slovenia	6.97	(0.08)	7.12	(0.06)	7.24	(0.07)	7.37	(0.07)	**0.41**	(0.11)	0.03	(0.16)	-0.14	(0.16)
	Spain	6.99	(0.05)	7.38	(0.07)	7.59	(0.05)	7.71	(0.05)	**0.72**	(0.07)	**0.46**	(0.08)	0.17	(0.10)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	7.60	(0.05)	7.68	(0.06)	7.75	(0.05)	7.83	(0.07)	**0.24**	(0.08)	-0.01	(0.12)	-0.09	(0.13)
	Turkey	5.71	(0.12)	6.06	(0.10)	6.26	(0.09)	6.44	(0.09)	**0.73**	(0.15)	0.00	(0.12)	**-0.37**	(0.12)
	United Kingdom	6.50	(0.06)	6.97	(0.06)	7.11	(0.07)	7.33	(0.06)	**0.83**	(0.09)	**0.26**	(0.12)	0.04	(0.12)
	United States	6.88	(0.07)	7.16	(0.08)	7.63	(0.07)	7.76	(0.06)	**0.89**	(0.09)	0.15	(0.09)	-0.14	(0.10)
	OECD average	6.95	(0.01)	7.27	(0.01)	7.41	(0.01)	7.60	(0.01)	**0.66**	(0.02)	**0.16**	(0.03)	**-0.07**	(0.03)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	7.49	(0.05)	7.62	(0.05)	7.58	(0.05)	7.65	(0.05)	**0.16**	(0.07)	**-0.24**	(0.05)	**-0.42**	(0.05)
	B-S-J-G (China)	6.53	(0.08)	6.70	(0.08)	6.92	(0.06)	7.19	(0.09)	**0.66**	(0.12)	**0.14**	(0.06)	**-0.14**	(0.07)
	Bulgaria	6.93	(0.09)	7.28	(0.08)	7.54	(0.07)	7.92	(0.08)	**0.99**	(0.12)	**0.29**	(0.13)	0.00	(0.12)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	8.00	(0.08)	7.85	(0.07)	7.89	(0.06)	7.80	(0.06)	**-0.20**	(0.10)	**-0.25**	(0.04)	**-0.39**	(0.05)
	Costa Rica	8.10	(0.07)	8.19	(0.07)	8.21	(0.06)	8.34	(0.06)	**0.24**	(0.09)	**-0.14**	(0.05)	**-0.33**	(0.06)
	Croatia	7.52	(0.07)	7.87	(0.06)	7.99	(0.06)	8.23	(0.06)	**0.71**	(0.09)	**-0.49**	(0.18)	**-0.78**	(0.18)
	Cyprus*	6.65	(0.06)	7.05	(0.06)	7.18	(0.06)	7.37	(0.07)	**0.72**	(0.10)	0.09	(0.10)	-0.15	(0.10)
	Dominican Republic	8.38	(0.08)	8.51	(0.08)	8.61	(0.08)	8.53	(0.08)	0.16	(0.12)	**-0.20**	(0.06)	**-0.33**	(0.07)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	6.15	(0.06)	6.43	(0.07)	6.53	(0.07)	6.80	(0.05)	**0.65**	(0.07)	**0.44**	(0.12)	0.20	(0.12)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	7.24	(0.06)	7.89	(0.06)	8.06	(0.07)	8.27	(0.06)	**1.03**	(0.08)	0.18	(0.12)	-0.12	(0.12)
	Macao (China)	6.17	(0.07)	6.44	(0.06)	6.75	(0.06)	7.01	(0.05)	**0.84**	(0.09)	**0.20**	(0.09)	-0.19	(0.10)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	7.35	(0.08)	7.69	(0.07)	7.86	(0.07)	8.09	(0.07)	**0.74**	(0.11)	**-0.51**	(0.15)	**-0.80**	(0.15)
	Peru	7.52	(0.08)	7.54	(0.07)	7.48	(0.07)	7.47	(0.07)	-0.06	(0.10)	**-0.12**	(0.04)	**-0.25**	(0.05)
	Qatar	6.89	(0.05)	7.24	(0.05)	7.54	(0.05)	7.95	(0.05)	**1.07**	(0.07)	**0.29**	(0.03)	0.01	(0.03)
	Romania	c	c	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	7.46	(0.06)	7.63	(0.08)	7.78	(0.08)	8.15	(0.06)	**0.69**	(0.08)	**-0.36**	(0.09)	**-0.66**	(0.10)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	6.18	(0.06)	6.69	(0.05)	6.64	(0.06)	6.86	(0.05)	**0.68**	(0.07)	0.09	(0.10)	-0.14	(0.10)
	Thailand	7.61	(0.07)	7.85	(0.06)	7.71	(0.07)	7.67	(0.07)	0.06	(0.10)	**-0.25**	(0.06)	**-0.40**	(0.06)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	6.18	(0.10)	6.69	(0.09)	7.25	(0.09)	7.46	(0.08)	**1.29**	(0.13)	0.07	(0.06)	**-0.44**	(0.06)
	United Arab Emirates	6.80	(0.06)	7.12	(0.06)	7.37	(0.05)	7.91	(0.07)	**1.10**	(0.10)	**0.19**	(0.05)	**-0.12**	(0.06)
	Uruguay	7.29	(0.06)	7.60	(0.07)	7.79	(0.07)	8.11	(0.07)	**0.82**	(0.10)	**0.14**	(0.07)	**-0.19**	(0.08)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	6.91	(0.07)	7.12	(0.06)	7.11	(0.07)	7.13	(0.07)	**0.22**	(0.09)	**-0.17**	(0.06)	**-0.31**	(0.06)

1. School wealth is calculated, for each student, as the average value of the index of family wealth of all the other students in the school.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472369

[Part 1/1]

Table III.10.10 Distribution of students, by family income

Results are based on parents' self-reports

		Family income				Percentage of students, by family income							
		Maximum value for low-income students		Minimum value for high-income students		Low-income students		Middle-income students		High-income students		Difference between high- and low-income students	
		National currency	USD in PPP	National currency	USD in PPP	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	**Belgium (Flemish)**	30 000	36 786	50 000	61 311	28.7	(1.1)	30.4	(0.9)	40.9	(1.3)	**12.1**	(2.2)
	Chile	280 000	769	580 000	1 593	31.3	(1.2)	29.3	(1.0)	39.3	(1.2)	**8.0**	(2.3)
	France	22 500	27 479	37 500	45 798	29.9	(1.0)	27.3	(0.8)	42.8	(1.1)	**12.9**	(2.0)
	Germany	30 000	38 595	50 000	64 325	25.8	(1.2)	28.8	(1.1)	45.4	(1.5)	**19.7**	(2.4)
	Italy	m	m	m	m	m	m	m	m	m	m	m	m
	Ireland	m	m	m	m	m	m	m	m	m	m	m	m
	Korea	33 000 000	37 870	55 000 000	63 116	25.4	(1.0)	30.3	(0.9)	44.3	(1.5)	**19.0**	(2.4)
	Luxembourg	35 000	39 198	65 000	72 797	30.5	(0.8)	29.4	(0.7)	40.1	(0.9)	**9.6**	(1.6)
	Mexico	75 000	9 357	187 500	23 392	86.0	(0.8)	8.1	(0.5)	5.9	(0.6)	**-80.2**	(1.3)
	Portugal	11 249	19 296	18 750	32 163	52.9	(1.2)	19.6	(0.6)	27.4	(1.0)	**-25.5**	(2.1)
	Spain	20 000	29 694	30 000	44 541	53.8	(1.6)	27.7	(1.0)	18.5	(1.2)	**-35.3**	(2.7)
	UK (Scotland)	27 000	39 033	45 000	65 054	33.5	(1.6)	22.4	(1.2)	44.0	(1.8)	**10.5**	(3.1)
	OECD average	m	27 808	m	47 409	39.8	(0.4)	25.3	(0.3)	34.9	(0.4)	**-4.9**	(0.7)
	Average[1]	m	20 658	m	38 056	41.5	(0.3)	27.1	(0.2)	31.4	(0.3)	**-10.0**	(0.5)
Partners	**Croatia**	6 000	1 635	12 000	3 271	45.3	(1.0)	40.9	(0.8)	13.8	(0.7)	**-31.5**	(1.6)
	Dominican Republic	22 500	1 114	37 500	1 857	73.5	(1.2)	14.8	(0.8)	11.7	(0.9)	**-61.9**	(2.0)
	Georgia	3 000	3 590	9 001	10 771	51.5	(1.4)	32.2	(1.0)	16.3	(1.0)	**-35.3**	(2.2)
	Hong Kong (China)	120 000	21 544	540 000	96 948	24.8	(0.8)	26.0	(0.7)	49.2	(1.3)	**24.3**	(2.0)
	Macao (China)	144 000	26 238	288 000	52 477	35.4	(0.8)	25.6	(0.7)	39.0	(0.8)	**3.5**	(1.4)
	Malta	10 500	18 073	33 900	58 349	35.0	(0.9)	40.4	(1.0)	24.6	(0.8)	**-10.4**	(1.4)

1. "Average" includes all countries and economies with available data.

Notes: Students' parents were asked to report their family income before taxes. Their answers were coded in six income categories, defined independently by each country. Low(high)-income students are students in the bottom(top) two categories of family income. Middle-income students are students in the third and fourth categories of family income.

Values that are statistically significant are indicated in bold (see Annex A3).

StatLink http://dx.doi.org/10.1787/888933472378

[Part 1/2]

Table III.10.13 Parental occupation, private schools and segregation at school

Results based on students' and school principals' self-reports

		Percentage of students by parental occupation[1]				Performance in science by parental occupation					
		Children of blue-collar workers		Children of white-collar workers		Performance in science among children of blue-collar workers		Performance in science among children of white-collar workers		Difference in science performance between children of white-collar workers and children of blue-collar workers	
		%	S.E.	%	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.
OECD	Australia	12.2	(0.4)	66.5	(0.6)	472	(3.4)	533	(1.7)	**61**	(3.6)
	Austria	17.0	(0.7)	55.7	(1.0)	454	(3.8)	526	(2.6)	**71**	(4.2)
	Belgium	17.5	(0.7)	58.6	(1.0)	450	(3.3)	540	(2.2)	**90**	(4.1)
	Canada	10.7	(0.5)	71.3	(0.8)	495	(3.6)	547	(2.0)	**52**	(3.6)
	Chile	30.4	(1.0)	38.9	(1.0)	419	(3.2)	484	(2.9)	**65**	(3.5)
	Czech Republic	20.3	(0.6)	47.0	(0.9)	452	(3.5)	529	(2.8)	**77**	(4.2)
	Denmark	13.9	(0.6)	62.6	(1.0)	468	(4.1)	526	(2.4)	**58**	(4.2)
	Estonia	18.7	(0.6)	60.5	(0.9)	503	(3.6)	555	(2.2)	**52**	(3.7)
	Finland	11.2	(0.5)	58.5	(1.1)	494	(5.1)	553	(2.5)	**58**	(5.2)
	France	14.6	(0.7)	57.8	(1.0)	448	(3.8)	534	(2.3)	**85**	(4.8)
	Germany	14.0	(0.6)	55.5	(0.9)	464	(4.9)	546	(2.6)	**82**	(4.8)
	Greece	24.5	(1.1)	49.1	(1.3)	418	(5.1)	489	(3.4)	**71**	(5.0)
	Hungary	25.1	(0.9)	48.8	(1.1)	427	(3.6)	520	(2.9)	**93**	(4.3)
	Iceland	9.0	(0.5)	76.3	(0.8)	454	(6.2)	485	(2.2)	**30**	(6.9)
	Ireland	13.9	(0.7)	57.9	(1.2)	467	(4.5)	525	(2.3)	**58**	(4.4)
	Israel	12.2	(0.8)	72.8	(1.1)	409	(5.1)	495	(3.2)	**85**	(5.6)
	Italy	22.3	(0.6)	48.6	(0.8)	445	(3.8)	509	(3.0)	**65**	(4.3)
	Japan	13.2	(0.6)	52.2	(0.8)	508	(4.0)	558	(3.1)	**50**	(4.1)
	Korea	13.1	(0.6)	52.2	(1.1)	492	(4.1)	538	(3.6)	**46**	(4.8)
	Latvia	19.5	(0.8)	52.4	(1.0)	458	(3.6)	514	(1.9)	**56**	(4.1)
	Luxembourg	23.8	(0.5)	47.9	(0.5)	428	(2.7)	532	(1.7)	**104**	(3.3)
	Mexico	41.9	(1.1)	31.7	(1.0)	399	(2.5)	443	(3.0)	**43**	(3.4)
	Netherlands	9.9	(0.6)	63.4	(0.9)	456	(5.6)	535	(2.6)	**79**	(6.2)
	New Zealand	13.1	(0.5)	71.1	(0.8)	463	(5.2)	538	(2.5)	**75**	(5.4)
	Norway	5.6	(0.4)	77.0	(0.9)	453	(5.0)	514	(2.4)	**62**	(5.0)
	Poland	29.0	(1.0)	44.6	(1.0)	478	(3.5)	532	(3.0)	**54**	(4.1)
	Portugal	25.3	(1.0)	50.0	(1.1)	461	(3.3)	535	(2.5)	**74**	(3.9)
	Slovak Republic	24.0	(0.8)	49.0	(1.1)	427	(3.7)	501	(3.0)	**73**	(4.3)
	Slovenia	18.5	(0.5)	58.5	(0.7)	468	(3.5)	540	(1.7)	**73**	(3.9)
	Spain	26.0	(0.9)	46.2	(1.3)	463	(2.6)	521	(2.2)	**58**	(3.1)
	Sweden	7.3	(0.4)	70.4	(1.1)	444	(5.5)	519	(3.6)	**75**	(6.1)
	Switzerland	15.2	(0.7)	59.2	(1.1)	460	(4.2)	538	(2.9)	**78**	(4.5)
	Turkey	54.3	(1.5)	25.4	(1.4)	415	(4.3)	461	(5.7)	**45**	(6.1)
	United Kingdom	12.0	(0.5)	65.9	(0.9)	472	(4.4)	534	(2.8)	**62**	(4.9)
	United States	16.0	(0.9)	63.4	(1.2)	460	(4.6)	520	(2.8)	**60**	(4.8)
	OECD average	18.7	(0.1)	56.2	(0.2)	456	(0.7)	522	(0.5)	**66**	(0.8)
Partners	Albania	38.3	(1.3)	39.7	(1.2)	427	4.2	428	3.9	1	4.3
	Algeria	25.2	(1.1)	37.3	(1.4)	372	(2.9)	390	(4.6)	**19**	(4.9)
	Brazil	30.6	(0.7)	35.2	(0.9)	381	(2.2)	441	(3.8)	**60**	(3.9)
	B-S-J-G (China)	36.8	(1.3)	37.0	(1.4)	491	(4.9)	566	(5.8)	**75**	(6.7)
	Bulgaria	23.5	(1.1)	51.4	(1.4)	402	(5.3)	493	(3.9)	**92**	(6.0)
	CABA (Argentina)	15.9	(1.7)	60.7	(3.1)	420	(6.3)	504	(6.5)	**84**	(7.9)
	Colombia	39.5	(1.2)	39.5	(1.2)	392	(2.9)	445	(3.4)	**53**	(4.3)
	Costa Rica	11.2	(0.5)	34.2	(1.1)	404	(3.0)	450	(2.7)	**46**	(3.4)
	Croatia	19.2	(0.7)	43.4	(0.8)	442	(3.7)	508	(2.9)	**66**	(3.9)
	Cyprus*	14.3	(0.5)	55.1	(0.7)	398	(3.2)	460	(1.9)	**62**	(3.5)
	Dominican Republic	32.1	(1.1)	36.7	(1.0)	314	(2.6)	359	(4.3)	**45**	(4.7)
	FYROM	28.4	(0.6)	51.3	(0.7)	375	(3.2)	403	(2.0)	**28**	(4.0)
	Georgia	21.3	(0.9)	56.3	(1.1)	393	(4.2)	441	(2.9)	**48**	(4.6)
	Hong Kong (China)	19.9	(0.9)	49.3	(1.2)	507	(3.5)	539	(3.1)	**32**	(4.1)
	Indonesia	49.8	(1.7)	17.8	(0.9)	390	(2.6)	437	(4.6)	**47**	(4.8)
	Jordan	18.9	(0.8)	57.7	(1.1)	397	(3.7)	433	(2.9)	**36**	(4.3)
	Kosovo	7.8	(0.4)	50.5	(0.8)	362	(4.5)	390	(2.2)	**28**	(5.1)
	Lebanon	18.0	(0.9)	70.5	(1.1)	366	(3.9)	402	(3.9)	**36**	(4.7)
	Lithuania	23.7	(0.8)	55.5	(1.1)	445	(3.1)	506	(3.4)	**61**	(4.3)
	Macao (China)	10.0	(0.5)	36.3	(0.6)	519	(4.1)	539	(2.2)	**20**	(4.8)
	Malta	22.0	(0.6)	51.1	(0.7)	426	(4.3)	500	(2.6)	**74**	(5.0)
	Moldova	33.3	(1.1)	40.1	(1.2)	409	(2.8)	458	(3.1)	**50**	(4.1)
	Montenegro	20.1	(0.6)	49.5	(0.7)	391	(2.9)	440	(1.7)	**49**	(3.5)
	Peru	47.7	(1.3)	28.9	(1.2)	367	(2.0)	441	(3.8)	**74**	(4.2)
	Qatar	1.9	(0.1)	90.5	(0.3)	409	(8.0)	434	(1.2)	**25**	(8.2)
	Romania	42.3	(1.5)	29.2	(1.7)	418	(3.0)	475	(4.2)	**57**	(4.9)
	Russia	12.1	(0.8)	64.2	(1.2)	458	(3.9)	504	(2.9)	**46**	(4.1)
	Singapore	8.3	(0.4)	76.6	(0.6)	492	(4.5)	575	(1.5)	**83**	(4.6)
	Chinese Taipei	18.8	(0.7)	57.3	(1.0)	501	(4.0)	558	(3.2)	**57**	(5.0)
	Thailand	53.8	(1.3)	22.8	(1.2)	408	(2.4)	459	(5.5)	**52**	(5.8)
	Trinidad and Tobago	13.9	(0.6)	56.7	(0.9)	392	(4.4)	450	(2.1)	**58**	(5.0)
	Tunisia	44.3	(1.2)	34.0	(1.2)	375	(2.4)	419	(3.8)	**44**	(4.3)
	United Arab Emirates	2.6	(0.2)	88.2	(0.4)	417	(7.4)	453	(2.6)	**36**	(7.2)
	Uruguay	32.2	(0.8)	36.4	(0.9)	407	(2.5)	472	(3.1)	**64**	(3.6)
	Viet Nam	61.0	(1.6)	18.7	(1.1)	512	(3.4)	559	(7.9)	**47**	(7.3)
	Argentina**	36.6	(1.5)	34.7	(1.4)	411	(3.2)	465	(3.4)	**54**	(3.7)
	Kazakhstan**	16.5	(0.8)	67.3	(1.1)	444	(4.6)	462	(4.2)	**18**	(4.4)
	Malaysia**	30.3	(1.4)	48.0	(1.5)	417	(3.1)	467	(3.6)	**50**	(4.1)

1. Workers in white-collar occupations are defined as managers (ISCO-08 category 1), professionals (ISCO-08 category 2), and technicians and associate professionals (ISCO-08 category 3). Workers in blue-collar occupations are defined as skilled agricultural, forestry and fishery workers (ISCO-08 category 6), craft and related trades workers (ISCO-08 category 7), plant and machine operators and assemblers (ISCO-08 category 8), and workers in elementary occupations (ISCO-08 category 9).
2. Schools that are directly or indirectly managed by a non-government organisation, such as a church, trade union, business, or other private institution.
3. The index of social segregation at school measures the concentration of students in schools according to their parents' occupation (Jenkins et al., 2006; Hutchens, 2001 and 2004). It has values between 0 and 100, with values closer to 100 indicating that children of blue-collar and white-collar workers are distributed unevenly across schools. The index can be split into two components: a part that is related to differences in the social composition of private and public schools (a "between" component, called "Segregation between public and private schools" in the table), and a part that is explained by differences across schools within the public and the private sector (a "within" component).

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933472409

[Part 2/2]

Table III.10.13 Parental occupation, private schools and segregation at school

Results based on students' and school principals' self-reports

		Students who attend private schools[2]								Index of social segregation at school[3]					
		All students		Children of blue-collar workers[1]		Children of white-collar workers		Difference between children of white- and blue-collar workers		Segregation index		Segregation between public and private schools		Segregation between school types as a percentage of total segregation	
		%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	Mean index	S.E.	Mean index	S.E.	%	S.E.
OECD	Australia	43.7	(0.8)	24.6	(1.7)	52.5	(1.1)	**27.9**	(2.0)	26.6	(1.3)	4.2	(0.7)	15.6	(2.1)
	Austria	12.6	(2.2)	7.3	(2.3)	15.9	(2.9)	**8.7**	(2.8)	18.6	(1.5)	0.9	(0.6)	5.1	(3.2)
	Belgium	54.5	(5.0)	w	w	w	w	w	w	22.9	(1.5)	w	w	w	w
	Canada	9.7	(1.0)	2.2	(0.7)	12.2	(1.2)	**10.0**	(1.2)	18.3	(1.3)	2.1	(0.5)	11.1	(2.4)
	Chile	63.1	(1.6)	51.1	(2.7)	78.0	(1.4)	**27.0**	(2.7)	27.7	(1.6)	4.1	(0.8)	14.6	(2.5)
	Czech Republic	8.2	(1.4)	6.0	(1.3)	10.6	(2.0)	**4.6**	(1.8)	21.8	(1.3)	0.4	(0.3)	1.6	(1.3)
	Denmark	23.2	(2.3)	18.1	(3.0)	27.0	(2.9)	**8.9**	(3.4)	17.1	(1.4)	0.6	(0.4)	3.4	(2.5)
	Estonia	4.2	(1.0)	1.8	(0.8)	5.9	(1.5)	**4.1**	(1.6)	21.0	(1.2)	0.6	(0.4)	3.0	(2.0)
	Finland	4.5	(1.5)	1.3	(0.7)	5.8	(2.0)	**4.5**	(1.7)	13.3	(1.4)	0.8	(0.4)	6.4	(3.1)
	France	21.0	(1.3)	13.7	(1.8)	26.0	(1.6)	**12.2**	(2.4)	w	w	w	w	w	w
	Germany	7.3	(1.6)	4.8	(1.4)	9.0	(2.2)	**4.3**	(1.9)	24.6	(1.7)	0.4	(0.3)	1.4	(1.2)
	Greece	4.9	(0.7)	0.4	(0.1)	9.4	(1.3)	**9.1**	(1.4)	20.4	(1.8)	3.2	(0.7)	15.4	(3.3)
	Hungary	18.0	(2.3)	12.2	(1.7)	23.3	(3.3)	**11.1**	(3.3)	30.1	(1.6)	1.1	(0.6)	3.5	(1.8)
	Iceland	0.6	(0.1)	c	c	c	c	c	c	15.1	(3.1)	c	c	c	c
	Ireland	57.3	(1.0)	48.4	(2.7)	62.9	(1.4)	**14.5**	(3.3)	13.9	(1.6)	1.1	(0.5)	7.7	(3.3)
	Israel	m	m	m	m	m	m	m	m	34.1	(2.6)	m	m	m	m
	Italy	4.1	(1.1)	3.5	(1.3)	4.9	(1.5)	1.4	(1.6)	20.3	(1.5)	0.1	(0.2)	0.3	(0.9)
	Japan	31.8	(1.0)	27.1	(2.5)	35.8	(1.1)	**8.7**	(2.5)	15.6	(1.3)	0.4	(0.3)	2.8	(1.7)
	Korea	34.7	(3.8)	28.7	(4.5)	38.1	(4.1)	**9.4**	(3.5)	15.1	(1.7)	0.5	(0.4)	3.3	(2.6)
	Latvia	2.0	(0.7)	0.8	(0.3)	2.7	(1.1)	**1.9**	(0.9)	21.4	(1.5)	0.3	(0.2)	1.3	(0.8)
	Luxembourg	15.6	(0.1)	14.2	(0.9)	17.9	(0.4)	**3.7**	(1.1)	23.0	(0.9)	0.1	(0.1)	0.6	(0.4)
	Mexico	12.5	(1.4)	5.7	(1.4)	24.2	(2.4)	**18.5**	(2.5)	23.4	(1.7)	3.7	(1.0)	15.9	(4.0)
	Netherlands	60.1	(4.6)	57.9	(6.7)	59.9	(4.4)	2.0	(4.8)	23.4	(1.7)	0.0	(0.1)	0.1	(0.7)
	New Zealand	6.6	(1.2)	2.0	(0.9)	8.9	(1.6)	**6.8**	(1.5)	14.2	(1.5)	1.3	(0.5)	8.4	(3.1)
	Norway	1.9	(1.0)	1.3	(1.0)	1.8	(1.0)	0.5	(0.7)	25.8	(2.1)	0.0	(0.1)	0.1	(0.3)
	Poland	3.5	(1.0)	1.1	(0.8)	6.4	(1.8)	**5.2**	(2.0)	15.6	(1.3)	1.1	(0.8)	7.0	(5.0)
	Portugal	5.5	(0.6)	1.8	(0.7)	9.3	(0.9)	**7.5**	(1.0)	18.8	(1.3)	1.5	(0.5)	8.1	(2.6)
	Slovak Republic	11.6	(2.1)	10.7	(2.6)	14.2	(2.7)	3.5	(2.6)	22.1	(1.5)	0.1	(0.2)	0.6	(1.0)
	Slovenia	2.6	(0.0)	1.1	(0.4)	3.5	(0.2)	**2.4**	(0.6)	23.6	(2.4)	0.3	(0.2)	1.4	(0.8)
	Spain	31.3	(1.2)	14.8	(1.7)	45.6	(2.3)	**30.8**	(3.3)	20.4	(1.7)	5.9	(1.3)	29.2	(5.2)
	Sweden	17.9	(1.0)	11.3	(2.0)	20.9	(1.4)	**9.7**	(2.2)	23.5	(2.0)	0.9	(0.4)	3.8	(1.8)
	Switzerland	6.1	(1.0)	2.8	(0.6)	7.7	(1.4)	**4.9**	(1.5)	15.7	(1.4)	0.7	(0.3)	4.2	(2.1)
	Turkey	4.8	(2.1)	2.9	(1.6)	7.4	(2.9)	4.5	(2.5)	13.2	(1.5)	0.5	(0.5)	4.1	(3.9)
	United Kingdom	6.3	(1.7)	1.1	(0.7)	9.1	(2.3)	**8.0**	(2.0)	18.2	(1.5)	2.0	(0.8)	11.5	(4.1)
	United States	7.7	(1.3)	3.0	(1.4)	10.4	(1.6)	**7.3**	(1.4)	16.1	(1.6)	1.2	(0.5)	7.4	(3.4)
	OECD average	17.6	(0.3)	12.9	(0.4)	21.5	(0.4)	**9.2**	(0.4)	20.6	(0.3)	1.3	(0.1)	6.3	(0.5)
Partners	Albania	11.6	(1.8)	12.4	(2.2)	11.1	(1.4)	-1.3	(1.9)	11.8	(1.2)	0.0	(0.1)	0.2	(0.5)
	Algeria	1.5	(1.0)	1.7	(1.5)	2.5	(1.9)	0.8	(1.8)	12.2	(1.5)	0.0	(0.2)	0.3	(2.1)
	Brazil	14.5	(1.4)	3.6	(0.6)	32.1	(2.5)	**28.5**	(2.4)	21.2	(1.2)	8.3	(1.1)	39.9	(3.1)
	B-S-J-G (China)	10.6	(2.1)	7.1	(1.8)	13.9	(3.7)	6.8	(3.6)	22.7	(2.2)	0.6	(0.6)	2.8	(2.8)
	Bulgaria	1.2	(0.8)	c	c	c	c	c	c	26.1	(1.8)	c	c	c	c
	CABA (Argentina)	49.2	(4.7)	16.7	(5.4)	64.8	(6.6)	**48.1**	(8.5)	43.7	(4.2)	13.0	(5.1)	29.0	(10.0)
	Colombia	24.1	(1.8)	11.1	(1.8)	39.7	(2.6)	**28.6**	(2.6)	20.3	(1.5)	5.8	(1.1)	29.3	(4.4)
	Costa Rica	12.4	(2.3)	13.9	(3.1)	10.3	(2.3)	-3.5	(2.5)	23.0	(1.6)	0.1	(0.2)	0.6	(0.9)
	Croatia	2.3	(1.1)	1.7	(1.1)	2.8	(1.4)	1.1	(1.1)	16.6	(1.4)	0.1	(0.1)	0.4	(0.9)
	Cyprus*	16.0	(0.1)	5.0	(0.8)	22.9	(0.5)	**17.9**	(1.0)	21.0	(1.5)	3.7	(0.6)	17.7	(2.6)
	Dominican Republic	22.3	(1.8)	11.5	(1.6)	35.0	(2.7)	**23.5**	(2.5)	16.8	(1.6)	4.1	(0.8)	23.9	(5.1)
	FYROM	1.9	(0.0)	1.0	(0.2)	3.0	(0.1)	**2.0**	(0.3)	10.8	(1.3)	0.3	(0.1)	2.9	(0.8)
	Georgia	7.4	(0.8)	2.8	(0.8)	11.9	(1.3)	**9.1**	(1.4)	22.7	(1.5)	1.7	(0.5)	7.3	(2.2)
	Hong Kong (China)	93.5	(0.3)	93.2	(0.4)	93.5	(0.4)	0.3	(0.7)	15.3	(1.9)	0.0	(0.0)	0.0	(0.1)
	Indonesia	40.8	(1.5)	40.5	(2.2)	39.5	(3.6)	-0.9	(4.5)	30.2	(2.5)	0.0	(0.1)	0.0	(0.4)
	Jordan	20.0	(1.1)	16.8	(1.6)	27.3	(1.5)	**10.5**	(1.9)	15.3	(1.4)	0.8	(0.3)	5.3	(2.0)
	Kosovo	2.5	(0.5)	0.9	(0.9)	4.1	(0.8)	**3.2**	(1.1)	19.2	(2.4)	0.6	(0.6)	3.2	(2.9)
	Lebanon	50.3	(1.6)	31.3	(2.6)	58.4	(1.8)	**27.0**	(2.7)	20.8	(1.8)	3.8	(0.8)	17.9	(3.0)
	Lithuania	2.3	(1.1)	0.7	(0.4)	3.7	(1.9)	3.0	(1.7)	21.0	(1.6)	0.6	(0.5)	3.0	(2.3)
	Macao (China)	97.3	(0.0)	94.9	(1.0)	98.4	(0.3)	**3.5**	(1.1)	20.6	(1.7)	0.5	(0.3)	2.5	(1.3)
	Malta	41.8	(0.1)	20.8	(1.3)	58.9	(0.9)	**38.1**	(1.8)	14.5	(1.4)	8.0	(0.8)	56.5	(4.9)
	Moldova	1.5	(0.9)	0.8	(0.7)	2.8	(1.9)	2.0	(1.9)	18.3	(1.6)	0.3	(0.5)	1.6	(2.7)
	Montenegro	0.6	(0.0)	1.4	(0.4)	0.2	(0.1)	**-1.2**	(0.5)	11.1	(1.0)	0.3	(0.2)	2.4	(1.6)
	Peru	31.4	(1.8)	13.8	(1.4)	56.6	(2.8)	**42.7**	(3.2)	34.6	(1.9)	10.8	(1.6)	31.3	(3.7)
	Qatar	41.8	(0.1)	67.2	(3.2)	47.4	(0.3)	**-19.8**	(3.3)	28.3	(2.8)	2.0	(0.7)	7.2	(2.3)
	Romania	1.1	(0.8)	0.7	(0.6)	1.8	(1.6)	1.1	(1.6)	24.6	(2.2)	0.1	(0.3)	0.5	(1.4)
	Russia	1.0	(0.7)	0.4	(0.3)	1.2	(0.8)	0.8	(0.8)	23.6	(2.4)	0.1	(0.2)	0.5	(0.7)
	Singapore	8.4	(0.7)	4.6	(0.9)	9.9	(0.7)	**5.2**	(1.6)	22.3	(2.1)	0.5	(0.3)	2.3	(1.4)
	Chinese Taipei	33.8	(0.9)	32.1	(2.0)	33.4	(1.3)	1.4	(2.5)	14.3	(1.1)	0.0	(0.1)	0.1	(0.4)
	Thailand	14.8	(0.7)	12.7	(0.7)	16.9	(2.7)	4.2	(3.0)	23.8	(1.8)	0.2	(0.2)	0.8	(1.0)
	Trinidad and Tobago	8.0	(0.1)	5.8	(0.9)	9.5	(0.5)	**3.7**	(1.1)	15.7	(2.2)	0.2	(0.2)	1.7	(1.0)
	Tunisia	2.1	(1.0)	0.7	(0.4)	2.7	(1.7)	2.0	(1.5)	21.5	(2.0)	0.4	(0.4)	1.6	(1.7)
	United Arab Emirates	57.4	(1.3)	53.9	(4.8)	66.3	(1.4)	**12.4**	(4.7)	42.0	(2.2)	0.8	(0.6)	1.9	(1.4)
	Uruguay	15.4	(0.8)	2.6	(0.4)	33.3	(1.8)	**30.6**	(1.9)	20.1	(1.3)	10.0	(1.1)	50.1	(3.8)
	Viet Nam	4.1	(1.0)	4.0	(1.0)	3.2	(1.5)	-0.8	(1.5)	19.0	(1.9)	0.0	(0.1)	0.1	(0.7)
	Argentina**	21.5	(1.7)	13.5	(1.8)	33.8	(3.1)	**20.3**	(3.3)	20.7	(1.6)	3.0	(0.9)	14.8	(4.4)
	Kazakhstan**	4.0	(1.3)	2.9	(1.2)	4.4	(1.4)	1.5	(0.9)	19.0	(1.6)	0.1	(0.1)	0.4	(0.5)
	Malaysia**	5.6	(0.7)	1.9	(1.0)	9.2	(1.4)	**7.4**	(1.8)	16.59	(1.6)	1.47	(0.8)	8.84	(4.6)

1. Workers in white-collar occupations are defined as managers (ISCO-08 category 1), professionals (ISCO-08 category 2), and technicians and associate professionals (ISCO-08 category 3). Workers in blue-collar occupations are defined as skilled agricultural, forestry and fishery workers (ISCO-08 category 6), craft and related trades workers (ISCO-08 category 7), plant and machine operators and assemblers (ISCO-08 category 8), and workers in elementary occupations (ISCO-08 category 9).
2. Schools that are directly or indirectly managed by a non-government organisation, such as a church, trade union, business, or other private institution.
3. The index of social segregation at school measures the concentration of students in schools according to their parents' occupation (Jenkins et al., 2006; Hutchens, 2001 and 2004). It has values between 0 and 100, with values closer to 100 indicating that children of blue-collar and white-collar workers are distributed unevenly across schools. The index can be split into two components: a part that is related to differences in the social composition of private and public schools (a "between" component, called "Segregation between public and private schools" in the table), and a part that is explained by differences across schools within the public and the private sector (a "within" component).

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933472409

[Part 1/1]

Table III.10.14 Parental occupation, vocational programmes and segregation at school

Results based on students' self-reports

		Students who attend pre-vocational or vocational schools								Index of social segregation at school[2]					
		All students		Children of blue-collar workers[1]		Children of white-collar workers		Difference between children of white- and blue-collar workers		Segregation Index		Segregation between general and vocational schools		Segregation between school tracks as a percentage of segregation index	
		%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	Mean index	S.E.	Mean index	S.E.	%	S.E.
OECD	Australia	13.0	(0.8)	16.4	(1.4)	11.2	(0.8)	**-5.2**	(1.3)	26.6	(1.3)	0.3	(0.1)	1.1	(0.5)
	Austria	71.4	(0.9)	85.3	(1.9)	62.1	(1.2)	**-23.2**	(2.3)	18.6	(1.5)	3.6	(0.8)	19.4	(4.1)
	Belgium	41.4	(1.3)	59.2	(2.2)	28.0	(1.2)	**-31.2**	(2.4)	22.9	(1.5)	5.1	(0.8)	22.2	(3.4)
	Canada	a	a	a	a	a	a	a	a	18.3	(1.3)	a	a	a	a
	Chile	0.6	(0.1)	1.1	(0.3)	0.3	(0.1)	**-0.9**	(0.2)	27.7	(1.6)	0.1	(0.1)	0.5	(0.2)
	Czech Republic	33.3	(1.3)	37.3	(2.0)	30.1	(1.7)	**-7.1**	(2.3)	21.8	(1.3)	0.3	(0.2)	1.3	(0.8)
	Denmark	a	a	a	a	a	a	a	a	17.1	(1.4)	a	a	a	a
	Estonia	0.3	(0.1)	0.4	(0.3)	0.1	(0.1)	-0.3	(0.3)	21.0	(1.2)	0.1	(0.1)	0.2	(0.4)
	Finland	a	a	a	a	a	a	a	a	13.3	(1.4)	a	a	a	a
	France	18.7	(0.9)	29.8	(2.0)	9.4	(0.7)	**-20.4**	(2.2)	w	w	w	w	w	w
	Germany	2.7	(0.7)	3.8	(1.8)	1.6	(0.5)	-2.2	(1.7)	24.6	(1.7)	0.2	(0.3)	1.0	(1.2)
	Greece	16.4	(2.6)	28.3	(4.5)	7.8	(1.3)	**-20.5**	(3.6)	20.4	(1.8)	3.8	(1.0)	18.7	(4.3)
	Hungary	15.9	(0.6)	29.9	(1.8)	5.4	(0.6)	**-24.5**	(1.8)	30.1	(1.6)	5.9	(0.7)	19.5	(2.5)
	Iceland	a	a	a	a	a	a	a	a	15.1	(3.1)	a	a	a	a
	Ireland	0.8	(0.2)	1.6	(0.8)	0.4	(0.1)	-1.2	(0.8)	13.9	(1.6)	0.2	(0.2)	1.5	(1.3)
	Israel	a	a	a	a	a	a	a	a	34.1	(2.6)	a	a	a	a
	Italy	49.7	(1.2)	68.5	(1.8)	33.7	(1.6)	**-34.9**	(2.0)	20.3	(1.5)	6.3	(0.7)	31.0	(2.6)
	Japan	24.4	(0.9)	34.2	(2.5)	17.9	(0.7)	**-16.3**	(2.6)	15.6	(1.3)	1.8	(0.5)	11.2	(3.1)
	Korea	16.1	(0.4)	23.8	(2.0)	11.3	(1.0)	**-12.5**	(2.6)	15.1	(1.7)	1.4	(0.6)	9.2	(3.5)
	Latvia	0.8	(0.4)	0.9	(0.8)	1.0	(0.5)	0.1	(0.8)	21.4	(1.5)	0.0	(0.1)	0.0	(0.3)
	Luxembourg	15.0	(0.1)	17.9	(0.9)	12.5	(0.5)	**-5.4**	(1.2)	23.0	(0.9)	0.3	(0.1)	1.2	(0.5)
	Mexico	25.3	(1.1)	24.4	(1.6)	24.4	(1.6)	0.0	(2.2)	23.4	(1.7)	0.0	(0.0)	0.0	(0.1)
	Netherlands	26.1	(0.9)	48.5	(2.8)	16.1	(0.9)	**-32.4**	(2.8)	23.4	(1.7)	6.3	(1.0)	27.0	(3.7)
	New Zealand	a	a	a	a	a	a	a	a	14.2	(1.5)	a	a	a	a
	Norway	a	a	a	a	a	a	a	a	25.8	(2.1)	a	a	a	a
	Poland	0.1	(0.1)	0.1	(0.1)	0.1	(0.1)	0.0	(0.2)	15.6	(1.3)	0.0	(0.0)	0.0	(0.1)
	Portugal	13.1	(1.1)	21.2	(1.4)	7.4	(1.3)	**-13.7**	(1.4)	18.8	(1.3)	2.0	(0.4)	10.8	(2.3)
	Slovak Republic	5.7	(0.7)	9.0	(1.2)	2.5	(0.4)	**-6.4**	(1.1)	22.1	(1.5)	1.0	(0.3)	4.7	(1.1)
	Slovenia	57.4	(0.2)	79.1	(1.8)	44.0	(0.7)	**-35.1**	(2.2)	23.6	(2.4)	6.8	(0.9)	28.9	(4.0)
	Spain	0.9	(0.1)	1.8	(0.4)	0.3	(0.1)	**-1.4**	(0.4)	20.4	(1.7)	0.3	(0.1)	1.4	(0.6)
	Sweden	0.1	(0.1)	c	c	0.2	(0.2)	0.2	(0.2)	23.5	(2.0)	0.1	(0.1)	0.5	(0.3)
	Switzerland	9.2	(1.1)	10.4	(2.4)	8.7	(1.0)	-1.7	(2.1)	15.7	(1.4)	0.0	(0.1)	0.3	(0.6)
	Turkey	41.0	(1.9)	43.8	(2.5)	28.9	(2.8)	**-14.9**	(3.2)	13.2	(1.5)	1.2	(0.5)	9.2	(3.8)
	United Kingdom	0.8	(0.2)	0.9	(0.3)	0.7	(0.3)	-0.1	(0.3)	18.2	(1.5)	0.0	(0.0)	0.0	(0.1)
	United States	a	a	a	a	a	a	a	a	16.1	(1.6)	a	a	a	a
	OECD average	18.5	(0.2)	26.1	(0.4)	13.6	(0.2)	**-11.5**	(0.4)	20.6	(0.3)	1.9	(0.1)	8.7	(0.4)
Partners	Albania	6.4	(1.5)	6.9	(1.6)	5.7	(1.5)	-1.2	(0.9)	11.8	(1.2)	0.0	(0.0)	0.2	(0.4)
	Algeria	0.6	(0.6)	1.2	(1.2)	0.1	(0.2)	-1.1	(1.2)	12.2	(1.5)	0.3	(0.3)	2.2	(2.8)
	Brazil	4.7	(1.0)	4.2	(0.9)	6.3	(1.4)	**2.2**	(0.8)	21.2	(1.2)	0.1	(0.1)	0.6	(0.4)
	B-S-J-G (China)	6.2	(1.1)	5.2	(1.2)	6.7	(0.9)	1.5	(1.0)	22.7	(2.2)	0.0	(0.1)	0.2	(0.3)
	Bulgaria	46.2	(2.0)	59.4	(2.8)	33.0	(2.8)	**-26.4**	(3.8)	26.1	(1.8)	3.6	(1.0)	13.6	(4.0)
	CABA (Argentina)	13.0	(4.3)	19.2	(7.7)	9.0	(3.2)	-10.2	(5.9)	43.7	(4.2)	1.1	(1.0)	2.5	(2.3)
	Colombia	20.8	(1.6)	21.0	(2.2)	19.3	(1.7)	-1.7	(2.0)	20.3	(1.5)	0.0	(0.1)	0.1	(0.3)
	Costa Rica	12.3	(1.4)	11.1	(1.8)	12.6	(1.6)	1.5	(1.8)	23.0	(1.6)	0.0	(0.1)	0.1	(0.4)
	Croatia	67.3	(0.8)	85.0	(1.5)	49.7	(1.2)	**-35.3**	(1.9)	16.6	(1.4)	7.5	(0.9)	45.3	(4.7)
	Cyprus*	11.9	(0.1)	24.1	(1.2)	5.2	(0.4)	**-18.9**	(1.4)	21.0	(1.5)	4.0	(0.5)	19.0	(2.4)
	Dominican Republic	4.8	(0.5)	2.4	(0.5)	8.0	(1.1)	**5.6**	(1.1)	16.8	(1.6)	0.9	(0.3)	5.1	(1.7)
	FYROM	55.1	(0.3)	63.7	(1.2)	45.7	(0.8)	**-18.0**	(1.7)	10.8	(1.3)	1.7	(0.3)	15.2	(2.9)
	Georgia	1.7	(0.8)	3.2	(1.5)	0.7	(0.4)	**-2.4**	(1.1)	22.7	(1.5)	0.4	(0.2)	1.9	(0.9)
	Hong Kong (China)	a	a	a	a	a	a	a	a	15.3	(1.9)	a	a	a	a
	Indonesia	16.0	(1.3)	16.3	(1.9)	12.8	(2.0)	-3.5	(2.7)	30.2	(2.5)	0.1	(0.2)	0.4	(0.6)
	Jordan	a	a	a	a	a	a	a	a	15.3	(1.4)	a	a	a	a
	Kosovo	35.3	(0.7)	46.3	(3.2)	32.2	(1.0)	**-14.1**	(3.3)	19.2	(2.4)	1.0	(0.5)	5.5	(2.2)
	Lebanon	a	a	a	a	a	a	a	a	20.8	(1.8)	a	a	a	a
	Lithuania	1.5	(0.6)	2.3	(0.7)	0.8	(0.4)	**-1.5**	(0.4)	21.0	(1.6)	0.2	(0.1)	0.9	(0.3)
	Macao (China)	1.2	(0.1)	1.2	(0.6)	0.7	(0.2)	-0.5	(0.7)	20.6	(1.7)	0.0	(0.1)	0.2	(0.5)
	Malta	a	a	a	a	a	a	a	a	14.5	(1.4)	a	a	a	a
	Moldova	a	a	a	a	a	a	a	a	18.3	(1.6)	a	a	a	a
	Montenegro	66.0	(0.3)	78.7	(1.1)	53.5	(0.7)	**-25.3**	(1.4)	11.1	(1.0)	3.7	(0.4)	33.0	(3.9)
	Peru	a	a	a	a	a	a	a	a	34.6	(1.9)	a	a	a	a
	Qatar	a	a	a	a	a	a	a	a	28.3	(2.8)	a	a	a	a
	Romania	a	a	a	a	a	a	a	a	24.6	(2.2)	a	a	a	a
	Russia	4.5	(1.5)	9.4	(3.4)	3.5	(1.3)	**-5.8**	(2.5)	23.6	(2.4)	0.7	(0.5)	3.1	(2.0)
	Singapore	a	a	a	a	a	a	a	a	22.3	(2.1)	a	a	a	a
	Chinese Taipei	36.3	(1.3)	44.6	(2.2)	29.4	(1.4)	**-15.2**	(2.4)	14.3	(1.1)	1.2	(0.4)	8.7	(2.6)
	Thailand	17.7	(0.8)	19.2	(1.2)	12.9	(1.6)	**-6.3**	(2.2)	23.8	(1.8)	0.4	(0.3)	1.6	(1.1)
	Trinidad and Tobago	a	a	a	a	a	a	a	a	15.7	(2.2)	a	a	a	a
	Tunisia	a	a	a	a	a	a	a	a	21.5	(2.0)	a	a	a	a
	United Arab Emirates	3.9	(0.4)	1.9	(2.5)	3.5	(0.4)	1.6	(2.2)	42.0	(2.2)	0.1	(0.6)	0.3	(1.5)
	Uruguay	1.7	(0.3)	2.3	(0.5)	1.3	(0.3)	-0.9	(0.5)	20.1	(1.3)	0.1	(0.1)	0.3	(0.3)
	Viet Nam	a	a	a	a	a	a	a	a	19.0	(1.9)	a	a	a	a
	Argentina**	16.6	(2.6)	18.1	(3.1)	14.2	(2.4)	-3.8	(2.4)	20.7	(1.6)	0.1	(0.2)	0.7	(0.8)
	Kazakhstan**	14.0	(2.1)	13.0	(2.5)	14.5	(2.2)	1.6	(2.2)	19.0	(1.6)	0.0	(0.1)	0.1	(0.5)
	Malaysia**	10.5	(1.2)	11.7	(1.6)	8.2	(1.1)	**-3.5**	(1.4)	16.6	(1.6)	0.2	(0.1)	1.0	(0.7)

1. Workers in white-collar occupations are defined as managers (ISCO-08 category 1), professionals (ISCO-08 category 2), and technicians and associate professionals (ISCO-08 category 3). Workers in blue-collar occupations are defined as skilled agricultural, forestry and fishery workers (ISCO-08 category 6), craft and related trades workers (ISCO-08 category 7), plant and machine operators and assemblers (ISCO-08 category 8), and workers in elementary occupations (ISCO-08 category 9).
2. The index of social segregation at school measures the concentration of students in schools according to their parents' occupation (Jenkins et al., 2006; Hutchens, 2001 and 2004). It has values between 0 and 100, with values closer to 100 indicating that children of blue-collar and white-collar workers are distributed unevenly across schools. The index can be split into two components: a part that is related to differences in the social composition of general and vocational schools (a "between" component, called «Segregation between general and vocational schools» in the table), and a part that is explained by differences across schools within the two different tracks (a "within" component).

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933472410

[Part 1/2]

Table III.10.15 Students' expectations and parental occupation

Results based on students' and school principals' self-reports

		Students who expect to work in a high-status occupation[1] by the age of 30						Students who expect to complete tertiary education					
		Children of blue-collar workers		Children of white-collar workers		Difference between children of white- and blue-collar workers		Children of blue-collar workers		Children of white-collar workers		Difference between children of white- and blue-collar workers	
		%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	51.5	(1.5)	68.8	(0.7)	**17.3**	(1.6)	37.4	(1.5)	63.1	(0.7)	**25.7**	(1.6)
	Austria	39.3	(2.1)	65.1	(1.2)	**25.8**	(2.2)	12.3	(1.2)	38.1	(1.2)	**25.8**	(1.8)
	Belgium	44.7	(3.2)	69.6	(1.7)	**24.9**	(3.2)	19.9	(1.7)	42.7	(1.1)	**22.8**	(2.0)
	Canada	58.7	(1.8)	76.5	(0.7)	**17.8**	(2.0)	44.0	(1.8)	71.4	(0.8)	**27.4**	(1.9)
	Chile	64.9	(1.7)	80.3	(1.1)	**15.4**	(2.0)	53.7	(1.6)	80.9	(1.0)	**27.2**	(1.7)
	Czech Republic	29.1	(2.2)	58.0	(1.6)	**28.9**	(2.3)	35.1	(1.8)	71.4	(1.0)	**36.3**	(1.9)
	Denmark	48.2	(2.7)	70.2	(1.3)	**21.9**	(2.8)	25.4	(1.9)	45.8	(1.2)	**20.4**	(2.1)
	Estonia	50.1	(2.1)	72.5	(1.0)	**22.5**	(2.3)	22.2	(1.6)	55.0	(1.0)	**32.8**	(1.9)
	Finland	27.7	(2.2)	56.9	(1.2)	**29.2**	(2.3)	12.2	(1.4)	36.3	(1.3)	**24.1**	(1.7)
	France	36.2	(2.1)	63.4	(1.2)	**27.3**	(2.4)	16.4	(1.3)	44.1	(1.2)	**27.8**	(1.8)
	Germany	26.2	(1.9)	55.4	(1.2)	**29.2**	(2.1)	8.0	(1.2)	25.2	(1.2)	**17.2**	(1.4)
	Greece	51.7	(2.2)	73.3	(1.1)	**21.6**	(2.3)	48.8	(2.9)	80.8	(1.3)	**32.0**	(2.6)
	Hungary	28.1	(1.4)	62.1	(1.4)	**34.0**	(1.9)	13.9	(1.3)	53.3	(1.4)	**39.5**	(1.6)
	Iceland	53.7	(3.4)	66.1	(1.1)	**12.5**	(3.6)	24.3	(2.8)	43.1	(1.0)	**18.8**	(3.1)
	Ireland	57.6	(2.2)	74.8	(1.0)	**17.2**	(2.5)	31.1	(1.7)	55.2	(0.9)	**24.2**	(1.9)
	Israel	72.6	(2.3)	77.0	(0.9)	**4.4**	(2.4)	37.5	(2.2)	65.2	(1.1)	**27.7**	(2.1)
	Italy	43.6	(1.9)	67.8	(1.1)	**24.2**	(2.0)	23.7	(1.6)	50.7	(1.4)	**27.0**	(1.8)
	Japan	37.6	(2.2)	52.5	(1.2)	**15.0**	(2.5)	40.5	(2.2)	68.9	(1.2)	**28.5**	(2.3)
	Korea	53.4	(2.0)	64.6	(1.3)	**11.3**	(2.3)	62.4	(2.3)	82.2	(1.0)	**19.8**	(2.4)
	Latvia	44.9	(2.1)	68.5	(1.1)	**23.6**	(2.3)	11.5	(1.2)	34.0	(1.2)	**22.5**	(1.6)
	Luxembourg	37.9	(1.6)	70.5	(1.0)	**32.7**	(1.9)	23.0	(1.2)	57.6	(0.9)	**34.6**	(1.5)
	Mexico	77.1	(1.0)	84.8	(1.0)	**7.7**	(1.4)	49.4	(1.3)	70.6	(1.2)	**21.2**	(1.5)
	Netherlands	36.1	(2.3)	58.0	(1.2)	**21.9**	(2.4)	6.4	(1.1)	22.8	(0.9)	**16.4**	(1.5)
	New Zealand	55.1	(2.8)	70.8	(0.9)	**15.7**	(2.9)	30.5	(2.0)	52.0	(1.1)	**21.5**	(2.4)
	Norway	41.8	(3.2)	61.9	(1.1)	**20.2**	(3.2)	15.9	(2.3)	27.1	(0.7)	**11.3**	(2.4)
	Poland	31.8	(1.6)	60.2	(1.4)	**28.5**	(1.9)	31.0	(1.6)	66.0	(1.3)	**35.0**	(1.8)
	Portugal	54.0	(1.7)	77.9	(1.0)	**23.8**	(1.7)	22.4	(1.2)	55.1	(1.3)	**32.8**	(1.6)
	Slovak Republic	36.1	(1.9)	64.9	(1.3)	**28.8**	(2.0)	m	m	m	m	m	m
	Slovenia	33.5	(1.9)	63.9	(0.9)	**30.4**	(2.2)	10.9	(1.1)	34.8	(1.0)	**23.8**	(1.6)
	Spain	59.1	(1.4)	78.9	(0.8)	**19.8**	(1.4)	33.4	(1.1)	67.1	(1.0)	**33.7**	(1.4)
	Sweden	39.9	(3.1)	57.5	(1.1)	**17.7**	(3.2)	20.2	(1.8)	45.7	(1.2)	**25.5**	(2.1)
	Switzerland	29.5	(2.3)	56.8	(1.5)	**27.4**	(2.5)	12.9	(1.2)	36.5	(1.4)	**23.6**	(1.6)
	Turkey	66.7	(1.3)	76.7	(1.9)	**10.0**	(1.9)	66.8	(1.4)	82.3	(1.7)	**15.4**	(2.2)
	United Kingdom	60.7	(2.3)	77.1	(0.9)	**16.5**	(2.2)	27.0	(1.7)	49.5	(1.1)	**22.5**	(2.0)
	United States	64.9	(1.8)	74.7	(1.0)	**9.8**	(2.1)	62.8	(1.4)	83.4	(0.8)	**20.7**	(1.6)
	OECD average	47.0	(0.4)	68.0	(0.2)	**21.0**	(0.4)	29.2	(0.3)	54.7	(0.2)	**25.5**	(0.3)
Partners	Albania	67.9	(1.5)	83.5	(1.3)	**15.6**	(2.0)	m	m	m	m	m	m
	Algeria	63.4	(2.0)	68.7	(1.5)	**5.2**	(2.4)	m	m	m	m	m	m
	Brazil	74.3	(0.9)	82.6	(0.9)	**8.3**	(1.1)	37.6	(1.0)	59.9	(1.0)	**22.3**	(1.3)
	B-S-J-G (China)	61.6	(1.6)	70.0	(1.2)	**8.3**	(2.0)	26.0	(1.7)	58.6	(2.3)	**32.6**	(2.5)
	Bulgaria	47.0	(2.4)	76.5	(1.1)	**29.5**	(2.6)	24.4	(1.5)	52.8	(1.2)	**28.4**	(1.9)
	CABA (Argentina)	76.2	(3.7)	87.0	(1.3)	**10.8**	(3.8)	m	m	m	m	m	m
	Colombia	72.8	(1.0)	81.4	(1.0)	**8.6**	(1.4)	68.5	(1.3)	85.2	(1.0)	**16.7**	(1.5)
	Costa Rica	72.2	(1.8)	79.7	(0.9)	**7.5**	(2.0)	50.2	(2.1)	57.6	(1.6)	**7.4**	(2.7)
	Croatia	32.6	(1.9)	64.6	(1.2)	**32.0**	(2.1)	19.9	(1.4)	50.9	(1.3)	**31.0**	(1.8)
	Cyprus*	54.9	(1.7)	73.9	(0.8)	**19.0**	(2.0)	60.5	(1.6)	87.4	(0.6)	**27.0**	(1.8)
	Dominican Republic	80.5	(1.3)	82.7	(1.0)	2.3	(1.6)	61.3	(1.8)	68.1	(1.5)	**6.9**	(2.1)
	FYROM	55.3	(1.5)	73.3	(1.2)	**18.0**	(2.0)	m	m	m	m	m	m
	Georgia	66.4	(2.3)	80.4	(1.1)	**14.1**	(2.3)	m	m	m	m	m	m
	Hong Kong (China)	67.7	(1.6)	77.4	(1.3)	**9.7**	(2.0)	43.3	(1.9)	64.9	(1.3)	**21.6**	(2.1)
	Indonesia	59.5	(1.6)	66.9	(2.0)	**7.3**	(2.4)	m	m	m	m	m	m
	Jordan	61.3	(2.0)	76.2	(1.0)	**14.9**	(2.1)	m	m	m	m	m	m
	Kosovo	65.2	(2.8)	76.7	(1.0)	**11.5**	(3.0)	m	m	m	m	m	m
	Lebanon	79.6	(2.4)	83.0	(1.1)	**3.4**	(2.7)	m	m	m	m	m	m
	Lithuania	44.8	(1.8)	74.3	(0.9)	**29.5**	(1.9)	31.8	(1.6)	71.3	(1.5)	**39.4**	(1.9)
	Macao (China)	54.3	(2.3)	63.0	(1.1)	**8.7**	(2.3)	41.5	(2.4)	53.5	(1.2)	**12.0**	(2.7)
	Malta	52.6	(2.0)	74.8	(0.9)	**22.3**	(2.2)	m	m	m	m	m	m
	Moldova	42.6	(1.4)	69.9	(1.2)	**27.3**	(1.8)	m	m	m	m	m	m
	Montenegro	50.1	(1.6)	69.3	(0.9)	**19.2**	(1.9)	52.1	(1.9)	78.0	(0.9)	**25.9**	(2.2)
	Peru	69.8	(1.0)	86.9	(0.9)	**17.1**	(1.2)	55.2	(1.0)	78.6	(1.1)	**23.3**	(1.3)
	Qatar	72.6	(3.6)	75.2	(0.5)	2.6	(3.6)	69.9	(3.4)	80.0	(0.5)	**10.1**	(3.4)
	Romania	47.5	(2.0)	78.7	(1.4)	**31.2**	(2.4)	m	m	m	m	m	m
	Russia	53.9	(3.2)	75.3	(1.0)	**21.4**	(3.1)	8.3	(1.3)	21.4	(0.9)	**13.1**	(1.4)
	Singapore	72.7	(2.1)	84.2	(0.7)	**11.5**	(2.1)	34.1	(1.8)	70.4	(0.7)	**36.3**	(1.9)
	Chinese Taipei	44.3	(1.6)	64.4	(1.0)	**20.1**	(1.8)	29.7	(1.5)	58.7	(1.1)	**28.9**	(2.0)
	Thailand	58.0	(1.4)	71.7	(1.7)	**13.7**	(2.4)	62.7	(1.4)	83.7	(1.6)	**20.9**	(1.9)
	Trinidad and Tobago	58.1	(2.2)	72.1	(1.1)	**14.0**	(2.7)	m	m	m	m	m	m
	Tunisia	69.3	(1.3)	77.6	(1.2)	**8.3**	(1.9)	45.8	(1.4)	66.0	(1.4)	**20.3**	(2.0)
	United Arab Emirates	71.1	(3.1)	77.2	(0.6)	**6.1**	(3.1)	63.3	(3.6)	75.7	(0.6)	**12.4**	(3.6)
	Uruguay	56.9	(1.6)	75.0	(1.1)	**18.2**	(1.9)	30.1	(1.5)	59.6	(1.4)	**29.5**	(2.0)
	Viet Nam	56.3	(1.2)	60.0	(2.4)	3.6	(2.5)	m	m	m	m	m	m
	Argentina**	63.6	(1.4)	77.3	(1.1)	**13.7**	(1.6)	m	m	m	m	m	m
	Kazakhstan**	71.7	(2.0)	77.1	(1.0)	**5.4**	(2.1)	m	m	m	m	m	m
	Malaysia**	67.3	(1.6)	79.0	(0.9)	**11.7**	(1.6)	61.0	(1.8)	75.3	(1.2)	**14.3**	(1.9)

1. Blue-collar occupations include skilled agricultural, forestry and fishery workers (ISCO-08 category 6), craft and related trades workers (ISCO-08 category 7), plant and machine operators and assemblers (ISCO-08 category 8) and elementary occupations (ISCO-08 category 9).
White-collar occupations include managers (ISCO-08 category 1), professionals (ISCO-08 category 2) and technicians and associate professionals (ISCO-08 category 3)
High-status occupations include managers (ISCO-08 category 1) or professionals (ISCO-08 category 2).
2. Schools with students mostly from a white-collar background are schools where the percentage of children of white-collar workers is statistically significantly above the country/economy average.
Notes: In order to increase international comparability, odd-ratios are reported only for countries with at least fifty children of blue-collar workers in white-collar schools.
Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472428

[Part 2/2]

Table III.10.15 Students' expectations and parental occupation

Results based on students' and school principals' self-reports

		Students whose schoolmates are predominantly from white-collar backgrounds[2]						Increased likelihood of children of blue-collar workers to expect to complete university when their schoolmates are predominantly from white-collar backgrounds				Increased likelihood of children of blue-collar workers to expect a high-status occupation[1] when their schoolmates are predominantly from white-collar backgrounds			
		Children of blue-collar workers		Children of white-collar workers		Difference between children of white- and blue-collar workers		Before accounting for science performance		After accounting for science performance		Before accounting for science performance		After accounting for science performance	
		%	S.E.	%	S.E.	% dif.	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.	Odds ratios	S.E.
OECD	Australia	0.7	(0.2)	35.4	(2.1)	**34.7**	(2.0)	c	c	c	c	c	c	c	c
	Austria	5.5	(0.8)	35.2	(2.8)	**29.7**	(2.4)	**6.4**	(2.5)	**4.5**	(2.1)	**6.2**	(3.1)	**4.6**	(2.6)
	Belgium	7.8	(1.0)	49.7	(2.6)	**41.9**	(2.2)	**2.7**	(0.7)	1.4	(0.4)	1.5	(0.5)	1.0	(0.3)
	Canada	3.0	(0.6)	31.2	(2.6)	**28.2**	(2.2)	1.5	(0.6)	1.4	(0.6)	0.9	(0.3)	0.8	(0.3)
	Chile	7.4	(1.3)	55.1	(3.7)	**47.6**	(2.8)	**3.3**	(0.8)	**2.2**	(0.4)	**1.8**	(0.4)	1.4	(0.3)
	Czech Republic	5.9	(0.8)	44.4	(2.8)	**38.5**	(2.3)	**4.9**	(1.5)	**2.3**	(0.7)	**3.0**	(0.8)	1.4	(0.4)
	Denmark	4.1	(0.7)	31.0	(2.8)	**26.9**	(2.4)	c	c	c	c	c	c	c	c
	Estonia	6.2	(0.9)	42.2	(2.3)	**36.0**	(1.9)	**2.4**	(0.8)	1.7	(0.6)	1.3	(0.3)	1.0	(0.2)
	Finland	5.7	(1.1)	32.8	(3.8)	**27.1**	(3.0)	c	c	c	c	c	c	c	c
	France	5.4	(0.9)	45.2	(3.3)	**39.8**	(2.8)	c	c	c	c	c	c	c	c
	Germany	4.0	(0.8)	40.4	(3.1)	**36.4**	(2.8)	c	c	c	c	c	c	c	c
	Greece	7.5	(1.3)	41.5	(3.7)	**34.1**	(3.0)	**2.6**	(0.6)	1.4	(0.3)	1.5	(0.3)	1.0	(0.2)
	Hungary	8.3	(1.2)	56.8	(3.1)	**48.4**	(2.4)	**8.4**	(1.7)	**2.9**	(0.7)	**5.1**	(1.0)	**2.4**	(0.5)
	Iceland	7.1	(1.4)	34.9	(0.5)	**27.8**	(1.6)	c	c	c	c	c	c	c	c
	Ireland	5.4	(1.2)	33.5	(4.3)	**28.0**	(3.4)	c	c	c	c	c	c	c	c
	Israel	5.5	(1.0)	59.6	(3.3)	**54.1**	(3.1)	c	c	c	c	c	c	c	c
	Italy	6.6	(0.9)	40.6	(3.0)	**34.0**	(2.4)	**4.6**	(1.0)	**3.1**	(0.8)	**3.1**	(0.6)	**2.2**	(0.4)
	Japan	6.0	(1.0)	34.6	(3.4)	**28.6**	(2.8)	c	c	c	c	c	c	c	c
	Korea	4.1	(0.8)	31.9	(4.3)	**27.8**	(3.7)	c	c	c	c	c	c	c	c
	Latvia	4.7	(0.8)	38.4	(2.7)	**33.8**	(2.3)	c	c	c	c	c	c	c	c
	Luxembourg	7.9	(0.7)	56.3	(0.6)	**48.4**	(1.0)	**4.0**	(0.8)	**2.4**	(0.5)	**4.1**	(0.8)	**2.6**	(0.5)
	Mexico	7.2	(1.1)	45.3	(3.4)	**38.1**	(2.8)	**2.8**	(0.6)	**2.1**	(0.4)	**1.4**	(0.2)	1.1	(0.2)
	Netherlands	3.7	(0.8)	38.2	(3.2)	**34.5**	(2.9)	c	c	c	c	c	c	c	c
	New Zealand	4.2	(0.9)	28.7	(2.7)	**24.5**	(2.6)	c	c	c	c	c	c	c	c
	Norway	0.0	(0.0)	37.7	(3.4)	**37.7**	(3.4)	c	c	c	c	c	c	c	c
	Poland	7.5	(1.3)	39.1	(3.6)	**31.5**	(2.7)	**1.7**	(0.4)	1.3	(0.3)	**1.7**	(0.4)	1.4	(0.3)
	Portugal	7.7	(1.6)	44.8	(3.7)	**37.1**	(2.5)	1.6	(0.4)	1.3	(0.4)	**1.5**	(0.3)	1.3	(0.3)
	Slovak Republic	6.6	(0.9)	44.5	(3.4)	**37.9**	(2.8)	m	m	m	m	c	c	c	c
	Slovenia	6.3	(1.1)	44.9	(0.7)	**38.6**	(1.5)	c	c	c	c	c	c	c	c
	Spain	5.3	(1.0)	43.8	(3.6)	**38.5**	(3.1)	**2.1**	(0.5)	**2.0**	(0.5)	**1.9**	(0.5)	**1.7**	(0.4)
	Sweden	0.0	(0.0)	33.2	(3.3)	**33.2**	(3.3)	c	c	c	c	c	c	c	c
	Switzerland	5.8	(1.1)	36.4	(3.3)	**30.7**	(2.6)	c	c	c	c	c	c	c	c
	Turkey	8.1	(1.8)	34.5	(5.7)	**26.4**	(4.2)	**6.0**	(1.6)	**2.5**	(0.6)	**5.5**	(1.7)	**3.6**	(1.1)
	United Kingdom	3.3	(0.7)	32.7	(3.1)	**29.3**	(2.7)	c	c	c	c	c	c	c	c
	United States	6.4	(1.2)	35.4	(4.3)	**29.0**	(3.4)	c	c	c	c	c	c	c	c
	OECD average	5.5	(0.2)	40.3	(0.5)	**34.8**	(0.5)	**3.7**	(0.3)	**2.2**	(0.2)	**2.8**	(0.3)	**1.9**	(0.2)
Partners	Albania	6.4	(1.3)	26.6	(4.2)	**20.2**	(3.1)	m	m	m	m	c	c	c	c
	Algeria	6.0	(1.2)	33.5	(5.1)	**27.5**	(4.2)	m	m	m	m	c	c	c	c
	Brazil	5.5	(0.6)	42.7	(2.2)	**37.2**	(1.9)	**2.7**	(0.5)	**1.7**	(0.3)	**2.2**	(0.4)	**1.6**	(0.3)
	B-S-J-G (China)	6.2	(1.2)	47.2	(4.7)	**41.0**	(4.0)	**4.8**	(1.2)	**1.8**	(0.5)	1.3	(0.3)	0.9	(0.2)
	Bulgaria	11.1	(1.6)	59.8	(3.4)	**48.6**	(2.6)	**3.8**	(0.7)	**1.9**	(0.5)	**4.3**	(0.9)	**2.1**	(0.5)
	CABA (Argentina)	4.4	(1.6)	73.0	(6.0)	**68.6**	(5.2)	m	m	m	m	c	c	c	c
	Colombia	5.3	(0.9)	43.0	(3.2)	**37.7**	(2.7)	**3.1**	(0.8)	**2.0**	(0.5)	1.3	(0.2)	1.0	(0.2)
	Costa Rica	4.2	(0.9)	43.5	(3.0)	**39.3**	(2.7)	c	c	c	c	c	c	c	c
	Croatia	5.5	(1.0)	38.8	(3.0)	**33.3**	(2.4)	**7.5**	(2.6)	**4.9**	(1.7)	**8.0**	(2.8)	**5.3**	(2.3)
	Cyprus*	8.2	(0.9)	49.9	(0.7)	**41.7**	(1.3)	**3.0**	(1.3)	2.9	(1.6)	**1.7**	(0.5)	1.5	(0.5)
	Dominican Republic	7.7	(1.5)	40.9	(4.4)	**33.2**	(3.3)	0.9	(0.2)	0.7	(0.1)	1.4	(0.3)	1.1	(0.2)
	FYROM	10.6	(0.9)	37.8	(0.8)	**27.3**	(1.4)	m	m	m	m	c	c	c	c
	Georgia	3.1	(0.6)	37.3	(2.9)	**34.2**	(2.5)	m	m	m	m	c	c	c	c
	Hong Kong (China)	5.6	(1.1)	38.9	(4.3)	**33.4**	(3.6)	c	c	c	c	c	c	c	c
	Indonesia	3.4	(0.8)	47.1	(4.6)	**43.8**	(4.2)	m	m	m	m	c	c	c	c
	Jordan	4.2	(0.8)	33.0	(3.4)	**28.7**	(2.8)	m	m	m	m	c	c	c	c
	Kosovo	1.2	(0.6)	27.1	(1.4)	**25.9**	(1.5)	m	m	m	m	c	c	c	c
	Lebanon	3.1	(0.6)	33.6	(3.4)	**30.4**	(3.2)	m	m	m	m	c	c	c	c
	Lithuania	5.8	(1.0)	40.4	(3.7)	**34.5**	(3.1)	**2.5**	(0.6)	1.4	(0.4)	**2.8**	(0.8)	**2.0**	(0.6)
	Macao (China)	7.4	(1.0)	54.2	(1.0)	**46.8**	(1.4)	c	c	c	c	c	c	c	c
	Malta	10.2	(1.0)	48.7	(0.8)	**38.5**	(1.6)	m	m	m	m	c	c	c	c
	Moldova	9.5	(1.4)	45.0	(4.1)	**35.5**	(3.2)	m	m	m	m	c	c	c	c
	Montenegro	14.8	(1.3)	47.5	(0.7)	**32.7**	(1.6)	**4.9**	(1.4)	**3.6**	(1.1)	**3.0**	(0.6)	**2.4**	(0.5)
	Peru	7.5	(1.0)	59.2	(3.0)	**51.7**	(2.7)	**2.0**	(0.4)	1.3	(0.3)	**2.4**	(0.5)	**1.8**	(0.3)
	Qatar	1.0	(0.7)	39.5	(0.3)	**38.6**	(0.8)	c	c	c	c	c	c	c	c
	Romania	8.9	(1.4)	53.3	(5.0)	**44.4**	(4.2)	m	m	m	m	c	c	c	c
	Russia	4.2	(0.9)	39.1	(4.2)	**34.9**	(3.7)	c	c	c	c	c	c	c	c
	Singapore	2.7	(0.7)	39.4	(0.9)	**36.7**	(1.1)	c	c	c	c	c	c	c	c
	Chinese Taipei	8.3	(1.3)	39.7	(3.2)	**31.4**	(2.3)	**1.6**	(0.3)	1.0	(0.3)	**2.5**	(0.5)	**1.7**	(0.3)
	Thailand	7.2	(1.2)	49.5	(4.8)	**42.3**	(4.0)	**5.4**	(1.1)	**3.2**	(0.6)	**1.8**	(0.4)	1.3	(0.3)
	Trinidad and Tobago	4.6	(0.9)	35.0	(0.6)	**30.5**	(1.2)	m	m	m	m	c	c	c	c
	Tunisia	5.4	(0.9)	41.0	(4.4)	**35.6**	(3.9)	**2.4**	(0.6)	**1.8**	(0.4)	1.1	(0.2)	0.9	(0.2)
	United Arab Emirates	0.0	(0.0)	60.2	(2.6)	**60.2**	(2.6)	c	c	c	c	c	c	c	c
	Uruguay	4.5	(0.7)	41.4	(2.4)	**36.9**	(2.2)	**3.5**	(0.9)	**2.3**	(0.6)	1.7	(0.4)	1.2	(0.3)
	Viet Nam	7.4	(1.3)	42.2	(5.4)	**34.7**	(4.5)	m	m	m	m	c	c	c	c
	Argentina**	6.2	(1.3)	42.1	(4.6)	**35.9**	(3.6)	m	m	m	m	c	c	c	c
	Kazakhstan**	3.9	(0.9)	34.5	(3.1)	**30.6**	(2.6)	m	m	m	m	c	c	c	c
	Malaysia**	9.4	(1.6)	47.8	(4.2)	**38.4**	(3.2)	**1.9**	(0.5)	1.3	(0.3)	**2.7**	(0.6)	**2.2**	(0.5)

1. Blue-collar occupations include skilled agricultural, forestry and fishery workers (ISCO-08 category 6), craft and related trades workers (ISCO-08 category 7), plant and machine operators and assemblers (ISCO-08 category 8) and elementary occupations (ISCO-08 category 9).
White-collar occupations include managers (ISCO-08 category 1), professionals (ISCO-08 category 2) and technicians and associate professionals (ISCO-08 category 3)
High-status occupations include managers (ISCO-08 category 1) or professionals (ISCO-08 category 2).
2. Schools with students mostly from a white-collar background are schools where the percentage of children of white-collar workers is statistically significantly above the country/economy average.
Notes: In order to increase international comparability, odd-ratios are reported only for countries with at least fifty children of blue-collar workers in white-collar schools.
Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472428

[Part 1/1]

Table III.10.16 Students expecting the same career as their parents

Results based on students' self-reports

		All students		Boys						Girls						Difference between boys and girls (B–G)				Difference between boys who expect the same job as their father and girls who expect the same job as their mothers (B–G)	
		Students who expect the same job as one of their parents		Expect one of the five most popular occupations for male students in their country		Expect the same occupation as their father		Expect the same occupation as their mother		Expect one of the five most popular occupations for female students in their country		Expect the same occupation as their father		Expect the same occupation as their mother		Expect the same occupation as their father		Expect the same occupation as their mother			
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	6.3	(0.3)	31.1	(0.8)	5.8	(0.4)	2.0	(0.2)	33.7	(0.8)	2.3	(0.3)	3.2	(0.3)	**3.5**	(0.4)	-1.1	(0.4)	**2.7**	(0.5)
	Austria	1.1	(0.2)	28.2	(1.7)	1.3	(0.2)	0.6	(0.2)	32.3	(1.4)	0.7	(0.2)	0.3	(0.1)	0.6	(0.3)	0.3	(0.2)	1.0	(0.2)
	Belgium	6.6	(0.6)	30.2	(1.3)	7.5	(1.0)	1.5	(0.3)	32.7	(1.6)	2.2	(0.4)	3.4	(0.5)	**5.3**	(1.1)	-1.9	(0.6)	**4.0**	(1.2)
	Canada	7.8	(0.3)	38.5	(0.7)	8.1	(0.5)	2.6	(0.3)	48.2	(0.9)	2.8	(0.3)	3.5	(0.3)	**5.2**	(0.6)	-0.9	(0.5)	**4.6**	(0.7)
	Chile	4.6	(0.4)	40.8	(1.3)	4.9	(0.5)	1.3	(0.2)	43.7	(1.2)	1.9	(0.4)	1.6	(0.3)	**3.0**	(0.6)	-0.3	(0.4)	**3.3**	(0.5)
	Czech Republic	7.3	(0.5)	33.5	(1.0)	8.0	(0.6)	2.3	(0.3)	32.4	(1.4)	1.3	(0.2)	4.3	(0.5)	**6.7**	(0.7)	-2.0	(0.5)	**3.8**	(0.8)
	Denmark	9.7	(0.8)	54.3	(1.2)	9.5	(1.0)	2.6	(0.5)	55.2	(1.1)	3.9	(0.6)	4.3	(0.6)	**5.6**	(1.1)	-1.7	(0.7)	**5.2**	(1.1)
	Estonia	6.9	(0.4)	33.6	(1.0)	8.7	(0.6)	2.4	(0.4)	43.2	(1.3)	2.7	(0.4)	2.6	(0.3)	**6.0**	(0.7)	-0.2	(0.5)	**6.2**	(0.6)
	Finland	8.3	(0.4)	34.6	(1.0)	8.2	(0.6)	2.8	(0.4)	37.7	(1.3)	2.5	(0.4)	4.6	(0.4)	**5.8**	(0.7)	-1.8	(0.6)	**3.6**	(0.8)
	France	5.8	(0.4)	26.5	(1.0)	5.2	(0.5)	2.0	(0.3)	30.2	(1.0)	2.3	(0.3)	3.0	(0.4)	**2.9**	(0.5)	-1.0	(0.5)	**2.2**	(0.7)
	Germany	9.1	(0.5)	31.1	(0.9)	8.1	(0.8)	2.6	(0.4)	32.7	(1.0)	3.7	(0.5)	5.2	(0.5)	**4.4**	(0.9)	-2.6	(0.6)	**2.8**	(0.9)
	Greece	7.6	(0.5)	29.7	(1.1)	8.8	(0.6)	2.5	(0.4)	44.4	(1.2)	2.9	(0.4)	3.1	(0.4)	**5.9**	(0.6)	-0.6	(0.6)	**5.6**	(0.7)
	Hungary	8.7	(0.5)	33.6	(1.6)	8.9	(0.6)	2.5	(0.4)	27.9	(1.1)	3.9	(0.6)	3.8	(0.5)	**5.0**	(0.8)	-1.3	(0.7)	**5.2**	(0.8)
	Iceland	8.1	(0.6)	45.5	(1.4)	7.5	(0.8)	2.5	(0.5)	44.6	(1.3)	3.0	(0.5)	4.0	(0.6)	**4.5**	(0.9)	-1.5	(0.7)	**3.5**	(1.1)
	Ireland	5.8	(0.4)	25.0	(0.9)	6.2	(0.6)	1.8	(0.3)	33.7	(1.1)	1.7	(0.3)	3.0	(0.4)	**4.4**	(0.6)	-1.2	(0.4)	**3.2**	(0.6)
	Israel	7.6	(0.5)	43.1	(1.3)	7.7	(0.7)	2.5	(0.4)	45.7	(1.1)	2.2	(0.4)	3.5	(0.4)	**5.6**	(0.7)	-1.1	(0.6)	**4.2**	(0.8)
	Italy	7.4	(0.5)	27.9	(1.1)	8.3	(0.6)	2.7	(0.4)	34.0	(1.0)	3.4	(0.5)	2.6	(0.4)	**4.9**	(0.7)	0.1	(0.6)	**5.7**	(0.7)
	Japan	9.8	(0.5)	36.9	(1.2)	9.0	(0.6)	4.2	(0.4)	35.3	(1.2)	3.4	(0.4)	6.5	(0.4)	**5.6**	(0.8)	-2.3	(0.6)	**2.5**	(0.8)
	Korea	9.0	(0.4)	38.1	(1.2)	7.8	(0.6)	4.1	(0.4)	38.0	(1.2)	4.3	(0.5)	3.8	(0.5)	**3.5**	(0.8)	0.3	(0.7)	**4.0**	(0.8)
	Latvia	7.2	(0.5)	34.7	(1.1)	7.9	(0.8)	1.8	(0.3)	37.5	(1.0)	2.2	(0.4)	3.6	(0.4)	**5.7**	(0.9)	-1.8	(0.5)	**4.2**	(0.9)
	Luxembourg	6.8	(0.4)	28.5	(1.0)	5.9	(0.5)	2.8	(0.4)	38.7	(1.0)	2.4	(0.3)	4.8	(0.5)	**3.5**	(0.7)	-1.9	(0.6)	1.1	(0.8)
	Mexico	3.4	(0.3)	39.0	(1.0)	3.8	(0.4)	1.1	(0.2)	39.0	(1.0)	1.7	(0.2)	1.1	(0.2)	**2.2**	(0.4)	0.1	(0.3)	**2.8**	(0.4)
	Netherlands	8.0	(0.5)	31.6	(1.0)	7.6	(0.7)	1.9	(0.3)	29.2	(1.0)	2.9	(0.4)	4.6	(0.5)	**4.8**	(0.8)	-2.7	(0.6)	**3.1**	(0.9)
	New Zealand	5.8	(0.4)	35.1	(1.1)	6.9	(0.6)	1.3	(0.3)	32.1	(1.1)	1.6	(0.3)	2.4	(0.3)	**5.3**	(0.7)	-1.0	(0.4)	**4.6**	(0.6)
	Norway	9.5	(0.5)	38.2	(1.1)	8.3	(0.6)	2.3	(0.3)	40.3	(1.0)	4.6	(0.4)	5.0	(0.5)	**3.7**	(0.8)	-2.7	(0.6)	**3.3**	(0.7)
	Poland	8.0	(0.5)	35.2	(1.3)	9.8	(0.7)	3.0	(0.5)	36.9	(1.1)	2.0	(0.5)	3.2	(0.4)	**7.8**	(0.8)	-0.1	(0.6)	**6.7**	(0.8)
	Portugal	5.1	(0.5)	38.1	(1.1)	6.2	(0.6)	1.6	(0.3)	37.3	(1.1)	1.7	(0.3)	2.0	(0.3)	**4.5**	(0.7)	-0.4	(0.5)	**4.2**	(0.6)
	Slovak Republic	5.8	(0.4)	33.2	(1.0)	6.5	(0.6)	1.6	(0.3)	36.4	(1.2)	1.4	(0.3)	3.2	(0.4)	**5.1**	(0.6)	-1.6	(0.5)	**3.3**	(0.7)
	Slovenia	6.6	(0.5)	35.0	(1.0)	7.3	(0.6)	2.7	(0.4)	33.9	(1.0)	1.0	(0.2)	3.0	(0.5)	**6.3**	(0.7)	-0.3	(0.6)	**4.4**	(0.8)
	Spain	5.5	(0.4)	34.3	(1.1)	5.7	(0.6)	2.3	(0.3)	36.0	(0.9)	2.3	(0.4)	2.1	(0.3)	**3.4**	(0.6)	0.2	(0.4)	**3.6**	(0.6)
	Sweden	7.6	(0.5)	28.6	(0.8)	7.0	(0.6)	2.7	(0.4)	37.8	(1.2)	3.5	(0.5)	3.5	(0.4)	**3.5**	(0.8)	-0.8	(0.6)	**3.5**	(0.8)
	Switzerland	8.5	(0.4)	25.2	(1.1)	7.9	(0.7)	2.9	(0.5)	34.6	(1.2)	2.7	(0.5)	4.9	(0.5)	**5.2**	(0.9)	-2.0	(0.8)	**3.0**	(0.8)
	Turkey	4.1	(0.4)	43.2	(1.3)	3.4	(0.5)	2.5	(0.5)	45.3	(1.3)	1.2	(0.2)	1.5	(0.2)	**2.2**	(0.5)	0.9	(0.4)	**1.8**	(0.5)
	United Kingdom	7.0	(0.5)	31.8	(0.9)	2.7	(0.4)	6.7	(0.6)	34.1	(0.9)	3.5	(0.4)	2.2	(0.3)	-0.7	(0.5)	**4.5**	(0.6)	0.5	(0.5)
	United States	5.5	(0.4)	33.3	(0.9)	6.1	(0.5)	1.5	(0.3)	45.1	(1.2)	1.5	(0.2)	2.4	(0.4)	**4.6**	(0.6)	-0.9	(0.5)	**3.7**	(0.7)
	OECD average	6.9	(0.1)	34.5	(0.2)	6.9	(0.1)	2.4	(0.1)	37.7	(0.2)	2.5	(0.1)	3.3	(0.1)	**4.4**	(0.1)	-0.9	(0.1)	**3.6**	(0.1)
Partners	Albania	9.4	(0.9)	50.8	(1.5)	6.4	(0.8)	3.2	(0.5)	53.4	(1.2)	6.8	(0.8)	4.4	(0.8)	-0.4	(1.0)	-1.2	(0.9)	2.0	(1.0)
	Algeria	14.4	(1.5)	47.9	(1.6)	8.9	(0.7)	5.3	(1.1)	64.9	(1.2)	5.9	(0.6)	8.5	(2.2)	**3.0**	(0.8)	-3.1	(1.9)	0.5	(2.3)
	Brazil	2.9	(0.2)	45.8	(0.7)	3.4	(0.3)	0.8	(0.2)	51.1	(0.7)	1.3	(0.2)	0.6	(0.1)	**2.1**	(0.3)	0.2	(0.2)	**2.8**	(0.3)
	B-S-J-G (China)	7.2	(0.4)	47.7	(1.1)	6.4	(0.6)	3.9	(0.4)	51.6	(1.1)	3.5	(0.5)	3.5	(0.4)	**2.9**	(0.8)	0.4	(0.6)	**2.9**	(0.8)
	Bulgaria	7.0	(0.5)	42.7	(1.5)	7.2	(0.7)	2.2	(0.4)	41.6	(1.2)	2.8	(0.4)	4.0	(0.4)	**4.4**	(0.8)	-1.8	(0.6)	**3.1**	(0.8)
	CABA (Argentina)	9.0	(1.3)	40.5	(2.3)	9.8	(1.8)	3.8	(0.9)	49.2	(2.1)	3.5	(0.9)	4.1	(0.9)	**6.3**	(1.8)	-0.3	(1.1)	**5.7**	(1.6)
	Colombia	3.1	(0.3)	40.8	(1.0)	2.7	(0.4)	1.0	(0.2)	45.7	(0.9)	2.1	(0.3)	1.0	(0.2)	0.6	(0.5)	0.0	(0.3)	**1.7**	(0.4)
	Costa Rica	3.0	(0.3)	36.8	(1.1)	3.6	(0.4)	0.9	(0.2)	42.0	(1.1)	1.5	(0.2)	0.7	(0.2)	**2.1**	(0.4)	0.2	(0.3)	**2.9**	(0.4)
	Croatia	6.1	(0.4)	27.5	(1.1)	6.1	(0.6)	2.7	(0.3)	33.2	(1.2)	1.7	(0.3)	2.9	(0.3)	**4.4**	(0.7)	-0.2	(0.5)	**3.2**	(0.8)
	Cyprus*	6.3	(0.4)	34.4	(0.9)	6.8	(0.5)	2.3	(0.3)	45.3	(1.0)	2.2	(0.4)	2.8	(0.3)	**4.6**	(0.7)	-0.5	(0.4)	**4.0**	(0.6)
	Dominican Republic	5.1	(0.5)	50.2	(1.1)	4.5	(0.5)	2.1	(0.4)	52.0	(1.3)	2.2	(0.4)	2.0	(0.4)	**2.3**	(0.6)	0.1	(0.6)	**2.6**	(0.7)
	FYROM	9.6	(0.7)	35.2	(1.0)	9.9	(0.8)	3.3	(0.4)	42.3	(1.1)	4.3	(0.6)	3.9	(0.4)	**5.7**	(0.9)	-0.5	(0.6)	**6.0**	(0.9)
	Georgia	6.0	(0.5)	43.9	(1.3)	5.6	(0.6)	1.5	(0.3)	51.5	(1.2)	3.0	(0.5)	2.8	(0.4)	**2.6**	(0.8)	-1.4	(0.5)	**2.8**	(0.7)
	Hong Kong (China)	5.8	(0.4)	32.8	(1.1)	5.2	(0.5)	2.8	(0.4)	32.8	(0.9)	1.8	(0.4)	3.0	(0.4)	**3.5**	(0.7)	-0.2	(0.6)	**2.3**	(0.7)
	Indonesia	4.6	(0.3)	47.8	(1.2)	4.3	(0.5)	2.5	(0.3)	57.6	(1.3)	2.1	(0.3)	2.4	(0.3)	**2.1**	(0.6)	0.1	(0.5)	1.9	(0.6)
	Jordan	8.6	(0.5)	54.9	(1.2)	7.4	(0.6)	3.4	(0.3)	55.2	(1.1)	3.5	(0.4)	6.0	(0.7)	**3.9**	(0.7)	-2.6	(0.7)	1.4	(0.9)
	Kosovo	6.1	(0.5)	40.1	(1.0)	5.7	(0.6)	2.0	(0.3)	59.7	(1.4)	3.0	(0.5)	2.5	(0.3)	**2.7**	(0.8)	-0.5	(0.5)	**3.2**	(0.7)
	Lebanon	13.0	(0.8)	57.0	(1.3)	9.4	(0.9)	3.6	(0.6)	52.9	(1.4)	4.0	(0.6)	9.9	(0.8)	**5.5**	(1.1)	-6.3	(0.9)	-0.4	(1.2)
	Lithuania	7.0	(0.4)	35.4	(1.1)	8.6	(0.7)	2.6	(0.3)	34.1	(1.1)	2.5	(0.4)	2.3	(0.3)	**6.1**	(0.8)	0.4	(0.5)	**6.3**	(0.9)
	Macao (China)	4.5	(0.4)	33.3	(1.0)	4.0	(0.4)	2.1	(0.3)	38.0	(1.1)	2.1	(0.4)	2.4	(0.3)	**1.9**	(0.6)	-0.3	(0.4)	1.6	(0.5)
	Malta	5.0	(0.4)	36.8	(1.2)	5.8	(0.6)	1.2	(0.3)	36.0	(1.1)	2.2	(0.4)	2.0	(0.3)	**3.6**	(0.6)	-0.7	(0.4)	**3.8**	(0.7)
	Moldova	5.1	(0.3)	37.7	(1.2)	5.7	(0.5)	1.6	(0.3)	46.6	(1.4)	1.0	(0.2)	2.5	(0.3)	**4.8**	(0.6)	-0.9	(0.4)	**3.3**	(0.6)
	Montenegro	6.6	(0.4)	31.6	(0.7)	6.8	(0.6)	1.8	(0.3)	37.4	(0.9)	2.7	(0.3)	3.2	(0.4)	**4.2**	(0.7)	-1.5	(0.5)	**3.6**	(0.7)
	Peru	3.0	(0.3)	46.6	(1.0)	3.6	(0.4)	0.5	(0.1)	43.5	(1.0)	1.7	(0.3)	0.6	(0.2)	**1.9**	(0.5)	-0.2	(0.2)	**3.0**	(0.4)
	Qatar	9.4	(0.3)	55.5	(0.8)	11.4	(0.4)	1.9	(0.2)	50.7	(0.7)	4.6	(0.3)	2.9	(0.3)	**6.8**	(0.5)	-1.0	(0.4)	**8.5**	(0.5)
	Romania	8.3	(0.6)	37.1	(1.5)	8.3	(0.9)	3.2	(0.5)	36.4	(1.4)	3.9	(0.6)	4.0	(0.6)	**4.4**	(1.1)	-0.9	(0.7)	**4.3**	(1.0)
	Russia	7.4	(0.5)	30.2	(1.0)	7.5	(0.6)	2.9	(0.4)	36.9	(0.8)	3.3	(0.4)	3.4	(0.5)	**4.2**	(0.7)	-0.5	(0.5)	**4.1**	(0.7)
	Singapore	8.5	(0.5)	37.0	(0.8)	7.4	(0.5)	3.5	(0.4)	36.7	(1.0)	4.7	(0.5)	3.5	(0.4)	**2.7**	(0.7)	0.0	(0.5)	**3.9**	(0.7)
	Chinese Taipei	6.5	(0.5)	29.7	(0.9)	5.3	(0.5)	3.0	(0.4)	32.4	(1.0)	1.9	(0.3)	3.6	(0.5)	**3.4**	(0.5)	-0.6	(0.6)	1.7	(0.7)
	Thailand	3.6	(0.4)	53.4	(1.3)	5.8	(0.8)	3.2	(0.6)	54.1	(1.1)	1.5	(0.3)	1.0	(0.2)	**4.3**	(0.9)	**2.2**	(0.6)	**4.8**	(0.9)
	Trinidad and Tobago	7.0	(0.4)	43.4	(1.2)	7.5	(0.7)	3.1	(0.5)	43.4	(1.1)	3.1	(0.5)	2.4	(0.4)	**4.4**	(0.9)	0.8	(0.7)	**5.1**	(0.8)
	Tunisia	6.6	(0.7)	54.4	(1.2)	5.3	(0.6)	3.0	(0.7)	58.0	(1.1)	2.4	(0.4)	2.5	(0.6)	**2.8**	(0.7)	0.5	(1.0)	**2.8**	(0.8)
	United Arab Emirates	10.0	(0.4)	48.8	(1.0)	11.2	(0.6)	2.5	(0.3)	46.5	(0.8)	4.5	(0.4)	3.8	(0.3)	**6.7**	(0.7)	-1.3	(0.4)	**7.5**	(0.8)
	Uruguay	4.8	(0.4)	36.5	(1.1)	5.5	(0.6)	1.2	(0.3)	40.1	(1.0)	2.2	(0.3)	1.8	(0.3)	**3.3**	(0.7)	-0.6	(0.4)	**3.7**	(0.7)
	Viet Nam	3.5	(0.3)	50.6	(1.3)	3.9	(0.5)	1.7	(0.3)	52.4	(1.3)	1.6	(0.3)	1.7	(0.3)	**2.2**	(0.5)	0.0	(0.4)	**2.1**	(0.6)
	Argentina**	4.7	(0.4)	38.8	(1.3)	5.9	(0.6)	1.3	(0.2)	39.1	(1.2)	1.6	(0.3)	1.4	(0.2)	**4.3**	(0.6)	-0.1	(0.3)	**4.4**	(0.6)
	Kazakhstan**	12.1	(0.7)	41.2	(1.2)	11.2	(0.7)	3.9	(0.5)	46.4	(1.3)	4.5	(0.6)	6.7	(0.7)	**6.7**	(0.9)	-2.8	(0.8)	**4.5**	(0.9)
	Malaysia**	3.2	(0.3)	42.4	(1.1)	3.1	(0.4)	0.7	(0.2)	46.0	(1.0)	1.6	(0.2)	1.4	(0.2)	1.4	(0.4)	-0.7	(0.3)	**1.7**	(0.4)

Notes: Students reported their expected occupation when they are 30 years old. Students' expected occupation and parents' current occupation are coded according to the International Standard Classification of Occupations 2008 edition (ISCO-08), at the 3 digit level (e.g. 111 ISCO code: Senior officials and legislators.
Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472430

[Part 1/1]

Table III.11.1 Students' physical education at school

Results based on students' self-reports

		Number of days per week students reported that they attend physical education classes													
		0		1		2		3		4		5		6 or 7 days	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	15.5	(0.5)	17.2	(0.7)	28.3	(0.7)	21.4	(0.6)	9.4	(0.4)	8.2	(0.3)	0.0	c
	Austria	11.0	(0.7)	65.4	(1.9)	15.3	(1.6)	3.2	(0.5)	1.3	(0.4)	2.0	(0.2)	1.7	(0.3)
	Belgium	1.4	(0.2)	52.8	(2.3)	38.4	(2.1)	2.6	(0.3)	1.9	(0.3)	2.1	(0.3)	0.6	(0.1)
	Canada	24.3	(0.6)	11.4	(0.6)	9.4	(0.6)	13.7	(0.7)	4.4	(0.4)	36.8	(0.9)	0.0	c
	Chile	1.0	(0.1)	53.9	(2.9)	32.3	(2.8)	2.0	(0.3)	1.8	(0.2)	9.0	(0.5)	0.0	c
	Czech Republic	3.3	(0.3)	39.3	(2.3)	46.7	(2.2)	5.1	(0.9)	2.3	(0.4)	3.3	(0.4)	0.0	c
	Denmark	2.9	(0.5)	72.7	(1.7)	13.7	(1.3)	4.1	(0.6)	2.4	(0.5)	4.2	(0.8)	0.0	c
	Estonia	3.1	(0.3)	32.1	(1.9)	60.5	(1.9)	1.5	(0.2)	0.4	(0.1)	2.4	(0.3)	0.0	c
	Finland	1.2	(0.2)	47.5	(1.3)	34.6	(1.1)	8.5	(0.8)	2.6	(0.3)	5.6	(0.3)	0.0	c
	France	3.5	(0.2)	69.7	(0.9)	17.8	(0.7)	3.7	(0.4)	1.2	(0.1)	4.0	(0.3)	0.0	c
	Germany	2.0	(0.4)	66.3	(1.7)	25.3	(1.7)	3.0	(0.5)	1.0	(0.2)	1.4	(0.2)	1.0	(0.2)
	Greece	3.0	(0.3)	6.5	(0.9)	72.5	(1.2)	5.5	(0.4)	1.9	(0.2)	2.2	(0.2)	8.3	(0.5)
	Hungary	1.1	(0.2)	1.9	(0.5)	9.4	(1.1)	31.2	(1.9)	21.4	(1.3)	33.3	(1.9)	1.7	(0.2)
	Iceland	3.0	(0.3)	12.6	(0.5)	51.3	(0.8)	17.3	(0.6)	6.7	(0.4)	2.9	(0.3)	6.3	(0.5)
	Ireland	9.1	(1.2)	76.8	(1.8)	10.1	(1.5)	1.0	(0.2)	0.6	(0.1)	2.5	(0.3)	0.0	c
	Israel	9.4	(1.2)	26.2	(1.7)	47.4	(1.7)	3.7	(0.3)	2.3	(0.2)	2.6	(0.3)	8.3	(0.5)
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	0.1	(0.0)	5.1	(1.3)	40.3	(2.5)	51.4	(2.4)	2.5	(0.5)	0.4	(0.1)	0.3	(0.1)
	Korea	0.5	(0.1)	7.3	(1.7)	73.1	(2.1)	13.2	(1.2)	3.7	(0.7)	2.1	(0.5)	0.0	c
	Latvia	5.3	(0.4)	14.4	(1.5)	65.2	(1.6)	6.9	(0.7)	1.8	(0.2)	6.4	(0.4)	0.0	c
	Luxembourg	2.4	(0.2)	58.2	(0.5)	27.7	(0.4)	5.1	(0.3)	2.2	(0.2)	4.3	(0.2)	0.0	c
	Mexico	22.9	(2.2)	27.3	(1.9)	34.1	(2.2)	5.9	(1.1)	2.1	(0.3)	2.5	(0.2)	5.1	(0.3)
	Netherlands	3.7	(0.5)	61.6	(2.1)	27.6	(2.0)	4.7	(0.6)	1.4	(0.4)	1.0	(0.2)	0.0	c
	New Zealand	40.4	(1.6)	6.9	(1.1)	11.9	(1.2)	10.1	(1.0)	18.6	(1.0)	9.6	(0.7)	2.5	(0.3)
	Norway	0.7	(0.1)	36.1	(2.3)	50.2	(2.0)	9.7	(0.9)	1.4	(0.4)	1.0	(0.3)	1.0	(0.2)
	Poland	0.7	(0.1)	1.0	(0.4)	22.7	(2.9)	30.4	(2.3)	39.8	(2.9)	5.4	(0.8)	0.0	c
	Portugal	0.6	(0.2)	9.2	(1.1)	81.0	(1.7)	5.4	(1.3)	1.0	(0.1)	0.5	(0.1)	2.3	(0.2)
	Slovak Republic	4.0	(0.4)	14.3	(1.7)	65.4	(1.9)	10.5	(1.3)	2.3	(0.4)	3.4	(0.3)	0.0	c
	Slovenia	1.1	(0.2)	19.1	(0.3)	54.6	(0.5)	20.8	(0.5)	1.8	(0.2)	2.6	(0.2)	0.0	c
	Spain	1.7	(0.2)	9.4	(1.8)	86.4	(1.9)	1.0	(0.2)	0.4	(0.1)	1.1	(0.2)	0.0	c
	Sweden	2.1	(0.3)	16.2	(1.6)	64.0	(2.0)	5.6	(1.0)	2.2	(0.5)	1.8	(0.2)	8.1	(0.5)
	Switzerland	4.0	(0.5)	22.3	(1.6)	58.0	(1.8)	10.1	(1.1)	1.8	(0.2)	2.0	(0.2)	1.9	(0.2)
	Turkey	5.0	(1.4)	46.6	(1.7)	23.7	(1.3)	2.4	(0.2)	4.1	(0.5)	18.3	(0.9)	0.0	c
	United Kingdom	4.4	(0.4)	38.1	(2.1)	34.7	(1.9)	11.5	(0.7)	6.2	(0.4)	5.1	(0.3)	0.0	c
	United States	41.0	(1.4)	2.6	(0.4)	6.2	(1.2)	12.0	(1.5)	5.2	(0.9)	33.0	(2.1)	0.0	c
	OECD average	6.9	(0.1)	30.8	(0.3)	39.4	(0.3)	10.1	(0.2)	4.7	(0.1)	6.6	(0.1)	1.4	(0.0)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	11.5	(0.8)	37.9	(1.3)	35.4	(1.2)	3.5	(0.2)	1.7	(0.1)	3.1	(0.2)	7.0	(0.3)
	B-S-J-G (China)	1.0	(0.2)	14.2	(2.0)	50.8	(2.5)	24.6	(2.0)	4.9	(0.8)	3.5	(0.4)	1.1	(0.1)
	Bulgaria	2.3	(0.2)	5.6	(1.1)	50.0	(1.9)	25.5	(1.6)	3.8	(0.3)	4.0	(0.5)	8.9	(0.5)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	3.0	(0.6)	65.2	(2.0)	18.6	(1.7)	1.5	(0.2)	1.2	(0.2)	4.6	(0.3)	6.0	(0.4)
	Costa Rica	8.0	(1.5)	88.8	(1.7)	2.0	(0.6)	0.2	(0.1)	0.1	(0.0)	0.9	(0.1)	0.0	c
	Croatia	1.1	(0.2)	35.3	(2.6)	61.2	(2.6)	1.1	(0.2)	0.5	(0.1)	0.4	(0.1)	0.5	(0.1)
	Cyprus*	2.8	(0.2)	20.6	(0.4)	54.4	(0.5)	10.6	(0.4)	2.9	(0.2)	8.7	(0.4)	0.0	c
	Dominican Republic	7.9	(0.7)	25.1	(2.2)	32.6	(2.3)	6.1	(0.9)	3.1	(0.4)	25.3	(1.1)	0.0	c
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	1.3	(0.2)	89.8	(1.4)	7.0	(1.3)	0.6	(0.1)	0.4	(0.1)	0.9	(0.1)	0.0	c
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	7.1	(0.4)	6.0	(0.6)	75.2	(1.1)	4.3	(0.7)	1.6	(0.1)	5.6	(0.4)	0.0	c
	Macao (China)	1.2	(0.1)	45.4	(0.3)	46.1	(0.3)	3.7	(0.2)	1.1	(0.1)	2.0	(0.2)	0.6	(0.1)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	3.3	(0.3)	5.8	(0.3)	53.6	(0.7)	8.7	(0.4)	3.3	(0.3)	4.7	(0.3)	20.7	(0.6)
	Peru	3.0	(0.5)	64.1	(2.0)	17.0	(1.8)	1.7	(0.4)	1.2	(0.2)	13.1	(0.5)	0.0	c
	Qatar	13.0	(0.3)	42.0	(0.4)	17.3	(0.3)	8.3	(0.3)	4.5	(0.2)	15.0	(0.3)	0.0	c
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	3.8	(0.8)	3.8	(0.8)	17.6	(1.5)	61.9	(2.0)	3.8	(0.4)	1.8	(0.2)	7.3	(0.5)
	Singapore	2.5	(0.5)	38.8	(1.0)	49.4	(0.4)	6.9	(0.6)	1.0	(0.1)	1.4	(0.2)	0.0	c
	Chinese Taipei	0.9	(0.2)	22.5	(2.1)	71.4	(2.2)	3.0	(0.5)	0.5	(0.1)	1.8	(0.2)	0.0	c
	Thailand	8.2	(0.9)	74.5	(1.4)	9.1	(0.9)	2.0	(0.2)	0.9	(0.1)	5.3	(0.4)	0.0	c
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	9.1	(0.9)	35.6	(2.0)	34.6	(1.8)	8.7	(0.8)	2.7	(0.3)	9.3	(0.5)	0.0	c
	United Arab Emirates	8.3	(0.7)	40.7	(1.2)	32.4	(1.2)	5.1	(0.3)	2.3	(0.1)	11.1	(0.4)	0.0	c
	Uruguay	19.2	(0.9)	11.3	(1.1)	52.8	(1.3)	4.9	(0.4)	1.6	(0.2)	3.9	(0.3)	6.3	(0.4)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	2.2	(0.4)	50.3	(2.6)	34.3	(2.7)	3.5	(0.3)	2.0	(0.2)	7.7	(0.5)	0.0	c

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472525

[Part 1/1]

Table III.11.4a Physical activity at school, by student performance in science

Results based on students' self-reports

		Science performance											
		Average number of days students attend physical education class in school, by science performance						Change in science score associated with one additional day of physical education					
		Bottom quarter of science performance		Top quarter of science performance		Difference between top and bottom quarter of science performance (top – bottom)		Before accounting for student and school socio-economic profile[1]		Explained variance in student performance (r-squared x 100)		After accounting for students' and schools' socio-economic profile	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Score dif.	S.E.	%	S.E.	Score dif.	S.E.
OECD	Australia	2.60	(0.04)	1.81	(0.04)	**-0.79**	(0.06)	**-15**	(0.9)	4.5	(0.6)	**-13**	(0.8)
	Austria	1.48	(0.05)	1.20	(0.04)	**-0.28**	(0.06)	**-9**	(1.9)	0.9	(0.4)	**-11**	(1.6)
	Belgium	1.65	(0.04)	1.55	(0.04)	-0.10	(0.05)	**-5**	(2.3)	0.2	(0.2)	**-8**	(1.6)
	Canada	3.19	(0.05)	2.25	(0.06)	**-0.94**	(0.08)	**-8**	(0.5)	3.1	(0.4)	**-7**	(0.5)
	Chile	2.17	(0.06)	1.54	(0.05)	**-0.62**	(0.08)	**-14**	(1.4)	4.0	(0.8)	**-11**	(1.2)
	Czech Republic	1.93	(0.05)	1.62	(0.05)	**-0.31**	(0.06)	**-12**	(2.0)	1.5	(0.5)	**-9**	(1.8)
	Denmark	1.58	(0.06)	1.30	(0.04)	**-0.28**	(0.06)	**-10**	(1.8)	1.3	(0.4)	**-9**	(1.5)
	Estonia	1.88	(0.03)	1.59	(0.03)	**-0.29**	(0.04)	**-17**	(2.1)	2.4	(0.6)	**-13**	(2.2)
	Finland	2.19	(0.04)	1.52	(0.03)	**-0.68**	(0.05)	**-21**	(1.4)	5.8	(0.8)	**-20**	(1.4)
	France	1.86	(0.05)	1.12	(0.02)	**-0.74**	(0.05)	**-30**	(1.8)	8.6	(0.9)	**-16**	(1.4)
	Germany	1.66	(0.05)	1.29	(0.03)	**-0.36**	(0.07)	**-19**	(2.7)	2.9	(0.9)	**-13**	(1.9)
	Greece	2.85	(0.07)	2.07	(0.03)	**-0.78**	(0.07)	**-12**	(0.9)	3.8	(0.5)	**-8**	(0.8)
	Hungary	3.55	(0.08)	3.77	(0.08)	0.22	(0.12)	5	(2.9)	0.5	(0.5)	1	(1.6)
	Iceland	2.72	(0.07)	2.28	(0.04)	**-0.44**	(0.08)	**-8**	(1.1)	1.5	(0.4)	**-7**	(1.1)
	Ireland	1.31	(0.04)	1.06	(0.04)	**-0.25**	(0.04)	**-13**	(2.2)	1.5	(0.4)	**-12**	(1.5)
	Israel	2.61	(0.08)	1.72	(0.06)	**-0.89**	(0.09)	**-12**	(1.1)	4.1	(0.8)	**-8**	(1.0)
	Italy	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	2.65	(0.04)	2.44	(0.05)	**-0.21**	(0.06)	**-16**	(4.8)	1.5	(0.8)	**-7**	(3.4)
	Korea	2.26	(0.05)	2.16	(0.04)	**-0.10**	(0.05)	**-7**	(3.3)	0.3	(0.3)	**-9**	(2.3)
	Latvia	2.30	(0.06)	1.91	(0.03)	**-0.39**	(0.06)	**-11**	(1.5)	2.0	(0.6)	**-9**	(1.3)
	Luxembourg	1.82	(0.03)	1.48	(0.03)	**-0.34**	(0.05)	**-12**	(1.4)	1.5	(0.3)	**-14**	(1.2)
	Mexico	1.98	(0.07)	1.39	(0.08)	**-0.59**	(0.08)	**-7**	(0.9)	2.3	(0.6)	**-6**	(0.8)
	Netherlands	1.61	(0.05)	1.23	(0.03)	**-0.38**	(0.05)	**-22**	(3.0)	3.1	(0.8)	**-9**	(2.3)
	New Zealand	2.56	(0.08)	1.37	(0.07)	**-1.19**	(0.11)	**-12**	(0.9)	5.5	(0.8)	**-11**	(0.9)
	Norway	1.90	(0.06)	1.75	(0.04)	**-0.15**	(0.05)	**-8**	(2.1)	0.5	(0.3)	**-8**	(2.1)
	Poland	3.34	(0.07)	3.13	(0.07)	**-0.21**	(0.08)	**-9**	(2.9)	0.9	(0.6)	-4	(2.1)
	Portugal	2.28	(0.04)	2.04	(0.03)	**-0.24**	(0.05)	**-11**	(1.7)	1.1	(0.3)	**-11**	(1.5)
	Slovak Republic	2.12	(0.05)	1.94	(0.05)	**-0.18**	(0.06)	**-9**	(2.5)	0.7	(0.4)	**-6**	(1.9)
	Slovenia	2.00	(0.03)	2.20	(0.02)	**0.20**	(0.04)	**10**	(1.7)	0.9	(0.3)	0	(1.4)
	Spain	1.95	(0.02)	1.91	(0.03)	-0.05	(0.03)	**-7**	(2.9)	0.2	(0.2)	-2	(2.8)
	Sweden	2.68	(0.07)	2.03	(0.05)	**-0.65**	(0.08)	**-10**	(1.1)	2.5	(0.5)	**-8**	(1.0)
	Switzerland	2.19	(0.05)	1.84	(0.04)	**-0.35**	(0.06)	**-13**	(2.2)	1.7	(0.6)	**-11**	(1.9)
	Turkey	2.37	(0.06)	1.80	(0.06)	**-0.58**	(0.09)	**-7**	(0.9)	2.0	(0.5)	**-6**	(1.0)
	United Kingdom	2.16	(0.05)	1.76	(0.04)	**-0.40**	(0.06)	**-12**	(1.4)	2.0	(0.5)	**-13**	(1.2)
	United States	2.70	(0.10)	1.94	(0.12)	**-0.75**	(0.15)	**-6**	(1.1)	1.8	(0.6)	**-5**	(0.9)
	OECD average	2.24	(0.01)	1.82	(0.01)	**-0.41**	(0.01)	**-11**	(0.4)	2.3	(0.1)	**-9**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	2.42	(0.06)	1.45	(0.04)	**-0.97**	(0.07)	**-12**	(0.8)	4.9	(0.6)	**-9**	(0.7)
	B-S-J-G (China)	2.23	(0.06)	2.54	(0.07)	**0.31**	(0.09)	**11**	(3.0)	1.1	(0.7)	-2	(2.1)
	Bulgaria	3.00	(0.07)	2.45	(0.06)	**-0.55**	(0.09)	**-10**	(1.3)	2.2	(0.6)	**-5**	(1.0)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	2.17	(0.08)	1.39	(0.04)	**-0.78**	(0.09)	**-11**	(1.0)	4.2	(0.7)	**-9**	(0.8)
	Costa Rica	1.01	(0.03)	0.98	(0.01)	-0.03	(0.03)	-3	(3.3)	0.0	(0.1)	**-5**	(2.1)
	Croatia	1.69	(0.04)	1.69	(0.04)	-0.01	(0.05)	-1	(3.8)	0.0	(0.1)	-3	(2.8)
	Cyprus*	2.36	(0.04)	1.94	(0.03)	**-0.42**	(0.05)	**-12**	(1.2)	2.1	(0.4)	**-8**	(1.1)
	Dominican Republic	2.95	(0.10)	1.90	(0.07)	**-1.05**	(0.12)	**-10**	(1.1)	5.8	(1.0)	**-7**	(0.8)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	1.21	(0.03)	1.08	(0.03)	**-0.13**	(0.04)	**-16**	(4.3)	1.0	(0.5)	**-17**	(3.3)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	2.16	(0.04)	1.93	(0.03)	**-0.22**	(0.05)	**-8**	(1.4)	0.8	(0.3)	**-6**	(1.2)
	Macao (China)	1.80	(0.04)	1.57	(0.02)	**-0.23**	(0.05)	**-10**	(1.7)	1.2	(0.4)	**-10**	(1.7)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	3.68	(0.09)	2.65	(0.05)	**-1.04**	(0.10)	**-8**	(0.6)	3.6	(0.6)	**-7**	(0.6)
	Peru	2.25	(0.06)	1.33	(0.04)	**-0.92**	(0.07)	**-14**	(0.9)	6.3	(0.8)	**-9**	(0.7)
	Qatar	2.30	(0.05)	1.56	(0.02)	**-0.75**	(0.05)	**-11**	(0.6)	3.1	(0.3)	**-8**	(0.6)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	3.31	(0.09)	2.71	(0.05)	**-0.60**	(0.10)	**-10**	(1.6)	3.0	(0.9)	**-9**	(1.5)
	Singapore	1.89	(0.03)	1.58	(0.03)	**-0.32**	(0.03)	**-21**	(1.8)	2.7	(0.5)	**-19**	(2.2)
	Chinese Taipei	1.84	(0.03)	1.86	(0.04)	0.02	(0.05)	1	(3.7)	0.0	(0.1)	3	(2.5)
	Thailand	1.65	(0.06)	1.07	(0.02)	**-0.58**	(0.06)	**-16**	(1.2)	4.4	(0.7)	**-13**	(1.1)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	2.27	(0.07)	1.54	(0.05)	**-0.73**	(0.08)	**-10**	(1.0)	4.4	(0.9)	**-7**	(1.0)
	United Arab Emirates	2.35	(0.04)	1.47	(0.04)	**-0.88**	(0.06)	**-17**	(1.1)	5.9	(0.7)	**-16**	(1.1)
	Uruguay	2.31	(0.07)	1.67	(0.05)	**-0.64**	(0.09)	**-9**	(1.1)	2.5	(0.6)	**-8**	(0.8)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	2.10	(0.06)	1.55	(0.04)	**-0.55**	(0.06)	**-12**	(1.3)	3.5	(0.7)	**-11**	(1.1)

1. The socio-economic profile is measured by the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472553

[Part 1/1]

Table III.11.5 Physical activity at school and life satisfaction

Results based on students' self-reports

		Average life satisfaction, by:				Difference in life satisfaction between students who reported attending 3 days or more and students who reported attending 2 days or less of physical education at school			
		Students who reported attending 2 days or less of physical education at school		Students who reported attending 3 days or more of physical education at school		Before accounting for students' and schools' socio-economic profile[1]		After accounting for students' and schools' socio-economic profile	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m
	Austria	7.53	(0.04)	7.48	(0.08)	-0.05	(0.09)	-0.05	(0.08)
	Belgium (excl. Flemish)	7.50	(0.06)	7.45	(0.07)	-0.05	(0.09)	-0.06	(0.08)
	Canada	m	m	m	m	m	m	m	m
	Chile	7.36	(0.05)	7.37	(0.05)	0.01	(0.07)	0.01	(0.07)
	Czech Republic	6.96	(0.05)	7.15	(0.05)	**0.19**	(0.07)	**0.18**	(0.07)
	Denmark	m	m	m	m	m	m	m	m
	Estonia	7.41	(0.05)	7.56	(0.04)	**0.16**	(0.06)	**0.17**	(0.06)
	Finland	7.74	(0.04)	8.05	(0.04)	**0.31**	(0.06)	**0.31**	(0.06)
	France	7.70	(0.03)	7.49	(0.06)	**-0.21**	(0.07)	**-0.16**	(0.08)
	Germany	7.34	(0.04)	7.34	(0.07)	0.01	(0.08)	0.01	(0.08)
	Greece	6.23	(0.11)	6.98	(0.03)	**0.75**	(0.11)	**0.76**	(0.11)
	Hungary	7.14	(0.28)	7.17	(0.04)	0.03	(0.29)	-0.07	(0.30)
	Iceland	7.48	(0.12)	7.86	(0.04)	**0.38**	(0.13)	**0.41**	(0.13)
	Ireland	7.30	(0.04)	7.32	(0.10)	0.03	(0.11)	0.03	(0.11)
	Israel	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m
	Japan	6.75	(0.18)	6.82	(0.04)	0.08	(0.19)	0.14	(0.19)
	Korea	6.08	(0.12)	6.39	(0.04)	**0.31**	(0.14)	**0.30**	(0.14)
	Latvia	7.11	(0.08)	7.42	(0.04)	**0.31**	(0.09)	**0.32**	(0.09)
	Luxembourg	7.32	(0.04)	7.46	(0.05)	**0.14**	(0.06)	**0.16**	(0.07)
	Mexico	8.27	(0.04)	8.28	(0.04)	0.00	(0.05)	0.00	(0.05)
	Netherlands	7.82	(0.03)	7.84	(0.04)	0.02	(0.05)	-0.04	(0.05)
	New Zealand	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m
	Poland	6.97	(0.22)	7.19	(0.04)	0.22	(0.22)	0.13	(0.20)
	Portugal	7.43	(0.12)	7.36	(0.03)	-0.06	(0.12)	-0.10	(0.12)
	Slovak Republic	7.24	(0.08)	7.53	(0.04)	**0.28**	(0.10)	**0.28**	(0.10)
	Slovenia	7.13	(0.07)	7.18	(0.05)	0.05	(0.09)	0.12	(0.10)
	Spain	7.58	(0.09)	7.40	(0.04)	-0.18	(0.10)	-0.13	(0.10)
	Sweden	m	m	m	m	m	m	m	m
	Switzerland	7.65	(0.06)	7.75	(0.04)	0.10	(0.08)	0.09	(0.08)
	Turkey	6.17	(0.08)	6.08	(0.07)	-0.09	(0.08)	-0.09	(0.08)
	United Kingdom	6.78	(0.05)	7.14	(0.05)	**0.36**	(0.06)	**0.34**	(0.06)
	United States	7.19	(0.06)	7.50	(0.04)	**0.31**	(0.07)	**0.31**	(0.07)
	OECD average	7.23	(0.02)	7.35	(0.01)	**0.13**	(0.02)	**0.13**	(0.02)
Partners	Albania	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m
	Brazil	7.50	(0.04)	7.64	(0.04)	**0.13**	(0.05)	0.09	(0.05)
	B-S-J-G (China)	6.61	(0.11)	6.88	(0.04)	**0.27**	(0.12)	0.22	(0.12)
	Bulgaria	7.23	(0.14)	7.42	(0.04)	0.19	(0.14)	0.25	(0.14)
	CABA (Argentina)	m	m	m	m	m	m	m	m
	Colombia	7.88	(0.04)	7.86	(0.07)	-0.02	(0.08)	-0.05	(0.07)
	Costa Rica	8.20	(0.03)	8.27	(0.22)	0.07	(0.23)	0.03	(0.22)
	Croatia	7.88	(0.07)	7.90	(0.04)	0.02	(0.08)	0.02	(0.08)
	Cyprus*	6.99	(0.07)	7.09	(0.04)	0.10	(0.08)	0.10	(0.08)
	Dominican Republic	8.46	(0.06)	8.49	(0.05)	0.03	(0.08)	-0.01	(0.08)
	FYROM	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m
	Hong Kong (China)	6.46	(0.04)	6.71	(0.09)	**0.24**	(0.09)	**0.21**	(0.09)
	Indonesia	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m
	Lithuania	7.51	(0.11)	7.92	(0.03)	**0.41**	(0.11)	**0.41**	(0.11)
	Macao (China)	6.63	(0.05)	6.57	(0.04)	-0.06	(0.08)	-0.05	(0.08)
	Malta	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m
	Montenegro	7.37	(0.13)	7.77	(0.04)	**0.41**	(0.13)	**0.43**	(0.13)
	Peru	7.50	(0.04)	7.52	(0.05)	0.02	(0.06)	-0.02	(0.06)
	Qatar	7.29	(0.03)	7.51	(0.03)	**0.22**	(0.05)	**0.20**	(0.05)
	Romania	m	m	m	m	m	m	m	m
	Russia	7.34	(0.15)	7.79	(0.04)	**0.45**	(0.16)	**0.42**	(0.16)
	Singapore	m	m	m	m	m	m	m	m
	Chinese Taipei	6.54	(0.06)	6.61	(0.04)	0.07	(0.07)	0.06	(0.07)
	Thailand	7.72	(0.04)	7.75	(0.07)	0.03	(0.08)	-0.03	(0.08)
	Trinidad and Tobago	m	m	m	m	m	m	m	m
	Tunisia	6.84	(0.06)	6.96	(0.06)	0.12	(0.08)	0.15	(0.08)
	United Arab Emirates	7.15	(0.05)	7.44	(0.05)	**0.28**	(0.07)	**0.28**	(0.07)
	Uruguay	7.60	(0.06)	7.72	(0.04)	0.12	(0.07)	0.11	(0.07)
	Viet Nam	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m
	Malaysia**	7.11	(0.05)	7.02	(0.06)	-0.08	(0.07)	-0.10	(0.07)

1. The socio-economic profile is measured by the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472571

[Part 1/1]

Table III.11.6 Students practicing sports

Based on students' self-reports

		Percentage of students who reported the followings					
		Exercise or practice sports before school		Exercise or practice sports after school		Exercise or practice sports before or after school	
		%	S.E.	%	S.E.	%	S.E.
OECD	Australia	44.4	(0.6)	68.7	(0.6)	71.7	(0.5)
	Austria	38.3	(1.0)	57.4	(0.8)	61.4	(0.8)
	Belgium	43.6	(0.7)	70.6	(0.6)	73.1	(0.6)
	Canada	47.7	(0.6)	71.7	(0.5)	74.2	(0.5)
	Chile	49.6	(0.9)	61.4	(0.8)	65.6	(0.8)
	Czech Republic	46.7	(0.7)	63.1	(0.7)	68.1	(0.7)
	Denmark	34.9	(1.1)	62.7	(0.9)	65.4	(0.9)
	Estonia	45.7	(0.7)	67.4	(0.6)	72.1	(0.6)
	Finland	35.1	(0.8)	67.1	(0.8)	69.6	(0.8)
	France	37.9	(0.7)	59.0	(0.7)	62.9	(0.7)
	Germany	38.1	(1.1)	68.6	(0.8)	70.0	(0.9)
	Greece	40.1	(1.0)	58.8	(0.7)	63.0	(0.8)
	Hungary	62.3	(0.9)	74.1	(0.6)	80.2	(0.7)
	Iceland	30.1	(0.9)	70.7	(0.8)	71.6	(0.8)
	Ireland	34.9	(0.7)	77.6	(0.7)	78.6	(0.7)
	Israel	49.1	(1.0)	62.9	(0.9)	67.4	(0.9)
	Italy	34.0	(0.8)	65.0	(0.7)	68.2	(0.7)
	Japan	41.5	(0.9)	49.8	(0.9)	57.7	(0.9)
	Korea	24.2	(0.9)	42.9	(0.8)	46.3	(0.9)
	Latvia	57.5	(0.9)	70.7	(0.7)	76.3	(0.6)
	Luxembourg	42.7	(0.7)	72.9	(0.7)	75.4	(0.6)
	Mexico	56.2	(0.9)	68.7	(0.9)	76.1	(0.7)
	Netherlands	40.9	(0.9)	76.1	(0.8)	78.0	(0.7)
	New Zealand	44.4	(1.0)	70.7	(0.8)	73.0	(0.8)
	Norway	31.4	(0.8)	70.1	(0.8)	71.5	(0.8)
	Poland	52.2	(0.8)	74.8	(0.7)	79.0	(0.7)
	Portugal	50.8	(1.0)	65.0	(0.9)	70.9	(0.9)
	Slovak Republic	54.6	(0.8)	75.1	(0.6)	79.3	(0.6)
	Slovenia	36.0	(0.7)	51.3	(0.8)	55.9	(0.8)
	Spain	43.8	(0.7)	70.3	(0.6)	73.8	(0.6)
	Sweden	30.9	(0.8)	64.9	(0.9)	66.6	(0.8)
	Switzerland	41.9	(0.8)	70.7	(0.7)	73.1	(0.7)
	Turkey	61.0	(0.9)	63.4	(1.0)	70.7	(0.9)
	United Kingdom	34.6	(0.7)	60.7	(0.7)	63.4	(0.6)
	United States	48.4	(0.9)	71.0	(0.8)	73.4	(0.8)
	OECD average	43.0	(0.1)	66.2	(0.1)	69.8	(0.1)
Partners	Albania	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m
	Brazil	49.0	(0.8)	59.9	(0.7)	66.0	(0.6)
	B-S-J-G (China)	68.7	(0.9)	63.6	(0.9)	75.6	(0.8)
	Bulgaria	65.8	(0.9)	69.1	(0.9)	78.3	(0.6)
	CABA (Argentina)	m	m	m	m	m	m
	Colombia	61.4	(0.7)	67.7	(0.6)	73.9	(0.6)
	Costa Rica	50.8	(0.8)	61.6	(0.8)	67.4	(0.8)
	Croatia	46.3	(0.9)	59.9	(0.8)	65.4	(0.8)
	Cyprus*	50.6	(0.8)	67.4	(0.8)	72.8	(0.7)
	Dominican Republic	61.4	(1.1)	72.1	(1.0)	76.0	(0.9)
	FYROM	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m
	Hong Kong (China)	48.3	(0.8)	58.4	(0.7)	64.7	(0.7)
	Indonesia	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m
	Lithuania	63.4	(0.8)	74.0	(0.6)	80.2	(0.6)
	Macao (China)	49.8	(0.8)	62.2	(0.7)	67.8	(0.7)
	Malta	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m
	Montenegro	77.2	(0.6)	78.1	(0.6)	85.2	(0.5)
	Peru	63.3	(0.8)	68.8	(0.7)	75.1	(0.6)
	Qatar	59.9	(0.4)	73.6	(0.5)	78.6	(0.4)
	Romania	m	m	m	m	m	m
	Russia	68.3	(0.8)	71.1	(0.7)	79.8	(0.7)
	Singapore	34.5	(0.5)	54.2	(0.6)	58.7	(0.6)
	Chinese Taipei	36.5	(0.7)	59.1	(0.8)	63.6	(0.7)
	Thailand	56.0	(1.1)	71.9	(0.9)	76.5	(0.8)
	Trinidad and Tobago	m	m	m	m	m	m
	Tunisia	66.5	(0.8)	64.9	(0.8)	74.3	(0.7)
	United Arab Emirates	61.3	(0.9)	73.7	(0.7)	79.1	(0.7)
	Uruguay	55.7	(0.9)	64.1	(0.8)	70.3	(0.8)
	Viet Nam	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m
	Malaysia**	57.2	(1.0)	66.5	(0.9)	73.3	(0.8)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472583

[Part 1/2]

Table III.11.7b Students practicing sports after school, by student characteristics

Results based on students' self-reports

		Percentage of students who reported exercising or practicing sports after school, by:									
		National quarters of the ESCS[1] index									
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	62.4	(1.2)	69.1	(1.0)	70.7	(1.0)	72.8	(0.9)	**10.4**	(1.5)
	Austria	52.3	(1.4)	54.0	(1.5)	57.1	(1.6)	66.1	(1.7)	**13.8**	(2.1)
	Belgium	60.9	(1.4)	69.3	(1.0)	72.9	(1.1)	78.7	(0.9)	**17.8**	(1.4)
	Canada	64.6	(1.0)	70.1	(1.0)	72.6	(1.1)	79.3	(0.9)	**14.7**	(1.3)
	Chile	62.0	(1.7)	60.2	(1.5)	61.2	(1.4)	62.1	(1.4)	0.1	(2.3)
	Czech Republic	58.2	(1.7)	63.1	(1.4)	65.1	(1.4)	65.9	(1.3)	**7.7**	(2.2)
	Denmark	54.7	(1.4)	63.2	(1.5)	66.2	(1.8)	66.4	(1.6)	**11.7**	(2.1)
	Estonia	60.3	(1.6)	65.8	(1.4)	69.6	(1.6)	73.8	(1.2)	**13.5**	(2.0)
	Finland	58.8	(1.4)	65.4	(1.4)	69.9	(1.5)	73.8	(1.6)	**15.1**	(2.1)
	France	54.5	(1.5)	58.8	(1.5)	58.9	(1.3)	63.6	(1.3)	**9.1**	(2.1)
	Germany	63.1	(1.9)	63.9	(2.4)	73.8	(1.9)	73.7	(1.8)	**10.6**	(2.6)
	Greece	53.2	(1.6)	57.9	(1.4)	61.9	(1.6)	62.1	(1.8)	**8.9**	(2.6)
	Hungary	67.2	(1.7)	74.8	(1.8)	75.5	(1.3)	78.3	(1.3)	**11.1**	(2.2)
	Iceland	63.9	(1.8)	70.3	(2.0)	71.8	(1.5)	76.1	(1.7)	**12.2**	(2.6)
	Ireland	74.6	(1.4)	75.4	(1.4)	79.6	(1.0)	80.9	(1.1)	**6.2**	(1.7)
	Israel	61.8	(1.4)	59.8	(1.3)	62.4	(1.8)	67.6	(1.4)	**5.8**	(1.7)
	Italy	53.2	(1.4)	66.7	(1.6)	68.7	(1.2)	71.3	(1.2)	**18.1**	(2.1)
	Japan	51.4	(1.6)	49.2	(1.4)	50.3	(1.4)	48.7	(1.4)	-2.7	(1.8)
	Korea	41.9	(1.3)	43.2	(1.7)	42.9	(1.7)	43.5	(1.6)	1.6	(2.0)
	Latvia	65.1	(1.4)	71.2	(1.5)	69.5	(1.5)	76.9	(1.4)	**11.8**	(2.0)
	Luxembourg	67.7	(1.3)	70.1	(1.6)	73.5	(1.3)	79.9	(0.9)	**12.2**	(1.6)
	Mexico	66.6	(1.8)	69.4	(1.4)	67.3	(1.5)	71.3	(1.4)	**4.8**	(2.2)
	Netherlands	72.0	(1.6)	74.6	(1.6)	81.0	(1.3)	76.8	(1.4)	**4.8**	(2.0)
	New Zealand	65.7	(1.4)	71.1	(1.6)	71.8	(1.6)	74.5	(1.4)	**8.7**	(1.9)
	Norway	59.2	(1.6)	70.5	(1.6)	72.4	(1.4)	78.2	(1.2)	**19.0**	(1.8)
	Poland	72.5	(1.5)	75.2	(1.5)	75.7	(1.5)	76.0	(1.3)	3.4	(2.0)
	Portugal	62.1	(1.5)	66.2	(1.3)	66.5	(1.7)	65.4	(1.5)	3.3	(2.1)
	Slovak Republic	69.8	(1.3)	74.5	(1.3)	77.1	(1.1)	78.4	(1.0)	**8.6**	(1.8)
	Slovenia	48.5	(1.7)	50.4	(1.6)	48.9	(1.9)	57.5	(1.7)	**9.0**	(2.3)
	Spain	67.8	(1.3)	68.7	(1.4)	72.1	(1.3)	72.6	(1.3)	**4.8**	(1.8)
	Sweden	55.4	(1.7)	65.7	(1.4)	68.2	(1.6)	70.0	(1.8)	**14.5**	(2.7)
	Switzerland	67.2	(1.6)	69.3	(1.6)	74.2	(1.5)	72.4	(1.2)	**5.2**	(1.8)
	Turkey	56.9	(1.7)	62.1	(1.5)	66.1	(1.7)	68.5	(1.7)	**11.6**	(2.3)
	United Kingdom	53.2	(1.4)	59.6	(1.6)	63.2	(1.5)	67.0	(1.3)	**13.8**	(1.9)
	United States	66.4	(1.3)	68.4	(1.4)	71.8	(1.5)	77.2	(1.4)	**10.8**	(1.8)
	OECD average	61.0	(0.3)	65.3	(0.3)	67.7	(0.2)	70.5	(0.2)	**9.5**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	54.8	(1.4)	55.6	(1.5)	60.9	(1.3)	66.1	(1.3)	**11.2**	(1.9)
	B-S-J-G (China)	62.4	(1.4)	63.7	(1.6)	63.8	(1.6)	64.4	(1.5)	2.0	(2.0)
	Bulgaria	66.0	(1.9)	71.5	(1.4)	71.8	(1.4)	67.1	(1.7)	1.1	(2.5)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	65.5	(1.3)	68.8	(1.2)	67.1	(1.2)	69.2	(1.4)	**3.8**	(1.8)
	Costa Rica	55.7	(1.5)	61.1	(1.6)	63.3	(1.4)	65.8	(1.5)	**10.1**	(2.2)
	Croatia	56.2	(1.5)	59.2	(1.5)	63.8	(1.5)	60.6	(1.5)	**4.4**	(2.0)
	Cyprus*	58.6	(1.7)	66.2	(1.3)	70.4	(1.3)	73.8	(1.4)	**15.2**	(2.2)
	Dominican Republic	64.2	(2.2)	74.6	(1.9)	73.2	(2.1)	74.9	(1.8)	**10.7**	(2.5)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	54.8	(1.3)	58.3	(1.5)	60.7	(1.6)	59.8	(1.4)	**5.0**	(2.1)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	70.9	(1.5)	75.6	(1.3)	75.0	(1.2)	75.0	(1.2)	**4.1**	(1.7)
	Macao (China)	58.7	(1.6)	61.7	(1.4)	62.8	(1.5)	65.9	(1.3)	**7.2**	(2.1)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	74.4	(1.4)	79.9	(1.3)	79.1	(1.1)	78.8	(1.3)	**4.5**	(1.9)
	Peru	72.3	(1.5)	67.2	(1.6)	68.4	(1.2)	68.3	(1.6)	-4.0	(2.2)
	Qatar	70.9	(0.9)	73.0	(0.9)	73.8	(1.0)	76.7	(0.9)	**5.8**	(1.1)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	69.8	(1.6)	71.4	(1.5)	69.8	(1.4)	73.2	(1.5)	3.3	(2.4)
	Singapore	54.5	(1.2)	52.1	(1.3)	52.9	(1.4)	57.4	(1.4)	3.0	(1.9)
	Chinese Taipei	56.0	(1.5)	59.3	(1.5)	58.6	(1.3)	62.3	(1.3)	**6.2**	(1.9)
	Thailand	71.6	(1.6)	74.9	(1.3)	71.5	(1.5)	69.4	(1.7)	-2.1	(2.1)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	61.6	(1.6)	65.8	(1.6)	66.9	(1.8)	64.8	(1.6)	3.3	(2.1)
	United Arab Emirates	70.9	(1.3)	71.9	(1.5)	74.5	(1.3)	77.3	(0.9)	**6.4**	(1.3)
	Uruguay	55.7	(1.6)	64.2	(1.6)	65.5	(1.5)	70.0	(1.5)	**14.3**	(2.2)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	67.2	(1.5)	67.0	(1.5)	65.9	(1.4)	65.8	(1.6)	-1.4	(2.1)

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472608

[Part 2/2]

Table III.11.7b Students practicing sports after school, by student characteristics

Results based on students' self-reports

		Percentage of students who reported exercising or practicing sports after school, by:													
		Gender						Immigrant background							
		Boys		Girls		Gender difference (B – G)		Non-immigrant		First-generation		Second-generation		Difference by immigrant background (non-immigrant – first-generation)	
		%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	73.2	(0.8)	64.3	(0.8)	**8.9**	(1.1)	69.4	(0.6)	68.8	(1.5)	64.3	(1.4)	0.6	(1.5)
	Austria	66.5	(1.0)	48.5	(1.0)	**18.0**	(1.3)	57.6	(0.9)	58.1	(2.6)	56.6	(1.9)	-0.5	(2.8)
	Belgium	76.5	(0.7)	64.7	(0.8)	**11.9**	(1.0)	71.8	(0.6)	67.2	(1.8)	63.0	(2.4)	**4.6**	(1.9)
	Canada	76.0	(0.7)	67.7	(0.8)	**8.3**	(1.0)	72.9	(0.5)	69.8	(1.4)	67.1	(1.2)	**3.2**	(1.4)
	Chile	71.9	(1.1)	51.1	(1.0)	**20.8**	(1.5)	61.0	(0.8)	70.4	(7.4)	c	c	-9.4	(7.3)
	Czech Republic	66.7	(0.9)	59.5	(1.1)	**7.2**	(1.5)	63.1	(0.7)	71.2	(4.9)	52.3	(5.5)	-8.1	(5.0)
	Denmark	65.7	(1.1)	59.7	(1.2)	**5.9**	(1.4)	62.9	(1.0)	64.7	(3.8)	59.5	(2.0)	-1.8	(4.1)
	Estonia	69.9	(1.0)	64.9	(0.9)	**5.0**	(1.4)	67.2	(0.7)	c	c	67.0	(2.1)	c	c
	Finland	68.3	(0.9)	65.7	(1.2)	2.6	(1.5)	66.9	(0.8)	71.0	(4.3)	64.9	(6.3)	-4.2	(4.4)
	France	66.9	(0.9)	51.6	(1.1)	**15.3**	(1.4)	59.4	(0.8)	65.2	(3.3)	52.2	(2.0)	-5.9	(3.4)
	Germany	74.0	(1.2)	63.4	(1.2)	**10.5**	(1.8)	68.7	(0.9)	71.5	(4.8)	67.1	(2.7)	-2.8	(4.9)
	Greece	68.6	(0.8)	48.8	(1.0)	**19.8**	(1.3)	58.8	(0.7)	61.7	(4.1)	56.9	(2.8)	-2.9	(4.1)
	Hungary	78.7	(0.9)	69.6	(0.9)	**9.1**	(1.4)	74.0	(0.6)	76.0	(8.3)	77.4	(4.4)	-2.0	(8.3)
	Iceland	74.8	(1.1)	66.9	(1.2)	**7.9**	(1.7)	70.5	(0.9)	70.2	(5.0)	c	c	0.3	(5.0)
	Ireland	84.2	(0.8)	70.8	(1.1)	**13.4**	(1.3)	78.9	(0.7)	67.2	(2.0)	74.5	(3.4)	**11.7**	(2.0)
	Israel	71.8	(1.4)	54.7	(1.1)	**17.0**	(1.7)	63.1	(1.0)	69.3	(3.6)	58.2	(1.8)	-6.2	(3.7)
	Italy	72.5	(0.7)	57.8	(0.9)	**14.8**	(1.2)	65.8	(0.7)	62.8	(3.3)	48.3	(3.7)	2.9	(3.3)
	Japan	59.5	(1.2)	40.0	(1.1)	**19.5**	(1.5)	49.8	(0.9)	c	c	c	c	c	c
	Korea	55.5	(1.2)	29.2	(1.2)	**26.3**	(1.6)	42.9	(0.9)	c	c	m	m	c	c
	Latvia	75.0	(1.0)	66.5	(1.1)	**8.5**	(1.6)	70.8	(0.7)	c	c	67.9	(3.3)	c	c
	Luxembourg	77.6	(1.0)	68.4	(0.9)	**9.2**	(1.3)	73.7	(0.9)	71.8	(1.4)	72.3	(1.2)	1.8	(1.6)
	Mexico	77.9	(0.9)	59.3	(1.2)	**18.6**	(1.2)	68.7	(0.9)	74.3	(7.7)	c	c	-5.6	(7.9)
	Netherlands	78.8	(0.9)	73.5	(1.0)	**5.3**	(1.3)	77.2	(0.8)	67.7	(4.2)	64.6	(2.5)	**9.6**	(4.2)
	New Zealand	73.7	(1.2)	67.8	(1.2)	**5.9**	(1.8)	71.6	(0.9)	66.8	(1.7)	68.0	(2.0)	**4.9**	(2.0)
	Norway	72.2	(1.0)	68.1	(1.1)	**4.0**	(1.3)	71.1	(0.9)	59.6	(3.1)	66.9	(2.5)	**11.5**	(3.2)
	Poland	79.9	(0.9)	69.6	(1.1)	**10.3**	(1.5)	74.9	(0.7)	c	c	c	c	c	c
	Portugal	73.5	(1.1)	56.6	(1.0)	**16.9**	(1.2)	64.9	(0.9)	69.8	(3.0)	60.5	(3.9)	-4.9	(2.9)
	Slovak Republic	80.2	(0.8)	69.9	(1.0)	**10.3**	(1.3)	75.4	(0.7)	c	c	c	c	c	c
	Slovenia	56.4	(1.1)	46.1	(1.2)	**10.3**	(1.6)	51.6	(0.8)	43.3	(4.2)	49.6	(4.2)	**8.4**	(4.2)
	Spain	78.0	(0.8)	62.9	(0.8)	**15.1**	(1.2)	70.7	(0.7)	67.8	(2.2)	62.0	(5.2)	2.9	(2.4)
	Sweden	67.9	(1.4)	62.1	(1.1)	**5.9**	(1.8)	65.1	(1.0)	70.9	(2.9)	57.9	(2.9)	**-5.8**	(2.9)
	Switzerland	74.9	(0.9)	66.1	(1.1)	**8.8**	(1.5)	71.5	(0.9)	67.2	(2.9)	69.6	(1.9)	4.3	(3.0)
	Turkey	76.4	(1.0)	50.7	(1.3)	**25.6**	(1.6)	63.1	(1.0)	c	c	c	c	c	c
	United Kingdom	70.1	(0.8)	51.2	(1.1)	**18.8**	(1.4)	61.0	(0.7)	61.6	(2.6)	57.0	(2.3)	-0.7	(2.6)
	United States	77.4	(1.0)	64.7	(1.2)	**12.7**	(1.4)	71.4	(0.9)	76.3	(2.1)	66.8	(2.1)	**-4.9**	(2.1)
	OECD average	72.3	(0.2)	60.1	(0.2)	**12.2**	(0.2)	66.5	(0.1)	67.2	(0.8)	62.7	(0.6)	0.0	(0.8)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	72.4	(0.8)	48.4	(0.8)	**24.1**	(0.9)	59.6	(0.7)	c	c	69.5	(11.1)	c	c
	B-S-J-G (China)	71.7	(1.1)	54.3	(1.3)	**17.5**	(1.5)	63.5	(0.9)	c	c	c	c	c	c
	Bulgaria	75.5	(1.1)	62.6	(1.1)	**12.9**	(1.5)	69.0	(0.9)	c	c	c	c	c	c
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	79.7	(0.7)	57.1	(0.8)	**22.6**	(1.1)	67.5	(0.6)	c	c	c	c	c	c
	Costa Rica	74.9	(1.0)	48.7	(1.3)	**26.2**	(1.6)	61.6	(0.9)	55.5	(4.4)	62.6	(3.1)	6.1	(4.4)
	Croatia	71.2	(1.0)	49.8	(1.1)	**21.5**	(1.4)	59.5	(0.9)	53.7	(5.6)	63.4	(2.4)	5.8	(5.5)
	Cyprus*	76.2	(0.9)	59.4	(1.1)	**16.7**	(1.3)	67.5	(0.8)	64.7	(2.4)	67.5	(3.6)	2.7	(2.5)
	Dominican Republic	82.4	(1.0)	62.2	(1.5)	**20.2**	(1.7)	71.7	(1.0)	c	c	c	c	c	c
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	67.0	(0.8)	49.7	(1.0)	**17.4**	(1.3)	58.4	(0.9)	61.1	(2.1)	56.3	(1.5)	-2.7	(2.4)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	80.9	(0.8)	67.3	(1.0)	**13.7**	(1.3)	74.0	(0.7)	c	c	74.4	(4.2)	c	c
	Macao (China)	72.6	(0.9)	51.8	(1.1)	**20.8**	(1.4)	63.7	(1.1)	65.3	(1.5)	59.7	(1.2)	-1.6	(1.8)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	84.6	(0.8)	71.9	(0.9)	**12.7**	(1.2)	78.2	(0.6)	75.0	(4.5)	75.4	(3.3)	3.2	(4.6)
	Peru	79.3	(0.8)	57.4	(1.0)	**21.9**	(1.3)	68.7	(0.7)	c	c	c	c	c	c
	Qatar	80.4	(0.6)	67.9	(0.7)	**12.5**	(0.8)	73.6	(0.7)	73.5	(0.7)	72.9	(1.1)	0.1	(1.0)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	77.4	(1.0)	65.1	(1.0)	**12.3**	(1.4)	71.1	(0.7)	77.5	(2.9)	64.1	(2.8)	**-6.4**	(3.1)
	Singapore	63.6	(0.9)	44.2	(0.9)	**19.4**	(1.3)	53.2	(0.7)	59.7	(1.9)	54.3	(2.5)	**-6.4**	(2.0)
	Chinese Taipei	68.6	(0.9)	49.4	(1.0)	**19.1**	(1.2)	59.1	(0.8)	c	c	c	c	c	c
	Thailand	81.2	(0.9)	64.9	(1.2)	**16.3**	(1.4)	71.7	(0.9)	c	c	72.5	(7.1)	c	c
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	77.5	(1.0)	54.2	(1.1)	**23.3**	(1.4)	64.4	(0.8)	c	c	c	c	c	c
	United Arab Emirates	81.1	(0.6)	67.0	(0.8)	**14.1**	(1.0)	76.4	(0.8)	72.9	(1.1)	69.9	(1.3)	**3.5**	(1.3)
	Uruguay	77.0	(1.0)	53.0	(1.2)	**23.9**	(1.6)	63.9	(0.8)	c	c	c	c	c	c
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	79.6	(0.8)	54.8	(1.2)	**24.7**	(1.2)	66.1	(0.9)	c	c	74.6	(5.8)	c	c

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472608

[Part 1/1]

Table III.11.8 Students practicing sports and life satisfaction

Results based on students' self-reports

		Average life satisfaction, by:				Difference between students who reported practicing and those who reported not practicing sports before school				Average life satisfaction, by:				Difference between students who reported practicing and those who reported not practicing sports after school			
		Students who reported not practicing sports before school		Students who reported practicing sports before school		Before accounting for students' socio-economic status		After accounting for students' socio-economic status		Students who reported not practicing sports after school		Students who reported practicing sports after school		Before accounting for students' socio-economic status		After accounting for students' socio-economic status	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	7.41	(0.04)	7.70	(0.05)	**0.29**	(0.06)	**0.29**	(0.06)	7.23	(0.06)	7.73	(0.05)	**0.50**	(0.07)	**0.45**	(0.07)
	Belgium (excl. Flemish)	7.40	(0.05)	7.56	(0.07)	**0.16**	(0.07)	**0.16**	(0.07)	7.23	(0.08)	7.60	(0.05)	**0.37**	(0.09)	**0.29**	(0.09)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	7.18	(0.06)	7.51	(0.06)	**0.34**	(0.08)	**0.36**	(0.08)	7.06	(0.07)	7.55	(0.05)	**0.50**	(0.08)	**0.49**	(0.08)
	Czech Republic	6.91	(0.05)	7.21	(0.05)	**0.30**	(0.07)	**0.31**	(0.06)	6.74	(0.06)	7.23	(0.05)	**0.49**	(0.07)	**0.45**	(0.07)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	7.37	(0.05)	7.68	(0.05)	**0.31**	(0.07)	**0.30**	(0.07)	7.14	(0.06)	7.68	(0.04)	**0.54**	(0.07)	**0.47**	(0.07)
	Finland	7.78	(0.03)	8.09	(0.05)	**0.31**	(0.06)	**0.30**	(0.06)	7.50	(0.05)	8.07	(0.03)	**0.57**	(0.05)	**0.53**	(0.05)
	France	7.59	(0.03)	7.72	(0.04)	**0.13**	(0.06)	**0.14**	(0.06)	7.44	(0.04)	7.78	(0.04)	**0.34**	(0.06)	**0.32**	(0.06)
	Germany	7.20	(0.04)	7.40	(0.08)	**0.20**	(0.09)	**0.21**	(0.08)	6.91	(0.08)	7.44	(0.05)	**0.53**	(0.10)	**0.49**	(0.10)
	Greece	6.74	(0.04)	7.19	(0.06)	**0.45**	(0.07)	**0.45**	(0.07)	6.62	(0.06)	7.13	(0.04)	**0.51**	(0.08)	**0.49**	(0.08)
	Hungary	6.98	(0.07)	7.27	(0.04)	**0.29**	(0.08)	**0.28**	(0.07)	6.76	(0.08)	7.30	(0.04)	**0.54**	(0.08)	**0.49**	(0.08)
	Iceland	7.64	(0.05)	8.15	(0.06)	**0.51**	(0.08)	**0.48**	(0.08)	7.10	(0.08)	8.08	(0.04)	**0.98**	(0.09)	**0.92**	(0.09)
	Ireland	7.15	(0.04)	7.55	(0.05)	**0.40**	(0.07)	**0.40**	(0.07)	6.70	(0.08)	7.46	(0.03)	**0.76**	(0.08)	**0.75**	(0.08)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	6.75	(0.05)	7.16	(0.04)	**0.40**	(0.05)	**0.40**	(0.05)	6.60	(0.06)	7.06	(0.05)	**0.46**	(0.06)	**0.42**	(0.06)
	Japan	6.75	(0.04)	6.91	(0.05)	**0.16**	(0.06)	**0.18**	(0.06)	6.66	(0.04)	6.99	(0.05)	**0.32**	(0.06)	**0.33**	(0.06)
	Korea	6.25	(0.04)	6.74	(0.08)	**0.49**	(0.08)	**0.50**	(0.08)	6.14	(0.05)	6.67	(0.06)	**0.53**	(0.07)	**0.53**	(0.07)
	Latvia	7.19	(0.05)	7.51	(0.04)	**0.31**	(0.06)	**0.31**	(0.06)	7.11	(0.06)	7.48	(0.04)	**0.37**	(0.07)	**0.33**	(0.07)
	Luxembourg	7.31	(0.05)	7.50	(0.06)	**0.18**	(0.07)	**0.21**	(0.07)	6.96	(0.07)	7.55	(0.04)	**0.58**	(0.08)	**0.54**	(0.08)
	Mexico	8.16	(0.04)	8.36	(0.04)	**0.21**	(0.05)	**0.21**	(0.05)	8.05	(0.05)	8.38	(0.03)	**0.33**	(0.05)	**0.32**	(0.05)
	Netherlands	7.73	(0.03)	7.95	(0.04)	**0.22**	(0.05)	**0.23**	(0.05)	7.63	(0.05)	7.89	(0.03)	**0.26**	(0.05)	**0.26**	(0.05)
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	6.98	(0.06)	7.36	(0.05)	**0.37**	(0.07)	**0.40**	(0.07)	6.75	(0.07)	7.33	(0.04)	**0.57**	(0.07)	**0.56**	(0.07)
	Portugal	7.23	(0.04)	7.50	(0.04)	**0.27**	(0.06)	**0.28**	(0.06)	7.13	(0.06)	7.50	(0.04)	**0.37**	(0.07)	**0.36**	(0.07)
	Slovak Republic	7.33	(0.05)	7.56	(0.04)	**0.23**	(0.06)	**0.24**	(0.06)	7.18	(0.06)	7.57	(0.04)	**0.39**	(0.08)	**0.35**	(0.07)
	Slovenia	7.06	(0.05)	7.35	(0.05)	**0.29**	(0.07)	**0.29**	(0.07)	7.01	(0.06)	7.32	(0.04)	**0.31**	(0.06)	**0.31**	(0.06)
	Spain	7.35	(0.04)	7.55	(0.05)	**0.20**	(0.06)	**0.21**	(0.06)	7.11	(0.06)	7.57	(0.04)	**0.46**	(0.07)	**0.44**	(0.07)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	7.57	(0.04)	7.84	(0.06)	**0.28**	(0.06)	**0.29**	(0.06)	7.32	(0.06)	7.84	(0.04)	**0.53**	(0.07)	**0.52**	(0.07)
	Turkey	5.75	(0.08)	6.36	(0.06)	**0.61**	(0.08)	**0.59**	(0.08)	5.72	(0.08)	6.36	(0.06)	**0.65**	(0.08)	**0.62**	(0.08)
	United Kingdom	6.85	(0.05)	7.26	(0.06)	**0.41**	(0.07)	**0.40**	(0.07)	6.62	(0.07)	7.22	(0.05)	**0.60**	(0.08)	**0.56**	(0.08)
	United States	7.11	(0.05)	7.62	(0.05)	**0.51**	(0.07)	**0.52**	(0.07)	6.80	(0.06)	7.60	(0.04)	**0.80**	(0.07)	**0.76**	(0.07)
	OECD average	7.17	(0.01)	7.48	(0.01)	**0.31**	(0.01)	**0.32**	(0.01)	6.97	(0.01)	7.48	(0.01)	**0.51**	(0.01)	**0.48**	(0.01)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	7.31	(0.05)	7.80	(0.04)	**0.49**	(0.06)	**0.49**	(0.06)	7.25	(0.05)	7.77	(0.04)	**0.52**	(0.06)	**0.53**	(0.06)
	B-S-J-G (China)	6.46	(0.06)	7.01	(0.04)	**0.54**	(0.06)	**0.55**	(0.06)	6.46	(0.06)	7.05	(0.04)	**0.59**	(0.07)	**0.58**	(0.07)
	Bulgaria	7.05	(0.07)	7.57	(0.05)	**0.52**	(0.09)	**0.51**	(0.09)	7.02	(0.08)	7.57	(0.05)	**0.55**	(0.09)	**0.55**	(0.09)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	7.60	(0.05)	8.03	(0.04)	**0.42**	(0.05)	**0.43**	(0.05)	7.56	(0.05)	8.00	(0.04)	**0.44**	(0.06)	**0.45**	(0.06)
	Costa Rica	7.97	(0.05)	8.39	(0.04)	**0.42**	(0.06)	**0.42**	(0.06)	7.89	(0.06)	8.36	(0.04)	**0.47**	(0.07)	**0.47**	(0.08)
	Croatia	7.62	(0.05)	8.20	(0.05)	**0.57**	(0.06)	**0.57**	(0.06)	7.58	(0.05)	8.09	(0.04)	**0.51**	(0.05)	**0.50**	(0.05)
	Cyprus*	6.96	(0.04)	7.18	(0.05)	**0.22**	(0.06)	**0.21**	(0.06)	6.74	(0.06)	7.26	(0.04)	**0.51**	(0.07)	**0.45**	(0.07)
	Dominican Republic	8.25	(0.07)	8.67	(0.06)	**0.42**	(0.10)	**0.42**	(0.10)	8.19	(0.08)	8.63	(0.06)	**0.43**	(0.10)	**0.44**	(0.10)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	6.35	(0.04)	6.64	(0.06)	**0.29**	(0.06)	**0.29**	(0.06)	6.23	(0.05)	6.66	(0.05)	**0.42**	(0.06)	**0.41**	(0.06)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	7.59	(0.06)	8.03	(0.03)	**0.43**	(0.06)	**0.43**	(0.06)	7.45	(0.07)	8.02	(0.03)	**0.57**	(0.07)	**0.55**	(0.07)
	Macao (China)	6.52	(0.04)	6.66	(0.04)	**0.14**	(0.06)	**0.16**	(0.06)	6.36	(0.05)	6.73	(0.04)	**0.37**	(0.06)	**0.34**	(0.06)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	7.24	(0.09)	7.84	(0.04)	**0.59**	(0.11)	**0.59**	(0.11)	7.32	(0.08)	7.84	(0.04)	**0.52**	(0.09)	**0.51**	(0.09)
	Peru	7.23	(0.06)	7.62	(0.04)	**0.39**	(0.06)	**0.39**	(0.06)	7.10	(0.06)	7.62	(0.05)	**0.52**	(0.08)	**0.52**	(0.08)
	Qatar	7.08	(0.04)	7.56	(0.03)	**0.48**	(0.05)	**0.49**	(0.05)	6.90	(0.05)	7.56	(0.02)	**0.66**	(0.06)	**0.64**	(0.06)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	7.40	(0.07)	7.93	(0.05)	**0.53**	(0.08)	**0.53**	(0.08)	7.49	(0.08)	7.89	(0.05)	**0.40**	(0.09)	**0.40**	(0.09)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	6.46	(0.03)	6.84	(0.04)	**0.38**	(0.05)	**0.39**	(0.05)	6.34	(0.05)	6.77	(0.03)	**0.44**	(0.05)	**0.42**	(0.05)
	Thailand	7.54	(0.05)	7.85	(0.04)	**0.31**	(0.05)	**0.30**	(0.05)	7.35	(0.06)	7.85	(0.04)	**0.50**	(0.06)	**0.49**	(0.06)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	6.73	(0.07)	7.00	(0.06)	**0.27**	(0.09)	**0.27**	(0.09)	6.70	(0.08)	7.06	(0.06)	**0.36**	(0.09)	**0.35**	(0.09)
	United Arab Emirates	7.01	(0.05)	7.50	(0.04)	**0.49**	(0.07)	**0.50**	(0.07)	6.91	(0.07)	7.45	(0.04)	**0.54**	(0.07)	**0.52**	(0.08)
	Uruguay	7.41	(0.06)	7.92	(0.05)	**0.51**	(0.08)	**0.51**	(0.08)	7.29	(0.06)	7.92	(0.05)	**0.63**	(0.08)	**0.59**	(0.08)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	6.94	(0.05)	7.16	(0.05)	**0.23**	(0.06)	**0.24**	(0.06)	6.85	(0.05)	7.19	(0.05)	**0.34**	(0.05)	**0.34**	(0.05)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472612

[Part 1/2]

Table III.11.9 Frequency of students' physical activity outside of school

Results based on students' self-reports

		Percentage of students who reported the following activity outside of school															
		Number of days per week students engage in moderate physical activity for a total of at least 60 minutes per day															
		0		1		2		3		4		5		6		7	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	11.5	(0.3)	11.5	(0.3)	14.0	(0.4)	14.4	(0.4)	10.2	(0.3)	14.5	(0.4)	5.4	(0.3)	18.5	(0.4)
	Austria	9.9	(0.5)	12.0	(0.4)	10.9	(0.5)	9.7	(0.3)	6.9	(0.4)	11.7	(0.5)	4.6	(0.3)	34.2	(0.7)
	Belgium	12.8	(0.4)	15.9	(0.4)	12.8	(0.4)	10.5	(0.3)	6.9	(0.3)	13.3	(0.4)	4.7	(0.2)	23.2	(0.4)
	Canada	7.1	(0.3)	7.1	(0.2)	10.6	(0.3)	13.9	(0.4)	10.9	(0.3)	16.6	(0.4)	6.2	(0.2)	27.6	(0.5)
	Chile	12.3	(0.5)	15.4	(0.5)	15.1	(0.4)	14.2	(0.5)	7.3	(0.3)	11.6	(0.4)	3.5	(0.3)	20.7	(0.5)
	Czech Republic	6.7	(0.4)	12.1	(0.4)	12.1	(0.4)	12.5	(0.4)	8.9	(0.4)	10.7	(0.5)	4.6	(0.2)	32.4	(0.7)
	Denmark	6.6	(0.4)	7.8	(0.5)	8.9	(0.4)	9.8	(0.4)	8.3	(0.4)	17.2	(0.5)	8.2	(0.4)	33.1	(0.7)
	Estonia	9.7	(0.4)	9.3	(0.4)	15.5	(0.5)	15.3	(0.5)	10.9	(0.4)	13.2	(0.5)	5.5	(0.3)	20.7	(0.7)
	Finland	5.6	(0.3)	8.8	(0.4)	11.1	(0.5)	13.5	(0.5)	11.4	(0.4)	15.6	(0.5)	9.1	(0.4)	25.0	(0.7)
	France	13.0	(0.5)	14.3	(0.5)	13.6	(0.5)	10.9	(0.4)	8.5	(0.4)	8.7	(0.3)	4.4	(0.3)	26.5	(0.7)
	Germany	5.7	(0.3)	8.6	(0.4)	10.3	(0.5)	10.6	(0.4)	8.3	(0.4)	13.6	(0.5)	6.0	(0.3)	36.9	(0.7)
	Greece	13.4	(0.5)	13.4	(0.5)	16.3	(0.5)	15.4	(0.5)	9.4	(0.4)	9.7	(0.4)	4.4	(0.3)	18.1	(0.6)
	Hungary	8.5	(0.4)	8.8	(0.4)	11.9	(0.6)	12.5	(0.4)	7.6	(0.3)	14.4	(0.5)	5.0	(0.3)	31.2	(0.7)
	Iceland	8.6	(0.5)	8.8	(0.6)	10.3	(0.6)	11.1	(0.6)	10.6	(0.5)	13.1	(0.7)	10.6	(0.5)	26.9	(0.9)
	Ireland	9.6	(0.4)	13.7	(0.6)	15.9	(0.5)	14.2	(0.5)	9.8	(0.4)	12.6	(0.5)	6.5	(0.4)	17.6	(0.7)
	Israel	19.1	(0.8)	13.8	(0.5)	13.5	(0.5)	11.9	(0.5)	7.7	(0.4)	6.7	(0.3)	14.7	(1.3)	12.6	(0.5)
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	26.9	(0.8)	6.9	(0.4)	5.7	(0.3)	5.7	(0.3)	3.1	(0.2)	14.9	(0.5)	10.7	(0.5)	26.1	(0.8)
	Korea	19.8	(0.7)	12.3	(0.5)	13.6	(0.5)	10.6	(0.4)	5.0	(0.3)	14.6	(0.5)	4.0	(0.4)	20.1	(0.7)
	Latvia	7.2	(0.4)	9.2	(0.5)	12.6	(0.4)	13.8	(0.5)	9.8	(0.4)	12.7	(0.5)	5.9	(0.3)	28.8	(0.7)
	Luxembourg	12.4	(0.5)	15.9	(0.6)	14.9	(0.4)	12.2	(0.5)	9.5	(0.4)	9.7	(0.4)	4.5	(0.3)	20.9	(0.6)
	Mexico	10.0	(0.4)	16.4	(0.5)	17.3	(0.5)	14.5	(0.5)	7.9	(0.4)	12.9	(0.4)	3.8	(0.3)	17.1	(0.6)
	Netherlands	6.1	(0.4)	7.0	(0.4)	8.3	(0.4)	8.1	(0.4)	5.3	(0.4)	24.9	(0.7)	11.6	(0.5)	28.7	(0.8)
	New Zealand	10.5	(0.6)	10.3	(0.4)	12.3	(0.5)	12.6	(0.5)	10.2	(0.5)	15.7	(0.5)	7.0	(0.4)	21.3	(0.7)
	Norway	7.0	(0.4)	7.4	(0.4)	9.2	(0.4)	9.7	(0.4)	7.8	(0.4)	16.6	(0.6)	7.8	(0.4)	34.4	(0.8)
	Poland	7.0	(0.4)	8.1	(0.4)	9.5	(0.5)	10.6	(0.5)	9.2	(0.5)	11.0	(0.5)	6.9	(0.4)	37.6	(0.8)
	Portugal	15.3	(0.6)	12.9	(0.6)	17.3	(0.6)	12.0	(0.4)	6.8	(0.4)	9.7	(0.3)	3.1	(0.2)	23.0	(0.7)
	Slovak Republic	8.1	(0.4)	11.0	(0.5)	13.1	(0.5)	11.7	(0.4)	8.9	(0.4)	12.2	(0.4)	4.1	(0.3)	30.9	(0.7)
	Slovenia	6.3	(0.4)	12.8	(0.6)	14.4	(0.6)	14.7	(0.6)	9.4	(0.5)	12.6	(0.5)	5.7	(0.4)	24.2	(0.8)
	Spain	16.5	(0.5)	11.8	(0.5)	16.7	(0.5)	13.4	(0.5)	8.9	(0.4)	10.7	(0.4)	3.8	(0.3)	18.2	(0.5)
	Sweden	8.9	(0.5)	9.4	(0.4)	10.3	(0.5)	11.0	(0.5)	8.8	(0.4)	15.0	(0.6)	7.1	(0.3)	29.4	(0.8)
	Switzerland	7.4	(0.4)	11.6	(0.7)	11.5	(0.6)	10.5	(0.4)	7.3	(0.4)	13.0	(0.5)	6.5	(0.4)	32.2	(0.8)
	Turkey	17.8	(0.6)	19.7	(0.6)	15.7	(0.6)	10.8	(0.5)	6.1	(0.4)	8.8	(0.4)	1.6	(0.2)	19.5	(0.8)
	United Kingdom	11.4	(0.4)	14.4	(0.6)	13.0	(0.5)	11.4	(0.4)	8.0	(0.4)	13.5	(0.4)	4.9	(0.3)	23.5	(0.7)
	United States	10.7	(0.5)	7.2	(0.4)	10.1	(0.4)	11.6	(0.5)	8.4	(0.4)	16.5	(0.6)	7.0	(0.4)	28.5	(0.7)
	OECD average	10.9	(0.1)	11.3	(0.1)	12.6	(0.1)	11.9	(0.1)	8.4	(0.1)	13.2	(0.1)	6.2	(0.1)	25.6	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	22.5	(0.5)	17.6	(0.4)	16.2	(0.4)	11.4	(0.3)	5.9	(0.2)	8.9	(0.3)	2.7	(0.1)	14.7	(0.4)
	B-S-J-G (China)	17.2	(0.6)	15.3	(0.8)	15.7	(0.7)	9.4	(0.4)	4.2	(0.3)	18.1	(0.8)	3.5	(0.4)	16.6	(0.6)
	Bulgaria	10.8	(0.5)	12.4	(0.6)	17.1	(0.6)	14.4	(0.5)	9.1	(0.4)	10.1	(0.4)	4.8	(0.3)	21.2	(0.7)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	23.9	(0.7)	21.0	(0.5)	14.0	(0.4)	10.0	(0.4)	5.0	(0.3)	9.6	(0.4)	2.6	(0.2)	13.9	(0.5)
	Costa Rica	14.4	(0.5)	20.4	(0.6)	17.3	(0.5)	13.4	(0.5)	7.3	(0.5)	10.3	(0.5)	3.0	(0.3)	14.0	(0.5)
	Croatia	12.0	(0.5)	13.5	(0.6)	14.4	(0.5)	11.4	(0.4)	7.2	(0.3)	11.2	(0.5)	4.7	(0.3)	25.6	(0.7)
	Cyprus*	11.7	(0.5)	14.2	(0.5)	18.0	(0.5)	15.1	(0.5)	10.4	(0.5)	9.2	(0.5)	4.7	(0.3)	16.7	(0.5)
	Dominican Republic	13.7	(0.7)	17.3	(0.8)	17.8	(0.7)	10.5	(0.5)	7.1	(0.4)	13.4	(0.6)	3.6	(0.3)	16.6	(0.6)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	17.6	(0.6)	15.0	(0.5)	12.8	(0.5)	10.7	(0.4)	5.2	(0.3)	12.1	(0.6)	3.5	(0.3)	23.1	(0.7)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	9.0	(0.4)	10.1	(0.4)	12.3	(0.5)	12.9	(0.5)	8.6	(0.4)	12.6	(0.5)	4.9	(0.3)	29.7	(0.7)
	Macao (China)	16.8	(0.5)	19.1	(0.6)	14.9	(0.6)	9.3	(0.4)	4.5	(0.3)	10.5	(0.5)	4.6	(0.3)	20.2	(0.6)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	5.9	(0.4)	9.7	(0.4)	14.3	(0.4)	14.7	(0.4)	10.7	(0.4)	12.7	(0.4)	4.9	(0.3)	27.2	(0.6)
	Peru	8.7	(0.4)	21.2	(0.5)	17.5	(0.5)	14.0	(0.5)	7.2	(0.3)	10.9	(0.4)	2.9	(0.2)	17.5	(0.6)
	Qatar	23.0	(0.4)	16.9	(0.4)	14.7	(0.3)	13.1	(0.3)	8.1	(0.3)	7.9	(0.3)	2.8	(0.2)	13.4	(0.3)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	6.4	(0.5)	8.6	(0.4)	12.8	(0.6)	16.7	(0.6)	10.3	(0.4)	8.8	(0.5)	7.6	(0.4)	28.8	(0.8)
	Singapore	15.2	(0.5)	14.9	(0.5)	14.4	(0.5)	10.0	(0.4)	5.0	(0.3)	11.5	(0.4)	3.0	(0.2)	25.9	(0.5)
	Chinese Taipei	15.8	(0.5)	11.1	(0.4)	13.2	(0.5)	8.7	(0.4)	3.8	(0.2)	16.4	(0.4)	3.8	(0.2)	27.1	(0.5)
	Thailand	4.7	(0.3)	15.8	(0.5)	16.1	(0.6)	15.6	(0.5)	6.6	(0.3)	14.9	(0.5)	1.8	(0.2)	24.5	(0.7)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	20.5	(0.7)	20.8	(0.7)	17.6	(0.7)	13.6	(0.5)	7.3	(0.4)	4.9	(0.3)	4.0	(0.3)	11.2	(0.5)
	United Arab Emirates	27.1	(0.7)	16.8	(0.4)	14.5	(0.4)	10.9	(0.4)	6.9	(0.3)	7.7	(0.3)	2.5	(0.2)	13.5	(0.4)
	Uruguay	15.6	(0.5)	12.3	(0.5)	16.5	(0.5)	12.1	(0.4)	7.6	(0.4)	12.3	(0.5)	5.8	(0.4)	17.8	(0.6)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	6.0	(0.4)	12.0	(0.6)	13.8	(0.4)	11.8	(0.4)	5.9	(0.3)	16.7	(0.7)	3.2	(0.2)	30.4	(1.0)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472624

[Part 2/2]

Table III.11.9 Frequency of students' physical activity outside of school

Results based on students' self-reports

		Percentage of students who reported the following activity outside of school															
		Number of days per week students engage in vigorous physical activity (activity that made students sweat and breathe hard) for a total of at least 20 minutes per day															
		0		1		2		3		4		5		6		7	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	16.7	(0.4)	13.9	(0.4)	16.9	(0.4)	16.0	(0.4)	11.7	(0.3)	9.8	(0.3)	4.7	(0.2)	10.3	(0.3)
	Austria	20.6	(0.7)	19.0	(0.5)	17.8	(0.5)	14.8	(0.6)	10.4	(0.4)	7.3	(0.3)	3.5	(0.4)	6.7	(0.5)
	Belgium	18.6	(0.6)	18.9	(0.4)	17.5	(0.4)	15.9	(0.4)	10.4	(0.4)	8.1	(0.3)	3.7	(0.3)	6.9	(0.3)
	Canada	15.1	(0.4)	11.7	(0.3)	14.6	(0.4)	14.6	(0.3)	11.7	(0.4)	13.3	(0.3)	5.8	(0.3)	13.3	(0.4)
	Chile	21.4	(0.7)	19.7	(0.6)	17.7	(0.5)	14.3	(0.4)	8.9	(0.4)	6.5	(0.4)	2.9	(0.3)	8.6	(0.5)
	Czech Republic	11.5	(0.5)	15.9	(0.7)	16.1	(0.6)	16.9	(0.5)	12.6	(0.4)	9.9	(0.4)	5.5	(0.3)	11.4	(0.5)
	Denmark	11.1	(0.5)	11.5	(0.6)	14.7	(0.4)	17.5	(0.6)	13.1	(0.5)	12.5	(0.6)	6.3	(0.4)	13.2	(0.5)
	Estonia	13.0	(0.5)	13.2	(0.5)	18.0	(0.6)	16.9	(0.5)	12.4	(0.6)	11.3	(0.4)	4.9	(0.3)	10.4	(0.5)
	Finland	12.1	(0.5)	15.2	(0.6)	18.3	(0.5)	16.9	(0.5)	11.8	(0.4)	11.4	(0.4)	7.4	(0.5)	6.8	(0.3)
	France	22.7	(0.6)	21.1	(0.6)	19.2	(0.5)	14.4	(0.5)	8.4	(0.4)	5.3	(0.3)	2.7	(0.2)	6.2	(0.3)
	Germany	11.5	(0.5)	14.0	(0.5)	19.9	(0.6)	19.3	(0.7)	13.7	(0.4)	9.8	(0.4)	3.9	(0.3)	7.8	(0.4)
	Greece	18.3	(0.6)	14.5	(0.4)	16.4	(0.5)	15.2	(0.5)	10.3	(0.5)	9.9	(0.4)	4.9	(0.3)	10.4	(0.5)
	Hungary	13.6	(0.6)	11.5	(0.4)	16.7	(0.5)	16.6	(0.5)	11.2	(0.4)	11.6	(0.5)	5.1	(0.3)	13.5	(0.6)
	Iceland	9.8	(0.5)	8.6	(0.5)	11.3	(0.4)	11.8	(0.6)	12.1	(0.6)	14.6	(0.6)	11.3	(0.6)	20.3	(0.6)
	Ireland	14.1	(0.5)	12.9	(0.5)	16.1	(0.5)	15.6	(0.6)	12.7	(0.4)	11.4	(0.4)	6.6	(0.4)	10.6	(0.5)
	Israel	20.0	(0.7)	14.9	(0.5)	15.3	(0.6)	12.5	(0.5)	8.9	(0.5)	6.7	(0.4)	14.4	(1.3)	7.4	(0.4)
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	33.3	(0.8)	11.0	(0.4)	8.9	(0.4)	8.1	(0.4)	3.8	(0.3)	6.8	(0.4)	10.9	(0.5)	17.2	(0.8)
	Korea	27.7	(0.8)	16.3	(0.6)	20.0	(0.7)	12.5	(0.5)	5.8	(0.3)	7.2	(0.4)	2.5	(0.4)	8.0	(0.4)
	Latvia	12.4	(0.5)	13.0	(0.6)	17.0	(0.6)	17.1	(0.6)	12.0	(0.6)	12.3	(0.6)	5.3	(0.4)	10.8	(0.5)
	Luxembourg	16.3	(0.5)	15.7	(0.5)	16.8	(0.5)	15.5	(0.5)	11.5	(0.4)	8.8	(0.4)	4.7	(0.3)	10.7	(0.4)
	Mexico	14.9	(0.5)	18.5	(0.6)	18.9	(0.5)	13.5	(0.4)	8.4	(0.4)	11.4	(0.4)	4.5	(0.3)	10.1	(0.4)
	Netherlands	16.0	(0.6)	14.5	(0.5)	16.1	(0.5)	23.0	(0.7)	13.4	(0.5)	8.0	(0.4)	4.3	(0.3)	4.6	(0.3)
	New Zealand	19.1	(0.8)	11.8	(0.6)	16.8	(0.6)	14.2	(0.5)	12.1	(0.6)	10.7	(0.5)	6.0	(0.4)	9.3	(0.5)
	Norway	10.9	(0.6)	11.9	(0.5)	14.9	(0.5)	17.0	(0.6)	13.3	(0.4)	12.8	(0.5)	7.2	(0.4)	12.0	(0.5)
	Poland	11.5	(0.5)	11.7	(0.5)	13.0	(0.6)	15.4	(0.6)	11.8	(0.5)	10.8	(0.5)	6.6	(0.4)	19.3	(0.6)
	Portugal	21.1	(0.6)	14.6	(0.5)	19.5	(0.5)	14.3	(0.4)	10.7	(0.5)	7.8	(0.4)	3.3	(0.3)	8.7	(0.5)
	Slovak Republic	12.4	(0.5)	15.3	(0.6)	16.7	(0.5)	16.4	(0.6)	10.2	(0.5)	9.7	(0.4)	4.8	(0.3)	14.4	(0.6)
	Slovenia	11.2	(0.4)	14.6	(0.6)	15.8	(0.6)	15.1	(0.6)	11.5	(0.5)	10.6	(0.5)	6.6	(0.4)	14.5	(0.6)
	Spain	21.4	(0.7)	13.1	(0.5)	19.8	(0.5)	14.9	(0.4)	12.8	(0.5)	7.8	(0.3)	3.8	(0.3)	6.4	(0.4)
	Sweden	12.3	(0.6)	12.3	(0.5)	15.2	(0.5)	15.3	(0.5)	13.5	(0.5)	12.4	(0.5)	7.6	(0.4)	11.4	(0.6)
	Switzerland	12.0	(0.5)	15.5	(0.6)	18.3	(0.7)	18.6	(0.6)	12.6	(0.6)	10.4	(0.5)	4.7	(0.3)	7.8	(0.5)
	Turkey	21.8	(0.6)	21.4	(0.6)	18.7	(0.6)	13.1	(0.4)	6.7	(0.3)	6.4	(0.4)	2.2	(0.2)	9.8	(0.5)
	United Kingdom	21.3	(0.5)	19.3	(0.7)	17.6	(0.4)	14.2	(0.5)	9.1	(0.5)	8.0	(0.4)	3.6	(0.3)	6.8	(0.4)
	United States	16.6	(0.6)	9.8	(0.4)	11.8	(0.5)	12.3	(0.5)	8.6	(0.4)	16.6	(0.6)	7.6	(0.4)	16.8	(0.5)
	OECD average	16.5	(0.1)	14.6	(0.1)	16.5	(0.1)	15.3	(0.1)	10.8	(0.1)	9.9	(0.1)	5.6	(0.1)	10.7	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	34.7	(0.5)	16.3	(0.3)	13.6	(0.3)	10.0	(0.3)	5.8	(0.2)	7.7	(0.3)	3.0	(0.2)	8.9	(0.3)
	B-S-J-G (China)	13.7	(0.5)	14.6	(0.8)	21.0	(0.7)	13.9	(0.7)	7.1	(0.5)	16.1	(0.8)	3.0	(0.3)	10.7	(0.6)
	Bulgaria	17.2	(0.6)	16.3	(0.5)	17.1	(0.5)	14.6	(0.5)	8.5	(0.4)	9.2	(0.4)	4.8	(0.4)	12.3	(0.5)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	19.3	(0.6)	24.4	(0.5)	16.8	(0.5)	11.7	(0.4)	7.6	(0.4)	8.1	(0.3)	3.6	(0.2)	8.5	(0.4)
	Costa Rica	27.5	(0.7)	20.2	(0.6)	15.2	(0.5)	13.4	(0.5)	7.0	(0.3)	6.2	(0.3)	3.1	(0.2)	7.6	(0.4)
	Croatia	19.3	(0.6)	15.9	(0.5)	16.9	(0.5)	13.1	(0.5)	8.8	(0.4)	9.0	(0.4)	5.0	(0.3)	12.1	(0.5)
	Cyprus*	16.5	(0.5)	16.7	(0.5)	16.0	(0.6)	13.2	(0.5)	10.3	(0.5)	9.3	(0.5)	6.3	(0.4)	11.8	(0.5)
	Dominican Republic	16.4	(0.8)	18.0	(0.8)	17.3	(0.7)	12.7	(0.6)	8.3	(0.4)	10.8	(0.5)	4.5	(0.4)	12.0	(0.6)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	22.6	(0.7)	23.3	(0.7)	17.3	(0.6)	13.0	(0.5)	6.1	(0.3)	7.1	(0.4)	2.4	(0.2)	8.1	(0.5)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	14.1	(0.4)	12.6	(0.4)	17.6	(0.7)	16.6	(0.6)	11.3	(0.4)	11.7	(0.5)	5.2	(0.3)	11.0	(0.5)
	Macao (China)	24.1	(0.6)	25.9	(0.7)	20.4	(0.7)	10.1	(0.4)	5.7	(0.3)	5.8	(0.4)	2.8	(0.3)	5.2	(0.3)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	14.5	(0.6)	13.7	(0.5)	15.1	(0.4)	14.1	(0.6)	9.0	(0.4)	10.6	(0.4)	5.5	(0.4)	17.5	(0.6)
	Peru	14.5	(0.5)	24.0	(0.6)	19.7	(0.6)	14.4	(0.5)	8.2	(0.4)	7.3	(0.4)	3.4	(0.2)	8.5	(0.4)
	Qatar	25.1	(0.4)	18.0	(0.4)	16.0	(0.4)	12.1	(0.3)	8.1	(0.3)	7.7	(0.3)	3.8	(0.2)	9.2	(0.3)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	12.3	(0.6)	12.5	(0.5)	15.3	(0.5)	21.5	(0.6)	11.2	(0.4)	8.7	(0.4)	6.0	(0.3)	12.5	(0.6)
	Singapore	18.7	(0.5)	23.3	(0.6)	22.0	(0.7)	15.0	(0.5)	7.8	(0.4)	6.2	(0.3)	2.0	(0.2)	4.9	(0.3)
	Chinese Taipei	18.4	(0.6)	15.5	(0.6)	25.4	(0.6)	12.3	(0.4)	6.3	(0.3)	8.4	(0.4)	2.9	(0.2)	10.9	(0.4)
	Thailand	11.5	(0.5)	23.9	(0.6)	20.9	(0.5)	15.9	(0.5)	6.4	(0.3)	9.4	(0.4)	1.8	(0.2)	10.2	(0.5)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	25.2	(0.7)	20.4	(0.6)	17.2	(0.6)	13.0	(0.6)	8.1	(0.5)	5.0	(0.3)	3.1	(0.3)	8.0	(0.4)
	United Arab Emirates	26.1	(0.7)	19.6	(0.5)	15.6	(0.5)	11.4	(0.4)	7.3	(0.3)	7.5	(0.4)	3.0	(0.2)	9.6	(0.3)
	Uruguay	23.7	(0.7)	12.4	(0.5)	17.4	(0.6)	14.6	(0.5)	8.0	(0.4)	9.4	(0.4)	5.8	(0.3)	8.6	(0.4)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	8.8	(0.5)	19.1	(0.7)	21.4	(0.6)	16.7	(0.6)	8.8	(0.4)	10.0	(0.4)	2.7	(0.2)	12.5	(0.5)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472624

[Part 1/2]

Table III.11.10 Students who do not engage in physical activity outside of school, by student characteristics

Results based on students' self-reports

		Percentage of students who do NOT engage in neither moderate (for at least 60 minutes per day) nor vigorous physical activity (for at least 20 minutes per day)											
				National quarters of the ESCS[1] index									
		All students		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	6.5	(0.2)	8.9	(0.6)	6.8	(0.6)	5.7	(0.5)	4.1	(0.4)	**-4.8**	(0.7)
	Austria	6.1	(0.4)	8.2	(0.9)	6.1	(0.7)	6.0	(0.6)	4.1	(0.5)	**-4.1**	(1.0)
	Belgium	7.2	(0.4)	12.2	(0.9)	7.8	(0.6)	5.7	(0.6)	3.6	(0.4)	**-8.6**	(0.9)
	Canada	4.8	(0.2)	7.6	(0.6)	5.4	(0.4)	4.2	(0.4)	1.9	(0.3)	**-5.7**	(0.6)
	Chile	8.0	(0.4)	7.6	(0.8)	8.5	(0.9)	8.6	(1.0)	7.3	(0.6)	-0.3	(1.0)
	Czech Republic	3.3	(0.3)	5.5	(0.8)	3.3	(0.6)	2.1	(0.4)	2.5	(0.4)	**-2.9**	(0.9)
	Denmark	4.0	(0.3)	6.1	(0.8)	4.3	(0.7)	2.9	(0.4)	3.0	(0.6)	**-3.2**	(0.9)
	Estonia	5.4	(0.3)	7.1	(0.8)	5.4	(0.7)	5.2	(0.8)	3.6	(0.6)	**-3.5**	(1.0)
	Finland	3.8	(0.3)	5.9	(0.7)	4.5	(0.5)	3.2	(0.5)	1.8	(0.4)	**-4.0**	(0.9)
	France	8.8	(0.4)	14.0	(1.0)	10.2	(0.8)	7.4	(0.8)	3.9	(0.6)	**-10.1**	(1.1)
	Germany	3.1	(0.2)	4.6	(0.6)	3.0	(0.6)	2.8	(0.4)	1.6	(0.4)	**-3.0**	(0.7)
	Greece	7.9	(0.4)	10.2	(0.9)	7.9	(0.8)	7.2	(0.7)	6.2	(0.7)	**-4.0**	(1.2)
	Hungary	4.7	(0.3)	7.5	(0.8)	5.3	(0.9)	4.0	(0.6)	1.8	(0.4)	**-5.7**	(1.0)
	Iceland	5.0	(0.4)	7.0	(0.9)	5.5	(0.8)	4.5	(0.8)	2.7	(0.7)	**-4.2**	(1.1)
	Ireland	5.0	(0.3)	6.9	(0.8)	4.9	(0.5)	4.1	(0.6)	4.2	(0.6)	**-2.7**	(1.0)
	Israel	11.8	(0.6)	17.0	(1.0)	12.3	(0.8)	9.6	(0.9)	8.6	(0.7)	**-8.4**	(1.1)
	Italy	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	18.0	(0.7)	19.6	(1.0)	18.1	(1.3)	17.1	(1.3)	16.7	(1.0)	**-2.9**	(1.2)
	Korea	13.8	(0.6)	14.4	(0.9)	14.0	(1.3)	14.5	(1.3)	12.2	(1.1)	-2.3	(1.5)
	Latvia	3.9	(0.3)	4.2	(0.7)	4.1	(0.7)	4.1	(0.6)	3.1	(0.5)	-1.2	(0.8)
	Luxembourg	7.1	(0.4)	11.2	(0.9)	7.5	(0.7)	5.8	(0.7)	3.9	(0.5)	**-7.3**	(0.8)
	Mexico	6.2	(0.4)	6.3	(0.9)	6.9	(0.7)	6.0	(0.6)	5.7	(0.6)	-0.6	(1.1)
	Netherlands	3.1	(0.3)	5.4	(0.6)	3.3	(0.5)	2.7	(0.4)	1.3	(0.3)	**-4.1**	(0.6)
	New Zealand	6.7	(0.5)	9.7	(1.1)	6.7	(0.8)	5.3	(0.7)	4.3	(0.7)	**-5.4**	(1.3)
	Norway	4.1	(0.3)	5.7	(0.7)	4.7	(0.8)	3.9	(0.6)	2.1	(0.5)	**-3.5**	(0.8)
	Poland	3.5	(0.3)	4.1	(0.6)	3.2	(0.6)	3.6	(0.6)	2.9	(0.5)	-1.1	(0.9)
	Portugal	9.5	(0.4)	12.5	(0.9)	9.9	(0.8)	8.0	(0.8)	7.5	(0.8)	**-5.1**	(1.2)
	Slovak Republic	4.2	(0.3)	5.9	(0.9)	4.8	(0.6)	3.6	(0.5)	2.8	(0.5)	**-3.0**	(1.0)
	Slovenia	3.6	(0.3)	5.1	(0.6)	3.6	(0.5)	3.3	(0.8)	2.4	(0.5)	**-2.7**	(0.8)
	Spain	9.5	(0.4)	14.4	(1.1)	9.1	(0.8)	7.8	(0.8)	6.5	(0.8)	**-8.0**	(1.3)
	Sweden	5.3	(0.3)	9.1	(0.8)	5.9	(0.7)	3.7	(0.6)	2.5	(0.5)	**-6.6**	(1.0)
	Switzerland	3.6	(0.3)	4.9	(0.7)	3.9	(0.7)	2.7	(0.5)	3.0	(0.6)	**-1.8**	(0.8)
	Turkey	11.5	(0.5)	15.4	(1.1)	10.9	(0.9)	11.7	(1.1)	8.0	(0.9)	**-7.4**	(1.3)
	United Kingdom	7.4	(0.4)	10.6	(0.9)	8.2	(0.7)	6.4	(0.8)	3.8	(0.5)	**-6.7**	(1.0)
	United States	6.6	(0.4)	10.0	(0.8)	7.6	(0.9)	5.0	(0.8)	3.6	(0.4)	**-6.4**	(0.9)
	OECD average	6.6	(0.1)	9.0	(0.1)	6.9	(0.1)	5.8	(0.1)	4.5	(0.1)	**-4.5**	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	16.4	(0.4)	17.5	(0.8)	18.9	(0.9)	15.7	(0.9)	13.7	(0.9)	**-3.8**	(1.2)
	B-S-J-G (China)	7.4	(0.4)	7.4	(0.8)	7.9	(0.7)	7.4	(0.9)	6.8	(0.7)	-0.6	(1.0)
	Bulgaria	7.4	(0.4)	10.7	(0.8)	8.0	(0.9)	6.7	(0.7)	4.6	(0.6)	**-6.0**	(1.0)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	12.6	(0.5)	15.5	(1.0)	13.1	(0.9)	12.2	(0.7)	9.5	(1.0)	**-6.0**	(1.3)
	Costa Rica	10.1	(0.4)	11.0	(0.9)	10.8	(0.9)	9.7	(1.0)	9.1	(0.9)	-1.8	(1.2)
	Croatia	6.9	(0.4)	8.1	(0.9)	7.8	(0.8)	6.3	(0.7)	5.5	(0.6)	**-2.6**	(1.0)
	Cyprus*	7.2	(0.4)	10.1	(0.8)	7.2	(0.8)	5.8	(0.7)	5.7	(0.7)	**-4.4**	(1.0)
	Dominican Republic	8.1	(0.6)	9.9	(1.2)	8.5	(1.3)	8.2	(1.2)	5.8	(0.7)	**-4.0**	(1.3)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	11.0	(0.5)	13.7	(0.9)	11.2	(1.0)	10.5	(0.9)	8.3	(0.9)	**-5.4**	(1.3)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	4.7	(0.3)	6.8	(0.8)	4.0	(0.6)	4.5	(0.6)	3.4	(0.5)	**-3.3**	(0.9)
	Macao (China)	11.2	(0.5)	13.5	(1.1)	11.5	(0.9)	10.4	(0.9)	9.2	(0.9)	**-4.3**	(1.5)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	3.8	(0.3)	5.0	(0.6)	3.5	(0.6)	4.0	(0.6)	2.6	(0.5)	**-2.4**	(0.8)
	Peru	4.4	(0.3)	4.3	(0.6)	4.5	(0.6)	3.6	(0.5)	5.0	(0.6)	0.8	(0.9)
	Qatar	14.7	(0.3)	17.8	(0.8)	15.1	(0.9)	13.1	(0.6)	12.7	(0.7)	**-5.1**	(1.0)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	3.6	(0.3)	3.6	(0.5)	3.6	(0.6)	4.0	(0.5)	3.1	(0.5)	-0.5	(0.7)
	Singapore	8.4	(0.4)	9.0	(0.8)	9.1	(0.7)	7.8	(0.8)	7.7	(0.7)	-1.2	(1.1)
	Chinese Taipei	8.8	(0.4)	10.4	(0.8)	7.9	(0.7)	8.8	(0.8)	8.0	(0.8)	**-2.4**	(1.1)
	Thailand	3.1	(0.3)	3.6	(0.6)	2.9	(0.5)	2.4	(0.5)	3.5	(0.6)	-0.1	(0.8)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	13.3	(0.6)	14.9	(1.1)	12.6	(1.1)	12.5	(1.2)	13.3	(1.0)	-1.6	(1.5)
	United Arab Emirates	17.6	(0.6)	23.5	(1.1)	18.9	(1.1)	14.4	(0.9)	13.7	(0.8)	**-9.7**	(1.1)
	Uruguay	11.0	(0.5)	16.9	(1.1)	11.3	(1.1)	9.0	(0.8)	7.4	(0.7)	**-9.5**	(1.3)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	2.7	(0.3)	2.9	(0.4)	2.8	(0.6)	3.0	(0.5)	2.2	(0.5)	-0.7	(0.7)

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472637

[Part 2/2]

Table III.11.10 Students who do not engage in physical activity outside of school, by student characteristics

Results based on students' self-reports

		Percentage of students who do NOT engage in neither moderate (for at least 60 minutes per day) nor vigorous physical activity (for at least 20 minutes per day)													
		Gender						Immigrant background							
		Boys		Girls		Gender difference (B – G)		Non-immigrant		First-generation		Second-generation		Difference by immigrant background (non-immigrant – first-generation)	
		%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	5.3	(0.3)	7.6	(0.4)	**-2.3**	(0.5)	6.2	(0.3)	6.8	(0.8)	7.7	(0.7)	-0.6	(0.9)
	Austria	5.5	(0.5)	6.7	(0.5)	-1.1	(0.7)	6.0	(0.4)	c	c	7.1	(1.0)	c	c
	Belgium	5.6	(0.4)	8.9	(0.5)	**-3.2**	(0.6)	6.4	(0.3)	10.8	(1.4)	10.4	(1.2)	**-4.3**	(1.4)
	Canada	4.3	(0.3)	5.2	(0.4)	**-0.9**	(0.4)	4.3	(0.3)	5.2	(0.6)	6.4	(0.7)	-0.9	(0.6)
	Chile	5.2	(0.4)	10.8	(0.7)	**-5.6**	(0.8)	8.1	(0.4)	c	c	c	c	c	c
	Czech Republic	4.0	(0.4)	2.6	(0.4)	**1.3**	(0.5)	3.1	(0.3)	c	c	c	c	c	c
	Denmark	4.8	(0.5)	3.3	(0.4)	**1.4**	(0.5)	3.9	(0.4)	c	c	5.9	(1.1)	c	c
	Estonia	5.2	(0.4)	5.5	(0.5)	-0.2	(0.7)	5.4	(0.3)	c	c	c	c	c	c
	Finland	4.7	(0.4)	3.0	(0.3)	**1.7**	(0.5)	3.7	(0.3)	c	c	c	c	c	c
	France	7.7	(0.5)	10.0	(0.6)	**-2.3**	(0.8)	8.7	(0.4)	c	c	11.4	(1.4)	c	c
	Germany	3.2	(0.4)	2.9	(0.3)	0.3	(0.5)	2.8	(0.3)	c	c	c	c	c	c
	Greece	6.1	(0.5)	9.7	(0.6)	**-3.6**	(0.8)	8.2	(0.4)	c	c	c	c	c	c
	Hungary	4.2	(0.4)	5.2	(0.5)	-1.0	(0.7)	4.7	(0.3)	c	c	c	c	c	c
	Iceland	5.0	(0.6)	5.0	(0.6)	0.0	(0.8)	4.9	(0.4)	c	c	c	c	c	c
	Ireland	3.5	(0.3)	6.6	(0.4)	**-3.1**	(0.6)	4.6	(0.3)	6.6	(1.1)	c	c	-2.1	(1.2)
	Israel	8.6	(0.9)	14.8	(0.7)	**-6.2**	(1.2)	12.1	(0.6)	10.9	(2.0)	10.2	(1.0)	1.1	(2.1)
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	14.3	(0.7)	21.7	(1.1)	**-7.5**	(1.2)	18.0	(0.7)	c	c	c	c	c	c
	Korea	7.7	(0.5)	20.4	(1.0)	**-12.7**	(1.2)	13.8	(0.6)	c	c	m	m	c	c
	Latvia	4.1	(0.4)	3.7	(0.4)	0.5	(0.5)	3.7	(0.3)	c	c	c	c	c	c
	Luxembourg	5.9	(0.4)	8.2	(0.6)	**-2.3**	(0.7)	6.4	(0.5)	8.2	(1.0)	7.5	(0.6)	-1.8	(1.1)
	Mexico	5.2	(0.5)	7.3	(0.5)	**-2.1**	(0.6)	6.3	(0.4)	c	c	c	c	c	c
	Netherlands	2.7	(0.3)	3.5	(0.4)	-0.8	(0.5)	2.6	(0.2)	c	c	c	c	c	c
	New Zealand	6.7	(0.7)	6.6	(0.5)	0.1	(0.8)	5.9	(0.6)	8.8	(1.4)	8.0	(1.4)	**-2.9**	(1.5)
	Norway	4.8	(0.5)	3.4	(0.4)	**1.3**	(0.6)	3.9	(0.3)	c	c	c	c	c	c
	Poland	3.8	(0.5)	3.2	(0.3)	0.6	(0.6)	3.5	(0.3)	c	c	c	c	c	c
	Portugal	8.1	(0.6)	10.9	(0.6)	**-2.8**	(0.7)	9.2	(0.4)	c	c	c	c	c	c
	Slovak Republic	4.8	(0.3)	3.7	(0.4)	**1.1**	(0.5)	4.2	(0.3)	c	c	c	c	c	c
	Slovenia	3.8	(0.4)	3.4	(0.4)	0.4	(0.5)	3.5	(0.3)	c	c	c	c	c	c
	Spain	9.0	(0.6)	9.9	(0.6)	-0.9	(0.7)	9.1	(0.5)	10.9	(1.7)	c	c	-1.8	(1.7)
	Sweden	6.2	(0.5)	4.4	(0.5)	**1.9**	(0.6)	4.7	(0.3)	8.3	(1.5)	7.8	(1.3)	**-3.6**	(1.5)
	Switzerland	3.8	(0.4)	3.5	(0.4)	0.3	(0.6)	3.1	(0.4)	6.2	(1.2)	4.4	(0.7)	**-3.2**	(1.4)
	Turkey	8.1	(0.5)	14.8	(0.8)	**-6.6**	(0.9)	11.4	(0.5)	c	c	c	c	c	c
	United Kingdom	6.0	(0.5)	8.8	(0.5)	**-2.8**	(0.8)	7.1	(0.4)	8.0	(1.3)	9.4	(1.6)	-0.9	(1.4)
	United States	4.8	(0.4)	8.2	(0.6)	**-3.4**	(0.7)	6.3	(0.4)	9.5	(1.6)	7.1	(0.9)	**-3.2**	(1.6)
	OECD average	5.7	(0.1)	7.5	(0.1)	**-1.8**	(0.1)	6.3	(0.1)	8.3	(0.4)	8.0	(0.3)	**-2.0**	(0.4)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	11.0	(0.5)	21.4	(0.7)	**-10.3**	(0.8)	16.7	(0.5)	c	c	c	c	c	c
	B-S-J-G (China)	6.8	(0.5)	8.1	(0.7)	-1.3	(0.9)	7.3	(0.4)	c	c	c	c	c	c
	Bulgaria	6.7	(0.5)	8.3	(0.6)	-1.6	(0.8)	7.2	(0.4)	c	c	c	c	c	c
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	10.2	(0.7)	14.6	(0.6)	**-4.4**	(0.8)	12.6	(0.5)	c	c	c	c	c	c
	Costa Rica	6.4	(0.5)	13.7	(0.7)	**-7.3**	(0.9)	10.1	(0.5)	c	c	11.4	(1.8)	c	c
	Croatia	5.9	(0.5)	7.9	(0.6)	**-2.0**	(0.7)	7.2	(0.4)	c	c	5.7	(1.1)	c	c
	Cyprus*	6.2	(0.6)	8.1	(0.6)	**-1.9**	(0.9)	7.1	(0.4)	9.3	(1.5)	c	c	-2.2	(1.5)
	Dominican Republic	6.8	(0.7)	9.3	(0.8)	**-2.5**	(0.9)	7.9	(0.6)	c	c	c	c	c	c
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	9.4	(0.6)	12.6	(0.7)	**-3.2**	(0.9)	10.7	(0.6)	12.6	(1.3)	11.0	(0.9)	-1.9	(1.4)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	5.0	(0.4)	4.4	(0.4)	0.5	(0.5)	4.6	(0.3)	c	c	c	c	c	c
	Macao (China)	9.1	(0.6)	13.3	(0.7)	**-4.2**	(0.9)	10.9	(0.8)	11.4	(1.0)	11.3	(0.7)	-0.5	(1.3)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	2.7	(0.3)	4.9	(0.5)	**-2.2**	(0.5)	3.9	(0.3)	c	c	c	c	c	c
	Peru	3.0	(0.3)	5.8	(0.5)	**-2.8**	(0.6)	4.4	(0.3)	c	c	c	c	c	c
	Qatar	10.4	(0.4)	18.6	(0.5)	**-8.3**	(0.6)	19.0	(0.6)	10.9	(0.5)	13.6	(0.8)	**8.1**	(0.7)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	3.5	(0.4)	3.6	(0.4)	-0.1	(0.5)	3.4	(0.3)	c	c	c	c	c	c
	Singapore	7.3	(0.5)	9.6	(0.6)	**-2.3**	(0.8)	8.5	(0.4)	7.2	(1.4)	10.3	(1.6)	1.2	(1.5)
	Chinese Taipei	6.8	(0.5)	10.8	(0.6)	**-4.1**	(0.8)	8.7	(0.4)	c	c	c	c	c	c
	Thailand	3.2	(0.5)	3.0	(0.3)	0.3	(0.6)	3.2	(0.3)	c	c	c	c	c	c
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	7.0	(0.6)	18.6	(1.0)	**-11.6**	(1.0)	13.5	(0.6)	c	c	c	c	c	c
	United Arab Emirates	12.0	(0.6)	22.8	(0.9)	**-10.8**	(1.1)	22.7	(1.0)	12.3	(0.7)	17.3	(0.8)	**10.4**	(1.2)
	Uruguay	7.6	(0.6)	14.0	(0.8)	**-6.3**	(1.0)	10.9	(0.5)	c	c	c	c	c	c
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	2.4	(0.3)	3.0	(0.3)	-0.6	(0.4)	2.7	(0.3)	c	c	c	c	c	c

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472637

[Part 1/1]

Table III.11.11a Engaging in moderate physical activity outside of school and student science performance

Results based on students' self-reports

		Science performance									
		Average number of days students engage in moderate physical activity for at least 60 minutes per day, by science performance						Change in science score associated with one additional day of moderate physical activity			
		Bottom quarter of science performance		Top quarter of science performance		Difference between top and bottom quarter of science performance (top – bottom)		Before accounting for student characteristics[1]		After accounting for student characteristics	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	4.47	(0.06)	4.57	(0.06)	0.10	(0.08)	1	(0.5)	-1	(0.5)
	Austria	4.72	(0.10)	5.48	(0.08)	**0.76**	(0.13)	**4**	(0.6)	**2**	(0.5)
	Belgium	3.81	(0.08)	5.16	(0.07)	**1.34**	(0.11)	**8**	(0.6)	**5**	(0.5)
	Canada	5.13	(0.05)	5.30	(0.07)	0.16	(0.10)	1	(0.6)	-1	(0.5)
	Chile	4.32	(0.09)	4.44	(0.07)	0.12	(0.12)	1	(0.6)	-1	(0.5)
	Czech Republic	4.65	(0.09)	5.45	(0.07)	**0.80**	(0.13)	**5**	(0.6)	**3**	(0.6)
	Denmark	5.24	(0.10)	5.67	(0.08)	**0.42**	(0.12)	**3**	(0.6)	**1**	(0.6)
	Estonia	4.72	(0.08)	4.75	(0.07)	0.03	(0.10)	0	(0.6)	-1	(0.6)
	Finland	4.98	(0.07)	5.38	(0.08)	**0.40**	(0.10)	**3**	(0.6)	1	(0.6)
	France	4.12	(0.09)	5.02	(0.07)	**0.90**	(0.11)	**5**	(0.6)	**3**	(0.5)
	Germany	5.13	(0.09)	5.86	(0.08)	**0.72**	(0.12)	**5**	(0.7)	**3**	(0.6)
	Greece	4.19	(0.09)	4.46	(0.08)	**0.27**	(0.12)	**2**	(0.6)	1	(0.6)
	Hungary	4.62	(0.11)	5.54	(0.07)	**0.92**	(0.13)	**6**	(0.8)	**3**	(0.7)
	Iceland	5.10	(0.10)	5.30	(0.10)	0.20	(0.15)	1	(0.8)	0	(0.9)
	Ireland	4.53	(0.08)	4.54	(0.09)	0.01	(0.10)	0	(0.5)	**-1**	(0.5)
	Israel	3.95	(0.11)	4.20	(0.07)	0.25	(0.13)	**2**	(0.8)	0	(0.7)
	Italy	m	m	m	m	m	m	m	m	m	m
	Japan	4.79	(0.10)	4.55	(0.10)	-0.24	(0.13)	-1	(0.5)	**-1**	(0.4)
	Korea	4.59	(0.09)	4.12	(0.09)	**-0.47**	(0.14)	**-3**	(0.7)	**-3**	(0.6)
	Latvia	4.76	(0.09)	5.41	(0.07)	**0.65**	(0.11)	**4**	(0.5)	**3**	(0.5)
	Luxembourg	4.09	(0.08)	4.75	(0.08)	**0.66**	(0.10)	**4**	(0.6)	**1**	(0.6)
	Mexico	3.86	(0.07)	4.71	(0.07)	**0.86**	(0.09)	**4**	(0.4)	**3**	(0.4)
	Netherlands	5.06	(0.10)	5.99	(0.07)	**0.93**	(0.13)	**7**	(0.9)	**6**	(0.8)
	New Zealand	4.59	(0.09)	5.06	(0.09)	**0.47**	(0.13)	**3**	(0.8)	1	(0.7)
	Norway	5.03	(0.10)	5.82	(0.09)	**0.79**	(0.13)	**5**	(0.7)	**3**	(0.7)
	Poland	5.27	(0.10)	5.66	(0.09)	**0.39**	(0.13)	**3**	(0.7)	**1**	(0.6)
	Portugal	4.13	(0.08)	4.51	(0.09)	**0.38**	(0.12)	**2**	(0.6)	1	(0.5)
	Slovak Republic	4.26	(0.10)	5.48	(0.06)	**1.21**	(0.11)	**7**	(0.6)	**5**	(0.5)
	Slovenia	4.43	(0.08)	5.23	(0.09)	**0.80**	(0.12)	**5**	(0.7)	**3**	(0.7)
	Spain	3.90	(0.07)	4.46	(0.07)	**0.56**	(0.10)	**3**	(0.5)	**2**	(0.5)
	Sweden	4.65	(0.09)	5.61	(0.10)	**0.96**	(0.12)	**6**	(0.7)	**4**	(0.7)
	Switzerland	4.64	(0.09)	5.72	(0.09)	**1.08**	(0.12)	**7**	(0.7)	**5**	(0.6)
	Turkey	3.44	(0.09)	4.61	(0.10)	**1.17**	(0.13)	**6**	(0.7)	**4**	(0.5)
	United Kingdom	4.30	(0.08)	4.89	(0.08)	**0.60**	(0.12)	**4**	(0.6)	**2**	(0.6)
	United States	4.78	(0.09)	5.39	(0.08)	**0.61**	(0.13)	**4**	(0.7)	**2**	(0.7)
	OECD average	4.54	(0.02)	5.09	(0.01)	**0.55**	(0.02)	**3**	(0.1)	**2**	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	3.47	(0.07)	3.90	(0.05)	**0.44**	(0.08)	**2**	(0.4)	**1**	(0.4)
	B-S-J-G (China)	3.90	(0.09)	4.33	(0.09)	**0.43**	(0.13)	**3**	(0.8)	**2**	(0.7)
	Bulgaria	3.80	(0.09)	5.14	(0.07)	**1.35**	(0.12)	**9**	(0.7)	**6**	(0.6)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	3.03	(0.07)	4.13	(0.08)	**1.10**	(0.11)	**6**	(0.6)	**4**	(0.5)
	Costa Rica	3.70	(0.09)	4.04	(0.07)	**0.34**	(0.11)	**2**	(0.5)	0	(0.5)
	Croatia	4.16	(0.09)	5.13	(0.08)	**0.97**	(0.11)	**5**	(0.5)	**4**	(0.4)
	Cyprus*	4.07	(0.07)	4.44	(0.08)	**0.37**	(0.11)	**2**	(0.6)	**2**	(0.6)
	Dominican Republic	3.88	(0.10)	4.59	(0.09)	**0.71**	(0.13)	**4**	(0.5)	**2**	(0.5)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	4.48	(0.08)	4.22	(0.10)	**-0.26**	(0.12)	**-1**	(0.5)	**-1**	(0.4)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	4.42	(0.10)	5.39	(0.08)	**0.96**	(0.12)	**5**	(0.6)	**4**	(0.6)
	Macao (China)	3.99	(0.08)	4.41	(0.09)	**0.42**	(0.12)	**2**	(0.5)	**2**	(0.5)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	4.52	(0.08)	5.50	(0.07)	**0.98**	(0.11)	**6**	(0.6)	**5**	(0.6)
	Peru	3.59	(0.08)	4.71	(0.07)	**1.12**	(0.10)	**6**	(0.5)	**4**	(0.5)
	Qatar	3.38	(0.05)	4.19	(0.06)	**0.81**	(0.08)	**6**	(0.4)	**5**	(0.4)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	4.85	(0.09)	5.48	(0.10)	**0.63**	(0.14)	**4**	(0.6)	**3**	(0.6)
	Singapore	4.26	(0.07)	4.52	(0.08)	**0.27**	(0.10)	**2**	(0.5)	**1**	(0.5)
	Chinese Taipei	4.63	(0.07)	4.69	(0.08)	0.05	(0.10)	0	(0.5)	0	(0.5)
	Thailand	4.29	(0.08)	5.23	(0.07)	**0.95**	(0.10)	**5**	(0.5)	**4**	(0.5)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	3.59	(0.08)	3.51	(0.09)	-0.08	(0.12)	-1	(0.5)	-1	(0.5)
	United Arab Emirates	3.38	(0.06)	4.05	(0.07)	**0.67**	(0.10)	**5**	(0.6)	**4**	(0.5)
	Uruguay	3.96	(0.08)	4.62	(0.09)	**0.65**	(0.12)	**3**	(0.6)	**2**	(0.6)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	4.36	(0.08)	5.56	(0.09)	**1.20**	(0.12)	**6**	(0.6)	**5**	(0.6)

1. Student characteristics include the PISA index of economic, social and cultural status and gender.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472649

[Part 1/1]

Table III.11.12a Engaging in vigorous physical activity outside of school and student performance in science

Results based on students' self-reports

		Science performance											
		Average number of days students engage in vigorous physical activity for at least 20 minutes per day, by science performance						Change in science score associated with one additional day of vigorous physical activity					
		Bottom quarter of science performance		Top quarter of science performance		Difference between top and bottom quarter of science performance (top – bottom)		Before accounting for student characteristics[1]		Explained variance in student performance (r-squared x 100)		After accounting for student characteristics	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Score dif.	S.E.	%	S.E.	Score dif.	S.E.
OECD	Australia	4.13	(0.06)	3.71	(0.05)	**-0.43**	(0.07)	**-4**	(0.5)	0.6	(0.2)	**-6**	(0.5)
	Austria	3.57	(0.10)	3.40	(0.07)	-0.17	(0.12)	-2	(0.8)	0.1	(0.1)	**-5**	(0.7)
	Belgium	3.33	(0.07)	3.71	(0.05)	**0.38**	(0.08)	**3**	(0.6)	0.5	(0.2)	-1	(0.5)
	Canada	4.50	(0.06)	3.98	(0.05)	**-0.52**	(0.08)	**-4**	(0.5)	0.8	(0.2)	**-6**	(0.5)
	Chile	3.63	(0.08)	3.18	(0.07)	**-0.45**	(0.11)	**-3**	(0.7)	0.6	(0.3)	**-5**	(0.6)
	Czech Republic	4.17	(0.08)	4.03	(0.06)	-0.14	(0.10)	-1	(0.6)	0.0	(0.1)	**-3**	(0.6)
	Denmark	4.37	(0.09)	4.28	(0.08)	-0.08	(0.11)	-1	(0.6)	0.0	(0.1)	**-2**	(0.6)
	Estonia	4.19	(0.08)	3.87	(0.06)	**-0.32**	(0.10)	**-3**	(0.7)	0.4	(0.2)	**-4**	(0.7)
	Finland	3.91	(0.08)	4.06	(0.07)	0.15	(0.10)	1	(0.8)	0.1	(0.1)	-1	(0.7)
	France	3.42	(0.07)	3.18	(0.05)	**-0.24**	(0.09)	**-2**	(0.7)	0.2	(0.1)	**-5**	(0.7)
	Germany	3.97	(0.08)	3.87	(0.07)	-0.10	(0.11)	-1	(0.8)	0.0	(0.1)	**-4**	(0.7)
	Greece	4.11	(0.09)	3.65	(0.06)	**-0.46**	(0.11)	**-3**	(0.6)	0.6	(0.2)	**-4**	(0.6)
	Hungary	4.10	(0.10)	4.27	(0.06)	0.17	(0.11)	1	(0.8)	0.1	(0.1)	**-2**	(0.6)
	Iceland	5.06	(0.11)	4.88	(0.08)	-0.18	(0.14)	-1	(0.7)	0.1	(0.1)	**-2**	(0.7)
	Ireland	4.24	(0.07)	3.98	(0.07)	**-0.26**	(0.10)	**-2**	(0.6)	0.2	(0.1)	**-4**	(0.6)
	Israel	3.98	(0.11)	3.61	(0.07)	**-0.36**	(0.13)	**-3**	(0.8)	0.4	(0.2)	**-5**	(0.7)
	Italy	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	4.10	(0.10)	3.56	(0.11)	**-0.54**	(0.14)	**-2**	(0.6)	0.4	(0.2)	**-3**	(0.5)
	Korea	3.77	(0.08)	2.91	(0.08)	**-0.86**	(0.12)	**-7**	(0.8)	2.5	(0.6)	**-8**	(0.7)
	Latvia	4.33	(0.09)	3.86	(0.08)	**-0.47**	(0.13)	**-3**	(0.7)	0.7	(0.3)	**-4**	(0.6)
	Luxembourg	3.86	(0.08)	3.92	(0.06)	0.05	(0.10)	1	(0.7)	0.0	(0.0)	**-3**	(0.7)
	Mexico	3.67	(0.08)	3.95	(0.06)	**0.28**	(0.10)	**1**	(0.5)	0.2	(0.1)	0	(0.5)
	Netherlands	3.54	(0.08)	3.77	(0.05)	**0.22**	(0.10)	**2**	(0.8)	0.2	(0.1)	0	(0.8)
	New Zealand	4.07	(0.08)	3.72	(0.07)	**-0.35**	(0.10)	**-3**	(0.7)	0.3	(0.2)	**-5**	(0.7)
	Norway	4.30	(0.08)	4.34	(0.08)	0.04	(0.11)	0	(0.7)	0.0	(0.0)	**-2**	(0.7)
	Poland	4.71	(0.09)	4.32	(0.08)	**-0.39**	(0.12)	**-2**	(0.6)	0.4	(0.2)	**-3**	(0.6)
	Portugal	3.69	(0.08)	3.53	(0.08)	-0.17	(0.11)	-1	(0.7)	0.1	(0.1)	**-3**	(0.7)
	Slovak Republic	4.03	(0.08)	4.02	(0.06)	-0.01	(0.10)	0	(0.6)	0.0	(0.0)	**-1**	(0.5)
	Slovenia	4.31	(0.07)	4.26	(0.08)	-0.05	(0.11)	0	(0.7)	0.0	(0.0)	**-2**	(0.7)
	Spain	3.51	(0.06)	3.61	(0.06)	0.09	(0.08)	1	(0.6)	0.0	(0.0)	**-1**	(0.5)
	Sweden	4.18	(0.09)	4.32	(0.08)	0.14	(0.12)	1	(0.8)	0.1	(0.1)	-1	(0.8)
	Switzerland	4.04	(0.08)	3.92	(0.07)	-0.12	(0.11)	-1	(0.9)	0.0	(0.1)	**-3**	(0.8)
	Turkey	3.32	(0.07)	3.43	(0.07)	0.11	(0.11)	1	(0.6)	0.0	(0.1)	0	(0.6)
	United Kingdom	3.51	(0.06)	3.32	(0.07)	**-0.19**	(0.10)	**-2**	(0.7)	0.1	(0.1)	**-4**	(0.7)
	United States	4.61	(0.08)	4.26	(0.09)	**-0.35**	(0.12)	**-2**	(0.6)	0.3	(0.2)	**-5**	(0.6)
	OECD average	4.01	(0.01)	3.84	(0.01)	**-0.16**	(0.02)	**-1**	(0.1)	0.3	(0.0)	**-3**	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	3.25	(0.06)	3.07	(0.06)	**-0.18**	(0.08)	**-1**	(0.5)	0.1	(0.1)	**-3**	(0.5)
	B-S-J-G (China)	3.71	(0.08)	4.12	(0.10)	**0.42**	(0.13)	**3**	(0.9)	0.5	(0.3)	**2**	(0.8)
	Bulgaria	3.67	(0.08)	3.94	(0.07)	**0.26**	(0.11)	**1**	(0.7)	0.1	(0.1)	0	(0.6)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	3.28	(0.07)	3.60	(0.06)	**0.32**	(0.10)	**2**	(0.6)	0.3	(0.2)	0	(0.5)
	Costa Rica	3.21	(0.08)	3.16	(0.07)	-0.05	(0.10)	0	(0.6)	0.0	(0.0)	**-3**	(0.5)
	Croatia	3.82	(0.08)	3.79	(0.08)	-0.03	(0.12)	0	(0.6)	0.0	(0.0)	**-2**	(0.6)
	Cyprus*	4.05	(0.08)	3.89	(0.08)	-0.16	(0.10)	-1	(0.6)	0.1	(0.1)	**-2**	(0.6)
	Dominican Republic	3.85	(0.10)	3.92	(0.09)	0.07	(0.14)	0	(0.6)	0.0	(0.0)	-1	(0.6)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	3.73	(0.07)	2.94	(0.07)	**-0.79**	(0.09)	**-5**	(0.5)	2.1	(0.4)	**-6**	(0.5)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	3.94	(0.07)	4.01	(0.07)	0.07	(0.09)	0	(0.6)	0.0	(0.0)	-1	(0.6)
	Macao (China)	3.28	(0.07)	2.87	(0.06)	**-0.41**	(0.09)	**-3**	(0.7)	0.6	(0.3)	**-3**	(0.8)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	4.20	(0.08)	4.26	(0.07)	0.06	(0.10)	0	(0.5)	0.0	(0.0)	-1	(0.6)
	Peru	3.52	(0.06)	3.45	(0.08)	-0.07	(0.10)	-1	(0.6)	0.1	(0.1)	**-2**	(0.5)
	Qatar	3.63	(0.05)	3.51	(0.05)	-0.12	(0.07)	-1	(0.5)	0.0	(0.0)	-1	(0.5)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	4.35	(0.11)	4.00	(0.07)	**-0.36**	(0.12)	**-2**	(0.6)	0.4	(0.2)	**-3**	(0.6)
	Singapore	3.47	(0.05)	3.00	(0.05)	**-0.47**	(0.08)	**-5**	(0.7)	1.0	(0.3)	**-7**	(0.6)
	Chinese Taipei	3.74	(0.07)	3.54	(0.06)	**-0.20**	(0.09)	**-2**	(0.7)	0.1	(0.1)	**-3**	(0.6)
	Thailand	3.75	(0.06)	3.53	(0.06)	**-0.23**	(0.08)	**-2**	(0.6)	0.3	(0.2)	**-2**	(0.6)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	3.59	(0.09)	2.94	(0.07)	**-0.65**	(0.12)	**-4**	(0.5)	1.3	(0.4)	**-4**	(0.5)
	United Arab Emirates	3.50	(0.07)	3.40	(0.06)	-0.10	(0.09)	-1	(0.6)	0.0	(0.0)	-1	(0.5)
	Uruguay	3.73	(0.09)	3.59	(0.08)	-0.14	(0.12)	-1	(0.7)	0.1	(0.1)	**-4**	(0.6)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	3.95	(0.08)	3.91	(0.07)	-0.04	(0.10)	0	(0.6)	0.0	(0.0)	0	(0.5)

1. Student characteristics include the PISA index of economic, social and cultural status and gender.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472664

[Part 1/4]

Table III.11.13 Frequency of students' physical activity outside of school, by student characteristics

Results based on students' self-reports

		Number of days per week students engage in physical activity outside of school													
		Moderate physical activity for at least 60 minutes per day, by:													
		All students				National quarters of the ESCS[1] index									
		Average		Variation		Bottom quarter		Second quarter		Third quarter		Top quarter		Top quarter – Bottom quarter	
		Mean	S.E.	S.D.	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	4.58	(0.03)	2.33	(0.01)	4.26	(0.05)	4.57	(0.06)	4.60	(0.05)	4.88	(0.06)	**0.62**	(0.07)
OECD	Austria	5.17	(0.04)	2.56	(0.01)	4.80	(0.08)	5.00	(0.06)	5.25	(0.08)	5.59	(0.08)	**0.78**	(0.11)
OECD	Belgium	4.58	(0.03)	2.51	(0.01)	4.01	(0.07)	4.40	(0.06)	4.69	(0.07)	5.15	(0.06)	**1.15**	(0.10)
OECD	Canada	5.27	(0.02)	2.27	(0.01)	4.92	(0.05)	5.15	(0.05)	5.39	(0.05)	5.62	(0.05)	**0.70**	(0.07)
OECD	Chile	4.41	(0.03)	2.42	(0.01)	4.17	(0.09)	4.43	(0.07)	4.39	(0.09)	4.65	(0.06)	**0.48**	(0.11)
OECD	Czech Republic	5.17	(0.04)	2.44	(0.02)	4.82	(0.09)	5.09	(0.07)	5.25	(0.07)	5.50	(0.07)	**0.67**	(0.11)
OECD	Denmark	5.55	(0.04)	2.32	(0.02)	5.21	(0.08)	5.39	(0.07)	5.76	(0.08)	5.82	(0.07)	**0.61**	(0.10)
OECD	Estonia	4.73	(0.04)	2.30	(0.01)	4.54	(0.09)	4.65	(0.07)	4.75	(0.07)	4.97	(0.07)	**0.43**	(0.11)
OECD	Finland	5.25	(0.04)	2.23	(0.01)	4.89	(0.06)	5.10	(0.06)	5.33	(0.08)	5.65	(0.07)	**0.77**	(0.09)
OECD	France	4.64	(0.04)	2.56	(0.01)	4.15	(0.06)	4.46	(0.07)	4.76	(0.07)	5.17	(0.07)	**1.02**	(0.10)
OECD	Germany	5.57	(0.04)	2.36	(0.02)	5.27	(0.07)	5.37	(0.07)	5.73	(0.06)	5.94	(0.08)	**0.66**	(0.11)
OECD	Greece	4.31	(0.04)	2.36	(0.02)	4.02	(0.07)	4.25	(0.06)	4.43	(0.07)	4.53	(0.08)	**0.51**	(0.11)
OECD	Hungary	5.21	(0.04)	2.42	(0.01)	4.69	(0.08)	5.15	(0.08)	5.33	(0.08)	5.66	(0.07)	**0.96**	(0.11)
OECD	Iceland	5.22	(0.04)	2.37	(0.02)	4.77	(0.10)	5.15	(0.09)	5.26	(0.07)	5.72	(0.09)	**0.95**	(0.12)
OECD	Ireland	4.53	(0.04)	2.30	(0.02)	4.31	(0.07)	4.48	(0.07)	4.55	(0.07)	4.76	(0.07)	**0.45**	(0.10)
OECD	Israel	4.17	(0.05)	2.46	(0.01)	3.64	(0.09)	4.20	(0.10)	4.26	(0.09)	4.54	(0.07)	**0.90**	(0.12)
OECD	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Japan	4.69	(0.06)	2.84	(0.01)	4.51	(0.08)	4.75	(0.11)	4.76	(0.08)	4.78	(0.09)	**0.26**	(0.12)
OECD	Korea	4.29	(0.05)	2.56	(0.02)	4.24	(0.10)	4.35	(0.07)	4.20	(0.09)	4.37	(0.09)	0.13	(0.14)
OECD	Latvia	5.16	(0.04)	2.36	(0.02)	4.88	(0.08)	5.10	(0.09)	5.15	(0.09)	5.49	(0.07)	**0.62**	(0.11)
OECD	Luxembourg	4.42	(0.04)	2.44	(0.01)	3.93	(0.07)	4.29	(0.08)	4.47	(0.08)	4.97	(0.07)	**1.05**	(0.10)
OECD	Mexico	4.34	(0.03)	2.30	(0.02)	4.05	(0.07)	4.27	(0.06)	4.43	(0.05)	4.58	(0.06)	**0.53**	(0.10)
OECD	Netherlands	5.64	(0.04)	2.21	(0.02)	5.34	(0.08)	5.48	(0.07)	5.70	(0.07)	6.03	(0.08)	**0.69**	(0.11)
OECD	New Zealand	4.83	(0.04)	2.36	(0.02)	4.36	(0.07)	4.76	(0.08)	4.99	(0.08)	5.23	(0.08)	**0.87**	(0.10)
OECD	Norway	5.57	(0.04)	2.35	(0.02)	5.05	(0.07)	5.49	(0.09)	5.72	(0.07)	6.02	(0.06)	**0.97**	(0.10)
OECD	Poland	5.56	(0.04)	2.41	(0.02)	5.33	(0.08)	5.47	(0.07)	5.70	(0.10)	5.73	(0.08)	**0.40**	(0.11)
OECD	Portugal	4.39	(0.04)	2.52	(0.02)	4.03	(0.08)	4.26	(0.07)	4.55	(0.08)	4.70	(0.10)	**0.67**	(0.11)
OECD	Slovak Republic	5.10	(0.04)	2.45	(0.02)	4.53	(0.09)	5.14	(0.08)	5.35	(0.08)	5.34	(0.06)	**0.81**	(0.11)
OECD	Slovenia	4.89	(0.04)	2.32	(0.02)	4.48	(0.07)	4.82	(0.07)	4.94	(0.08)	5.32	(0.09)	**0.84**	(0.11)
OECD	Spain	4.25	(0.03)	2.42	(0.01)	3.93	(0.06)	4.19	(0.06)	4.35	(0.06)	4.52	(0.07)	**0.60**	(0.10)
OECD	Sweden	5.22	(0.05)	2.41	(0.02)	4.63	(0.09)	5.07	(0.08)	5.40	(0.08)	5.75	(0.08)	**1.12**	(0.11)
OECD	Switzerland	5.25	(0.04)	2.45	(0.02)	4.87	(0.10)	5.21	(0.08)	5.29	(0.08)	5.61	(0.09)	**0.74**	(0.13)
OECD	Turkey	3.98	(0.05)	2.49	(0.02)	3.43	(0.09)	3.97	(0.09)	4.12	(0.09)	4.41	(0.10)	**0.98**	(0.13)
OECD	United Kingdom	4.67	(0.04)	2.47	(0.01)	4.49	(0.09)	4.52	(0.07)	4.73	(0.08)	5.02	(0.06)	**0.52**	(0.09)
OECD	United States	5.20	(0.04)	2.42	(0.02)	4.78	(0.08)	5.05	(0.07)	5.32	(0.07)	5.64	(0.08)	**0.86**	(0.10)
	OECD average	4.88	(0.01)	2.41	(0.00)	4.51	(0.01)	4.79	(0.01)	4.97	(0.01)	5.22	(0.01)	**0.72**	(0.02)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	3.72	(0.03)	2.41	(0.01)	3.44	(0.05)	3.52	(0.06)	3.82	(0.05)	4.06	(0.05)	**0.62**	(0.07)
Partners	B-S-J-G (China)	4.19	(0.05)	2.45	(0.02)	3.96	(0.08)	4.23	(0.09)	4.29	(0.09)	4.28	(0.07)	**0.32**	(0.09)
Partners	Bulgaria	4.54	(0.04)	2.38	(0.02)	3.97	(0.09)	4.48	(0.07)	4.67	(0.08)	4.98	(0.07)	**1.01**	(0.12)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	3.60	(0.04)	2.42	(0.02)	3.27	(0.08)	3.47	(0.07)	3.64	(0.06)	4.01	(0.08)	**0.74**	(0.12)
Partners	Costa Rica	3.91	(0.04)	2.30	(0.02)	3.68	(0.07)	3.67	(0.06)	4.12	(0.08)	4.19	(0.08)	**0.52**	(0.11)
Partners	Croatia	4.68	(0.04)	2.52	(0.01)	4.27	(0.08)	4.52	(0.08)	4.79	(0.09)	5.15	(0.07)	**0.88**	(0.11)
Partners	Cyprus*	4.28	(0.03)	2.30	(0.01)	3.98	(0.06)	4.23	(0.07)	4.47	(0.07)	4.44	(0.06)	**0.46**	(0.09)
Partners	Dominican Republic	4.17	(0.04)	2.38	(0.02)	3.82	(0.10)	3.98	(0.10)	4.37	(0.11)	4.49	(0.08)	**0.67**	(0.13)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	4.37	(0.05)	2.59	(0.01)	4.11	(0.08)	4.38	(0.09)	4.56	(0.09)	4.40	(0.11)	**0.29**	(0.13)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	5.08	(0.04)	2.44	(0.01)	4.63	(0.07)	5.12	(0.07)	5.10	(0.07)	5.43	(0.06)	**0.80**	(0.10)
Partners	Macao (China)	4.17	(0.04)	2.55	(0.01)	4.07	(0.08)	4.19	(0.09)	4.11	(0.09)	4.31	(0.07)	**0.24**	(0.11)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	5.08	(0.04)	2.30	(0.01)	4.76	(0.07)	4.97	(0.07)	5.17	(0.07)	5.42	(0.07)	**0.65**	(0.09)
Partners	Peru	4.21	(0.04)	2.31	(0.02)	3.67	(0.08)	4.12	(0.06)	4.39	(0.07)	4.61	(0.07)	**0.93**	(0.10)
Partners	Qatar	3.68	(0.02)	2.36	(0.01)	3.34	(0.04)	3.57	(0.05)	3.81	(0.05)	4.01	(0.05)	**0.67**	(0.06)
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	5.17	(0.04)	2.33	(0.02)	4.91	(0.09)	5.13	(0.09)	5.24	(0.07)	5.39	(0.07)	**0.48**	(0.11)
Partners	Singapore	4.51	(0.03)	2.60	(0.01)	4.39	(0.06)	4.51	(0.07)	4.49	(0.06)	4.65	(0.07)	**0.26**	(0.10)
Partners	Chinese Taipei	4.74	(0.03)	2.61	(0.01)	4.57	(0.06)	4.82	(0.07)	4.74	(0.07)	4.81	(0.08)	**0.25**	(0.09)
Partners	Thailand	4.78	(0.04)	2.31	(0.01)	4.53	(0.07)	4.67	(0.07)	4.88	(0.08)	5.04	(0.07)	**0.52**	(0.10)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	3.53	(0.04)	2.25	(0.02)	3.40	(0.06)	3.41	(0.07)	3.67	(0.07)	3.63	(0.08)	**0.22**	(0.10)
Partners	United Arab Emirates	3.54	(0.03)	2.41	(0.01)	3.12	(0.05)	3.34	(0.07)	3.73	(0.06)	3.97	(0.05)	**0.86**	(0.07)
Partners	Uruguay	4.33	(0.04)	2.43	(0.01)	3.94	(0.07)	4.16	(0.08)	4.47	(0.08)	4.71	(0.08)	**0.77**	(0.10)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	5.15	(0.05)	2.39	(0.01)	4.76	(0.08)	5.16	(0.09)	5.25	(0.08)	5.43	(0.09)	**0.68**	(0.10)

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472688

[Part 2/4]

Table III.11.13 Frequency of students' physical activity outside of school, by student characteristics

Results based on students' self-reports

		Number of days per week students engage in physical activity outside of school													
		Moderate physical activity for at least 60 minutes per day, by:													
		Gender						Immigrant background							
		Boys		Girls		Gender difference (B – G)		Non-immigrant		First-generation		Second-generation		Difference by immigrant background (non-immigrant – first-generation)	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	4.88	(0.04)	4.27	(0.03)	**0.61**	(0.05)	4.63	(0.03)	4.56	(0.08)	4.34	(0.07)	0.07	(0.08)
	Austria	5.23	(0.06)	5.10	(0.05)	0.13	(0.07)	5.22	(0.04)	4.85	(0.13)	5.01	(0.11)	**0.37**	(0.13)
	Belgium	4.75	(0.04)	4.40	(0.05)	**0.35**	(0.06)	4.68	(0.04)	4.01	(0.11)	4.18	(0.11)	**0.67**	(0.11)
	Canada	5.56	(0.04)	5.00	(0.03)	**0.56**	(0.05)	5.36	(0.03)	5.07	(0.07)	5.06	(0.07)	**0.29**	(0.08)
	Chile	4.68	(0.05)	4.14	(0.05)	**0.55**	(0.08)	4.41	(0.03)	4.04	(0.30)	4.53	(0.45)	0.37	(0.31)
	Czech Republic	4.99	(0.06)	5.36	(0.05)	**-0.37**	(0.08)	5.18	(0.04)	4.63	(0.32)	5.06	(0.28)	0.55	(0.32)
	Denmark	5.65	(0.06)	5.45	(0.05)	**0.20**	(0.08)	5.59	(0.05)	5.11	(0.20)	5.23	(0.11)	**0.48**	(0.20)
	Estonia	4.74	(0.05)	4.72	(0.05)	0.02	(0.07)	4.73	(0.04)	4.68	(0.45)	4.77	(0.12)	0.05	(0.45)
	Finland	5.22	(0.05)	5.27	(0.06)	-0.05	(0.06)	5.24	(0.04)	4.96	(0.20)	5.69	(0.23)	0.29	(0.20)
	France	4.72	(0.05)	4.56	(0.05)	**0.16**	(0.06)	4.65	(0.04)	4.58	(0.19)	4.54	(0.13)	0.07	(0.20)
	Germany	5.59	(0.05)	5.54	(0.05)	0.05	(0.07)	5.63	(0.04)	4.74	(0.19)	5.48	(0.09)	**0.88**	(0.20)
	Greece	4.50	(0.05)	4.10	(0.04)	**0.40**	(0.06)	4.28	(0.04)	4.63	(0.15)	4.57	(0.13)	**-0.35**	(0.17)
	Hungary	5.26	(0.05)	5.17	(0.05)	0.09	(0.07)	5.21	(0.04)	5.31	(0.44)	5.65	(0.22)	-0.10	(0.44)
	Iceland	5.30	(0.05)	5.15	(0.06)	**0.15**	(0.07)	5.23	(0.05)	4.86	(0.32)	5.51	(0.29)	0.37	(0.33)
	Ireland	4.89	(0.05)	4.15	(0.05)	**0.74**	(0.06)	4.55	(0.05)	4.42	(0.10)	4.39	(0.19)	0.13	(0.11)
	Israel	4.36	(0.10)	3.99	(0.05)	**0.38**	(0.11)	4.13	(0.05)	4.30	(0.23)	4.35	(0.10)	-0.17	(0.22)
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	5.03	(0.07)	4.35	(0.07)	**0.67**	(0.09)	4.69	(0.06)	c	c	c	c	c	c
	Korea	4.81	(0.06)	3.72	(0.07)	**1.09**	(0.08)	4.29	(0.05)	c	c	m	m	c	c
	Latvia	5.03	(0.06)	5.28	(0.05)	**-0.26**	(0.07)	5.18	(0.04)	5.12	(0.47)	4.79	(0.18)	0.06	(0.48)
	Luxembourg	4.64	(0.05)	4.20	(0.05)	**0.44**	(0.06)	4.55	(0.05)	4.31	(0.08)	4.28	(0.06)	**0.24**	(0.10)
	Mexico	4.42	(0.05)	4.25	(0.04)	**0.17**	(0.06)	4.35	(0.03)	3.53	(0.33)	c	c	**0.82**	(0.33)
	Netherlands	5.66	(0.05)	5.62	(0.04)	0.03	(0.06)	5.74	(0.04)	4.81	(0.23)	4.94	(0.14)	**0.93**	(0.23)
	New Zealand	5.05	(0.05)	4.62	(0.06)	**0.44**	(0.07)	4.92	(0.05)	4.54	(0.10)	4.58	(0.11)	**0.38**	(0.11)
	Norway	5.53	(0.06)	5.61	(0.05)	-0.08	(0.06)	5.62	(0.05)	5.04	(0.16)	5.42	(0.13)	**0.58**	(0.16)
	Poland	5.61	(0.06)	5.50	(0.06)	0.11	(0.08)	5.55	(0.04)	c	c	c	c	c	c
	Portugal	4.60	(0.07)	4.17	(0.05)	**0.44**	(0.08)	4.39	(0.04)	4.31	(0.20)	4.50	(0.24)	0.08	(0.20)
	Slovak Republic	5.09	(0.05)	5.10	(0.05)	-0.01	(0.07)	5.12	(0.04)	c	c	4.22	(0.48)	c	c
	Slovenia	5.00	(0.06)	4.78	(0.05)	**0.21**	(0.07)	4.94	(0.04)	3.90	(0.19)	4.71	(0.17)	**1.04**	(0.20)
	Spain	4.40	(0.04)	4.10	(0.05)	**0.30**	(0.06)	4.28	(0.03)	4.12	(0.11)	3.69	(0.24)	0.15	(0.12)
	Sweden	5.14	(0.07)	5.30	(0.05)	**-0.16**	(0.08)	5.34	(0.05)	4.38	(0.12)	4.92	(0.14)	**0.96**	(0.14)
	Switzerland	5.29	(0.06)	5.20	(0.05)	0.09	(0.07)	5.42	(0.05)	4.75	(0.13)	4.90	(0.09)	**0.67**	(0.13)
	Turkey	4.05	(0.06)	3.91	(0.06)	0.14	(0.07)	3.99	(0.05)	c	c	c	c	c	c
	United Kingdom	4.86	(0.05)	4.48	(0.05)	**0.38**	(0.07)	4.73	(0.04)	4.47	(0.12)	4.45	(0.11)	**0.26**	(0.12)
	United States	5.60	(0.05)	4.80	(0.05)	**0.79**	(0.07)	5.33	(0.04)	4.78	(0.14)	4.79	(0.09)	**0.55**	(0.14)
	OECD average	5.00	(0.01)	4.75	(0.01)	**0.26**	(0.01)	4.92	(0.01)	4.58	(0.04)	4.78	(0.04)	**0.37**	(0.04)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	3.97	(0.04)	3.49	(0.04)	**0.48**	(0.06)	3.71	(0.03)	c	c	4.82	(0.39)	c	c
	B-S-J-G (China)	4.28	(0.06)	4.09	(0.07)	**0.19**	(0.07)	4.20	(0.05)	c	c	c	c	c	c
	Bulgaria	4.52	(0.05)	4.56	(0.06)	-0.04	(0.07)	4.56	(0.04)	c	c	c	c	c	c
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	3.71	(0.05)	3.50	(0.05)	**0.21**	(0.06)	3.61	(0.04)	c	c	3.76	(0.46)	c	c
	Costa Rica	4.16	(0.05)	3.67	(0.05)	**0.49**	(0.06)	3.91	(0.04)	3.66	(0.18)	4.06	(0.15)	0.25	(0.18)
	Croatia	4.84	(0.05)	4.54	(0.06)	**0.30**	(0.08)	4.69	(0.04)	4.90	(0.25)	4.61	(0.11)	-0.21	(0.25)
	Cyprus*	4.46	(0.05)	4.12	(0.04)	**0.34**	(0.07)	4.25	(0.03)	4.54	(0.12)	4.55	(0.19)	**-0.29**	(0.12)
	Dominican Republic	4.32	(0.06)	4.03	(0.06)	**0.29**	(0.08)	4.18	(0.05)	c	c	3.87	(0.45)	c	c
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	4.65	(0.06)	4.07	(0.06)	**0.58**	(0.08)	4.38	(0.05)	4.30	(0.12)	4.39	(0.08)	0.08	(0.12)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	5.05	(0.05)	5.11	(0.04)	-0.06	(0.05)	5.08	(0.04)	3.87	(0.61)	5.27	(0.26)	**1.21**	(0.61)
	Macao (China)	4.43	(0.05)	3.90	(0.05)	**0.53**	(0.07)	4.16	(0.06)	4.12	(0.09)	4.21	(0.06)	0.05	(0.10)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	5.28	(0.04)	4.89	(0.05)	**0.39**	(0.06)	5.09	(0.04)	4.69	(0.24)	5.13	(0.14)	0.40	(0.24)
	Peru	4.34	(0.05)	4.09	(0.05)	**0.25**	(0.07)	4.21	(0.03)	c	c	c	c	c	c
	Qatar	3.96	(0.03)	3.43	(0.03)	**0.53**	(0.05)	3.36	(0.03)	3.98	(0.04)	3.77	(0.06)	**-0.62**	(0.05)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	5.20	(0.06)	5.14	(0.05)	0.06	(0.07)	5.19	(0.05)	5.05	(0.20)	4.75	(0.20)	0.14	(0.19)
	Singapore	4.69	(0.05)	4.31	(0.05)	**0.38**	(0.07)	4.50	(0.04)	4.58	(0.10)	4.48	(0.14)	-0.09	(0.11)
	Chinese Taipei	5.17	(0.04)	4.29	(0.04)	**0.87**	(0.05)	4.74	(0.03)	c	c	c	c	c	c
	Thailand	4.80	(0.06)	4.77	(0.05)	0.04	(0.07)	4.79	(0.04)	c	c	4.84	(0.42)	c	c
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	3.86	(0.05)	3.26	(0.05)	**0.60**	(0.06)	3.52	(0.04)	c	c	3.88	(0.30)	c	c
	United Arab Emirates	3.85	(0.04)	3.26	(0.05)	**0.59**	(0.06)	3.18	(0.05)	3.90	(0.04)	3.62	(0.06)	**-0.72**	(0.06)
	Uruguay	4.67	(0.06)	4.03	(0.06)	**0.64**	(0.08)	4.33	(0.04)	c	c	c	c	c	c
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	4.99	(0.06)	5.29	(0.06)	**-0.30**	(0.06)	5.17	(0.05)	c	c	4.95	(0.30)	c	c

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472688

[Part 3/4]

Table III.11.13 Frequency of students' physical activity outside of school, by student characteristics

Results based on students' self-reports

		Number of days per week students engage in physical activity outside of school													
		Vigorous physical activity (activity that make students sweat and breathe hard) for at least 20 minutes per day, by:													
		All students				National quarters of the ESCS[1] index									
		Average		Variation		Bottom quarter		Second quarter		Third quarter		Top quarter		Top quarter – Bottom quarter	
		Mean	S.E.	S.D.	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	3.92	(0.03)	2.19	(0.01)	3.62	(0.06)	3.81	(0.05)	4.01	(0.05)	4.21	(0.05)	**0.59**	(0.07)
	Austria	3.45	(0.05)	2.06	(0.03)	3.14	(0.06)	3.33	(0.07)	3.46	(0.08)	3.84	(0.10)	**0.70**	(0.11)
	Belgium	3.55	(0.03)	2.07	(0.01)	3.06	(0.05)	3.48	(0.05)	3.68	(0.06)	3.91	(0.04)	**0.85**	(0.06)
	Canada	4.26	(0.03)	2.28	(0.01)	3.90	(0.04)	4.14	(0.05)	4.30	(0.06)	4.66	(0.06)	**0.76**	(0.08)
	Chile	3.44	(0.03)	2.13	(0.02)	3.34	(0.06)	3.41	(0.07)	3.37	(0.07)	3.62	(0.07)	**0.28**	(0.10)
	Czech Republic	4.12	(0.04)	2.16	(0.02)	3.78	(0.08)	4.13	(0.07)	4.16	(0.07)	4.40	(0.07)	**0.61**	(0.09)
	Denmark	4.39	(0.05)	2.18	(0.02)	4.01	(0.07)	4.37	(0.08)	4.59	(0.07)	4.58	(0.07)	**0.57**	(0.11)
	Estonia	4.07	(0.03)	2.13	(0.02)	3.80	(0.07)	4.04	(0.07)	4.10	(0.07)	4.36	(0.06)	**0.56**	(0.10)
	Finland	3.99	(0.04)	2.05	(0.02)	3.49	(0.06)	3.86	(0.07)	4.15	(0.06)	4.44	(0.06)	**0.95**	(0.09)
	France	3.22	(0.03)	2.00	(0.02)	2.98	(0.05)	3.17	(0.06)	3.29	(0.06)	3.45	(0.05)	**0.48**	(0.07)
	Germany	3.94	(0.03)	1.98	(0.02)	3.73	(0.06)	3.77	(0.06)	4.02	(0.06)	4.22	(0.06)	**0.49**	(0.08)
	Greece	3.86	(0.03)	2.23	(0.02)	3.69	(0.06)	3.77	(0.08)	4.00	(0.08)	3.99	(0.07)	**0.30**	(0.09)
	Hungary	4.23	(0.05)	2.24	(0.02)	3.76	(0.08)	4.14	(0.09)	4.34	(0.07)	4.67	(0.07)	**0.91**	(0.11)
	Iceland	4.99	(0.04)	2.31	(0.02)	4.53	(0.08)	5.01	(0.10)	5.05	(0.07)	5.36	(0.08)	**0.83**	(0.11)
	Ireland	4.13	(0.03)	2.19	(0.02)	3.95	(0.07)	4.05	(0.07)	4.17	(0.06)	4.35	(0.05)	**0.40**	(0.08)
	Israel	3.90	(0.05)	2.32	(0.02)	3.45	(0.08)	3.95	(0.10)	4.01	(0.08)	4.15	(0.07)	**0.70**	(0.11)
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	3.88	(0.06)	2.75	(0.02)	3.77	(0.08)	3.91	(0.10)	4.00	(0.09)	3.89	(0.08)	0.12	(0.11)
	Korea	3.24	(0.04)	2.15	(0.03)	3.23	(0.09)	3.17	(0.07)	3.18	(0.08)	3.39	(0.06)	0.16	(0.10)
	Latvia	4.16	(0.04)	2.15	(0.02)	3.98	(0.08)	4.14	(0.07)	4.16	(0.08)	4.34	(0.06)	**0.36**	(0.10)
	Luxembourg	3.89	(0.03)	2.20	(0.02)	3.51	(0.07)	3.76	(0.07)	4.00	(0.06)	4.26	(0.06)	**0.74**	(0.10)
	Mexico	3.84	(0.03)	2.19	(0.02)	3.57	(0.06)	3.73	(0.06)	3.90	(0.05)	4.16	(0.06)	**0.58**	(0.08)
	Netherlands	3.67	(0.03)	1.91	(0.02)	3.33	(0.05)	3.60	(0.06)	3.82	(0.05)	3.92	(0.06)	**0.60**	(0.08)
	New Zealand	3.91	(0.04)	2.22	(0.02)	3.57	(0.08)	3.78	(0.09)	4.01	(0.08)	4.25	(0.06)	**0.69**	(0.10)
	Norway	4.37	(0.04)	2.16	(0.02)	3.89	(0.06)	4.32	(0.07)	4.51	(0.06)	4.75	(0.06)	**0.86**	(0.09)
	Poland	4.60	(0.04)	2.35	(0.02)	4.49	(0.08)	4.68	(0.07)	4.61	(0.08)	4.61	(0.08)	0.13	(0.11)
	Portugal	3.59	(0.04)	2.15	(0.02)	3.28	(0.07)	3.54	(0.05)	3.73	(0.07)	3.79	(0.07)	**0.51**	(0.10)
	Slovak Republic	4.17	(0.04)	2.26	(0.02)	3.88	(0.07)	4.20	(0.07)	4.35	(0.09)	4.24	(0.05)	**0.36**	(0.08)
	Slovenia	4.32	(0.04)	2.26	(0.02)	3.95	(0.06)	4.26	(0.07)	4.36	(0.07)	4.71	(0.08)	**0.76**	(0.10)
	Spain	3.55	(0.03)	2.06	(0.02)	3.29	(0.06)	3.48	(0.06)	3.71	(0.06)	3.72	(0.06)	**0.42**	(0.08)
	Sweden	4.30	(0.04)	2.19	(0.02)	3.85	(0.07)	4.23	(0.07)	4.46	(0.07)	4.63	(0.07)	**0.78**	(0.09)
	Switzerland	3.93	(0.03)	2.02	(0.02)	3.76	(0.07)	3.87	(0.06)	3.96	(0.08)	4.15	(0.05)	**0.40**	(0.09)
	Turkey	3.38	(0.04)	2.17	(0.02)	3.02	(0.06)	3.41	(0.05)	3.50	(0.08)	3.59	(0.07)	**0.57**	(0.09)
	United Kingdom	3.43	(0.03)	2.09	(0.02)	3.09	(0.07)	3.34	(0.07)	3.52	(0.07)	3.78	(0.05)	**0.69**	(0.09)
	United States	4.50	(0.04)	2.42	(0.01)	4.18	(0.07)	4.25	(0.08)	4.62	(0.07)	4.95	(0.08)	**0.77**	(0.10)
	OECD average	3.95	(0.01)	2.18	(0.00)	3.64	(0.01)	3.88	(0.01)	4.03	(0.01)	4.22	(0.01)	**0.57**	(0.02)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	3.15	(0.03)	2.29	(0.02)	2.86	(0.04)	3.02	(0.05)	3.17	(0.05)	3.49	(0.05)	**0.63**	(0.06)
	B-S-J-G (China)	3.99	(0.05)	2.17	(0.02)	3.74	(0.08)	4.03	(0.08)	4.02	(0.08)	4.19	(0.07)	**0.45**	(0.10)
	Bulgaria	3.89	(0.04)	2.29	(0.02)	3.55	(0.07)	3.92	(0.08)	3.99	(0.08)	4.09	(0.07)	**0.54**	(0.09)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	3.45	(0.03)	2.16	(0.02)	3.24	(0.07)	3.38	(0.06)	3.47	(0.06)	3.72	(0.06)	**0.47**	(0.09)
	Costa Rica	3.21	(0.04)	2.15	(0.02)	2.97	(0.07)	3.14	(0.07)	3.35	(0.07)	3.36	(0.07)	**0.39**	(0.09)
	Croatia	3.83	(0.04)	2.31	(0.02)	3.63	(0.08)	3.73	(0.07)	3.94	(0.09)	4.03	(0.09)	**0.41**	(0.11)
	Cyprus*	3.96	(0.03)	2.29	(0.02)	3.62	(0.06)	3.92	(0.07)	4.06	(0.07)	4.24	(0.06)	**0.62**	(0.08)
	Dominican Republic	3.89	(0.05)	2.28	(0.02)	3.70	(0.11)	3.76	(0.10)	4.00	(0.10)	4.07	(0.10)	**0.37**	(0.16)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	3.28	(0.04)	2.12	(0.02)	3.13	(0.07)	3.26	(0.08)	3.29	(0.07)	3.44	(0.07)	**0.31**	(0.09)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	4.09	(0.03)	2.18	(0.02)	3.77	(0.06)	4.16	(0.07)	4.18	(0.07)	4.23	(0.08)	**0.46**	(0.09)
	Macao (China)	3.02	(0.03)	1.96	(0.03)	2.89	(0.06)	3.01	(0.06)	2.98	(0.06)	3.22	(0.06)	**0.33**	(0.09)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	4.31	(0.03)	2.39	(0.02)	4.00	(0.07)	4.17	(0.07)	4.49	(0.06)	4.55	(0.07)	**0.55**	(0.10)
	Peru	3.56	(0.03)	2.08	(0.02)	3.48	(0.06)	3.51	(0.06)	3.58	(0.05)	3.67	(0.06)	**0.19**	(0.09)
	Qatar	3.44	(0.02)	2.24	(0.01)	3.24	(0.04)	3.32	(0.04)	3.48	(0.04)	3.74	(0.04)	**0.50**	(0.06)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	4.19	(0.04)	2.17	(0.02)	4.00	(0.09)	4.15	(0.08)	4.23	(0.08)	4.38	(0.08)	**0.37**	(0.10)
	Singapore	3.21	(0.02)	1.87	(0.02)	3.22	(0.05)	3.08	(0.04)	3.13	(0.05)	3.42	(0.05)	**0.20**	(0.08)
	Chinese Taipei	3.64	(0.03)	2.19	(0.02)	3.56	(0.06)	3.68	(0.06)	3.55	(0.06)	3.77	(0.08)	**0.21**	(0.10)
	Thailand	3.68	(0.03)	2.08	(0.02)	3.59	(0.05)	3.67	(0.06)	3.69	(0.07)	3.76	(0.08)	0.17	(0.09)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	3.26	(0.03)	2.13	(0.02)	3.22	(0.07)	3.15	(0.07)	3.35	(0.07)	3.30	(0.07)	0.08	(0.10)
	United Arab Emirates	3.36	(0.03)	2.25	(0.02)	3.12	(0.05)	3.22	(0.06)	3.43	(0.05)	3.68	(0.06)	**0.56**	(0.08)
	Uruguay	3.65	(0.04)	2.25	(0.02)	3.27	(0.07)	3.57	(0.06)	3.79	(0.08)	3.94	(0.08)	**0.67**	(0.10)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	4.01	(0.04)	2.12	(0.02)	3.94	(0.06)	4.01	(0.07)	4.09	(0.07)	3.99	(0.06)	0.05	(0.08)

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472688

[Part 4/4]

Table III.11.13 Frequency of students' physical activity outside of school, by student characteristics

Results based on students' self-reports

		Number of days per week students engage in physical activity outside of school													
		Vigorous physical activity (activity that make students sweat and breathe hard) for at least 20 minutes per day, by:													
		Gender						Immigrant background							
		Boys		Girls		Gender difference (B – G)		Non-immigrant		First-generation		Second-generation		Difference by immigrant background (non-immigrant – first-generation)	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	4.36	(0.03)	3.48	(0.03)	**0.88**	(0.04)	4.00	(0.03)	3.80	(0.07)	3.50	(0.06)	**0.21**	(0.08)
	Austria	3.93	(0.07)	2.96	(0.04)	**0.97**	(0.06)	3.42	(0.05)	3.59	(0.14)	3.51	(0.08)	-0.17	(0.13)
	Belgium	3.97	(0.04)	3.11	(0.04)	**0.86**	(0.05)	3.60	(0.03)	3.34	(0.08)	3.28	(0.08)	**0.26**	(0.08)
	Canada	4.72	(0.03)	3.80	(0.04)	**0.92**	(0.04)	4.36	(0.03)	4.01	(0.06)	3.93	(0.07)	**0.35**	(0.07)
	Chile	4.04	(0.05)	2.83	(0.04)	**1.21**	(0.06)	3.43	(0.03)	3.66	(0.30)	3.56	(0.42)	-0.23	(0.30)
	Czech Republic	4.35	(0.04)	3.89	(0.05)	**0.45**	(0.06)	4.13	(0.04)	4.30	(0.28)	3.87	(0.29)	-0.18	(0.28)
	Denmark	4.74	(0.06)	4.04	(0.05)	**0.71**	(0.07)	4.41	(0.05)	4.35	(0.18)	4.18	(0.10)	0.06	(0.18)
	Estonia	4.34	(0.05)	3.81	(0.04)	**0.53**	(0.06)	4.06	(0.03)	4.40	(0.47)	4.18	(0.12)	-0.34	(0.47)
	Finland	4.11	(0.05)	3.87	(0.05)	**0.24**	(0.06)	3.98	(0.04)	4.06	(0.20)	4.28	(0.22)	-0.08	(0.20)
	France	3.67	(0.04)	2.79	(0.03)	**0.88**	(0.06)	3.23	(0.03)	3.39	(0.15)	3.10	(0.10)	-0.16	(0.15)
	Germany	4.30	(0.05)	3.59	(0.04)	**0.71**	(0.06)	3.95	(0.03)	3.85	(0.19)	3.93	(0.09)	0.09	(0.19)
	Greece	4.36	(0.05)	3.33	(0.04)	**1.03**	(0.06)	3.83	(0.04)	4.31	(0.16)	4.01	(0.13)	**-0.49**	(0.17)
	Hungary	4.67	(0.06)	3.80	(0.06)	**0.87**	(0.07)	4.23	(0.05)	4.71	(0.31)	4.49	(0.26)	-0.48	(0.31)
	Iceland	5.29	(0.05)	4.70	(0.06)	**0.59**	(0.08)	4.99	(0.04)	4.69	(0.29)	4.75	(0.33)	0.30	(0.30)
	Ireland	4.75	(0.04)	3.49	(0.04)	**1.25**	(0.06)	4.21	(0.04)	3.68	(0.12)	3.75	(0.17)	**0.53**	(0.13)
	Israel	4.29	(0.10)	3.54	(0.05)	**0.75**	(0.11)	3.88	(0.06)	4.17	(0.17)	3.87	(0.10)	-0.29	(0.16)
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	4.63	(0.07)	3.12	(0.06)	**1.51**	(0.08)	3.88	(0.06)	c	c	c	c	c	c
	Korea	3.95	(0.06)	2.47	(0.05)	**1.48**	(0.07)	3.24	(0.04)	c	c	m	m	c	c
	Latvia	4.53	(0.05)	3.79	(0.05)	**0.75**	(0.06)	4.16	(0.04)	4.47	(0.44)	4.06	(0.17)	-0.31	(0.45)
	Luxembourg	4.40	(0.04)	3.39	(0.04)	**1.02**	(0.06)	3.98	(0.04)	3.79	(0.07)	3.78	(0.06)	**0.19**	(0.08)
	Mexico	4.25	(0.05)	3.43	(0.04)	**0.81**	(0.07)	3.85	(0.03)	3.43	(0.31)	c	c	0.43	(0.32)
	Netherlands	3.96	(0.04)	3.39	(0.04)	**0.57**	(0.06)	3.73	(0.03)	3.15	(0.18)	3.14	(0.09)	**0.59**	(0.18)
	New Zealand	4.23	(0.06)	3.58	(0.06)	**0.65**	(0.08)	3.98	(0.06)	3.62	(0.08)	3.68	(0.11)	**0.36**	(0.10)
	Norway	4.62	(0.05)	4.13	(0.04)	**0.49**	(0.07)	4.42	(0.04)	3.89	(0.14)	4.08	(0.13)	**0.53**	(0.14)
	Poland	5.00	(0.05)	4.18	(0.05)	**0.82**	(0.07)	4.59	(0.04)	c	c	c	c	c	c
	Portugal	4.09	(0.06)	3.08	(0.04)	**1.01**	(0.05)	3.58	(0.04)	3.76	(0.17)	3.46	(0.16)	-0.18	(0.17)
	Slovak Republic	4.59	(0.05)	3.74	(0.05)	**0.85**	(0.08)	4.18	(0.04)	c	c	4.29	(0.41)	c	c
	Slovenia	4.77	(0.05)	3.86	(0.05)	**0.91**	(0.07)	4.33	(0.04)	3.59	(0.20)	4.63	(0.15)	**0.73**	(0.20)
	Spain	3.99	(0.04)	3.12	(0.03)	**0.87**	(0.05)	3.56	(0.03)	3.57	(0.10)	2.95	(0.17)	-0.01	(0.11)
	Sweden	4.55	(0.06)	4.04	(0.05)	**0.51**	(0.07)	4.36	(0.04)	3.88	(0.15)	4.08	(0.12)	**0.48**	(0.15)
	Switzerland	4.32	(0.05)	3.52	(0.05)	**0.79**	(0.07)	3.98	(0.04)	3.81	(0.11)	3.84	(0.08)	0.17	(0.12)
	Turkey	3.91	(0.05)	2.86	(0.04)	**1.04**	(0.06)	3.37	(0.04)	c	c	c	c	c	c
	United Kingdom	3.98	(0.05)	2.88	(0.04)	**1.10**	(0.06)	3.45	(0.03)	3.38	(0.11)	3.17	(0.09)	0.07	(0.11)
	United States	5.13	(0.05)	3.89	(0.06)	**1.23**	(0.08)	4.59	(0.04)	4.24	(0.10)	4.19	(0.08)	**0.35**	(0.10)
	OECD average	4.38	(0.01)	3.51	(0.01)	**0.86**	(0.01)	3.97	(0.01)	3.89	(0.04)	3.85	(0.03)	**0.10**	(0.04)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	3.74	(0.04)	2.61	(0.03)	**1.13**	(0.05)	3.14	(0.03)	c	c	4.54	(0.40)	c	c
	B-S-J-G (China)	4.27	(0.06)	3.68	(0.06)	**0.60**	(0.07)	4.00	(0.05)	c	c	c	c	c	c
	Bulgaria	4.30	(0.06)	3.45	(0.05)	**0.85**	(0.06)	3.90	(0.04)	c	c	c	c	c	c
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	3.86	(0.05)	3.09	(0.04)	**0.77**	(0.06)	3.44	(0.03)	c	c	3.64	(0.42)	c	c
	Costa Rica	3.92	(0.06)	2.52	(0.04)	**1.40**	(0.06)	3.21	(0.04)	3.25	(0.20)	3.13	(0.15)	-0.04	(0.19)
	Croatia	4.44	(0.06)	3.27	(0.05)	**1.17**	(0.07)	3.82	(0.04)	3.85	(0.22)	3.96	(0.13)	-0.03	(0.22)
	Cyprus*	4.46	(0.05)	3.49	(0.04)	**0.97**	(0.06)	3.95	(0.03)	4.08	(0.14)	4.10	(0.19)	-0.13	(0.14)
	Dominican Republic	4.37	(0.06)	3.43	(0.06)	**0.94**	(0.09)	3.87	(0.05)	c	c	4.40	(0.42)	c	c
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	3.76	(0.05)	2.80	(0.04)	**0.95**	(0.06)	3.30	(0.04)	3.31	(0.09)	3.16	(0.06)	-0.01	(0.10)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	4.59	(0.05)	3.59	(0.04)	**1.00**	(0.06)	4.09	(0.03)	3.73	(0.54)	4.33	(0.21)	0.35	(0.54)
	Macao (China)	3.53	(0.05)	2.51	(0.03)	**1.01**	(0.06)	3.03	(0.05)	3.09	(0.08)	3.00	(0.04)	-0.06	(0.09)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	4.95	(0.04)	3.67	(0.05)	**1.27**	(0.06)	4.30	(0.04)	4.19	(0.24)	4.49	(0.16)	0.11	(0.25)
	Peru	4.12	(0.04)	2.98	(0.04)	**1.15**	(0.05)	3.56	(0.03)	c	c	c	c	c	c
	Qatar	4.01	(0.03)	2.93	(0.03)	**1.09**	(0.04)	3.26	(0.03)	3.61	(0.03)	3.44	(0.05)	**-0.36**	(0.04)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	4.59	(0.06)	3.82	(0.05)	**0.77**	(0.07)	4.19	(0.04)	4.23	(0.18)	4.24	(0.18)	-0.04	(0.18)
	Singapore	3.64	(0.04)	2.76	(0.03)	**0.88**	(0.05)	3.16	(0.02)	3.54	(0.09)	3.11	(0.10)	**-0.37**	(0.10)
	Chinese Taipei	4.24	(0.04)	3.03	(0.05)	**1.21**	(0.06)	3.64	(0.03)	c	c	c	c	c	c
	Thailand	4.27	(0.06)	3.24	(0.03)	**1.03**	(0.07)	3.68	(0.03)	c	c	3.34	(0.33)	c	c
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	3.93	(0.05)	2.69	(0.04)	**1.24**	(0.06)	3.24	(0.03)	c	c	3.31	(0.35)	c	c
	United Arab Emirates	3.93	(0.04)	2.84	(0.04)	**1.09**	(0.06)	3.17	(0.05)	3.55	(0.05)	3.37	(0.06)	**-0.38**	(0.07)
	Uruguay	4.41	(0.05)	2.99	(0.04)	**1.42**	(0.07)	3.64	(0.04)	c	c	c	c	c	c
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	4.65	(0.06)	3.43	(0.04)	**1.21**	(0.07)	4.00	(0.04)	c	c	4.27	(0.32)	c	c

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472688

[Part 1/2]

Table III.11.15 Frequency of students' physical activity outside of school and science performance

Results based on students' self-reports

		Science performance, by days of moderate or vigorous activity																	
		Number of days per week students engage in moderate physical activity for at least 60 minutes per day																	
		0		1		2		3		4		5		6		7		Difference between 7 days and other number of days of moderate physical activity	
		Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.
OECD	Australia	503	(3.6)	521	(3.3)	516	(3.0)	513	(3.3)	511	(4.3)	518	(3.0)	528	(4.3)	512	(2.8)	-5	(3.0)
	Austria	482	(5.5)	482	(4.6)	487	(4.2)	499	(4.6)	510	(5.9)	501	(5.2)	525	(7.5)	507	(2.9)	**11**	(3.3)
	Belgium	477	(4.5)	486	(3.9)	505	(3.5)	509	(4.2)	516	(4.5)	537	(3.6)	551	(4.7)	526	(3.0)	**14**	(2.7)
	Canada	524	(4.5)	536	(4.8)	529	(3.6)	527	(3.4)	526	(3.7)	530	(3.3)	543	(4.2)	533	(2.5)	3	(2.5)
	Chile	458	(3.9)	442	(4.0)	444	(3.5)	443	(4.2)	452	(4.7)	460	(4.6)	463	(7.8)	450	(3.6)	2	(3.2)
	Czech Republic	457	(5.8)	493	(4.1)	492	(4.4)	497	(3.3)	492	(4.8)	504	(3.7)	526	(7.6)	509	(2.6)	**11**	(2.9)
	Denmark	480	(5.6)	488	(5.5)	508	(5.6)	509	(4.6)	511	(5.0)	519	(3.2)	527	(4.1)	507	(2.8)	-5	(3.1)
	Estonia	537	(4.5)	529	(4.9)	534	(3.5)	535	(3.7)	535	(4.3)	545	(4.2)	553	(6.9)	530	(3.5)	**-7**	(3.4)
	Finland	519	(5.5)	515	(5.0)	526	(4.5)	536	(3.7)	539	(4.4)	542	(3.9)	555	(4.8)	534	(3.3)	-2	(3.2)
	France	481	(4.7)	490	(4.0)	495	(4.1)	504	(4.5)	503	(5.1)	518	(5.6)	533	(6.6)	516	(2.8)	**13**	(2.8)
	Germany	507	(6.1)	507	(5.3)	506	(5.1)	509	(5.8)	510	(5.5)	540	(4.7)	549	(7.7)	531	(3.5)	**12**	(3.5)
	Greece	458	(5.1)	450	(5.4)	455	(4.4)	452	(5.4)	452	(7.0)	475	(5.2)	468	(7.5)	463	(4.2)	7	(4.4)
	Hungary	461	(5.8)	458	(5.7)	466	(4.8)	468	(4.8)	473	(6.3)	482	(4.9)	504	(7.1)	494	(3.3)	**21**	(3.8)
	Iceland	466	(6.7)	470	(5.6)	478	(5.4)	470	(5.3)	483	(5.2)	478	(4.4)	480	(5.3)	477	(3.5)	1	(4.4)
	Ireland	496	(5.2)	509	(3.8)	503	(3.7)	501	(3.7)	506	(4.1)	507	(3.9)	516	(5.4)	498	(3.8)	**-8**	(3.3)
	Israel	476	(5.1)	460	(5.2)	469	(5.6)	460	(5.3)	469	(6.1)	480	(6.5)	461	(7.0)	494	(5.0)	**29**	(4.8)
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	548	(3.4)	525	(5.7)	534	(7.2)	527	(5.5)	536	(6.8)	537	(4.6)	560	(4.1)	535	(3.9)	-4	(3.4)
	Korea	530	(3.8)	514	(4.5)	520	(4.3)	517	(5.6)	509	(6.7)	516	(4.4)	525	(8.3)	504	(5.5)	**-13**	(4.5)
	Latvia	477	(5.6)	470	(5.0)	491	(3.7)	484	(3.6)	496	(4.3)	499	(3.2)	503	(5.3)	499	(2.6)	**9**	(2.9)
	Luxembourg	476	(4.1)	477	(3.7)	477	(3.7)	483	(4.0)	483	(4.7)	499	(4.2)	524	(7.6)	499	(3.1)	**14**	(3.8)
	Mexico	415	(4.1)	404	(2.9)	405	(3.4)	418	(3.4)	423	(4.6)	425	(3.7)	429	(4.6)	434	(2.7)	**20**	(2.4)
	Netherlands	490	(7.3)	485	(7.9)	491	(5.6)	486	(5.6)	507	(7.2)	523	(3.4)	542	(4.4)	524	(3.5)	**12**	(4.0)
	New Zealand	506	(6.1)	513	(5.5)	516	(4.5)	509	(5.4)	514	(5.9)	520	(4.6)	536	(5.6)	530	(4.4)	**13**	(4.9)
	Norway	484	(5.9)	479	(6.3)	490	(5.5)	491	(4.9)	500	(4.6)	511	(3.7)	527	(5.2)	512	(3.0)	**11**	(2.9)
	Poland	493	(7.0)	493	(6.3)	497	(5.1)	494	(5.1)	497	(4.9)	510	(4.8)	517	(4.8)	507	(3.1)	6	(3.2)
	Portugal	498	(4.6)	495	(4.7)	494	(4.0)	506	(3.7)	506	(5.3)	516	(4.8)	527	(8.4)	506	(3.5)	3	(2.7)
	Slovak Republic	429	(5.9)	442	(5.8)	455	(4.7)	467	(4.2)	479	(4.7)	477	(5.0)	490	(6.7)	484	(2.6)	**19**	(2.9)
	Slovenia	504	(5.8)	496	(4.3)	506	(4.1)	509	(3.9)	516	(4.6)	532	(4.9)	530	(5.4)	530	(2.9)	**17**	(3.7)
	Spain	477	(4.0)	492	(3.4)	498	(3.2)	494	(3.6)	493	(4.5)	501	(4.0)	512	(5.1)	503	(2.9)	**7**	(3.0)
	Sweden	465	(5.9)	482	(5.2)	487	(5.4)	494	(5.9)	506	(6.5)	507	(4.4)	523	(6.8)	512	(4.4)	**12**	(3.8)
	Switzerland	485	(5.9)	484	(5.6)	489	(5.8)	497	(5.4)	502	(5.6)	527	(4.1)	545	(6.6)	522	(3.3)	**17**	(3.3)
	Turkey	416	(4.7)	412	(4.4)	419	(5.0)	427	(5.6)	427	(6.6)	443	(5.4)	444	(11.3)	451	(4.8)	**28**	(3.9)
	United Kingdom	491	(4.3)	507	(4.8)	510	(4.3)	518	(3.9)	513	(5.6)	520	(3.7)	536	(6.0)	521	(3.5)	**6**	(3.2)
	United States	486	(5.8)	486	(6.9)	495	(5.5)	495	(5.9)	500	(6.0)	499	(4.2)	517	(5.0)	510	(3.3)	**12**	(3.2)
	OECD average	484	(0.9)	485	(0.9)	491	(0.8)	493	(0.8)	497	(0.9)	506	(0.8)	517	(1.1)	505	(0.6)	**8**	(0.6)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	420	(3.5)	398	(3.0)	399	(3.1)	411	(3.7)	410	(4.5)	430	(4.4)	424	(8.0)	424	(3.3)	**17**	(3.0)
	B-S-J-G (China)	534	(5.5)	492	(6.6)	503	(6.4)	514	(7.6)	525	(7.0)	511	(5.1)	559	(11.3)	540	(5.2)	**31**	(4.5)
	Bulgaria	436	(5.7)	423	(5.2)	437	(5.6)	445	(6.3)	474	(5.6)	474	(5.4)	479	(6.7)	483	(4.5)	**34**	(3.4)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	405	(3.1)	408	(3.1)	412	(3.4)	415	(4.2)	424	(6.4)	426	(5.1)	436	(6.2)	447	(4.0)	**32**	(3.7)
	Costa Rica	422	(3.3)	414	(3.7)	422	(2.9)	423	(3.9)	431	(4.2)	422	(3.8)	433	(6.7)	428	(4.0)	7	(3.8)
	Croatia	457	(4.1)	464	(4.3)	468	(3.6)	471	(4.3)	476	(5.7)	492	(3.9)	502	(7.0)	491	(3.4)	**16**	(3.2)
	Cyprus*	431	(3.9)	428	(3.4)	436	(3.6)	433	(3.9)	446	(4.0)	439	(5.1)	446	(6.3)	445	(3.5)	**8**	(4.0)
	Dominican Republic	332	(4.0)	321	(4.6)	330	(3.6)	351	(4.6)	345	(5.9)	340	(4.3)	337	(9.5)	353	(4.0)	**18**	(3.4)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	538	(3.4)	522	(3.6)	518	(4.4)	516	(3.7)	509	(5.8)	530	(4.1)	526	(6.2)	521	(3.4)	0	(2.9)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	459	(5.6)	460	(4.7)	466	(4.4)	474	(4.1)	475	(5.5)	487	(3.8)	513	(6.1)	491	(3.1)	**15**	(2.9)
	Macao (China)	531	(3.1)	518	(3.4)	525	(3.3)	519	(4.6)	532	(6.9)	538	(3.7)	553	(6.1)	533	(2.5)	**7**	(3.0)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	407	(5.9)	394	(3.8)	399	(3.4)	416	(2.8)	420	(4.0)	427	(3.7)	433	(5.1)	432	(2.5)	**19**	(3.1)
	Peru	394	(4.8)	383	(3.2)	396	(3.0)	404	(3.7)	407	(4.3)	413	(3.5)	426	(7.0)	423	(3.4)	**24**	(2.8)
	Qatar	415	(2.1)	416	(2.2)	422	(2.5)	427	(2.8)	429	(3.9)	439	(3.6)	435	(7.1)	457	(2.6)	**32**	(2.9)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	487	(5.2)	484	(5.7)	475	(4.7)	480	(3.9)	486	(4.7)	499	(4.9)	495	(6.4)	502	(3.9)	**17**	(3.2)
	Singapore	569	(3.6)	541	(3.7)	544	(3.8)	553	(4.9)	542	(6.2)	559	(3.7)	568	(8.4)	566	(2.5)	**17**	(3.1)
	Chinese Taipei	539	(4.4)	516	(4.6)	531	(4.1)	532	(5.8)	550	(5.5)	531	(3.7)	563	(6.5)	531	(3.4)	-1	(2.9)
	Thailand	422	(5.8)	402	(3.6)	413	(3.7)	419	(4.0)	419	(5.2)	431	(4.0)	445	(8.6)	439	(3.3)	**22**	(2.4)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	398	(3.2)	393	(3.4)	383	(3.3)	377	(3.3)	383	(4.9)	384	(5.9)	393	(7.0)	397	(3.8)	**11**	(4.0)
	United Arab Emirates	432	(2.8)	430	(3.5)	437	(4.5)	437	(4.5)	448	(5.0)	456	(5.0)	455	(9.7)	464	(3.8)	**25**	(2.9)
	Uruguay	437	(3.5)	431	(4.1)	428	(3.8)	443	(4.0)	445	(4.4)	453	(4.3)	453	(6.5)	454	(3.9)	**14**	(4.0)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	427	(6.6)	424	(4.9)	434	(4.5)	430	(4.1)	441	(5.3)	443	(3.7)	450	(8.6)	463	(2.8)	**28**	(2.7)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472704

[Part 2/2]

Table III.11.15 Frequency of students' physical activity outside of school and science performance

Results based on students' self-reports

		Science performance, by days of moderate or vigorous activity																	
		Number of days per week students engage in vigorous physical activity (activity that makes students sweat and breathe hard) for at least 20 minutes per day																Difference between 7 days and other number of days of moderate physical activity	
		0		1		2		3		4		5		6		7			
		Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.
OECD	Australia	522	(2.9)	522	(3.1)	515	(3.2)	517	(2.7)	520	(3.5)	510	(3.9)	518	(5.0)	487	(3.6)	**-30**	(3.9)
OECD	Austria	493	(3.6)	498	(3.5)	509	(3.5)	512	(4.4)	506	(4.9)	490	(4.8)	506	(8.2)	463	(6.4)	**-42**	(6.3)
OECD	Belgium	494	(3.2)	501	(3.3)	516	(3.1)	529	(3.5)	528	(4.0)	524	(4.4)	519	(7.9)	496	(4.8)	**-22**	(4.5)
OECD	Canada	541	(3.0)	534	(3.7)	542	(3.2)	530	(3.1)	533	(3.5)	522	(3.1)	538	(4.6)	511	(3.4)	**-22**	(3.2)
OECD	Chile	463	(3.6)	446	(3.7)	449	(3.4)	451	(4.6)	451	(4.6)	447	(5.5)	442	(9.3)	429	(5.2)	**-19**	(5.3)
OECD	Czech Republic	491	(4.3)	499	(3.4)	503	(4.2)	503	(3.2)	502	(3.4)	506	(4.4)	510	(5.4)	478	(4.0)	**-25**	(4.3)
OECD	Denmark	496	(4.7)	506	(4.4)	512	(4.0)	514	(3.6)	519	(4.0)	515	(4.0)	512	(5.8)	490	(3.7)	**-23**	(3.9)
OECD	Estonia	549	(4.1)	540	(4.5)	534	(3.4)	531	(3.7)	537	(3.6)	546	(4.5)	542	(5.8)	513	(4.5)	**-24**	(4.2)
OECD	Finland	524	(4.4)	531	(3.9)	535	(3.6)	535	(4.0)	547	(4.2)	542	(4.1)	545	(6.3)	514	(6.3)	**-25**	(6.0)
OECD	France	496	(3.4)	514	(3.1)	509	(3.6)	510	(3.9)	508	(5.3)	496	(6.7)	514	(9.7)	467	(5.0)	**-43**	(5.6)
OECD	Germany	515	(4.9)	524	(4.9)	523	(4.3)	530	(4.3)	530	(4.0)	535	(5.0)	526	(7.9)	494	(6.2)	**-34**	(5.8)
OECD	Greece	470	(4.6)	456	(5.4)	455	(5.0)	462	(5.6)	464	(6.3)	459	(6.4)	456	(5.9)	435	(5.3)	**-24**	(4.7)
OECD	Hungary	468	(4.5)	468	(4.5)	484	(4.0)	485	(4.3)	492	(4.6)	481	(4.8)	498	(6.2)	471	(4.5)	**-13**	(5.0)
OECD	Iceland	475	(5.8)	476	(6.0)	474	(5.3)	474	(4.7)	484	(4.9)	490	(4.6)	481	(4.7)	461	(3.9)	**-20**	(4.3)
OECD	Ireland	503	(3.8)	510	(3.9)	503	(4.0)	506	(4.0)	510	(4.0)	504	(3.9)	510	(5.8)	483	(4.9)	**-24**	(4.4)
OECD	Israel	481	(5.3)	466	(4.9)	479	(4.8)	475	(5.4)	472	(5.9)	467	(6.3)	457	(6.7)	462	(6.4)	-7	(5.8)
OECD	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Japan	549	(3.6)	541	(5.2)	539	(5.1)	527	(5.2)	537	(6.7)	537	(6.7)	553	(4.0)	525	(3.9)	**-15**	(3.9)
OECD	Korea	531	(3.4)	522	(4.4)	523	(3.5)	513	(5.7)	511	(6.4)	498	(6.0)	496	(9.3)	477	(7.4)	**-39**	(6.4)
OECD	Latvia	503	(4.8)	495	(3.9)	494	(3.5)	493	(3.6)	497	(4.2)	487	(3.7)	488	(6.8)	471	(4.1)	**-22**	(4.3)
OECD	Luxembourg	477	(3.7)	486	(3.8)	483	(3.4)	497	(3.7)	505	(4.1)	510	(4.6)	509	(6.7)	457	(3.8)	**-38**	(4.2)
OECD	Mexico	423	(3.4)	408	(3.1)	410	(3.2)	420	(3.0)	427	(3.7)	424	(3.6)	430	(5.6)	419	(3.4)	3	(3.2)
OECD	Netherlands	504	(4.4)	502	(4.2)	516	(4.7)	524	(3.2)	528	(4.3)	516	(6.3)	520	(8.1)	498	(7.8)	**-20**	(7.3)
OECD	New Zealand	521	(4.5)	526	(5.2)	527	(4.2)	521	(4.5)	514	(5.2)	513	(6.0)	522	(6.8)	498	(5.0)	**-23**	(5.4)
OECD	Norway	497	(4.0)	499	(4.4)	502	(4.1)	506	(4.1)	516	(4.5)	507	(4.4)	502	(5.2)	494	(4.4)	**-11**	(4.3)
OECD	Poland	508	(5.2)	507	(4.8)	504	(3.8)	503	(4.6)	511	(4.4)	508	(4.5)	507	(5.4)	487	(3.7)	**-20**	(3.4)
OECD	Portugal	510	(4.0)	494	(4.2)	498	(4.0)	508	(3.8)	514	(4.8)	508	(5.3)	524	(7.3)	480	(4.8)	**-24**	(4.9)
OECD	Slovak Republic	470	(4.8)	464	(4.7)	466	(3.7)	471	(4.3)	480	(4.9)	475	(4.6)	480	(5.7)	457	(3.3)	**-13**	(3.6)
OECD	Slovenia	517	(4.4)	507	(4.5)	524	(4.0)	516	(3.7)	525	(3.7)	523	(4.6)	520	(5.5)	506	(3.8)	**-12**	(4.3)
OECD	Spain	492	(3.1)	492	(3.4)	492	(2.9)	499	(3.4)	500	(3.8)	503	(5.0)	508	(5.8)	479	(5.3)	**-17**	(5.1)
OECD	Sweden	486	(5.8)	490	(5.7)	505	(4.8)	508	(4.4)	514	(5.4)	503	(5.1)	515	(5.4)	482	(6.1)	**-23**	(5.1)
OECD	Switzerland	503	(4.1)	512	(4.5)	508	(4.9)	511	(4.2)	522	(4.9)	519	(5.5)	510	(7.1)	479	(6.7)	**-34**	(6.3)
OECD	Turkey	430	(5.0)	420	(4.3)	427	(5.5)	434	(5.4)	421	(6.0)	435	(6.6)	420	(10.7)	430	(4.7)	4	(4.5)
OECD	United Kingdom	512	(3.5)	519	(3.7)	519	(4.0)	517	(3.9)	515	(4.8)	505	(5.2)	515	(8.9)	498	(5.6)	**-18**	(5.4)
OECD	United States	512	(4.4)	501	(5.7)	503	(5.6)	500	(5.7)	494	(6.6)	498	(4.4)	513	(5.6)	488	(4.1)	**-13**	(3.7)
	OECD average	498	(0.7)	496	(0.7)	499	(0.7)	501	(0.7)	504	(0.8)	500	(0.9)	503	(1.2)	479	(0.9)	**-22**	(0.8)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	424	(3.0)	401	(3.4)	403	(3.6)	413	(4.2)	408	(5.4)	427	(4.7)	416	(6.6)	404	(3.7)	-4	(3.9)
Partners	B-S-J-G (China)	531	(7.4)	493	(6.2)	508	(6.4)	518	(5.4)	521	(8.1)	527	(6.5)	555	(8.9)	532	(5.1)	**18**	(5.8)
Partners	Bulgaria	456	(5.2)	443	(5.4)	454	(4.7)	454	(5.8)	468	(6.7)	469	(5.9)	463	(7.9)	453	(4.9)	-3	(4.6)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	411	(3.0)	410	(2.8)	420	(3.7)	429	(4.1)	424	(4.8)	423	(4.9)	420	(6.7)	420	(4.5)	1	(4.0)
Partners	Costa Rica	424	(2.6)	417	(3.1)	426	(4.0)	425	(3.9)	431	(4.4)	429	(4.5)	430	(6.8)	408	(3.8)	**-16**	(4.3)
Partners	Croatia	479	(3.5)	470	(3.8)	476	(4.2)	486	(4.4)	482	(3.8)	486	(4.9)	494	(6.9)	462	(4.3)	**-17**	(4.1)
Partners	Cyprus*	445	(3.3)	430	(3.4)	441	(3.5)	435	(4.4)	441	(4.2)	435	(4.6)	448	(5.9)	427	(3.9)	**-10**	(4.0)
Partners	Dominican Republic	342	(4.3)	332	(4.0)	334	(4.4)	344	(4.4)	345	(4.8)	335	(4.7)	350	(6.7)	337	(4.2)	-1	(4.5)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	537	(3.2)	533	(3.4)	522	(3.2)	520	(4.5)	513	(6.1)	515	(5.3)	507	(8.5)	495	(4.8)	**-29**	(4.4)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	475	(4.5)	475	(4.2)	479	(3.8)	481	(4.9)	489	(4.3)	487	(5.1)	492	(6.7)	463	(3.8)	**-19**	(3.7)
Partners	Macao (China)	539	(2.5)	528	(2.4)	526	(2.7)	524	(4.0)	531	(5.7)	525	(5.3)	530	(7.5)	503	(5.2)	**-24**	(5.4)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	423	(3.2)	411	(4.2)	415	(3.2)	422	(3.4)	420	(4.3)	424	(4.1)	422	(4.8)	417	(2.9)	-1	(3.4)
Partners	Peru	421	(3.5)	392	(3.2)	400	(3.6)	407	(3.3)	402	(4.3)	398	(4.6)	417	(6.9)	397	(3.7)	-2	(3.7)
Partners	Qatar	430	(1.9)	427	(2.2)	427	(3.0)	427	(2.9)	426	(4.0)	426	(4.2)	425	(6.6)	426	(3.7)	0	(3.9)
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	502	(5.5)	490	(3.6)	489	(3.2)	493	(3.7)	488	(4.9)	496	(5.7)	480	(6.9)	478	(4.1)	**-12**	(3.6)
Partners	Singapore	572	(3.4)	560	(2.7)	551	(3.0)	557	(3.4)	558	(4.6)	546	(6.4)	552	(10.2)	514	(5.7)	**-41**	(5.9)
Partners	Chinese Taipei	531	(3.7)	525	(4.5)	540	(3.4)	543	(4.3)	555	(6.1)	521	(5.1)	543	(7.2)	511	(4.7)	**-26**	(3.9)
Partners	Thailand	436	(4.5)	422	(3.8)	421	(3.5)	425	(4.0)	417	(5.4)	423	(4.1)	420	(7.6)	412	(4.1)	**-10**	(3.8)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	403	(2.8)	390	(3.0)	390	(3.6)	380	(3.4)	380	(6.0)	389	(6.3)	384	(5.9)	377	(4.1)	**-10**	(4.0)
Partners	United Arab Emirates	443	(2.9)	441	(3.9)	441	(3.3)	443	(4.6)	444	(4.8)	448	(5.0)	436	(7.0)	433	(4.7)	**-9**	(4.1)
Partners	Uruguay	448	(3.2)	435	(3.8)	438	(3.8)	448	(3.6)	447	(5.2)	451	(5.1)	451	(5.2)	422	(5.2)	**-22**	(5.4)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	448	(4.3)	444	(4.4)	443	(3.5)	441	(3.8)	447	(5.0)	441	(4.3)	441	(7.2)	442	(4.2)	-1	(3.8)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472704

[Part 1/2]

Table III.11.16 Physical activity outside of school and students' satisfaction with life

Results based on students' self-reports

		Average life satisfaction by:															
		Number of days per week students engage in moderate physical activity for at least 60 minutes per day															
		All students				Boys				Girls							
		0 day		1-2 days		3 days or more		3 days or more – 0 day		0 day		1-2 days		3 days or more		3 days – 0 day		0 day		1-2 days		3 days or more		3 days or more – 0 day	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Austria	7.13	(0.11)	7.41	(0.06)	7.62	(0.04)	**0.48**	(0.1)	7.82	(0.16)	7.76	(0.09)	8.05	(0.04)	0.23	(0.16)	6.38	(0.15)	7.11	(0.08)	7.17	(0.07)	**0.80**	(0.15)
OECD	Belgium (excl. Flemish)	7.04	(0.11)	7.49	(0.07)	7.60	(0.06)	**0.57**	(0.1)	7.50	(0.16)	7.84	(0.09)	7.82	(0.07)	0.31	(0.18)	6.66	(0.16)	7.17	(0.10)	7.37	(0.07)	**0.71**	(0.16)
OECD	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Chile	7.03	(0.11)	7.30	(0.07)	7.47	(0.04)	**0.45**	(0.1)	6.97	(0.14)	7.59	(0.09)	7.70	(0.05)	**0.73**	(0.15)	7.07	(0.15)	7.06	(0.10)	7.21	(0.07)	0.14	(0.18)
OECD	Czech Republic	6.90	(0.14)	6.97	(0.07)	7.10	(0.04)	0.21	(0.1)	7.28	(0.19)	7.30	(0.07)	7.42	(0.05)	0.14	(0.19)	6.26	(0.27)	6.55	(0.10)	6.81	(0.05)	**0.55**	(0.26)
OECD	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Estonia	6.99	(0.13)	7.51	(0.06)	7.58	(0.04)	**0.59**	(0.1)	7.09	(0.18)	7.70	(0.08)	7.85	(0.06)	**0.76**	(0.20)	6.89	(0.18)	7.30	(0.09)	7.31	(0.06)	**0.43**	(0.20)
OECD	Finland	7.23	(0.10)	7.66	(0.06)	8.00	(0.03)	**0.77**	(0.1)	7.62	(0.15)	8.15	(0.07)	8.35	(0.04)	**0.73**	(0.14)	6.56	(0.20)	7.14	(0.10)	7.64	(0.04)	**1.09**	(0.21)
OECD	France	7.42	(0.08)	7.63	(0.05)	7.69	(0.03)	**0.28**	(0.1)	7.48	(0.13)	7.81	(0.07)	7.94	(0.05)	**0.46**	(0.13)	7.37	(0.11)	7.48	(0.07)	7.43	(0.05)	0.07	(0.12)
OECD	Germany	6.99	(0.17)	7.14	(0.07)	7.40	(0.04)	**0.40**	(0.2)	7.47	(0.20)	7.50	(0.10)	7.80	(0.05)	0.33	(0.20)	6.40	(0.24)	6.86	(0.09)	7.01	(0.05)	**0.62**	(0.25)
OECD	Greece	6.51	(0.10)	6.88	(0.06)	7.01	(0.04)	**0.50**	(0.1)	7.00	(0.14)	7.18	(0.08)	7.28	(0.05)	0.28	(0.15)	6.10	(0.14)	6.62	(0.09)	6.69	(0.07)	**0.59**	(0.17)
OECD	Hungary	6.83	(0.13)	7.11	(0.08)	7.22	(0.04)	**0.38**	(0.1)	7.12	(0.18)	7.49	(0.11)	7.61	(0.06)	**0.49**	(0.19)	6.53	(0.21)	6.76	(0.11)	6.82	(0.06)	0.28	(0.21)
OECD	Iceland	6.74	(0.19)	7.55	(0.10)	8.00	(0.04)	**1.26**	(0.2)	7.42	(0.26)	8.05	(0.12)	8.48	(0.05)	**1.06**	(0.26)	6.12	(0.25)	7.09	(0.14)	7.57	(0.07)	**1.45**	(0.26)
OECD	Ireland	6.58	(0.10)	7.36	(0.06)	7.38	(0.04)	**0.80**	(0.1)	7.08	(0.12)	7.59	(0.07)	7.63	(0.05)	**0.55**	(0.13)	6.17	(0.16)	7.19	(0.08)	7.07	(0.06)	**0.91**	(0.17)
OECD	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Japan	6.57	(0.05)	6.76	(0.08)	6.92	(0.04)	**0.35**	(0.1)	6.45	(0.09)	6.63	(0.11)	6.88	(0.06)	**0.43**	(0.10)	6.67	(0.07)	6.87	(0.11)	6.97	(0.06)	**0.31**	(0.08)
OECD	Korea	5.85	(0.07)	6.43	(0.07)	6.52	(0.05)	**0.67**	(0.1)	5.99	(0.14)	6.63	(0.11)	6.70	(0.06)	**0.71**	(0.15)	5.77	(0.09)	6.25	(0.07)	6.24	(0.08)	**0.46**	(0.11)
OECD	Latvia	6.88	(0.12)	7.27	(0.07)	7.45	(0.04)	**0.57**	(0.1)	6.99	(0.16)	7.32	(0.09)	7.56	(0.06)	**0.57**	(0.16)	6.72	(0.16)	7.22	(0.09)	7.35	(0.05)	**0.63**	(0.18)
OECD	Luxembourg	6.96	(0.10)	7.31	(0.06)	7.49	(0.04)	**0.53**	(0.1)	7.26	(0.15)	7.74	(0.08)	7.88	(0.05)	**0.62**	(0.16)	6.72	(0.12)	6.98	(0.08)	7.04	(0.05)	**0.32**	(0.13)
OECD	Mexico	7.95	(0.10)	8.26	(0.05)	8.35	(0.03)	**0.40**	(0.1)	8.20	(0.14)	8.29	(0.07)	8.40	(0.04)	0.20	(0.16)	7.76	(0.14)	8.22	(0.07)	8.30	(0.05)	**0.53**	(0.15)
OECD	Netherlands	7.56	(0.10)	7.91	(0.06)	7.83	(0.03)	**0.27**	(0.1)	7.97	(0.14)	8.07	(0.09)	8.13	(0.04)	0.16	(0.14)	7.17	(0.15)	7.76	(0.07)	7.55	(0.04)	**0.38**	(0.15)
OECD	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Poland	7.02	(0.15)	7.02	(0.09)	7.24	(0.04)	0.22	(0.1)	7.37	(0.19)	7.48	(0.10)	7.56	(0.05)	0.19	(0.20)	6.52	(0.21)	6.63	(0.13)	6.91	(0.06)	0.39	(0.21)
OECD	Portugal	7.11	(0.08)	7.37	(0.05)	7.43	(0.04)	**0.32**	(0.1)	7.34	(0.11)	7.68	(0.07)	7.66	(0.05)	**0.32**	(0.10)	6.91	(0.11)	7.12	(0.08)	7.16	(0.06)	0.25	(0.14)
OECD	Slovak Republic	7.14	(0.12)	7.38	(0.06)	7.54	(0.04)	**0.40**	(0.1)	7.30	(0.17)	7.72	(0.09)	7.84	(0.06)	**0.54**	(0.18)	6.89	(0.16)	7.06	(0.10)	7.24	(0.06)	**0.35**	(0.17)
OECD	Slovenia	6.84	(0.15)	7.04	(0.06)	7.26	(0.05)	**0.42**	(0.2)	7.23	(0.21)	7.46	(0.09)	7.73	(0.05)	**0.50**	(0.22)	6.37	(0.23)	6.67	(0.09)	6.75	(0.07)	0.38	(0.23)
OECD	Spain	7.16	(0.08)	7.46	(0.06)	7.49	(0.04)	**0.33**	(0.1)	7.41	(0.10)	7.56	(0.09)	7.68	(0.05)	**0.27**	(0.11)	6.88	(0.12)	7.37	(0.07)	7.28	(0.06)	**0.40**	(0.13)
OECD	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Switzerland	7.51	(0.14)	7.55	(0.06)	7.80	(0.04)	**0.29**	(0.1)	7.85	(0.22)	7.94	(0.08)	8.09	(0.05)	0.24	(0.23)	7.13	(0.16)	7.19	(0.09)	7.47	(0.05)	**0.35**	(0.16)
OECD	Turkey	5.70	(0.12)	6.16	(0.09)	6.24	(0.08)	**0.54**	(0.2)	5.93	(0.17)	6.43	(0.11)	6.55	(0.10)	**0.63**	(0.21)	5.52	(0.17)	5.90	(0.12)	5.90	(0.10)	**0.38**	(0.19)
OECD	United Kingdom	6.47	(0.12)	6.96	(0.06)	7.08	(0.05)	**0.62**	(0.1)	6.88	(0.16)	7.29	(0.08)	7.39	(0.06)	**0.51**	(0.16)	6.12	(0.14)	6.69	(0.09)	6.73	(0.07)	**0.62**	(0.16)
OECD	United States	6.88	(0.09)	7.09	(0.08)	7.50	(0.04)	**0.62**	(0.1)	7.13	(0.16)	7.38	(0.12)	7.78	(0.06)	**0.64**	(0.17)	6.69	(0.12)	6.91	(0.11)	7.17	(0.05)	**0.48**	(0.14)
OECD	**OECD average**	6.93	(0.02)	7.26	(0.01)	7.42	(0.01)	**0.49**	(0.0)	7.23	(0.03)	7.54	(0.02)	7.69	(0.01)	**0.47**	(0.03)	6.60	(0.03)	7.01	(0.02)	7.12	(0.01)	**0.51**	(0.03)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	7.24	(0.06)	7.65	(0.04)	7.68	(0.04)	**0.44**	(0.1)	7.31	(0.09)	7.73	(0.06)	7.87	(0.05)	**0.56**	(0.09)	7.20	(0.07)	7.57	(0.06)	7.47	(0.06)	**0.27**	(0.09)
Partners	B-S-J-G (China)	6.38	(0.09)	6.80	(0.06)	7.01	(0.04)	**0.63**	(0.1)	6.45	(0.11)	6.77	(0.07)	7.07	(0.05)	**0.62**	(0.11)	6.31	(0.11)	6.83	(0.10)	6.93	(0.06)	**0.63**	(0.11)
Partners	Bulgaria	7.07	(0.11)	7.28	(0.07)	7.53	(0.05)	**0.46**	(0.1)	7.31	(0.17)	7.43	(0.09)	7.77	(0.07)	**0.46**	(0.19)	6.81	(0.17)	7.11	(0.12)	7.28	(0.06)	**0.47**	(0.19)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	7.96	(0.07)	7.86	(0.06)	7.87	(0.05)	-0.09	(0.1)	8.26	(0.09)	8.06	(0.07)	8.01	(0.06)	**-0.25**	(0.11)	7.73	(0.08)	7.69	(0.08)	7.73	(0.07)	-0.01	(0.10)
Partners	Costa Rica	7.80	(0.09)	8.29	(0.04)	8.26	(0.05)	**0.46**	(0.1)	8.07	(0.14)	8.48	(0.06)	8.36	(0.06)	**0.29**	(0.15)	7.63	(0.13)	8.12	(0.06)	8.14	(0.06)	**0.50**	(0.14)
Partners	Croatia	7.55	(0.10)	7.86	(0.06)	7.99	(0.05)	**0.43**	(0.1)	7.66	(0.15)	8.27	(0.07)	8.29	(0.06)	**0.63**	(0.15)	7.47	(0.13)	7.54	(0.08)	7.69	(0.06)	0.22	(0.13)
Partners	Cyprus*	6.76	(0.12)	7.10	(0.06)	7.10	(0.04)	**0.34**	(0.1)	6.82	(0.18)	7.29	(0.08)	7.34	(0.06)	**0.51**	(0.19)	6.70	(0.14)	6.96	(0.08)	6.86	(0.06)	0.16	(0.16)
Partners	Dominican Republic	8.25	(0.11)	8.47	(0.07)	8.56	(0.05)	**0.32**	(0.1)	8.21	(0.22)	8.50	(0.11)	8.64	(0.08)	0.43	(0.23)	8.27	(0.13)	8.45	(0.09)	8.48	(0.07)	0.21	(0.14)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	6.19	(0.09)	6.50	(0.06)	6.56	(0.05)	**0.38**	(0.1)	6.09	(0.15)	6.50	(0.10)	6.63	(0.06)	**0.54**	(0.16)	6.26	(0.09)	6.49	(0.06)	6.49	(0.06)	**0.23**	(0.09)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	7.63	(0.13)	7.77	(0.06)	7.93	(0.04)	**0.29**	(0.1)	7.96	(0.15)	8.08	(0.08)	8.17	(0.04)	0.21	(0.15)	7.22	(0.19)	7.47	(0.09)	7.69	(0.05)	**0.48**	(0.18)
Partners	Macao (China)	6.13	(0.08)	6.62	(0.05)	6.73	(0.04)	**0.61**	(0.1)	6.08	(0.13)	6.58	(0.10)	6.74	(0.06)	**0.66**	(0.15)	6.16	(0.11)	6.65	(0.07)	6.73	(0.06)	**0.57**	(0.12)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	7.38	(0.15)	7.65	(0.08)	7.80	(0.04)	**0.42**	(0.2)	8.07	(0.21)	7.93	(0.11)	7.98	(0.06)	-0.09	(0.22)	6.84	(0.23)	7.40	(0.12)	7.60	(0.06)	**0.76**	(0.24)
Partners	Peru	7.10	(0.13)	7.52	(0.06)	7.58	(0.04)	**0.48**	(0.1)	7.19	(0.19)	7.61	(0.06)	7.64	(0.05)	**0.45**	(0.20)	7.02	(0.19)	7.43	(0.08)	7.51	(0.06)	**0.48**	(0.19)
Partners	Qatar	7.17	(0.05)	7.34	(0.04)	7.52	(0.04)	**0.35**	(0.1)	7.17	(0.10)	7.42	(0.06)	7.65	(0.05)	**0.48**	(0.11)	7.17	(0.06)	7.28	(0.06)	7.39	(0.06)	**0.22**	(0.08)
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	7.63	(0.16)	7.62	(0.07)	7.81	(0.05)	0.18	(0.2)	8.05	(0.18)	7.79	(0.11)	7.95	(0.06)	-0.10	(0.19)	7.20	(0.25)	7.48	(0.08)	7.68	(0.07)	0.48	(0.29)
Partners	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Chinese Taipei	6.23	(0.07)	6.54	(0.05)	6.71	(0.04)	**0.47**	(0.1)	6.17	(0.10)	6.72	(0.07)	6.85	(0.05)	**0.67**	(0.10)	6.27	(0.08)	6.42	(0.06)	6.52	(0.05)	**0.25**	(0.09)
Partners	Thailand	7.24	(0.16)	7.66	(0.05)	7.78	(0.04)	**0.54**	(0.2)	7.27	(0.24)	7.56	(0.09)	7.88	(0.06)	**0.61**	(0.23)	7.22	(0.21)	7.74	(0.07)	7.71	(0.05)	**0.49**	(0.22)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	6.59	(0.09)	6.97	(0.08)	7.02	(0.06)	**0.43**	(0.1)	6.70	(0.17)	7.06	(0.10)	7.05	(0.08)	0.36	(0.19)	6.54	(0.12)	6.89	(0.11)	6.98	(0.08)	**0.44**	(0.14)
Partners	United Arab Emirates	7.18	(0.07)	7.31	(0.05)	7.38	(0.05)	**0.19**	(0.1)	7.36	(0.09)	7.42	(0.09)	7.53	(0.06)	0.17	(0.09)	7.08	(0.08)	7.22	(0.07)	7.20	(0.06)	0.12	(0.11)
Partners	Uruguay	7.24	(0.09)	7.59	(0.06)	7.87	(0.03)	**0.63**	(0.1)	7.41	(0.15)	7.78	(0.10)	8.11	(0.05)	**0.69**	(0.16)	7.14	(0.12)	7.46	(0.08)	7.63	(0.06)	**0.49**	(0.13)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	6.63	(0.13)	6.97	(0.06)	7.14	(0.04)	**0.51**	(0.1)	6.69	(0.19)	7.08	(0.10)	7.18	(0.05)	**0.48**	(0.19)	6.58	(0.15)	6.86	(0.08)	7.11	(0.06)	**0.53**	(0.15)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472715

[Part 2/2]

Table III.11.16 Physical activity outside of school and students' satisfaction with life

Results based on students' self-reports

		Average life satisfaction by:															
		Number of days per week students engage in vigorous physical activity (activity that makes students sweat and breathe hard) for at least 20 minutes per day															
		All students				Boys				Girls			
		0 day		1-2 days		3 days or more		3 days or more – 0 day		0 day		1-2 days		3 days or more		3 days or more – 0 day	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	7.15	(0.08)	7.49	(0.05)	7.74	(0.04)	**0.58**	(0.08)	7.79	(0.11)	7.91	(0.06)	8.05	(0.06)	**0.26**	(0.11)
	Belgium (excl. Flemish)	7.09	(0.10)	7.51	(0.06)	7.68	(0.05)	**0.59**	(0.12)	7.20	(0.15)	7.83	(0.08)	7.90	(0.06)	**0.70**	(0.16)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	6.94	(0.06)	7.34	(0.05)	7.62	(0.06)	**0.68**	(0.08)	6.96	(0.11)	7.45	(0.09)	7.83	(0.06)	**0.88**	(0.13)
	Czech Republic	6.77	(0.11)	6.88	(0.06)	7.22	(0.04)	**0.44**	(0.12)	7.10	(0.16)	7.25	(0.09)	7.49	(0.06)	**0.39**	(0.17)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	6.91	(0.11)	7.47	(0.06)	7.66	(0.04)	**0.75**	(0.13)	7.07	(0.16)	7.65	(0.07)	7.89	(0.06)	**0.82**	(0.19)
	Finland	7.38	(0.08)	7.71	(0.05)	8.12	(0.03)	**0.74**	(0.08)	7.89	(0.10)	8.08	(0.07)	8.44	(0.04)	**0.55**	(0.10)
	France	7.29	(0.06)	7.62	(0.04)	7.86	(0.04)	**0.57**	(0.07)	7.44	(0.10)	7.83	(0.06)	8.01	(0.06)	**0.58**	(0.12)
	Germany	6.84	(0.12)	7.21	(0.05)	7.52	(0.05)	**0.68**	(0.14)	7.37	(0.19)	7.62	(0.08)	7.84	(0.05)	**0.47**	(0.20)
	Greece	6.40	(0.08)	6.84	(0.07)	7.13	(0.04)	**0.73**	(0.09)	6.87	(0.15)	7.16	(0.09)	7.30	(0.05)	**0.43**	(0.15)
	Hungary	6.57	(0.10)	7.04	(0.07)	7.35	(0.05)	**0.78**	(0.12)	6.92	(0.20)	7.43	(0.09)	7.68	(0.06)	**0.76**	(0.21)
	Iceland	6.81	(0.16)	7.33	(0.10)	8.09	(0.04)	**1.28**	(0.16)	7.50	(0.21)	7.83	(0.14)	8.50	(0.05)	**1.00**	(0.21)
	Ireland	6.49	(0.10)	7.15	(0.06)	7.60	(0.04)	**1.11**	(0.11)	6.82	(0.16)	7.38	(0.08)	7.74	(0.05)	**0.92**	(0.17)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	6.66	(0.05)	6.79	(0.07)	6.92	(0.04)	**0.26**	(0.06)	6.51	(0.09)	6.64	(0.10)	6.87	(0.06)	**0.36**	(0.10)
	Korea	5.85	(0.07)	6.45	(0.06)	6.66	(0.06)	**0.81**	(0.08)	5.88	(0.13)	6.63	(0.08)	6.77	(0.07)	**0.89**	(0.14)
	Latvia	7.04	(0.08)	7.21	(0.06)	7.52	(0.04)	**0.48**	(0.09)	7.06	(0.15)	7.23	(0.09)	7.59	(0.05)	**0.53**	(0.15)
	Luxembourg	6.90	(0.09)	7.31	(0.06)	7.56	(0.05)	**0.66**	(0.10)	7.11	(0.14)	7.77	(0.08)	7.90	(0.06)	**0.79**	(0.15)
	Mexico	8.10	(0.07)	8.23	(0.05)	8.37	(0.03)	**0.27**	(0.07)	8.25	(0.11)	8.26	(0.06)	8.41	(0.04)	0.17	(0.12)
	Netherlands	7.61	(0.05)	7.71	(0.04)	7.97	(0.03)	**0.36**	(0.05)	7.86	(0.10)	8.00	(0.06)	8.21	(0.04)	**0.35**	(0.10)
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	6.79	(0.11)	7.03	(0.07)	7.32	(0.04)	**0.53**	(0.12)	7.20	(0.18)	7.31	(0.10)	7.64	(0.05)	**0.44**	(0.20)
	Portugal	7.05	(0.05)	7.38	(0.05)	7.51	(0.04)	**0.46**	(0.05)	7.33	(0.11)	7.59	(0.07)	7.71	(0.05)	**0.38**	(0.10)
	Slovak Republic	6.94	(0.10)	7.37	(0.05)	7.65	(0.04)	**0.71**	(0.10)	7.13	(0.14)	7.68	(0.08)	7.89	(0.05)	**0.76**	(0.15)
	Slovenia	6.57	(0.12)	7.08	(0.07)	7.35	(0.05)	**0.78**	(0.12)	6.80	(0.20)	7.60	(0.09)	7.74	(0.05)	**0.95**	(0.20)
	Spain	7.06	(0.07)	7.37	(0.04)	7.64	(0.04)	**0.58**	(0.08)	7.14	(0.11)	7.48	(0.07)	7.81	(0.05)	**0.67**	(0.11)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	7.34	(0.10)	7.59	(0.05)	7.87	(0.05)	**0.54**	(0.11)	7.75	(0.18)	7.95	(0.06)	8.11	(0.06)	**0.36**	(0.18)
	Turkey	5.68	(0.12)	6.19	(0.08)	6.31	(0.08)	**0.63**	(0.13)	6.06	(0.16)	6.33	(0.10)	6.59	(0.09)	**0.53**	(0.18)
	United Kingdom	6.43	(0.09)	6.95	(0.05)	7.29	(0.05)	**0.85**	(0.11)	6.85	(0.12)	7.14	(0.07)	7.55	(0.06)	**0.70**	(0.15)
	United States	6.77	(0.08)	7.03	(0.08)	7.64	(0.04)	**0.86**	(0.09)	7.04	(0.13)	7.26	(0.11)	7.86	(0.05)	**0.81**	(0.14)
	OECD average	6.87	(0.02)	7.23	(0.01)	7.52	(0.01)	**0.66**	(0.02)	7.15	(0.03)	7.49	(0.02)	7.75	(0.01)	**0.61**	(0.03)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	7.31	(0.04)	7.71	(0.04)	7.72	(0.04)	**0.41**	(0.05)	7.39	(0.09)	7.79	(0.07)	7.87	(0.04)	**0.48**	(0.10)
	B-S-J-G (China)	6.28	(0.09)	6.80	(0.05)	7.01	(0.04)	**0.73**	(0.08)	6.25	(0.14)	6.79	(0.06)	7.05	(0.05)	**0.80**	(0.15)
	Bulgaria	6.89	(0.09)	7.35	(0.06)	7.64	(0.05)	**0.76**	(0.10)	7.06	(0.15)	7.59	(0.09)	7.78	(0.07)	**0.72**	(0.16)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	7.76	(0.08)	7.86	(0.05)	7.97	(0.05)	**0.21**	(0.09)	7.98	(0.12)	8.11	(0.05)	8.08	(0.07)	0.10	(0.13)
	Costa Rica	7.88	(0.06)	8.26	(0.05)	8.37	(0.05)	**0.49**	(0.07)	7.90	(0.12)	8.45	(0.07)	8.44	(0.06)	**0.54**	(0.13)
	Croatia	7.43	(0.08)	7.89	(0.05)	8.11	(0.05)	**0.68**	(0.08)	7.63	(0.16)	8.19	(0.06)	8.36	(0.05)	**0.73**	(0.16)
	Cyprus*	6.75	(0.09)	7.03	(0.05)	7.19	(0.04)	**0.43**	(0.09)	6.93	(0.16)	7.18	(0.09)	7.37	(0.05)	**0.44**	(0.16)
	Dominican Republic	8.30	(0.11)	8.46	(0.06)	8.60	(0.05)	**0.30**	(0.12)	8.33	(0.21)	8.39	(0.12)	8.68	(0.06)	0.35	(0.21)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	6.17	(0.07)	6.47	(0.05)	6.68	(0.06)	**0.51**	(0.09)	6.13	(0.12)	6.47	(0.08)	6.70	(0.08)	**0.57**	(0.14)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	7.50	(0.09)	7.82	(0.05)	7.99	(0.04)	**0.49**	(0.09)	7.74	(0.14)	8.08	(0.08)	8.21	(0.05)	**0.47**	(0.15)
	Macao (China)	6.29	(0.06)	6.60	(0.04)	6.83	(0.05)	**0.55**	(0.07)	6.22	(0.10)	6.53	(0.07)	6.83	(0.07)	**0.61**	(0.12)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	7.42	(0.10)	7.71	(0.06)	7.82	(0.05)	**0.40**	(0.11)	7.87	(0.19)	7.92	(0.10)	8.00	(0.06)	0.14	(0.19)
	Peru	6.97	(0.09)	7.53	(0.06)	7.66	(0.04)	**0.69**	(0.10)	6.94	(0.18)	7.52	(0.06)	7.74	(0.05)	**0.80**	(0.18)
	Qatar	7.15	(0.05)	7.36	(0.04)	7.54	(0.04)	**0.40**	(0.07)	7.04	(0.09)	7.47	(0.07)	7.63	(0.05)	**0.59**	(0.11)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	7.30	(0.08)	7.69	(0.06)	7.88	(0.05)	**0.58**	(0.10)	7.91	(0.18)	7.82	(0.08)	7.96	(0.06)	0.06	(0.19)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	6.07	(0.06)	6.59	(0.04)	6.84	(0.04)	**0.77**	(0.07)	5.97	(0.11)	6.67	(0.07)	6.96	(0.06)	**0.99**	(0.12)
	Thailand	7.33	(0.10)	7.64	(0.04)	7.90	(0.04)	**0.57**	(0.10)	7.30	(0.18)	7.52	(0.09)	7.97	(0.07)	**0.66**	(0.19)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	6.67	(0.07)	6.99	(0.07)	7.00	(0.08)	**0.34**	(0.09)	6.90	(0.19)	7.04	(0.10)	7.01	(0.09)	0.11	(0.20)
	United Arab Emirates	7.12	(0.07)	7.35	(0.05)	7.38	(0.05)	**0.26**	(0.09)	7.26	(0.11)	7.46	(0.08)	7.52	(0.07)	**0.26**	(0.11)
	Uruguay	7.29	(0.06)	7.73	(0.05)	7.87	(0.05)	**0.59**	(0.07)	7.34	(0.13)	7.86	(0.08)	8.11	(0.05)	**0.77**	(0.14)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	6.51	(0.11)	7.00	(0.05)	7.21	(0.05)	**0.70**	(0.11)	6.43	(0.20)	6.95	(0.10)	7.26	(0.06)	**0.83**	(0.21)
		6.55	(0.12)	7.02	(0.06)	7.14	(0.08)	**0.60**	(0.13)								

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472715

[Part 1/1]

Table III.11.17 Relationship between students' physical activity in school and outside of school

Results based on students' self-reports

		Number of days per week students engage in vigorous physical activity for at least 20 minutes outside of school						Number of days per week students engage in moderate physical activity for at least 60 minutes outside of school					
		Students who attend, at most, one day per week of physical education at school		Students who attend more than two days per week of physical education at school		Difference by number of days of physical education		Students who attend, at most, one day per week of physical education at school		Students who attend more than two days per week of physical education at school		Difference by number of days of physical education	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	4.27	(0.05)	4.73	(0.03)	**0.46**	(0.06)	3.37	(0.04)	4.18	(0.03)	**0.81**	(0.04)
	Austria	5.15	(0.04)	5.26	(0.08)	0.12	(0.08)	3.34	(0.05)	3.79	(0.08)	**0.45**	(0.08)
	Belgium	4.53	(0.05)	4.65	(0.05)	0.12	(0.08)	3.40	(0.03)	3.70	(0.05)	**0.30**	(0.06)
	Canada	4.86	(0.04)	5.50	(0.03)	**0.64**	(0.05)	3.51	(0.05)	4.67	(0.03)	**1.16**	(0.06)
	Chile	4.31	(0.05)	4.52	(0.06)	**0.21**	(0.08)	3.29	(0.05)	3.59	(0.06)	**0.29**	(0.08)
	Czech Republic	5.17	(0.06)	5.19	(0.04)	0.02	(0.07)	3.94	(0.05)	4.26	(0.05)	**0.32**	(0.07)
	Denmark	5.52	(0.04)	5.64	(0.08)	0.12	(0.09)	4.30	(0.04)	4.66	(0.10)	**0.36**	(0.10)
	Estonia	4.75	(0.07)	4.72	(0.04)	-0.03	(0.08)	3.93	(0.05)	4.15	(0.04)	**0.22**	(0.06)
	Finland	4.94	(0.06)	5.54	(0.05)	**0.60**	(0.07)	3.50	(0.04)	4.45	(0.05)	**0.95**	(0.06)
	France	4.67	(0.05)	4.58	(0.07)	-0.08	(0.08)	3.11	(0.03)	3.51	(0.06)	**0.40**	(0.07)
	Germany	5.60	(0.05)	5.48	(0.08)	-0.12	(0.10)	3.91	(0.04)	3.98	(0.07)	0.07	(0.08)
	Greece	3.96	(0.11)	4.33	(0.04)	**0.36**	(0.11)	3.30	(0.10)	3.90	(0.04)	**0.61**	(0.10)
	Hungary	4.61	(0.29)	5.23	(0.04)	**0.62**	(0.29)	3.96	(0.16)	4.24	(0.05)	0.29	(0.17)
	Iceland	4.85	(0.11)	5.29	(0.05)	**0.44**	(0.12)	4.49	(0.10)	5.09	(0.04)	**0.59**	(0.11)
	Ireland	4.51	(0.04)	4.63	(0.10)	0.12	(0.11)	4.09	(0.03)	4.38	(0.12)	**0.29**	(0.12)
	Israel	4.33	(0.10)	4.06	(0.05)	**-0.27**	(0.10)	4.08	(0.11)	3.78	(0.05)	**-0.30**	(0.11)
	Italy	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	4.22	(0.19)	4.72	(0.06)	**0.49**	(0.20)	3.45	(0.24)	3.90	(0.06)	0.45	(0.25)
	Korea	4.34	(0.18)	4.28	(0.05)	-0.05	(0.19)	3.12	(0.15)	3.25	(0.04)	0.13	(0.15)
	Latvia	5.12	(0.09)	5.17	(0.04)	0.05	(0.10)	3.75	(0.08)	4.26	(0.04)	**0.51**	(0.09)
	Luxembourg	4.28	(0.05)	4.61	(0.06)	**0.33**	(0.07)	3.65	(0.04)	4.23	(0.04)	**0.58**	(0.05)
	Mexico	4.31	(0.05)	4.38	(0.05)	0.08	(0.08)	3.73	(0.05)	3.98	(0.04)	**0.26**	(0.07)
	Netherlands	5.71	(0.05)	5.50	(0.07)	**-0.21**	(0.09)	3.62	(0.04)	3.77	(0.06)	**0.16**	(0.07)
	New Zealand	4.56	(0.07)	5.07	(0.05)	**0.51**	(0.08)	3.28	(0.06)	4.46	(0.05)	**1.18**	(0.07)
	Norway	5.49	(0.07)	5.62	(0.05)	0.13	(0.08)	4.11	(0.06)	4.52	(0.04)	**0.41**	(0.07)
	Poland	4.34	(0.28)	5.58	(0.04)	**1.25**	(0.28)	3.89	(0.26)	4.61	(0.04)	**0.72**	(0.26)
	Portugal	4.06	(0.18)	4.43	(0.04)	**0.36**	(0.18)	3.15	(0.11)	3.63	(0.04)	**0.47**	(0.11)
	Slovak Republic	4.91	(0.10)	5.14	(0.04)	**0.23**	(0.11)	3.79	(0.08)	4.25	(0.04)	**0.46**	(0.08)
	Slovenia	4.61	(0.08)	4.97	(0.05)	**0.36**	(0.08)	4.13	(0.08)	4.37	(0.04)	**0.24**	(0.09)
	Spain	4.33	(0.13)	4.23	(0.03)	-0.10	(0.13)	3.58	(0.11)	3.54	(0.03)	-0.04	(0.12)
	Sweden	5.03	(0.11)	5.28	(0.05)	**0.26**	(0.12)	3.73	(0.09)	4.43	(0.04)	**0.70**	(0.09)
	Switzerland	5.04	(0.08)	5.33	(0.05)	**0.29**	(0.09)	3.77	(0.08)	4.00	(0.04)	**0.23**	(0.08)
	Turkey	3.88	(0.06)	4.11	(0.07)	**0.24**	(0.08)	3.16	(0.05)	3.62	(0.05)	**0.47**	(0.07)
	United Kingdom	4.41	(0.06)	4.86	(0.05)	**0.44**	(0.08)	2.95	(0.06)	3.77	(0.04)	**0.82**	(0.07)
	United States	4.88	(0.06)	5.45	(0.06)	**0.57**	(0.09)	3.94	(0.05)	4.93	(0.04)	**0.99**	(0.06)
	OECD average	4.69	(0.02)	4.94	(0.01)	**0.25**	(0.02)	3.66	(0.02)	4.11	(0.01)	**0.46**	(0.02)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	3.58	(0.04)	3.88	(0.04)	**0.29**	(0.06)	2.97	(0.04)	3.34	(0.03)	**0.37**	(0.05)
	B-S-J-G (China)	3.67	(0.07)	4.29	(0.06)	**0.61**	(0.08)	3.28	(0.11)	4.13	(0.05)	**0.85**	(0.12)
	Bulgaria	4.11	(0.17)	4.58	(0.05)	**0.48**	(0.18)	3.31	(0.13)	3.94	(0.04)	**0.63**	(0.12)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	3.60	(0.05)	3.62	(0.08)	0.02	(0.09)	3.35	(0.04)	3.64	(0.06)	**0.29**	(0.07)
	Costa Rica	3.90	(0.04)	4.14	(0.22)	0.25	(0.23)	3.18	(0.04)	3.53	(0.22)	0.34	(0.22)
	Croatia	4.65	(0.07)	4.71	(0.06)	0.06	(0.09)	3.79	(0.07)	3.86	(0.06)	0.06	(0.09)
	Cyprus*	3.92	(0.06)	4.40	(0.04)	**0.48**	(0.07)	3.68	(0.06)	4.04	(0.04)	**0.36**	(0.07)
	Dominican Republic	3.99	(0.08)	4.25	(0.05)	**0.26**	(0.08)	3.58	(0.08)	4.03	(0.05)	**0.45**	(0.08)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	4.33	(0.05)	4.74	(0.24)	0.41	(0.24)	3.22	(0.04)	3.98	(0.14)	**0.76**	(0.14)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	4.88	(0.10)	5.12	(0.04)	**0.24**	(0.10)	3.81	(0.10)	4.13	(0.03)	**0.33**	(0.10)
	Macao (China)	4.04	(0.06)	4.28	(0.04)	**0.24**	(0.07)	2.83	(0.04)	3.20	(0.04)	**0.37**	(0.06)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	4.85	(0.13)	5.13	(0.04)	**0.28**	(0.14)	4.04	(0.12)	4.34	(0.04)	**0.29**	(0.13)
	Peru	4.24	(0.04)	4.18	(0.06)	-0.07	(0.07)	3.44	(0.04)	3.82	(0.05)	**0.38**	(0.06)
	Qatar	3.46	(0.03)	3.96	(0.03)	**0.50**	(0.05)	3.10	(0.03)	3.85	(0.03)	**0.75**	(0.04)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	4.95	(0.15)	5.19	(0.04)	0.24	(0.15)	3.59	(0.15)	4.24	(0.04)	**0.65**	(0.15)
	Singapore	4.48	(0.06)	4.53	(0.05)	0.05	(0.08)	2.99	(0.04)	3.37	(0.03)	**0.38**	(0.05)
	Chinese Taipei	4.69	(0.08)	4.74	(0.04)	0.05	(0.09)	3.44	(0.08)	3.70	(0.04)	**0.25**	(0.08)
	Thailand	4.78	(0.05)	4.75	(0.08)	-0.03	(0.09)	3.59	(0.03)	4.05	(0.08)	**0.46**	(0.08)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	3.28	(0.06)	3.70	(0.05)	**0.43**	(0.07)	2.86	(0.05)	3.55	(0.05)	**0.69**	(0.08)
	United Arab Emirates	3.48	(0.05)	3.60	(0.05)	0.12	(0.07)	3.15	(0.04)	3.56	(0.05)	**0.42**	(0.06)
	Uruguay	4.11	(0.07)	4.41	(0.04)	**0.31**	(0.07)	3.35	(0.07)	3.76	(0.04)	**0.41**	(0.08)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	5.25	(0.07)	5.04	(0.06)	**-0.22**	(0.07)	3.93	(0.05)	4.09	(0.05)	**0.16**	(0.06)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472728

[Part 1/2]

Table III.11.18 Physical activity outside of school and well-being outcomes

Results based on students' self-reports

		Percentage of students who reported that they:											
		Feel like an outsider at school						Skipped school more than 3-4 times in the previous 2 weeks					
		Do not engage in any physical activity		Engage in physical activity (moderate or vigorous)		Difference between students who engage and students who do not engage in physical activity		Do not engage in any physical activity		Engage in physical activity (moderate or vigorous)		Difference between students who engage and students who do not engage in physical activity	
		%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	33.0	(1.7)	22.7	(0.5)	**-10.3**	(1.7)	29.6	(2.1)	28.8	(0.6)	-0.8	(2.2)
	Austria	18.5	(1.9)	13.5	(0.5)	**-5.0**	(2.0)	11.1	(1.9)	10.8	(0.5)	-0.3	(2.0)
	Belgium	18.2	(1.5)	12.2	(0.5)	**-6.0**	(1.5)	9.0	(1.3)	6.8	(0.3)	-2.2	(1.3)
	Canada	34.7	(2.3)	21.7	(0.4)	**-12.9**	(2.4)	22.0	(2.1)	17.3	(0.5)	**-4.7**	(2.2)
	Chile	24.3	(2.2)	19.6	(0.6)	**-4.7**	(2.3)	8.6	(1.6)	9.3	(0.6)	0.7	(1.5)
	Czech Republic	24.1	(3.4)	20.0	(0.6)	-4.1	(3.6)	14.0	(2.9)	7.5	(0.4)	**-6.5**	(2.9)
	Denmark	19.0	(2.7)	11.9	(0.5)	**-7.1**	(2.8)	24.6	(3.5)	16.4	(0.6)	**-8.1**	(3.5)
	Estonia	22.6	(3.1)	12.2	(0.5)	**-10.4**	(3.2)	22.7	(2.4)	22.9	(0.8)	0.1	(2.7)
	Finland	18.6	(2.8)	11.9	(0.4)	**-6.6**	(2.8)	49.6	(3.2)	36.0	(0.9)	**-13.6**	(3.2)
	France	29.7	(1.9)	22.0	(0.6)	**-7.7**	(2.0)	11.7	(1.5)	10.1	(0.5)	-1.7	(1.5)
	Germany	29.4	(3.7)	14.1	(0.6)	**-15.3**	(3.7)	15.6	(2.9)	8.5	(0.4)	**-7.1**	(2.8)
	Greece	19.6	(2.0)	15.1	(0.6)	**-4.5**	(2.0)	17.8	(2.0)	19.5	(0.9)	1.7	(2.2)
	Hungary	29.4	(3.2)	17.2	(0.6)	**-12.2**	(3.3)	10.8	(1.8)	8.1	(0.5)	-2.7	(1.9)
	Iceland	24.5	(4.0)	16.6	(0.6)	-7.9	(4.1)	9.4	(2.1)	4.2	(0.4)	**-5.2**	(2.2)
	Ireland	31.2	(3.0)	15.9	(0.6)	**-15.3**	(3.0)	30.6	(2.7)	24.0	(0.8)	**-6.6**	(2.8)
	Israel	m	m	m	m	m	m	32.9	(1.9)	32.5	(0.9)	-0.4	(1.9)
	Italy	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	13.3	(1.2)	11.5	(0.5)	-1.8	(1.3)	1.3	(0.4)	1.8	(0.2)	0.5	(0.5)
	Korea	11.7	(1.2)	8.2	(0.4)	**-3.5**	(1.2)	0.8	(0.3)	2.0	(0.2)	**1.2**	(0.4)
	Latvia	21.2	(3.3)	15.4	(0.5)	-5.8	(3.3)	30.9	(3.3)	24.4	(0.7)	**-6.5**	(3.3)
	Luxembourg	21.0	(2.0)	16.3	(0.5)	**-4.7**	(2.1)	14.4	(2.1)	10.9	(0.4)	-3.5	(2.2)
	Mexico	30.7	(2.5)	24.3	(0.6)	**-6.4**	(2.6)	26.4	(2.8)	25.7	(0.8)	-0.7	(2.8)
	Netherlands	11.6	(2.3)	8.8	(0.4)	-2.8	(2.3)	6.0	(2.0)	5.2	(0.4)	-0.8	(2.2)
	New Zealand	32.6	(3.2)	21.3	(0.7)	**-11.3**	(3.1)	28.2	(2.5)	24.3	(0.6)	-3.8	(2.4)
	Norway	19.5	(2.7)	11.4	(0.5)	**-8.1**	(2.7)	26.3	(3.1)	12.5	(0.5)	**-13.9**	(3.2)
	Poland	25.6	(3.8)	21.3	(0.7)	-4.3	(4.0)	18.1	(3.0)	20.2	(0.9)	2.1	(3.2)
	Portugal	15.8	(2.1)	12.4	(0.4)	-3.3	(2.1)	15.8	(1.6)	21.1	(0.7)	**5.3**	(1.7)
	Slovak Republic	25.5	(2.6)	22.3	(0.6)	-3.2	(2.6)	51.6	(3.4)	51.0	(1.0)	-0.7	(3.4)
	Slovenia	23.9	(3.2)	17.2	(0.6)	**-6.8**	(3.2)	11.1	(2.3)	12.2	(0.5)	1.0	(2.4)
	Spain	12.6	(1.5)	9.8	(0.4)	-2.8	(1.5)	31.3	(2.1)	23.8	(0.7)	**-7.6**	(2.2)
	Sweden	30.3	(2.7)	19.8	(0.5)	**-10.5**	(2.7)	17.4	(2.2)	8.2	(0.5)	**-9.2**	(2.3)
	Switzerland	14.2	(2.2)	11.4	(0.5)	-2.9	(2.2)	14.4	(4.2)	9.4	(0.6)	-5.0	(4.1)
	Turkey	35.9	(2.4)	35.5	(1.0)	-0.4	(2.4)	44.8	(2.0)	47.2	(1.0)	2.4	(2.2)
	United Kingdom	24.7	(2.2)	19.8	(0.6)	**-4.9**	(2.3)	30.4	(2.2)	24.6	(0.7)	**-5.9**	(2.3)
	United States	32.2	(2.3)	23.1	(0.7)	**-9.1**	(2.4)	36.7	(2.9)	37.1	(0.7)	0.3	(2.9)
	OECD average	23.6	(0.5)	16.9	(0.1)	**-6.7**	(0.5)	21.4	(0.4)	18.4	(0.1)	**-3.0**	(0.4)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	19.0	(0.9)	20.3	(0.5)	1.3	(1.0)	49.7	(1.5)	47.1	(0.7)	-2.6	(1.5)
	B-S-J-G (China)	28.3	(2.6)	21.4	(0.6)	**-6.9**	(2.7)	2.8	(1.0)	2.2	(0.2)	-0.5	(1.1)
	Bulgaria	36.2	(2.3)	28.5	(0.8)	**-7.7**	(2.5)	42.9	(2.7)	44.2	(1.0)	1.2	(2.6)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	29.2	(1.7)	28.6	(0.7)	-0.5	(1.7)	47.4	(1.9)	43.2	(0.9)	**-4.1**	(2.0)
	Costa Rica	29.6	(1.9)	26.1	(0.6)	-3.6	(1.9)	40.5	(2.2)	38.4	(0.9)	-2.1	(2.3)
	Croatia	17.6	(1.9)	13.5	(0.5)	**-4.1**	(1.9)	16.8	(1.9)	11.6	(0.6)	**-5.2**	(1.9)
	Cyprus*	22.2	(2.0)	16.3	(0.6)	**-5.9**	(2.0)	19.7	(1.9)	23.1	(0.6)	3.4	(2.1)
	Dominican Republic	38.4	(3.1)	38.6	(1.0)	0.1	(3.4)	53.1	(3.1)	51.2	(1.0)	-1.8	(3.4)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	32.6	(2.2)	23.7	(0.7)	**-8.9**	(2.1)	3.7	(0.8)	3.5	(0.2)	-0.2	(0.8)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	40.5	(3.3)	30.3	(0.7)	**-10.2**	(3.4)	20.7	(2.7)	22.0	(0.7)	1.2	(2.8)
	Macao (China)	26.2	(1.9)	20.0	(0.6)	**-6.2**	(1.9)	5.8	(0.9)	6.4	(0.4)	0.6	(0.9)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	22.2	(2.8)	16.8	(0.5)	-5.5	(2.8)	51.0	(3.8)	60.0	(0.8)	**9.0**	(3.9)
	Peru	21.5	(2.5)	19.7	(0.7)	-1.8	(2.6)	41.4	(2.9)	39.9	(0.8)	-1.5	(3.0)
	Qatar	26.2	(1.0)	23.6	(0.4)	**-2.6**	(1.1)	44.3	(1.2)	39.2	(0.6)	**-5.1**	(1.4)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	25.3	(3.4)	19.2	(0.8)	-6.0	(3.6)	22.9	(3.2)	23.1	(0.7)	0.2	(3.4)
	Singapore	29.7	(2.3)	22.9	(0.6)	**-6.8**	(2.5)	13.9	(1.6)	14.3	(0.5)	0.5	(1.5)
	Chinese Taipei	15.6	(1.6)	10.9	(0.4)	**-4.8**	(1.8)	4.3	(0.9)	3.0	(0.2)	-1.2	(0.9)
	Thailand	24.3	(3.9)	20.0	(0.7)	-4.3	(3.9)	34.5	(3.8)	31.2	(0.9)	-3.3	(3.6)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	19.7	(1.9)	19.5	(0.8)	-0.2	(1.9)	22.1	(1.7)	32.3	(1.0)	**10.2**	(1.6)
	United Arab Emirates	20.1	(1.0)	21.2	(0.6)	1.1	(1.3)	14.3	(1.2)	22.2	(0.7)	**7.9**	(1.1)
	Uruguay	23.4	(1.6)	23.4	(0.7)	0.1	(1.9)	54.2	(2.1)	51.0	(0.9)	-3.2	(2.2)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	34.6	(3.9)	15.6	(0.7)	**-18.9**	(3.7)	17.1	(3.0)	12.2	(0.7)	-4.9	(3.1)

1. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies. See Annex A1 for information on the index of exposure to bullying.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933472739

[Part 2/2]

Table III.11.18 Physical activity outside of school and well-being outcomes

Results based on students' self-reports

		Percentage of students who reported that they:											
		Feel very anxious even if they are well-prepared for a test						Are frequently bullied[1]					
		Do not engage in any physical activity		Engage in physical activity (moderate or vigorous)		Difference between students who engage and students who do not engage in physical activity		Do not engage in any physical activity		Engage in physical activity (moderate or vigorous)		Difference between students who engage and students who do not engage in physical activity	
		%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	70.4	(1.9)	67.2	(0.6)	-3.2	(1.9)	16.4	(1.4)	14.5	(0.4)	-1.9	(1.4)
	Austria	57.2	(2.4)	50.2	(0.9)	**-7.0**	(2.4)	8.3	(1.6)	7.7	(0.5)	-0.6	(1.6)
	Belgium	49.9	(1.9)	41.8	(0.6)	**-8.1**	(2.0)	9.1	(1.3)	6.8	(0.3)	-2.3	(1.3)
	Canada	64.5	(2.0)	63.9	(0.4)	-0.6	(2.1)	15.3	(1.8)	12.4	(0.4)	-2.9	(1.7)
	Chile	62.9	(2.3)	55.2	(0.8)	**-7.7**	(2.5)	7.0	(1.2)	7.8	(0.5)	0.8	(1.3)
	Czech Republic	35.0	(4.3)	40.3	(0.7)	5.3	(4.4)	17.5	(3.0)	11.3	(0.5)	**-6.2**	(3.1)
	Denmark	63.1	(3.7)	64.5	(0.8)	1.4	(3.8)	10.9	(2.3)	6.1	(0.3)	-4.8	(2.4)
	Estonia	53.4	(3.2)	53.0	(0.8)	-0.5	(3.2)	10.2	(2.0)	9.5	(0.5)	-0.7	(2.2)
	Finland	45.8	(3.6)	48.9	(0.8)	3.1	(3.6)	12.3	(2.3)	9.2	(0.4)	-3.1	(2.3)
	France	51.3	(2.2)	46.5	(0.8)	**-4.9**	(2.4)	7.5	(1.0)	6.4	(0.4)	-1.1	(1.1)
	Germany	43.1	(4.2)	41.1	(0.8)	-2.0	(4.4)	14.6	(3.0)	5.7	(0.5)	**-8.9**	(3.0)
	Greece	65.5	(2.5)	58.5	(0.7)	**-7.0**	(2.5)	5.2	(1.1)	6.6	(0.5)	1.3	(1.1)
	Hungary	61.5	(3.1)	54.2	(0.8)	**-7.3**	(3.0)	14.8	(2.0)	8.8	(0.5)	**-6.0**	(2.1)
	Iceland	54.5	(3.8)	50.9	(0.9)	-3.6	(4.1)	8.0	(2.1)	4.9	(0.4)	-3.0	(2.1)
	Ireland	67.2	(2.8)	63.1	(0.8)	-4.1	(3.0)	11.3	(2.1)	6.5	(0.4)	**-4.8**	(2.2)
	Israel	52.2	(2.5)	43.5	(0.7)	**-8.8**	(2.6)	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	63.4	(1.6)	62.0	(0.8)	-1.4	(1.7)	5.1	(0.7)	5.1	(0.3)	-0.1	(0.8)
	Korea	59.4	(1.9)	54.7	(0.8)	**-4.7**	(1.9)	1.1	(0.4)	2.3	(0.2)	**1.2**	(0.4)
	Latvia	39.8	(3.7)	43.4	(0.9)	3.5	(3.7)	22.7	(3.1)	17.3	(0.6)	-5.4	(3.2)
	Luxembourg	51.6	(2.6)	47.3	(0.7)	-4.4	(2.6)	9.3	(1.4)	7.6	(0.4)	-1.6	(1.5)
	Mexico	66.1	(2.8)	59.4	(0.8)	**-6.7**	(2.9)	8.9	(1.3)	10.2	(0.4)	1.3	(1.4)
	Netherlands	44.0	(3.9)	39.0	(0.8)	-5.1	(3.9)	4.7	(1.9)	3.2	(0.4)	-1.5	(1.9)
	New Zealand	73.9	(2.8)	71.8	(0.8)	-2.1	(2.8)	23.9	(2.8)	17.8	(0.7)	**-6.1**	(3.0)
	Norway	59.1	(2.8)	61.2	(0.7)	2.1	(2.9)	10.9	(2.3)	9.0	(0.4)	-1.9	(2.4)
	Poland	51.2	(3.7)	45.0	(0.9)	-6.2	(3.7)	15.7	(2.9)	10.4	(0.5)	-5.3	(3.0)
	Portugal	66.9	(2.0)	69.3	(0.7)	2.3	(2.2)	6.5	(1.2)	5.4	(0.3)	-1.0	(1.2)
	Slovak Republic	42.5	(3.0)	47.3	(0.8)	4.8	(3.0)	14.6	(2.3)	11.1	(0.5)	-3.6	(2.2)
	Slovenia	67.0	(3.6)	61.7	(0.7)	-5.2	(3.7)	7.8	(2.1)	7.2	(0.4)	-0.7	(2.1)
	Spain	68.9	(1.8)	66.9	(0.8)	-2.0	(2.0)	8.6	(1.3)	5.7	(0.4)	**-2.9**	(1.3)
	Sweden	55.6	(3.4)	61.6	(0.8)	6.0	(3.2)	8.6	(1.8)	8.2	(0.4)	-0.4	(1.9)
	Switzerland	38.9	(4.1)	33.2	(0.8)	-5.8	(4.3)	8.9	(2.4)	7.2	(0.5)	-1.7	(2.4)
	Turkey	63.2	(2.3)	58.1	(0.9)	**-5.1**	(2.5)	7.0	(1.2)	8.8	(0.6)	1.9	(1.3)
	United Kingdom	75.5	(2.1)	71.6	(0.7)	-3.8	(2.3)	17.8	(1.9)	13.9	(0.6)	-3.9	(2.1)
	United States	75.7	(2.4)	67.1	(0.7)	**-8.6**	(2.4)	7.5	(1.3)	10.1	(0.5)	2.6	(1.4)
	OECD average	57.7	(0.5)	54.8	(0.1)	**-2.9**	(0.5)	10.8	(0.3)	8.6	(0.1)	**-2.2**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	81.7	(1.0)	80.6	(0.5)	-1.1	(1.0)	6.9	(0.5)	9.1	(0.3)	**2.2**	(0.7)
	B-S-J-G (China)	59.7	(2.5)	61.9	(0.8)	2.3	(2.7)	9.0	(1.2)	10.6	(0.5)	1.6	(1.3)
	Bulgaria	56.6	(2.5)	54.9	(0.8)	-1.7	(2.6)	13.2	(1.7)	13.2	(0.7)	0.0	(1.8)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	76.7	(1.5)	79.2	(0.5)	2.5	(1.5)	6.2	(1.0)	7.6	(0.4)	1.4	(1.1)
	Costa Rica	79.4	(1.8)	81.2	(0.6)	1.8	(2.0)	13.5	(1.4)	10.6	(0.5)	**-3.0**	(1.5)
	Croatia	55.9	(2.8)	46.5	(0.9)	**-9.4**	(2.7)	9.3	(1.4)	6.4	(0.4)	**-2.8**	(1.4)
	Cyprus*	61.0	(2.8)	57.4	(0.7)	-3.6	(2.9)	c	c	c	c	c	c
	Dominican Republic	81.2	(2.6)	80.1	(0.8)	-1.1	(2.4)	10.5	(2.1)	12.2	(0.7)	1.8	(2.3)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	65.2	(2.1)	67.3	(0.7)	2.2	(2.0)	14.4	(1.5)	15.5	(0.7)	1.1	(1.7)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	51.6	(3.4)	55.9	(0.7)	4.2	(3.5)	14.6	(2.5)	9.1	(0.4)	**-5.5**	(2.5)
	Macao (China)	66.6	(2.1)	65.5	(0.8)	-1.2	(2.3)	13.0	(1.5)	14.6	(0.6)	1.5	(1.6)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	68.6	(3.6)	65.2	(0.9)	-3.4	(3.7)	7.0	(2.1)	6.5	(0.4)	-0.4	(2.2)
	Peru	67.3	(2.9)	71.5	(0.6)	4.2	(3.0)	5.6	(1.4)	6.0	(0.4)	0.4	(1.4)
	Qatar	65.5	(1.2)	65.4	(0.5)	-0.1	(1.2)	13.6	(0.9)	18.9	(0.4)	**5.3**	(1.0)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	40.6	(4.4)	51.5	(0.8)	**10.9**	(4.2)	8.4	(2.8)	9.2	(0.7)	0.8	(2.9)
	Singapore	76.8	(1.9)	76.2	(0.7)	-0.6	(1.9)	16.1	(1.7)	14.3	(0.5)	-1.8	(1.8)
	Chinese Taipei	68.9	(1.6)	66.3	(0.6)	-2.6	(1.7)	4.0	(0.9)	3.0	(0.2)	-1.0	(1.0)
	Thailand	63.5	(4.1)	63.3	(0.8)	-0.2	(4.4)	16.9	(3.2)	17.3	(0.8)	0.4	(3.2)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	61.4	(2.1)	59.2	(1.0)	-2.2	(2.3)	12.9	(1.5)	16.6	(0.7)	**3.7**	(1.6)
	United Arab Emirates	58.2	(1.2)	62.7	(0.7)	**4.5**	(1.3)	12.8	(0.9)	18.3	(0.6)	**5.5**	(0.9)
	Uruguay	69.7	(1.9)	73.4	(0.8)	3.6	(2.0)	8.4	(1.3)	9.2	(0.4)	0.8	(1.4)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	77.2	(3.5)	81.8	(0.6)	4.6	(3.6)	31.3	(3.9)	17.5	(0.7)	**-13.8**	(3.9)

1. A student is frequently bullied if he or she is in the top 10% of the index of exposure to bullying among all countries/economies. See Annex A1 for information on the index of exposure to bullying.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

* See note at the beginning of this Annex.

** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933472739

[Part 1/1]

Table III.11.21 Students' eating habits before and after school

Based on students' self-reports

		Percentage of students who reported the following			
		Eat breakfast before school		Eat dinner after school	
		%	S.E.	%	S.E.
OECD	Australia	78.6	(0.4)	98.2	(0.1)
	Austria	64.2	(0.9)	94.1	(0.4)
	Belgium	79.1	(0.5)	97.2	(0.3)
	Canada	75.8	(0.6)	97.7	(0.2)
	Chile	70.1	(0.8)	76.9	(0.9)
	Czech Republic	70.7	(0.7)	95.1	(0.4)
	Denmark	84.6	(0.5)	96.9	(0.3)
	Estonia	83.0	(0.6)	92.3	(0.4)
	Finland	83.5	(0.5)	94.9	(0.3)
	France	77.9	(0.7)	96.6	(0.3)
	Germany	71.4	(0.9)	95.3	(0.4)
	Greece	79.3	(0.6)	94.4	(0.4)
	Hungary	69.2	(0.8)	92.6	(0.5)
	Iceland	81.1	(0.7)	95.6	(0.4)
	Ireland	82.9	(0.6)	99.0	(0.2)
	Israel	72.1	(0.9)	92.6	(0.6)
	Italy	75.3	(0.7)	80.6	(0.6)
	Japan	92.5	(0.4)	98.7	(0.2)
	Korea	78.8	(0.8)	93.0	(0.5)
	Latvia	80.9	(0.6)	95.4	(0.3)
	Luxembourg	74.8	(0.6)	94.7	(0.3)
	Mexico	81.7	(0.7)	89.2	(0.5)
	Netherlands	88.8	(0.5)	99.4	(0.1)
	New Zealand	79.8	(0.7)	98.2	(0.2)
	Norway	82.0	(0.5)	96.8	(0.3)
	Poland	80.4	(0.7)	94.0	(0.4)
	Portugal	92.6	(0.4)	96.3	(0.3)
	Slovak Republic	70.4	(0.6)	89.3	(0.5)
	Slovenia	65.5	(0.7)	63.7	(0.7)
	Spain	85.1	(0.5)	96.7	(0.3)
	Sweden	83.4	(0.6)	96.7	(0.3)
	Switzerland	73.6	(0.8)	96.4	(0.3)
	Turkey	79.1	(0.6)	96.9	(0.3)
	United Kingdom	71.1	(0.7)	97.2	(0.2)
	United States	71.7	(0.7)	97.6	(0.2)
	OECD average	78.0	(0.1)	93.7	(0.1)
Partners	Albania	m	m	m	m
	Algeria	m	m	m	m
	Brazil	76.9	(0.5)	82.4	(0.6)
	B-S-J-G (China)	94.0	(0.4)	98.6	(0.1)
	Bulgaria	74.7	(0.9)	92.7	(0.4)
	CABA (Argentina)	m	m	m	m
	Colombia	86.8	(0.6)	93.5	(0.4)
	Costa Rica	80.6	(0.6)	94.3	(0.4)
	Croatia	74.1	(0.7)	94.7	(0.3)
	Cyprus*	76.4	(0.5)	92.6	(0.4)
	Dominican Republic	84.6	(0.8)	94.8	(0.6)
	FYROM	m	m	m	m
	Georgia	m	m	m	m
	Hong Kong (China)	82.6	(0.6)	98.2	(0.2)
	Indonesia	m	m	m	m
	Jordan	m	m	m	m
	Kosovo	m	m	m	m
	Lebanon	m	m	m	m
	Lithuania	80.0	(0.6)	94.2	(0.4)
	Macao (China)	88.4	(0.4)	98.1	(0.2)
	Malta	m	m	m	m
	Moldova	m	m	m	m
	Montenegro	89.6	(0.5)	90.7	(0.4)
	Peru	90.2	(0.5)	90.8	(0.4)
	Qatar	78.4	(0.4)	92.9	(0.3)
	Romania	m	m	m	m
	Russia	88.4	(0.5)	93.9	(0.4)
	Singapore	65.7	(0.6)	95.7	(0.3)
	Chinese Taipei	86.8	(0.5)	98.6	(0.2)
	Thailand	87.3	(0.5)	94.5	(0.4)
	Trinidad and Tobago	m	m	m	m
	Tunisia	82.4	(0.6)	92.3	(0.4)
	United Arab Emirates	76.3	(0.6)	92.1	(0.3)
	Uruguay	81.0	(0.6)	88.5	(0.6)
	Viet Nam	m	m	m	m
	Argentina**	m	m	m	m
	Kazakhstan**	m	m	m	m
	Malaysia**	80.4	(0.8)	94.8	(0.3)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472760

[Part 1/4]

Table III.11.22 Students' eating habits, by student characteristics

Percentage of students who reported "yes"

		Percentage of students who reported that they eat breakfast before school, by: National quarters of the ESCS[1] index									
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	73.0	(0.9)	77.1	(1.0)	80.6	(0.9)	84.0	(0.8)	**10.9**	(1.3)
	Austria	57.4	(1.9)	65.9	(1.4)	65.4	(1.6)	68.1	(1.2)	**10.7**	(2.3)
	Belgium	70.8	(1.3)	76.5	(1.1)	82.8	(1.0)	86.0	(0.8)	**15.3**	(1.7)
	Canada	69.4	(1.0)	73.6	(1.0)	78.6	(1.0)	81.4	(1.0)	**12.0**	(1.4)
	Chile	65.7	(1.9)	67.9	(1.4)	70.2	(1.1)	76.2	(1.6)	**10.4**	(2.5)
	Czech Republic	65.6	(1.2)	69.1	(1.4)	70.9	(1.3)	77.0	(1.3)	**11.4**	(1.8)
	Denmark	78.3	(1.2)	82.9	(1.2)	87.8	(1.2)	89.1	(0.9)	**10.8**	(1.5)
	Estonia	79.1	(1.4)	82.1	(1.2)	83.8	(1.4)	87.3	(1.1)	**8.3**	(1.7)
	Finland	77.2	(1.1)	83.7	(1.1)	85.2	(1.0)	87.8	(0.9)	**10.7**	(1.5)
	France	74.0	(1.3)	76.0	(1.2)	78.2	(1.3)	83.5	(1.1)	**9.5**	(1.6)
	Germany	65.7	(2.0)	68.2	(2.0)	74.1	(1.9)	78.3	(1.6)	**12.6**	(2.5)
	Greece	79.3	(1.3)	78.0	(1.2)	80.1	(1.2)	79.6	(1.1)	0.3	(1.6)
	Hungary	71.7	(1.7)	67.6	(1.7)	67.5	(1.5)	70.0	(1.3)	-1.7	(2.1)
	Iceland	76.3	(1.5)	78.9	(1.7)	83.5	(1.4)	85.5	(1.1)	**9.2**	(1.9)
	Ireland	78.7	(1.1)	82.5	(1.1)	83.8	(1.3)	86.7	(0.9)	**8.1**	(1.5)
	Israel	72.7	(1.6)	71.0	(1.6)	70.5	(1.4)	74.2	(1.3)	1.5	(2.0)
	Italy	69.3	(1.6)	75.8	(1.3)	76.3	(1.2)	79.9	(1.0)	**10.6**	(1.9)
	Japan	90.0	(0.8)	92.2	(0.7)	93.3	(0.7)	94.8	(0.6)	**4.8**	(1.0)
	Korea	73.1	(1.3)	77.7	(1.5)	80.4	(1.3)	84.1	(1.1)	**11.0**	(1.6)
	Latvia	80.1	(1.5)	79.4	(1.2)	80.8	(1.2)	83.0	(1.1)	2.9	(1.9)
	Luxembourg	75.6	(1.4)	72.4	(1.5)	75.8	(1.1)	76.4	(1.2)	0.8	(2.0)
	Mexico	83.0	(1.4)	79.9	(1.3)	83.3	(1.1)	80.8	(1.5)	-2.2	(2.1)
	Netherlands	83.9	(1.2)	88.6	(1.2)	90.7	(0.8)	92.0	(0.8)	**8.1**	(1.5)
	New Zealand	73.7	(1.5)	76.8	(1.9)	83.8	(1.4)	84.5	(1.3)	**10.7**	(2.0)
	Norway	77.6	(1.2)	80.5	(1.2)	82.9	(1.3)	87.3	(0.9)	**9.7**	(1.5)
	Poland	76.6	(1.2)	80.9	(1.5)	81.4	(1.5)	82.5	(1.3)	**5.9**	(1.7)
	Portugal	91.3	(0.7)	93.4	(0.7)	92.5	(0.8)	93.3	(0.9)	1.9	(1.1)
	Slovak Republic	68.0	(1.5)	70.2	(1.2)	68.9	(1.3)	74.2	(1.3)	**6.3**	(1.7)
	Slovenia	61.6	(1.6)	63.8	(1.6)	67.1	(1.9)	69.4	(1.7)	**7.8**	(2.5)
	Spain	82.8	(1.1)	83.3	(1.2)	84.1	(1.0)	90.1	(0.9)	**7.2**	(1.4)
	Sweden	77.6	(1.2)	80.8	(1.2)	87.1	(1.3)	88.0	(1.0)	**10.4**	(1.6)
	Switzerland	67.3	(1.8)	70.7	(1.7)	75.8	(1.5)	80.4	(1.6)	**13.1**	(2.4)
	Turkey	81.4	(1.1)	77.0	(1.5)	79.5	(1.2)	78.6	(1.3)	-2.8	(1.9)
	United Kingdom	64.5	(1.6)	69.2	(1.4)	71.7	(1.4)	79.5	(1.3)	**15.0**	(1.9)
	United States	68.2	(1.6)	71.0	(1.1)	69.7	(1.7)	77.9	(1.4)	**9.6**	(2.2)
	OECD average	74.3	(0.2)	76.7	(0.2)	79.1	(0.2)	82.0	(0.2)	**7.7**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	76.2	(1.0)	76.0	(1.0)	77.3	(0.9)	77.8	(0.8)	1.6	(1.3)
	B-S-J-G (China)	92.8	(0.8)	94.2	(0.8)	94.2	(0.8)	95.0	(0.6)	**2.2**	(1.0)
	Bulgaria	75.4	(1.7)	75.2	(1.5)	74.8	(1.5)	73.4	(1.6)	-2.0	(2.1)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	84.7	(1.3)	87.1	(1.1)	85.9	(1.1)	89.3	(0.9)	**4.6**	(1.6)
	Costa Rica	79.4	(1.2)	80.4	(1.3)	80.2	(1.4)	82.2	(1.1)	2.8	(1.7)
	Croatia	73.0	(1.3)	74.3	(1.5)	74.0	(1.4)	74.9	(1.3)	1.9	(1.8)
	Cyprus*	74.5	(1.2)	75.5	(1.2)	78.1	(1.2)	77.6	(1.3)	3.1	(1.9)
	Dominican Republic	82.6	(1.8)	84.9	(1.4)	85.8	(1.4)	84.7	(1.3)	2.1	(2.1)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	81.1	(1.0)	82.3	(1.0)	83.5	(1.4)	84.0	(1.2)	2.8	(1.5)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	76.6	(1.2)	78.4	(1.2)	81.4	(1.3)	84.2	(1.0)	**7.6**	(1.4)
	Macao (China)	87.1	(1.0)	89.3	(0.9)	88.2	(0.9)	89.1	(0.9)	2.1	(1.4)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	87.7	(1.0)	90.4	(1.1)	90.8	(0.9)	89.6	(0.9)	1.8	(1.3)
	Peru	92.0	(0.9)	90.6	(1.0)	89.4	(1.1)	89.4	(1.1)	-2.5	(1.4)
	Qatar	77.9	(0.9)	79.1	(0.8)	79.6	(0.8)	77.2	(0.8)	-0.7	(1.2)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	88.5	(0.9)	88.7	(1.3)	87.4	(0.9)	89.1	(1.3)	0.6	(1.8)
	Singapore	55.5	(1.1)	62.4	(1.3)	68.6	(1.2)	76.0	(1.3)	**20.5**	(1.7)
	Chinese Taipei	88.2	(0.9)	87.6	(0.8)	86.3	(1.1)	85.2	(0.9)	**-2.9**	(1.2)
	Thailand	87.6	(0.9)	88.2	(0.9)	86.6	(0.9)	86.8	(1.0)	-0.8	(1.3)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	81.0	(1.4)	82.6	(1.1)	82.5	(1.2)	83.1	(0.9)	2.1	(1.7)
	United Arab Emirates	76.2	(0.9)	73.9	(1.0)	78.1	(0.9)	77.2	(1.0)	1.0	(1.3)
	Uruguay	78.5	(1.5)	80.4	(1.4)	80.9	(1.0)	84.0	(1.1)	**5.5**	(1.7)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	77.3	(1.4)	80.2	(1.2)	80.3	(1.2)	83.9	(1.2)	**6.6**	(1.6)

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472777

[Part 2/4]

Table III.11.22 Students' eating habits, by student characteristics

Percentage of students who reported "yes"

		Percentage of students who reported that they eat breakfast before school, by:													
		Gender						Immigrant background							
		Boys		Girls		Gender difference (B – G)		Non-immigrant		First-generation		Second-generation		Difference by immigrant background (non-immigrant – first-generation)	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	84.3	(0.5)	73.0	(0.7)	**11.2**	(0.9)	78.4	(0.5)	81.6	(1.3)	77.3	(1.6)	**-3.2**	(1.4)
	Austria	69.8	(1.1)	58.6	(1.2)	**11.3**	(1.5)	65.6	(1.0)	62.5	(2.2)	56.7	(1.9)	3.0	(2.5)
	Belgium	82.7	(0.6)	75.5	(0.7)	**7.1**	(1.0)	79.7	(0.6)	77.5	(1.8)	75.0	(1.5)	2.2	(1.9)
	Canada	80.2	(0.7)	71.5	(0.8)	**8.7**	(0.9)	75.3	(0.7)	79.6	(1.2)	74.7	(1.0)	**-4.3**	(1.2)
	Chile	76.1	(0.9)	64.2	(1.2)	**11.9**	(1.4)	70.1	(0.8)	65.4	(5.0)	c	c	4.8	(5.1)
	Czech Republic	72.8	(1.1)	68.5	(1.1)	**4.2**	(1.7)	70.8	(0.8)	66.1	(6.5)	64.7	(4.9)	4.7	(6.7)
	Denmark	87.8	(0.7)	81.4	(0.8)	**6.3**	(1.1)	85.3	(0.6)	80.0	(2.9)	77.5	(1.7)	5.3	(2.8)
	Estonia	84.9	(0.8)	81.1	(1.0)	**3.9**	(1.3)	83.3	(0.7)	86.9	(5.2)	80.2	(1.9)	-3.6	(5.1)
	Finland	85.1	(0.8)	81.8	(0.7)	**3.3**	(1.0)	83.7	(0.5)	78.7	(3.9)	80.2	(4.6)	5.0	(3.9)
	France	84.1	(0.8)	72.1	(0.9)	**12.0**	(0.9)	79.2	(0.7)	71.3	(3.5)	67.7	(2.3)	**7.9**	(3.5)
	Germany	74.8	(1.2)	68.2	(1.2)	**6.7**	(1.5)	73.3	(1.0)	61.6	(5.1)	62.6	(2.6)	**11.8**	(5.2)
	Greece	82.6	(0.8)	75.9	(1.0)	**6.7**	(1.3)	78.9	(0.6)	83.8	(3.5)	82.7	(2.0)	-5.0	(3.5)
	Hungary	75.6	(1.0)	63.0	(1.0)	**12.6**	(1.3)	69.4	(0.9)	57.9	(8.3)	69.0	(4.7)	11.4	(8.4)
	Iceland	86.3	(0.9)	76.4	(1.1)	**9.9**	(1.4)	81.1	(0.8)	84.8	(4.1)	c	c	-3.6	(4.1)
	Ireland	87.3	(0.6)	78.4	(1.0)	**8.9**	(1.1)	83.5	(0.7)	81.1	(1.4)	73.7	(2.9)	2.4	(1.5)
	Israel	77.1	(1.4)	67.5	(0.9)	**9.6**	(1.6)	72.1	(1.0)	79.2	(3.5)	69.6	(2.0)	-7.1	(3.7)
	Italy	81.0	(0.9)	69.9	(0.9)	**11.0**	(1.1)	75.5	(0.8)	72.8	(2.7)	73.3	(2.6)	2.7	(2.8)
	Japan	91.7	(0.6)	93.2	(0.5)	-1.5	(0.8)	92.5	(0.4)	c	c	c	c	c	c
	Korea	81.2	(1.0)	76.2	(1.2)	**5.0**	(1.5)	78.8	(0.8)	c	c	m	m	c	c
	Latvia	83.0	(0.7)	78.9	(1.0)	**4.1**	(1.2)	80.7	(0.6)	73.5	(7.5)	86.7	(2.5)	7.2	(7.5)
	Luxembourg	77.6	(0.9)	72.2	(0.9)	**5.4**	(1.2)	74.1	(0.9)	78.3	(1.1)	73.6	(1.1)	**-4.3**	(1.4)
	Mexico	84.4	(0.8)	78.9	(1.0)	**5.5**	(1.1)	81.7	(0.8)	84.9	(5.3)	c	c	-3.2	(5.2)
	Netherlands	91.3	(0.6)	86.4	(0.8)	**4.9**	(1.0)	90.1	(0.6)	73.6	(4.8)	80.1	(1.8)	**16.5**	(4.9)
	New Zealand	85.2	(0.7)	74.4	(1.2)	**10.8**	(1.4)	79.4	(0.8)	83.4	(1.8)	78.2	(2.0)	**-4.0**	(1.8)
	Norway	84.8	(0.8)	79.4	(0.9)	**5.4**	(1.3)	82.6	(0.5)	78.5	(2.5)	78.1	(2.7)	4.0	(2.5)
	Poland	84.5	(0.9)	76.2	(1.0)	**8.3**	(1.2)	80.3	(0.8)	c	c	c	c	c	c
	Portugal	95.4	(0.4)	89.8	(0.6)	**5.6**	(0.7)	93.2	(0.3)	82.8	(3.5)	88.3	(2.8)	**10.4**	(3.4)
	Slovak Republic	73.7	(0.8)	67.1	(1.1)	**6.6**	(1.3)	70.2	(0.7)	c	c	c	c	c	c
	Slovenia	69.3	(1.0)	61.5	(1.0)	**7.9**	(1.4)	66.6	(0.7)	51.6	(4.7)	52.4	(4.1)	**15.0**	(4.7)
	Spain	88.8	(0.6)	81.4	(0.7)	**7.4**	(1.0)	85.7	(0.5)	80.2	(1.7)	80.6	(4.9)	**5.5**	(1.9)
	Sweden	85.9	(0.8)	80.9	(0.8)	**5.0**	(1.1)	85.2	(0.7)	78.3	(2.2)	71.9	(3.0)	**6.8**	(2.3)
	Switzerland	75.7	(1.0)	71.3	(1.2)	**4.3**	(1.4)	74.8	(0.9)	75.7	(2.8)	69.6	(1.7)	-0.9	(2.8)
	Turkey	84.1	(0.8)	74.2	(0.9)	**9.8**	(1.2)	79.2	(0.6)	c	c	c	c	c	c
	United Kingdom	78.0	(0.8)	64.0	(1.1)	**14.0**	(1.3)	70.0	(0.7)	77.6	(2.0)	76.1	(2.4)	**-7.6**	(2.0)
	United States	75.5	(1.0)	68.0	(0.9)	**7.5**	(1.4)	71.6	(0.8)	72.7	(2.3)	71.4	(1.7)	-1.2	(2.5)
	OECD average	81.8	(0.1)	74.3	(0.2)	**7.5**	(0.2)	78.3	(0.1)	75.4	(0.7)	73.8	(0.5)	**2.6**	(0.7)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	79.1	(0.7)	74.8	(0.7)	**4.3**	(1.0)	76.7	(0.5)	c	c	79.7	(6.9)	c	c
	B-S-J-G (China)	93.5	(0.5)	94.6	(0.5)	-1.0	(0.6)	94.1	(0.4)	c	c	c	c	c	c
	Bulgaria	80.4	(1.0)	68.7	(1.1)	**11.7**	(1.3)	74.5	(0.9)	c	c	c	c	c	c
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	90.0	(0.7)	83.9	(0.8)	**6.1**	(0.9)	86.8	(0.6)	c	c	c	c	c	c
	Costa Rica	85.0	(0.9)	76.4	(0.8)	**8.5**	(1.2)	80.8	(0.7)	78.3	(4.5)	78.4	(2.2)	2.4	(4.6)
	Croatia	79.2	(0.9)	69.4	(1.1)	**9.8**	(1.4)	73.9	(0.8)	79.7	(4.1)	73.7	(2.4)	-5.8	(4.0)
	Cyprus*	79.5	(0.8)	73.6	(0.8)	**5.9**	(1.2)	76.7	(0.5)	75.1	(2.0)	71.8	(3.9)	1.5	(2.1)
	Dominican Republic	88.9	(0.9)	80.5	(1.3)	**8.4**	(1.5)	84.2	(0.9)	c	c	93.3	(4.0)	c	c
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	82.2	(0.9)	83.1	(0.8)	-0.8	(1.3)	81.3	(0.8)	86.6	(1.3)	84.3	(1.1)	**-5.3**	(1.4)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	84.1	(0.8)	76.1	(0.9)	**8.0**	(1.2)	80.0	(0.6)	c	c	85.4	(3.0)	c	c
	Macao (China)	88.7	(0.6)	88.1	(0.7)	0.6	(1.0)	87.1	(0.7)	90.0	(1.0)	88.9	(0.7)	**-2.9**	(1.2)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	90.5	(0.6)	88.8	(0.7)	1.7	(0.9)	90.0	(0.5)	80.5	(4.2)	84.3	(2.5)	**9.5**	(4.2)
	Peru	92.1	(0.7)	88.1	(0.7)	**4.1**	(0.9)	90.1	(0.6)	c	c	c	c	c	c
	Qatar	83.3	(0.6)	74.3	(0.6)	**9.0**	(0.9)	76.2	(0.7)	80.2	(0.6)	79.6	(1.0)	**-3.9**	(0.9)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	90.4	(0.7)	86.6	(0.7)	**3.8**	(1.0)	88.5	(0.5)	90.8	(2.3)	85.0	(2.8)	-2.3	(2.3)
	Singapore	69.0	(0.9)	62.1	(0.9)	**6.9**	(1.3)	63.2	(0.7)	76.8	(1.9)	72.0	(2.3)	**-13.6**	(2.1)
	Chinese Taipei	88.8	(0.6)	84.9	(0.7)	**3.9**	(1.0)	86.8	(0.5)	c	c	c	c	c	c
	Thailand	87.9	(0.7)	86.9	(0.7)	1.0	(1.0)	87.3	(0.5)	c	c	84.0	(5.4)	c	c
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	88.3	(0.8)	77.4	(0.9)	**10.9**	(1.1)	82.4	(0.6)	c	c	74.6	(6.0)	c	c
	United Arab Emirates	82.7	(0.7)	70.6	(0.8)	**12.2**	(1.1)	75.5	(0.7)	77.1	(0.8)	76.7	(1.0)	-1.6	(1.1)
	Uruguay	84.7	(0.9)	77.9	(1.0)	**6.9**	(1.3)	81.0	(0.6)	c	c	c	c	c	c
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	82.4	(0.9)	78.7	(1.0)	**3.7**	(1.1)	80.5	(0.8)	c	c	75.1	(6.7)	c	c

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472777

[Part 3/4]

Table III.11.22 Students' eating habits, by student characteristics

Percentage of students who reported "yes"

		Percentage of students who reported that they eat dinner after school, by: National quarters of the ESCS[1] index									
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	97.3	(0.3)	97.9	(0.3)	99.0	(0.2)	98.8	(0.2)	**1.6**	(0.4)
	Austria	93.1	(0.9)	93.8	(0.6)	94.7	(0.7)	95.4	(0.7)	**2.4**	(1.0)
	Belgium	95.3	(0.8)	96.6	(0.4)	97.7	(0.4)	99.0	(0.2)	**3.7**	(0.8)
	Canada	96.4	(0.4)	97.7	(0.3)	98.3	(0.3)	98.5	(0.3)	**2.1**	(0.5)
	Chile	74.9	(2.1)	74.4	(1.7)	76.4	(1.6)	81.8	(1.3)	**6.8**	(2.4)
	Czech Republic	93.4	(0.9)	93.9	(0.8)	96.2	(0.6)	96.7	(0.6)	**3.3**	(0.9)
	Denmark	95.3	(0.7)	96.6	(0.6)	97.9	(0.6)	97.8	(0.4)	**2.5**	(0.7)
	Estonia	90.9	(1.1)	91.9	(0.9)	92.7	(0.7)	93.7	(0.7)	**2.9**	(1.3)
	Finland	92.7	(0.8)	95.3	(0.7)	95.5	(0.5)	96.0	(0.6)	**3.3**	(1.0)
	France	95.1	(0.7)	96.2	(0.6)	97.2	(0.6)	98.0	(0.4)	**2.8**	(0.7)
	Germany	94.3	(0.8)	95.9	(0.8)	94.4	(0.9)	96.5	(0.8)	**2.1**	(1.0)
	Greece	91.6	(0.8)	94.8	(0.6)	95.4	(0.7)	95.6	(0.7)	**4.1**	(1.1)
	Hungary	92.5	(0.9)	92.1	(0.9)	92.4	(0.8)	93.3	(0.9)	0.8	(1.3)
	Iceland	94.8	(1.0)	96.2	(0.8)	95.6	(0.8)	96.0	(0.7)	1.2	(1.2)
	Ireland	98.7	(0.4)	99.1	(0.3)	98.7	(0.3)	99.4	(0.2)	0.6	(0.5)
	Israel	91.1	(1.0)	92.8	(1.0)	93.1	(1.0)	93.5	(0.7)	**2.4**	(1.2)
	Italy	81.6	(1.1)	79.9	(1.2)	80.5	(1.1)	80.3	(1.2)	-1.4	(1.5)
	Japan	98.2	(0.3)	98.3	(0.3)	99.0	(0.3)	99.2	(0.2)	**1.0**	(0.4)
	Korea	93.5	(0.6)	92.4	(0.9)	93.2	(0.8)	92.7	(1.0)	-0.8	(1.1)
	Latvia	94.8	(0.8)	96.2	(0.7)	95.2	(0.7)	95.5	(0.7)	0.8	(1.2)
	Luxembourg	94.0	(0.7)	93.3	(0.8)	94.9	(0.7)	97.0	(0.5)	**3.1**	(0.9)
	Mexico	85.6	(1.0)	89.2	(0.9)	91.2	(0.7)	90.3	(0.8)	**4.7**	(1.4)
	Netherlands	99.0	(0.4)	99.3	(0.3)	99.6	(0.2)	99.7	(0.1)	0.7	(0.4)
	New Zealand	97.4	(0.6)	98.3	(0.4)	98.5	(0.5)	98.7	(0.4)	**1.4**	(0.7)
	Norway	94.6	(0.7)	96.8	(0.5)	97.1	(0.5)	98.7	(0.4)	**4.1**	(0.8)
	Poland	92.2	(0.8)	93.6	(0.9)	95.0	(0.7)	95.1	(0.8)	**2.9**	(1.2)
	Portugal	95.0	(0.8)	96.6	(0.5)	96.1	(0.6)	97.6	(0.4)	**2.6**	(0.9)
	Slovak Republic	85.3	(1.1)	89.4	(0.8)	91.0	(0.8)	91.4	(0.7)	**6.1**	(1.3)
	Slovenia	63.1	(1.5)	61.6	(1.2)	65.5	(1.3)	64.5	(1.5)	1.4	(2.1)
	Spain	96.1	(0.6)	96.6	(0.6)	96.6	(0.5)	97.6	(0.4)	**1.5**	(0.7)
	Sweden	95.3	(0.6)	96.1	(0.5)	97.6	(0.5)	97.7	(0.4)	**2.4**	(0.8)
	Switzerland	95.2	(0.7)	97.3	(0.6)	95.8	(0.7)	97.3	(0.6)	**2.2**	(1.0)
	Turkey	96.2	(0.7)	96.8	(0.4)	97.6	(0.5)	97.3	(0.5)	1.1	(0.8)
	United Kingdom	95.6	(0.7)	97.5	(0.4)	97.7	(0.4)	98.3	(0.4)	**2.7**	(0.7)
	United States	95.9	(0.7)	97.8	(0.4)	97.7	(0.5)	98.8	(0.3)	**2.8**	(0.8)
	OECD average	92.5	(0.1)	93.5	(0.1)	94.1	(0.1)	94.8	(0.1)	**2.3**	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	81.9	(0.9)	82.6	(1.0)	81.8	(1.0)	83.2	(1.1)	1.2	(1.4)
	B-S-J-G (China)	98.5	(0.4)	98.6	(0.5)	98.5	(0.4)	98.6	(0.3)	0.2	(0.5)
	Bulgaria	90.7	(0.9)	92.6	(0.9)	93.2	(0.8)	94.0	(0.8)	**3.3**	(1.3)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	93.4	(0.7)	93.0	(0.7)	93.1	(0.8)	94.5	(0.7)	1.0	(0.9)
	Costa Rica	94.2	(0.8)	93.7	(0.7)	94.4	(0.7)	95.1	(0.7)	0.9	(1.1)
	Croatia	94.0	(0.6)	94.8	(0.6)	95.4	(0.6)	94.7	(0.6)	0.6	(0.9)
	Cyprus*	90.2	(0.8)	92.2	(0.7)	94.0	(0.8)	93.9	(0.7)	**3.7**	(1.0)
	Dominican Republic	92.1	(1.4)	94.4	(1.0)	94.8	(0.9)	96.8	(0.7)	**4.7**	(1.6)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	98.1	(0.4)	97.6	(0.5)	98.8	(0.3)	98.4	(0.4)	0.2	(0.6)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	93.1	(0.7)	95.1	(0.7)	93.8	(0.7)	94.8	(0.6)	1.7	(0.9)
	Macao (China)	97.4	(0.4)	98.8	(0.3)	97.8	(0.5)	98.4	(0.4)	1.0	(0.6)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	87.2	(1.0)	92.0	(0.8)	91.6	(0.7)	91.9	(0.7)	**4.7**	(1.1)
	Peru	89.1	(1.1)	90.3	(1.0)	91.4	(0.9)	91.6	(0.8)	2.5	(1.3)
	Qatar	90.4	(0.7)	93.6	(0.5)	94.3	(0.5)	93.3	(0.4)	**2.9**	(0.8)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	92.5	(1.0)	93.2	(0.8)	94.7	(0.7)	95.2	(0.7)	**2.7**	(1.3)
	Singapore	93.1	(0.9)	95.2	(0.6)	97.0	(0.5)	97.4	(0.4)	**4.3**	(1.0)
	Chinese Taipei	98.1	(0.3)	98.6	(0.3)	98.7	(0.3)	99.0	(0.2)	**0.9**	(0.4)
	Thailand	94.2	(0.7)	94.5	(0.7)	95.0	(0.6)	94.4	(0.7)	0.2	(0.8)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	92.1	(1.0)	91.9	(0.9)	91.8	(0.9)	93.4	(0.8)	1.4	(1.2)
	United Arab Emirates	90.4	(0.7)	91.5	(0.7)	93.3	(0.6)	93.0	(0.6)	**2.6**	(1.0)
	Uruguay	87.0	(1.0)	87.6	(1.3)	88.1	(1.1)	90.9	(1.0)	**4.0**	(1.5)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	93.6	(0.6)	94.3	(0.6)	94.9	(0.6)	96.2	(0.5)	**2.6**	(0.8)

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472777

[Part 4/4]

Table III.11.22 Students' eating habits, by student characteristics

Percentage of students who reported "yes"

		Percentage of students who reported that they eat dinner after school, by:													
		Gender						Immigrant background							
		Boys		Girls		Gender difference (B – G)		Non-immigrant		First-generation		Second-generation		Difference by immigrant background (non-immigrant – first-generation)	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	Australia	98.7	(0.2)	97.8	(0.2)	**0.9**	(0.3)	98.4	(0.1)	97.3	(0.5)	98.5	(0.4)	1.0	(0.5)
	Austria	95.5	(0.4)	92.9	(0.6)	**2.6**	(0.7)	94.6	(0.4)	90.4	(2.2)	94.0	(0.8)	4.2	(2.2)
	Belgium	97.0	(0.4)	97.4	(0.3)	-0.4	(0.4)	98.3	(0.2)	90.0	(1.5)	93.6	(1.0)	**8.3**	(1.5)
	Canada	97.9	(0.2)	97.5	(0.2)	0.4	(0.3)	97.9	(0.2)	97.8	(0.4)	97.0	(0.4)	0.1	(0.4)
	Chile	79.9	(1.1)	74.0	(1.2)	**5.9**	(1.5)	76.8	(0.9)	79.3	(5.1)	c	c	-2.5	(5.1)
	Czech Republic	96.5	(0.4)	93.5	(0.6)	**3.0**	(0.7)	95.1	(0.4)	94.3	(2.0)	92.7	(2.8)	0.8	(2.0)
	Denmark	97.3	(0.3)	96.5	(0.4)	0.8	(0.5)	97.1	(0.3)	92.8	(2.2)	96.0	(0.7)	**4.3**	(2.1)
	Estonia	93.2	(0.6)	91.3	(0.6)	**2.0**	(0.9)	92.2	(0.5)	92.2	(3.9)	93.3	(1.3)	0.0	(3.9)
	Finland	95.9	(0.4)	93.8	(0.5)	**2.1**	(0.6)	95.0	(0.3)	92.6	(3.2)	90.7	(3.2)	2.4	(3.3)
	France	96.9	(0.4)	96.3	(0.4)	0.7	(0.4)	96.7	(0.3)	94.1	(1.8)	96.1	(0.9)	2.6	(1.7)
	Germany	96.0	(0.6)	94.5	(0.6)	1.5	(0.9)	95.5	(0.4)	94.8	(2.1)	93.9	(1.3)	0.6	(2.1)
	Greece	94.6	(0.6)	94.2	(0.5)	0.4	(0.7)	94.8	(0.4)	86.3	(3.5)	93.1	(1.5)	**8.5**	(3.5)
	Hungary	95.0	(0.6)	90.1	(0.7)	**4.9**	(0.8)	92.7	(0.4)	79.3	(8.1)	92.1	(3.0)	13.5	(8.1)
	Iceland	96.9	(0.5)	94.5	(0.6)	**2.4**	(0.7)	95.6	(0.4)	97.7	(1.6)	94.8	(3.6)	-2.1	(1.7)
	Ireland	99.1	(0.2)	98.8	(0.2)	0.3	(0.3)	99.0	(0.2)	98.3	(0.6)	100.0	c	0.6	(0.6)
	Israel	91.8	(0.8)	93.4	(0.8)	-1.6	(1.1)	93.1	(0.6)	84.7	(2.9)	92.4	(1.2)	**8.3**	(2.8)
	Italy	82.0	(0.8)	79.3	(0.8)	**2.7**	(1.0)	80.5	(0.6)	80.8	(2.9)	82.5	(3.5)	-0.3	(2.9)
	Japan	99.1	(0.2)	98.3	(0.2)	**0.8**	(0.3)	98.7	(0.2)	c	c	c	c	c	c
	Korea	94.1	(0.6)	91.8	(0.7)	**2.3**	(0.8)	93.0	(0.5)	c	c	m	m	c	c
	Latvia	96.1	(0.4)	94.8	(0.4)	**1.3**	(0.6)	95.6	(0.3)	95.6	(3.2)	94.1	(1.5)	0.0	(3.2)
	Luxembourg	94.2	(0.5)	95.2	(0.4)	-1.0	(0.6)	94.8	(0.5)	94.9	(0.8)	94.8	(0.6)	-0.1	(1.0)
	Mexico	91.6	(0.6)	86.7	(0.7)	**5.0**	(1.0)	89.2	(0.5)	94.2	(3.1)	c	c	-5.0	(3.1)
	Netherlands	99.1	(0.2)	99.7	(0.1)	**-0.6**	(0.2)	99.6	(0.1)	96.7	(1.7)	98.3	(0.6)	2.9	(1.7)
	New Zealand	98.6	(0.3)	97.8	(0.3)	**0.9**	(0.4)	98.5	(0.2)	96.7	(0.8)	98.2	(0.6)	**1.8**	(0.8)
	Norway	97.5	(0.4)	96.2	(0.4)	**1.3**	(0.5)	96.9	(0.3)	95.4	(1.2)	96.3	(0.9)	1.5	(1.1)
	Poland	93.3	(0.5)	94.6	(0.4)	-1.3	(0.7)	94.0	(0.4)	c	c	c	c	c	c
	Portugal	96.5	(0.4)	96.1	(0.5)	0.4	(0.6)	96.5	(0.3)	91.5	(2.0)	96.4	(1.2)	**5.0**	(2.0)
	Slovak Republic	89.7	(0.5)	88.9	(0.7)	0.8	(0.8)	89.5	(0.4)	c	c	c	c	c	c
	Slovenia	65.5	(1.1)	61.9	(1.1)	**3.6**	(1.6)	64.0	(0.7)	57.0	(4.9)	60.1	(3.7)	7.0	(5.0)
	Spain	96.7	(0.4)	96.7	(0.4)	0.0	(0.5)	96.9	(0.3)	95.9	(0.9)	91.5	(4.0)	1.0	(0.9)
	Sweden	96.9	(0.3)	96.4	(0.4)	0.5	(0.5)	96.7	(0.3)	96.6	(0.8)	96.8	(0.9)	0.1	(0.8)
	Switzerland	96.3	(0.4)	96.5	(0.4)	-0.1	(0.6)	97.2	(0.3)	93.7	(1.3)	95.2	(0.7)	**3.6**	(1.3)
	Turkey	96.8	(0.4)	97.0	(0.4)	-0.2	(0.5)	97.0	(0.3)	c	c	100.0	(0.0)	c	c
	United Kingdom	98.0	(0.2)	96.4	(0.4)	**1.6**	(0.5)	97.6	(0.2)	97.0	(0.8)	95.2	(1.3)	0.5	(0.9)
	United States	98.1	(0.3)	97.1	(0.3)	**1.0**	(0.4)	98.0	(0.2)	94.9	(1.5)	97.1	(0.8)	**3.1**	(1.6)
	OECD average	94.4	(0.1)	93.1	(0.1)	**1.3**	(0.1)	93.9	(0.1)	91.4	(0.5)	93.6	(0.3)	**2.4**	(0.5)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	84.0	(0.7)	80.9	(0.8)	**3.0**	(0.9)	82.5	(0.6)	c	c	80.5	(7.6)	c	c
	B-S-J-G (China)	98.7	(0.2)	98.4	(0.3)	0.2	(0.3)	98.6	(0.1)	c	c	c	c	c	c
	Bulgaria	92.7	(0.5)	92.6	(0.6)	0.0	(0.8)	92.8	(0.4)	c	c	c	c	c	c
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	95.3	(0.4)	91.9	(0.5)	**3.4**	(0.6)	93.6	(0.4)	c	c	94.7	(5.2)	c	c
	Costa Rica	95.1	(0.5)	93.5	(0.5)	**1.6**	(0.7)	94.4	(0.4)	92.7	(2.6)	96.3	(1.2)	1.7	(2.6)
	Croatia	94.9	(0.5)	94.5	(0.4)	0.5	(0.7)	94.6	(0.3)	94.7	(2.4)	96.2	(0.7)	-0.1	(2.5)
	Cyprus*	93.0	(0.5)	92.2	(0.5)	0.8	(0.7)	92.7	(0.4)	91.1	(1.6)	92.3	(2.3)	1.6	(1.7)
	Dominican Republic	95.1	(0.9)	94.4	(0.6)	0.7	(1.0)	94.8	(0.6)	c	c	c	c	c	c
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	98.4	(0.3)	98.1	(0.3)	0.3	(0.4)	98.4	(0.2)	97.8	(0.7)	98.2	(0.4)	0.6	(0.7)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	94.8	(0.5)	93.5	(0.6)	1.3	(0.7)	94.3	(0.4)	77.4	(12.6)	91.4	(2.3)	16.9	(12.6)
	Macao (China)	98.7	(0.2)	97.5	(0.3)	**1.2**	(0.4)	98.0	(0.4)	97.9	(0.5)	98.3	(0.3)	0.0	(0.7)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	91.6	(0.5)	89.8	(0.6)	**1.8**	(0.8)	90.8	(0.5)	84.5	(3.9)	89.0	(2.2)	6.3	(4.0)
	Peru	91.7	(0.5)	89.8	(0.6)	**1.9**	(0.8)	90.7	(0.4)	c	c	c	c	c	c
	Qatar	93.5	(0.4)	92.4	(0.4)	**1.1**	(0.5)	90.8	(0.4)	95.1	(0.4)	93.0	(0.6)	**-4.3**	(0.5)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	94.7	(0.5)	93.1	(0.6)	**1.6**	(0.7)	93.8	(0.5)	94.1	(2.2)	95.7	(1.4)	-0.3	(2.2)
	Singapore	96.1	(0.3)	95.2	(0.4)	**0.9**	(0.4)	95.2	(0.3)	97.8	(0.6)	96.6	(1.1)	**-2.6**	(0.7)
	Chinese Taipei	98.9	(0.2)	98.3	(0.2)	**0.6**	(0.3)	98.6	(0.2)	c	c	c	c	c	c
	Thailand	94.7	(0.5)	94.3	(0.5)	0.4	(0.6)	94.5	(0.4)	c	c	99.9	(0.1)	c	c
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	94.6	(0.5)	90.3	(0.6)	**4.2**	(0.8)	92.5	(0.4)	c	c	76.1	(6.4)	c	c
	United Arab Emirates	93.7	(0.3)	90.6	(0.5)	**3.1**	(0.6)	91.4	(0.5)	93.6	(0.5)	91.2	(0.7)	**-2.2**	(0.6)
	Uruguay	90.8	(0.7)	86.6	(0.8)	**4.2**	(1.0)	88.4	(0.6)	c	c	c	c	c	c
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	95.6	(0.4)	94.0	(0.5)	**1.7**	(0.7)	95.0	(0.3)	c	c	89.3	(4.4)	c	c

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472777

[Part 1/1]

Table III.11.24a Eating breakfast and student performance in science

Results based on students' self-reports

		Science performance									
		Percentage of students who reported that they eat breakfast before school, by science performance						Change in science score associated with eating breakfast before school			
		Bottom quarter of science performance		Top quarter of science performance		Difference between top and bottom quarter of science performance (top – bottom)		Before accounting for students' socio-economic status		After accounting for students' socio-economic status	
		%	S.E.	%	S.E.	% dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	74.6	(1.0)	83.8	(0.9)	**9.1**	(1.5)	**21**	(2.9)	**13**	(2.8)
	Austria	64.0	(1.8)	68.0	(1.7)	4.0	(2.5)	7	(3.7)	0	(3.3)
	Belgium	71.5	(1.2)	88.3	(0.9)	**16.8**	(1.5)	**36**	(3.1)	**21**	(2.8)
	Canada	72.2	(1.1)	80.3	(1.0)	**8.2**	(1.4)	**15**	(2.4)	**8**	(2.3)
	Chile	74.0	(1.9)	72.6	(1.5)	-1.4	(2.4)	-1	(3.0)	**-7**	(2.6)
	Czech Republic	68.9	(1.5)	76.2	(1.6)	**7.3**	(2.2)	**14**	(3.5)	**6**	(3.1)
	Denmark	78.3	(1.4)	91.1	(1.0)	**12.8**	(1.7)	**31**	(3.9)	**22**	(3.8)
	Estonia	80.6	(1.5)	86.6	(1.2)	**6.0**	(2.0)	**14**	(4.0)	**8**	(3.9)
	Finland	79.8	(1.3)	88.7	(1.1)	**8.9**	(1.6)	**24**	(3.3)	**16**	(3.2)
	France	73.4	(1.6)	84.2	(1.2)	**10.8**	(1.8)	**23**	(3.5)	**14**	(3.0)
	Germany	66.1	(1.9)	76.2	(1.9)	**10.0**	(2.7)	**19**	(4.1)	**9**	(4.0)
	Greece	82.9	(1.3)	77.3	(1.4)	**-5.5**	(1.9)	**-11**	(3.4)	**-12**	(3.3)
	Hungary	79.3	(1.8)	65.3	(1.4)	**-13.9**	(2.4)	**-23**	(3.7)	**-21**	(3.3)
	Iceland	76.7	(1.8)	85.8	(1.4)	**9.1**	(2.5)	**20**	(4.5)	**15**	(4.4)
	Ireland	77.6	(1.5)	88.3	(1.0)	**10.7**	(1.7)	**25**	(3.6)	**19**	(3.5)
	Israel	79.3	(1.5)	65.4	(1.5)	**-14.0**	(2.2)	**-26**	(3.9)	**-27**	(3.3)
	Italy	71.7	(1.7)	81.4	(1.2)	**9.8**	(1.9)	**18**	(3.3)	**12**	(3.2)
	Japan	88.2	(0.9)	95.2	(0.6)	**7.0**	(1.0)	**35**	(4.9)	**27**	(4.7)
	Korea	71.1	(1.7)	86.6	(1.1)	**15.5**	(2.1)	**34**	(4.1)	**27**	(3.5)
	Latvia	81.2	(1.4)	81.9	(1.3)	0.7	(2.0)	2	(3.3)	1	(3.3)
	Luxembourg	74.2	(1.6)	79.2	(1.4)	**4.9**	(2.1)	**11**	(3.4)	**8**	(3.1)
	Mexico	84.3	(1.4)	80.2	(1.2)	**-4.1**	(1.8)	**-7**	(3.2)	**-6**	(3.0)
	Netherlands	85.0	(1.1)	93.1	(0.8)	**8.1**	(1.4)	**31**	(4.4)	**21**	(4.0)
	New Zealand	74.6	(1.5)	86.0	(1.2)	**11.4**	(2.0)	**27**	(4.5)	**16**	(4.4)
	Norway	76.1	(1.4)	87.9	(1.1)	**11.8**	(1.8)	**31**	(3.4)	**24**	(3.3)
	Poland	79.9	(1.5)	82.3	(1.5)	2.4	(2.1)	6	(4.0)	2	(3.6)
	Portugal	91.3	(0.9)	93.9	(0.7)	**2.6**	(1.1)	**13**	(4.5)	**9**	(4.1)
	Slovak Republic	73.0	(1.6)	71.2	(1.5)	-1.8	(2.4)	-3	(2.9)	**-6**	(2.9)
	Slovenia	58.7	(1.6)	73.0	(1.6)	**14.3**	(2.3)	**22**	(3.2)	**17**	(2.8)
	Spain	81.6	(1.1)	88.9	(0.9)	**7.3**	(1.5)	**19**	(3.2)	**12**	(3.2)
	Sweden	76.0	(1.5)	89.5	(1.0)	**13.5**	(1.8)	**37**	(3.9)	**26**	(4.0)
	Switzerland	68.6	(1.7)	80.8	(1.6)	**12.3**	(2.4)	**24**	(3.9)	**14**	(3.6)
	Turkey	83.3	(1.2)	76.1	(1.8)	**-7.2**	(2.3)	**-13**	(3.9)	**-12**	(3.4)
	United Kingdom	65.0	(1.5)	77.5	(1.3)	**12.5**	(2.0)	**23**	(3.2)	**15**	(3.0)
	United States	75.4	(1.4)	70.9	(1.5)	**-4.5**	(2.0)	**-8**	(2.9)	**-14**	(2.7)
	OECD average	76.0	(0.3)	81.5	(0.2)	**5.6**	(0.3)	**14**	(0.6)	**8**	(0.6)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	78.7	(1.2)	76.9	(1.0)	-1.8	(1.7)	-2	(2.9)	-3	(2.8)
	B-S-J-G (China)	92.2	(1.1)	95.4	(0.6)	**3.1**	(1.3)	**25**	(8.1)	**20**	(7.9)
	Bulgaria	80.9	(1.6)	71.8	(1.9)	**-9.1**	(2.5)	**-17**	(4.3)	**-15**	(3.8)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	86.1	(1.2)	87.4	(0.9)	1.4	(1.3)	4	(3.1)	0	(3.0)
	Costa Rica	80.1	(1.6)	82.9	(1.5)	2.8	(2.2)	**7**	(3.1)	5	(2.8)
	Croatia	79.9	(1.5)	69.1	(1.5)	**-10.8**	(2.2)	**-19**	(3.4)	**-20**	(3.1)
	Cyprus*	78.2	(1.5)	75.9	(1.4)	-2.3	(2.0)	-5	(3.3)	**-8**	(3.1)
	Dominican Republic	89.1	(1.9)	79.3	(1.4)	**-9.8**	(2.3)	**-22**	(4.5)	**-23**	(4.0)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	81.5	(1.1)	83.0	(1.3)	1.5	(1.7)	4	(3.2)	3	(3.2)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	78.8	(1.2)	83.7	(1.4)	**4.9**	(1.8)	**12**	(3.1)	**6**	(2.9)
	Macao (China)	88.4	(0.9)	88.7	(1.0)	0.3	(1.4)	1	(3.6)	0	(3.6)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	90.6	(1.0)	88.2	(1.1)	-2.4	(1.6)	-8	(5.3)	-10	(5.2)
	Peru	92.4	(1.0)	89.1	(1.1)	**-3.3**	(1.6)	**-9**	(4.0)	-6	(3.6)
	Qatar	81.4	(1.2)	76.6	(0.8)	**-4.9**	(1.4)	**-9**	(2.5)	**-9**	(2.4)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	89.2	(1.1)	88.1	(1.3)	-1.1	(1.8)	-3	(5.0)	-3	(4.9)
	Singapore	57.2	(1.3)	75.1	(1.4)	**17.9**	(2.0)	**32**	(2.9)	**17**	(2.9)
	Chinese Taipei	89.3	(0.9)	85.4	(0.9)	**-3.9**	(1.3)	**-14**	(3.4)	**-11**	(3.2)
	Thailand	88.4	(1.2)	84.8	(1.2)	**-3.6**	(1.7)	**-10**	(4.3)	**-9**	(4.1)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	83.0	(1.4)	82.5	(1.2)	-0.5	(1.8)	0	(2.9)	-1	(2.8)
	United Arab Emirates	80.2	(1.1)	75.0	(1.2)	**-5.3**	(1.6)	**-10**	(3.0)	**-10**	(2.9)
	Uruguay	82.5	(1.7)	82.6	(1.2)	0.1	(2.3)	3	(4.2)	-3	(3.6)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	79.1	(1.4)	82.3	(1.4)	3.1	(1.9)	6	(3.0)	2	(2.7)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472796

[Part 1/1]

Table III.11.26a Eating dinner and student performance in science

Results based on students' self-reports

		Science performance									
		Percentage of students who reported that they eat dinner after school, by science performance						Change in science score associated with eating dinner after school			
		Bottom quarter of science performance		Top quarter of science performance		Difference between top and bottom quarter of science performance (top – bottom)		Before accounting for students' socio-economic status		After accounting for students' socio-economic status	
		%	S.E.	%	S.E.	% dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	97.1	(0.4)	99.1	(0.2)	**2.0**	(0.5)	**44**	(10.0)	**28**	(10.1)
	Austria	92.0	(0.9)	96.0	(0.6)	**4.0**	(1.0)	**25**	(5.6)	**19**	(5.0)
	Belgium	93.3	(0.9)	99.4	(0.2)	**6.0**	(0.9)	**81**	(7.9)	**54**	(7.0)
	Canada	96.2	(0.5)	98.6	(0.3)	**2.5**	(0.5)	**42**	(7.3)	**32**	(7.2)
	Chile	75.8	(1.9)	80.3	(1.4)	4.5	(2.4)	**9**	(3.6)	4	(3.0)
	Czech Republic	92.1	(1.0)	97.6	(0.5)	**5.5**	(1.0)	**42**	(5.6)	**32**	(5.1)
	Denmark	95.0	(0.8)	98.4	(0.4)	**3.4**	(0.9)	**38**	(7.9)	**27**	(8.5)
	Estonia	90.9	(1.1)	93.6	(0.9)	2.7	(1.7)	13	(7.0)	8	(6.6)
	Finland	92.8	(0.9)	95.3	(0.6)	**2.6**	(1.1)	**18**	(7.3)	11	(6.8)
	France	93.3	(0.8)	98.9	(0.4)	**5.6**	(0.9)	**65**	(7.6)	**48**	(6.7)
	Germany	94.1	(1.0)	96.6	(0.7)	**2.5**	(1.2)	**22**	(8.7)	15	(8.0)
	Greece	89.5	(1.0)	97.7	(0.5)	**8.3**	(1.0)	**53**	(6.0)	**45**	(5.8)
	Hungary	91.3	(1.3)	94.1	(0.8)	2.8	(1.5)	**15**	(6.2)	**12**	(5.4)
	Iceland	94.9	(1.0)	96.6	(0.8)	1.7	(1.3)	15	(8.6)	12	(8.5)
	Ireland	98.5	(0.5)	99.4	(0.2)	0.9	(0.5)	**34**	(15.7)	**28**	(14.5)
	Israel	91.5	(1.1)	92.9	(0.9)	1.5	(1.4)	9	(7.6)	4	(6.8)
	Italy	81.5	(1.3)	78.2	(1.5)	-3.3	(1.9)	**-9**	(3.6)	**-8**	(3.4)
	Japan	97.9	(0.4)	99.3	(0.3)	**1.4**	(0.5)	**38**	(12.1)	**26**	(11.0)
	Korea	93.9	(0.8)	90.9	(1.1)	**-3.0**	(1.3)	**-16**	(6.3)	**-14**	(5.7)
	Latvia	93.4	(0.9)	96.6	(0.6)	**3.2**	(1.1)	**24**	(7.2)	**23**	(6.6)
	Luxembourg	92.7	(0.8)	97.4	(0.6)	**4.7**	(0.9)	**36**	(5.9)	**25**	(5.6)
	Mexico	85.8	(1.2)	92.6	(0.8)	**6.8**	(1.5)	**20**	(3.5)	**15**	(3.4)
	Netherlands	98.4	(0.5)	99.9	(0.1)	**1.5**	(0.5)	**86**	(17.5)	**74**	(16.7)
	New Zealand	98.0	(0.5)	99.1	(0.3)	1.2	(0.6)	**28**	(12.1)	17	(10.9)
	Norway	94.5	(0.9)	98.6	(0.4)	**4.0**	(1.0)	**51**	(9.9)	**34**	(9.2)
	Poland	90.8	(0.8)	95.2	(0.8)	**4.4**	(1.1)	**26**	(6.5)	**20**	(5.9)
	Portugal	94.4	(0.8)	97.3	(0.5)	**2.9**	(0.9)	**27**	(7.7)	**18**	(7.0)
	Slovak Republic	85.6	(1.3)	92.5	(0.8)	**6.8**	(1.6)	**24**	(4.5)	**15**	(4.4)
	Slovenia	68.5	(1.6)	58.8	(1.8)	**-9.7**	(2.5)	**-14**	(3.2)	**-16**	(3.2)
	Spain	94.9	(0.6)	97.9	(0.4)	**3.0**	(0.7)	**34**	(7.0)	**26**	(6.0)
	Sweden	94.7	(0.7)	98.6	(0.4)	**3.9**	(0.8)	**49**	(8.9)	**39**	(9.0)
	Switzerland	93.7	(1.0)	98.3	(0.6)	**4.6**	(1.2)	**56**	(11.3)	**50**	(10.4)
	Turkey	95.9	(0.8)	98.2	(0.4)	**2.3**	(0.9)	**25**	(7.0)	**22**	(6.6)
	United Kingdom	94.7	(0.8)	98.4	(0.4)	**3.7**	(0.9)	**51**	(10.2)	**40**	(10.1)
	United States	96.6	(0.6)	98.2	(0.5)	**1.7**	(0.8)	**24**	(11.0)	8	(9.8)
	OECD average	92.1	(0.2)	94.9	(0.1)	**2.8**	(0.2)	**31**	(1.4)	**23**	(1.4)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	80.8	(1.4)	82.6	(1.1)	1.8	(1.7)	3	(3.4)	2	(3.1)
	B-S-J-G (China)	98.5	(0.3)	98.5	(0.4)	0.1	(0.5)	9	(13.5)	11	(12.1)
	Bulgaria	88.4	(1.3)	95.5	(0.7)	**7.1**	(1.5)	**38**	(7.0)	**30**	(6.0)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	91.0	(0.9)	94.9	(0.7)	**3.9**	(1.0)	**21**	(4.5)	**18**	(4.1)
	Costa Rica	92.1	(1.0)	96.5	(0.6)	**4.4**	(1.2)	**22**	(5.1)	**20**	(4.8)
	Croatia	94.0	(0.6)	95.8	(0.6)	**1.8**	(0.9)	**13**	(4.7)	**11**	(4.8)
	Cyprus*	88.1	(1.1)	96.8	(0.6)	**8.7**	(1.3)	**43**	(5.3)	**37**	(5.5)
	Dominican Republic	92.3	(1.7)	97.0	(0.7)	**4.7**	(1.9)	**27**	(7.8)	**20**	(7.2)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	97.0	(0.5)	98.9	(0.4)	**1.8**	(0.7)	**39**	(11.7)	**35**	(11.9)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	91.4	(0.9)	96.3	(0.6)	**4.9**	(1.2)	**30**	(6.4)	**27**	(6.1)
	Macao (China)	97.4	(0.5)	99.0	(0.4)	**1.6**	(0.7)	**25**	(9.7)	**23**	(9.6)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	90.3	(1.0)	91.5	(1.0)	1.2	(1.4)	6	(4.9)	2	(4.8)
	Peru	89.5	(1.3)	92.2	(0.9)	2.7	(1.7)	**10**	(3.9)	**7**	(3.2)
	Qatar	88.2	(0.9)	96.4	(0.3)	**8.2**	(0.9)	**45**	(3.8)	**41**	(3.6)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	92.2	(0.9)	95.7	(0.7)	**3.5**	(1.1)	**19**	(4.9)	**15**	(4.7)
	Singapore	91.8	(0.8)	98.6	(0.4)	**6.8**	(0.9)	**67**	(6.6)	**48**	(6.3)
	Chinese Taipei	97.8	(0.4)	99.1	(0.3)	**1.3**	(0.5)	**40**	(11.5)	**28**	(10.7)
	Thailand	93.0	(0.8)	96.2	(0.7)	**3.3**	(1.1)	**19**	(5.0)	**18**	(4.9)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	91.1	(1.1)	94.5	(0.8)	**3.4**	(1.4)	**13**	(4.0)	**12**	(4.0)
	United Arab Emirates	89.5	(0.7)	94.7	(0.6)	**5.2**	(1.0)	**27**	(4.1)	**24**	(4.0)
	Uruguay	86.8	(1.5)	91.3	(1.1)	**4.5**	(1.8)	**16**	(4.9)	**9**	(4.5)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	92.1	(0.8)	96.2	(0.7)	**4.1**	(1.1)	**25**	(5.3)	**20**	(5.0)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472820

[Part 1/1]

Table III.11.27 Eating habits and life satisfaction

Results based on students' self-reports

		Average life satisfaction, by:				Difference in life satisfaction by eating breakfast				Average life satisfaction, by:				Difference in life satisfaction by eating dinner			
		Student does not report eating breakfast before school		Student reports eating breakfast before school		Before accounting for students' socio-economic status		After accounting for students' socio-economic status		Student does not report eating dinner		Student reports eating dinner		Before accounting for students' socio-economic status		After accounting for students' socio-economic status	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	7.12	(0.05)	7.76	(0.04)	**0.64**	(0.07)	**0.61**	(0.07)	6.45	(0.16)	7.59	(0.03)	**1.14**	(0.16)	**1.10**	(0.15)
	Belgium (excl. Flemish)	7.03	(0.08)	7.62	(0.05)	**0.59**	(0.08)	**0.52**	(0.08)	7.29	(0.25)	7.48	(0.05)	0.19	(0.25)	0.03	(0.26)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	6.90	(0.06)	7.54	(0.05)	**0.64**	(0.06)	**0.61**	(0.06)	7.01	(0.08)	7.45	(0.04)	**0.44**	(0.08)	**0.41**	(0.08)
	Czech Republic	6.69	(0.07)	7.20	(0.04)	**0.51**	(0.07)	**0.46**	(0.07)	6.11	(0.18)	7.10	(0.04)	**0.99**	(0.18)	**0.92**	(0.18)
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	6.92	(0.10)	7.62	(0.04)	**0.70**	(0.11)	**0.64**	(0.11)	6.73	(0.15)	7.57	(0.03)	**0.84**	(0.15)	**0.79**	(0.15)
	Finland	7.26	(0.08)	8.01	(0.03)	**0.75**	(0.08)	**0.71**	(0.08)	6.87	(0.16)	7.94	(0.03)	**1.07**	(0.16)	**1.03**	(0.16)
	France	7.17	(0.07)	7.77	(0.03)	**0.60**	(0.07)	**0.56**	(0.07)	6.80	(0.16)	7.67	(0.03)	**0.87**	(0.17)	**0.80**	(0.17)
	Germany	6.70	(0.09)	7.50	(0.04)	**0.80**	(0.09)	**0.77**	(0.09)	5.72	(0.26)	7.36	(0.04)	**1.64**	(0.26)	**1.61**	(0.26)
	Greece	6.40	(0.09)	7.05	(0.04)	**0.65**	(0.10)	**0.64**	(0.10)	6.34	(0.18)	6.95	(0.04)	**0.61**	(0.19)	**0.56**	(0.20)
	Hungary	6.68	(0.06)	7.38	(0.04)	**0.71**	(0.07)	**0.72**	(0.08)	6.35	(0.14)	7.23	(0.04)	**0.88**	(0.14)	**0.86**	(0.14)
	Iceland	6.76	(0.10)	8.03	(0.04)	**1.27**	(0.10)	**1.20**	(0.10)	6.24	(0.25)	7.86	(0.04)	**1.62**	(0.25)	**1.57**	(0.24)
	Ireland	6.33	(0.10)	7.49	(0.03)	**1.17**	(0.10)	**1.15**	(0.11)	4.75	(0.40)	7.32	(0.03)	**2.57**	(0.40)	**2.55**	(0.40)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	6.25	(0.09)	7.09	(0.04)	**0.84**	(0.09)	**0.81**	(0.09)	6.76	(0.09)	6.92	(0.04)	0.16	(0.09)	0.17	(0.10)
	Japan	5.98	(0.11)	6.88	(0.04)	**0.91**	(0.11)	**0.87**	(0.11)	6.04	(0.29)	6.83	(0.04)	**0.79**	(0.30)	**0.73**	(0.31)
	Korea	5.88	(0.07)	6.49	(0.04)	**0.61**	(0.08)	**0.56**	(0.08)	5.75	(0.16)	6.41	(0.04)	**0.66**	(0.16)	**0.67**	(0.16)
	Latvia	6.86	(0.07)	7.50	(0.04)	**0.64**	(0.08)	**0.63**	(0.07)	6.60	(0.16)	7.41	(0.04)	**0.81**	(0.17)	**0.80**	(0.17)
	Luxembourg	6.96	(0.06)	7.53	(0.04)	**0.56**	(0.07)	**0.55**	(0.07)	6.88	(0.17)	7.41	(0.03)	**0.53**	(0.18)	**0.49**	(0.18)
	Mexico	7.72	(0.06)	8.40	(0.03)	**0.68**	(0.07)	**0.68**	(0.07)	7.80	(0.10)	8.33	(0.03)	**0.52**	(0.11)	**0.51**	(0.11)
	Netherlands	7.28	(0.08)	7.89	(0.03)	**0.60**	(0.08)	**0.61**	(0.08)	m	m	7.82	(0.02)	m	m	m	m
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	6.37	(0.08)	7.38	(0.04)	**1.01**	(0.09)	**0.99**	(0.09)	6.36	(0.20)	7.24	(0.04)	**0.88**	(0.21)	**0.85**	(0.21)
	Portugal	6.49	(0.12)	7.44	(0.03)	**0.95**	(0.13)	**0.94**	(0.13)	7.20	(0.17)	7.38	(0.03)	0.17	(0.18)	0.15	(0.18)
	Slovak Republic	7.13	(0.07)	7.58	(0.04)	**0.45**	(0.08)	**0.43**	(0.08)	7.13	(0.10)	7.49	(0.03)	**0.36**	(0.10)	**0.31**	(0.10)
	Slovenia	6.77	(0.07)	7.38	(0.04)	**0.60**	(0.07)	**0.60**	(0.07)	7.11	(0.07)	7.19	(0.04)	0.08	(0.08)	0.08	(0.08)
	Spain	6.59	(0.09)	7.58	(0.04)	**0.99**	(0.09)	**0.94**	(0.09)	6.34	(0.21)	7.46	(0.03)	**1.12**	(0.21)	**1.07**	(0.20)
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	7.32	(0.08)	7.82	(0.04)	**0.50**	(0.09)	**0.48**	(0.09)	6.97	(0.30)	7.71	(0.03)	**0.74**	(0.30)	**0.73**	(0.30)
	Turkey	5.09	(0.11)	6.39	(0.07)	**1.30**	(0.12)	**1.31**	(0.11)	5.35	(0.24)	6.14	(0.06)	**0.79**	(0.24)	**0.77**	(0.24)
	United Kingdom	6.18	(0.07)	7.32	(0.04)	**1.14**	(0.07)	**1.09**	(0.07)	5.04	(0.24)	7.04	(0.04)	**2.00**	(0.25)	**1.91**	(0.25)
	United States	6.64	(0.06)	7.64	(0.04)	**1.00**	(0.08)	**0.96**	(0.07)	5.98	(0.28)	7.39	(0.03)	**1.41**	(0.27)	**1.29**	(0.27)
	OECD average	6.70	(0.02)	7.47	(0.01)	**0.78**	(0.02)	**0.75**	(0.02)	6.44	(0.04)	7.35	(0.01)	**0.88**	(0.04)	**0.84**	(0.04)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	6.98	(0.07)	7.71	(0.03)	**0.72**	(0.07)	**0.73**	(0.07)	7.25	(0.08)	7.62	(0.04)	**0.37**	(0.09)	**0.37**	(0.09)
	B-S-J-G (China)	6.01	(0.13)	6.89	(0.04)	**0.88**	(0.14)	**0.86**	(0.14)	6.08	(0.24)	6.84	(0.04)	**0.76**	(0.24)	**0.77**	(0.25)
	Bulgaria	7.13	(0.08)	7.49	(0.04)	**0.37**	(0.09)	**0.37**	(0.09)	6.90	(0.14)	7.44	(0.04)	**0.54**	(0.15)	**0.50**	(0.15)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	7.09	(0.11)	7.98	(0.04)	**0.89**	(0.11)	**0.90**	(0.11)	7.07	(0.14)	7.91	(0.04)	**0.83**	(0.13)	**0.84**	(0.13)
	Costa Rica	7.47	(0.09)	8.34	(0.03)	**0.87**	(0.09)	**0.87**	(0.09)	7.56	(0.18)	8.21	(0.03)	**0.65**	(0.18)	**0.65**	(0.18)
	Croatia	7.35	(0.07)	8.07	(0.04)	**0.72**	(0.07)	**0.72**	(0.07)	7.55	(0.15)	7.91	(0.04)	**0.35**	(0.15)	**0.35**	(0.15)
	Cyprus*	6.58	(0.07)	7.23	(0.04)	**0.65**	(0.08)	**0.62**	(0.08)	6.57	(0.17)	7.12	(0.03)	**0.56**	(0.17)	**0.49**	(0.16)
	Dominican Republic	8.04	(0.13)	8.60	(0.05)	**0.56**	(0.14)	**0.56**	(0.14)	8.32	(0.25)	8.49	(0.04)	0.17	(0.25)	0.18	(0.25)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	6.05	(0.09)	6.58	(0.04)	**0.52**	(0.09)	**0.51**	(0.09)	5.47	(0.26)	6.50	(0.04)	**1.03**	(0.26)	**0.99**	(0.25)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	7.29	(0.07)	8.01	(0.03)	**0.71**	(0.08)	**0.68**	(0.08)	7.16	(0.17)	7.91	(0.03)	**0.75**	(0.17)	**0.74**	(0.16)
	Macao (China)	6.19	(0.10)	6.65	(0.03)	**0.45**	(0.10)	**0.44**	(0.10)	5.88	(0.31)	6.61	(0.03)	**0.73**	(0.31)	**0.69**	(0.32)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	6.97	(0.13)	7.80	(0.04)	**0.83**	(0.14)	**0.83**	(0.14)	7.37	(0.15)	7.75	(0.04)	**0.39**	(0.16)	**0.37**	(0.16)
	Peru	6.54	(0.13)	7.58	(0.04)	**1.03**	(0.14)	**1.03**	(0.14)	6.98	(0.12)	7.51	(0.04)	**0.53**	(0.13)	**0.53**	(0.13)
	Qatar	6.71	(0.06)	7.55	(0.02)	**0.84**	(0.06)	**0.84**	(0.06)	6.66	(0.10)	7.42	(0.02)	**0.76**	(0.11)	**0.73**	(0.11)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	6.97	(0.13)	7.87	(0.04)	**0.90**	(0.13)	**0.90**	(0.13)	7.20	(0.17)	7.80	(0.04)	**0.60**	(0.17)	**0.58**	(0.17)
	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chinese Taipei	6.10	(0.08)	6.67	(0.03)	**0.57**	(0.08)	**0.59**	(0.08)	6.03	(0.21)	6.60	(0.03)	**0.57**	(0.21)	**0.51**	(0.22)
	Thailand	6.98	(0.09)	7.82	(0.03)	**0.83**	(0.09)	**0.83**	(0.09)	7.18	(0.15)	7.74	(0.03)	**0.56**	(0.15)	**0.56**	(0.15)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	6.11	(0.13)	7.06	(0.05)	**0.96**	(0.14)	**0.94**	(0.14)	6.13	(0.20)	6.96	(0.05)	**0.83**	(0.21)	**0.82**	(0.21)
	United Arab Emirates	6.77	(0.06)	7.47	(0.03)	**0.70**	(0.06)	**0.69**	(0.06)	6.65	(0.12)	7.37	(0.04)	**0.72**	(0.13)	**0.69**	(0.13)
	Uruguay	6.98	(0.08)	7.85	(0.04)	**0.87**	(0.08)	**0.84**	(0.08)	7.23	(0.11)	7.74	(0.04)	**0.51**	(0.11)	**0.47**	(0.11)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	6.70	(0.07)	7.16	(0.04)	**0.46**	(0.07)	**0.45**	(0.07)	6.77	(0.13)	7.09	(0.04)	**0.32**	(0.13)	**0.30**	(0.13)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933472840

[Part 1/1]

Table III.12.1 Students who work in the household and work for pay

Based on students' self-reports

		Percentage of students who reported the following			
		Work in the household before or after school		Work for pay before or after school	
		%	S.E.	%	S.E.
OECD	Australia	72.2	(0.5)	34.4	(0.5)
	Austria	74.5	(0.7)	18.3	(0.7)
	Belgium	71.8	(0.6)	21.9	(0.7)
	Canada	72.9	(0.5)	34.7	(0.6)
	Chile	66.7	(0.6)	23.5	(0.9)
	Czech Republic	76.5	(0.7)	18.6	(0.8)
	Denmark	70.3	(0.8)	33.1	(0.9)
	Estonia	75.0	(0.7)	16.4	(0.6)
	Finland	71.8	(0.6)	12.5	(0.6)
	France	67.4	(0.7)	14.2	(0.6)
	Germany	81.7	(0.7)	17.9	(0.8)
	Greece	68.3	(0.8)	22.5	(1.1)
	Hungary	73.5	(0.8)	24.0	(1.0)
	Iceland	81.5	(0.8)	30.3	(0.8)
	Ireland	68.9	(0.8)	20.0	(0.8)
	Israel	78.1	(0.8)	32.3	(0.9)
	Italy	74.9	(0.5)	26.5	(0.8)
	Japan	68.4	(0.7)	8.1	(0.7)
	Korea	39.6	(0.9)	5.9	(0.4)
	Latvia	83.5	(0.5)	18.4	(0.7)
	Luxembourg	77.8	(0.7)	20.3	(0.5)
	Mexico	81.6	(0.7)	26.9	(0.9)
	Netherlands	67.4	(0.7)	38.0	(0.9)
	New Zealand	87.6	(0.5)	36.1	(0.8)
	Norway	71.2	(0.8)	32.6	(0.7)
	Poland	75.9	(0.6)	18.4	(0.8)
	Portugal	75.6	(0.7)	15.4	(0.8)
	Slovak Republic	80.0	(0.7)	27.3	(0.9)
	Slovenia	54.1	(0.7)	11.6	(0.4)
	Spain	76.8	(0.6)	30.4	(0.8)
	Sweden	71.8	(0.7)	16.6	(0.8)
	Switzerland	76.2	(0.8)	20.2	(0.9)
	Turkey	80.6	(0.7)	34.6	(1.4)
	United Kingdom	60.9	(0.6)	23.1	(0.7)
	United States	71.7	(0.7)	30.4	(1.0)
	OECD average	72.8	(0.1)	23.3	(0.1)
Partners	Albania	m	m	m	m
	Algeria	m	m	m	m
	Brazil	79.8	(0.5)	43.7	(0.9)
	B-S-J-G (China)	69.2	(1.1)	13.4	(0.7)
	Bulgaria	71.3	(0.8)	28.9	(1.3)
	CABA (Argentina)	m	m	m	m
	Colombia	77.8	(0.6)	45.3	(0.8)
	Costa Rica	64.6	(0.9)	15.2	(0.7)
	Croatia	77.2	(0.7)	20.4	(0.9)
	Cyprus*	68.4	(0.7)	34.9	(0.8)
	Dominican Republic	82.3	(0.9)	36.5	(1.3)
	FYROM	m	m	m	m
	Georgia	m	m	m	m
	Hong Kong (China)	70.3	(0.9)	14.4	(0.7)
	Indonesia	m	m	m	m
	Jordan	m	m	m	m
	Kosovo	m	m	m	m
	Lebanon	m	m	m	m
	Lithuania	86.0	(0.5)	25.1	(0.8)
	Macao (China)	63.5	(0.6)	14.2	(0.5)
	Malta	m	m	m	m
	Moldova	m	m	m	m
	Montenegro	71.7	(0.6)	43.8	(0.7)
	Peru	88.8	(0.5)	28.1	(0.9)
	Qatar	78.7	(0.4)	45.3	(0.5)
	Romania	m	m	m	m
	Russia	87.4	(0.6)	32.7	(1.0)
	Singapore	56.1	(0.7)	11.6	(0.4)
	Chinese Taipei	67.1	(0.6)	12.3	(0.5)
	Thailand	90.3	(0.5)	43.9	(1.3)
	Trinidad and Tobago	m	m	m	m
	Tunisia	83.1	(0.7)	47.2	(0.9)
	United Arab Emirates	82.1	(0.5)	41.7	(0.8)
	Uruguay	76.1	(0.7)	24.7	(0.8)
	Viet Nam	m	m	m	m
	Argentina**	m	m	m	m
	Kazakhstan**	m	m	m	m
	Malaysia**	71.6	(1.0)	30.8	(1.2)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473050

[Part 1/2]

Table III.12.2 Students who work in the household, by student characteristics

		Percentage of students who reported that they work in the household before or after school, by student characteristics:									
		National quarters of the ESCS[1] index									
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	71.4	(1.0)	72.2	(1.0)	72.4	(1.1)	72.7	(0.9)	1.3	(1.4)
	Austria	71.4	(1.4)	74.9	(1.4)	75.2	(1.3)	76.6	(1.3)	**5.3**	(1.9)
	Belgium	72.2	(1.1)	72.5	(1.2)	71.7	(1.1)	71.0	(1.1)	-1.2	(1.6)
	Canada	72.1	(1.0)	71.9	(1.1)	72.7	(0.7)	75.1	(1.0)	**3.0**	(1.3)
	Chile	67.7	(1.7)	65.3	(1.5)	69.3	(1.5)	64.7	(1.2)	-3.0	(2.0)
	Czech Republic	75.8	(1.2)	75.8	(1.4)	77.3	(1.2)	77.1	(1.2)	1.3	(1.8)
	Denmark	65.8	(1.6)	70.4	(1.3)	68.9	(1.5)	75.9	(1.3)	**10.2**	(2.1)
	Estonia	73.7	(1.6)	74.1	(1.4)	74.8	(1.3)	77.6	(1.2)	3.9	(2.0)
	Finland	67.5	(1.4)	71.6	(1.3)	72.7	(1.3)	75.6	(1.2)	**8.1**	(1.9)
	France	64.9	(1.5)	69.0	(1.5)	68.4	(1.5)	67.9	(1.4)	3.0	(2.2)
	Germany	80.9	(1.6)	80.7	(1.4)	81.5	(1.3)	84.0	(1.4)	3.0	(2.4)
	Greece	72.8	(1.4)	71.6	(1.5)	67.0	(1.3)	62.3	(1.5)	**-10.4**	(2.0)
	Hungary	76.9	(1.5)	74.5	(1.5)	74.1	(1.5)	68.5	(1.3)	**-8.4**	(2.0)
	Iceland	80.8	(1.6)	80.2	(1.7)	81.1	(1.5)	83.9	(1.3)	3.1	(2.1)
	Ireland	66.2	(1.2)	69.8	(1.3)	69.7	(1.5)	69.9	(1.4)	**3.7**	(1.7)
	Israel	77.6	(1.5)	78.3	(1.5)	76.1	(1.9)	80.7	(1.3)	3.0	(1.9)
	Italy	73.2	(1.0)	74.9	(1.3)	76.1	(1.2)	75.5	(1.1)	2.3	(1.5)
	Japan	67.5	(1.6)	68.2	(1.3)	69.7	(1.3)	68.3	(1.3)	0.8	(2.2)
	Korea	37.7	(1.3)	38.7	(1.6)	42.1	(1.6)	39.7	(1.7)	2.0	(2.1)
	Latvia	81.8	(1.4)	84.3	(1.2)	84.3	(1.3)	83.5	(1.3)	1.7	(2.1)
	Luxembourg	76.5	(1.5)	78.1	(1.2)	80.2	(1.2)	76.7	(1.3)	0.2	(2.1)
	Mexico	82.4	(1.3)	82.9	(1.1)	83.0	(1.1)	78.3	(1.3)	**-4.1**	(1.8)
	Netherlands	68.4	(1.5)	67.9	(1.4)	65.9	(1.3)	67.7	(1.3)	-0.7	(1.9)
	New Zealand	85.9	(1.2)	87.3	(1.1)	88.6	(1.0)	88.5	(1.1)	2.5	(1.6)
	Norway	68.0	(1.6)	73.2	(1.3)	71.8	(1.4)	72.1	(1.5)	**4.2**	(2.0)
	Poland	75.9	(1.1)	75.9	(1.4)	76.8	(1.2)	75.4	(1.4)	-0.5	(1.7)
	Portugal	76.6	(1.2)	77.9	(1.6)	74.0	(1.4)	73.9	(1.4)	-2.7	(1.7)
	Slovak Republic	78.8	(1.5)	81.3	(1.1)	79.7	(1.3)	80.0	(1.2)	1.2	(1.9)
	Slovenia	54.3	(1.8)	53.4	(1.5)	52.5	(1.6)	56.0	(1.7)	1.7	(2.6)
	Spain	76.5	(1.1)	76.6	(1.3)	76.2	(1.3)	78.0	(1.2)	1.5	(1.7)
	Sweden	67.1	(1.7)	72.4	(1.3)	72.1	(1.3)	75.7	(1.3)	**8.5**	(2.0)
	Switzerland	75.5	(1.4)	76.6	(1.5)	76.9	(1.6)	75.9	(1.6)	0.4	(2.4)
	Turkey	81.5	(1.3)	82.2	(1.1)	80.8	(1.4)	78.0	(1.4)	**-3.5**	(1.7)
	United Kingdom	60.7	(1.8)	62.6	(1.4)	60.2	(1.2)	60.1	(1.3)	-0.6	(2.3)
	United States	70.6	(1.2)	73.4	(1.3)	71.8	(1.3)	71.2	(1.5)	0.6	(1.9)
	OECD average	71.9	(0.2)	73.2	(0.2)	73.0	(0.2)	73.1	(0.2)	**1.2**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	82.3	(1.1)	80.8	(0.9)	79.6	(0.9)	77.5	(1.1)	**-4.8**	(1.4)
	B-S-J-G (China)	79.2	(1.4)	72.7	(1.4)	66.2	(2.0)	58.7	(2.1)	**-20.5**	(2.5)
	Bulgaria	70.0	(1.5)	73.3	(1.4)	73.0	(1.2)	68.8	(1.5)	-1.2	(2.0)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	83.8	(1.1)	82.1	(1.2)	78.3	(1.0)	67.6	(1.9)	**-16.2**	(2.2)
	Costa Rica	68.8	(1.6)	66.5	(1.4)	64.1	(1.6)	59.1	(1.5)	**-9.8**	(2.1)
	Croatia	75.7	(1.3)	76.9	(1.2)	79.0	(1.2)	77.2	(1.3)	1.4	(1.9)
	Cyprus*	70.0	(1.3)	72.1	(1.3)	68.3	(1.6)	63.4	(1.7)	**-6.6**	(2.1)
	Dominican Republic	84.1	(1.8)	87.0	(1.7)	82.4	(1.6)	76.9	(1.6)	**-7.1**	(2.5)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	69.9	(1.1)	71.8	(1.5)	72.3	(1.8)	67.0	(1.7)	-2.9	(1.8)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	85.8	(1.1)	85.8	(1.1)	85.9	(1.0)	86.6	(1.0)	0.7	(1.5)
	Macao (China)	60.6	(1.6)	66.0	(1.5)	63.4	(1.6)	64.2	(1.4)	3.6	(2.2)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	71.6	(1.3)	71.9	(1.3)	72.3	(1.3)	71.0	(1.3)	-0.5	(2.0)
	Peru	91.2	(1.1)	91.7	(0.8)	89.5	(0.9)	84.3	(1.3)	**-6.8**	(1.8)
	Qatar	81.7	(0.8)	81.9	(0.8)	76.9	(0.9)	74.7	(1.0)	**-7.0**	(1.3)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	88.3	(1.0)	87.9	(1.4)	86.1	(1.0)	87.5	(1.2)	-0.8	(1.3)
	Singapore	58.6	(1.2)	57.1	(1.3)	55.7	(1.4)	53.1	(1.5)	**-5.5**	(1.8)
	Chinese Taipei	67.4	(1.1)	68.8	(1.3)	66.0	(1.3)	66.2	(1.2)	-1.2	(1.5)
	Thailand	91.7	(0.8)	91.8	(0.8)	90.2	(1.1)	87.5	(1.0)	**-4.2**	(1.2)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	85.6	(1.3)	85.4	(1.3)	82.7	(1.5)	78.9	(1.4)	**-6.7**	(1.8)
	United Arab Emirates	86.2	(0.8)	83.4	(0.9)	81.8	(0.8)	77.2	(1.1)	**-9.0**	(1.3)
	Uruguay	77.2	(1.5)	75.6	(1.2)	77.0	(1.3)	74.5	(1.5)	-2.6	(2.0)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	76.2	(1.4)	72.6	(1.7)	72.0	(1.5)	65.8	(1.8)	**-10.3**	(2.2)

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473065

[Part 2/2]

Table III.12.2 Students who work in the household, by student characteristics

		Percentage of students who reported that they work in the household before or after school, by student characteristics													
		Gender						Immigrant background							
		Boys		Girls		Gender difference (B – G)		Non-immigrant		First-generation		Second-generation		Difference by immigrant background (non-immigrant – first-generation)	
		%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	70.6	(0.8)	73.7	(0.7)	**-3.1**	(1.1)	71.1	(0.5)	77.6	(1.6)	73.0	(1.3)	**-6.4**	(1.6)
	Austria	69.1	(1.1)	79.8	(1.0)	**-10.7**	(1.4)	72.9	(0.8)	79.5	(2.6)	81.9	(1.5)	**-6.6**	(2.6)
	Belgium	67.9	(0.8)	75.6	(0.8)	**-7.8**	(1.1)	70.8	(0.6)	75.4	(2.0)	77.6	(1.6)	**-4.6**	(2.0)
	Canada	70.9	(0.6)	74.8	(0.7)	**-3.9**	(0.9)	70.9	(0.5)	78.2	(1.0)	76.0	(1.2)	**-7.3**	(1.0)
	Chile	65.2	(1.0)	68.1	(0.8)	**-2.9**	(1.3)	66.4	(0.6)	66.4	(5.4)	c	c	0.1	(5.4)
	Czech Republic	74.1	(0.9)	78.9	(1.0)	**-4.8**	(1.4)	76.6	(0.7)	74.1	(5.7)	73.4	(4.3)	2.5	(5.6)
	Denmark	70.4	(1.1)	70.1	(1.1)	0.3	(1.6)	70.1	(0.8)	71.5	(4.3)	71.8	(1.8)	-1.4	(4.4)
	Estonia	72.4	(1.0)	77.7	(0.9)	**-5.3**	(1.3)	74.9	(0.7)	83.7	(6.2)	75.8	(2.0)	-8.8	(6.3)
	Finland	67.5	(1.0)	76.3	(0.8)	**-8.8**	(1.4)	71.4	(0.7)	79.8	(3.4)	81.3	(3.7)	**-8.4**	(3.5)
	France	61.9	(0.9)	72.6	(0.8)	**-10.7**	(1.0)	66.3	(0.8)	73.7	(2.5)	75.7	(2.0)	**-7.4**	(2.7)
	Germany	78.9	(0.9)	84.4	(0.8)	**-5.5**	(1.2)	81.3	(0.8)	84.8	(3.7)	82.6	(2.0)	-3.4	(3.8)
	Greece	66.3	(1.1)	70.4	(1.0)	**-4.2**	(1.3)	67.2	(0.8)	80.9	(3.0)	76.7	(2.6)	**-13.7**	(2.9)
	Hungary	71.5	(1.0)	75.5	(1.0)	**-4.1**	(1.3)	73.5	(0.8)	64.1	(9.5)	71.4	(5.8)	9.4	(9.7)
	Iceland	80.3	(1.1)	82.7	(0.9)	-2.3	(1.4)	81.6	(0.8)	78.5	(4.6)	85.9	(6.1)	3.1	(4.7)
	Ireland	66.8	(1.1)	71.1	(0.9)	**-4.4**	(1.3)	68.6	(0.9)	70.8	(2.1)	67.7	(3.5)	-2.2	(2.2)
	Israel	72.9	(1.3)	82.8	(0.9)	**-9.8**	(1.5)	78.4	(0.9)	80.4	(2.6)	75.5	(2.0)	-2.1	(2.6)
	Italy	72.6	(0.8)	77.2	(0.8)	**-4.6**	(1.1)	74.4	(0.6)	80.2	(2.7)	80.8	(2.7)	-5.7	(2.9)
	Japan	64.8	(0.9)	72.0	(0.9)	**-7.1**	(1.2)	68.3	(0.7)	c	c	c	c	c	c
	Korea	39.4	(1.0)	39.8	(1.3)	-0.3	(1.5)	39.6	(0.9)	c	c	m	m	c	c
	Latvia	82.0	(0.9)	84.9	(0.8)	**-3.0**	(1.2)	83.9	(0.6)	75.8	(7.6)	78.4	(2.9)	8.1	(7.6)
	Luxembourg	75.0	(1.0)	80.6	(0.9)	**-5.5**	(1.2)	78.8	(1.0)	74.1	(1.7)	78.9	(1.2)	**4.7**	(1.8)
	Mexico	79.2	(0.9)	83.9	(0.8)	**-4.7**	(1.0)	81.7	(0.7)	69.8	(7.2)	c	c	11.9	(7.4)
	Netherlands	64.6	(1.0)	70.1	(0.8)	**-5.5**	(1.1)	66.2	(0.8)	84.0	(3.8)	76.5	(2.1)	**-17.7**	(3.9)
	New Zealand	86.9	(0.8)	88.3	(0.7)	-1.4	(1.0)	88.0	(0.6)	87.7	(1.3)	84.9	(1.7)	0.4	(1.4)
	Norway	70.3	(0.9)	72.2	(1.0)	-1.9	(1.1)	70.1	(0.9)	81.2	(2.3)	77.0	(2.2)	**-11.1**	(2.4)
	Poland	73.3	(1.0)	78.6	(0.9)	**-5.3**	(1.4)	75.9	(0.6)	c	c	c	c	c	c
	Portugal	71.3	(1.0)	79.9	(0.8)	**-8.5**	(1.2)	75.2	(0.7)	84.5	(2.7)	73.5	(3.5)	**-9.3**	(2.8)
	Slovak Republic	78.9	(0.9)	81.1	(1.0)	-2.2	(1.3)	80.0	(0.7)	c	c	c	c	c	c
	Slovenia	51.9	(1.0)	56.3	(1.0)	**-4.3**	(1.5)	54.2	(0.7)	53.0	(4.4)	52.1	(4.0)	1.2	(4.5)
	Spain	74.3	(0.8)	79.3	(0.8)	**-4.9**	(1.1)	76.5	(0.6)	78.9	(1.8)	81.6	(3.1)	-2.4	(1.8)
	Sweden	69.8	(1.1)	73.7	(0.9)	**-3.9**	(1.3)	71.2	(0.7)	75.9	(2.8)	73.6	(2.1)	-4.7	(2.9)
	Switzerland	72.2	(1.2)	80.4	(1.1)	**-8.2**	(1.6)	75.8	(1.0)	76.4	(2.4)	77.3	(1.7)	-0.6	(2.7)
	Turkey	79.7	(0.9)	81.5	(1.1)	-1.8	(1.4)	80.6	(0.7)	c	c	c	c	c	c
	United Kingdom	59.7	(0.8)	62.1	(0.8)	**-2.4**	(1.1)	59.5	(0.8)	67.2	(2.6)	69.5	(2.6)	**-7.7**	(2.8)
	United States	70.3	(1.0)	73.1	(0.8)	**-2.8**	(1.2)	70.9	(0.7)	77.9	(2.5)	74.4	(1.6)	**-7.0**	(2.5)
	OECD average	70.4	(0.2)	75.1	(0.2)	**-4.8**	(0.2)	72.4	(0.1)	76.2	(0.7)	75.9	(0.5)	**-3.2**	(0.8)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	75.6	(0.8)	83.6	(0.7)	**-8.0**	(1.0)	79.6	(0.6)	m	m	80.7	(7.5)	m	m
	B-S-J-G (China)	68.2	(1.1)	70.3	(1.4)	-2.0	(1.1)	68.9	(1.1)	m	m	m	m	m	m
	Bulgaria	67.1	(1.1)	75.6	(0.9)	**-8.5**	(1.3)	71.3	(0.8)	m	m	m	m	m	m
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	77.4	(0.9)	78.2	(0.8)	-0.9	(1.1)	77.6	(0.7)	m	m	m	m	m	m
	Costa Rica	62.7	(1.2)	66.3	(1.2)	**-3.6**	(1.6)	63.4	(0.9)	73.1	(4.9)	75.9	(2.7)	-9.6	(5.0)
	Croatia	75.4	(1.0)	78.9	(0.8)	**-3.5**	(1.2)	77.1	(0.7)	84.3	(3.8)	76.0	(2.0)	-7.2	(3.8)
	Cyprus*	68.6	(0.9)	68.2	(0.9)	0.4	(1.1)	67.8	(0.8)	71.8	(2.6)	76.0	(3.6)	-4.0	(2.8)
	Dominican Republic	79.1	(1.1)	85.3	(1.0)	**-6.2**	(1.2)	82.4	(0.9)	m	m	m	m	m	m
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	69.9	(1.2)	70.6	(1.0)	-0.7	(1.3)	69.1	(1.1)	73.8	(1.6)	72.0	(1.6)	**-4.8**	(1.8)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	83.9	(0.7)	88.1	(0.7)	**-4.2**	(1.0)	86.2	(0.5)	m	m	79.1	(4.0)	m	m
	Macao (China)	62.3	(0.9)	64.6	(1.1)	-2.3	(1.5)	61.2	(1.1)	69.3	(1.2)	62.8	(1.1)	**-8.1**	(1.7)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	72.5	(1.0)	70.9	(0.8)	1.6	(1.3)	71.8	(0.7)	74.3	(4.4)	68.8	(3.6)	-2.5	(4.4)
	Peru	87.9	(0.7)	89.8	(0.7)	**-1.8**	(0.9)	88.7	(0.5)	m	m	m	m	m	m
	Qatar	80.5	(0.6)	77.2	(0.6)	**3.4**	(0.9)	76.5	(0.6)	80.0	(0.6)	81.5	(0.9)	**-3.5**	(0.8)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	86.4	(0.8)	88.4	(0.8)	**-2.0**	(0.9)	87.2	(0.7)	90.8	(2.3)	88.1	(2.8)	-3.6	(2.4)
	Singapore	55.8	(0.9)	56.4	(0.9)	-0.6	(1.2)	56.1	(0.7)	57.3	(2.5)	53.5	(2.6)	-1.2	(2.5)
	Chinese Taipei	65.1	(0.8)	69.2	(0.9)	**-4.0**	(1.1)	67.1	(0.6)	m	m	m	m	m	m
	Thailand	88.5	(0.7)	91.6	(0.5)	**-3.1**	(0.7)	90.3	(0.5)	m	m	88.9	(5.8)	m	m
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	80.1	(1.0)	85.7	(0.8)	**-5.6**	(1.3)	83.1	(0.7)	m	m	m	m	m	m
	United Arab Emirates	82.2	(0.7)	82.0	(0.7)	0.2	(1.1)	83.6	(0.8)	80.8	(0.8)	81.1	(1.0)	**2.8**	(1.1)
	Uruguay	75.3	(1.1)	76.7	(0.8)	-1.4	(1.2)	76.1	(0.7)	m	m	m	m	m	m
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	75.0	(1.0)	68.6	(1.2)	**6.3**	(1.1)	71.3	(1.0)	m	m	72.3	(5.6)	m	m

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473065

[Part 1/2]

Table III.12.7 Students who work for pay, by student characteristics

		Percentage of students who reported that they work for pay before or after school, by: National quarters of the ESCS[1] index									
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	36.3	(1.1)	38.7	(1.0)	33.6	(1.2)	28.8	(1.1)	**-7.6**	(1.6)
	Austria	22.9	(1.1)	22.7	(1.6)	15.4	(1.1)	11.9	(1.1)	**-11.1**	(1.6)
	Belgium	23.9	(1.5)	25.2	(1.1)	21.0	(1.1)	17.8	(0.8)	**-6.0**	(1.8)
	Canada	35.7	(1.2)	37.9	(1.2)	33.3	(1.1)	31.8	(0.9)	**-3.9**	(1.4)
	Chile	28.6	(1.7)	23.2	(1.3)	22.3	(1.4)	20.3	(1.3)	**-8.3**	(2.1)
	Czech Republic	22.5	(1.4)	20.6	(1.6)	18.9	(1.4)	12.3	(0.9)	**-10.2**	(1.5)
	Denmark	32.8	(1.3)	37.6	(1.8)	31.5	(1.7)	30.7	(1.3)	-2.1	(1.8)
	Estonia	15.8	(1.3)	18.2	(1.4)	17.7	(1.4)	13.9	(0.8)	-1.9	(1.5)
	Finland	12.2	(1.1)	13.4	(1.0)	13.7	(1.1)	10.7	(1.0)	-1.5	(1.5)
	France	17.3	(1.2)	17.1	(1.2)	13.0	(1.1)	9.7	(0.7)	**-7.6**	(1.3)
	Germany	19.4	(1.4)	15.5	(1.5)	19.6	(1.5)	16.2	(1.5)	-3.2	(2.1)
	Greece	26.9	(1.9)	25.2	(1.6)	22.0	(1.7)	16.1	(1.4)	**-10.8**	(2.2)
	Hungary	32.5	(2.5)	25.3	(1.7)	22.4	(1.3)	16.1	(1.4)	**-16.3**	(2.6)
	Iceland	32.7	(1.7)	31.6	(1.6)	27.0	(1.7)	29.8	(1.5)	-2.9	(2.3)
	Ireland	22.8	(1.6)	21.1	(1.4)	20.5	(1.1)	15.7	(1.3)	**-7.0**	(2.0)
	Israel	37.4	(1.4)	33.0	(1.8)	29.0	(1.9)	29.7	(1.5)	**-7.7**	(1.8)
	Italy	30.6	(1.6)	28.0	(1.8)	23.4	(1.1)	23.9	(1.4)	**-6.7**	(2.0)
	Japan	13.7	(1.6)	7.8	(0.9)	6.5	(0.7)	3.9	(0.6)	**-9.8**	(1.5)
	Korea	7.9	(1.0)	4.7	(0.5)	6.1	(0.8)	4.9	(0.6)	**-3.1**	(1.2)
	Latvia	19.6	(1.4)	20.5	(1.3)	16.4	(1.3)	17.1	(1.4)	-2.5	(2.0)
	Luxembourg	23.8	(1.2)	21.6	(1.0)	20.6	(1.2)	15.5	(1.1)	**-8.3**	(1.6)
	Mexico	30.5	(2.1)	30.5	(1.6)	25.3	(1.2)	22.3	(1.0)	**-8.2**	(2.3)
	Netherlands	42.5	(1.6)	40.0	(1.5)	37.4	(1.5)	32.5	(1.4)	**-9.9**	(2.2)
	New Zealand	42.8	(1.9)	36.8	(1.6)	33.3	(1.3)	31.3	(1.5)	**-11.5**	(2.7)
	Norway	29.2	(1.4)	34.8	(1.6)	32.2	(1.5)	34.3	(1.3)	**5.1**	(2.0)
	Poland	22.9	(1.3)	18.8	(1.4)	18.0	(1.4)	13.8	(1.2)	**-9.1**	(1.7)
	Portugal	19.4	(1.5)	16.0	(1.3)	15.8	(1.2)	10.3	(1.4)	**-9.1**	(2.0)
	Slovak Republic	30.3	(1.5)	28.5	(1.3)	28.0	(1.6)	22.7	(1.6)	**-7.6**	(2.1)
	Slovenia	12.8	(0.8)	13.9	(1.1)	10.0	(0.9)	9.6	(0.9)	**-3.3**	(1.3)
	Spain	33.1	(1.4)	30.0	(1.3)	31.7	(1.6)	27.0	(1.2)	**-6.0**	(1.7)
	Sweden	16.7	(1.3)	17.2	(1.6)	16.2	(1.3)	16.2	(1.3)	-0.5	(1.8)
	Switzerland	20.6	(1.4)	21.5	(1.6)	21.5	(1.7)	17.5	(1.4)	-3.1	(1.9)
	Turkey	40.6	(2.0)	33.2	(2.0)	36.5	(2.1)	27.8	(2.2)	**-12.8**	(2.9)
	United Kingdom	22.1	(1.2)	25.8	(1.2)	23.4	(1.3)	21.4	(1.4)	-0.6	(1.7)
	United States	30.9	(1.3)	33.3	(2.0)	31.3	(1.5)	26.1	(1.5)	**-4.8**	(1.9)
	OECD average	26.0	(0.3)	24.8	(0.2)	22.7	(0.2)	19.7	(0.2)	**-6.3**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	47.8	(1.2)	45.2	(1.5)	44.7	(1.4)	38.9	(1.7)	**-8.9**	(2.0)
	B-S-J-G (China)	19.2	(1.3)	11.9	(1.2)	13.6	(1.1)	8.8	(1.2)	**-10.5**	(1.7)
	Bulgaria	36.1	(2.2)	33.1	(1.8)	27.1	(1.9)	20.4	(1.5)	**-15.7**	(2.3)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	49.1	(1.4)	48.3	(1.5)	45.6	(1.4)	38.5	(1.6)	**-10.6**	(2.0)
	Costa Rica	18.3	(1.8)	17.0	(1.2)	13.8	(1.1)	12.1	(1.1)	**-6.2**	(2.1)
	Croatia	19.6	(1.5)	22.5	(1.3)	22.7	(1.4)	16.6	(1.2)	-3.0	(1.7)
	Cyprus*	38.7	(1.4)	37.8	(1.6)	34.3	(1.5)	28.8	(1.4)	**-9.9**	(1.9)
	Dominican Republic	39.1	(1.7)	40.7	(1.9)	40.0	(2.1)	27.7	(2.3)	**-11.4**	(2.8)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	15.1	(1.1)	14.5	(1.2)	14.9	(1.4)	12.9	(1.4)	-2.2	(1.9)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	28.2	(1.5)	27.0	(1.5)	22.0	(1.3)	23.0	(1.3)	**-5.2**	(1.8)
	Macao (China)	13.9	(1.1)	13.1	(1.0)	14.1	(0.9)	15.6	(1.1)	1.7	(1.6)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	42.3	(1.5)	46.1	(1.5)	43.4	(1.5)	43.0	(1.4)	0.6	(2.2)
	Peru	46.7	(1.6)	30.6	(2.1)	25.3	(1.4)	17.2	(1.5)	**-29.4**	(2.2)
	Qatar	55.7	(0.9)	44.5	(1.1)	40.7	(0.9)	41.0	(0.9)	**-14.6**	(1.3)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	34.0	(1.5)	34.7	(1.6)	27.6	(1.4)	34.5	(1.7)	0.5	(2.3)
	Singapore	16.6	(0.9)	12.8	(0.9)	9.6	(0.8)	7.2	(0.6)	**-9.4**	(1.1)
	Chinese Taipei	19.7	(1.1)	13.8	(0.9)	9.4	(0.9)	6.3	(0.6)	**-13.4**	(1.3)
	Thailand	49.1	(1.4)	49.0	(1.8)	44.9	(2.1)	32.7	(2.2)	**-16.4**	(2.4)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	45.4	(1.9)	48.6	(1.6)	51.1	(1.6)	43.6	(1.5)	-1.8	(2.2)
	United Arab Emirates	51.5	(1.3)	41.9	(1.7)	35.6	(1.2)	37.7	(1.3)	**-13.8**	(1.7)
	Uruguay	28.5	(1.3)	26.3	(1.2)	25.2	(1.5)	19.1	(1.3)	**-9.4**	(1.8)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	39.5	(1.7)	33.5	(1.9)	28.7	(1.7)	21.4	(1.5)	**-18.2**	(1.9)

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473115

[Part 2/2]

Table III.12.7 Students who work for pay, by student characteristics

		Percentage of students who reported that they work for pay before or after school, by:													
		Gender						Immigrant background							
		Boys		Girls		Gender difference (B – G)		Non-immigrant		First-generation		Second-generation		Difference by immigrant background (non-immigrant – first-generation)	
		%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	34.6	(0.7)	34.3	(0.8)	0.2	(1.0)	36.2	(0.6)	29.6	(1.5)	26.1	(1.7)	**6.6**	(1.7)
	Austria	24.4	(1.0)	12.2	(0.9)	**12.2**	(1.5)	17.4	(0.8)	23.7	(3.3)	19.7	(1.6)	-6.3	(3.4)
	Belgium	26.3	(1.1)	17.5	(0.7)	**8.8**	(1.3)	21.0	(0.6)	27.1	(2.4)	23.4	(2.1)	**-6.1**	(2.4)
	Canada	37.4	(0.8)	32.0	(0.8)	**5.4**	(0.9)	38.9	(0.6)	24.9	(1.4)	23.8	(1.4)	**14.0**	(1.7)
	Chile	29.8	(1.4)	17.3	(0.9)	**12.5**	(1.6)	23.1	(0.9)	c	c	c	c	c	c
	Czech Republic	24.0	(1.1)	13.0	(0.9)	**11.0**	(1.2)	18.3	(0.8)	c	c	c	c	c	c
	Denmark	34.7	(0.9)	31.5	(1.3)	**3.2**	(1.4)	33.3	(1.0)	33.3	(3.8)	30.0	(2.0)	0.0	(3.9)
	Estonia	23.2	(0.9)	9.5	(0.7)	**13.7**	(1.1)	15.0	(0.7)	c	c	27.1	(2.1)	c	c
	Finland	16.4	(0.9)	8.3	(0.6)	**8.1**	(1.1)	11.9	(0.5)	29.7	(4.4)	c	c	**-17.8**	(4.2)
	France	18.9	(0.8)	9.8	(0.6)	**9.1**	(1.0)	13.3	(0.6)	21.2	(2.3)	18.9	(2.6)	**-7.8**	(2.3)
	Germany	21.8	(1.1)	14.2	(1.0)	**7.5**	(1.3)	17.1	(0.9)	c	c	18.6	(1.9)	c	c
	Greece	30.9	(1.4)	13.8	(0.9)	**17.2**	(1.3)	21.3	(1.1)	34.5	(4.5)	28.6	(3.2)	**-13.2**	(4.4)
	Hungary	32.1	(1.2)	15.9	(1.0)	**16.2**	(1.3)	24.0	(1.0)	c	c	c	c	c	c
	Iceland	33.1	(1.2)	27.7	(0.9)	**5.4**	(1.6)	29.8	(0.8)	40.2	(5.5)	c	c	-10.4	(5.5)
	Ireland	25.6	(1.2)	14.3	(0.8)	**11.2**	(1.3)	20.5	(0.9)	15.3	(1.9)	c	c	**5.2**	(1.8)
	Israel	36.8	(1.5)	28.3	(0.9)	**8.5**	(1.6)	32.0	(1.0)	37.5	(3.2)	29.9	(2.0)	-5.5	(3.1)
	Italy	34.2	(1.2)	19.0	(0.8)	**15.2**	(1.4)	25.1	(0.8)	44.2	(2.9)	34.4	(4.1)	**-19.0**	(2.8)
	Japan	8.4	(0.7)	7.8	(0.9)	0.6	(0.8)	7.9	(0.6)	c	c	c	c	c	c
	Korea	8.3	(0.7)	3.3	(0.4)	**5.0**	(0.8)	5.9	(0.4)	c	c	m	m	c	c
	Latvia	27.2	(1.1)	9.8	(0.7)	**17.3**	(1.2)	18.0	(0.7)	c	c	21.0	(2.4)	c	c
	Luxembourg	25.7	(0.8)	15.2	(0.7)	**10.5**	(1.1)	17.8	(0.7)	25.5	(1.5)	20.0	(1.1)	**-7.7**	(1.8)
	Mexico	36.1	(1.1)	17.5	(0.9)	**18.6**	(1.1)	26.6	(1.0)	c	c	c	c	c	c
	Netherlands	41.5	(1.2)	34.6	(1.0)	**6.9**	(1.4)	38.3	(0.9)	31.1	(4.6)	34.7	(2.0)	7.2	(4.7)
	New Zealand	40.6	(0.9)	31.7	(1.3)	**8.9**	(1.6)	36.3	(1.0)	32.9	(2.1)	35.9	(2.3)	3.4	(2.2)
	Norway	37.5	(1.0)	27.9	(1.0)	**9.6**	(1.5)	32.7	(0.8)	36.3	(3.1)	27.0	(2.5)	-3.6	(3.3)
	Poland	26.8	(1.2)	9.7	(0.7)	**17.1**	(1.4)	18.3	(0.8)	c	c	c	c	c	c
	Portugal	20.4	(1.2)	10.3	(0.7)	**10.1**	(1.1)	15.2	(0.8)	17.8	(2.1)	c	c	-2.6	(2.2)
	Slovak Republic	37.3	(1.1)	17.0	(1.0)	**20.3**	(1.4)	26.8	(0.9)	c	c	c	c	c	c
	Slovenia	16.9	(0.7)	6.0	(0.5)	**10.9**	(0.8)	11.1	(0.4)	20.9	(3.5)	11.1	(1.8)	**-9.8**	(3.6)
	Spain	34.7	(1.2)	26.2	(1.0)	**8.5**	(1.5)	29.5	(0.9)	35.5	(2.2)	37.0	(4.4)	**-6.0**	(2.3)
	Sweden	20.9	(1.0)	12.4	(0.8)	**8.5**	(1.0)	15.7	(0.8)	24.3	(2.8)	16.9	(2.3)	**-8.6**	(2.9)
	Switzerland	24.7	(1.3)	15.4	(1.0)	**9.3**	(1.5)	19.4	(1.0)	23.2	(2.1)	20.7	(2.0)	-3.7	(2.2)
	Turkey	45.5	(1.6)	23.8	(1.5)	**21.7**	(1.8)	34.0	(1.4)	c	c	c	c	c	c
	United Kingdom	27.1	(1.0)	19.2	(0.9)	**7.9**	(1.2)	23.9	(0.8)	19.3	(1.9)	16.3	(2.1)	**4.6**	(2.2)
	United States	36.1	(1.3)	24.8	(1.2)	**11.4**	(1.4)	31.7	(1.1)	27.6	(2.3)	24.5	(1.7)	4.1	(2.3)
	OECD average	28.6	(0.2)	18.0	(0.2)	**10.5**	(0.2)	23.1	(0.1)	28.5	(0.6)	24.8	(0.5)	**-3.6**	(0.6)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	49.2	(1.0)	38.6	(0.9)	**10.6**	(0.9)	43.0	(0.9)	c	c	69.3	(10.4)	c	c
	B-S-J-G (China)	15.3	(0.8)	11.2	(0.9)	**4.1**	(0.9)	12.9	(0.7)	c	c	c	c	c	c
	Bulgaria	39.0	(1.6)	18.4	(1.2)	**20.6**	(1.6)	28.3	(1.3)	c	c	c	c	c	c
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	53.7	(1.0)	37.9	(1.0)	**15.7**	(1.3)	44.8	(0.8)	c	c	c	c	c	c
	Costa Rica	21.3	(1.0)	9.4	(0.8)	**11.9**	(1.1)	14.8	(0.7)	c	c	18.3	(2.5)	c	c
	Croatia	31.2	(1.3)	10.6	(0.8)	**20.6**	(1.4)	20.0	(0.9)	c	c	20.4	(2.5)	c	c
	Cyprus*	43.9	(1.1)	26.6	(0.9)	**17.4**	(1.2)	34.9	(0.9)	34.8	(2.4)	32.0	(3.6)	0.1	(2.5)
	Dominican Republic	46.9	(1.7)	26.6	(1.2)	**20.3**	(1.8)	35.5	(1.3)	c	c	c	c	c	c
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	18.5	(1.0)	10.2	(0.8)	**8.3**	(1.3)	13.6	(0.8)	15.9	(1.5)	15.1	(1.3)	-2.3	(1.7)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	34.7	(1.0)	15.6	(0.9)	**19.1**	(1.2)	24.9	(0.8)	c	c	20.5	(3.6)	c	c
	Macao (China)	12.9	(0.7)	15.5	(0.7)	**-2.6**	(1.0)	14.2	(0.9)	12.7	(1.1)	14.8	(0.8)	1.5	(1.4)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	52.3	(0.9)	35.4	(0.9)	**16.9**	(1.1)	43.3	(0.7)	50.5	(4.4)	44.0	(3.9)	-7.2	(4.6)
	Peru	36.9	(1.1)	18.6	(1.0)	**18.3**	(1.3)	27.9	(0.9)	c	c	c	c	c	c
	Qatar	49.0	(0.7)	42.1	(0.6)	**6.9**	(0.8)	59.6	(0.7)	30.3	(0.7)	44.5	(1.2)	**29.3**	(1.0)
	Romania	m	m	m	m	m	m	m	m	c	c	c	c	c	c
	Russia	42.5	(1.3)	23.4	(1.0)	**19.2**	(1.3)	32.5	(1.0)	38.2	(5.0)	27.4	(3.4)	-5.7	(4.9)
	Singapore	13.9	(0.7)	9.1	(0.4)	**4.9**	(0.9)	11.7	(0.5)	12.0	(1.1)	8.6	(1.5)	-0.3	(1.3)
	Chinese Taipei	15.4	(0.8)	9.2	(0.5)	**6.2**	(0.9)	12.2	(0.5)	c	c	c	c	c	c
	Thailand	53.5	(1.4)	36.7	(1.5)	**16.8**	(1.6)	43.4	(1.3)	c	c	c	c	c	c
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	56.3	(1.3)	39.3	(1.2)	**17.0**	(1.7)	46.6	(0.9)	c	c	c	c	c	c
	United Arab Emirates	47.0	(1.1)	36.9	(1.1)	**10.0**	(1.7)	56.7	(1.1)	27.4	(1.1)	33.6	(1.2)	**29.3**	(1.3)
	Uruguay	34.4	(1.3)	16.2	(0.8)	**18.2**	(1.6)	24.4	(0.8)	c	c	c	c	c	c
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	42.0	(1.4)	20.8	(1.2)	**21.2**	(1.2)	30.0	(1.2)	c	c	c	c	c	c

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473115

[Part 1/3]

Table III.12.8 Students who work for pay and science performance, by student characteristics

		All students							
		Science performance if student does not work for pay before or after school		Science performance if student works for pay before or after school		Change in science score if student works for pay before or after school			
						Before accounting for students' socio-economic status		After accounting for students' socio-economic status	
		Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	531	(1.8)	481	(2.4)	**-50**	(2.8)	**-46**	(2.8)
	Austria	512	(2.6)	435	(3.3)	**-77**	(3.7)	**-67**	(3.4)
	Belgium	525	(2.1)	465	(3.4)	**-60**	(3.1)	**-55**	(2.6)
	Canada	547	(2.1)	502	(2.5)	**-44**	(2.2)	**-43**	(2.1)
	Chile	465	(2.6)	406	(3.3)	**-59**	(3.5)	**-54**	(3.3)
	Czech Republic	511	(1.9)	446	(3.6)	**-65**	(3.5)	**-56**	(3.2)
	Denmark	517	(2.4)	492	(3.2)	**-25**	(3.4)	**-24**	(3.2)
	Estonia	548	(1.9)	476	(4.2)	**-71**	(4.0)	**-71**	(3.9)
	Finland	542	(2.3)	483	(4.5)	**-60**	(4.6)	**-59**	(4.3)
	France	515	(2.0)	439	(4.2)	**-76**	(4.4)	**-66**	(4.1)
	Germany	527	(3.6)	494	(5.4)	**-34**	(5.4)	**-32**	(4.6)
	Greece	475	(3.5)	405	(4.4)	**-70**	(4.3)	**-63**	(3.8)
	Hungary	501	(2.5)	421	(3.7)	**-80**	(3.9)	**-66**	(3.2)
	Iceland	487	(2.1)	451	(3.0)	**-36**	(3.8)	**-35**	(3.9)
	Ireland	515	(2.3)	460	(3.9)	**-56**	(3.9)	**-52**	(3.5)
	Israel	496	(3.1)	428	(3.7)	**-68**	(3.2)	**-64**	(3.1)
	Italy	498	(2.7)	442	(3.3)	**-56**	(3.7)	**-53**	(3.3)
	Japan	548	(2.7)	462	(6.2)	**-86**	(6.2)	**-73**	(6.1)
	Korea	523	(3.1)	419	(7.0)	**-103**	(7.2)	**-98**	(7.1)
	Latvia	502	(1.6)	445	(3.2)	**-58**	(3.3)	**-56**	(3.4)
	Luxembourg	504	(1.3)	436	(3.2)	**-67**	(3.5)	**-60**	(3.2)
	Mexico	429	(2.4)	396	(3.0)	**-33**	(3.2)	**-29**	(3.1)
	Netherlands	532	(2.5)	486	(3.2)	**-45**	(3.6)	**-41**	(3.3)
	New Zealand	542	(2.6)	479	(3.5)	**-64**	(3.8)	**-57**	(3.5)
	Norway	515	(2.4)	480	(2.6)	**-34**	(2.7)	**-36**	(2.5)
	Poland	515	(2.5)	452	(3.8)	**-63**	(3.8)	**-56**	(3.7)
	Portugal	515	(2.4)	435	(4.0)	**-80**	(4.2)	**-72**	(3.5)
	Slovak Republic	485	(2.5)	431	(3.5)	**-54**	(3.7)	**-49**	(3.4)
	Slovenia	527	(1.4)	442	(3.8)	**-84**	(4.0)	**-79**	(3.9)
	Spain	510	(2.1)	465	(2.5)	**-45**	(2.4)	**-42**	(2.2)
	Sweden	511	(3.4)	454	(3.9)	**-57**	(4.0)	**-56**	(3.9)
	Switzerland	519	(3.0)	463	(4.3)	**-57**	(3.8)	**-55**	(3.6)
	Turkey	445	(4.2)	394	(3.6)	**-51**	(3.9)	**-47**	(3.5)
	United Kingdom	526	(2.6)	476	(3.4)	**-51**	(3.4)	**-50**	(3.1)
	United States	519	(2.9)	458	(3.7)	**-62**	(3.3)	**-60**	(3.2)
	OECD average	511	(0.4)	451	(0.6)	**-59**	(0.7)	**-55**	(0.6)
Partners	Albania	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m
	Brazil	437	(3.5)	384	(2.5)	**-53**	(3.1)	**-49**	(2.7)
	B-S-J-G (China)	531	(4.5)	435	(5.8)	**-96**	(6.0)	**-83**	(5.0)
	Bulgaria	484	(4.0)	402	(4.5)	**-82**	(4.7)	**-72**	(3.8)
	CABA (Argentina)	m	m	m	m	m	m	m	m
	Colombia	441	(2.5)	395	(2.8)	**-46**	(2.7)	**-41**	(2.3)
	Costa Rica	430	(2.2)	392	(3.2)	**-38**	(3.4)	**-33**	(3.1)
	Croatia	490	(2.5)	430	(3.9)	**-60**	(4.1)	**-57**	(3.9)
	Cyprus*	462	(1.7)	396	(2.2)	**-67**	(2.8)	**-63**	(2.7)
	Dominican Republic	364	(3.6)	313	(3.0)	**-51**	(4.5)	**-46**	(3.8)
	FYROM	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m
	Hong Kong (China)	532	(2.5)	477	(4.2)	**-55**	(4.4)	**-54**	(4.2)
	Indonesia	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m
	Lithuania	496	(2.5)	431	(3.1)	**-65**	(3.3)	**-62**	(3.2)
	Macao (China)	534	(1.1)	499	(3.1)	**-34**	(3.3)	**-35**	(3.3)
	Malta	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m
	Montenegro	438	(1.6)	396	(1.9)	**-43**	(2.6)	**-43**	(2.6)
	Peru	427	(2.7)	374	(2.6)	**-54**	(3.1)	**-39**	(2.5)
	Qatar	470	(1.5)	382	(1.4)	**-88**	(1.9)	**-84**	(1.9)
	Romania	m	m	m	m	m	m	m	m
	Russia	507	(2.6)	457	(3.2)	**-49**	(2.7)	**-49**	(2.7)
	Singapore	567	(1.3)	470	(3.7)	**-97**	(4.2)	**-83**	(4.3)
	Chinese Taipei	544	(2.6)	452	(4.5)	**-92**	(4.6)	**-76**	(4.1)
	Thailand	446	(3.2)	393	(2.5)	**-53**	(3.3)	**-47**	(2.8)
	Trinidad and Tobago	m	m	m	m	m	m	m	m
	Tunisia	407	(2.7)	373	(2.4)	**-34**	(2.7)	**-33**	(2.5)
	United Arab Emirates	481	(2.3)	388	(2.4)	**-93**	(2.7)	**-89**	(2.5)
	Uruguay	458	(2.5)	405	(3.2)	**-52**	(3.5)	**-45**	(3.2)
	Viet Nam	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m
	Malaysia**	461	(2.7)	406	(3.5)	**-55**	(3.0)	**-48**	(2.7)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933473123

[Part 2/3]

Table III.12.8 Students who work for pay and science performance, by student characteristics

		Boys								Girls							
		Science performance if student does not work for pay before or after school		Science performance if student works for pay before or after school		Change in science score if student works for pay before or after school				Science performance if student does not work for pay before or after school		Science performance if student works for pay before or after school		Change in science score if student works for pay before or after school			
						Before accounting for students' socio-economic status		After accounting for students' socio-economic status						Before accounting for students' socio-economic status		After accounting for students' socio-economic status	
		Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	538	(2.4)	477	(2.9)	**-61**	(3.3)	**-57**	(3.2)	525	(2.1)	486	(3.2)	**-39**	(3.8)	**-36**	(3.8)
	Austria	532	(3.5)	438	(4.2)	**-94**	(4.6)	**-83**	(4.1)	496	(3.1)	430	(5.9)	**-66**	(6.1)	**-55**	(5.9)
	Belgium	539	(2.6)	468	(4.6)	**-72**	(4.1)	**-65**	(3.5)	512	(2.6)	461	(4.7)	**-50**	(4.5)	**-47**	(3.8)
	Canada	553	(2.6)	499	(3.2)	**-54**	(3.2)	**-53**	(3.0)	541	(2.5)	506	(2.8)	**-34**	(2.9)	**-33**	(2.8)
	Chile	479	(3.4)	415	(4.1)	**-64**	(4.6)	**-56**	(4.3)	454	(3.0)	392	(4.5)	**-62**	(5.1)	**-58**	(4.6)
	Czech Republic	524	(3.2)	445	(4.4)	**-79**	(4.8)	**-69**	(4.3)	500	(2.2)	449	(5.2)	**-51**	(4.9)	**-41**	(4.8)
	Denmark	526	(3.0)	491	(3.9)	**-35**	(4.8)	**-33**	(4.6)	508	(3.2)	492	(4.3)	**-16**	(4.1)	**-15**	(4.0)
	Estonia	556	(2.6)	479	(4.7)	**-78**	(4.6)	**-77**	(4.6)	540	(2.1)	471	(6.3)	**-70**	(6.4)	**-68**	(6.1)
	Finland	539	(2.5)	471	(5.2)	**-68**	(5.6)	**-67**	(5.2)	546	(2.8)	507	(6.1)	**-39**	(6.1)	**-38**	(6.5)
	France	524	(2.5)	440	(5.2)	**-84**	(6.0)	**-74**	(5.4)	507	(2.7)	437	(6.5)	**-70**	(6.9)	**-61**	(6.5)
	Germany	542	(4.7)	489	(6.6)	**-53**	(7.4)	**-50**	(6.6)	514	(3.6)	500	(7.3)	**-15**	(7.1)	**-14**	(6.1)
	Greece	479	(4.2)	409	(4.8)	**-70**	(4.7)	**-64**	(4.2)	471	(3.7)	397	(6.0)	**-74**	(6.1)	**-66**	(5.6)
	Hungary	511	(3.5)	427	(4.2)	**-83**	(4.9)	**-68**	(4.4)	494	(3.0)	410	(6.3)	**-84**	(6.4)	**-69**	(5.5)
	Iceland	492	(3.2)	448	(4.3)	**-43**	(5.3)	**-43**	(5.5)	484	(2.7)	455	(4.2)	**-29**	(5.3)	**-27**	(5.3)
	Ireland	527	(3.2)	462	(4.4)	**-65**	(4.8)	**-60**	(4.5)	505	(2.5)	455	(5.5)	**-50**	(5.2)	**-47**	(4.7)
	Israel	514	(3.8)	420	(5.0)	**-94**	(4.4)	**-89**	(4.4)	481	(3.9)	437	(4.7)	**-44**	(4.2)	**-40**	(4.0)
	Italy	515	(3.2)	448	(3.8)	**-67**	(4.4)	**-63**	(4.0)	485	(3.6)	431	(5.9)	**-54**	(5.5)	**-49**	(5.0)
	Japan	555	(3.8)	467	(7.1)	**-88**	(6.9)	**-77**	(6.7)	540	(3.0)	456	(8.9)	**-84**	(9.4)	**-69**	(8.7)
	Korea	521	(4.5)	417	(8.7)	**-105**	(9.0)	**-103**	(8.5)	524	(3.2)	427	(10.2)	**-98**	(10.3)	**-87**	(11.3)
	Latvia	503	(2.3)	445	(3.6)	**-58**	(4.1)	**-58**	(4.1)	502	(2.3)	444	(5.6)	**-58**	(5.8)	**-54**	(5.9)
	Luxembourg	515	(2.0)	439	(3.9)	**-76**	(4.3)	**-70**	(4.2)	494	(1.7)	431	(5.0)	**-62**	(5.5)	**-52**	(4.8)
	Mexico	440	(2.8)	400	(3.5)	**-40**	(3.8)	**-35**	(3.7)	421	(2.5)	388	(4.1)	**-33**	(4.0)	**-29**	(3.9)
	Netherlands	541	(3.3)	486	(4.1)	**-56**	(4.5)	**-51**	(4.4)	524	(3.0)	487	(3.7)	**-36**	(4.7)	**-32**	(4.4)
	New Zealand	555	(3.5)	476	(4.7)	**-80**	(5.1)	**-72**	(4.6)	531	(3.1)	482	(4.3)	**-49**	(5.0)	**-43**	(4.8)
	Norway	525	(3.1)	480	(3.4)	**-45**	(3.7)	**-47**	(3.6)	506	(2.9)	481	(3.3)	**-25**	(3.8)	**-27**	(3.5)
	Poland	525	(3.0)	454	(4.0)	**-71**	(4.6)	**-64**	(4.5)	506	(2.7)	445	(7.0)	**-60**	(6.8)	**-52**	(6.3)
	Portugal	527	(2.9)	442	(4.6)	**-85**	(5.1)	**-78**	(4.3)	505	(2.5)	423	(6.2)	**-83**	(6.3)	**-72**	(6.3)
	Slovak Republic	494	(3.2)	433	(3.7)	**-61**	(4.1)	**-55**	(3.9)	478	(2.9)	425	(5.3)	**-53**	(5.4)	**-49**	(5.1)
	Slovenia	530	(2.3)	443	(4.5)	**-87**	(5.0)	**-82**	(4.6)	524	(1.9)	439	(8.2)	**-84**	(8.6)	**-77**	(9.1)
	Spain	519	(2.6)	467	(3.2)	**-52**	(3.5)	**-51**	(3.3)	502	(2.5)	463	(3.9)	**-39**	(3.8)	**-36**	(3.4)
	Sweden	516	(3.9)	452	(4.3)	**-64**	(4.9)	**-62**	(5.0)	507	(3.7)	458	(5.8)	**-50**	(6.0)	**-48**	(5.7)
	Switzerland	529	(3.3)	461	(4.7)	**-69**	(4.7)	**-66**	(4.6)	510	(3.7)	467	(7.3)	**-43**	(6.7)	**-42**	(6.0)
	Turkey	450	(4.9)	396	(4.4)	**-54**	(4.6)	**-49**	(4.4)	442	(4.4)	392	(4.4)	**-50**	(4.8)	**-47**	(4.2)
	United Kingdom	532	(3.0)	475	(4.1)	**-56**	(4.4)	**-57**	(4.2)	521	(3.6)	476	(4.6)	**-45**	(4.8)	**-44**	(4.4)
	United States	531	(3.5)	459	(4.3)	**-72**	(4.6)	**-70**	(4.3)	510	(3.2)	456	(4.5)	**-54**	(4.2)	**-52**	(4.0)
	OECD average	520	(0.6)	452	(0.8)	**-68**	(0.8)	**-63**	(0.8)	503	(0.5)	450	(1.0)	**-53**	(1.0)	**-48**	(0.9)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	448	(3.9)	387	(2.9)	**-62**	(3.9)	**-57**	(3.6)	428	(3.7)	380	(2.7)	**-48**	(3.4)	**-43**	(3.1)
	B-S-J-G (China)	537	(4.4)	443	(6.8)	**-95**	(6.5)	**-86**	(5.5)	525	(5.2)	424	(6.3)	**-100**	(7.2)	**-81**	(6.5)
	Bulgaria	487	(5.5)	402	(5.0)	**-86**	(6.2)	**-76**	(5.3)	481	(4.3)	401	(5.5)	**-79**	(5.9)	**-68**	(4.6)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	453	(3.6)	401	(3.5)	**-51**	(3.5)	**-45**	(3.1)	433	(2.7)	387	(3.1)	**-46**	(3.5)	**-42**	(2.9)
	Costa Rica	445	(2.8)	396	(3.8)	**-49**	(4.4)	**-42**	(3.9)	417	(2.3)	384	(4.7)	**-33**	(4.7)	**-30**	(4.6)
	Croatia	504	(3.2)	432	(4.2)	**-71**	(4.5)	**-67**	(4.3)	480	(2.8)	424	(6.5)	**-56**	(6.6)	**-55**	(5.8)
	Cyprus*	465	(2.6)	394	(2.6)	**-71**	(3.5)	**-65**	(3.4)	460	(2.2)	398	(3.1)	**-62**	(3.9)	**-59**	(3.9)
	Dominican Republic	376	(4.8)	315	(3.7)	**-60**	(5.4)	**-53**	(4.7)	356	(3.4)	309	(3.7)	**-47**	(4.9)	**-43**	(4.2)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	536	(2.8)	474	(5.6)	**-62**	(5.6)	**-62**	(5.4)	529	(3.4)	483	(6.2)	**-46**	(6.2)	**-42**	(6.0)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	502	(3.3)	432	(3.3)	**-70**	(3.9)	**-67**	(3.7)	491	(2.7)	427	(4.4)	**-64**	(4.8)	**-58**	(4.8)
	Macao (China)	532	(1.6)	476	(4.7)	**-56**	(5.1)	**-58**	(5.1)	535	(1.7)	519	(3.9)	**-16**	(4.2)	**-15**	(4.2)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	444	(2.9)	398	(2.5)	**-46**	(3.7)	**-47**	(3.6)	434	(2.0)	392	(2.5)	**-42**	(3.4)	**-42**	(3.2)
	Peru	437	(3.4)	377	(3.0)	**-61**	(3.9)	**-45**	(3.3)	419	(3.3)	368	(4.2)	**-51**	(4.2)	**-37**	(3.7)
	Qatar	472	(2.3)	376	(2.0)	**-96**	(2.9)	**-93**	(2.9)	468	(1.7)	388	(1.9)	**-81**	(2.5)	**-76**	(2.6)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	518	(3.3)	460	(3.7)	**-58**	(3.6)	**-59**	(3.5)	498	(2.7)	451	(4.9)	**-47**	(4.1)	**-45**	(3.8)
	Singapore	574	(1.9)	470	(4.5)	**-104**	(5.0)	**-92**	(5.1)	560	(1.8)	471	(6.3)	**-89**	(6.6)	**-73**	(6.5)
	Chinese Taipei	549	(4.0)	456	(6.1)	**-93**	(6.6)	**-79**	(6.0)	539	(3.8)	445	(5.7)	**-94**	(5.7)	**-75**	(5.6)
	Thailand	449	(4.7)	391	(2.8)	**-58**	(4.4)	**-50**	(3.9)	444	(3.2)	395	(2.9)	**-49**	(3.7)	**-44**	(3.2)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	414	(3.4)	377	(2.8)	**-37**	(3.7)	**-35**	(3.4)	403	(2.9)	369	(2.7)	**-34**	(3.3)	**-34**	(3.1)
	United Arab Emirates	478	(3.6)	379	(3.4)	**-99**	(4.0)	**-96**	(3.8)	482	(3.2)	398	(2.8)	**-84**	(3.8)	**-80**	(3.5)
	Uruguay	474	(3.8)	408	(3.8)	**-66**	(4.8)	**-55**	(4.2)	447	(2.6)	401	(4.4)	**-46**	(4.9)	**-41**	(4.6)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	468	(3.3)	407	(3.6)	**-60**	(3.4)	**-52**	(3.2)	457	(2.9)	403	(4.3)	**-54**	(3.9)	**-46**	(3.5)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933473123

[Part 3/3]

Table III.12.8 Students who work for pay and science performance, by student characteristics

		Socio-economically disadvantaged[1] students						Socio-economically advantaged[2] students					
		Science performance if student does not work for pay before or after school		Science performance if student works for pay before or after school		Change in science score if student works for pay before or after school		Science performance if student does not work for pay before or after school		Science performance if student works for pay before or after school		Change in science score if student works for pay before or after school	
		Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.
OECD	Australia	483	(3.4)	446	(4.2)	**-37**	(4.9)	577	(2.6)	523	(4.4)	**-54**	(4.5)
	Austria	466	(4.2)	404	(5.4)	**-61**	(6.4)	558	(4.4)	464	(6.8)	**-95**	(7.7)
	Belgium	472	(3.8)	425	(5.6)	**-48**	(6.2)	575	(2.9)	516	(5.1)	**-58**	(5.4)
	Canada	508	(2.6)	472	(4.2)	**-35**	(4.5)	581	(3.6)	535	(4.0)	**-46**	(4.3)
	Chile	421	(3.9)	370	(6.8)	**-51**	(7.1)	513	(3.3)	444	(6.5)	**-69**	(6.9)
	Czech Republic	463	(3.4)	411	(5.5)	**-52**	(5.8)	565	(3.7)	481	(6.9)	**-84**	(7.8)
	Denmark	477	(3.6)	464	(4.9)	**-13**	(6.1)	556	(4.3)	531	(5.6)	**-26**	(6.3)
	Estonia	516	(3.7)	449	(6.5)	**-67**	(7.1)	585	(2.7)	505	(6.3)	**-80**	(6.6)
	Finland	506	(3.3)	446	(7.2)	**-60**	(6.8)	582	(4.1)	516	(9.2)	**-66**	(9.9)
	France	460	(4.2)	397	(6.7)	**-63**	(7.5)	570	(3.0)	493	(8.4)	**-76**	(8.3)
	Germany	480	(5.1)	447	(10.3)	**-33**	(11.1)	581	(4.9)	546	(8.7)	**-35**	(9.9)
	Greece	435	(4.9)	383	(6.4)	**-52**	(5.8)	520	(3.9)	434	(6.5)	**-86**	(7.7)
	Hungary	449	(3.9)	379	(7.5)	**-70**	(8.4)	554	(3.9)	467	(5.8)	**-87**	(6.5)
	Iceland	459	(4.4)	432	(6.0)	**-27**	(7.9)	516	(3.9)	471	(6.7)	**-45**	(7.5)
	Ireland	477	(3.3)	428	(6.4)	**-49**	(6.2)	557	(3.4)	491	(5.3)	**-66**	(6.3)
	Israel	438	(4.7)	392	(5.0)	**-47**	(5.1)	536	(3.8)	464	(5.9)	**-72**	(6.4)
	Italy	459	(4.5)	412	(6.4)	**-47**	(7.2)	535	(3.3)	468	(5.2)	**-67**	(5.6)
	Japan	511	(3.5)	440	(11.9)	**-70**	(12.9)	582	(3.6)	487	(10.7)	**-95**	(10.6)
	Korea	488	(3.8)	403	(11.6)	**-85**	(12.4)	563	(4.7)	440	(13.5)	**-122**	(13.7)
	Latvia	471	(3.1)	425	(5.4)	**-46**	(5.8)	537	(2.7)	465	(7.0)	**-72**	(7.8)
	Luxembourg	444	(3.2)	389	(5.3)	**-55**	(6.3)	566	(3.2)	498	(7.1)	**-68**	(7.9)
	Mexico	400	(3.4)	374	(5.6)	**-26**	(5.5)	460	(3.9)	417	(5.1)	**-43**	(6.0)
	Netherlands	491	(5.0)	449	(5.3)	**-42**	(6.8)	578	(4.1)	529	(5.0)	**-49**	(6.1)
	New Zealand	490	(4.8)	437	(6.0)	**-53**	(7.8)	587	(3.8)	523	(5.7)	**-64**	(6.2)
	Norway	478	(3.4)	444	(4.5)	**-34**	(5.5)	554	(4.0)	508	(5.0)	**-46**	(5.8)
	Poland	475	(3.9)	421	(7.2)	**-54**	(7.7)	562	(4.2)	487	(7.6)	**-75**	(8.5)
	Portugal	473	(3.6)	407	(5.7)	**-66**	(5.9)	565	(3.3)	474	(8.6)	**-91**	(9.7)
	Slovak Republic	445	(4.3)	387	(5.6)	**-58**	(6.0)	530	(4.6)	478	(6.5)	**-52**	(7.2)
	Slovenia	483	(2.9)	426	(8.5)	**-57**	(8.7)	572	(2.8)	471	(9.0)	**-100**	(9.0)
	Spain	469	(3.8)	434	(4.7)	**-35**	(5.8)	549	(3.2)	504	(5.2)	**-45**	(5.1)
	Sweden	463	(3.3)	427	(7.4)	**-36**	(8.1)	562	(5.0)	484	(8.7)	**-78**	(9.4)
	Switzerland	466	(4.4)	417	(7.9)	**-49**	(8.4)	575	(4.2)	513	(8.9)	**-62**	(9.1)
	Turkey	419	(5.7)	378	(5.8)	**-40**	(7.1)	481	(6.5)	414	(5.9)	**-66**	(6.9)
	United Kingdom	485	(3.6)	448	(5.8)	**-37**	(7.3)	574	(4.0)	510	(5.5)	**-64**	(6.3)
	United States	477	(4.4)	424	(5.1)	**-53**	(6.4)	566	(4.1)	498	(6.4)	**-67**	(7.3)
	OECD average	469	(0.7)	420	(1.1)	**-49**	(1.2)	555	(0.7)	487	(1.2)	**-68**	(1.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	394	(3.6)	361	(3.3)	**-33**	(4.2)	492	(6.3)	416	(5.0)	**-77**	(6.0)
	B-S-J-G (China)	476	(5.4)	391	(8.3)	**-85**	(7.9)	590	(8.8)	471	(9.3)	**-119**	(13.2)
	Bulgaria	437	(5.4)	365	(6.5)	**-72**	(6.7)	530	(4.9)	442	(7.4)	**-88**	(8.6)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	404	(4.0)	370	(4.1)	**-34**	(4.0)	488	(6.0)	430	(4.7)	**-58**	(6.1)
	Costa Rica	399	(2.7)	375	(6.0)	**-24**	(6.4)	472	(3.8)	417	(5.8)	**-55**	(7.0)
	Croatia	456	(3.6)	407	(5.3)	**-49**	(6.0)	535	(4.2)	463	(7.6)	**-73**	(8.0)
	Cyprus*	424	(3.1)	375	(3.5)	**-50**	(4.5)	502	(3.6)	425	(5.2)	**-76**	(6.4)
	Dominican Republic	328	(4.2)	301	(4.5)	**-27**	(6.0)	410	(6.1)	329	(5.6)	**-81**	(8.1)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	513	(3.5)	458	(7.0)	**-55**	(7.8)	557	(4.2)	503	(8.2)	**-55**	(8.8)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	455	(3.3)	405	(5.5)	**-51**	(6.0)	540	(4.3)	468	(5.7)	**-73**	(6.2)
	Macao (China)	520	(2.7)	493	(7.2)	**-27**	(7.5)	550	(2.7)	507	(7.1)	**-43**	(7.6)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	416	(3.0)	376	(3.7)	**-40**	(4.7)	466	(4.1)	424	(3.7)	**-42**	(5.5)
	Peru	389	(3.4)	346	(5.2)	**-43**	(5.5)	468	(5.7)	396	(4.6)	**-71**	(6.8)
	Qatar	435	(2.8)	358	(2.6)	**-77**	(3.8)	488	(2.8)	397	(2.7)	**-92**	(3.7)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	473	(4.6)	439	(5.3)	**-34**	(6.0)	541	(3.6)	475	(4.4)	**-65**	(5.6)
	Singapore	510	(3.0)	434	(6.9)	**-77**	(8.0)	616	(3.3)	516	(8.3)	**-100**	(8.6)
	Chinese Taipei	499	(3.9)	431	(5.9)	**-67**	(6.3)	590	(4.8)	480	(8.5)	**-110**	(9.0)
	Thailand	419	(3.1)	388	(3.6)	**-31**	(4.0)	489	(7.1)	408	(4.8)	**-81**	(6.1)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	380	(3.6)	358	(3.4)	**-22**	(4.4)	447	(7.8)	394	(3.9)	**-53**	(6.9)
	United Arab Emirates	442	(3.0)	373	(3.2)	**-70**	(3.6)	504	(3.6)	403	(3.7)	**-101**	(4.4)
	Uruguay	415	(3.1)	377	(5.1)	**-37**	(5.9)	508	(4.8)	437	(6.3)	**-71**	(7.1)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	431	(3.2)	385	(4.6)	**-46**	(4.7)	495	(5.0)	435	(6.6)	**-59**	(6.1)

1. A socio-economically disadvantaged student is a student in the bottom quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933473123

[Part 1/1]

Table III.12.9 Students who work for pay and life satisfaction

Results based on students' self-reports

		Average life satisfaction				Difference between students who work and those who do not work for pay before or after school			
		Students who do not work for pay before or after school		Students who work for pay before or after school		Before accounting for students' socio-economic status		After accounting for students' socio-economic status	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Dif.	S.E.
OECD	Australia	m	m	m	m	m	m	m	m
	Austria	7.46	(0.04)	7.77	(0.08)	**0.31**	(0.08)	**0.38**	(0.08)
	Belgium (excl. Flemish)	7.44	(0.05)	7.60	(0.10)	0.16	(0.10)	0.18	(0.10)
	Canada	m	m	m	m	m	m	m	m
	Chile	7.28	(0.05)	7.56	(0.06)	**0.28**	(0.07)	**0.32**	(0.07)
	Czech Republic	7.01	(0.04)	7.25	(0.08)	**0.24**	(0.09)	**0.31**	(0.09)
	Denmark	m	m	m	m	m	m	m	m
	Estonia	7.47	(0.04)	7.72	(0.08)	**0.25**	(0.08)	**0.26**	(0.08)
	Finland	7.86	(0.03)	8.04	(0.07)	**0.18**	(0.08)	**0.19**	(0.08)
	France	7.59	(0.03)	7.86	(0.08)	**0.27**	(0.09)	**0.32**	(0.08)
	Germany	7.23	(0.04)	7.46	(0.11)	0.22	(0.11)	**0.23**	(0.11)
	Greece	6.87	(0.04)	7.10	(0.08)	**0.23**	(0.09)	**0.27**	(0.09)
	Hungary	7.13	(0.05)	7.26	(0.08)	0.13	(0.09)	**0.23**	(0.09)
	Iceland	7.70	(0.05)	8.00	(0.07)	**0.31**	(0.08)	**0.32**	(0.08)
	Ireland	7.27	(0.03)	7.37	(0.08)	0.11	(0.09)	0.12	(0.09)
	Israel	m	m	m	m	m	m	m	m
	Italy	6.79	(0.05)	7.18	(0.06)	**0.39**	(0.08)	**0.42**	(0.08)
	Japan	6.83	(0.04)	6.61	(0.13)	-0.22	(0.13)	-0.15	(0.13)
	Korea	6.34	(0.04)	6.67	(0.17)	0.33	(0.17)	**0.36**	(0.16)
	Latvia	7.35	(0.04)	7.47	(0.09)	0.11	(0.10)	0.13	(0.10)
	Luxembourg	7.34	(0.04)	7.57	(0.09)	**0.24**	(0.09)	**0.27**	(0.09)
	Mexico	8.27	(0.03)	8.27	(0.06)	0.00	(0.06)	0.01	(0.06)
	Netherlands	7.75	(0.03)	7.94	(0.04)	**0.19**	(0.05)	**0.19**	(0.05)
	New Zealand	m	m	m	m	m	m	m	m
	Norway	m	m	m	m	m	m	m	m
	Poland	7.14	(0.05)	7.38	(0.08)	**0.24**	(0.09)	**0.28**	(0.08)
	Portugal	7.32	(0.04)	7.64	(0.08)	**0.32**	(0.10)	**0.34**	(0.10)
	Slovak Republic	7.38	(0.04)	7.67	(0.06)	**0.28**	(0.07)	**0.32**	(0.07)
	Slovenia	7.12	(0.04)	7.58	(0.10)	**0.47**	(0.11)	**0.47**	(0.11)
	Spain	7.38	(0.04)	7.54	(0.05)	**0.16**	(0.06)	**0.18**	(0.06)
	Sweden	m	m	m	m	m	m	m	m
	Switzerland	7.66	(0.04)	7.82	(0.08)	0.15	(0.09)	0.16	(0.09)
	Turkey	6.10	(0.07)	6.19	(0.08)	0.10	(0.09)	0.13	(0.09)
	United Kingdom	6.93	(0.05)	7.18	(0.06)	**0.25**	(0.08)	**0.25**	(0.08)
	United States	7.27	(0.04)	7.58	(0.06)	**0.31**	(0.06)	**0.33**	(0.06)
	OECD average	7.26	(0.01)	7.47	(0.02)	**0.21**	(0.02)	**0.24**	(0.02)
Partners	Albania	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m
	Brazil	7.40	(0.05)	7.74	(0.04)	**0.33**	(0.06)	**0.33**	(0.06)
	B-S-J-G (China)	6.79	(0.04)	7.09	(0.08)	**0.30**	(0.09)	**0.36**	(0.08)
	Bulgaria	7.36	(0.05)	7.49	(0.08)	0.13	(0.09)	**0.20**	(0.09)
	CABA (Argentina)	m	m	m	m	m	m	m	m
	Colombia	7.75	(0.05)	8.01	(0.05)	**0.26**	(0.05)	**0.25**	(0.05)
	Costa Rica	8.17	(0.04)	8.21	(0.09)	0.04	(0.10)	0.05	(0.10)
	Croatia	7.82	(0.04)	8.18	(0.08)	**0.36**	(0.08)	**0.37**	(0.08)
	Cyprus*	7.05	(0.04)	7.13	(0.05)	0.08	(0.06)	0.11	(0.06)
	Dominican Republic	8.47	(0.05)	8.54	(0.09)	0.06	(0.10)	0.06	(0.10)
	FYROM	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m
	Hong Kong (China)	6.48	(0.04)	6.54	(0.11)	0.06	(0.10)	0.08	(0.10)
	Indonesia	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m
	Lithuania	7.83	(0.04)	7.97	(0.07)	0.14	(0.08)	**0.17**	(0.08)
	Macao (China)	6.62	(0.03)	6.46	(0.09)	-0.16	(0.09)	-0.17	(0.09)
	Malta	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m
	Montenegro	7.61	(0.05)	7.86	(0.05)	**0.25**	(0.06)	**0.25**	(0.06)
	Peru	7.42	(0.04)	7.60	(0.07)	**0.18**	(0.08)	**0.17**	(0.09)
	Qatar	7.13	(0.03)	7.66	(0.04)	**0.53**	(0.06)	**0.59**	(0.06)
	Romania	m	m	m	m	m	m	m	m
	Russia	7.65	(0.04)	8.00	(0.07)	**0.35**	(0.07)	**0.35**	(0.07)
	Singapore	m	m	m	m	m	m	m	m
	Chinese Taipei	6.60	(0.03)	6.52	(0.08)	-0.08	(0.08)	0.02	(0.08)
	Thailand	7.65	(0.04)	7.80	(0.05)	**0.14**	(0.06)	**0.13**	(0.06)
	Trinidad and Tobago	m	m	m	m	m	m	m	m
	Tunisia	6.91	(0.06)	6.88	(0.07)	-0.02	(0.10)	-0.02	(0.09)
	United Arab Emirates	7.12	(0.04)	7.57	(0.05)	**0.45**	(0.06)	**0.50**	(0.06)
	Uruguay	7.63	(0.04)	7.85	(0.08)	**0.23**	(0.09)	**0.27**	(0.09)
	Viet Nam	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m
	Malaysia**	7.03	(0.05)	7.15	(0.07)	0.11	(0.08)	0.14	(0.08)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473139

[Part 1/2]

Table III.12.10 Students who work for pay and well-being outcomes

Results based on students' self-reports

		Percentage of students who agreed/strongly agreed with the following statements											
		Feel like an outsider (or left out of things) at school						Expect to end (their) education at the secondary level					
		Students who do not work for pay before or after school		Students who work for pay before or after school		Difference between students who do and students who do not work for pay before or after school		Students who do not work for pay before or after school		Students who work for pay before or after school		Difference between students who do and students who do not work for pay before or after school	
		%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	23.1	(0.5)	24.7	(0.8)	1.6	(0.9)	34.9	(0.7)	42.1	(0.9)	**7.2**	(1.2)
	Austria	12.6	(0.5)	17.7	(1.2)	**5.1**	(1.2)	61.4	(1.1)	72.8	(1.6)	**11.5**	(1.7)
	Belgium	11.8	(0.4)	16.4	(1.0)	**4.6**	(1.0)	24.4	(0.7)	31.5	(1.4)	**7.1**	(1.3)
	Canada	22.5	(0.5)	22.2	(0.8)	-0.3	(0.9)	12.1	(0.5)	14.0	(0.6)	**1.9**	(0.7)
	Chile	19.0	(0.7)	23.4	(1.5)	**4.4**	(1.7)	15.0	(0.7)	23.2	(1.5)	**8.2**	(1.4)
	Czech Republic	18.8	(0.6)	25.3	(1.5)	**6.6**	(1.7)	31.3	(0.9)	55.9	(1.7)	**24.6**	(1.7)
	Denmark	11.6	(0.6)	13.1	(0.7)	1.5	(1.0)	57.8	(1.3)	60.8	(1.5)	3.0	(1.7)
	Estonia	11.8	(0.5)	17.1	(1.3)	**5.3**	(1.4)	22.3	(0.7)	36.7	(2.1)	**14.4**	(2.1)
	Finland	11.9	(0.5)	14.5	(1.6)	2.7	(1.7)	54.5	(1.0)	52.9	(2.0)	-1.6	(1.9)
	France	21.2	(0.7)	32.8	(1.7)	**11.6**	(1.8)	53.3	(1.0)	69.6	(1.9)	**16.3**	(1.7)
	Germany	14.6	(0.6)	17.7	(1.9)	3.1	(1.9)	75.8	(1.1)	77.2	(2.0)	1.4	(2.0)
	Greece	13.7	(0.6)	20.6	(1.4)	**6.9**	(1.5)	11.3	(1.0)	27.4	(1.9)	**16.1**	(1.9)
	Hungary	16.4	(0.7)	21.8	(1.2)	**5.4**	(1.3)	39.2	(1.1)	64.0	(1.9)	**24.8**	(1.8)
	Iceland	16.2	(0.8)	19.3	(1.3)	3.2	(1.6)	33.1	(0.9)	37.1	(1.4)	**4.0**	(1.8)
	Ireland	16.3	(0.7)	16.9	(1.2)	0.6	(1.2)	29.1	(0.8)	37.7	(1.7)	**8.6**	(1.8)
	Israel	c	c	c	c	c	c	26.4	(1.0)	39.8	(1.6)	**13.3**	(1.4)
	Italy	10.3	(0.5)	12.6	(0.9)	**2.4**	(1.0)	28.0	(1.1)	42.2	(1.6)	**14.2**	(1.8)
	Japan	11.2	(0.5)	19.7	(1.8)	**8.5**	(1.9)	20.7	(0.9)	42.2	(2.7)	**21.5**	(2.8)
	Korea	8.5	(0.4)	12.1	(1.7)	**3.6**	(1.8)	9.3	(0.6)	25.4	(1.8)	**16.1**	(1.9)
	Latvia	14.4	(0.5)	21.1	(1.7)	**6.7**	(1.8)	25.2	(0.9)	37.0	(1.9)	**11.8**	(2.0)
	Luxembourg	14.9	(0.6)	23.2	(1.2)	**8.3**	(1.3)	37.4	(0.7)	51.1	(1.5)	**13.7**	(1.6)
	Mexico	21.5	(0.7)	32.1	(1.4)	**10.6**	(1.6)	19.8	(0.9)	29.5	(1.4)	**9.7**	(1.6)
	Netherlands	8.0	(0.5)	10.2	(0.7)	**2.1**	(0.8)	26.5	(0.9)	26.1	(1.0)	-0.4	(1.4)
	New Zealand	21.9	(0.9)	22.9	(1.3)	1.1	(1.6)	35.7	(1.2)	48.1	(1.6)	**12.4**	(1.7)
	Norway	11.4	(0.7)	12.4	(0.8)	1.0	(1.1)	25.0	(0.9)	30.5	(1.1)	**5.4**	(1.3)
	Poland	20.5	(0.7)	26.3	(1.4)	**5.8**	(1.6)	31.0	(1.1)	53.5	(1.8)	**22.5**	(1.9)
	Portugal	11.5	(0.5)	19.2	(1.4)	**7.7**	(1.5)	31.6	(1.1)	56.3	(2.4)	**24.6**	(2.3)
	Slovak Republic	19.3	(0.6)	29.6	(1.2)	**10.2**	(1.2)	c	c	c	c	c	c
	Slovenia	16.1	(0.6)	26.1	(1.9)	**10.0**	(2.0)	41.2	(0.9)	60.4	(2.1)	**19.3**	(2.1)
	Spain	8.9	(0.4)	12.0	(0.8)	**3.0**	(0.9)	32.6	(1.0)	42.3	(1.3)	**9.8**	(1.2)
	Sweden	19.7	(0.6)	22.9	(1.5)	**3.1**	(1.5)	38.0	(1.2)	47.1	(1.8)	**9.1**	(1.9)
	Switzerland	11.3	(0.6)	12.9	(1.5)	1.5	(1.6)	56.6	(1.1)	64.5	(1.8)	**7.9**	(2.1)
	Turkey	31.8	(1.0)	42.0	(1.2)	**10.2**	(1.3)	18.7	(0.8)	33.8	(1.8)	**15.1**	(1.8)
	United Kingdom	20.1	(0.7)	20.4	(1.4)	0.3	(1.5)	45.1	(1.0)	51.9	(1.6)	**6.8**	(1.8)
	United States	23.5	(0.7)	24.4	(1.1)	0.9	(1.4)	10.8	(0.6)	15.6	(1.0)	**4.8**	(1.0)
	OECD average	16.1	(0.1)	20.8	(0.2)	**4.7**	(0.3)	32.8	(0.2)	44.1	(0.3)	**11.3**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	17.0	(0.7)	24.2	(0.8)	**7.3**	(1.0)	26.7	(0.9)	38.7	(1.0)	**12.1**	(1.1)
	B-S-J-G (China)	21.6	(0.6)	24.6	(1.6)	3.0	(1.8)	35.7	(1.6)	65.6	(2.1)	**29.9**	(2.4)
	Bulgaria	24.8	(0.9)	39.8	(1.6)	**15.0**	(1.8)	16.1	(0.9)	34.5	(1.8)	**18.4**	(1.6)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	24.0	(0.8)	34.5	(1.0)	**10.5**	(1.1)	9.9	(0.6)	20.2	(1.1)	**10.3**	(1.2)
	Costa Rica	25.4	(0.7)	33.6	(1.6)	**8.2**	(1.8)	16.1	(0.7)	21.4	(1.5)	**5.3**	(1.6)
	Croatia	11.9	(0.5)	21.5	(1.3)	**9.6**	(1.4)	27.4	(1.1)	49.1	(1.7)	**21.7**	(1.7)
	Cyprus*	14.7	(0.6)	20.6	(1.0)	**6.0**	(1.2)	8.7	(0.4)	18.2	(0.7)	**9.5**	(0.8)
	Dominican Republic	33.2	(1.2)	46.2	(1.5)	**13.0**	(1.9)	27.4	(1.2)	38.8	(1.7)	**11.4**	(2.0)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	24.4	(0.8)	26.4	(1.8)	2.0	(1.8)	16.3	(0.7)	25.9	(2.3)	**9.5**	(2.2)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	28.1	(0.8)	38.1	(1.2)	**10.0**	(1.4)	14.3	(0.7)	31.4	(1.6)	**17.1**	(1.6)
	Macao (China)	19.6	(0.7)	27.0	(1.9)	**7.4**	(2.1)	14.6	(0.6)	15.5	(1.3)	0.9	(1.4)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	14.9	(0.6)	19.7	(0.8)	**4.8**	(1.0)	11.3	(0.6)	15.6	(0.7)	**4.3**	(1.0)
	Peru	15.8	(0.6)	25.5	(1.5)	**9.7**	(1.4)	14.5	(0.6)	17.6	(0.9)	**3.1**	(1.1)
	Qatar	20.6	(0.6)	27.1	(0.7)	**6.5**	(1.0)	9.8	(0.4)	18.0	(0.6)	**8.1**	(0.7)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	17.1	(0.8)	24.7	(1.0)	**7.7**	(1.0)	40.9	(1.4)	55.7	(1.6)	**14.8**	(1.6)
	Singapore	22.7	(0.6)	29.3	(1.7)	**6.7**	(1.9)	2.7	(0.2)	5.2	(0.8)	**2.5**	(0.8)
	Chinese Taipei	10.7	(0.4)	15.8	(1.2)	**5.2**	(1.3)	26.3	(0.7)	47.1	(1.9)	**20.9**	(1.8)
	Thailand	16.5	(0.8)	25.1	(1.0)	**8.5**	(1.3)	10.8	(0.7)	21.8	(1.1)	**11.0**	(1.0)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	17.8	(0.9)	22.7	(1.2)	**4.8**	(1.3)	27.7	(1.1)	37.9	(1.3)	**10.2**	(1.3)
	United Arab Emirates	20.3	(0.6)	22.1	(0.8)	**1.8**	(0.9)	14.1	(0.5)	24.4	(0.9)	**10.3**	(1.0)
	Uruguay	20.9	(0.8)	28.9	(1.1)	**8.1**	(1.4)	41.3	(1.0)	57.6	(1.5)	**16.3**	(1.6)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	14.0	(0.7)	20.8	(1.3)	**6.8**	(1.4)	11.2	(0.7)	24.3	(1.3)	**13.1**	(1.3)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473143

[Part 2/2]

Table III.12.10 Students who work for pay and well-being outcomes

Results based on students' self-reports

		Percentage of students who agreed/strongly agreed with the following statements											
		Arrived late for school in the 2 weeks prior to the PISA test						Skipped school at least 3-4 days in the previous 2 weeks					
		Students who do not work for pay before or after school		Students who work for pay before or after school		Difference between students who do and students who do not work for pay before or after school		Students who do not work for pay before or after school		Students who work for pay before or after school		Difference between students who do and students who do not work for pay before or after school	
		%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	37.9	(0.8)	46.1	(0.7)	**8.2**	(1.0)	3.2	(0.3)	5.1	(0.4)	**1.9**	(0.5)
OECD	Austria	33.7	(1.2)	39.6	(1.4)	**5.9**	(1.8)	3.6	(0.3)	6.2	(0.7)	**2.6**	(0.8)
OECD	Belgium	47.9	(0.9)	61.2	(1.4)	**13.2**	(1.3)	2.2	(0.2)	5.6	(0.6)	**3.4**	(0.6)
OECD	Canada	44.1	(0.9)	53.7	(1.0)	**9.6**	(1.1)	5.3	(0.3)	8.3	(0.6)	**3.0**	(0.6)
OECD	Chile	65.1	(1.1)	72.2	(1.5)	**7.1**	(1.7)	3.4	(0.4)	6.3	(1.1)	**2.8**	(1.1)
OECD	Czech Republic	49.7	(1.0)	60.5	(1.9)	**10.8**	(2.2)	1.9	(0.2)	3.5	(0.6)	**1.6**	(0.6)
OECD	Denmark	48.6	(1.1)	46.1	(1.3)	-2.5	(1.5)	4.9	(0.5)	6.0	(0.7)	1.1	(0.8)
OECD	Estonia	39.9	(0.9)	56.2	(1.9)	**16.3**	(2.0)	6.7	(0.5)	14.8	(1.3)	**8.2**	(1.3)
OECD	Finland	35.5	(1.0)	41.3	(2.5)	**5.9**	(2.6)	10.0	(0.5)	10.2	(1.2)	0.2	(1.3)
OECD	France	50.3	(1.0)	63.4	(1.8)	**13.1**	(1.8)	6.7	(0.4)	12.1	(1.1)	**5.3**	(1.2)
OECD	Germany	38.7	(1.1)	46.7	(2.5)	**8.0**	(2.4)	3.3	(0.4)	7.3	(1.0)	**4.1**	(1.0)
OECD	Greece	52.0	(0.8)	60.6	(1.8)	**8.6**	(1.9)	10.4	(0.6)	21.8	(1.5)	**11.4**	(1.3)
OECD	Hungary	30.6	(1.0)	48.1	(1.9)	**17.5**	(2.0)	2.8	(0.3)	7.0	(0.7)	**4.1**	(0.8)
OECD	Iceland	48.4	(1.2)	53.2	(2.0)	**4.8**	(2.2)	4.6	(0.5)	5.9	(0.8)	1.3	(0.9)
OECD	Ireland	29.1	(1.0)	38.9	(1.5)	**9.8**	(1.5)	4.8	(0.4)	5.8	(0.8)	1.0	(0.9)
OECD	Israel	56.1	(1.2)	60.3	(1.4)	**4.2**	(1.3)	11.0	(0.7)	15.2	(1.1)	**4.2**	(1.2)
OECD	Italy	33.7	(0.8)	42.2	(1.7)	**8.5**	(1.7)	7.8	(0.5)	13.3	(1.1)	**5.5**	(1.2)
OECD	Japan	10.3	(0.6)	26.2	(2.4)	**15.9**	(2.4)	0.5	(0.1)	4.0	(0.9)	**3.5**	(0.9)
OECD	Korea	18.3	(0.9)	34.9	(3.6)	**16.6**	(3.5)	0.5	(0.1)	3.4	(0.9)	**2.9**	(0.9)
OECD	Latvia	52.3	(1.1)	57.0	(1.8)	**4.7**	(2.1)	8.1	(0.5)	13.4	(1.4)	**5.3**	(1.5)
OECD	Luxembourg	52.6	(0.8)	60.6	(1.7)	**8.0**	(2.0)	3.2	(0.3)	8.7	(1.0)	**5.5**	(1.0)
OECD	Mexico	47.4	(1.1)	52.8	(1.7)	**5.5**	(1.8)	3.4	(0.3)	5.0	(0.6)	**1.6**	(0.6)
OECD	Netherlands	46.9	(1.0)	57.4	(1.4)	**10.4**	(1.7)	3.4	(0.3)	6.1	(0.7)	**2.7**	(0.8)
OECD	New Zealand	41.7	(1.1)	51.1	(1.3)	**9.4**	(1.5)	5.3	(0.4)	8.1	(0.8)	**2.8**	(0.9)
OECD	Norway	43.8	(1.0)	52.6	(1.3)	**8.8**	(1.3)	4.4	(0.3)	5.8	(0.6)	**1.3**	(0.6)
OECD	Poland	54.5	(1.2)	64.7	(1.8)	**10.2**	(1.8)	11.0	(0.7)	20.4	(1.7)	**9.4**	(1.7)
OECD	Portugal	44.1	(1.1)	52.9	(1.9)	**8.8**	(2.1)	5.2	(0.4)	11.7	(1.2)	**6.5**	(1.2)
OECD	Slovak Republic	32.5	(0.9)	47.6	(1.7)	**15.2**	(1.7)	14.8	(0.5)	20.6	(1.2)	**5.8**	(1.3)
OECD	Slovenia	47.6	(1.0)	60.4	(2.0)	**12.7**	(2.3)	6.9	(0.4)	15.7	(1.5)	**8.8**	(1.5)
OECD	Spain	40.8	(0.9)	43.5	(1.5)	2.8	(1.6)	6.5	(0.4)	7.7	(0.8)	1.1	(0.8)
OECD	Sweden	52.6	(0.9)	60.7	(2.0)	**8.1**	(2.2)	3.4	(0.3)	5.1	(0.8)	**1.7**	(0.8)
OECD	Switzerland	44.9	(1.2)	50.5	(1.6)	**5.6**	(1.6)	4.9	(0.6)	7.5	(1.0)	**2.6**	(1.1)
OECD	Turkey	45.4	(1.3)	53.2	(1.5)	**7.8**	(1.7)	13.4	(0.7)	17.2	(0.9)	**3.8**	(0.9)
OECD	United Kingdom	31.1	(0.9)	38.1	(1.4)	**7.1**	(1.3)	6.1	(0.4)	8.2	(0.7)	**2.1**	(0.8)
OECD	United States	31.1	(0.9)	42.6	(1.8)	**11.5**	(1.6)	6.2	(0.4)	8.7	(0.8)	**2.5**	(0.8)
OECD	**OECD average**	42.3	(0.2)	51.3	(0.3)	**9.1**	(0.3)	5.7	(0.1)	9.5	(0.2)	**3.8**	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	38.3	(0.9)	41.5	(1.0)	**3.2**	(1.2)	8.8	(0.6)	10.8	(0.6)	**2.0**	(0.9)
Partners	B-S-J-G (China)	38.3	(1.1)	50.0	(2.0)	**11.6**	(2.1)	1.4	(0.2)	4.4	(0.8)	**3.1**	(0.8)
Partners	Bulgaria	52.8	(1.2)	61.8	(1.5)	**8.9**	(1.8)	11.9	(0.7)	19.7	(1.3)	**7.8**	(1.4)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	40.9	(1.0)	44.6	(1.2)	**3.6**	(1.3)	7.1	(0.5)	6.1	(0.5)	-1.0	(0.6)
Partners	Costa Rica	52.3	(1.2)	59.0	(2.0)	**6.7**	(2.1)	8.7	(0.5)	11.9	(1.3)	**3.3**	(1.4)
Partners	Croatia	39.3	(1.0)	54.1	(1.7)	**14.8**	(1.8)	4.8	(0.4)	11.5	(1.2)	**6.7**	(1.2)
Partners	Cyprus*	54.3	(1.0)	60.5	(1.3)	**6.2**	(1.6)	10.9	(0.6)	17.5	(0.9)	**6.6**	(1.1)
Partners	Dominican Republic	38.6	(1.4)	45.6	(1.6)	**7.0**	(1.9)	8.2	(0.7)	11.5	(1.0)	**3.3**	(1.1)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	22.2	(0.8)	37.5	(1.7)	**15.3**	(2.0)	0.9	(0.2)	3.6	(0.8)	**2.8**	(0.8)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	45.5	(1.0)	53.0	(1.4)	**7.5**	(1.6)	8.9	(0.6)	15.0	(1.1)	**6.1**	(1.2)
Partners	Macao (China)	28.2	(0.6)	34.6	(1.8)	**6.4**	(1.9)	1.7	(0.2)	3.2	(0.7)	**1.5**	(0.7)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	60.8	(1.1)	66.6	(1.0)	**5.8**	(1.4)	18.8	(0.8)	23.0	(1.0)	**4.2**	(1.2)
Partners	Peru	57.5	(1.2)	63.5	(1.6)	**6.0**	(1.9)	6.1	(0.4)	6.7	(0.6)	0.5	(0.7)
Partners	Qatar	41.5	(0.6)	51.6	(0.7)	**10.1**	(1.0)	6.8	(0.3)	11.4	(0.5)	**4.7**	(0.6)
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	52.1	(1.5)	61.6	(1.4)	**9.5**	(1.4)	10.0	(0.7)	15.1	(1.2)	**5.1**	(1.2)
Partners	Singapore	21.6	(0.6)	40.4	(2.0)	**18.8**	(2.0)	1.6	(0.2)	2.8	(0.6)	1.2	(0.6)
Partners	Chinese Taipei	31.4	(0.8)	50.4	(1.8)	**18.9**	(1.8)	1.7	(0.2)	9.0	(1.0)	**7.3**	(1.0)
Partners	Thailand	33.8	(1.2)	39.3	(1.0)	**5.4**	(1.1)	6.2	(0.6)	5.7	(0.5)	-0.6	(0.7)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	73.2	(1.1)	76.1	(1.1)	**3.0**	(1.5)	10.8	(0.9)	15.1	(0.9)	**4.4**	(1.1)
Partners	United Arab Emirates	38.1	(0.9)	50.6	(1.1)	**12.5**	(1.4)	8.2	(0.5)	10.0	(0.6)	**1.8**	(0.8)
Partners	Uruguay	62.6	(1.0)	68.7	(1.4)	**6.1**	(1.7)	8.6	(0.6)	11.9	(1.0)	**3.3**	(1.2)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	32.7	(1.0)	38.9	(1.5)	**6.2**	(1.5)	3.8	(0.4)	5.1	(0.6)	**1.3**	(0.6)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473143

[Part 1/2]

Table III.13.6 Change between 2012 and 2015 in age at which students started using the Internet

Results based on students' self-reports

		PISA 2012										PISA 2015									
		Percentage of students who started using the Internet when they were…								Percentage of students who have never used Internet		Percentage of students who started using the Internet when they were…								Percentage of students who have never used Internet	
		6 years old or younger		7-9 years old		10-12 years old		13 years old or older				6 years old or younger		7-9 years old		10-12 years old		13 years old or older			
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	19.3	(0.4)	48.1	(0.4)	27.4	(0.4)	5.1	(0.2)	0.1	(0.0)	22.0	(0.5)	45.8	(0.5)	27.7	(0.5)	4.4	(0.2)	0.2	(0.0)
OECD	Austria	8.0	(0.4)	37.8	(0.7)	43.9	(0.7)	10.2	(0.6)	0.1	(0.0)	9.3	(0.5)	36.1	(0.6)	43.9	(0.7)	10.4	(0.4)	0.3	(0.1)
OECD	Belgium	14.6	(0.5)	41.1	(0.6)	37.8	(0.7)	6.4	(0.3)	0.1	(0.0)	13.7	(0.4)	39.0	(0.6)	39.7	(0.7)	7.4	(0.3)	0.2	(0.0)
OECD	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Chile	12.2	(0.4)	37.4	(0.8)	37.2	(0.9)	12.9	(0.6)	0.3	(0.1)	13.7	(0.5)	40.8	(0.8)	36.4	(0.8)	9.1	(0.5)	0.1	(0.1)
OECD	Czech Republic	7.0	(0.4)	41.9	(0.9)	42.8	(1.0)	8.3	(0.5)	0.1	(0.0)	13.6	(0.5)	47.5	(0.7)	33.8	(0.7)	4.8	(0.3)	0.3	(0.1)
OECD	Denmark	32.6	(0.8)	51.5	(0.7)	14.8	(0.5)	0.9	(0.1)	0.1	(0.0)	31.2	(0.8)	50.3	(0.8)	17.2	(0.6)	1.1	(0.2)	0.2	(0.1)
OECD	Estonia	24.1	(0.8)	56.1	(0.9)	17.2	(0.7)	2.4	(0.3)	0.1	(0.1)	31.0	(0.6)	50.4	(0.6)	16.1	(0.6)	2.3	(0.2)	0.2	(0.1)
OECD	Finland	20.9	(0.6)	60.2	(0.6)	17.8	(0.5)	1.1	(0.2)	0.0	c	26.1	(0.6)	56.3	(0.7)	16.1	(0.4)	1.1	(0.1)	0.4	(0.1)
OECD	France	m	m	m	m	m	m	m	m	m	m	12.8	(0.4)	43.7	(0.9)	37.3	(0.8)	5.9	(0.4)	0.3	(0.1)
OECD	Germany	7.1	(0.4)	35.2	(0.8)	46.5	(0.7)	11.2	(0.5)	0.1	(0.1)	m	m	m	m	m	m	m	m	m	m
OECD	Greece	5.1	(0.3)	22.7	(0.6)	41.8	(0.7)	29.7	(0.7)	0.6	(0.1)	8.7	(0.5)	33.2	(0.7)	42.9	(0.8)	14.7	(0.7)	0.4	(0.1)
OECD	Hungary	8.9	(0.5)	38.4	(1.0)	42.9	(0.9)	9.7	(0.6)	0.1	(0.1)	16.4	(0.6)	46.4	(0.7)	32.1	(0.7)	4.8	(0.4)	0.2	(0.1)
OECD	Iceland	22.9	(0.7)	52.6	(0.9)	21.6	(0.7)	2.8	(0.3)	0.2	(0.1)	30.4	(0.8)	47.4	(0.9)	19.7	(0.8)	2.1	(0.2)	0.4	(0.1)
OECD	Ireland	6.6	(0.4)	31.9	(0.8)	47.5	(0.8)	13.8	(0.5)	0.1	(0.1)	8.6	(0.5)	33.1	(0.7)	47.0	(0.7)	11.2	(0.4)	0.1	(0.0)
OECD	Israel	27.9	(0.8)	44.8	(0.8)	20.8	(0.8)	5.8	(0.5)	0.7	(0.1)	33.8	(0.8)	43.4	(0.7)	17.3	(0.6)	4.9	(0.5)	0.6	(0.1)
OECD	Italy	7.1	(0.2)	27.3	(0.4)	46.8	(0.5)	18.6	(0.4)	0.2	(0.0)	8.5	(0.4)	31.9	(0.7)	46.2	(0.7)	13.1	(0.6)	0.4	(0.1)
OECD	Japan	6.5	(0.4)	38.9	(0.6)	43.9	(0.7)	10.4	(0.5)	0.3	(0.1)	9.4	(0.4)	34.3	(0.6)	42.7	(0.6)	13.4	(0.5)	0.1	(0.0)
OECD	Korea	11.8	(0.5)	58.3	(0.7)	26.5	(0.8)	3.3	(0.3)	0.1	(0.0)	14.8	(0.6)	50.2	(0.7)	30.0	(0.7)	4.9	(0.3)	0.1	(0.0)
OECD	Latvia	12.1	(0.7)	49.3	(1.0)	32.3	(1.0)	6.0	(0.4)	0.2	(0.1)	18.4	(0.7)	52.2	(0.8)	25.6	(0.8)	3.9	(0.3)	0.0	c
OECD	Luxembourg	m	m	m	m	m	m	m	m	m	m	9.3	(0.4)	32.9	(0.7)	45.3	(0.8)	12.0	(0.5)	0.5	(0.1)
OECD	Mexico	6.2	(0.3)	27.3	(0.5)	38.0	(0.4)	24.9	(0.5)	3.6	(0.3)	7.2	(0.4)	31.4	(0.8)	39.7	(0.8)	20.5	(1.0)	1.1	(0.2)
OECD	Netherlands	33.3	(0.9)	50.5	(0.9)	15.3	(0.6)	0.8	(0.1)	0.1	(0.0)	24.3	(0.8)	47.4	(0.7)	24.9	(0.7)	3.2	(0.3)	0.1	(0.0)
OECD	New Zealand	23.7	(0.8)	48.3	(0.9)	23.8	(0.7)	4.0	(0.3)	0.2	(0.1)	21.0	(0.6)	47.0	(0.9)	26.8	(0.7)	5.0	(0.4)	0.4	(0.1)
OECD	Norway	26.1	(0.7)	50.9	(0.9)	20.9	(0.6)	1.9	(0.2)	0.2	(0.1)	m	m	m	m	m	m	m	m	m	m
OECD	Poland	8.3	(0.5)	37.2	(0.8)	41.6	(0.9)	12.3	(0.6)	0.6	(0.1)	17.1	(0.7)	46.8	(0.8)	30.1	(0.7)	5.7	(0.4)	0.2	(0.1)
OECD	Portugal	11.0	(0.6)	39.7	(0.7)	39.5	(0.8)	9.7	(0.5)	0.1	(0.0)	17.1	(0.7)	45.0	(0.8)	32.5	(0.9)	5.1	(0.3)	0.2	(0.1)
OECD	Slovak Republic	4.9	(0.4)	26.3	(0.8)	46.7	(0.9)	21.5	(0.8)	0.6	(0.2)	8.0	(0.4)	35.9	(0.7)	43.8	(0.7)	11.7	(0.5)	0.6	(0.1)
OECD	Slovenia	12.6	(0.5)	48.6	(0.8)	32.6	(0.8)	6.1	(0.4)	0.0	(0.0)	15.9	(0.5)	47.6	(0.9)	32.1	(0.8)	4.3	(0.3)	0.2	(0.0)
OECD	Spain	14.8	(0.4)	45.3	(0.6)	34.0	(0.5)	5.8	(0.3)	0.1	(0.0)	16.9	(0.5)	46.3	(0.7)	31.9	(0.7)	4.7	(0.3)	0.1	(0.0)
OECD	Sweden	25.1	(0.7)	53.8	(0.8)	18.7	(0.6)	2.1	(0.2)	0.3	(0.1)	26.2	(0.6)	49.1	(0.7)	21.7	(0.7)	2.5	(0.2)	0.6	(0.1)
OECD	Switzerland	8.8	(0.4)	38.4	(0.7)	43.1	(0.7)	9.6	(0.4)	0.2	(0.0)	9.8	(0.5)	38.4	(0.7)	41.7	(0.7)	9.7	(0.6)	0.4	(0.1)
OECD	Turkey	5.4	(0.4)	32.9	(0.8)	40.5	(0.8)	20.0	(0.8)	1.2	(0.3)	m	m	m	m	m	m	m	m	m	m
OECD	United Kingdom	m	m	m	m	m	m	m	m	m	m	27.6	(0.7)	47.6	(0.8)	21.9	(0.7)	2.8	(0.2)	0.1	(0.0)
OECD	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	14.5	(0.1)	42.4	(0.1)	33.5	(0.1)	9.2	(0.1)	0.4	(0.0)	17.4	(0.1)	43.2	(0.1)	32.1	(0.1)	6.9	(0.1)	0.3	(0.0)
	OECD average-27[1]	14.7	(0.1)	42.7	(0.1)	33.2	(0.1)	9.0	(0.1)	0.3	(0.0)	17.5	(0.1)	43.5	(0.1)	31.8	(0.1)	6.9	(0.1)	0.3	(0.0)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	m	m	m	m	m	m	m	m	m	m	17.2	(0.6)	36.0	(0.6)	31.2	(0.5)	14.4	(0.5)	1.3	(0.2)
Partners	B-S-J-G (China)	m	m	m	m	m	m	m	m	m	m	6.7	(0.5)	27.8	(1.1)	34.8	(1.1)	24.0	(1.1)	6.7	(0.6)
Partners	Bulgaria	m	m	m	m	m	m	m	m	m	m	20.4	(0.7)	49.9	(0.8)	23.5	(0.7)	5.3	(0.5)	0.8	(0.1)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	m	m	m	m	m	m	m	m	m	m	11.3	(0.5)	36.3	(0.7)	35.7	(0.7)	16.2	(0.7)	0.6	(0.1)
Partners	Costa Rica	9.1	(0.5)	28.7	(0.9)	39.2	(0.8)	22.3	(1.1)	0.6	(0.2)	9.9	(0.5)	35.5	(0.9)	38.5	(0.7)	15.9	(0.7)	0.3	(0.1)
Partners	Croatia	7.2	(0.4)	34.8	(0.8)	44.0	(0.8)	13.9	(0.6)	0.2	(0.1)	12.9	(0.5)	44.7	(0.8)	36.1	(0.8)	6.1	(0.3)	0.2	(0.1)
Partners	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Dominican Republic	m	m	m	m	m	m	m	m	m	m	8.6	(0.5)	23.9	(1.0)	36.2	(0.9)	27.9	(1.1)	3.3	(0.4)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	24.7	(1.0)	51.2	(1.0)	21.7	(0.7)	2.3	(0.3)	0.1	(0.0)	27.9	(0.7)	50.2	(0.7)	18.9	(0.5)	2.7	(0.2)	0.2	(0.1)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	9.1	(0.5)	17.8	(0.6)	31.4	(0.7)	35.3	(0.8)	6.4	(0.5)	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	m	m	m	m	m	m	m	m	m	m	20.5	(0.6)	51.9	(0.7)	23.4	(0.7)	3.6	(0.2)	0.6	(0.1)
Partners	Macao (China)	10.6	(0.4)	42.4	(0.7)	38.9	(0.7)	7.9	(0.3)	0.2	(0.1)	17.1	(0.6)	50.5	(0.7)	28.3	(0.7)	4.0	(0.3)	0.1	(0.1)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Peru	m	m	m	m	m	m	m	m	m	m	8.2	(0.4)	24.6	(0.7)	32.7	(0.6)	29.9	(0.9)	4.6	(0.4)
Partners	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	2.3	(0.2)	14.8	(0.6)	39.1	(0.9)	42.8	(1.2)	1.0	(0.1)	5.5	(0.3)	30.5	(0.8)	45.4	(0.6)	18.2	(0.9)	0.3	(0.1)
Partners	Singapore	16.3	(0.5)	45.7	(0.6)	32.3	(0.7)	5.7	(0.3)	0.0	(0.0)	17.4	(0.5)	45.7	(0.6)	31.2	(0.6)	5.6	(0.3)	0.1	(0.0)
Partners	Chinese Taipei	m	m	m	m	m	m	m	m	m	m	13.1	(0.5)	39.4	(0.6)	38.8	(0.6)	8.6	(0.4)	0.1	(0.0)
Partners	Thailand	m	m	m	m	m	m	m	m	m	m	6.8	(0.4)	33.5	(0.8)	39.7	(0.8)	19.5	(0.7)	0.4	(0.1)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Uruguay	10.5	(0.5)	37.1	(0.8)	38.4	(0.7)	13.6	(0.6)	0.4	(0.1)	17.7	(0.6)	47.1	(0.7)	28.6	(0.7)	6.5	(0.4)	0.2	(0.1)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. "OECD average-27" includes all OECD countries with available data for both years.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473203

[Part 2/2]

Table III.13.6 Change between 2012 and 2015 in age at which students started using the Internet

Results based on students' self-reports

		Difference between 2012 and 2015 (PISA 2015 – PISA 2012)									
		Percentage of students who started using the Internet when they were…								Percentage of students who have never used Internet	
		6 years old or younger		7-9 years old		10-12 years old		13 years old or older			
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	**2.7**	(0.6)	**-2.3**	(0.6)	0.3	(0.6)	**-0.8**	(0.3)	**0.1**	(0.1)
	Austria	**1.3**	(0.6)	-1.7	(1.0)	0.0	(1.0)	0.3	(0.7)	0.1	(0.1)
	Belgium	-0.9	(0.6)	**-2.2**	(0.9)	**1.9**	(0.9)	**1.0**	(0.4)	0.1	(0.1)
	Canada	m	m	m	m	m	m	m	m	m	m
	Chile	**1.5**	(0.7)	**3.4**	(1.2)	-0.9	(1.2)	**-3.9**	(0.8)	-0.1	(0.1)
	Czech Republic	**6.6**	(0.7)	**5.6**	(1.2)	**-8.9**	(1.2)	**-3.5**	(0.6)	**0.2**	(0.1)
	Denmark	-1.4	(1.1)	-1.3	(1.1)	**2.4**	(0.8)	0.1	(0.2)	0.1	(0.1)
	Estonia	**6.9**	(1.1)	**-5.7**	(1.1)	-1.1	(0.9)	-0.1	(0.4)	0.0	(0.2)
	Finland	**5.2**	(0.8)	**-3.9**	(0.9)	**-1.7**	(0.6)	0.0	(0.2)	**0.4**	(0.1)
	France	m	m	m	m	m	m	m	m	m	m
	Germany	m	m	m	m	m	m	m	m	m	m
	Greece	**3.6**	(0.6)	**10.5**	(1.0)	1.1	(1.0)	**-14.9**	(1.0)	-0.2	(0.1)
	Hungary	**7.5**	(0.8)	**8.0**	(1.2)	**-10.8**	(1.1)	**-4.8**	(0.7)	0.1	(0.1)
	Iceland	**7.5**	(1.1)	**-5.2**	(1.2)	-1.9	(1.1)	-0.6	(0.4)	0.2	(0.1)
	Ireland	**2.0**	(0.6)	1.2	(1.1)	-0.6	(1.1)	**-2.6**	(0.7)	-0.1	(0.1)
	Israel	**5.8**	(1.1)	-1.3	(1.0)	**-3.6**	(1.0)	-0.9	(0.7)	-0.1	(0.2)
	Italy	**1.4**	(0.4)	**4.6**	(0.8)	-0.6	(0.8)	**-5.6**	(0.7)	0.2	(0.1)
	Japan	**2.9**	(0.5)	**-4.6**	(0.8)	-1.2	(0.9)	**3.1**	(0.7)	-0.2	(0.1)
	Korea	**3.0**	(0.8)	**-8.1**	(1.0)	**3.5**	(1.1)	**1.6**	(0.4)	0.0	(0.1)
	Latvia	**6.2**	(1.0)	**2.8**	(1.3)	**-6.7**	(1.3)	**-2.1**	(0.6)	**-0.2**	(0.1)
	Luxembourg	m	m	m	m	m	m	m	m	m	m
	Mexico	**1.1**	(0.5)	**4.1**	(1.0)	1.7	(0.9)	**-4.5**	(1.1)	**-2.4**	(0.3)
	Netherlands	**-9.0**	(1.1)	**-3.1**	(1.1)	**9.6**	(0.9)	**2.4**	(0.3)	0.0	(0.1)
	New Zealand	**-2.8**	(1.0)	-1.3	(1.2)	**3.0**	(1.0)	1.0	(0.5)	0.2	(0.1)
	Norway	m	m	m	m	m	m	m	m	m	m
	Poland	**8.8**	(0.8)	**9.6**	(1.1)	**-11.5**	(1.1)	**-6.6**	(0.7)	**-0.4**	(0.1)
	Portugal	**6.1**	(0.9)	**5.3**	(1.1)	**-7.0**	(1.1)	**-4.5**	(0.6)	**0.1**	(0.1)
	Slovak Republic	**3.1**	(0.5)	**9.6**	(1.1)	**-2.9**	(1.1)	**-9.8**	(0.9)	0.1	(0.2)
	Slovenia	**3.3**	(0.7)	-1.0	(1.2)	-0.5	(1.1)	**-1.9**	(0.5)	**0.1**	(0.1)
	Spain	**2.1**	(0.7)	1.0	(0.9)	**-2.1**	(0.9)	**-1.0**	(0.4)	0.0	(0.1)
	Sweden	1.1	(0.9)	**-4.7**	(1.0)	**2.9**	(1.0)	0.4	(0.3)	**0.3**	(0.1)
	Switzerland	1.0	(0.6)	0.0	(0.9)	-1.3	(1.0)	0.1	(0.7)	0.2	(0.1)
	Turkey	m	m	m	m	m	m	m	m	m	m
	United Kingdom	m	m	m	m	m	m	m	m	m	m
	United States	m	m	m	m	m	m	m	m	m	m
	OECD average	**2.8**	(0.2)	**0.7**	(0.2)	**-1.4**	(0.2)	**-2.2**	(0.1)	0.0	(0.0)
	OECD average-27[1]	**2.8**	(0.2)	**0.7**	(0.2)	**-1.4**	(0.2)	**-2.2**	(0.1)	0.0	(0.0)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	m	m	m	m
	B-S-J-G (China)	m	m	m	m	m	m	m	m	m	m
	Bulgaria	m	m	m	m	m	m	m	m	m	m
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	m	m	m	m	m	m	m	m	m	m
	Costa Rica	0.7	(0.7)	**6.7**	(1.2)	-0.7	(1.0)	**-6.4**	(1.3)	-0.3	(0.2)
	Croatia	**5.7**	(0.6)	**10.0**	(1.1)	**-7.8**	(1.1)	**-7.9**	(0.7)	0.0	(0.1)
	Cyprus*	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	m	m	m	m	m	m	m	m	m	m
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	**3.3**	(1.2)	-1.0	(1.2)	**-2.8**	(0.8)	0.4	(0.4)	0.1	(0.1)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	m	m	m	m	m	m	m	m	m	m
	Macao (China)	**6.5**	(0.7)	**8.0**	(1.0)	**-10.6**	(1.0)	**-3.9**	(0.4)	-0.1	(0.1)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m
	Peru	m	m	m	m	m	m	m	m	m	m
	Qatar	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	**3.2**	(0.4)	**15.7**	(1.0)	**6.4**	(1.1)	**-24.6**	(1.5)	**-0.7**	(0.2)
	Singapore	1.1	(0.7)	0.0	(0.9)	-1.2	(0.9)	-0.1	(0.4)	**0.1**	(0.0)
	Chinese Taipei	m	m	m	m	m	m	m	m	m	m
	Thailand	m	m	m	m	m	m	m	m	m	m
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m
	Uruguay	**7.2**	(0.8)	**10.0**	(1.1)	**-9.8**	(1.0)	**-7.1**	(0.8)	-0.2	(0.1)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m

1. "OECD average-27" includes all OECD countries with available data for both years.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473203

[Part 1/2]

Table III.13.7 Internet use outside of school on a typical weekday, by gender

Results based on students' self-reports

		All students													
		Percentage of students who reported that, on a typical weekday, they use the Internet outside of school…												Average time, in minutes per day, spent using the Internet outside of school, on weekdays[1]	
		…not at all		…one hour or less		…between 1 and 2 hours		…between 2 and 4 hours		…between 4 and 6 hours		…more than 6 hours			
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	Minutes	S.E.
OECD	Australia	1.8	(0.1)	10.3	(0.3)	18.7	(0.4)	31.2	(0.5)	20.6	(0.5)	17.5	(0.5)	164	(1.5)
OECD	Austria	1.2	(0.2)	18.3	(0.6)	21.1	(0.5)	26.5	(0.6)	15.8	(0.5)	17.1	(0.6)	149	(2.0)
OECD	Belgium	2.4	(0.2)	15.8	(0.4)	22.1	(0.5)	27.9	(0.6)	16.4	(0.4)	15.4	(0.5)	146	(1.6)
OECD	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Chile	5.6	(0.4)	10.6	(0.5)	12.8	(0.4)	20.0	(0.7)	19.2	(0.7)	31.9	(0.9)	195	(2.5)
OECD	Czech Republic	2.2	(0.2)	15.0	(0.5)	22.3	(0.5)	28.1	(0.6)	15.3	(0.6)	17.1	(0.6)	149	(2.1)
OECD	Denmark	0.6	(0.1)	9.7	(0.5)	20.3	(0.8)	33.9	(0.8)	20.6	(0.8)	14.9	(0.6)	159	(2.4)
OECD	Estonia	1.3	(0.2)	12.0	(0.5)	18.9	(0.7)	30.2	(0.8)	19.5	(0.6)	18.1	(0.6)	163	(2.0)
OECD	Finland	0.5	(0.1)	15.8	(0.5)	23.9	(0.6)	32.1	(0.7)	16.2	(0.5)	11.5	(0.5)	138	(1.7)
OECD	France	2.9	(0.3)	20.0	(0.7)	24.4	(0.7)	28.0	(0.7)	12.8	(0.4)	12.0	(0.5)	127	(1.9)
OECD	Germany	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Greece	4.2	(0.3)	20.2	(0.7)	23.0	(0.6)	26.6	(0.7)	14.8	(0.6)	11.2	(0.5)	126	(1.9)
OECD	Hungary	2.2	(0.2)	13.6	(0.6)	20.9	(0.7)	26.2	(0.6)	16.4	(0.5)	20.8	(0.7)	161	(2.2)
OECD	Iceland	0.7	(0.1)	12.1	(0.6)	24.3	(0.7)	31.8	(0.9)	18.9	(0.8)	12.2	(0.5)	145	(1.9)
OECD	Ireland	1.4	(0.2)	15.0	(0.7)	22.5	(0.6)	30.3	(0.6)	17.2	(0.6)	13.6	(0.6)	144	(2.4)
OECD	Israel	7.9	(1.2)	21.5	(0.8)	19.3	(0.7)	20.6	(0.7)	12.9	(0.7)	17.8	(0.8)	135	(3.7)
OECD	Italy	2.3	(0.2)	15.0	(0.5)	19.5	(0.5)	24.8	(0.6)	15.1	(0.4)	23.3	(0.7)	165	(2.0)
OECD	Japan	7.7	(0.4)	30.3	(0.8)	25.0	(0.6)	22.9	(0.6)	7.7	(0.4)	6.4	(0.5)	90	(2.4)
OECD	Korea	19.3	(0.8)	36.0	(0.8)	23.0	(0.6)	15.8	(0.6)	4.0	(0.3)	1.9	(0.2)	55	(1.3)
OECD	Latvia	2.0	(0.3)	15.5	(0.6)	21.1	(0.6)	29.8	(0.7)	16.3	(0.6)	15.4	(0.6)	147	(2.1)
OECD	Luxembourg	2.3	(0.2)	15.3	(0.5)	20.1	(0.6)	27.3	(0.6)	16.7	(0.5)	18.4	(0.6)	155	(1.8)
OECD	Mexico	11.7	(0.5)	24.8	(0.9)	18.5	(0.5)	16.9	(0.6)	13.0	(0.5)	15.2	(0.6)	121	(2.8)
OECD	Netherlands	1.0	(0.1)	12.4	(0.5)	21.2	(0.6)	29.4	(0.6)	18.2	(0.6)	17.8	(0.6)	159	(1.8)
OECD	New Zealand	2.2	(0.2)	11.1	(0.5)	18.1	(0.7)	30.5	(0.9)	20.8	(0.8)	17.3	(0.8)	163	(2.4)
OECD	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Poland	1.7	(0.2)	15.0	(0.6)	22.4	(0.7)	29.9	(0.8)	16.0	(0.5)	15.1	(0.7)	146	(2.1)
OECD	Portugal	2.9	(0.2)	18.9	(0.5)	21.6	(0.6)	25.9	(0.7)	16.1	(0.5)	14.6	(0.5)	140	(1.9)
OECD	Slovak Republic	4.4	(0.4)	15.9	(0.6)	19.9	(0.5)	25.6	(0.7)	14.8	(0.5)	19.4	(0.6)	152	(2.0)
OECD	Slovenia	2.1	(0.2)	24.0	(0.7)	25.9	(0.8)	25.1	(0.7)	11.6	(0.4)	11.2	(0.5)	120	(1.9)
OECD	Spain	2.4	(0.2)	13.3	(0.5)	18.5	(0.6)	26.5	(0.6)	17.6	(0.6)	21.7	(0.7)	167	(2.3)
OECD	Sweden	0.6	(0.1)	7.6	(0.4)	14.1	(0.5)	30.9	(0.7)	24.8	(0.6)	22.0	(0.8)	187	(2.1)
OECD	Switzerland	1.5	(0.2)	21.8	(0.7)	25.2	(0.7)	26.3	(0.7)	13.6	(0.5)	11.6	(0.6)	126	(2.3)
OECD	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	United Kingdom	0.7	(0.1)	7.7	(0.4)	15.8	(0.7)	29.4	(0.7)	22.1	(0.6)	24.1	(0.9)	188	(2.7)
OECD	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	3.3	(0.1)	16.5	(0.1)	20.8	(0.1)	27.0	(0.1)	16.2	(0.1)	16.2	(0.1)	146	(0.4)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	9.2	(0.4)	14.4	(0.4)	12.0	(0.4)	14.5	(0.5)	14.3	(0.4)	35.6	(0.8)	190	(2.6)
Partners	B-S-J-G (China)	44.9	(1.3)	29.9	(0.9)	10.2	(0.4)	7.1	(0.4)	3.9	(0.2)	4.0	(0.4)	42	(1.6)
Partners	Bulgaria	3.0	(0.3)	11.1	(0.5)	15.1	(0.5)	23.9	(0.7)	18.4	(0.5)	28.6	(0.8)	187	(2.3)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	11.5	(0.6)	21.5	(0.6)	15.5	(0.5)	16.6	(0.5)	13.4	(0.5)	21.6	(0.8)	143	(2.9)
Partners	Costa Rica	7.7	(0.5)	15.2	(0.6)	14.1	(0.5)	15.8	(0.5)	14.9	(0.5)	32.3	(0.8)	182	(2.7)
Partners	Croatia	3.1	(0.2)	19.3	(0.6)	21.3	(0.6)	25.4	(0.6)	14.7	(0.5)	16.2	(0.6)	141	(2.0)
Partners	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Dominican Republic	16.2	(0.8)	22.9	(0.8)	16.5	(0.5)	12.6	(0.8)	10.8	(0.6)	21.0	(0.8)	130	(2.8)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	6.4	(0.4)	22.0	(0.6)	20.4	(0.6)	25.9	(0.6)	13.2	(0.6)	12.1	(0.5)	123	(2.0)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	3.2	(0.2)	15.8	(0.6)	23.3	(0.5)	28.9	(0.6)	16.0	(0.6)	12.9	(0.5)	137	(1.8)
Partners	Macao (China)	6.4	(0.4)	16.4	(0.5)	20.8	(0.6)	29.9	(0.7)	14.9	(0.7)	11.6	(0.5)	130	(1.7)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Peru	10.3	(0.5)	33.4	(0.9)	21.8	(0.6)	17.1	(0.6)	8.6	(0.4)	8.6	(0.5)	92	(2.2)
Partners	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	5.7	(0.3)	14.2	(0.5)	16.6	(0.6)	25.1	(0.6)	17.3	(0.7)	21.2	(0.8)	161	(2.6)
Partners	Singapore	3.6	(0.2)	14.2	(0.5)	20.9	(0.6)	29.8	(0.6)	15.5	(0.5)	16.1	(0.5)	147	(1.4)
Partners	Chinese Taipei	7.5	(0.5)	24.4	(0.6)	21.3	(0.6)	22.2	(0.5)	10.5	(0.4)	14.0	(0.6)	120	(2.0)
Partners	Thailand	10.2	(0.4)	23.5	(0.7)	19.4	(0.7)	19.4	(0.7)	13.6	(0.6)	13.9	(0.6)	122	(2.4)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Uruguay	8.5	(0.5)	13.5	(0.5)	13.2	(0.5)	16.4	(0.5)	16.5	(0.6)	31.9	(0.7)	185	(2.1)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. As answers were given on a categorical scale, it is not possible to compute exactly the average time students spend on line. The numbers in this table thus report a lower bound for the number of minutes students spend on online activities, whereby the answer "between one and two hours", for instance, is converted into "61 minutes at least".
2. A low internet user is a student who uses the Internet for less than 1 hours per day on a typical weekday.
3. An extreme internet user is a student who uses the Internet for more than 6 hours a day on a typical weekday.

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933473214

[Part 2/2]

Table III.13.7 Internet use outside of school on a typical weekday, by gender

Results based on students' self-reports

		Boys						Girls						Difference (B – G)					
		Percentage of students who are, on a typical weekday				Average time, in minutes per day, spent using the Internet outside of school, on weekdays[1]		Percentage of students who are, on a typical weekday				Average time, in minutes per day, spent using the Internet outside of school, on weekdays		Percentage of students who are, on a typical weekday				Average time, in minutes per day, spent using the Internet outside of school, on weekdays	
		Low Internet users[2]		Extreme Internet users[3]				Low Internet users		Extreme Internet users				Low Internet users		Extreme Internet users			
		%	S.E.	%	S.E.	Minutes	S.E.	%	S.E.	%	S.E.	Minutes	S.E.	% dif.	S.E.	% dif.	S.E.	Dif.	S.E.
OECD	Australia	13.3	(0.6)	19.2	(0.6)	165	(1.8)	10.9	(0.4)	15.8	(0.6)	163	(2.1)	**2.4**	(0.7)	**3.3**	(0.8)	1.8	(2.5)
	Austria	19.8	(0.8)	16.2	(0.9)	147	(2.8)	19.2	(0.8)	18.0	(0.8)	150	(2.3)	0.6	(1.0)	-1.7	(1.1)	-3.1	(3.2)
	Belgium	18.2	(0.8)	17.3	(0.7)	149	(2.2)	18.2	(0.6)	13.5	(0.6)	143	(2.1)	0.0	(1.0)	**3.8**	(0.9)	**6.4**	(2.9)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	17.7	(1.0)	31.5	(1.1)	189	(3.2)	14.6	(0.8)	32.3	(1.1)	201	(3.2)	**3.2**	(1.1)	-0.8	(1.4)	**-11.6**	(4.1)
	Czech Republic	16.6	(0.7)	18.6	(0.8)	154	(2.7)	17.8	(0.8)	15.6	(0.9)	144	(2.7)	-1.3	(1.0)	**3.0**	(1.2)	**9.3**	(3.7)
	Denmark	9.4	(0.7)	18.0	(0.9)	172	(3.1)	11.0	(0.6)	11.8	(0.7)	146	(2.8)	**-1.6**	(0.8)	**6.3**	(1.1)	**26.3**	(3.5)
	Estonia	12.8	(0.7)	19.7	(0.9)	169	(2.7)	13.8	(0.8)	16.5	(0.8)	157	(2.6)	-1.0	(1.2)	**3.2**	(1.2)	**11.6**	(3.6)
	Finland	15.4	(0.7)	12.1	(0.7)	141	(2.4)	17.3	(0.8)	10.8	(0.7)	134	(2.3)	-1.9	(1.0)	1.3	(0.9)	**7.8**	(3.3)
	France	23.1	(1.0)	13.4	(0.7)	128	(2.5)	22.5	(0.9)	10.6	(0.7)	125	(2.5)	0.6	(1.2)	**2.8**	(0.9)	3.2	(3.1)
	Germany	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Greece	25.1	(1.0)	11.1	(0.7)	124	(2.6)	23.6	(0.9)	11.3	(0.7)	129	(2.4)	1.4	(1.2)	-0.2	(1.0)	-5.0	(3.4)
	Hungary	16.1	(0.9)	20.2	(0.9)	158	(3.0)	15.4	(0.9)	21.3	(0.9)	165	(3.2)	0.6	(1.1)	-1.0	(1.4)	-6.4	(4.3)
	Iceland	12.3	(0.9)	14.3	(0.8)	155	(2.9)	13.3	(0.8)	10.3	(0.7)	137	(2.6)	-1.0	(1.2)	**4.0**	(1.2)	**18.4**	(4.0)
	Ireland	16.9	(1.0)	13.7	(0.9)	140	(3.2)	15.9	(1.0)	13.5	(0.8)	148	(3.1)	1.0	(1.2)	0.2	(1.2)	-7.6	(4.1)
	Israel	34.7	(2.6)	12.9	(0.9)	114	(5.1)	24.0	(1.2)	22.6	(1.1)	157	(4.1)	**10.6**	(2.7)	**-9.7**	(1.2)	**-42.5**	(5.7)
	Italy	18.8	(0.8)	20.8	(0.9)	156	(3.0)	15.9	(0.7)	25.6	(0.8)	175	(2.3)	**2.9**	(1.1)	**-4.8**	(1.2)	**-18.6**	(3.9)
	Japan	38.7	(1.0)	6.3	(0.7)	87	(2.9)	37.2	(1.0)	6.5	(0.6)	92	(2.8)	1.5	(1.3)	-0.1	(0.8)	-4.6	(3.3)
	Korea	50.4	(1.5)	2.0	(0.2)	59	(1.8)	60.8	(1.2)	1.8	(0.3)	50	(1.6)	**-10.4**	(1.9)	0.3	(0.3)	**8.9**	(2.2)
	Latvia	17.3	(0.9)	18.2	(0.9)	155	(2.7)	17.6	(0.8)	12.7	(0.7)	139	(2.4)	-0.3	(1.2)	**5.5**	(1.0)	**16.8**	(3.0)
	Luxembourg	17.2	(0.8)	19.8	(0.8)	159	(2.7)	17.9	(0.8)	17.0	(0.8)	151	(2.6)	-0.6	(1.2)	**2.8**	(1.1)	**8.7**	(3.8)
	Mexico	38.8	(1.3)	15.0	(0.8)	116	(3.2)	34.0	(1.2)	15.3	(0.9)	126	(3.7)	**4.8**	(1.3)	-0.3	(1.0)	**-9.7**	(4.0)
	Netherlands	13.7	(0.7)	17.0	(0.9)	155	(2.7)	13.1	(0.8)	18.6	(0.7)	163	(2.3)	0.6	(1.0)	-1.6	(1.1)	**-7.3**	(3.4)
	New Zealand	14.6	(0.9)	17.5	(1.1)	161	(3.1)	11.9	(0.8)	17.0	(1.1)	165	(3.4)	2.7	(1.4)	0.4	(1.5)	-3.8	(4.4)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	15.4	(0.7)	16.2	(0.9)	149	(2.8)	18.0	(0.9)	14.0	(0.9)	142	(2.6)	**-2.6**	(1.1)	**2.2**	(1.1)	**7.4**	(3.4)
	Portugal	20.4	(0.9)	17.4	(0.8)	149	(2.6)	23.3	(0.8)	11.7	(0.7)	130	(2.4)	**-2.8**	(1.2)	**5.7**	(1.0)	**18.4**	(3.4)
	Slovak Republic	20.7	(0.9)	20.3	(0.8)	154	(2.7)	19.8	(0.8)	18.6	(0.8)	150	(2.9)	1.0	(1.0)	1.7	(1.0)	3.3	(3.8)
	Slovenia	25.5	(0.9)	12.6	(0.8)	124	(2.5)	26.9	(1.1)	9.7	(0.7)	115	(2.4)	-1.5	(1.3)	**2.9**	(1.0)	**8.8**	(3.3)
	Spain	16.3	(0.7)	20.5	(0.9)	160	(2.9)	15.2	(0.8)	22.9	(0.9)	173	(3.2)	1.1	(1.1)	**-2.4**	(1.2)	**-13.6**	(4.1)
	Sweden	8.9	(0.6)	23.0	(1.1)	189	(2.9)	7.5	(0.7)	21.1	(1.1)	185	(3.0)	1.3	(0.9)	2.0	(1.4)	3.4	(4.1)
	Switzerland	22.5	(1.1)	12.1	(0.8)	128	(2.8)	24.1	(1.0)	11.1	(0.7)	125	(2.7)	-1.6	(1.4)	1.0	(0.9)	3.0	(3.2)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	8.2	(0.7)	25.6	(1.1)	191	(3.1)	8.6	(0.7)	22.7	(1.2)	184	(3.6)	-0.4	(1.0)	**2.9**	(1.4)	6.8	(4.0)
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	20.0	(0.2)	16.8	(0.2)	147	(0.5)	19.6	(0.2)	15.7	(0.2)	145	(0.5)	0.3	(0.2)	**1.1**	(0.2)	1.2	(0.7)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	25.0	(0.8)	33.8	(1.0)	182	(3.0)	22.3	(0.8)	37.3	(1.0)	197	(3.1)	**2.7**	(0.8)	**-3.5**	(1.1)	**-14.8**	(3.1)
	B-S-J-G (China)	72.1	(0.8)	4.7	(0.4)	47	(1.7)	78.0	(1.2)	3.2	(0.5)	37	(2.1)	**-5.9**	(1.3)	**1.5**	(0.5)	**10.0**	(2.2)
	Bulgaria	17.1	(1.0)	27.5	(1.0)	179	(2.9)	11.0	(0.7)	29.6	(1.1)	197	(3.1)	**6.1**	(1.1)	-2.1	(1.3)	**-18.1**	(3.9)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	35.9	(1.3)	19.2	(0.8)	132	(3.4)	30.5	(1.0)	23.6	(1.0)	152	(3.6)	**5.4**	(1.5)	**-4.4**	(1.0)	**-19.3**	(4.0)
	Costa Rica	23.8	(1.2)	31.5	(1.1)	178	(3.6)	22.0	(0.9)	33.0	(1.1)	186	(3.6)	1.8	(1.3)	-1.5	(1.5)	-8.2	(4.7)
	Croatia	25.6	(0.9)	15.2	(0.8)	133	(2.4)	19.6	(0.8)	17.0	(0.8)	148	(2.9)	**6.0**	(1.2)	-1.8	(1.1)	**-15.7**	(3.7)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	42.2	(1.1)	17.7	(1.0)	118	(2.9)	36.1	(1.3)	24.2	(1.1)	141	(4.1)	**6.1**	(1.6)	**-6.4**	(1.4)	**-23.7**	(4.5)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	26.3	(0.9)	15.6	(0.9)	133	(2.8)	30.5	(1.0)	8.6	(0.6)	112	(2.5)	**-4.2**	(1.2)	**7.0**	(1.1)	**20.9**	(3.7)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	19.1	(0.8)	14.7	(0.7)	142	(2.4)	18.9	(0.8)	11.0	(0.7)	132	(2.6)	0.3	(1.1)	**3.7**	(1.0)	**9.5**	(3.5)
	Macao (China)	23.9	(0.9)	12.1	(0.7)	129	(2.5)	21.7	(0.8)	11.2	(0.7)	131	(2.2)	2.2	(1.2)	0.8	(0.9)	-2.1	(3.4)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	44.5	(1.3)	8.4	(0.6)	89	(2.5)	42.9	(1.4)	8.9	(0.5)	94	(2.6)	1.5	(1.8)	-0.5	(0.6)	-4.6	(2.9)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	22.7	(0.9)	20.2	(1.2)	153	(4.0)	17.1	(0.6)	22.1	(0.9)	169	(2.8)	**5.6**	(1.1)	-1.9	(1.4)	**-16.5**	(4.5)
	Singapore	18.8	(0.7)	17.5	(0.7)	148	(2.0)	16.7	(0.7)	14.6	(0.7)	146	(2.1)	**2.0**	(1.0)	**2.9**	(1.0)	2.2	(2.9)
	Chinese Taipei	29.8	(0.9)	15.0	(0.8)	123	(2.7)	34.0	(1.1)	12.9	(0.7)	117	(2.8)	**-4.2**	(1.4)	**2.1**	(0.9)	6.6	(3.8)
	Thailand	35.4	(1.2)	14.2	(0.9)	119	(3.5)	32.4	(1.0)	13.7	(0.8)	125	(3.0)	3.0	(1.6)	0.5	(1.2)	-6.1	(4.1)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	24.3	(1.0)	28.8	(1.0)	173	(3.4)	20.1	(0.8)	34.7	(1.0)	195	(2.9)	**4.2**	(1.2)	**-5.8**	(1.4)	**-22.2**	(4.6)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. As answers were given on a categorical scale, it is not possible to compute exactly the average time students spend on line. The numbers in this table thus report a lower bound for the number of minutes students spend on online activities, whereby the answer "between one and two hours", for instance, is converted into "61 minutes at least".
2. A low internet user is a student who uses the Internet for less than 1 hours per day on a typical weekday.
3. An extreme internet user is a student who uses the Internet for more than 6 hours a day on a typical weekday.

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933473214

[Part 1/2]

Table III.13.8 Internet use outside of school on a typical weekend day, by gender

Results based on students' self-reports

		All students													
		Percentage of students who reported that, on a typical weekend day they use the Internet outside of school…												Average time, in minutes per day, spent using the Internet outside of school, on weekend days[1]	
		…not at all		…one hour or less		…between 1 and 2 hours		…between 2 and 4 hours		…between 4 and 6 hours		…more than 6 hours			
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	Minutes	S.E.
OECD	Australia	1.8	(0.1)	9.2	(0.3)	13.5	(0.4)	24.6	(0.5)	22.5	(0.5)	28.4	(0.5)	197	(1.6)
	Austria	1.3	(0.2)	13.8	(0.5)	16.4	(0.6)	24.1	(0.6)	18.9	(0.5)	25.5	(0.8)	179	(2.2)
	Belgium	1.6	(0.1)	8.4	(0.3)	13.8	(0.4)	25.0	(0.5)	22.2	(0.5)	29.1	(0.6)	199	(1.5)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	4.8	(0.5)	8.1	(0.4)	8.3	(0.3)	15.1	(0.5)	20.7	(0.6)	43.0	(0.8)	230	(2.6)
	Czech Republic	2.2	(0.2)	11.9	(0.4)	16.2	(0.5)	24.1	(0.6)	19.3	(0.5)	26.3	(0.8)	183	(2.1)
	Denmark	0.5	(0.1)	6.1	(0.3)	12.5	(0.7)	25.4	(0.7)	24.8	(0.6)	30.7	(0.9)	210	(2.6)
	Estonia	1.1	(0.2)	9.0	(0.5)	15.0	(0.6)	26.3	(0.6)	21.4	(0.6)	27.1	(0.7)	192	(2.1)
	Finland	0.7	(0.1)	10.5	(0.4)	17.7	(0.5)	29.2	(0.6)	21.6	(0.6)	20.4	(0.7)	174	(2.0)
	France	1.6	(0.2)	10.0	(0.4)	14.7	(0.5)	25.1	(0.6)	22.2	(0.5)	26.5	(0.7)	191	(2.0)
	Germany	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Greece	2.2	(0.3)	10.7	(0.5)	16.6	(0.5)	28.8	(0.7)	22.1	(0.7)	19.6	(0.7)	171	(2.2)
	Hungary	2.0	(0.2)	9.9	(0.5)	13.7	(0.5)	23.8	(0.6)	20.8	(0.7)	29.8	(0.7)	197	(2.0)
	Iceland	0.7	(0.1)	7.1	(0.5)	15.3	(0.7)	29.4	(0.8)	24.8	(0.8)	22.7	(0.7)	188	(2.2)
	Ireland	1.0	(0.2)	10.4	(0.5)	15.9	(0.5)	26.0	(0.6)	22.4	(0.5)	24.3	(0.8)	185	(2.3)
	Israel	6.2	(0.5)	19.1	(0.9)	17.2	(0.6)	19.1	(0.5)	15.0	(0.7)	23.5	(0.9)	158	(3.7)
	Italy	2.5	(0.2)	15.1	(0.6)	18.1	(0.6)	23.4	(0.6)	17.4	(0.5)	23.6	(0.7)	169	(2.0)
	Japan	3.9	(0.3)	18.9	(0.5)	18.9	(0.6)	26.5	(0.6)	14.5	(0.4)	17.3	(0.8)	144	(2.6)
	Korea	10.1	(0.5)	21.4	(0.8)	20.7	(0.5)	27.6	(0.7)	12.9	(0.5)	7.3	(0.4)	107	(1.7)
	Latvia	2.5	(0.3)	11.8	(0.5)	16.4	(0.6)	24.1	(0.6)	20.9	(0.6)	24.3	(0.7)	179	(2.1)
	Luxembourg	2.2	(0.2)	10.9	(0.4)	13.6	(0.5)	24.0	(0.6)	21.0	(0.6)	28.3	(0.7)	192	(1.9)
	Mexico	11.1	(0.6)	23.7	(0.8)	16.5	(0.6)	15.1	(0.5)	14.4	(0.6)	19.3	(0.8)	136	(3.2)
	Netherlands	0.9	(0.2)	8.1	(0.5)	11.6	(0.5)	24.2	(0.6)	22.3	(0.5)	33.0	(0.7)	211	(1.9)
	New Zealand	2.1	(0.2)	9.8	(0.5)	12.0	(0.6)	25.0	(0.9)	22.9	(0.7)	28.2	(0.8)	196	(2.4)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	1.4	(0.2)	10.1	(0.5)	15.2	(0.5)	27.8	(0.7)	22.0	(0.7)	23.4	(0.7)	183	(2.3)
	Portugal	2.1	(0.2)	11.7	(0.5)	13.6	(0.5)	23.4	(0.7)	21.4	(0.6)	27.7	(0.7)	191	(2.0)
	Slovak Republic	2.8	(0.3)	13.6	(0.5)	16.1	(0.5)	23.9	(0.5)	17.9	(0.5)	25.6	(0.7)	177	(2.1)
	Slovenia	1.3	(0.2)	15.4	(0.6)	21.1	(0.7)	25.3	(0.7)	17.5	(0.6)	19.4	(0.7)	159	(1.9)
	Spain	1.7	(0.2)	8.0	(0.4)	11.7	(0.4)	21.2	(0.6)	22.0	(0.6)	35.3	(0.8)	215	(2.2)
	Sweden	0.8	(0.1)	4.8	(0.3)	9.5	(0.5)	22.5	(0.7)	26.3	(0.8)	36.2	(0.8)	228	(2.0)
	Switzerland	1.4	(0.2)	13.3	(0.5)	18.6	(0.7)	25.7	(0.7)	21.0	(0.6)	20.0	(0.7)	168	(2.1)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	0.8	(0.2)	6.1	(0.4)	10.9	(0.5)	22.0	(0.7)	22.9	(0.7)	37.3	(1.1)	224	(2.6)
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	2.5	(0.0)	11.6	(0.1)	15.0	(0.1)	24.2	(0.1)	20.5	(0.1)	26.1	(0.1)	184	(0.4)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	7.6	(0.3)	12.4	(0.4)	10.6	(0.4)	13.3	(0.4)	15.1	(0.3)	41.1	(0.7)	209	(2.3)
	B-S-J-G (China)	15.4	(0.8)	27.0	(0.9)	21.1	(0.7)	15.8	(0.6)	9.9	(0.5)	10.7	(0.6)	99	(2.8)
	Bulgaria	3.1	(0.3)	9.4	(0.5)	12.0	(0.5)	19.4	(0.6)	19.9	(0.6)	36.2	(0.8)	211	(2.4)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	11.2	(0.6)	20.1	(0.6)	13.7	(0.5)	14.1	(0.4)	14.2	(0.5)	26.8	(0.8)	159	(3.2)
	Costa Rica	6.4	(0.4)	13.5	(0.6)	11.4	(0.4)	13.9	(0.4)	15.5	(0.5)	39.3	(0.7)	205	(2.6)
	Croatia	1.7	(0.2)	10.5	(0.5)	14.9	(0.5)	25.0	(0.7)	21.8	(0.5)	26.1	(0.7)	188	(2.1)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	12.5	(0.8)	21.5	(0.9)	14.3	(0.6)	12.1	(0.5)	13.0	(0.7)	26.6	(0.9)	153	(2.9)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	5.6	(0.3)	14.8	(0.6)	13.7	(0.5)	24.4	(0.7)	18.8	(0.6)	22.6	(0.7)	167	(2.0)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	3.1	(0.3)	13.4	(0.6)	17.8	(0.6)	26.9	(0.6)	20.1	(0.5)	18.8	(0.6)	162	(2.0)
	Macao (China)	5.9	(0.3)	7.6	(0.4)	10.1	(0.5)	23.5	(0.5)	22.1	(0.6)	30.7	(0.7)	200	(2.0)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	8.9	(0.5)	27.3	(0.7)	19.3	(0.5)	18.5	(0.6)	12.7	(0.5)	13.3	(0.6)	117	(2.4)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	3.7	(0.3)	10.0	(0.5)	13.3	(0.6)	23.5	(0.6)	20.1	(0.7)	29.5	(1.0)	193	(2.7)
	Singapore	3.4	(0.2)	8.8	(0.4)	12.0	(0.4)	24.6	(0.5)	21.1	(0.5)	30.1	(0.5)	198	(1.5)
	Chinese Taipei	3.2	(0.2)	12.0	(0.4)	13.6	(0.5)	21.1	(0.5)	17.9	(0.6)	32.2	(0.7)	195	(2.2)
	Thailand	6.5	(0.4)	12.0	(0.6)	12.8	(0.5)	17.1	(0.6)	19.5	(0.6)	32.1	(1.0)	193	(3.1)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	7.7	(0.4)	12.8	(0.5)	11.1	(0.4)	15.0	(0.6)	17.0	(0.6)	36.3	(0.7)	199	(2.3)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. As answers were given on a categorical scale, it is not possible to compute exactly the average time students spend on line. The numbers in this table thus report a lower bound for the number of minutes students spend on online activities, whereby the answer "between one and two hours", for instance, is converted into "61 minutes at least".
2. A low internet user is a student who uses the Internet for less than 1 hours per day on a typical weekend day.
3. An extreme internet user is a student who uses the Internet for more than 6 hours a day on a typical weekend day.

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933473222

[Part 2/2]

Table III.13.8 Internet use outside of school on a typical weekend day, by gender

Results based on students' self-reports

		Boys						Girls						Difference (B – G)					
		Percentage of students who are, on a typical weekend day				Average time, in minutes per day, spent using the Internet outside of school, on weekend days[1]		Percentage of students who are, on a typical weekend day				Average time, in minutes per day, spent using the Internet outside of school, on weekend days		Percentage of students who are, on a typical weekend day				Average time, in minutes per day, spent using the Internet outside of school, on weekend days	
		Low Internet users[2]		Extreme Internet users[3]				Low Internet users		Extreme Internet users				Low Internet users		Extreme Internet users			
		%	S.E.	%	S.E.	Minutes	S.E.	%	S.E.	%	S.E.	Minutes	S.E.	% dif.	S.E.	% dif.	S.E.	Dif.	S.E.
OECD	Australia	12.6	(0.5)	30.4	(0.7)	196	(2.1)	9.4	(0.5)	26.4	(0.7)	197	(2.2)	**3.2**	(0.6)	**4.0**	(1.0)	-0.5	(2.9)
	Austria	15.2	(0.8)	26.4	(1.1)	181	(3.1)	15.0	(0.6)	24.5	(0.9)	178	(2.5)	0.2	(1.1)	1.9	(1.2)	3.0	(3.4)
	Belgium	10.6	(0.6)	30.8	(0.8)	201	(2.1)	9.3	(0.5)	27.4	(0.8)	197	(2.2)	1.3	(0.8)	**3.4**	(1.0)	4.1	(2.9)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	14.7	(1.1)	40.7	(1.0)	221	(3.6)	11.1	(0.8)	45.2	(1.0)	239	(3.0)	**3.6**	(1.2)	**-4.5**	(1.3)	**-17.8**	(4.3)
	Czech Republic	12.7	(0.7)	30.0	(1.0)	193	(2.8)	15.5	(0.7)	22.4	(1.0)	172	(2.6)	**-2.9**	(1.0)	**7.6**	(1.3)	**21.3**	(3.4)
	Denmark	6.1	(0.5)	37.8	(1.3)	228	(3.4)	7.1	(0.5)	23.6	(1.0)	193	(3.0)	-1.0	(0.8)	**14.2**	(1.5)	**34.8**	(3.8)
	Estonia	10.0	(0.9)	30.9	(0.9)	202	(2.9)	10.3	(0.7)	23.2	(0.9)	182	(2.8)	-0.3	(1.1)	**7.8**	(1.3)	**20.1**	(3.9)
	Finland	10.9	(0.7)	22.5	(1.0)	180	(2.9)	11.5	(0.7)	18.2	(0.8)	168	(2.5)	-0.5	(0.9)	**4.3**	(1.2)	**11.2**	(3.6)
	France	13.0	(0.8)	29.2	(1.0)	194	(2.9)	10.1	(0.6)	24.0	(0.9)	187	(2.4)	**2.8**	(1.0)	**5.3**	(1.3)	6.7	(3.5)
	Germany	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Greece	14.2	(0.9)	19.9	(1.0)	170	(3.1)	11.7	(0.8)	19.2	(0.9)	172	(2.9)	**2.5**	(1.1)	0.8	(1.3)	-2.1	(4.0)
	Hungary	12.4	(0.7)	30.9	(1.0)	198	(2.8)	11.3	(0.7)	28.8	(1.1)	196	(2.8)	1.1	(0.9)	2.1	(1.5)	1.3	(4.1)
	Iceland	7.0	(0.7)	26.0	(1.0)	199	(3.0)	8.6	(0.7)	19.6	(0.9)	178	(2.9)	-1.6	(0.9)	**6.4**	(1.4)	**20.3**	(4.0)
	Ireland	13.1	(0.8)	22.9	(1.0)	177	(2.8)	9.7	(0.8)	25.9	(1.1)	194	(3.1)	**3.4**	(1.1)	**-3.0**	(1.3)	**-16.9**	(3.7)
	Israel	28.0	(2.0)	19.1	(1.2)	142	(5.4)	22.5	(1.0)	28.0	(1.0)	173	(3.5)	**5.5**	(2.1)	**-8.9**	(1.3)	**-31.0**	(5.5)
	Italy	19.3	(0.9)	21.2	(0.9)	159	(3.0)	15.8	(0.7)	25.9	(0.9)	179	(2.5)	**3.5**	(1.1)	**-4.8**	(1.2)	**-20.7**	(4.1)
	Japan	22.8	(0.8)	17.1	(1.0)	142	(3.2)	22.7	(0.8)	17.6	(1.1)	147	(3.4)	0.1	(1.0)	-0.4	(1.2)	-5.5	(4.0)
	Korea	21.5	(1.1)	7.8	(0.5)	121	(2.1)	42.4	(1.2)	6.8	(0.5)	92	(2.2)	**-20.8**	(1.5)	1.0	(0.7)	**29.4**	(2.8)
	Latvia	15.6	(0.7)	28.1	(0.8)	187	(2.7)	12.9	(0.8)	20.5	(0.9)	172	(2.7)	**2.7**	(1.1)	**7.7**	(1.0)	**15.0**	(3.3)
	Luxembourg	13.3	(0.7)	30.0	(1.0)	196	(2.6)	13.0	(0.7)	26.8	(0.9)	189	(2.8)	0.3	(1.1)	**3.2**	(1.4)	6.9	(3.9)
	Mexico	36.7	(1.3)	18.0	(0.9)	129	(3.5)	32.8	(1.3)	20.5	(1.0)	142	(4.0)	**3.8**	(1.4)	**-2.5**	(1.0)	**-12.9**	(3.6)
	Netherlands	8.8	(0.7)	32.7	(1.0)	210	(2.5)	9.2	(0.6)	33.3	(0.9)	211	(2.5)	-0.4	(0.8)	-0.6	(1.3)	-1.5	(3.3)
	New Zealand	13.3	(0.9)	28.9	(1.1)	194	(3.3)	10.5	(0.8)	27.5	(1.1)	199	(3.1)	**2.8**	(1.3)	1.4	(1.4)	-5.2	(4.3)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	11.3	(0.6)	24.8	(1.0)	188	(2.9)	11.9	(0.8)	21.9	(0.9)	177	(2.9)	-0.6	(1.0)	**2.8**	(1.2)	**11.4**	(3.7)
	Portugal	12.8	(0.6)	32.0	(1.1)	201	(2.8)	15.0	(0.7)	23.4	(0.9)	180	(2.6)	**-2.2**	(0.8)	**8.6**	(1.3)	**21.9**	(3.6)
	Slovak Republic	17.5	(0.9)	26.4	(0.9)	177	(2.9)	15.3	(0.8)	24.9	(1.0)	177	(2.8)	**2.2**	(1.0)	1.5	(1.3)	0.7	(3.8)
	Slovenia	17.4	(0.7)	22.4	(0.8)	164	(2.6)	16.0	(0.9)	16.3	(0.9)	154	(2.6)	1.4	(1.2)	**6.1**	(1.1)	**10.4**	(3.6)
	Spain	10.7	(0.6)	32.5	(1.0)	206	(2.8)	8.9	(0.5)	38.1	(1.2)	223	(3.0)	**1.8**	(0.8)	**-5.6**	(1.6)	**-16.8**	(3.9)
	Sweden	6.0	(0.5)	41.4	(1.1)	236	(2.8)	5.2	(0.4)	31.1	(1.1)	220	(2.6)	0.8	(0.7)	**10.3**	(1.6)	**16.8**	(3.7)
	Switzerland	13.9	(0.7)	22.2	(0.9)	174	(2.6)	15.5	(0.8)	17.8	(0.9)	162	(2.9)	-1.5	(1.0)	**4.4**	(1.2)	**11.4**	(3.6)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	6.8	(0.5)	39.0	(1.4)	226	(3.2)	7.1	(0.6)	35.6	(1.5)	222	(3.7)	-0.3	(0.8)	3.4	(1.9)	4.2	(4.6)
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	14.3	(0.2)	27.4	(0.2)	186	(0.5)	13.9	(0.1)	24.8	(0.2)	182	(0.5)	0.4	(0.2)	**2.6**	(0.2)	**4.0**	(0.7)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	21.3	(0.8)	38.5	(0.9)	200	(3.0)	18.7	(0.6)	43.5	(0.9)	216	(2.9)	**2.6**	(0.9)	**-5.0**	(1.1)	**-16.0**	(3.7)
	B-S-J-G (China)	37.9	(1.2)	13.0	(0.8)	112	(3.3)	47.5	(1.5)	8.1	(0.6)	85	(3.0)	**-9.6**	(1.4)	**4.9**	(0.8)	**26.9**	(3.1)
	Bulgaria	15.7	(0.9)	34.9	(1.1)	202	(3.2)	9.1	(0.7)	37.6	(1.1)	221	(3.0)	**6.6**	(1.0)	**-2.7**	(1.4)	**-18.9**	(4.0)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	33.7	(1.3)	24.0	(1.0)	149	(3.8)	29.1	(1.1)	29.1	(1.1)	168	(4.0)	**4.6**	(1.5)	**-5.1**	(1.3)	**-19.2**	(4.7)
	Costa Rica	21.1	(0.9)	37.0	(0.9)	197	(3.4)	18.9	(1.0)	41.5	(1.1)	213	(3.6)	2.2	(1.3)	**-4.5**	(1.5)	**-15.7**	(4.7)
	Croatia	14.9	(0.9)	24.7	(1.0)	179	(2.9)	9.9	(0.6)	27.3	(1.0)	196	(3.1)	**5.0**	(1.0)	-2.6	(1.4)	**-16.3**	(4.2)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	36.3	(1.2)	22.9	(1.1)	142	(3.6)	31.8	(1.3)	30.2	(1.2)	164	(4.2)	**4.5**	(1.6)	**-7.3**	(1.5)	**-21.9**	(5.2)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	19.3	(0.9)	26.2	(1.0)	174	(2.8)	21.6	(0.9)	19.0	(0.9)	160	(2.9)	-2.3	(1.3)	**7.1**	(1.4)	**13.9**	(4.1)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	18.0	(0.9)	21.0	(0.8)	165	(2.7)	15.0	(0.7)	16.6	(0.9)	159	(2.5)	**3.0**	(1.0)	**4.4**	(1.1)	5.9	(3.4)
	Macao (China)	13.7	(0.7)	31.7	(1.0)	202	(2.9)	13.3	(0.6)	29.7	(1.0)	199	(2.8)	0.4	(0.9)	2.0	(1.4)	2.7	(4.1)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	36.1	(1.1)	12.9	(0.7)	115	(2.8)	36.3	(1.3)	13.7	(0.8)	119	(3.2)	-0.2	(1.6)	-0.8	(0.9)	-4.4	(3.6)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	15.1	(0.8)	28.8	(1.5)	188	(4.1)	12.2	(0.7)	30.1	(1.0)	197	(2.5)	**2.9**	(1.1)	-1.3	(1.6)	**-9.0**	(4.1)
	Singapore	13.8	(0.6)	31.3	(0.8)	198	(2.1)	10.6	(0.6)	28.8	(0.9)	198	(2.4)	**3.2**	(0.9)	**2.5**	(1.3)	0.3	(3.4)
	Chinese Taipei	13.3	(0.6)	34.2	(1.1)	203	(3.0)	17.2	(0.7)	30.1	(1.0)	187	(3.1)	**-3.9**	(0.9)	**4.0**	(1.5)	**16.0**	(4.2)
	Thailand	20.2	(1.1)	31.7	(1.3)	187	(4.1)	17.2	(0.9)	32.4	(1.2)	198	(3.5)	**3.0**	(1.2)	-0.7	(1.5)	**-10.4**	(4.4)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	23.3	(1.1)	32.5	(1.1)	185	(3.5)	18.1	(0.8)	39.6	(0.9)	211	(3.0)	**5.2**	(1.3)	**-7.1**	(1.4)	**-25.8**	(4.5)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. As answers were given on a categorical scale, it is not possible to compute exactly the average time students spend on line. The numbers in this table thus report a lower bound for the number of minutes students spend on online activities, whereby the answer "between one and two hours", for instance, is converted into "61 minutes at least".
2. A low internet user is a student who uses the Internet for less than 1 hours per day on a typical weekend day.
3. An extreme internet user is a student who uses the Internet for more than 6 hours a day on a typical weekend day.

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933473222

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Table III.13.9 Change between 2012 and 2015 in time spent using the Internet outside of school

		2012				2015				Difference between 2012 and 2015 (PISA 2015 – PISA 2012)			
		Average time, in minutes per day, spent using the Internet outside of school[1]				Average time, in minutes per day, spent using the Internet outside of school				Average time, in minutes per day, spent using the Internet outside of school			
		On a typical weekday		On a typical weekend day		On a typical weekday		On a typical weekend day		On a typical weekday		On a typical weekend day	
		Minutes	S.E.	Minutes	S.E.	Minutes	S.E.	Minutes	S.E.	Dif.	S.E.	Dif.	S.E.
OECD	Australia	131	(1.0)	158	(1.4)	164	(1.5)	197	(1.6)	**33**	(1.8)	**38**	(2.1)
	Austria	96	(1.8)	119	(2.2)	149	(2.0)	179	(2.2)	**52**	(2.7)	**60**	(3.1)
	Belgium	94	(1.4)	142	(1.7)	146	(1.6)	199	(1.5)	**51**	(2.1)	**56**	(2.3)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	106	(2.0)	148	(2.5)	195	(2.5)	230	(2.6)	**89**	(3.2)	**81**	(3.6)
	Czech Republic	122	(2.3)	155	(2.7)	149	(2.1)	183	(2.1)	**27**	(3.1)	**28**	(3.4)
	Denmark	136	(2.0)	177	(2.4)	159	(2.4)	210	(2.6)	**23**	(3.2)	**33**	(3.6)
	Estonia	139	(2.0)	170	(1.9)	163	(2.0)	192	(2.1)	**25**	(2.8)	**22**	(2.8)
	Finland	99	(1.1)	130	(1.8)	138	(1.7)	174	(2.0)	**38**	(2.0)	**44**	(2.7)
	France	m	m	m	m	127	(1.9)	191	(2.0)	m	m	m	m
	Germany	114	(2.1)	145	(2.4)	m	m	m	m	m	m	m	m
	Greece	108	(2.0)	139	(2.0)	126	(1.9)	171	(2.2)	**18**	(2.8)	**32**	(3.0)
	Hungary	112	(2.1)	156	(2.1)	161	(2.2)	197	(2.0)	**49**	(3.1)	**41**	(2.9)
	Iceland	124	(1.6)	160	(1.9)	145	(1.9)	188	(2.2)	**21**	(2.5)	**28**	(2.9)
	Ireland	75	(1.6)	100	(1.8)	144	(2.4)	185	(2.3)	**69**	(2.8)	**85**	(2.9)
	Israel	106	(2.4)	133	(2.8)	135	(3.7)	158	(3.7)	**29**	(4.4)	**24**	(4.6)
	Italy	93	(1.0)	97	(1.0)	165	(2.0)	169	(2.0)	**72**	(2.2)	**72**	(2.2)
	Japan	70	(1.5)	112	(2.0)	90	(2.4)	144	(2.6)	**19**	(2.8)	**33**	(3.3)
	Korea	41	(1.3)	94	(1.9)	55	(1.3)	107	(1.7)	**14**	(1.9)	**13**	(2.6)
	Latvia	117	(1.8)	147	(2.5)	147	(2.1)	179	(2.1)	**30**	(2.8)	**33**	(3.3)
	Luxembourg	m	m	m	m	155	(1.8)	192	(1.9)	m	m	m	m
	Mexico	82	(1.1)	92	(1.2)	121	(2.8)	136	(3.2)	**40**	(3.0)	**43**	(3.5)
	Netherlands	115	(2.2)	152	(2.9)	159	(1.8)	211	(1.9)	**44**	(2.9)	**58**	(3.5)
	New Zealand	98	(1.7)	125	(2.2)	163	(2.4)	196	(2.4)	**65**	(3.0)	**71**	(3.2)
	Norway	137	(2.0)	170	(2.6)	m	m	m	m	m	m	m	m
	Poland	117	(1.8)	157	(1.9)	146	(2.1)	183	(2.3)	**29**	(2.8)	**26**	(3.0)
	Portugal	99	(2.1)	149	(2.6)	140	(1.9)	191	(2.0)	**41**	(2.8)	**42**	(3.3)
	Slovak Republic	116	(1.9)	152	(2.6)	152	(2.0)	177	(2.1)	**36**	(2.8)	**25**	(3.3)
	Slovenia	108	(1.8)	139	(1.9)	120	(1.9)	159	(1.9)	**11**	(2.6)	**20**	(2.7)
	Spain	107	(1.3)	150	(1.4)	167	(2.3)	215	(2.2)	**59**	(2.6)	**65**	(2.6)
	Sweden	144	(2.1)	176	(2.3)	187	(2.1)	228	(2.0)	**43**	(3.0)	**52**	(3.0)
	Switzerland	88	(1.4)	121	(1.6)	126	(2.3)	168	(2.1)	**38**	(2.7)	**47**	(2.6)
	Turkey	53	(1.3)	79	(1.5)	m	m	m	m	m	m	m	m
	United Kingdom	m	m	m	m	188	(2.7)	224	(2.6)	m	m	m	m
	United States	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	105	(0.3)	138	(0.4)	146	(0.4)	184	(0.4)	**40**	(0.5)	**43**	(0.6)
	OECD average-27[2]	105	(0.3)	139	(0.4)	145	(0.4)	182	(0.4)	**40**	(0.5)	**43**	(0.6)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	m	m	m	m	190	(2.6)	209	(2.3)	m	m	m	m
	B-S-J-G (China)	m	m	m	m	42	(1.6)	99	(2.8)	m	m	m	m
	Bulgaria	m	m	m	m	187	(2.3)	211	(2.4)	m	m	m	m
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	m	m	m	m	143	(2.9)	159	(3.2)	m	m	m	m
	Costa Rica	92	(2.1)	114	(2.5)	182	(2.7)	205	(2.6)	**91**	(3.5)	**91**	(3.6)
	Croatia	103	(1.8)	143	(1.8)	141	(2.0)	188	(2.1)	**38**	(2.7)	**45**	(2.8)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	m	m	m	m	130	(2.8)	153	(2.9)	m	m	m	m
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	111	(1.6)	165	(2.0)	123	(2.0)	167	(2.0)	**11**	(2.6)	3	(2.8)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	70	(1.7)	112	(2.4)	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	m	m	m	m	137	(1.8)	162	(2.0)	m	m	m	m
	Macao (China)	112	(1.5)	178	(2.0)	130	(1.7)	200	(2.0)	**17**	(2.3)	**22**	(2.8)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	m	m	m	m	92	(2.2)	117	(2.4)	m	m	m	m
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	130	(3.0)	162	(2.8)	161	(2.6)	193	(2.7)	**31**	(4.0)	**32**	(3.8)
	Singapore	102	(1.5)	152	(1.8)	147	(1.4)	198	(1.5)	**45**	(2.1)	**47**	(2.4)
	Chinese Taipei	m	m	m	m	120	(2.0)	195	(2.2)	m	m	m	m
	Thailand	m	m	m	m	122	(2.4)	193	(3.1)	m	m	m	m
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	118	(2.2)	144	(2.5)	185	(2.1)	199	(2.3)	**67**	(3.0)	**55**	(3.4)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m

1. As the answers were given on a categorical scale, it is not possible to compute exactly the average time students spend on line. The numbers in this table thus report a lower bound for the number of minutes students spend on online activities, whereby the answer "between one and two hours", for instance, is converted into "61 minutes at least".
2. "OECD average-27" includes all OECD countries with available data for both years.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473239

[Part 1/1]

Table III.13.10 Use of Internet/chat/social networks before and after school

Based on students' self-reports

		Percentage of students who reported using Internet/chat/social networks (e.g. <Facebook>, <country-specific social network>)					
		Before school		After school		Before or after school	
		%	S.E.	%	S.E.	%	S.E.
OECD	Australia	79.4	(0.5)	93.4	(0.3)	94.3	(0.3)
	Austria	82.5	(0.5)	91.0	(0.4)	93.1	(0.3)
	Belgium	77.1	(0.5)	94.3	(0.3)	95.2	(0.3)
	Canada	75.4	(0.5)	90.4	(0.3)	91.7	(0.3)
	Chile	82.6	(0.7)	91.2	(0.4)	93.6	(0.4)
	Czech Republic	78.6	(0.7)	92.9	(0.4)	94.8	(0.4)
	Denmark	82.7	(0.7)	96.8	(0.3)	97.5	(0.3)
	Estonia	78.6	(0.6)	90.8	(0.5)	94.0	(0.4)
	Finland	85.5	(0.5)	96.0	(0.3)	96.8	(0.2)
	France	66.0	(0.7)	86.3	(0.5)	88.3	(0.5)
	Germany	77.3	(0.7)	91.9	(0.5)	92.6	(0.5)
	Greece	72.6	(0.9)	89.5	(0.5)	93.1	(0.4)
	Hungary	83.6	(0.6)	93.2	(0.4)	95.6	(0.4)
	Iceland	74.9	(0.7)	96.6	(0.3)	97.3	(0.3)
	Ireland	68.0	(0.8)	91.8	(0.4)	92.5	(0.4)
	Israel	73.3	(1.4)	83.4	(1.4)	87.3	(1.3)
	Italy	81.1	(0.5)	91.5	(0.5)	94.4	(0.4)
	Japan	62.6	(0.8)	83.1	(0.5)	84.5	(0.5)
	Korea	73.2	(1.1)	89.1	(0.7)	91.5	(0.6)
	Latvia	83.5	(0.6)	92.3	(0.5)	95.1	(0.4)
	Luxembourg	77.6	(0.6)	91.9	(0.4)	93.4	(0.3)
	Mexico	67.7	(1.1)	80.1	(1.1)	83.9	(1.0)
	Netherlands	86.0	(0.5)	95.1	(0.3)	96.3	(0.3)
	New Zealand	73.5	(0.8)	92.4	(0.4)	93.0	(0.4)
	Norway	87.4	(0.5)	96.8	(0.3)	98.0	(0.2)
	Poland	75.6	(0.8)	92.4	(0.4)	94.9	(0.4)
	Portugal	78.7	(0.6)	92.5	(0.4)	94.6	(0.3)
	Slovak Republic	77.7	(0.6)	91.3	(0.4)	94.5	(0.3)
	Slovenia	67.7	(0.7)	78.6	(0.7)	82.5	(0.6)
	Spain	78.5	(0.6)	92.4	(0.4)	94.6	(0.3)
	Sweden	81.8	(0.6)	94.3	(0.4)	95.8	(0.3)
	Switzerland	80.4	(0.8)	92.8	(0.5)	93.5	(0.5)
	Turkey	73.5	(1.0)	79.4	(0.9)	83.7	(0.8)
	United Kingdom	79.9	(0.6)	93.5	(0.3)	94.8	(0.3)
	United States	79.8	(0.6)	90.8	(0.5)	92.1	(0.4)
	OECD average	77.3	(0.1)	90.9	(0.1)	92.8	(0.1)
Partners	Albania	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m
	Brazil	80.9	(0.6)	86.9	(0.4)	89.8	(0.4)
	B-S-J-G (China)	62.6	(1.2)	67.8	(1.4)	74.0	(1.3)
	Bulgaria	85.5	(0.6)	90.7	(0.5)	94.0	(0.3)
	CABA (Argentina)	m	m	m	m	m	m
	Colombia	75.1	(0.8)	82.2	(0.8)	85.6	(0.7)
	Costa Rica	81.5	(0.6)	88.7	(0.6)	91.4	(0.5)
	Croatia	89.0	(0.5)	94.7	(0.4)	96.9	(0.2)
	Cyprus*	78.0	(0.7)	89.3	(0.4)	93.9	(0.4)
	Dominican Republic	66.3	(1.2)	79.1	(1.0)	82.4	(0.9)
	FYROM	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m
	Hong Kong (China)	85.5	(0.5)	96.5	(0.3)	97.3	(0.2)
	Indonesia	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m
	Lithuania	80.5	(0.6)	92.7	(0.4)	95.5	(0.3)
	Macao (China)	86.1	(0.5)	96.8	(0.3)	98.0	(0.2)
	Malta	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m
	Montenegro	83.1	(0.6)	86.2	(0.5)	91.6	(0.4)
	Peru	58.3	(0.8)	72.0	(0.9)	75.1	(0.9)
	Qatar	75.7	(0.4)	87.2	(0.3)	90.8	(0.3)
	Romania	m	m	m	m	m	m
	Russia	87.0	(0.5)	92.0	(0.5)	95.7	(0.3)
	Singapore	77.4	(0.6)	91.9	(0.4)	93.6	(0.3)
	Chinese Taipei	61.6	(0.8)	90.3	(0.4)	91.1	(0.4)
	Thailand	85.1	(0.6)	92.6	(0.4)	95.0	(0.3)
	Trinidad and Tobago	m	m	m	m	m	m
	Tunisia	77.5	(0.9)	78.5	(0.9)	84.6	(0.8)
	United Arab Emirates	79.3	(0.6)	90.8	(0.4)	93.7	(0.3)
	Uruguay	86.4	(0.6)	91.6	(0.4)	94.4	(0.4)
	Viet Nam	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m
	Malaysia**	69.9	(0.9)	84.1	(0.8)	87.2	(0.7)

* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473247

[Part 1/4]

Table III.13.11 Use of Internet/chat/social networks before and after school, by student characteristics

		Percentage of students who reported that they use the Internet/Chat/Social networks (e.g. <Facebook>, <country-specific social network>) before school, by:									
		National quarters of the ESCS[1] index									
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	80.2	(1.0)	81.1	(1.0)	79.6	(0.9)	76.8	(1.0)	**-3.4**	(1.3)
	Austria	84.9	(1.1)	85.3	(1.1)	81.2	(1.0)	78.5	(1.3)	**-6.5**	(1.6)
	Belgium	78.5	(1.3)	79.1	(0.7)	77.9	(0.9)	73.2	(1.1)	**-5.3**	(1.8)
	Canada	76.8	(0.9)	76.3	(0.9)	74.4	(1.2)	74.2	(0.9)	**-2.7**	(1.2)
	Chile	79.7	(1.3)	82.5	(1.2)	84.6	(1.1)	83.7	(1.1)	**4.0**	(1.6)
	Czech Republic	82.3	(1.1)	79.9	(1.3)	77.6	(1.2)	74.7	(1.4)	**-7.6**	(1.6)
	Denmark	83.3	(1.2)	84.0	(1.1)	82.9	(1.4)	81.0	(1.4)	-2.2	(1.8)
	Estonia	79.5	(1.1)	81.8	(1.3)	76.9	(1.3)	76.3	(1.2)	-3.2	(1.7)
	Finland	84.5	(0.9)	85.7	(1.0)	85.4	(1.2)	86.1	(1.0)	1.6	(1.4)
	France	68.5	(1.5)	68.8	(1.1)	65.6	(1.4)	61.6	(1.3)	**-6.9**	(1.9)
	Germany	81.5	(1.6)	76.7	(1.7)	77.3	(1.7)	74.1	(1.7)	**-7.4**	(2.3)
	Greece	73.3	(1.7)	76.9	(1.5)	73.4	(1.4)	67.2	(1.8)	**-6.1**	(2.1)
	Hungary	83.8	(1.2)	86.6	(1.2)	83.3	(1.0)	80.8	(1.3)	-3.0	(2.0)
	Iceland	78.2	(1.7)	74.6	(1.7)	71.8	(1.5)	75.1	(1.6)	-3.1	(2.4)
	Ireland	69.7	(1.5)	69.6	(1.3)	67.9	(1.5)	65.1	(1.5)	**-4.6**	(2.3)
	Israel	76.3	(1.4)	72.5	(2.0)	71.8	(2.3)	72.4	(2.0)	-3.9	(2.2)
	Italy	82.8	(1.1)	82.0	(1.1)	80.6	(1.0)	78.8	(1.1)	**-3.9**	(1.4)
	Japan	65.0	(1.3)	64.9	(1.3)	59.8	(1.3)	60.3	(1.4)	**-4.7**	(1.9)
	Korea	77.3	(1.3)	77.4	(1.3)	73.6	(1.9)	64.2	(2.0)	**-13.1**	(2.1)
	Latvia	84.1	(1.1)	85.7	(1.1)	84.4	(1.1)	79.9	(1.2)	**-4.1**	(1.5)
	Luxembourg	79.9	(1.2)	81.3	(1.3)	76.6	(1.5)	73.1	(1.3)	**-6.8**	(1.7)
	Mexico	44.8	(2.6)	66.0	(1.8)	75.6	(1.2)	80.8	(1.1)	**36.0**	(2.8)
	Netherlands	87.2	(0.9)	86.6	(1.1)	86.2	(1.1)	84.1	(1.3)	-3.1	(1.7)
	New Zealand	78.7	(1.5)	74.7	(1.6)	71.7	(1.5)	68.9	(1.5)	**-9.8**	(1.8)
	Norway	87.8	(1.0)	87.6	(1.0)	88.3	(0.9)	86.2	(1.2)	-1.6	(1.4)
	Poland	75.6	(1.4)	76.3	(1.4)	77.6	(1.3)	72.7	(1.6)	-3.0	(1.9)
	Portugal	80.6	(1.1)	82.0	(1.4)	78.6	(1.2)	73.6	(1.4)	**-6.9**	(1.7)
	Slovak Republic	78.6	(1.3)	80.4	(1.1)	78.4	(1.3)	73.6	(1.2)	**-5.0**	(1.7)
	Slovenia	73.5	(1.4)	68.5	(1.4)	63.6	(1.5)	65.2	(1.7)	**-8.2**	(2.1)
	Spain	79.7	(1.3)	79.6	(1.2)	79.0	(1.1)	75.8	(1.4)	**-3.9**	(1.9)
	Sweden	80.7	(1.2)	81.3	(1.4)	82.5	(1.3)	82.6	(1.3)	1.8	(1.8)
	Switzerland	83.7	(1.1)	81.3	(1.4)	81.6	(1.6)	75.3	(1.6)	**-8.3**	(2.0)
	Turkey	60.1	(2.0)	72.9	(1.5)	79.1	(1.5)	81.6	(1.3)	**21.4**	(2.4)
	United Kingdom	80.6	(1.2)	83.1	(1.0)	80.4	(1.3)	75.8	(1.1)	**-4.8**	(1.6)
	United States	81.1	(1.1)	82.0	(1.2)	80.5	(1.2)	75.6	(1.2)	**-5.5**	(1.7)
	OECD average	77.8	(0.2)	78.7	(0.2)	77.4	(0.2)	75.1	(0.2)	**-2.7**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	67.7	(1.3)	81.0	(1.1)	84.4	(1.0)	86.7	(0.8)	**19.0**	(1.5)
	B-S-J-G (China)	65.2	(1.4)	65.0	(1.9)	62.1	(1.9)	58.0	(2.2)	**-7.2**	(2.3)
	Bulgaria	84.9	(1.2)	85.9	(1.2)	88.1	(1.2)	83.1	(1.3)	-1.8	(1.8)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	56.2	(1.7)	74.7	(1.4)	82.0	(1.0)	86.4	(0.9)	**30.1**	(2.0)
	Costa Rica	71.4	(1.3)	80.0	(1.6)	84.7	(1.1)	89.2	(1.1)	**17.8**	(1.7)
	Croatia	87.5	(0.9)	89.7	(0.9)	89.3	(0.9)	89.3	(1.0)	1.9	(1.3)
	Cyprus*	76.5	(1.2)	79.8	(1.2)	79.6	(1.3)	76.2	(1.4)	-0.4	(1.7)
	Dominican Republic	48.9	(2.3)	64.0	(1.8)	71.9	(1.9)	75.9	(1.6)	**27.0**	(2.7)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	84.6	(1.2)	86.6	(1.0)	87.1	(0.8)	83.8	(1.4)	-0.8	(1.9)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	78.6	(1.2)	81.1	(1.1)	82.9	(1.3)	79.8	(1.2)	1.2	(1.6)
	Macao (China)	87.2	(1.1)	85.8	(1.2)	86.7	(1.1)	84.6	(1.1)	-2.6	(1.6)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	80.2	(1.2)	84.4	(1.2)	83.5	(1.2)	84.0	(1.0)	**3.8**	(1.6)
	Peru	34.5	(2.1)	57.4	(1.2)	64.3	(1.3)	68.0	(1.6)	**33.5**	(2.4)
	Qatar	74.5	(1.0)	72.5	(0.9)	75.9	(0.8)	79.6	(0.8)	**5.2**	(1.4)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	84.8	(1.2)	87.6	(1.1)	87.0	(0.8)	89.0	(1.2)	**4.1**	(1.8)
	Singapore	81.7	(1.2)	78.4	(1.0)	78.0	(1.4)	71.4	(1.2)	**-10.3**	(1.7)
	Chinese Taipei	70.3	(1.2)	66.1	(1.3)	58.6	(1.5)	51.3	(1.6)	**-19.0**	(2.1)
	Thailand	79.4	(1.3)	84.5	(1.0)	88.7	(0.9)	87.8	(0.9)	**8.3**	(1.5)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	61.0	(2.3)	75.7	(1.4)	82.1	(1.3)	89.0	(1.0)	**28.0**	(2.5)
	United Arab Emirates	76.8	(1.5)	78.9	(1.5)	78.8	(1.2)	82.9	(0.8)	**6.1**	(1.7)
	Uruguay	81.1	(1.3)	88.0	(0.9)	89.5	(1.1)	86.8	(1.0)	**5.7**	(1.5)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	64.7	(1.7)	73.1	(1.3)	72.9	(1.6)	68.9	(1.5)	4.2	(2.2)

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473257

[Part 2/4]

Table III.13.11 Use of Internet/chat/social networks before and after school, by student characteristics

		Percentage of students who reported that they use the Internet/Chat/Social networks (e.g. <Facebook>, <country-specific social network>) before school, by:													
		Gender						Immigrant background							
		Boys		Girls		Gender difference (B – G)		Non-immigrant		First-generation		Second-generation		Difference by immigrant background (non-immigrant – first-generation)	
		%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	77.2	(0.7)	81.6	(0.6)	**-4.5**	(0.8)	79.7	(0.6)	79.6	(1.2)	76.4	(1.4)	0.1	(1.3)
	Austria	80.1	(0.8)	84.8	(0.8)	**-4.7**	(1.1)	81.6	(0.6)	84.8	(2.3)	86.8	(1.5)	-3.2	(2.4)
	Belgium	75.9	(0.8)	78.2	(0.7)	**-2.3**	(1.1)	77.3	(0.6)	74.9	(1.8)	76.2	(1.7)	2.4	(1.9)
	Canada	71.2	(0.7)	79.4	(0.6)	**-8.2**	(0.8)	76.0	(0.6)	74.0	(1.0)	73.2	(1.4)	2.0	(1.2)
	Chile	81.5	(0.9)	83.6	(0.9)	-2.1	(1.2)	82.6	(0.7)	84.5	(5.1)	80.4	(6.8)	-2.0	(5.1)
	Czech Republic	77.6	(1.0)	79.6	(0.9)	-2.0	(1.3)	78.3	(0.7)	88.1	(3.0)	83.6	(4.1)	**-9.8**	(3.0)
	Denmark	80.1	(0.8)	85.3	(0.9)	**-5.2**	(1.1)	82.5	(0.7)	85.3	(2.6)	84.0	(1.5)	-2.8	(2.7)
	Estonia	75.1	(0.9)	82.2	(0.9)	**-7.1**	(1.3)	78.2	(0.6)	72.1	(7.2)	82.2	(2.0)	6.1	(7.1)
	Finland	82.2	(0.7)	88.8	(0.6)	**-6.6**	(0.9)	85.3	(0.5)	86.1	(3.4)	94.8	(2.3)	-0.8	(3.4)
	France	64.4	(1.0)	67.5	(1.0)	**-3.2**	(1.4)	65.9	(0.8)	70.6	(2.6)	64.5	(2.6)	-4.7	(2.6)
	Germany	76.1	(1.2)	78.4	(0.9)	-2.3	(1.6)	76.7	(0.8)	82.3	(3.0)	81.1	(2.3)	-5.6	(3.0)
	Greece	73.3	(0.9)	72.0	(1.2)	1.3	(1.2)	72.1	(0.9)	79.4	(3.0)	74.3	(2.5)	**-7.4**	(3.0)
	Hungary	82.6	(0.7)	84.7	(1.0)	-2.1	(1.2)	83.8	(0.6)	78.9	(5.9)	81.3	(4.3)	4.9	(5.8)
	Iceland	70.2	(1.2)	79.1	(0.9)	**-8.9**	(1.5)	74.5	(0.8)	88.5	(3.5)	79.4	(6.7)	**-14.0**	(3.7)
	Ireland	65.9	(1.0)	70.2	(1.2)	**-4.2**	(1.5)	67.9	(0.9)	69.0	(2.2)	69.2	(3.5)	-1.1	(2.3)
	Israel	71.1	(2.4)	75.6	(1.1)	-4.5	(2.5)	73.7	(1.4)	72.2	(4.7)	71.7	(2.5)	1.5	(4.7)
	Italy	79.6	(0.8)	82.5	(0.8)	**-2.8**	(1.1)	80.9	(0.6)	82.9	(3.7)	83.4	(3.4)	-2.0	(3.8)
	Japan	64.2	(1.0)	60.9	(1.0)	**3.4**	(1.3)	62.4	(0.8)	c	c	c	c	c	c
	Korea	72.1	(1.5)	74.3	(1.3)	-2.2	(1.8)	73.2	(1.1)	c	c	m	m	c	c
	Latvia	81.2	(0.9)	85.8	(0.9)	**-4.6**	(1.2)	83.9	(0.6)	74.0	(7.4)	81.4	(3.0)	9.8	(7.6)
	Luxembourg	76.0	(0.9)	79.1	(0.8)	**-3.1**	(1.2)	77.6	(0.9)	75.5	(1.5)	78.7	(1.0)	2.1	(1.8)
	Mexico	68.4	(1.2)	67.1	(1.3)	1.3	(1.1)	68.0	(1.1)	43.7	(8.7)	c	c	**24.2**	(8.6)
	Netherlands	81.8	(0.9)	90.0	(0.6)	**-8.2**	(1.1)	86.1	(0.6)	85.6	(4.1)	84.6	(1.4)	0.4	(4.3)
	New Zealand	71.5	(1.2)	75.5	(1.0)	**-4.1**	(1.4)	73.0	(1.0)	73.2	(1.9)	73.6	(2.4)	-0.2	(2.1)
	Norway	84.9	(0.7)	89.9	(0.7)	**-5.0**	(1.0)	87.8	(0.5)	86.7	(1.7)	83.7	(2.1)	1.1	(1.8)
	Poland	75.7	(1.0)	75.4	(1.1)	0.4	(1.2)	75.6	(0.8)	c	c	c	c	c	c
	Portugal	77.0	(0.9)	80.3	(0.8)	**-3.3**	(1.0)	78.6	(0.7)	84.2	(2.2)	74.0	(3.3)	**-5.6**	(2.3)
	Slovak Republic	77.3	(0.8)	78.1	(0.9)	-0.9	(1.2)	77.7	(0.6)	c	c	c	c	c	c
	Slovenia	64.6	(1.0)	70.9	(1.1)	**-6.3**	(1.6)	67.0	(0.7)	81.4	(3.7)	72.9	(3.7)	**-14.4**	(3.8)
	Spain	75.9	(0.7)	81.0	(0.9)	**-5.1**	(1.1)	78.3	(0.7)	78.3	(1.8)	84.0	(3.4)	0.0	(1.8)
	Sweden	77.0	(0.9)	86.4	(0.8)	**-9.4**	(1.1)	81.6	(0.7)	82.5	(2.4)	82.9	(1.6)	-0.9	(2.4)
	Switzerland	78.0	(1.2)	83.0	(0.9)	**-5.0**	(1.5)	79.3	(0.9)	79.3	(2.3)	84.5	(1.3)	0.1	(2.4)
	Turkey	77.2	(1.0)	69.8	(1.4)	**7.4**	(1.5)	73.6	(1.0)	c	c	76.1	(10.5)	c	c
	United Kingdom	77.1	(0.8)	82.8	(0.8)	**-5.7**	(1.1)	80.2	(0.7)	78.8	(1.8)	75.0	(2.5)	1.4	(2.0)
	United States	75.1	(1.0)	84.4	(0.7)	**-9.3**	(1.2)	79.2	(0.6)	79.4	(2.3)	82.0	(1.5)	-0.2	(2.4)
	OECD average	75.4	(0.2)	79.1	(0.2)	**-3.7**	(0.2)	77.1	(0.1)	78.5	(0.7)	79.2	(0.6)	-0.6	(0.7)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	80.0	(0.7)	81.6	(0.7)	-1.6	(0.9)	80.9	(0.6)	c	c	78.6	(7.4)	c	c
	B-S-J-G (China)	65.8	(1.3)	58.9	(1.6)	**6.9**	(1.4)	62.5	(1.3)	c	c	c	c	c	c
	Bulgaria	83.9	(0.7)	87.2	(0.8)	**-3.3**	(0.9)	85.6	(0.6)	c	c	c	c	c	c
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	75.8	(1.1)	74.4	(0.9)	1.4	(1.1)	75.1	(0.9)	c	c	72.1	(10.8)	c	c
	Costa Rica	81.4	(0.7)	81.7	(0.8)	-0.3	(1.0)	82.0	(0.6)	75.5	(4.0)	75.8	(3.0)	6.5	(4.1)
	Croatia	87.3	(0.7)	90.4	(0.6)	**-3.1**	(0.8)	89.2	(0.5)	88.5	(3.2)	87.2	(1.6)	0.7	(3.3)
	Cyprus*	77.5	(0.9)	78.5	(0.9)	-0.9	(1.2)	78.1	(0.7)	76.9	(2.2)	77.6	(3.4)	1.2	(2.4)
	Dominican Republic	71.1	(1.5)	61.8	(1.6)	**9.4**	(2.1)	65.8	(1.2)	c	c	72.8	(9.1)	c	c
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	84.1	(0.7)	87.0	(0.7)	**-2.9**	(1.0)	85.5	(0.8)	84.7	(1.4)	85.7	(1.1)	0.8	(1.6)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	79.1	(0.8)	81.8	(0.8)	**-2.7**	(1.1)	80.4	(0.6)	50.6	(11.5)	81.3	(4.0)	**29.9**	(11.6)
	Macao (China)	86.9	(0.8)	85.2	(0.7)	1.8	(1.1)	87.8	(0.6)	85.3	(1.2)	85.3	(0.9)	**2.5**	(1.2)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	83.3	(0.7)	82.9	(0.8)	0.3	(0.8)	83.2	(0.6)	75.7	(4.6)	84.4	(2.8)	7.5	(4.8)
	Peru	58.9	(1.0)	57.6	(1.3)	1.3	(1.6)	58.1	(0.8)	c	c	c	c	c	c
	Qatar	75.8	(0.7)	75.5	(0.5)	0.3	(0.9)	82.4	(0.6)	69.6	(0.6)	73.7	(1.1)	**12.9**	(0.8)
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	85.7	(0.7)	88.3	(0.7)	**-2.6**	(1.0)	87.1	(0.6)	93.1	(2.1)	82.4	(2.3)	**-6.1**	(2.2)
	Singapore	74.3	(0.9)	80.7	(0.8)	**-6.4**	(1.1)	78.7	(0.7)	71.4	(1.7)	74.0	(2.5)	**7.4**	(1.9)
	Chinese Taipei	62.5	(1.0)	60.6	(1.1)	1.9	(1.5)	61.5	(0.8)	c	c	c	c	c	c
	Thailand	85.2	(0.8)	85.0	(0.8)	0.1	(1.1)	85.3	(0.6)	c	c	70.0	(6.0)	c	c
	Trinidad and Tobago	m	m	m	m	m	m	c	c	c	c	c	c	c	c
	Tunisia	79.7	(1.1)	75.6	(1.1)	**4.1**	(1.3)	77.7	(0.9)	c	c	80.4	(4.3)	c	c
	United Arab Emirates	79.9	(0.8)	78.8	(1.0)	1.1	(1.3)	86.8	(0.5)	73.1	(1.1)	75.4	(1.3)	**13.7**	(1.3)
	Uruguay	86.1	(0.8)	86.6	(0.7)	-0.5	(1.0)	86.4	(0.6)	c	c	c	c	c	c
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	73.1	(1.0)	67.1	(1.2)	**6.0**	(1.3)	69.8	(0.9)	c	c	79.7	(5.5)	c	c

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473257

[Part 3/4]

Table III.13.11 Use of Internet/chat/social networks before and after school, by student characteristics

		Percentage of students who reported that they use the Internet/Chat/Social networks (e.g. <Facebook>, <country-specific social network>) after school, by:									
		National quarters of the ESCS[1] index									
		Bottom quarter		Second quarter		Third quarter		Top quarter		Top – bottom quarter	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	91.6	(0.6)	94.0	(0.6)	93.8	(0.5)	94.3	(0.5)	**2.7**	(0.8)
	Austria	91.1	(0.8)	91.5	(0.7)	90.9	(0.8)	90.6	(0.7)	-0.6	(1.1)
	Belgium	93.7	(0.8)	94.0	(0.5)	94.6	(0.5)	95.2	(0.5)	1.5	(0.9)
	Canada	90.6	(0.6)	90.3	(0.8)	89.6	(0.7)	91.2	(0.5)	0.6	(0.9)
	Chile	86.4	(0.9)	92.1	(0.8)	92.9	(0.8)	93.4	(0.8)	**7.0**	(1.3)
	Czech Republic	91.6	(0.8)	93.0	(0.9)	93.5	(0.7)	93.3	(0.7)	1.7	(1.0)
	Denmark	95.5	(0.6)	97.3	(0.4)	97.1	(0.6)	97.3	(0.5)	**1.8**	(0.8)
	Estonia	88.7	(1.1)	92.2	(0.8)	90.6	(0.8)	91.9	(0.9)	**3.1**	(1.3)
	Finland	94.9	(0.6)	95.7	(0.6)	96.1	(0.7)	97.3	(0.4)	**2.4**	(0.7)
	France	84.4	(1.0)	87.4	(1.0)	86.4	(1.1)	87.1	(1.0)	**2.7**	(1.3)
	Germany	93.1	(0.9)	92.3	(1.1)	91.0	(1.2)	91.8	(1.0)	-1.2	(1.4)
	Greece	87.0	(1.3)	91.4	(0.9)	88.9	(0.9)	90.6	(0.8)	**3.6**	(1.5)
	Hungary	89.8	(1.1)	93.3	(1.0)	93.8	(0.9)	95.7	(0.5)	**5.9**	(1.3)
	Iceland	97.0	(0.7)	95.6	(0.7)	96.6	(0.7)	97.2	(0.7)	0.2	(1.1)
	Ireland	90.1	(0.9)	92.1	(0.7)	92.2	(0.8)	92.7	(0.8)	**2.7**	(1.0)
	Israel	82.1	(1.3)	84.4	(1.8)	81.3	(2.4)	85.8	(1.6)	3.8	(2.0)
	Italy	90.0	(0.9)	91.3	(0.7)	91.9	(0.7)	93.0	(0.7)	**3.0**	(1.0)
	Japan	80.2	(1.1)	84.4	(1.1)	82.4	(1.1)	85.6	(0.9)	**5.4**	(1.5)
	Korea	89.8	(1.0)	89.9	(0.9)	89.7	(1.1)	86.9	(1.5)	-2.9	(1.7)
	Latvia	91.7	(1.0)	91.9	(0.9)	93.1	(0.8)	92.3	(0.9)	0.5	(1.3)
	Luxembourg	91.6	(0.7)	91.9	(0.7)	91.5	(0.9)	92.8	(0.8)	1.2	(1.0)
	Mexico	56.3	(2.7)	79.2	(1.6)	87.5	(1.2)	93.3	(0.8)	**37.0**	(2.6)
	Netherlands	94.9	(0.6)	95.0	(0.7)	95.5	(0.6)	95.2	(0.6)	0.3	(0.9)
	New Zealand	92.5	(0.8)	92.8	(0.9)	93.4	(0.9)	91.1	(1.0)	-1.4	(1.2)
	Norway	95.6	(0.7)	96.9	(0.5)	97.0	(0.5)	97.7	(0.5)	**2.0**	(0.7)
	Poland	90.1	(1.0)	92.7	(0.9)	93.3	(0.9)	93.5	(1.0)	**3.4**	(1.3)
	Portugal	90.7	(0.8)	93.3	(0.7)	92.5	(0.9)	93.5	(0.8)	**2.8**	(1.0)
	Slovak Republic	87.8	(1.1)	92.1	(0.8)	91.7	(0.8)	93.4	(0.7)	**5.6**	(1.3)
	Slovenia	81.8	(1.3)	77.5	(1.4)	77.3	(1.4)	78.0	(1.6)	-3.7	(2.0)
	Spain	90.7	(0.7)	92.6	(0.7)	93.4	(0.8)	92.7	(0.8)	2.0	(1.2)
	Sweden	93.2	(0.8)	93.5	(0.7)	95.8	(0.8)	94.9	(0.9)	1.7	(1.1)
	Switzerland	94.4	(0.9)	92.7	(0.9)	92.1	(1.3)	92.2	(1.2)	-2.2	(1.6)
	Turkey	64.5	(1.9)	80.9	(1.4)	84.9	(1.3)	87.4	(1.1)	**22.9**	(2.1)
	United Kingdom	92.4	(0.9)	95.3	(0.6)	93.6	(0.9)	93.0	(0.7)	0.6	(1.2)
	United States	88.7	(0.9)	92.5	(0.7)	91.0	(0.8)	91.1	(1.0)	2.3	(1.3)
	OECD average	88.7	(0.2)	91.2	(0.2)	91.3	(0.2)	92.1	(0.2)	**3.4**	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m
	Brazil	73.2	(1.4)	85.5	(0.9)	90.2	(0.6)	94.4	(0.5)	**21.1**	(1.5)
	B-S-J-G (China)	67.8	(1.6)	68.9	(2.0)	67.2	(2.0)	67.1	(2.1)	-0.7	(2.5)
	Bulgaria	87.9	(1.1)	89.5	(1.0)	92.7	(0.7)	92.4	(0.8)	**4.5**	(1.5)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m
	Colombia	63.3	(2.1)	82.5	(1.3)	87.7	(0.9)	94.5	(0.6)	**31.2**	(2.3)
	Costa Rica	77.9	(1.4)	87.5	(1.1)	92.6	(0.9)	95.9	(0.7)	**17.9**	(1.5)
	Croatia	94.2	(0.7)	94.4	(0.7)	95.1	(0.6)	94.9	(0.6)	0.7	(1.0)
	Cyprus*	85.6	(1.0)	88.9	(0.9)	90.6	(1.0)	91.7	(0.8)	**6.1**	(1.4)
	Dominican Republic	60.7	(2.5)	77.0	(1.6)	84.5	(1.3)	89.8	(1.0)	**29.1**	(2.5)
	FYROM	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	96.4	(0.5)	96.5	(0.7)	96.6	(0.5)	96.7	(0.5)	0.2	(0.7)
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m
	Lithuania	91.1	(0.8)	92.2	(0.8)	93.5	(0.7)	94.5	(0.7)	**3.4**	(1.2)
	Macao (China)	95.5	(0.5)	97.1	(0.6)	97.2	(0.5)	97.3	(0.5)	**1.8**	(0.6)
	Malta	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m
	Montenegro	83.6	(1.2)	86.4	(1.1)	87.8	(0.8)	87.0	(1.1)	**3.4**	(1.6)
	Peru	44.5	(2.5)	71.4	(1.7)	77.3	(1.3)	84.1	(1.0)	**39.6**	(2.7)
	Qatar	83.5	(0.8)	84.8	(0.8)	89.0	(0.6)	91.0	(0.6)	**7.5**	(1.0)
	Romania	m	m	m	m	m	m	m	m	m	m
	Russia	88.9	(1.0)	93.3	(0.7)	92.2	(0.8)	93.5	(1.0)	**4.5**	(1.3)
	Singapore	90.8	(0.9)	93.2	(0.7)	92.7	(0.7)	91.0	(0.8)	0.1	(1.2)
	Chinese Taipei	93.1	(0.6)	91.9	(0.7)	89.1	(0.9)	86.9	(0.8)	**-6.3**	(1.1)
	Thailand	86.8	(1.1)	91.1	(0.7)	94.9	(0.5)	97.4	(0.6)	**10.6**	(1.2)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m
	Tunisia	61.6	(2.7)	78.5	(1.2)	81.6	(1.4)	89.8	(1.0)	**28.2**	(2.8)
	United Arab Emirates	86.8	(0.9)	90.3	(0.8)	92.6	(0.7)	93.6	(0.5)	**6.8**	(1.2)
	Uruguay	85.3	(1.0)	91.5	(0.8)	94.3	(0.7)	94.8	(0.7)	**9.5**	(1.3)
	Viet Nam	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m
	Malaysia**	74.8	(1.4)	85.6	(1.2)	87.7	(1.2)	88.3	(1.5)	**13.5**	(2.0)

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473257

[Part 4/4]

Table III.13.11 Use of Internet/chat/social networks before and after school, by student characteristics

		Percentage of students who reported that they use the Internet/Chat/Social networks (e.g. <Facebook>, <country-specific social network>) after school, by:													
		Gender						Immigrant background							
		Boys		Girls		Gender difference (B – G)		Non-immigrant		First-generation		Second-generation		Difference by immigrant background (non-immigrant – first-generation)	
		%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	Australia	92.5	(0.4)	94.3	(0.4)	**-1.8**	(0.5)	93.3	(0.3)	93.5	(0.8)	93.6	(0.9)	-0.2	(0.9)
OECD	Austria	89.2	(0.7)	92.7	(0.5)	**-3.5**	(0.9)	90.6	(0.5)	92.1	(1.7)	93.4	(0.9)	-1.5	(1.7)
OECD	Belgium	93.4	(0.4)	95.2	(0.4)	**-1.7**	(0.6)	94.9	(0.3)	89.7	(1.3)	92.9	(1.6)	**5.2**	(1.4)
OECD	Canada	88.0	(0.5)	92.8	(0.4)	**-4.9**	(0.6)	90.4	(0.4)	89.2	(1.0)	91.8	(0.6)	1.2	(1.0)
OECD	Chile	91.0	(0.6)	91.4	(0.7)	-0.3	(1.0)	91.3	(0.5)	83.9	(5.6)	80.2	(10.3)	7.4	(5.6)
OECD	Czech Republic	91.9	(0.6)	93.9	(0.6)	**-2.0**	(0.8)	92.9	(0.4)	95.2	(2.0)	92.9	(3.3)	-2.3	(2.0)
OECD	Denmark	96.5	(0.4)	97.1	(0.4)	-0.6	(0.5)	96.8	(0.3)	96.6	(1.0)	96.0	(0.7)	0.3	(1.1)
OECD	Estonia	88.0	(0.8)	93.6	(0.6)	**-5.7**	(1.1)	91.2	(0.5)	92.9	(5.0)	86.9	(1.5)	-1.7	(5.0)
OECD	Finland	94.6	(0.5)	97.4	(0.3)	**-2.8**	(0.5)	96.1	(0.3)	92.9	(2.9)	94.5	(2.6)	3.2	(2.9)
OECD	France	85.4	(0.7)	87.2	(0.7)	-1.8	(1.0)	86.7	(0.5)	85.9	(2.0)	83.3	(1.8)	0.7	(2.0)
OECD	Germany	90.8	(0.7)	92.9	(0.6)	**-2.1**	(0.8)	91.9	(0.6)	90.0	(4.0)	93.4	(1.4)	1.8	(4.0)
OECD	Greece	89.1	(0.8)	89.8	(0.6)	-0.6	(1.0)	89.8	(0.5)	80.5	(4.1)	89.2	(2.0)	**9.4**	(4.0)
OECD	Hungary	92.3	(0.7)	94.1	(0.6)	-1.8	(1.0)	93.2	(0.4)	96.8	(2.3)	94.6	(3.1)	-3.6	(2.3)
OECD	Iceland	95.5	(0.5)	97.6	(0.4)	**-2.1**	(0.6)	96.6	(0.3)	96.5	(2.1)	97.5	(2.5)	0.1	(2.0)
OECD	Ireland	90.4	(0.6)	93.2	(0.6)	**-2.8**	(0.9)	92.1	(0.4)	90.0	(1.2)	88.6	(2.4)	2.2	(1.3)
OECD	Israel	80.6	(2.6)	86.1	(0.8)	**-5.5**	(2.7)	83.6	(1.3)	79.0	(5.0)	83.5	(2.7)	4.6	(4.8)
OECD	Italy	91.1	(0.6)	92.0	(0.6)	-0.9	(0.9)	91.9	(0.4)	86.0	(2.4)	91.0	(2.3)	**5.8**	(2.3)
OECD	Japan	84.6	(0.7)	81.7	(0.8)	**2.9**	(1.0)	83.1	(0.5)	c	c	c	c	c	c
OECD	Korea	88.0	(0.8)	90.2	(1.0)	**-2.2**	(1.1)	89.1	(0.7)	c	c	m	m	c	c
OECD	Latvia	90.2	(0.7)	94.3	(0.6)	**-4.1**	(0.8)	92.4	(0.5)	86.9	(5.1)	91.3	(2.3)	5.5	(5.3)
OECD	Luxembourg	90.6	(0.7)	93.1	(0.5)	**-2.4**	(1.1)	92.4	(0.5)	90.4	(0.9)	91.8	(0.7)	**2.0**	(1.0)
OECD	Mexico	81.0	(1.2)	79.3	(1.3)	1.7	(1.2)	80.3	(1.1)	64.6	(6.2)	c	c	**15.7**	(6.3)
OECD	Netherlands	93.0	(0.5)	97.2	(0.3)	**-4.1**	(0.6)	95.2	(0.3)	95.7	(2.2)	94.0	(1.1)	-0.5	(2.2)
OECD	New Zealand	91.7	(0.6)	93.2	(0.5)	**-1.5**	(0.8)	92.2	(0.5)	92.2	(1.1)	93.4	(1.2)	-0.1	(1.1)
OECD	Norway	96.7	(0.4)	96.9	(0.4)	-0.2	(0.5)	97.1	(0.3)	95.3	(1.2)	94.2	(1.4)	1.8	(1.3)
OECD	Poland	91.4	(0.7)	93.5	(0.5)	**-2.1**	(0.8)	92.5	(0.4)	c	c	c	c	c	c
OECD	Portugal	92.3	(0.6)	92.6	(0.5)	-0.3	(0.8)	92.4	(0.4)	94.7	(1.5)	93.2	(1.8)	-2.3	(1.5)
OECD	Slovak Republic	90.6	(0.6)	92.0	(0.6)	-1.4	(0.8)	91.6	(0.4)	c	c	c	c	c	c
OECD	Slovenia	75.8	(0.8)	81.6	(0.9)	**-5.7**	(1.1)	78.3	(0.7)	79.7	(3.8)	86.2	(2.6)	-1.4	(3.8)
OECD	Spain	91.4	(0.5)	93.3	(0.5)	**-2.0**	(0.7)	92.9	(0.4)	87.2	(1.5)	89.1	(3.9)	**5.7**	(1.5)
OECD	Sweden	93.1	(0.5)	95.6	(0.5)	**-2.5**	(0.7)	94.7	(0.4)	91.2	(1.8)	93.5	(1.1)	3.5	(1.8)
OECD	Switzerland	91.3	(0.7)	94.4	(0.6)	**-3.2**	(0.9)	92.2	(0.6)	91.6	(2.1)	95.1	(0.9)	0.6	(2.2)
OECD	Turkey	83.4	(0.9)	75.5	(1.2)	**8.0**	(1.3)	79.7	(0.9)	c	c	71.0	(7.7)	c	c
OECD	United Kingdom	92.4	(0.5)	94.6	(0.4)	**-2.1**	(0.8)	94.2	(0.3)	90.6	(1.4)	89.6	(1.6)	**3.6**	(1.5)
OECD	United States	88.3	(0.7)	93.4	(0.6)	**-5.1**	(0.8)	90.7	(0.5)	89.3	(1.4)	91.8	(1.0)	1.4	(1.5)
	OECD average	89.9	(0.1)	91.8	(0.1)	**-1.9**	(0.2)	91.0	(0.1)	89.3	(0.5)	90.6	(0.6)	**2.3**	(0.5)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	87.9	(0.6)	86.1	(0.6)	**1.8**	(0.8)	86.9	(0.4)	c	c	82.6	(6.4)	c	c
Partners	B-S-J-G (China)	71.0	(1.3)	64.1	(1.7)	**6.9**	(1.2)	67.7	(1.4)	c	c	c	c	c	c
Partners	Bulgaria	88.8	(0.7)	92.6	(0.6)	**-3.8**	(0.9)	90.9	(0.5)	c	c	c	c	c	c
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	82.5	(1.0)	82.0	(0.9)	0.6	(1.1)	82.3	(0.8)	c	c	76.5	(11.8)	c	c
Partners	Costa Rica	89.3	(0.8)	88.2	(0.7)	1.1	(0.8)	89.3	(0.6)	81.7	(3.7)	83.0	(2.4)	**7.6**	(3.7)
Partners	Croatia	93.4	(0.5)	95.9	(0.4)	**-2.5**	(0.6)	94.7	(0.4)	99.1	(0.9)	94.4	(1.2)	**-4.5**	(1.0)
Partners	Cyprus*	87.4	(0.6)	90.9	(0.6)	**-3.5**	(0.9)	89.6	(0.4)	85.6	(1.8)	88.3	(2.8)	**4.0**	(1.8)
Partners	Dominican Republic	81.7	(1.1)	76.7	(1.3)	**5.0**	(1.4)	79.2	(1.0)	c	c	64.8	(9.4)	c	c
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	95.0	(0.5)	98.1	(0.3)	**-3.0**	(0.5)	96.9	(0.4)	96.6	(0.7)	95.2	(0.7)	0.4	(0.7)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	90.9	(0.6)	94.6	(0.5)	**-3.7**	(0.8)	92.9	(0.4)	69.6	(13.6)	94.9	(1.2)	23.3	(13.7)
Partners	Macao (China)	96.3	(0.4)	97.3	(0.3)	-1.0	(0.6)	96.7	(0.4)	96.0	(0.8)	97.3	(0.3)	0.7	(0.9)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	86.1	(0.7)	86.2	(0.7)	-0.1	(0.9)	86.2	(0.5)	80.4	(4.1)	90.1	(2.1)	5.8	(4.1)
Partners	Peru	73.5	(1.1)	70.3	(1.2)	**3.2**	(1.4)	72.0	(0.9)	c	c	c	c	c	c
Partners	Qatar	87.1	(0.5)	87.3	(0.5)	-0.2	(0.7)	87.2	(0.5)	87.2	(0.5)	87.1	(0.9)	0.0	(0.7)
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	90.9	(0.8)	93.0	(0.5)	**-2.1**	(0.9)	92.0	(0.5)	96.2	(1.7)	88.4	(2.9)	**-4.2**	(1.9)
Partners	Singapore	90.2	(0.5)	93.8	(0.5)	**-3.6**	(0.7)	92.3	(0.4)	91.5	(0.9)	90.0	(1.6)	0.7	(1.0)
Partners	Chinese Taipei	91.0	(0.6)	89.5	(0.6)	**1.6**	(0.8)	90.3	(0.4)	c	c	c	c	c	c
Partners	Thailand	92.0	(0.5)	93.0	(0.6)	-1.0	(0.8)	92.9	(0.4)	c	c	78.9	(5.7)	c	c
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	80.4	(1.2)	76.8	(1.1)	**3.6**	(1.4)	78.7	(0.9)	c	c	70.3	(7.5)	c	c
Partners	United Arab Emirates	90.1	(0.4)	91.5	(0.5)	**-1.4**	(0.7)	92.7	(0.5)	89.8	(0.8)	90.0	(0.7)	**2.9**	(1.0)
Partners	Uruguay	92.0	(0.6)	91.3	(0.5)	0.6	(0.7)	91.6	(0.5)	c	c	c	c	c	c
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	87.2	(0.8)	81.3	(1.0)	**5.9**	(1.0)	84.2	(0.8)	c	c	84.2	(6.3)	c	c

1. ESCS refers to the PISA index of economic, social and cultural status.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473257

[Part 1/3]

Table III.13.13 Use of online games/chat/social networks outside of school, by gender and socio-economic status

Results based on students' self-reports

		Percentage of boys who reported "almost every day" or "every day"								Percentage of girls who reported "almost every day" or "every day"							
		Play online games (one-player or collaborative online games)		Chat on line (e.g. <MSN>)		Participate in social network (e.g. <Facebook>, <Myspace>)		Any type of Internet/chat/ social networks outside of school		Play online games (one-player or collaborative online games)		Chat on line (e.g. <MSN>)		Participate in social network (e.g. <Facebook>, <Myspace>)		Any type of Internet/chat/ social networks outside of school	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	52.0	(0.8)	58.2	(0.7)	74.7	(0.8)	86.9	(0.5)	13.8	(0.5)	57.8	(0.7)	85.4	(0.5)	88.7	(0.5)
	Austria	54.6	(1.1)	80.0	(0.8)	64.3	(1.0)	89.2	(0.7)	9.7	(0.6)	87.0	(0.6)	74.2	(0.9)	92.1	(0.5)
	Belgium	55.8	(1.1)	61.8	(0.8)	78.9	(0.8)	88.4	(0.5)	13.9	(0.5)	60.9	(1.0)	86.0	(0.6)	89.1	(0.6)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	47.6	(1.2)	60.6	(1.0)	70.5	(1.2)	83.8	(0.9)	16.6	(0.8)	63.0	(0.9)	76.6	(0.9)	83.7	(0.8)
	Czech Republic	66.8	(1.1)	61.4	(1.1)	75.7	(0.8)	87.2	(0.7)	12.1	(0.7)	58.3	(1.0)	85.6	(0.8)	88.4	(0.8)
	Denmark	60.0	(0.9)	65.1	(1.0)	84.9	(0.9)	92.9	(0.5)	7.4	(0.7)	61.9	(1.2)	90.7	(0.6)	92.5	(0.6)
	Estonia	64.9	(1.3)	51.8	(1.2)	74.4	(0.9)	87.9	(0.7)	13.8	(0.7)	43.0	(1.2)	87.1	(0.7)	90.0	(0.6)
	Finland	62.7	(1.0)	73.4	(1.0)	62.2	(1.0)	88.5	(0.7)	16.1	(0.6)	78.0	(0.9)	66.6	(1.0)	87.0	(0.7)
	France	61.8	(1.1)	69.3	(1.0)	67.4	(0.9)	84.4	(0.7)	22.3	(0.8)	75.3	(0.9)	77.4	(0.9)	84.6	(0.7)
	Germany	57.6	(1.0)	54.1	(1.0)	55.2	(0.9)	81.1	(0.8)	10.2	(0.6)	44.7	(1.2)	58.9	(1.0)	68.3	(1.1)
	Greece	56.2	(1.2)	56.7	(1.1)	70.8	(1.2)	81.3	(1.1)	21.4	(0.7)	64.0	(0.9)	76.2	(1.0)	83.6	(0.9)
	Hungary	58.1	(1.3)	64.5	(1.1)	75.1	(1.1)	84.7	(0.8)	16.2	(0.8)	68.6	(1.1)	84.8	(1.0)	88.7	(0.8)
	Iceland	58.4	(1.3)	56.3	(1.3)	73.1	(1.2)	88.3	(0.8)	8.9	(0.7)	57.6	(1.2)	85.8	(0.8)	89.6	(0.7)
	Ireland	48.1	(1.3)	80.1	(0.9)	77.5	(0.9)	89.5	(0.7)	8.9	(0.6)	84.0	(0.8)	88.7	(0.7)	92.3	(0.6)
	Israel	38.6	(1.5)	30.4	(1.8)	48.7	(1.9)	63.0	(2.4)	11.0	(0.7)	25.4	(0.9)	54.9	(1.3)	60.4	(1.2)
	Italy	56.9	(1.0)	71.8	(0.9)	69.2	(1.0)	86.5	(0.7)	25.4	(1.0)	75.3	(0.9)	75.8	(1.0)	89.2	(0.6)
	Japan	63.0	(1.0)	78.2	(1.0)	38.4	(1.0)	89.8	(0.6)	30.1	(0.9)	88.0	(0.7)	46.6	(1.0)	91.4	(0.7)
	Korea	35.7	(1.3)	36.5	(0.9)	62.1	(1.1)	75.7	(1.0)	8.5	(0.6)	38.0	(1.0)	71.5	(1.1)	78.3	(1.1)
	Latvia	61.4	(1.1)	69.9	(0.9)	66.0	(1.0)	85.2	(0.8)	10.7	(0.7)	72.7	(1.1)	83.8	(0.8)	89.1	(0.7)
	Luxembourg	58.7	(1.0)	64.8	(1.1)	72.1	(0.8)	85.6	(0.7)	14.2	(0.7)	62.8	(0.9)	79.5	(0.9)	84.2	(0.8)
	Mexico	31.5	(1.0)	61.3	(1.2)	56.6	(1.3)	71.7	(1.1)	7.3	(0.5)	65.2	(1.2)	61.2	(1.4)	72.5	(1.2)
	Netherlands	56.1	(1.0)	62.3	(1.0)	65.3	(1.0)	89.3	(0.6)	6.5	(0.5)	54.7	(1.1)	83.8	(0.9)	89.4	(0.7)
	New Zealand	55.5	(1.3)	76.5	(1.1)	73.2	(1.3)	87.7	(0.8)	14.8	(1.0)	80.8	(1.0)	81.9	(1.1)	87.6	(0.8)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	63.6	(1.2)	40.2	(1.2)	77.7	(1.0)	88.0	(0.7)	11.9	(0.8)	40.7	(1.2)	89.7	(0.7)	91.4	(0.6)
	Portugal	60.8	(1.1)	63.5	(1.0)	74.2	(0.8)	84.8	(0.7)	15.4	(0.7)	62.7	(1.0)	78.8	(0.9)	83.3	(0.8)
	Slovak Republic	55.2	(1.0)	56.3	(1.1)	72.6	(1.1)	81.0	(0.9)	11.0	(0.8)	53.7	(1.0)	84.4	(0.8)	86.0	(0.7)
	Slovenia	50.3	(1.0)	49.7	(1.1)	73.3	(1.0)	83.3	(0.7)	7.2	(0.6)	46.6	(1.3)	85.2	(0.8)	87.3	(0.8)
	Spain	43.2	(1.0)	69.2	(1.0)	64.8	(1.0)	85.8	(0.7)	10.0	(0.6)	70.4	(1.1)	77.1	(0.7)	87.8	(0.7)
	Sweden	70.6	(1.0)	47.2	(1.2)	73.6	(1.2)	89.1	(0.7)	11.9	(0.7)	35.2	(1.2)	87.9	(0.7)	89.5	(0.6)
	Switzerland	54.5	(1.1)	58.0	(1.2)	60.3	(1.0)	84.6	(0.9)	10.9	(0.7)	52.3	(1.4)	67.9	(1.1)	79.5	(1.0)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	61.9	(1.2)	80.3	(0.9)	80.2	(0.8)	92.0	(0.6)	13.5	(0.8)	85.6	(1.0)	86.5	(1.0)	92.9	(0.6)
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	55.5	(0.2)	61.6	(0.2)	68.8	(0.2)	85.1	(0.2)	13.3	(0.1)	61.7	(0.2)	78.1	(0.2)	85.8	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	47.4	(1.0)	52.4	(1.1)	68.7	(1.0)	74.7	(0.9)	22.4	(0.7)	47.5	(1.0)	72.6	(0.8)	75.9	(0.7)
	B-S-J-G (China)	25.9	(1.0)	55.5	(1.2)	45.9	(1.2)	58.9	(1.2)	5.9	(0.5)	50.3	(1.5)	41.8	(1.3)	52.6	(1.5)
	Bulgaria	56.2	(1.3)	70.3	(1.1)	69.7	(1.1)	77.6	(1.3)	15.6	(0.9)	78.6	(0.9)	81.7	(0.9)	84.4	(0.9)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	35.4	(1.0)	55.0	(1.2)	61.1	(1.4)	70.5	(1.2)	12.8	(0.5)	56.7	(1.1)	65.2	(1.2)	71.6	(1.1)
	Costa Rica	55.2	(1.0)	61.4	(1.2)	65.5	(1.0)	80.9	(0.9)	20.2	(0.7)	59.3	(1.1)	69.8	(0.9)	78.1	(0.8)
	Croatia	53.4	(0.9)	53.3	(1.0)	77.6	(1.0)	82.9	(0.9)	10.3	(0.6)	43.4	(0.9)	87.3	(0.9)	89.2	(0.7)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	40.3	(1.2)	46.6	(1.3)	56.1	(1.3)	64.8	(1.4)	20.6	(1.1)	46.2	(1.5)	53.3	(1.8)	60.8	(1.7)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	63.3	(1.0)	42.7	(1.1)	67.2	(1.0)	83.1	(0.8)	25.0	(1.1)	33.6	(1.3)	67.8	(1.1)	76.1	(1.0)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	60.9	(1.2)	57.0	(1.1)	73.5	(1.1)	82.9	(0.9)	15.0	(0.7)	38.3	(0.9)	87.1	(0.8)	88.6	(0.6)
	Macao (China)	57.8	(0.9)	55.1	(1.1)	73.3	(1.0)	86.0	(0.6)	19.6	(0.9)	56.5	(1.1)	74.1	(1.0)	83.0	(0.8)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	25.2	(0.9)	55.0	(1.2)	45.0	(1.2)	60.9	(1.2)	5.0	(0.4)	53.8	(1.4)	44.1	(1.4)	55.8	(1.3)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	62.0	(1.0)	67.3	(1.0)	77.7	(0.8)	83.4	(0.7)	18.8	(0.8)	69.2	(1.0)	82.4	(0.9)	85.7	(0.8)
	Singapore	47.0	(1.0)	43.9	(1.0)	59.0	(0.8)	78.6	(0.7)	17.0	(0.7)	40.9	(1.2)	70.6	(1.0)	78.9	(1.0)
	Chinese Taipei	49.1	(0.8)	55.1	(0.8)	75.6	(0.7)	83.2	(0.7)	17.4	(0.7)	57.5	(1.2)	76.0	(0.8)	81.2	(0.7)
	Thailand	53.0	(1.3)	58.9	(1.4)	68.6	(1.4)	77.3	(1.3)	31.4	(0.9)	70.5	(1.2)	73.8	(1.1)	82.5	(1.0)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	51.3	(1.3)	52.9	(1.1)	75.3	(1.0)	81.8	(1.1)	14.9	(0.8)	50.1	(1.2)	81.9	(0.8)	85.0	(0.8)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. A socio-economically disadvantaged student is a student in the bottom quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933473272

[Part 2/3]

Table III.13.13 Use of online games/chat/social networks outside of school, by gender and socio-economic status

Results based on students' self-reports

		Gender difference in the percentage of students who reported "almost every day" or "every day" (B – G)								Percentage of socio-economically disadvantaged[1] students who reported "almost every day" or "every day"							
		Play online games (one-player or collaborative online games)		Chat on line (e.g. <MSN>)		Participate in social network (e.g. <Facebook>, <Myspace>)		Any type of Internet/chat/ social networks outside of school		Play online games (one-player or collaborative online games)		Chat on line (e.g. <MSN>)		Participate in social network (e.g. <Facebook>, <Myspace>)		Any type of Internet/chat/ social networks outside of school	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	**38.2**	(1.0)	0.4	(1.0)	**-10.7**	(0.9)	**-1.8**	(0.7)	36.0	(1.0)	54.5	(1.1)	78.0	(0.9)	86.6	(0.9)
	Austria	**44.9**	(1.3)	**-7.0**	(1.1)	**-9.9**	(1.3)	**-2.9**	(0.9)	30.1	(1.6)	81.5	(1.2)	71.4	(1.1)	88.8	(1.0)
	Belgium	**41.9**	(1.1)	0.9	(1.2)	**-7.1**	(1.0)	-0.7	(0.8)	36.4	(1.6)	55.8	(1.3)	78.2	(1.0)	85.5	(0.9)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	**31.0**	(1.2)	-2.3	(1.3)	**-6.1**	(1.4)	0.0	(1.1)	22.5	(1.5)	52.8	(1.3)	63.1	(1.8)	73.7	(1.5)
	Czech Republic	**54.7**	(1.3)	**3.1**	(1.5)	**-9.9**	(1.0)	-1.2	(1.0)	41.4	(1.6)	56.2	(1.7)	78.3	(1.4)	84.7	(1.2)
	Denmark	**52.6**	(1.1)	**3.2**	(1.6)	**-5.7**	(1.0)	0.4	(0.8)	32.9	(1.4)	60.8	(1.5)	85.3	(1.1)	90.6	(0.8)
	Estonia	**51.2**	(1.5)	**8.8**	(1.5)	**-12.7**	(1.2)	**-2.1**	(0.9)	36.5	(1.7)	43.2	(1.5)	78.7	(1.2)	86.6	(1.0)
	Finland	**46.6**	(1.2)	**-4.6**	(1.3)	**-4.4**	(1.4)	1.5	(1.0)	39.9	(1.6)	72.9	(1.5)	64.0	(1.3)	84.5	(1.1)
	France	**39.5**	(1.3)	**-6.0**	(1.3)	**-10.0**	(1.1)	-0.3	(0.9)	41.5	(1.5)	70.3	(1.5)	70.8	(1.4)	81.8	(1.2)
	Germany	**47.4**	(1.2)	**9.4**	(1.6)	**-3.7**	(1.3)	**12.8**	(1.3)	32.1	(1.4)	48.8	(1.8)	59.4	(1.4)	73.1	(1.4)
	Greece	**34.8**	(1.4)	**-7.3**	(1.3)	**-5.5**	(1.4)	-2.3	(1.2)	35.1	(1.7)	54.3	(1.7)	69.7	(1.7)	78.6	(1.7)
	Hungary	**41.9**	(1.5)	**-4.0**	(1.5)	**-9.8**	(1.4)	**-4.0**	(1.1)	35.0	(1.7)	55.4	(1.7)	73.8	(1.4)	81.5	(1.3)
	Iceland	**49.5**	(1.4)	-1.3	(1.8)	**-12.8**	(1.5)	-1.3	(1.0)	32.2	(1.6)	55.2	(1.9)	76.1	(1.7)	86.6	(1.3)
	Ireland	**39.2**	(1.4)	**-3.9**	(1.2)	**-11.2**	(1.1)	**-2.8**	(0.9)	32.1	(1.7)	81.4	(1.2)	80.4	(1.4)	89.4	(0.9)
	Israel	**27.6**	(1.5)	**5.0**	(2.0)	**-6.2**	(2.2)	2.6	(2.6)	21.9	(1.3)	27.9	(1.3)	48.7	(1.6)	57.4	(1.6)
	Italy	**31.5**	(1.2)	**-3.5**	(1.3)	**-6.6**	(1.3)	**-2.7**	(0.9)	37.7	(1.6)	71.8	(1.5)	71.0	(1.6)	85.6	(1.1)
	Japan	**32.9**	(1.4)	**-9.8**	(1.2)	**-8.2**	(1.2)	**-1.7**	(0.8)	46.0	(1.5)	81.8	(1.0)	42.0	(1.4)	88.7	(0.8)
	Korea	**27.2**	(1.4)	-1.5	(1.4)	**-9.4**	(1.3)	**-2.6**	(1.3)	28.0	(1.5)	34.1	(1.2)	66.3	(1.6)	78.2	(1.2)
	Latvia	**50.7**	(1.3)	-2.9	(1.6)	**-17.8**	(1.4)	**-3.9**	(1.0)	34.6	(1.4)	70.8	(1.5)	72.7	(1.6)	85.4	(1.3)
	Luxembourg	**44.5**	(1.3)	2.0	(1.5)	**-7.4**	(1.2)	1.4	(0.9)	36.3	(1.4)	64.5	(1.4)	76.1	(1.4)	84.8	(1.1)
	Mexico	**24.1**	(1.0)	**-3.8**	(1.1)	**-4.6**	(1.3)	-0.8	(1.0)	11.2	(0.9)	37.8	(2.3)	30.1	(2.2)	46.4	(2.2)
	Netherlands	**49.6**	(1.0)	**7.6**	(1.6)	**-18.5**	(1.3)	-0.1	(0.9)	31.9	(1.4)	59.7	(1.5)	74.0	(1.2)	89.3	(0.9)
	New Zealand	**40.7**	(1.6)	**-4.2**	(1.7)	**-8.7**	(1.6)	0.1	(1.2)	38.5	(1.7)	75.8	(1.5)	74.2	(1.7)	84.5	(1.4)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	**51.7**	(1.3)	-0.5	(1.7)	**-12.0**	(1.2)	**-3.4**	(0.9)	32.6	(1.5)	35.1	(1.8)	82.2	(1.4)	86.9	(1.3)
	Portugal	**45.4**	(1.4)	0.8	(1.5)	**-4.6**	(1.1)	1.6	(1.0)	38.9	(1.5)	58.7	(1.2)	72.9	(1.3)	80.5	(1.1)
	Slovak Republic	**44.2**	(1.5)	2.6	(1.4)	**-11.8**	(1.2)	**-5.1**	(1.1)	30.4	(1.7)	50.1	(1.6)	70.9	(1.8)	76.1	(1.7)
	Slovenia	**43.1**	(1.1)	3.1	(1.6)	**-12.0**	(1.2)	**-4.0**	(1.1)	30.0	(1.3)	49.4	(1.5)	78.2	(1.4)	83.9	(1.2)
	Spain	**33.1**	(1.2)	-1.2	(1.5)	**-12.3**	(1.2)	-1.9	(1.0)	28.6	(1.2)	67.1	(1.5)	70.4	(1.5)	86.0	(1.1)
	Sweden	**58.7**	(1.3)	**12.1**	(1.6)	**-14.3**	(1.4)	-0.4	(1.0)	39.9	(1.5)	41.0	(1.5)	81.1	(1.3)	88.6	(1.0)
	Switzerland	**43.7**	(1.2)	**5.7**	(1.7)	**-7.6**	(1.3)	**5.0**	(1.2)	35.0	(1.5)	55.4	(1.8)	66.2	(1.9)	82.4	(1.3)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	**48.4**	(1.5)	**-5.3**	(1.2)	**-6.2**	(1.3)	-0.9	(0.8)	41.8	(1.7)	81.4	(1.2)	82.1	(1.2)	92.3	(0.8)
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	**42.3**	(0.2)	-0.1	(0.3)	**-9.3**	(0.2)	**-0.7**	(0.2)	33.8	(0.3)	58.2	(0.3)	70.5	(0.3)	82.2	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	**25.0**	(1.2)	**4.9**	(1.2)	**-4.0**	(1.0)	-1.2	(1.0)	24.2	(1.1)	30.9	(1.2)	54.3	(1.6)	59.1	(1.3)
	B-S-J-G (China)	**20.0**	(1.0)	**5.2**	(1.5)	**4.1**	(1.3)	**6.3**	(1.5)	16.7	(0.9)	49.2	(1.6)	39.1	(1.8)	52.2	(1.6)
	Bulgaria	**40.6**	(1.5)	**-8.3**	(1.3)	**-12.0**	(1.4)	**-6.9**	(1.4)	32.1	(1.9)	67.3	(1.6)	69.7	(1.6)	73.0	(1.7)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	**22.6**	(1.1)	-1.7	(1.4)	**-4.1**	(1.6)	-1.1	(1.5)	14.9	(0.9)	33.0	(2.0)	37.6	(1.8)	46.3	(1.9)
	Costa Rica	**34.9**	(1.1)	2.1	(1.7)	**-4.2**	(1.3)	**2.8**	(1.1)	27.1	(1.2)	48.8	(1.4)	53.6	(1.4)	66.9	(1.4)
	Croatia	**43.1**	(1.0)	**9.8**	(1.3)	**-9.7**	(1.1)	**-6.4**	(1.1)	27.3	(1.5)	43.4	(1.4)	82.1	(1.1)	84.5	(1.0)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	**19.6**	(1.7)	0.4	(1.9)	2.8	(1.8)	**4.0**	(1.9)	21.4	(2.0)	29.2	(2.1)	31.7	(2.3)	40.5	(2.3)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	**38.3**	(1.4)	**9.1**	(1.5)	-0.6	(1.4)	**7.0**	(1.1)	45.7	(1.5)	38.7	(1.5)	62.7	(1.4)	77.0	(1.2)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	**45.8**	(1.3)	**18.8**	(1.4)	**-13.7**	(1.3)	**-5.7**	(1.2)	34.3	(1.7)	41.6	(1.7)	75.8	(1.5)	81.3	(1.3)
	Macao (China)	**38.2**	(1.3)	-1.4	(1.6)	-0.8	(1.5)	**3.0**	(1.1)	43.0	(1.4)	53.3	(1.5)	69.6	(1.4)	83.4	(1.1)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	**20.2**	(0.9)	1.2	(1.6)	1.0	(1.6)	**5.1**	(1.7)	5.9	(1.0)	22.2	(1.7)	14.8	(1.2)	24.8	(1.8)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	**43.2**	(1.1)	-1.9	(1.4)	**-4.7**	(1.2)	**-2.3**	(1.1)	37.4	(1.9)	61.6	(1.6)	75.1	(1.4)	80.4	(1.4)
	Singapore	**30.0**	(1.3)	3.0	(1.7)	**-11.6**	(1.2)	-0.3	(1.4)	33.9	(1.1)	35.2	(1.2)	60.5	(1.5)	74.2	(1.3)
	Chinese Taipei	**31.7**	(1.0)	-2.4	(1.4)	-0.4	(1.1)	**2.0**	(0.9)	38.1	(1.3)	54.5	(1.3)	77.2	(1.1)	84.3	(1.0)
	Thailand	**21.6**	(1.5)	**-11.6**	(1.4)	**-5.2**	(1.3)	**-5.2**	(1.1)	30.6	(1.5)	51.9	(1.9)	60.6	(1.8)	69.8	(1.8)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	**36.4**	(1.5)	2.8	(1.6)	**-6.6**	(1.2)	**-3.2**	(1.2)	25.5	(1.3)	41.4	(1.8)	70.2	(1.6)	75.1	(1.6)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. A socio-economically disadvantaged student is a student in the bottom quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933473272

[Part 3/3]

Table III.13.13 Use of online games/chat/social networks outside of school, by gender and socio-economic status

Results based on students' self-reports

		Percentage of socio-economically advantaged student who reported "almost every day" or "every day"								Socio-economic disparity in the percentage of students who reported "almost every day" or "every day" (advantaged – disadvantaged)							
		Play online games (one-player or collaborative online games)		Chat on line (e.g. <MSN>)		Participate in social network (e.g. <Facebook>, <Myspace>)		Any type of Internet/chat/ social networks outside of school		Play online games (one-player or collaborative online games)		Chat on line (e.g. <MSN>)		Participate in social network (e.g. <Facebook>, <Myspace>)		Any type of Internet/chat/ social networks outside of school	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	29.8	(0.8)	61.2	(1.1)	81.8	(0.9)	88.9	(0.7)	**-6.3**	(1.3)	**6.7**	(1.7)	**3.8**	(1.1)	**2.3**	(1.0)
	Austria	31.1	(1.5)	85.3	(1.0)	65.4	(1.5)	92.0	(0.8)	1.0	(2.2)	**3.7**	(1.6)	**-6.0**	(1.8)	**3.2**	(1.3)
	Belgium	32.5	(1.3)	65.1	(1.2)	84.8	(0.8)	91.1	(0.6)	**-3.8**	(1.9)	**9.4**	(1.6)	**6.6**	(1.3)	**5.6**	(1.0)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	38.3	(1.7)	67.0	(1.3)	77.9	(1.1)	89.0	(0.9)	**15.8**	(2.2)	**14.2**	(1.8)	**14.7**	(2.1)	**15.3**	(1.7)
	Czech Republic	38.8	(1.6)	60.6	(1.5)	80.7	(1.2)	88.9	(0.9)	-2.6	(2.3)	**4.4**	(2.0)	2.3	(1.7)	**4.2**	(1.3)
	Denmark	32.1	(1.3)	65.2	(1.4)	88.7	(1.1)	93.4	(0.7)	-0.8	(1.9)	**4.4**	(2.0)	**3.4**	(1.6)	**2.8**	(1.1)
	Estonia	40.4	(1.4)	49.5	(1.7)	82.6	(1.0)	90.8	(0.8)	**3.9**	(2.0)	**6.4**	(2.0)	**4.0**	(1.4)	**4.2**	(1.2)
	Finland	37.9	(1.5)	80.1	(1.1)	64.9	(1.3)	90.2	(0.7)	-1.9	(2.1)	**7.2**	(1.8)	0.9	(1.9)	**5.6**	(1.2)
	France	39.7	(1.8)	72.0	(1.2)	73.1	(1.2)	85.5	(1.0)	-1.9	(2.3)	1.7	(1.9)	2.4	(1.7)	**3.7**	(1.6)
	Germany	32.9	(1.2)	48.3	(1.5)	53.1	(1.5)	72.7	(1.4)	0.8	(1.8)	-0.5	(2.3)	**-6.3**	(2.0)	-0.4	(1.9)
	Greece	39.4	(1.5)	65.6	(1.7)	78.1	(1.5)	86.2	(1.1)	**4.3**	(2.1)	**11.3**	(2.4)	**8.3**	(2.3)	**7.6**	(2.1)
	Hungary	37.3	(1.4)	75.0	(1.3)	84.2	(1.2)	91.2	(1.0)	2.3	(2.2)	**19.6**	(1.9)	**10.3**	(1.8)	**9.6**	(1.7)
	Iceland	34.2	(1.7)	58.5	(1.7)	81.4	(1.3)	89.5	(1.1)	2.0	(2.1)	3.3	(2.6)	**5.3**	(1.9)	2.9	(1.6)
	Ireland	26.5	(1.5)	83.7	(1.1)	85.0	(1.0)	92.5	(0.8)	**-5.6**	(2.1)	2.3	(1.5)	**4.6**	(1.8)	**3.1**	(1.1)
	Israel	28.4	(1.7)	31.0	(1.4)	55.8	(1.7)	66.9	(2.0)	**6.5**	(2.0)	3.0	(1.6)	**7.1**	(2.3)	**9.5**	(2.5)
	Italy	43.5	(1.8)	78.5	(1.1)	75.1	(1.6)	90.6	(1.0)	**5.9**	(2.1)	**6.7**	(2.0)	4.1	(2.3)	**5.0**	(1.6)
	Japan	45.4	(1.5)	81.4	(1.2)	43.1	(1.7)	89.7	(0.7)	-0.6	(2.1)	-0.4	(1.4)	1.0	(2.1)	1.0	(1.0)
	Korea	16.3	(1.1)	36.3	(1.3)	62.8	(1.6)	71.1	(1.4)	**-11.7**	(1.9)	2.2	(1.8)	-3.5	(2.1)	**-7.1**	(1.8)
	Latvia	34.7	(1.6)	69.6	(1.4)	75.3	(1.2)	86.8	(1.2)	0.0	(2.1)	-1.2	(2.1)	2.7	(2.3)	1.4	(1.9)
	Luxembourg	32.9	(1.2)	65.0	(1.5)	79.3	(1.3)	87.5	(1.1)	-3.5	(2.0)	0.5	(2.2)	3.2	(2.0)	2.6	(1.6)
	Mexico	27.1	(1.3)	80.9	(1.1)	77.1	(1.2)	88.9	(0.9)	**15.9**	(1.5)	**43.0**	(2.4)	**47.1**	(2.4)	**42.5**	(2.2)
	Netherlands	29.5	(1.3)	57.6	(1.4)	74.5	(1.2)	88.8	(1.0)	-2.3	(2.0)	-2.1	(2.1)	0.4	(1.7)	-0.5	(1.3)
	New Zealand	33.5	(1.8)	79.2	(1.5)	79.5	(1.4)	89.6	(1.0)	**-5.0**	(2.5)	3.4	(2.3)	**5.3**	(2.0)	**5.1**	(1.7)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	37.8	(1.8)	41.2	(1.6)	83.7	(1.2)	90.1	(1.0)	**5.2**	(2.4)	**6.2**	(2.3)	1.5	(1.9)	**3.3**	(1.6)
	Portugal	33.8	(1.1)	64.8	(1.5)	76.8	(1.2)	84.6	(0.9)	**-5.1**	(1.8)	**6.2**	(1.9)	**3.9**	(2.0)	**4.1**	(1.6)
	Slovak Republic	34.2	(1.2)	56.3	(1.2)	81.9	(1.3)	87.4	(1.0)	**3.8**	(1.8)	**6.1**	(2.1)	**10.9**	(2.2)	**11.3**	(1.8)
	Slovenia	27.2	(1.4)	50.7	(1.9)	82.5	(1.0)	87.8	(0.9)	-2.8	(1.9)	1.3	(2.4)	**4.3**	(1.7)	**3.9**	(1.4)
	Spain	21.4	(1.3)	72.4	(1.2)	72.3	(1.1)	86.6	(1.0)	**-7.2**	(1.8)	**5.3**	(1.9)	1.9	(1.8)	0.6	(1.3)
	Sweden	41.6	(1.6)	42.5	(1.7)	82.9	(1.4)	91.3	(1.0)	1.7	(2.2)	1.6	(2.2)	1.8	(1.9)	**2.7**	(1.3)
	Switzerland	32.8	(1.3)	53.5	(1.8)	61.2	(1.6)	81.5	(1.3)	-2.2	(2.0)	-1.9	(2.5)	-5.0	(2.6)	-0.9	(1.8)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	32.2	(1.4)	84.0	(1.2)	84.3	(1.4)	92.2	(1.0)	**-9.6**	(2.2)	2.5	(1.7)	2.2	(2.0)	-0.1	(1.2)
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	33.7	(0.3)	63.9	(0.3)	75.1	(0.2)	87.2	(0.2)	-0.1	(0.4)	**5.7**	(0.4)	**4.6**	(0.4)	**5.0**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	41.5	(1.1)	62.1	(1.1)	78.0	(0.8)	84.2	(0.9)	**17.3**	(1.6)	**31.2**	(1.7)	**23.7**	(1.6)	**25.1**	(1.7)
	B-S-J-G (China)	15.6	(1.4)	54.1	(1.9)	46.2	(2.1)	57.0	(2.0)	-1.0	(1.7)	**4.9**	(2.4)	**7.1**	(2.8)	4.7	(2.5)
	Bulgaria	41.5	(1.8)	80.2	(1.1)	81.4	(1.1)	88.1	(1.0)	**9.4**	(2.5)	**13.0**	(1.9)	**11.7**	(1.9)	**15.1**	(1.8)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	30.4	(1.5)	70.1	(1.3)	80.9	(1.1)	87.2	(0.9)	**15.5**	(1.9)	**37.2**	(2.3)	**43.3**	(2.1)	**40.9**	(2.2)
	Costa Rica	46.2	(1.4)	69.4	(1.5)	81.0	(1.3)	90.4	(1.0)	**19.1**	(1.8)	**20.6**	(1.9)	**27.4**	(2.0)	**23.4**	(1.8)
	Croatia	32.8	(1.4)	48.7	(1.5)	82.8	(1.2)	87.9	(1.0)	**5.5**	(1.9)	**5.3**	(2.1)	0.7	(1.5)	**3.4**	(1.3)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	36.6	(1.7)	60.2	(1.7)	71.1	(1.7)	79.2	(1.4)	**15.2**	(2.5)	**31.0**	(2.6)	**39.4**	(2.8)	**38.8**	(2.6)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	42.2	(1.8)	37.9	(1.8)	70.3	(1.6)	81.0	(1.2)	-3.5	(2.3)	-0.8	(2.1)	**7.5**	(2.1)	**4.0**	(1.5)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	38.5	(1.3)	50.5	(1.3)	84.2	(1.1)	88.8	(0.8)	4.2	(2.3)	**8.9**	(2.3)	**8.5**	(1.8)	**7.5**	(1.6)
	Macao (China)	35.2	(1.2)	56.5	(1.7)	76.5	(1.4)	83.7	(1.4)	**-7.8**	(1.8)	3.2	(2.3)	**7.0**	(2.0)	0.4	(1.9)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	24.5	(1.3)	76.2	(1.5)	68.4	(1.7)	81.6	(1.3)	**18.5**	(1.7)	**54.0**	(2.2)	**53.6**	(1.9)	**56.8**	(2.2)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	41.0	(1.4)	72.7	(0.9)	84.0	(0.9)	87.0	(1.0)	3.6	(2.0)	**11.1**	(2.0)	**8.8**	(1.7)	**6.5**	(1.9)
	Singapore	29.7	(1.4)	50.4	(1.4)	67.4	(1.5)	82.3	(1.0)	**-4.1**	(1.8)	**15.2**	(1.8)	**7.0**	(2.0)	**8.1**	(1.8)
	Chinese Taipei	29.3	(1.2)	54.6	(1.6)	69.9	(1.2)	76.8	(1.0)	**-8.9**	(1.7)	0.1	(2.1)	**-7.3**	(1.6)	**-7.4**	(1.3)
	Thailand	50.7	(1.6)	77.0	(1.8)	83.4	(1.8)	89.9	(1.6)	**20.1**	(2.1)	**25.1**	(2.3)	**22.7**	(2.2)	**20.1**	(2.0)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	35.9	(1.4)	59.3	(1.6)	82.6	(1.0)	89.1	(0.9)	**10.4**	(1.9)	**17.9**	(2.5)	**12.4**	(1.9)	**14.0**	(1.6)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. A socio-economically disadvantaged student is a student in the bottom quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933473272

[Part 1/3]

Table III.13.16 Students' attitudes towards using the Internet, by gender and socio-economic status

		Percentage of boys who agreed/strongly agreed with the following												Percentage of boys who agreed/strongly agreed with the following									
		I forget about time when I'm using digital devices		The Internet is a great resource for obtaining information I am interested in		It is very useful to have social networks on the Internet		I am really excited discovering new digital devices or applications		I really feel bad if no Internet connection is possible		I like using digital devices		The Internet is a great resource for obtaining information I am interested in		The Internet is a great resource for obtaining information I am interested in		It is very useful to have social networks on the Internet		I am really excited discovering new digital devices or applications		I really feel bad if no Internet connection is possible		I like using digital devices	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	61.0	(0.8)	92.3	(0.4)	86.3	(0.6)	77.2	(0.7)	54.9	(0.8)	93.3	(0.4)	69.4	(0.8)	94.1	(0.4)	92.8	(0.5)	66.9	(0.9)	57.0	(0.8)	94.4	(0.4)
	Austria	52.2	(1.2)	82.1	(1.2)	75.3	(1.0)	72.2	(1.0)	40.4	(0.8)	88.1	(0.8)	56.1	(1.0)	81.6	(0.7)	86.5	(0.7)	60.9	(1.0)	43.2	(0.9)	88.8	(0.6)
	Belgium	71.6	(0.9)	91.0	(0.6)	84.3	(0.6)	76.8	(0.7)	59.2	(0.9)	92.4	(0.4)	74.4	(0.8)	91.3	(0.4)	85.9	(0.5)	66.1	(0.8)	63.6	(0.8)	92.4	(0.4)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	62.4	(1.2)	88.0	(0.8)	87.7	(0.8)	74.7	(1.0)	44.4	(1.1)	90.0	(0.7)	64.6	(0.9)	87.6	(0.7)	88.0	(0.8)	64.3	(1.0)	45.1	(1.0)	89.7	(0.7)
	Czech Republic	55.8	(0.9)	88.7	(0.7)	80.6	(0.9)	70.9	(1.0)	46.9	(1.1)	89.6	(0.7)	54.7	(1.0)	89.0	(0.7)	81.5	(1.0)	47.3	(1.1)	48.5	(1.0)	87.5	(0.7)
	Denmark	58.4	(1.0)	94.2	(0.5)	91.1	(0.6)	77.6	(0.9)	59.7	(1.2)	95.7	(0.4)	60.1	(1.1)	95.4	(0.5)	92.2	(0.6)	56.7	(1.1)	63.5	(1.2)	94.4	(0.4)
	Estonia	52.1	(1.1)	88.6	(0.7)	79.0	(0.8)	79.5	(0.8)	38.0	(1.2)	89.6	(0.7)	57.2	(1.0)	92.7	(0.6)	79.8	(0.8)	71.9	(1.1)	38.6	(1.1)	90.8	(0.6)
	Finland	45.1	(1.0)	87.5	(0.7)	83.3	(0.8)	68.3	(1.0)	40.3	(1.2)	89.5	(0.6)	56.4	(0.9)	92.4	(0.6)	91.8	(0.6)	57.3	(0.9)	46.2	(1.2)	91.7	(0.6)
	France	81.0	(0.8)	91.9	(0.5)	79.7	(0.8)	74.9	(0.8)	77.0	(0.8)	93.6	(0.5)	84.6	(0.7)	94.1	(0.5)	82.5	(0.6)	59.9	(1.0)	81.8	(0.8)	93.7	(0.5)
	Germany	61.7	(1.0)	87.5	(0.7)	76.3	(0.8)	77.2	(0.9)	40.5	(1.0)	92.8	(0.5)	61.9	(1.0)	86.1	(0.7)	83.6	(0.7)	60.9	(0.9)	41.2	(1.1)	90.3	(0.6)
	Greece	50.2	(1.0)	85.5	(0.9)	87.5	(0.8)	75.2	(0.9)	76.3	(0.9)	89.1	(0.8)	55.1	(1.0)	91.6	(0.7)	90.9	(0.6)	66.0	(1.2)	78.7	(0.9)	90.1	(0.6)
	Hungary	56.4	(1.0)	83.1	(0.9)	74.5	(1.0)	48.1	(1.1)	61.1	(1.0)	85.7	(0.9)	58.5	(1.1)	87.6	(0.8)	76.0	(0.9)	33.5	(1.2)	57.5	(1.0)	86.0	(0.7)
	Iceland	61.9	(1.3)	91.0	(0.8)	88.6	(0.8)	78.4	(1.1)	40.5	(1.3)	90.6	(0.7)	74.0	(1.1)	94.3	(0.6)	91.4	(0.6)	64.5	(1.2)	41.8	(1.2)	92.9	(0.6)
	Ireland	65.4	(0.9)	96.3	(0.4)	92.6	(0.5)	84.2	(0.9)	45.4	(1.1)	96.5	(0.5)	77.9	(0.9)	98.2	(0.2)	95.4	(0.3)	76.6	(0.9)	52.5	(1.2)	97.0	(0.3)
	Israel	60.0	(1.1)	81.6	(1.0)	73.6	(1.6)	53.8	(1.9)	51.4	(2.1)	82.2	(1.2)	71.3	(1.0)	87.8	(0.7)	83.7	(0.8)	50.8	(1.5)	61.6	(1.4)	88.1	(0.8)
	Italy	56.6	(0.9)	88.2	(0.7)	75.2	(1.0)	78.3	(0.8)	46.2	(1.2)	88.7	(0.7)	63.5	(1.0)	91.8	(0.6)	78.2	(0.8)	65.5	(1.1)	47.5	(1.1)	89.8	(0.6)
	Japan	49.5	(1.0)	76.9	(1.1)	79.0	(0.9)	38.6	(0.9)	46.1	(1.1)	74.8	(0.9)	54.5	(1.0)	80.2	(0.9)	84.8	(0.7)	26.0	(0.8)	51.1	(1.0)	73.0	(1.0)
	Korea	52.9	(1.1)	71.4	(1.2)	77.4	(0.9)	62.5	(1.1)	56.7	(1.1)	84.9	(1.0)	66.4	(1.0)	75.5	(1.1)	84.9	(0.7)	61.1	(1.0)	63.7	(1.1)	85.4	(0.7)
	Latvia	53.2	(1.0)	82.0	(0.9)	71.8	(0.9)	76.8	(1.1)	42.8	(1.1)	85.5	(0.8)	54.9	(1.3)	87.6	(0.8)	78.6	(1.0)	71.4	(1.2)	45.0	(1.2)	89.5	(0.8)
	Luxembourg	56.8	(1.0)	83.8	(0.7)	80.9	(0.8)	70.1	(1.1)	44.2	(1.0)	87.3	(0.6)	61.7	(1.1)	85.7	(0.7)	87.2	(0.7)	54.5	(0.9)	42.8	(1.0)	87.5	(0.6)
	Mexico	47.9	(1.1)	79.9	(1.1)	81.2	(0.9)	69.5	(0.9)	47.4	(1.0)	83.4	(0.9)	53.5	(0.9)	83.9	(0.8)	83.4	(0.9)	62.8	(1.1)	49.5	(1.0)	82.5	(0.8)
	Netherlands	51.9	(1.1)	89.2	(0.6)	87.6	(0.7)	82.6	(0.8)	58.3	(1.0)	91.3	(0.5)	53.0	(0.9)	89.8	(0.6)	92.2	(0.5)	76.0	(1.0)	61.1	(1.0)	91.7	(0.6)
	New Zealand	64.8	(1.2)	91.6	(0.7)	86.8	(0.9)	76.4	(1.2)	57.2	(1.4)	93.8	(0.6)	70.6	(1.0)	94.1	(0.5)	91.2	(0.6)	66.2	(1.2)	61.2	(1.2)	95.2	(0.6)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	48.9	(1.1)	85.7	(0.7)	80.8	(1.0)	69.4	(1.2)	48.7	(1.1)	90.0	(0.7)	53.7	(1.0)	88.6	(0.7)	87.4	(0.8)	50.8	(1.3)	52.0	(1.1)	92.7	(0.7)
	Portugal	73.2	(1.0)	93.7	(0.6)	88.6	(0.6)	83.3	(0.7)	79.4	(0.8)	95.5	(0.4)	73.4	(0.9)	95.2	(0.5)	91.6	(0.7)	76.3	(0.8)	79.2	(0.8)	95.7	(0.4)
	Slovak Republic	57.8	(0.9)	82.6	(0.8)	75.3	(0.9)	70.0	(0.9)	46.4	(0.9)	83.7	(0.8)	60.7	(1.1)	87.8	(0.7)	77.9	(0.9)	54.5	(1.2)	44.9	(1.0)	86.0	(0.8)
	Slovenia	58.3	(1.0)	86.8	(0.7)	80.7	(0.9)	78.0	(0.8)	39.4	(1.0)	88.4	(0.6)	64.8	(1.2)	90.7	(0.6)	84.6	(0.8)	63.3	(1.1)	37.8	(1.1)	90.7	(0.6)
	Spain	59.4	(0.7)	90.2	(0.8)	86.6	(0.8)	73.6	(1.0)	68.4	(1.0)	92.3	(0.6)	62.0	(1.0)	93.8	(0.5)	90.5	(0.5)	63.6	(1.0)	69.3	(0.9)	93.7	(0.4)
	Sweden	52.2	(1.0)	87.2	(0.8)	84.0	(0.9)	79.4	(1.0)	73.3	(1.0)	91.0	(0.8)	58.2	(1.2)	88.8	(0.7)	91.0	(0.6)	73.4	(1.1)	82.2	(0.8)	92.7	(0.6)
	Switzerland	60.2	(1.0)	85.9	(1.0)	77.2	(1.0)	67.5	(1.1)	42.5	(1.4)	90.0	(0.7)	63.0	(1.1)	87.9	(0.8)	83.5	(0.8)	53.6	(1.2)	43.8	(1.3)	91.1	(0.6)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	61.6	(1.2)	93.5	(0.6)	90.5	(0.6)	76.8	(0.9)	64.1	(1.1)	95.1	(0.5)	68.5	(1.2)	91.0	(0.7)	92.3	(0.5)	65.1	(0.9)	66.4	(1.0)	95.8	(0.5)
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	58.1	(0.2)	87.0	(0.1)	82.1	(0.2)	72.3	(0.2)	52.8	(0.2)	89.5	(0.1)	63.2	(0.2)	89.6	(0.1)	86.5	(0.1)	60.9	(0.2)	55.4	(0.2)	90.4	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	64.6	(1.0)	86.8	(0.7)	82.6	(0.7)	81.3	(0.8)	67.1	(0.9)	85.2	(0.8)	67.0	(0.7)	90.3	(0.5)	84.0	(0.5)	80.6	(0.7)	69.3	(0.8)	87.9	(0.6)
	B-S-J-G (China)	43.4	(1.0)	82.7	(0.8)	84.4	(0.7)	63.9	(0.9)	55.0	(1.0)	85.0	(0.7)	41.5	(1.0)	81.6	(1.2)	79.3	(0.9)	48.6	(0.9)	43.9	(1.2)	78.5	(1.1)
	Bulgaria	56.9	(1.1)	78.6	(1.3)	73.6	(1.1)	64.0	(1.0)	61.6	(1.3)	81.8	(1.2)	60.5	(1.1)	85.9	(1.0)	80.1	(1.0)	59.9	(1.2)	65.1	(1.1)	88.3	(0.8)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	71.4	(1.2)	82.0	(0.9)	81.3	(0.9)	75.9	(1.1)	51.5	(0.9)	84.2	(0.9)	73.3	(0.9)	84.3	(0.8)	84.1	(0.8)	72.0	(0.7)	47.2	(1.0)	86.3	(0.7)
	Costa Rica	58.7	(1.0)	87.5	(0.7)	87.1	(0.6)	88.0	(0.8)	54.6	(1.0)	91.5	(0.6)	59.0	(1.1)	87.4	(0.9)	86.2	(0.7)	84.3	(0.7)	51.5	(1.1)	90.9	(0.7)
	Croatia	62.0	(1.0)	90.3	(0.7)	84.3	(0.8)	67.0	(1.0)	57.8	(1.0)	89.5	(0.6)	67.7	(1.1)	93.2	(0.6)	85.2	(0.7)	52.2	(0.9)	63.3	(0.9)	93.1	(0.5)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	50.1	(1.4)	78.2	(1.2)	80.3	(1.1)	76.7	(1.2)	54.8	(1.4)	84.5	(1.0)	46.0	(1.6)	81.6	(1.1)	83.2	(1.2)	76.4	(1.2)	52.9	(1.5)	84.8	(0.9)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	64.4	(1.0)	88.7	(0.8)	87.8	(0.8)	75.3	(0.8)	63.9	(0.9)	91.9	(0.7)	66.5	(1.1)	92.9	(0.6)	92.7	(0.5)	65.1	(0.9)	64.2	(1.2)	93.6	(0.5)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	40.4	(0.9)	78.1	(0.9)	59.1	(0.9)	69.8	(1.0)	48.6	(1.0)	80.5	(0.8)	42.4	(1.0)	82.7	(0.8)	60.0	(1.0)	56.9	(1.1)	51.5	(1.1)	85.0	(0.8)
	Macao (China)	54.8	(1.1)	90.5	(0.7)	92.7	(0.5)	85.4	(0.7)	63.4	(0.9)	91.8	(0.6)	62.4	(1.1)	94.0	(0.5)	96.1	(0.4)	84.1	(0.8)	70.0	(1.1)	93.9	(0.5)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	59.1	(1.0)	86.2	(0.8)	83.4	(0.8)	81.2	(0.7)	46.9	(1.0)	85.3	(0.6)	59.4	(1.1)	88.2	(0.8)	85.5	(0.9)	77.5	(0.9)	47.4	(1.0)	83.6	(0.9)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	42.0	(1.2)	87.2	(0.9)	74.2	(1.0)	67.8	(1.2)	40.6	(1.0)	86.9	(1.0)	46.5	(1.1)	90.4	(0.7)	77.2	(1.0)	66.6	(1.3)	48.8	(1.5)	89.8	(0.7)
	Singapore	60.6	(0.9)	93.6	(0.4)	90.1	(0.5)	84.6	(0.7)	71.3	(0.8)	94.7	(0.4)	65.8	(0.9)	94.7	(0.4)	93.0	(0.5)	75.7	(0.7)	73.6	(0.8)	94.5	(0.4)
	Chinese Taipei	58.9	(0.7)	89.0	(0.6)	90.2	(0.5)	79.4	(0.7)	80.2	(0.7)	92.5	(0.5)	64.4	(0.8)	92.7	(0.5)	91.2	(0.6)	70.7	(0.8)	82.4	(0.6)	91.7	(0.5)
	Thailand	61.7	(1.2)	81.9	(1.2)	82.9	(1.0)	75.2	(1.0)	70.9	(1.0)	82.5	(0.9)	59.0	(1.0)	88.2	(0.7)	87.8	(0.7)	74.8	(0.8)	70.8	(0.9)	83.9	(0.8)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	38.8	(1.2)	81.5	(1.0)	82.4	(1.0)	72.2	(1.1)	57.5	(1.2)	85.9	(0.8)	38.7	(1.0)	85.5	(0.8)	85.6	(0.8)	67.9	(1.1)	59.1	(1.1)	87.0	(0.7)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. A socio-economically disadvantaged student is a student in the bottom quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933473308

[Part 2/3]

Table III.13.16 Students' attitudes towards using the Internet, by gender and socio-economic status

		Gender difference in the percentage of students who agreed/strongly agreed with the following: (B – G)										Percentage of socio-economically disadvantaged[1] students who agreed/strongly agreed with the following											
		I forget about time when I'm using digital devices		The Internet is a great resource for obtaining information I am interested in		It is very useful to have social networks on the Internet		I am really excited discovering new digital devices or applications		I really feel bad if no Internet connection is possible		I like using digital devices		The Internet is a great resource for obtaining information I am interested in		The Internet is a great resource for obtaining information I am interested in		It is very useful to have social networks on the Internet		I am really excited discovering new digital devices or applications		I really feel bad if no Internet connection is possible		I like using digital devices	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	**-8.4**	(1.1)	**-1.8**	(0.6)	**-6.5**	(0.8)	**10.3**	(1.1)	-2.1	(1.1)	-1.1	(0.6)	65.1	(1.2)	88.9	(0.6)	88.2	(0.8)	69.6	(1.2)	55.6	(1.2)	91.7	(0.6)
	Austria	**-3.9**	(1.6)	0.5	(1.4)	**-11.2**	(1.2)	**11.2**	(1.4)	**-2.8**	(1.2)	-0.7	(1.1)	55.0	(1.7)	76.3	(1.4)	82.3	(1.1)	63.8	(1.4)	45.2	(1.4)	86.3	(1.0)
	Belgium	**-2.8**	(1.2)	-0.3	(0.7)	**-1.6**	(0.7)	**10.7**	(0.9)	**-4.4**	(1.1)	0.0	(0.5)	73.2	(1.2)	87.2	(0.8)	84.6	(0.8)	71.3	(1.1)	66.4	(1.3)	90.2	(0.8)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	-2.3	(1.4)	0.4	(1.0)	-0.3	(1.1)	**10.4**	(1.5)	-0.6	(1.5)	0.3	(0.8)	58.0	(1.5)	81.1	(1.2)	83.1	(1.2)	65.5	(1.5)	45.1	(1.6)	85.0	(1.2)
	Czech Republic	1.1	(1.3)	-0.3	(0.9)	-0.9	(1.3)	**23.6**	(1.6)	-1.5	(1.5)	**2.0**	(0.9)	57.8	(1.5)	82.2	(1.4)	77.7	(1.4)	57.7	(1.8)	54.1	(1.6)	85.7	(1.0)
	Denmark	-1.6	(1.4)	**-1.2**	(0.6)	-1.1	(0.9)	**20.9**	(1.3)	**-3.8**	(1.5)	**1.3**	(0.6)	57.6	(1.7)	92.8	(0.7)	90.5	(0.9)	68.6	(1.4)	63.1	(1.6)	94.3	(0.6)
	Estonia	**-5.1**	(1.5)	**-4.2**	(0.9)	-0.8	(1.1)	**7.6**	(1.3)	-0.7	(1.4)	-1.1	(1.0)	54.3	(1.5)	87.6	(1.2)	78.0	(1.2)	73.6	(1.8)	42.2	(1.7)	87.4	(1.1)
	Finland	**-11.3**	(1.3)	**-4.9**	(0.8)	**-8.5**	(1.0)	**11.0**	(1.1)	**-5.9**	(1.7)	**-2.2**	(0.8)	51.5	(1.3)	85.5	(1.1)	84.9	(1.0)	60.7	(1.5)	43.3	(1.4)	87.8	(0.9)
	France	**-3.6**	(1.0)	**-2.2**	(0.7)	**-2.8**	(1.0)	**15.0**	(1.3)	**-4.7**	(1.0)	-0.1	(0.6)	82.7	(1.1)	89.1	(1.1)	82.0	(1.4)	68.5	(1.4)	78.1	(1.3)	91.2	(0.9)
	Germany	-0.2	(1.5)	1.4	(0.9)	**-7.3**	(1.0)	**16.3**	(1.2)	-0.7	(1.4)	**2.4**	(0.8)	61.4	(1.5)	83.8	(1.2)	81.6	(1.2)	68.0	(1.3)	49.9	(1.5)	89.3	(1.0)
	Greece	**-5.0**	(1.5)	**-6.2**	(0.9)	**-3.4**	(0.9)	**9.2**	(1.4)	-2.4	(1.4)	-1.0	(0.9)	49.0	(1.5)	85.7	(1.3)	87.9	(1.1)	67.6	(1.7)	74.1	(1.3)	87.6	(1.2)
	Hungary	-2.1	(1.4)	**-4.5**	(1.2)	-1.5	(1.4)	**14.5**	(1.6)	**3.6**	(1.4)	-0.2	(1.1)	56.4	(1.9)	77.7	(1.8)	74.4	(1.7)	45.4	(1.8)	61.3	(1.6)	82.1	(1.1)
	Iceland	**-12.1**	(1.7)	**-3.2**	(0.9)	**-2.8**	(0.9)	**13.9**	(1.6)	-1.3	(1.9)	**-2.3**	(0.9)	69.5	(1.8)	90.6	(1.2)	87.4	(1.2)	67.3	(1.9)	41.2	(1.7)	89.8	(1.1)
	Ireland	**-12.5**	(1.3)	**-1.9**	(0.4)	**-2.8**	(0.6)	**7.7**	(1.4)	**-7.2**	(1.4)	-0.5	(0.6)	71.5	(1.5)	96.6	(0.5)	92.8	(0.8)	79.2	(1.1)	49.1	(1.7)	96.0	(0.6)
	Israel	**-11.3**	(1.4)	**-6.2**	(1.0)	**-10.1**	(1.6)	3.1	(2.4)	**-10.3**	(2.3)	**-5.8**	(1.1)	65.0	(1.6)	77.7	(1.4)	76.1	(1.5)	54.9	(1.9)	60.9	(2.1)	79.2	(1.5)
	Italy	**-6.9**	(1.3)	**-3.6**	(0.7)	**-3.0**	(1.2)	**12.8**	(1.5)	-1.3	(1.7)	-1.1	(0.9)	57.9	(1.4)	87.7	(1.0)	74.5	(1.4)	71.2	(1.4)	51.4	(1.4)	87.7	(1.0)
	Japan	**-5.1**	(1.3)	**-3.4**	(1.3)	**-5.8**	(1.1)	**12.6**	(1.1)	**-5.0**	(1.2)	1.8	(1.1)	50.3	(1.6)	69.2	(1.4)	76.0	(1.3)	29.1	(1.2)	48.1	(1.4)	68.8	(1.3)
	Korea	**-13.5**	(1.4)	**-4.1**	(1.6)	**-7.5**	(1.1)	1.4	(1.4)	**-7.0**	(1.4)	-0.4	(1.1)	57.9	(1.7)	64.8	(1.7)	76.1	(1.5)	58.5	(1.3)	57.1	(1.5)	80.9	(1.3)
	Latvia	-1.6	(1.7)	**-5.6**	(1.1)	**-6.8**	(1.2)	**5.4**	(1.7)	-2.2	(1.5)	**-3.9**	(1.2)	56.1	(1.7)	80.7	(1.4)	77.4	(1.3)	70.4	(1.5)	41.0	(1.7)	83.7	(1.3)
	Luxembourg	**-4.9**	(1.5)	-2.0	(1.0)	**-6.3**	(1.1)	**15.6**	(1.5)	1.3	(1.3)	-0.2	(0.9)	62.4	(1.5)	80.7	(1.3)	84.8	(1.1)	60.5	(1.6)	49.3	(1.5)	84.6	(1.2)
	Mexico	**-5.6**	(1.2)	**-3.9**	(1.1)	-2.3	(1.2)	**6.7**	(1.3)	-2.1	(1.2)	0.9	(1.0)	39.1	(1.7)	70.2	(1.6)	73.4	(1.5)	55.5	(1.7)	40.5	(1.7)	71.4	(1.8)
	Netherlands	-1.1	(1.4)	-0.6	(0.8)	**-4.6**	(0.8)	**6.6**	(1.3)	**-2.8**	(1.3)	-0.3	(0.7)	52.3	(1.5)	84.7	(1.0)	89.1	(0.9)	75.5	(1.3)	64.1	(1.5)	90.6	(0.9)
	New Zealand	**-5.8**	(1.6)	**-2.5**	(0.9)	**-4.3**	(1.1)	**10.2**	(1.7)	**-4.0**	(1.9)	-1.4	(0.8)	66.7	(1.7)	88.9	(1.2)	88.4	(1.1)	71.3	(1.8)	62.0	(2.1)	92.2	(0.9)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	**-4.8**	(1.6)	**-2.9**	(1.0)	**-6.6**	(1.2)	**18.6**	(1.6)	**-3.3**	(1.5)	**-2.7**	(0.9)	48.2	(1.5)	81.8	(1.3)	82.9	(1.3)	55.6	(1.6)	52.6	(1.3)	86.5	(1.2)
	Portugal	-0.2	(1.4)	**-1.6**	(0.7)	**-2.9**	(0.9)	**6.9**	(1.1)	0.2	(1.1)	-0.2	(0.6)	73.7	(1.3)	92.7	(0.9)	90.2	(0.9)	79.8	(1.2)	78.7	(1.3)	94.0	(0.6)
	Slovak Republic	**-3.0**	(1.5)	**-5.2**	(1.0)	**-2.6**	(1.2)	**15.5**	(1.5)	1.5	(1.5)	**-2.4**	(1.0)	56.0	(1.4)	77.5	(1.4)	70.1	(1.6)	58.2	(1.6)	47.2	(1.3)	77.9	(1.2)
	Slovenia	**-6.6**	(1.6)	**-3.9**	(0.9)	**-3.9**	(1.3)	**14.7**	(1.4)	1.5	(1.5)	**-2.3**	(0.8)	63.9	(1.5)	84.2	(1.2)	83.6	(1.1)	71.2	(1.4)	46.2	(1.6)	88.0	(0.8)
	Spain	**-2.6**	(1.2)	**-3.6**	(0.8)	**-3.9**	(0.8)	**10.1**	(1.4)	-0.9	(1.4)	**-1.4**	(0.6)	62.6	(1.6)	89.4	(1.1)	86.8	(1.1)	66.2	(1.5)	70.4	(1.3)	92.1	(0.8)
	Sweden	**-5.9**	(1.6)	-1.6	(0.9)	**-7.1**	(1.1)	**5.9**	(1.4)	**-8.9**	(1.2)	**-1.7**	(0.8)	57.4	(1.6)	83.6	(1.1)	86.9	(1.0)	73.8	(1.5)	81.0	(1.2)	90.6	(1.0)
	Switzerland	**-2.8**	(1.3)	**-2.0**	(1.0)	**-6.3**	(1.3)	**13.9**	(1.7)	-1.4	(1.5)	-1.1	(1.0)	61.4	(1.5)	82.2	(1.4)	82.4	(1.3)	63.1	(1.5)	48.9	(1.5)	88.9	(1.0)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	**-6.9**	(1.4)	**2.5**	(0.7)	**-1.9**	(0.7)	**11.7**	(1.3)	-2.3	(1.4)	-0.7	(0.6)	64.4	(1.7)	89.0	(1.1)	91.2	(1.0)	70.3	(1.5)	67.8	(1.6)	94.4	(0.8)
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	**-5.1**	(0.3)	**-2.5**	(0.2)	**-4.4**	(0.2)	**11.4**	(0.3)	**-2.6**	(0.3)	**-0.9**	(0.2)	59.9	(0.3)	83.5	(0.2)	82.7	(0.2)	64.9	(0.3)	56.0	(0.3)	87.0	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	**-2.4**	(1.2)	**-3.5**	(0.8)	-1.3	(0.8)	0.7	(0.8)	**-2.2**	(0.9)	**-2.8**	(0.9)	59.1	(1.3)	82.3	(1.1)	76.5	(1.1)	74.7	(1.2)	61.1	(1.5)	78.7	(1.0)
	B-S-J-G (China)	1.8	(1.4)	1.1	(1.1)	**5.1**	(1.0)	**15.3**	(1.2)	**11.1**	(1.6)	**6.6**	(1.0)	39.4	(1.3)	72.2	(1.6)	75.5	(1.4)	48.6	(1.5)	44.4	(1.5)	72.2	(1.3)
	Bulgaria	**-3.6**	(1.4)	**-7.3**	(1.3)	**-6.5**	(1.3)	**4.1**	(1.4)	-3.5	(1.9)	**-6.5**	(1.3)	56.2	(1.7)	73.2	(1.9)	74.4	(1.8)	59.0	(1.9)	66.9	(1.6)	78.6	(1.7)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	-1.9	(1.2)	**-2.4**	(1.0)	**-2.8**	(0.9)	**3.8**	(1.2)	**4.3**	(1.3)	**-2.1**	(1.0)	59.1	(2.0)	74.3	(1.5)	75.4	(1.4)	65.0	(1.5)	39.6	(1.9)	76.3	(1.6)
	Costa Rica	-0.3	(1.1)	0.1	(1.1)	1.0	(1.0)	**3.7**	(1.0)	**3.1**	(1.4)	0.7	(0.8)	49.1	(1.4)	82.6	(1.4)	83.2	(1.0)	78.5	(1.6)	49.0	(1.6)	86.5	(1.3)
	Croatia	**-5.7**	(1.5)	**-2.9**	(0.9)	-0.8	(1.0)	**14.7**	(1.3)	**-5.5**	(1.3)	**-3.6**	(0.7)	65.0	(1.3)	89.5	(0.9)	83.8	(1.0)	58.1	(1.2)	60.1	(1.3)	88.8	(1.1)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	**4.0**	(2.1)	**-3.4**	(1.4)	-2.9	(1.5)	0.3	(1.6)	1.9	(2.0)	-0.3	(1.2)	35.1	(2.2)	71.1	(2.2)	73.6	(2.1)	67.4	(2.0)	45.7	(2.5)	77.5	(1.8)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	-2.1	(1.4)	**-4.2**	(0.9)	**-5.0**	(0.9)	**10.2**	(1.2)	-0.3	(1.3)	**-1.7**	(0.8)	66.2	(1.3)	87.9	(1.0)	89.2	(1.1)	67.7	(1.2)	65.3	(1.4)	91.8	(0.8)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	-2.0	(1.4)	**-4.6**	(1.1)	-0.9	(1.4)	**12.9**	(1.2)	-2.9	(1.5)	**-4.5**	(1.2)	37.8	(1.4)	74.7	(1.4)	57.2	(1.6)	59.2	(1.9)	47.1	(1.7)	77.7	(1.2)
	Macao (China)	**-7.6**	(1.6)	**-3.5**	(0.8)	**-3.4**	(0.7)	1.3	(1.1)	**-6.6**	(1.5)	**-2.1**	(0.8)	59.5	(1.5)	90.4	(0.9)	93.7	(0.6)	84.6	(1.1)	67.8	(1.6)	91.5	(0.8)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	-0.2	(1.5)	-2.0	(1.1)	-2.0	(1.1)	**3.7**	(1.1)	-0.4	(1.2)	1.6	(1.1)	46.8	(1.7)	77.5	(1.6)	73.9	(1.4)	72.6	(1.4)	42.9	(1.4)	74.4	(1.4)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	**-4.5**	(1.8)	**-3.3**	(1.0)	**-3.0**	(1.4)	1.1	(1.7)	**-8.2**	(2.0)	**-2.9**	(1.5)	43.7	(1.5)	86.7	(1.1)	75.0	(1.4)	66.9	(1.4)	45.5	(1.7)	86.6	(1.3)
	Singapore	**-5.2**	(1.3)	-1.1	(0.6)	**-3.0**	(0.7)	**8.9**	(0.9)	**-2.4**	(1.1)	0.1	(0.6)	63.6	(1.1)	90.8	(0.7)	90.9	(0.8)	80.4	(1.2)	75.2	(1.3)	93.2	(0.8)
	Chinese Taipei	**-5.4**	(1.0)	**-3.6**	(0.8)	-1.0	(0.9)	**8.7**	(1.2)	**-2.2**	(0.8)	0.8	(0.7)	61.6	(1.3)	84.3	(1.0)	88.8	(0.8)	69.3	(1.3)	80.1	(1.1)	88.3	(0.8)
	Thailand	2.6	(1.3)	**-6.3**	(1.3)	**-5.0**	(1.1)	0.4	(1.3)	0.1	(1.1)	-1.4	(1.0)	52.1	(1.4)	78.4	(1.3)	79.8	(1.1)	67.8	(1.5)	63.8	(1.3)	76.5	(1.3)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	0.1	(1.7)	**-4.1**	(1.0)	**-3.2**	(1.1)	**4.3**	(1.5)	-1.6	(1.6)	-1.2	(1.0)	34.2	(1.5)	76.4	(1.7)	77.9	(1.5)	63.0	(1.8)	52.0	(1.8)	80.3	(1.5)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. A socio-economically disadvantaged student is a student in the bottom quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).

StatLink http://dx.doi.org/10.1787/888933473308

[Part 3/3]

Table III.13.16 Students' attitudes towards using the Internet, by gender and socio-economic status

		Percentage of socio-economically advantaged[2] students who agreed/strongly agreed with the following																					
		I forget about time when I'm using digital devices		The Internet is a great resource for obtaining information I am interested in		It is very useful to have social networks on the Internet		I am really excited discovering new digital devices or applications		I really feel bad if no Internet connection is possible		I like using digital devices		Socio-economic disparity in the percentage of students who agreed/strongly agreed with the following (advantaged – disadvantaged)									
														The Internet is a great resource for obtaining information I am interested in		The Internet is a great resource for obtaining information I am interested in		It is very useful to have social networks on the Internet		I am really excited discovering new digital devices or applications		I really feel bad if no Internet connection is possible		I like using digital devices	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	66.2	(1.0)	97.2	(0.4)	90.9	(0.7)	74.8	(1.0)	55.9	(1.2)	95.6	(0.5)	1.2	(1.5)	**8.3**	(0.8)	**2.7**	(1.0)	**5.2**	(1.4)	0.3	(1.6)	**3.9**	(0.8)
	Austria	54.2	(1.3)	88.2	(1.0)	78.9	(1.4)	67.7	(1.4)	39.0	(1.5)	91.4	(0.7)	-0.8	(2.0)	**11.9**	(1.5)	**-3.3**	(1.7)	**3.8**	(1.9)	**-6.2**	(2.1)	**5.2**	(1.3)
	Belgium	70.6	(1.3)	94.5	(0.5)	85.6	(1.0)	71.0	(1.3)	53.5	(1.5)	94.6	(0.6)	-2.5	(1.7)	**7.4**	(0.9)	1.0	(1.3)	-0.3	(1.9)	**-12.8**	(2.0)	**4.5**	(1.0)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	69.2	(1.1)	94.8	(0.9)	91.1	(0.7)	71.9	(1.3)	45.5	(1.3)	94.0	(0.7)	**11.2**	(1.8)	**13.7**	(1.4)	**8.0**	(1.5)	**6.5**	(2.0)	0.3	(2.1)	**9.0**	(1.4)
	Czech Republic	52.9	(1.4)	93.1	(0.8)	83.1	(1.0)	58.9	(1.2)	41.2	(1.4)	90.4	(0.9)	**-4.9**	(2.1)	**10.9**	(1.6)	**5.5**	(1.6)	1.1	(2.1)	**-12.8**	(2.2)	**4.7**	(1.3)
	Denmark	58.7	(1.4)	97.1	(0.5)	92.1	(0.8)	65.1	(1.6)	59.4	(1.6)	96.1	(0.5)	1.0	(2.3)	**4.3**	(0.9)	1.5	(1.1)	-3.5	(2.1)	-3.8	(2.3)	**1.7**	(0.7)
	Estonia	54.1	(1.3)	93.4	(0.8)	81.1	(1.3)	77.5	(1.1)	32.2	(1.4)	91.7	(0.9)	-0.2	(1.9)	**5.9**	(1.4)	3.1	(1.8)	3.9	(2.0)	**-10.0**	(2.1)	**4.3**	(1.5)
	Finland	50.3	(1.5)	93.7	(0.7)	88.7	(0.9)	63.1	(1.4)	42.7	(1.8)	92.9	(0.6)	-1.3	(1.8)	**8.2**	(1.2)	**3.8**	(1.4)	2.4	(2.0)	-0.6	(2.1)	**5.1**	(1.0)
	France	83.0	(1.0)	97.2	(0.5)	79.2	(1.0)	64.9	(1.4)	79.8	(1.2)	95.9	(0.5)	0.3	(1.5)	**8.2**	(1.2)	-2.8	(1.8)	-3.6	(2.1)	1.7	(1.6)	**4.8**	(0.9)
	Germany	62.5	(1.3)	92.3	(0.8)	79.5	(1.1)	71.2	(1.1)	32.8	(1.2)	93.6	(0.7)	1.1	(2.1)	**8.5**	(1.5)	-2.1	(1.7)	3.2	(1.9)	**-17.1**	(1.9)	**4.3**	(1.1)
	Greece	56.2	(1.3)	93.6	(0.8)	90.6	(0.8)	71.7	(1.3)	80.1	(1.3)	92.0	(0.8)	**7.2**	(2.3)	**7.9**	(1.4)	**2.7**	(1.4)	**4.0**	(1.9)	**6.0**	(2.0)	**4.4**	(1.4)
	Hungary	56.3	(1.5)	90.0	(0.9)	76.0	(1.1)	33.6	(1.5)	58.6	(1.3)	89.5	(1.1)	-0.2	(2.5)	**12.3**	(2.0)	1.6	(2.2)	**-11.8**	(2.5)	-2.6	(2.1)	**7.5**	(1.6)
	Iceland	66.9	(1.8)	94.8	(0.9)	92.3	(0.9)	75.7	(1.5)	39.8	(1.7)	93.5	(0.8)	-2.6	(2.3)	**4.2**	(1.4)	**5.0**	(1.5)	**8.4**	(2.7)	-1.4	(2.5)	**3.7**	(1.5)
	Ireland	70.6	(1.3)	97.8	(0.4)	95.0	(0.5)	81.4	(1.0)	46.8	(1.6)	97.5	(0.4)	-0.9	(2.0)	1.2	(0.7)	**2.2**	(1.0)	2.2	(1.5)	-2.3	(2.4)	**1.5**	(0.7)
	Israel	65.2	(1.3)	89.1	(1.0)	80.9	(1.4)	52.5	(1.9)	54.4	(2.1)	87.8	(1.0)	0.2	(2.1)	**11.5**	(1.6)	**4.8**	(2.0)	-2.4	(2.5)	**-6.5**	(3.0)	**8.6**	(1.6)
	Italy	61.7	(1.6)	92.7	(0.8)	78.0	(1.2)	73.0	(1.2)	41.9	(1.3)	91.4	(0.8)	3.8	(2.2)	**4.9**	(1.4)	**3.5**	(1.7)	1.8	(1.9)	**-9.5**	(2.1)	**3.6**	(1.3)
	Japan	51.5	(1.3)	86.7	(1.0)	85.9	(1.0)	33.9	(1.2)	49.7	(1.4)	77.7	(1.2)	1.2	(2.1)	**17.6**	(1.3)	**9.9**	(1.6)	**4.9**	(1.7)	1.6	(1.8)	**8.9**	(1.7)
	Korea	58.1	(1.6)	79.7	(1.1)	83.2	(1.0)	64.0	(1.5)	62.5	(1.5)	87.2	(1.1)	0.2	(2.3)	**14.8**	(1.9)	**7.2**	(1.8)	**5.5**	(1.7)	**5.4**	(2.0)	**6.3**	(1.6)
	Latvia	50.8	(1.6)	89.3	(0.9)	73.2	(1.5)	77.2	(1.3)	42.6	(1.7)	89.1	(1.2)	**-5.3**	(2.5)	**8.6**	(1.7)	**-4.2**	(2.1)	**6.8**	(2.1)	1.6	(2.6)	**5.4**	(1.8)
	Luxembourg	59.4	(1.5)	92.3	(0.9)	86.2	(1.1)	62.5	(1.4)	40.5	(1.3)	93.4	(0.8)	-3.0	(2.0)	**11.7**	(1.6)	1.4	(1.6)	2.0	(2.1)	**-8.8**	(2.0)	**8.8**	(1.5)
	Mexico	56.5	(1.3)	90.4	(1.0)	87.3	(1.1)	74.2	(1.1)	51.6	(1.6)	90.5	(0.7)	**17.4**	(2.0)	**20.2**	(1.8)	**13.9**	(1.8)	**18.7**	(2.0)	**11.1**	(2.2)	**19.0**	(1.9)
	Netherlands	52.9	(1.6)	93.1	(0.9)	90.2	(0.8)	79.5	(1.3)	56.1	(1.8)	92.3	(0.9)	0.6	(2.2)	**8.4**	(1.4)	1.2	(1.1)	**4.0**	(2.0)	**-7.9**	(2.3)	1.7	(1.3)
	New Zealand	68.5	(1.7)	95.2	(0.8)	89.3	(1.1)	74.2	(1.9)	57.1	(1.7)	95.2	(0.9)	1.7	(2.6)	**6.3**	(1.5)	0.9	(1.6)	2.8	(2.9)	**-4.8**	(2.4)	**3.0**	(1.4)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	51.6	(1.6)	91.0	(0.8)	83.9	(1.4)	59.9	(1.5)	46.1	(1.7)	93.5	(0.9)	3.4	(2.4)	**9.2**	(1.4)	1.0	(1.8)	**4.3**	(2.0)	**-6.5**	(2.1)	**7.0**	(1.5)
	Portugal	72.0	(1.5)	96.5	(0.6)	90.0	(0.8)	78.3	(1.1)	77.2	(1.0)	96.3	(0.5)	-1.7	(1.8)	**3.9**	(1.1)	-0.2	(1.3)	-1.4	(1.8)	-1.5	(1.7)	**2.3**	(0.8)
	Slovak Republic	61.4	(1.5)	90.8	(0.8)	80.6	(1.1)	63.7	(1.4)	42.6	(1.4)	89.9	(0.9)	**5.4**	(2.0)	**13.3**	(1.5)	**10.5**	(1.9)	**5.5**	(2.0)	**-4.6**	(2.1)	**12.0**	(1.4)
	Slovenia	57.4	(1.9)	92.4	(0.9)	82.8	(1.2)	69.8	(1.6)	32.3	(1.8)	90.8	(0.9)	**-6.5**	(2.4)	**8.3**	(1.4)	-0.8	(1.6)	-1.5	(2.0)	**-13.9**	(2.3)	**2.8**	(1.2)
	Spain	60.5	(1.4)	94.7	(0.6)	90.6	(0.7)	69.6	(1.5)	68.3	(1.7)	94.4	(0.7)	-2.1	(2.1)	**5.3**	(1.1)	**3.8**	(1.2)	3.4	(1.9)	-2.1	(2.2)	**2.3**	(0.9)
	Sweden	57.4	(1.7)	92.5	(0.8)	87.5	(1.1)	77.3	(1.5)	76.8	(1.4)	93.6	(0.8)	0.0	(2.3)	**8.9**	(1.3)	0.6	(1.4)	3.5	(2.0)	**-4.2**	(1.8)	**3.0**	(1.3)
	Switzerland	63.7	(1.3)	93.1	(0.8)	79.2	(1.1)	58.6	(1.5)	42.5	(2.0)	93.8	(0.8)	2.3	(2.0)	**11.0**	(1.6)	-3.2	(1.7)	**-4.6**	(2.0)	**-6.4**	(2.7)	**4.9**	(1.2)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	62.9	(1.5)	96.1	(0.9)	92.4	(0.9)	71.4	(1.6)	63.8	(1.4)	96.0	(0.9)	-1.5	(2.1)	**7.2**	(1.4)	1.2	(1.2)	1.1	(2.2)	-4.1	(2.1)	1.6	(1.2)
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	60.7	(0.3)	92.7	(0.1)	85.3	(0.2)	67.4	(0.3)	52.0	(0.3)	92.3	(0.1)	**0.8**	(0.4)	**9.2**	(0.3)	**2.6**	(0.3)	**2.5**	(0.4)	**-4.0**	(0.4)	**5.3**	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	70.5	(1.1)	91.9	(0.8)	86.4	(0.7)	84.8	(0.9)	72.6	(1.0)	91.0	(0.6)	**11.3**	(1.9)	**9.6**	(1.3)	**9.9**	(1.4)	**10.1**	(1.4)	**11.4**	(1.6)	**12.3**	(1.2)
	B-S-J-G (China)	43.3	(1.2)	91.6	(1.4)	88.6	(0.7)	68.2	(1.2)	54.6	(1.7)	89.4	(1.3)	**4.0**	(1.7)	**19.4**	(2.1)	**13.1**	(1.7)	**19.5**	(2.0)	**10.2**	(2.2)	**17.1**	(1.7)
	Bulgaria	59.8	(1.7)	89.9	(1.1)	81.0	(1.0)	63.1	(1.6)	63.2	(1.2)	90.7	(1.0)	3.6	(2.4)	**16.6**	(1.9)	**6.5**	(1.9)	4.1	(2.3)	-3.7	(1.9)	**12.1**	(1.7)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	79.7	(1.0)	90.8	(0.8)	88.4	(1.0)	79.1	(1.3)	53.5	(1.3)	91.4	(0.7)	**20.7**	(2.3)	**16.5**	(1.7)	**13.0**	(1.7)	**14.1**	(2.0)	**13.9**	(2.5)	**15.2**	(1.8)
	Costa Rica	68.4	(1.4)	93.1	(0.7)	88.8	(0.9)	90.7	(0.8)	55.9	(1.4)	94.5	(0.6)	**19.3**	(1.9)	**10.5**	(1.5)	**5.7**	(1.3)	**12.2**	(1.8)	**6.9**	(2.2)	**8.1**	(1.4)
	Croatia	62.5	(1.4)	94.4	(0.7)	84.7	(1.0)	58.4	(1.4)	61.0	(1.7)	93.7	(0.7)	-2.5	(1.9)	**4.9**	(1.0)	0.9	(1.5)	0.3	(1.8)	0.9	(2.0)	**4.9**	(1.3)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	56.9	(1.7)	88.0	(1.2)	88.6	(1.3)	84.8	(1.5)	56.4	(2.0)	91.7	(0.9)	**21.8**	(2.6)	**16.9**	(2.5)	**15.1**	(2.4)	**17.5**	(2.4)	**10.6**	(3.4)	**14.2**	(2.1)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	63.0	(1.8)	93.4	(0.8)	91.3	(0.9)	70.3	(1.4)	62.5	(1.3)	93.4	(0.8)	-3.1	(2.3)	**5.5**	(1.1)	2.0	(1.3)	2.6	(1.9)	-2.9	(1.8)	1.7	(1.1)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	44.2	(1.3)	84.8	(1.0)	62.1	(1.5)	66.7	(1.5)	50.3	(1.5)	87.2	(0.9)	**6.4**	(2.0)	**10.2**	(1.7)	**4.9**	(2.2)	**7.5**	(2.3)	3.2	(2.5)	**9.5**	(1.4)
	Macao (China)	59.7	(1.6)	93.8	(0.6)	93.7	(0.8)	82.4	(1.2)	65.3	(1.4)	93.3	(0.7)	0.2	(2.0)	**3.4**	(1.2)	0.0	(1.1)	-2.2	(1.8)	-2.5	(2.0)	1.9	(1.0)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	67.2	(1.2)	93.2	(0.6)	91.3	(0.9)	83.7	(1.0)	49.8	(1.3)	91.8	(0.6)	**20.3**	(2.2)	**15.7**	(1.7)	**17.4**	(1.7)	**11.1**	(1.8)	**6.9**	(1.9)	**17.4**	(1.6)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	44.6	(1.3)	89.1	(1.2)	74.2	(1.2)	66.1	(1.6)	44.8	(1.6)	90.0	(1.1)	0.9	(1.9)	2.4	(1.6)	-0.9	(1.9)	-0.8	(1.9)	-0.7	(2.5)	3.4	(1.9)
	Singapore	61.2	(1.5)	96.3	(0.7)	90.3	(0.8)	78.9	(1.3)	69.4	(1.5)	95.5	(0.7)	-2.4	(1.6)	**5.5**	(0.9)	-0.6	(0.9)	-1.6	(1.9)	**-5.8**	(2.1)	**2.3**	(1.0)
	Chinese Taipei	59.9	(1.2)	94.1	(0.6)	89.8	(0.7)	79.2	(1.1)	80.5	(1.1)	93.6	(0.7)	-1.7	(2.0)	**9.8**	(1.1)	1.0	(1.1)	**9.9**	(1.6)	0.4	(1.5)	**5.2**	(1.1)
	Thailand	68.9	(1.4)	92.0	(0.9)	92.4	(0.8)	80.0	(1.1)	78.2	(1.4)	91.5	(0.9)	**16.7**	(2.0)	**13.6**	(1.4)	**12.7**	(1.3)	**12.2**	(1.9)	**14.4**	(1.9)	**15.0**	(1.6)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	41.9	(1.5)	88.8	(1.1)	87.3	(1.0)	73.8	(1.6)	59.4	(1.5)	91.6	(0.9)	**7.7**	(2.1)	**12.4**	(2.0)	**9.5**	(1.7)	**10.8**	(2.5)	**7.5**	(2.4)	**11.3**	(1.7)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. A socio-economically disadvantaged student is a student in the bottom quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.
2. A socio-economically advantaged student is a student in the top quarter of the distribution of the PISA index of economic, social and cultural status (ESCS) within his or her country/economy.
Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473308

[Part 1/3]

Table III.13.19a Sense of belonging at school, by time spent on the Internet outside of school on weekdays

Percentage of students who reported "agree" or "strongly agree" (a) or who reported "disagree" or "strongly disagree" (d)

		Low Internet users (Students who use the Internet for less than 1 hour per day on a typical weekday)												Moderate Internet users (Students who use the Internet between 1 and 2 hours per day on a typical weekday)											
		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	75.6	(1.4)	77.0	(1.3)	70.9	(1.5)	78.3	(1.2)	84.9	(1.2)	84.0	(1.0)	80.8	(0.8)	82.7	(1.0)	76.7	(0.9)	81.6	(0.9)	91.4	(0.7)	87.0	(0.7)
	Austria	87.6	(1.1)	79.0	(1.2)	78.3	(1.2)	83.9	(1.1)	84.3	(1.1)	85.7	(1.0)	87.2	(0.9)	79.3	(1.3)	79.5	(1.1)	85.3	(1.0)	87.3	(1.0)	86.9	(0.9)
	Belgium	87.6	(0.9)	81.7	(1.0)	62.9	(1.3)	85.6	(0.9)	89.3	(0.9)	89.9	(0.8)	88.7	(0.7)	81.4	(0.9)	64.0	(1.0)	87.8	(0.7)	88.2	(0.7)	92.1	(0.6)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	75.3	(1.6)	71.9	(1.5)	72.6	(1.6)	76.1	(1.7)	71.1	(1.8)	80.4	(1.6)	82.2	(1.6)	75.1	(1.9)	79.5	(1.7)	83.0	(1.5)	78.6	(1.7)	85.8	(1.5)
	Czech Republic	81.2	(1.3)	71.8	(1.8)	72.6	(1.8)	82.1	(1.3)	78.5	(1.6)	80.0	(1.4)	83.2	(1.1)	76.6	(1.4)	74.3	(1.4)	84.0	(1.2)	85.0	(1.2)	84.5	(1.1)
	Denmark	86.6	(1.5)	78.6	(1.9)	72.6	(2.0)	83.8	(1.7)	85.5	(1.5)	87.2	(1.3)	89.4	(1.0)	81.3	(1.2)	75.1	(1.4)	87.2	(1.0)	86.4	(1.2)	88.6	(1.1)
	Estonia	88.2	(1.2)	77.5	(1.7)	78.9	(1.6)	86.4	(1.2)	81.1	(1.6)	86.5	(1.5)	90.5	(1.0)	79.8	(1.4)	78.2	(1.4)	84.9	(1.3)	78.4	(1.4)	88.2	(1.2)
	Finland	89.7	(1.0)	79.3	(1.4)	82.6	(1.2)	84.3	(1.1)	84.3	(1.2)	90.0	(1.1)	91.4	(0.7)	83.4	(0.9)	85.5	(1.0)	87.3	(0.9)	85.6	(1.0)	91.0	(0.9)
	France	79.0	(1.2)	86.9	(1.1)	44.3	(1.5)	85.0	(1.0)	90.2	(0.9)	89.7	(0.9)	81.6	(1.1)	87.3	(0.9)	43.0	(1.2)	87.5	(0.9)	91.5	(0.8)	92.2	(0.7)
	Germany	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Greece	84.9	(1.3)	79.6	(1.2)	82.8	(1.0)	84.9	(1.1)	88.2	(1.2)	88.3	(1.1)	89.3	(0.9)	81.6	(1.1)	86.4	(1.0)	87.5	(0.9)	90.0	(0.9)	90.7	(0.9)
	Hungary	82.2	(1.5)	79.3	(1.3)	76.1	(1.6)	83.2	(1.5)	81.9	(1.6)	85.4	(1.2)	84.5	(1.1)	82.5	(1.2)	78.3	(1.1)	85.8	(1.0)	85.7	(1.3)	88.1	(1.1)
	Iceland	84.1	(1.6)	76.5	(2.2)	80.2	(2.2)	80.2	(2.0)	86.0	(2.0)	86.3	(1.6)	85.9	(1.1)	78.2	(1.4)	83.8	(1.2)	84.7	(1.3)	86.5	(1.2)	85.8	(1.1)
	Ireland	84.6	(1.3)	80.4	(1.4)	77.8	(1.4)	86.7	(1.2)	91.3	(1.0)	88.3	(1.1)	85.1	(1.0)	82.0	(1.0)	78.1	(1.4)	84.1	(1.2)	91.8	(0.8)	88.8	(1.0)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	88.7	(0.9)	82.6	(1.2)	68.7	(1.4)	88.8	(1.0)	75.3	(1.6)	90.5	(1.0)	90.0	(1.0)	83.7	(1.0)	66.0	(1.6)	86.8	(1.1)	78.4	(1.4)	90.9	(1.0)
	Japan	89.5	(0.7)	70.1	(1.0)	83.7	(0.7)	83.7	(0.8)	76.9	(0.9)	90.1	(0.6)	89.1	(0.8)	69.3	(1.1)	82.6	(1.1)	81.3	(0.9)	76.7	(1.1)	89.3	(0.8)
	Korea	91.4	(0.5)	79.8	(0.8)	81.1	(0.9)	90.5	(0.5)	82.9	(0.8)	91.7	(0.5)	93.1	(0.7)	80.2	(1.1)	79.0	(1.4)	91.8	(0.7)	81.8	(1.0)	93.9	(0.6)
	Latvia	82.4	(1.3)	75.5	(1.5)	78.3	(1.6)	76.3	(1.5)	66.9	(1.6)	82.6	(1.4)	87.1	(1.1)	79.2	(1.4)	82.4	(1.5)	78.0	(1.5)	71.9	(1.5)	85.2	(1.2)
	Luxembourg	78.9	(1.4)	73.9	(1.5)	64.2	(1.5)	77.9	(1.4)	78.5	(1.3)	83.8	(1.4)	86.8	(1.1)	78.1	(1.3)	70.2	(1.4)	83.3	(1.3)	83.7	(1.1)	87.3	(1.1)
	Mexico	71.5	(1.0)	70.8	(0.9)	75.2	(1.1)	73.7	(0.9)	68.3	(1.2)	76.6	(0.9)	75.3	(1.3)	72.7	(1.3)	76.8	(1.3)	76.0	(1.3)	73.4	(1.5)	78.2	(1.4)
	Netherlands	91.5	(1.2)	85.4	(1.5)	83.5	(1.6)	87.6	(1.2)	92.6	(1.0)	93.5	(0.9)	92.7	(0.8)	85.2	(0.9)	82.2	(1.2)	88.9	(1.1)	92.4	(0.7)	92.8	(0.8)
	New Zealand	78.4	(1.9)	79.5	(1.7)	73.6	(2.0)	77.3	(1.8)	86.9	(1.3)	81.3	(1.7)	81.5	(1.5)	82.1	(1.7)	80.0	(1.6)	82.4	(1.7)	91.1	(1.2)	86.5	(1.3)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	79.6	(1.6)	71.7	(2.0)	65.0	(1.7)	77.7	(1.9)	71.2	(1.9)	81.8	(1.7)	79.5	(1.2)	74.5	(1.4)	65.4	(1.5)	79.5	(1.2)	74.4	(1.4)	80.3	(1.3)
	Portugal	86.9	(0.9)	77.1	(1.1)	82.9	(1.1)	75.0	(1.2)	87.0	(1.0)	88.7	(0.9)	87.6	(0.8)	78.3	(1.1)	84.6	(1.0)	77.6	(1.2)	89.3	(0.9)	88.8	(0.8)
	Slovak Republic	74.5	(1.5)	74.4	(1.3)	70.1	(1.6)	76.3	(1.4)	75.2	(1.5)	77.7	(1.5)	79.4	(1.2)	77.5	(1.1)	73.9	(1.4)	80.3	(1.2)	78.1	(1.2)	82.9	(1.2)
	Slovenia	83.8	(1.1)	76.0	(1.4)	78.1	(1.3)	84.7	(0.9)	78.5	(1.2)	86.4	(1.0)	84.6	(1.2)	77.6	(1.6)	76.6	(1.5)	84.7	(1.2)	80.2	(1.3)	86.7	(1.1)
	Spain	87.9	(1.2)	80.9	(1.4)	84.8	(1.2)	84.8	(1.1)	82.4	(1.4)	89.8	(1.0)	90.7	(0.8)	84.1	(1.0)	88.3	(1.0)	86.8	(1.0)	86.5	(1.1)	92.3	(0.8)
	Sweden	77.5	(2.0)	73.3	(2.3)	69.0	(2.3)	81.7	(2.4)	79.0	(2.2)	82.3	(1.9)	81.5	(1.4)	77.3	(1.5)	72.4	(1.8)	82.3	(1.3)	81.2	(1.6)	83.4	(1.4)
	Switzerland	87.2	(1.3)	79.2	(1.2)	72.9	(1.7)	85.0	(1.1)	87.5	(1.2)	90.9	(0.9)	91.9	(0.8)	83.7	(1.1)	75.5	(1.3)	88.3	(1.1)	90.3	(0.8)	91.5	(0.9)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	80.8	(2.3)	75.2	(2.5)	67.8	(2.5)	82.6	(2.0)	85.5	(1.7)	85.3	(2.1)	84.8	(1.5)	83.8	(1.5)	74.2	(1.6)	85.5	(1.6)	92.3	(1.1)	88.9	(1.3)
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	83.4	(0.3)	77.4	(0.3)	74.2	(0.3)	82.2	(0.3)	81.8	(0.3)	86.0	(0.2)	86.0	(0.2)	79.9	(0.2)	76.3	(0.2)	84.3	(0.2)	84.4	(0.2)	87.9	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	74.6	(0.9)	72.4	(1.1)	72.0	(1.1)	77.9	(0.9)	78.6	(1.0)	76.4	(1.0)	79.2	(1.4)	73.3	(1.4)	77.6	(1.4)	81.3	(1.3)	82.5	(1.2)	82.2	(1.3)
	B-S-J-G (China)	79.1	(0.6)	79.1	(0.6)	65.8	(0.9)	82.5	(0.6)	62.0	(0.8)	79.2	(0.7)	80.0	(1.8)	76.8	(1.9)	63.8	(2.5)	80.9	(1.8)	54.7	(2.1)	81.5	(1.4)
	Bulgaria	60.1	(2.3)	73.6	(2.2)	68.2	(1.8)	63.9	(2.1)	70.7	(2.0)	69.2	(1.9)	76.1	(1.7)	77.2	(1.7)	69.2	(1.8)	76.8	(1.5)	73.6	(1.6)	79.8	(1.7)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	70.1	(1.1)	69.8	(1.2)	74.1	(1.0)	73.1	(1.3)	68.3	(1.2)	74.2	(0.9)	70.6	(1.4)	69.5	(1.6)	72.8	(1.6)	72.2	(1.7)	67.3	(1.6)	76.3	(1.3)
	Costa Rica	70.3	(1.2)	70.0	(1.4)	74.1	(1.3)	72.6	(1.5)	71.9	(1.5)	76.2	(1.1)	74.2	(1.6)	74.8	(1.8)	76.4	(1.6)	77.0	(1.6)	75.0	(1.7)	79.3	(1.4)
	Croatia	85.3	(1.1)	82.7	(1.1)	82.2	(1.2)	84.8	(1.2)	79.8	(1.2)	87.0	(1.0)	87.7	(1.1)	83.4	(1.1)	83.5	(1.4)	87.7	(1.1)	83.6	(1.2)	89.7	(1.0)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	57.1	(1.4)	62.6	(1.7)	63.1	(1.5)	60.9	(1.4)	62.9	(1.7)	66.7	(1.4)	62.0	(2.1)	68.6	(2.1)	68.7	(2.3)	67.6	(2.3)	66.8	(1.9)	69.6	(2.1)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	76.6	(1.1)	80.3	(1.1)	73.2	(1.6)	78.3	(1.1)	77.9	(1.1)	80.8	(1.1)	80.3	(1.3)	85.1	(1.3)	75.9	(1.6)	83.0	(1.2)	81.5	(1.2)	85.7	(1.0)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	65.4	(1.7)	62.7	(1.7)	55.0	(1.3)	63.7	(1.7)	60.1	(1.5)	68.0	(1.7)	69.5	(1.5)	66.6	(1.4)	55.9	(1.5)	68.2	(1.6)	64.9	(1.7)	70.7	(1.6)
	Macao (China)	78.4	(1.2)	75.7	(1.4)	61.4	(1.6)	77.3	(1.3)	63.6	(1.6)	79.2	(1.2)	81.4	(1.3)	75.7	(1.5)	63.5	(1.6)	77.9	(1.4)	66.1	(1.5)	81.1	(1.4)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	77.4	(1.0)	74.6	(1.0)	74.6	(0.9)	73.8	(1.0)	75.9	(1.0)	81.5	(0.8)	84.4	(1.1)	78.2	(1.2)	74.1	(1.3)	80.2	(1.1)	80.4	(1.1)	86.9	(0.9)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	77.7	(1.2)	75.2	(1.7)	76.1	(1.4)	69.2	(1.2)	62.9	(1.7)	76.8	(1.0)	80.6	(1.3)	75.8	(1.4)	75.5	(1.7)	75.2	(1.5)	65.9	(1.6)	80.4	(1.5)
	Singapore	76.3	(1.2)	79.0	(1.1)	75.4	(1.4)	77.6	(1.2)	78.7	(1.2)	82.6	(1.0)	79.5	(1.3)	81.3	(1.3)	81.5	(1.1)	81.0	(1.2)	84.9	(1.0)	85.7	(0.9)
	Chinese Taipei	87.7	(0.6)	83.3	(0.9)	89.8	(0.5)	83.1	(0.8)	72.0	(0.9)	87.0	(0.7)	90.5	(0.8)	85.5	(1.0)	91.9	(0.6)	85.6	(1.0)	74.7	(1.1)	89.6	(0.8)
	Thailand	77.6	(1.1)	79.2	(0.9)	74.6	(1.0)	67.8	(1.3)	59.8	(1.3)	79.0	(1.1)	82.3	(1.0)	83.0	(1.1)	81.3	(1.2)	68.9	(1.6)	61.2	(1.5)	83.1	(1.2)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	69.5	(1.3)	69.1	(1.5)	74.0	(1.4)	74.7	(1.5)	80.4	(1.5)	74.2	(1.4)	78.7	(1.6)	73.0	(2.0)	78.7	(1.5)	81.4	(1.3)	85.1	(1.6)	80.3	(1.6)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473332

[Part 2/3]

Table III.13.19a Sense of belonging at school, by time spent on the Internet outside of school on weekdays

Percentage of students who reported "agree" or "strongly agree" (a) or who reported "disagree" or "strongly disagree" (d)

		High Internet users (Students who use the Internet between 2 and 6 hours a day on a typical weekday)												Extreme Internet users (students who use the Internet for more than 6 hours a day on a typical weekday)											
		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[a]		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	77.7	(0.6)	80.1	(0.6)	73.5	(0.7)	79.7	(0.5)	89.1	(0.4)	84.1	(0.5)	70.4	(1.0)	76.3	(1.0)	63.8	(1.2)	70.7	(1.1)	81.9	(0.9)	78.6	(1.0)
	Austria	86.5	(0.7)	78.6	(0.9)	76.3	(0.8)	83.5	(0.8)	83.8	(0.8)	84.6	(0.8)	82.8	(1.1)	75.4	(1.4)	70.6	(1.4)	77.5	(1.3)	80.0	(1.2)	82.4	(1.2)
	Belgium	88.8	(0.5)	82.3	(0.6)	63.6	(0.8)	84.9	(0.6)	89.2	(0.6)	91.4	(0.5)	81.2	(1.2)	81.3	(1.2)	53.8	(1.5)	77.0	(1.5)	84.0	(1.1)	87.0	(1.0)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	82.0	(1.0)	72.9	(1.0)	80.1	(1.0)	82.2	(0.8)	79.2	(1.0)	85.2	(0.8)	79.7	(1.0)	73.7	(1.2)	76.3	(1.2)	78.8	(1.0)	74.3	(1.0)	81.8	(1.0)
	Czech Republic	80.9	(1.0)	75.8	(1.1)	71.7	(1.1)	82.0	(0.8)	82.4	(0.9)	83.6	(0.8)	72.6	(1.4)	74.7	(1.6)	63.2	(1.5)	76.3	(1.4)	75.5	(1.5)	77.1	(1.6)
	Denmark	87.7	(0.6)	79.5	(0.7)	70.3	(0.9)	85.1	(0.7)	85.8	(0.9)	87.6	(0.7)	85.8	(1.4)	76.1	(1.7)	62.3	(1.7)	80.8	(1.6)	82.2	(1.4)	83.4	(1.8)
	Estonia	88.8	(0.7)	75.7	(0.8)	81.2	(0.9)	85.1	(0.7)	77.5	(1.0)	86.5	(0.7)	81.5	(1.3)	73.4	(1.6)	70.6	(1.8)	76.3	(1.9)	68.9	(1.6)	80.0	(1.5)
	Finland	88.2	(0.6)	80.2	(0.8)	80.4	(1.0)	83.1	(0.8)	82.5	(0.8)	88.4	(0.6)	79.1	(1.8)	73.0	(1.9)	68.2	(1.7)	71.6	(1.9)	72.0	(1.8)	81.8	(1.7)
	France	76.8	(0.9)	87.1	(0.7)	40.3	(1.1)	83.9	(0.7)	90.8	(0.5)	91.3	(0.6)	66.8	(1.9)	85.2	(1.5)	35.9	(1.9)	79.1	(1.7)	86.1	(1.4)	90.3	(1.3)
	Germany	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Greece	84.6	(0.8)	80.6	(0.9)	84.2	(0.9)	85.1	(0.9)	88.0	(0.8)	88.4	(0.8)	78.0	(2.1)	78.5	(1.7)	76.9	(1.9)	78.5	(1.8)	81.8	(1.6)	84.0	(1.5)
	Hungary	83.2	(0.7)	81.8	(0.7)	75.8	(0.9)	83.0	(0.9)	83.4	(0.8)	85.6	(0.8)	79.6	(1.4)	80.7	(1.3)	68.7	(1.6)	79.2	(1.4)	80.3	(1.2)	83.9	(1.1)
	Iceland	84.0	(0.8)	77.3	(0.9)	79.0	(1.0)	81.2	(1.0)	83.3	(0.9)	84.7	(0.8)	72.8	(2.2)	67.9	(2.4)	66.0	(2.3)	71.3	(2.4)	72.7	(2.5)	73.6	(2.2)
	Ireland	83.7	(0.8)	81.5	(0.8)	73.2	(1.1)	82.4	(0.9)	91.0	(0.6)	88.3	(0.7)	77.1	(1.6)	80.3	(1.3)	62.5	(2.0)	76.9	(1.3)	86.9	(1.4)	84.0	(1.2)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	89.9	(0.6)	83.0	(0.8)	68.5	(0.9)	86.9	(0.8)	78.1	(0.8)	89.8	(0.6)	87.9	(0.9)	84.4	(1.1)	66.8	(1.3)	84.4	(1.0)	75.0	(1.3)	87.7	(1.1)
	Japan	87.9	(0.8)	68.3	(1.2)	81.0	(0.9)	79.4	(1.3)	71.5	(0.8)	88.4	(0.8)	80.1	(1.9)	62.7	(2.3)	76.7	(2.0)	67.6	(2.0)	58.6	(2.5)	79.6	(1.9)
	Korea	89.8	(1.0)	78.0	(1.3)	76.8	(1.3)	86.8	(1.0)	80.8	(1.2)	89.8	(1.1)	87.7	(3.3)	74.2	(4.1)	78.8	(4.6)	83.0	(4.0)	74.5	(4.8)	87.3	(3.1)
	Latvia	85.3	(0.7)	75.1	(1.0)	79.6	(0.9)	75.8	(0.9)	68.7	(1.0)	83.9	(0.9)	80.4	(1.5)	72.6	(1.6)	70.4	(1.6)	71.7	(1.8)	62.8	(1.7)	77.1	(1.7)
	Luxembourg	86.0	(0.7)	78.2	(0.8)	69.4	(1.0)	82.8	(0.7)	85.0	(0.8)	87.4	(0.7)	80.2	(1.2)	71.5	(1.7)	60.1	(1.7)	74.4	(1.5)	76.2	(1.6)	80.7	(1.3)
	Mexico	80.5	(1.1)	74.8	(1.0)	78.3	(1.1)	80.4	(1.0)	76.3	(1.0)	84.0	(0.9)	75.2	(1.4)	75.2	(1.3)	76.4	(1.5)	75.7	(1.5)	73.0	(1.5)	79.8	(1.1)
	Netherlands	91.4	(0.6)	85.7	(0.7)	81.9	(0.8)	90.2	(0.7)	92.6	(0.6)	92.7	(0.5)	88.3	(1.1)	84.1	(1.3)	75.5	(1.4)	86.4	(1.2)	89.6	(1.3)	90.9	(1.0)
	New Zealand	78.3	(0.9)	77.5	(0.8)	73.8	(1.0)	78.3	(1.0)	88.5	(0.7)	83.5	(0.9)	72.6	(1.7)	77.3	(1.6)	65.6	(1.8)	72.2	(1.6)	85.4	(1.4)	80.1	(1.7)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	78.9	(0.9)	73.2	(0.9)	61.1	(1.2)	77.0	(0.9)	73.2	(0.9)	79.8	(0.9)	74.9	(1.8)	75.1	(1.8)	58.8	(1.9)	73.1	(1.8)	73.8	(1.9)	76.5	(1.8)
	Portugal	87.7	(0.6)	78.5	(0.9)	82.4	(0.7)	77.5	(0.8)	88.7	(0.7)	89.6	(0.7)	85.7	(1.6)	75.9	(1.8)	77.4	(1.6)	70.7	(1.9)	84.0	(1.5)	87.6	(1.2)
	Slovak Republic	79.8	(0.8)	77.5	(0.8)	71.0	(0.9)	79.5	(0.7)	77.9	(0.8)	82.5	(0.9)	75.3	(1.4)	78.2	(1.4)	63.6	(1.5)	73.5	(1.5)	74.8	(1.3)	80.0	(1.4)
	Slovenia	82.6	(0.9)	77.3	(1.2)	74.6	(1.1)	82.1	(0.9)	79.2	(1.0)	86.1	(0.8)	75.7	(2.1)	76.1	(2.1)	64.4	(2.7)	75.3	(2.0)	74.7	(2.0)	79.8	(1.8)
	Spain	90.8	(0.5)	83.0	(0.7)	88.3	(0.6)	87.3	(0.7)	86.9	(0.8)	90.9	(0.7)	89.9	(0.8)	85.0	(1.1)	86.8	(1.1)	84.2	(1.2)	86.9	(1.0)	90.2	(0.8)
	Sweden	81.0	(0.7)	75.8	(0.8)	70.7	(1.0)	81.0	(0.7)	79.8	(0.8)	81.8	(0.8)	76.9	(1.3)	73.0	(1.6)	66.0	(1.7)	75.7	(1.4)	75.6	(1.4)	78.6	(1.5)
	Switzerland	88.9	(0.9)	81.0	(0.8)	71.5	(1.2)	85.8	(0.9)	88.4	(0.9)	90.9	(0.6)	86.4	(1.9)	80.0	(1.7)	59.9	(2.4)	80.2	(2.0)	83.6	(1.5)	87.1	(1.6)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	81.4	(1.0)	80.5	(0.9)	70.9	(1.0)	81.9	(0.9)	89.3	(0.8)	88.6	(0.7)	74.2	(1.6)	74.2	(1.5)	59.1	(1.7)	73.4	(1.4)	84.7	(1.2)	82.3	(1.3)
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	84.6	(0.1)	78.7	(0.2)	74.1	(0.2)	82.6	(0.2)	83.1	(0.2)	86.9	(0.1)	79.3	(0.3)	76.4	(0.3)	67.1	(0.4)	76.4	(0.3)	77.9	(0.3)	82.5	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	84.2	(0.8)	75.3	(1.0)	79.8	(1.0)	85.8	(0.8)	84.8	(0.8)	83.7	(0.8)	80.4	(0.7)	74.6	(0.9)	76.8	(0.9)	83.1	(0.7)	80.9	(0.8)	80.5	(0.8)
	B-S-J-G (China)	75.2	(1.8)	78.8	(1.8)	61.1	(1.7)	76.6	(1.8)	58.0	(2.1)	77.4	(1.8)	71.5	(2.9)	74.8	(2.5)	60.1	(2.4)	71.6	(3.2)	56.6	(3.3)	71.7	(3.0)
	Bulgaria	76.6	(1.0)	76.8	(1.0)	70.7	(1.1)	77.9	(1.0)	74.7	(1.0)	79.5	(0.9)	66.8	(1.4)	73.0	(1.3)	63.7	(1.3)	69.5	(1.5)	68.1	(1.3)	73.1	(1.5)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	73.7	(1.1)	71.7	(1.2)	76.1	(1.2)	76.2	(0.9)	72.2	(0.9)	77.9	(1.0)	72.9	(1.3)	69.9	(1.3)	74.9	(1.2)	72.6	(1.1)	68.4	(1.3)	73.9	(1.1)
	Costa Rica	76.3	(1.0)	71.5	(1.2)	75.5	(1.1)	77.5	(1.1)	72.6	(1.3)	78.2	(1.2)	72.4	(1.1)	73.1	(1.1)	74.6	(1.1)	73.5	(1.0)	71.7	(1.1)	76.9	(1.0)
	Croatia	87.6	(0.7)	85.3	(0.7)	82.5	(0.8)	85.8	(0.8)	83.5	(0.8)	88.7	(0.7)	82.2	(1.3)	83.6	(1.2)	75.4	(1.6)	81.0	(1.2)	78.1	(1.5)	84.8	(1.2)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	69.7	(1.8)	72.3	(1.5)	72.4	(1.7)	70.5	(2.0)	70.4	(1.4)	76.2	(1.6)	64.4	(2.2)	68.7	(2.0)	72.6	(2.0)	69.0	(1.9)	72.3	(1.8)	73.5	(1.8)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	75.0	(1.2)	81.3	(1.1)	69.9	(1.2)	80.2	(0.9)	77.7	(1.2)	80.4	(1.0)	67.1	(2.0)	77.7	(1.8)	64.5	(2.0)	73.2	(1.9)	73.3	(1.9)	76.3	(2.0)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	71.9	(0.9)	65.7	(1.0)	55.2	(1.2)	67.8	(1.1)	64.2	(1.0)	70.5	(0.9)	68.2	(1.7)	59.9	(1.7)	50.5	(1.9)	61.1	(2.0)	58.4	(1.9)	64.2	(2.0)
	Macao (China)	79.9	(0.9)	76.0	(1.0)	58.8	(1.2)	78.5	(0.9)	66.3	(1.1)	80.3	(0.9)	75.3	(1.8)	77.6	(1.7)	55.3	(1.9)	76.2	(1.9)	68.8	(2.1)	78.4	(2.0)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	83.9	(0.9)	77.8	(1.0)	67.4	(1.1)	82.2	(1.0)	80.8	(1.0)	84.4	(1.0)	82.3	(2.0)	79.2	(1.9)	62.6	(2.1)	80.1	(1.8)	79.8	(2.0)	84.9	(1.9)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	83.5	(0.9)	71.9	(1.0)	75.7	(0.8)	74.9	(0.9)	65.1	(1.1)	81.5	(0.8)	78.0	(1.9)	71.2	(1.4)	71.0	(1.3)	71.0	(1.2)	62.5	(2.0)	76.3	(1.5)
	Singapore	77.7	(0.8)	81.0	(0.9)	77.2	(1.0)	77.2	(0.8)	83.2	(0.8)	83.1	(0.8)	70.2	(1.7)	78.6	(1.5)	65.9	(1.5)	69.6	(1.4)	74.0	(1.4)	74.9	(1.6)
	Chinese Taipei	89.4	(0.6)	85.6	(0.6)	89.8	(0.6)	82.9	(0.8)	72.0	(1.0)	88.3	(0.7)	87.2	(0.8)	87.6	(1.1)	87.5	(1.0)	80.3	(1.2)	69.5	(1.7)	86.0	(1.0)
	Thailand	83.4	(1.0)	85.4	(0.9)	82.3	(0.9)	70.0	(1.2)	64.8	(1.2)	84.7	(1.0)	76.1	(2.0)	82.7	(1.1)	76.1	(1.4)	63.4	(2.1)	59.5	(1.9)	81.0	(1.5)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	79.4	(1.1)	74.8	(1.2)	81.0	(1.0)	82.4	(1.1)	88.9	(0.8)	82.5	(0.9)	76.9	(1.0)	73.5	(1.1)	78.1	(1.0)	77.9	(1.1)	86.9	(0.8)	79.3	(1.2)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473332

[Part 3/3]

Table III.13.19a Sense of belonging at school, by time spent on the Internet outside of school on weekdays

Percentage of students who reported "agree" or "strongly agree" (a) or who reported "disagree" or "strongly disagree" (d)

		Difference between extreme and moderate Internet users											
		I feel like an outsider (or left out of things) at school[d]		I make friends easily at school[a]		I feel like I belong at school[a]		I feel awkward and out of place in my school[d]		Other students seem to like me[a]		I feel lonely at school[d]	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	**-10.4**	(1.3)	**-6.3**	(1.4)	**-13.0**	(1.4)	**-11.0**	(1.4)	**-9.6**	(1.2)	**-8.4**	(1.2)
	Austria	**-4.4**	(1.4)	**-3.9**	(1.9)	**-8.9**	(1.7)	**-7.8**	(1.6)	**-7.3**	(1.4)	**-4.5**	(1.5)
	Belgium	**-7.5**	(1.3)	-0.1	(1.5)	**-10.2**	(1.8)	**-10.8**	(1.5)	**-4.2**	(1.1)	**-5.1**	(1.0)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	-2.4	(2.1)	-1.4	(2.4)	-3.3	(2.0)	**-4.2**	(1.7)	**-4.4**	(2.0)	**-3.9**	(1.6)
	Czech Republic	**-10.7**	(1.9)	-1.9	(2.6)	**-11.1**	(2.1)	**-7.7**	(1.9)	**-9.5**	(1.9)	**-7.5**	(2.0)
	Denmark	**-3.6**	(1.7)	**-5.2**	(2.1)	**-12.9**	(2.3)	**-6.3**	(2.0)	**-4.2**	(1.9)	**-5.2**	(1.9)
	Estonia	**-9.0**	(1.5)	**-6.4**	(2.1)	**-7.6**	(2.1)	**-8.6**	(2.0)	**-9.5**	(2.1)	**-8.2**	(1.7)
	Finland	**-12.2**	(1.8)	**-10.4**	(2.1)	**-17.2**	(2.0)	**-15.7**	(2.0)	**-13.6**	(2.1)	**-9.2**	(1.8)
	France	**-14.7**	(1.9)	-2.1	(1.7)	**-7.1**	(2.2)	**-8.4**	(1.9)	**-5.5**	(1.6)	-1.9	(1.5)
	Germany	m	m	m	m	m	m	m	m	m	m	m	m
	Greece	**-11.3**	(2.2)	-3.1	(2.1)	**-9.5**	(1.9)	**-9.0**	(2.0)	**-8.2**	(1.9)	**-6.7**	(1.7)
	Hungary	**-4.9**	(1.9)	-1.8	(1.6)	**-9.5**	(1.9)	**-6.6**	(1.9)	**-5.4**	(1.6)	**-4.2**	(1.6)
	Iceland	**-13.1**	(2.4)	**-10.3**	(3.0)	**-17.7**	(2.5)	**-13.4**	(2.6)	**-13.7**	(2.9)	**-12.2**	(2.5)
	Ireland	**-8.0**	(2.0)	-1.7	(1.7)	**-15.7**	(2.4)	**-7.2**	(1.8)	**-4.8**	(1.6)	**-4.9**	(1.5)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	-2.0	(1.4)	0.7	(1.6)	0.8	(2.1)	-2.4	(1.4)	**-3.4**	(1.7)	**-3.2**	(1.5)
	Japan	**-8.9**	(2.1)	**-6.6**	(2.5)	**-5.9**	(2.1)	**-13.7**	(2.0)	**-18.1**	(2.8)	**-9.7**	(2.1)
	Korea	-5.3	(3.3)	-6.0	(4.3)	-0.2	(4.5)	**-8.7**	(4.0)	-7.3	(4.8)	**-6.6**	(3.1)
	Latvia	**-6.7**	(1.8)	**-6.6**	(2.1)	**-12.0**	(2.2)	**-6.3**	(2.3)	**-9.0**	(2.2)	**-8.1**	(1.7)
	Luxembourg	**-6.6**	(1.6)	**-6.6**	(2.0)	**-10.1**	(2.3)	**-8.9**	(1.9)	**-7.6**	(2.0)	**-6.6**	(1.7)
	Mexico	-0.2	(1.7)	2.5	(1.8)	-0.4	(1.7)	-0.2	(2.0)	-0.4	(2.1)	1.6	(1.7)
	Netherlands	**-4.3**	(1.4)	-1.1	(1.6)	**-6.8**	(1.9)	-2.5	(1.6)	**-2.9**	(1.4)	-1.9	(1.1)
	New Zealand	**-8.8**	(2.2)	**-4.8**	(2.3)	**-14.3**	(2.4)	**-10.2**	(2.4)	**-5.7**	(1.9)	**-6.4**	(2.1)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	**-4.5**	(2.1)	0.7	(2.1)	**-6.6**	(2.4)	**-6.3**	(2.2)	-0.6	(2.3)	-3.8	(2.2)
	Portugal	-1.9	(1.9)	-2.4	(1.9)	**-7.2**	(1.9)	**-6.9**	(2.4)	**-5.4**	(1.7)	-1.2	(1.4)
	Slovak Republic	**-4.1**	(1.6)	0.7	(1.8)	**-10.2**	(1.8)	**-6.8**	(2.0)	-3.3	(1.7)	-2.9	(1.8)
	Slovenia	**-8.9**	(2.3)	-1.4	(2.5)	**-12.2**	(3.1)	**-9.4**	(2.2)	**-5.5**	(2.3)	**-6.9**	(2.1)
	Spain	-0.9	(1.1)	0.9	(1.6)	-1.5	(1.6)	-2.5	(1.6)	0.4	(1.5)	-2.0	(1.1)
	Sweden	**-4.6**	(2.0)	**-4.3**	(2.2)	**-6.4**	(2.5)	**-6.6**	(1.9)	**-5.6**	(2.1)	**-4.9**	(2.0)
	Switzerland	**-5.5**	(2.3)	-3.8	(2.1)	**-15.6**	(2.3)	**-8.0**	(2.1)	**-6.8**	(1.8)	**-4.5**	(1.9)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	**-10.7**	(1.9)	**-9.5**	(2.2)	**-15.1**	(2.0)	**-12.1**	(2.1)	**-7.6**	(1.6)	**-6.7**	(1.8)
	United States	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	**-6.8**	(0.4)	**-3.5**	(0.4)	**-9.2**	(0.4)	**-7.9**	(0.4)	**-6.5**	(0.4)	**-5.4**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	1.2	(1.6)	1.3	(1.7)	-0.7	(1.7)	1.8	(1.7)	-1.5	(1.4)	-1.7	(1.5)
	B-S-J-G (China)	**-8.5**	(3.4)	-2.0	(3.1)	-3.7	(3.4)	**-9.3**	(4.1)	2.0	(4.0)	**-9.8**	(3.6)
	Bulgaria	**-9.3**	(2.3)	-4.3	(2.3)	**-5.6**	(2.3)	**-7.3**	(2.0)	**-5.4**	(2.0)	**-6.7**	(2.2)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	2.3	(1.9)	0.3	(2.1)	2.2	(1.9)	0.4	(2.0)	1.1	(2.2)	-2.4	(1.6)
	Costa Rica	-1.9	(1.8)	-1.7	(2.1)	-1.8	(1.6)	**-3.5**	(1.7)	-3.4	(2.0)	-2.4	(1.8)
	Croatia	**-5.5**	(1.9)	0.2	(1.7)	**-8.1**	(2.2)	**-6.7**	(1.8)	**-5.5**	(1.8)	**-4.9**	(1.7)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	2.4	(3.3)	0.1	(2.8)	3.9	(2.8)	1.5	(3.0)	**5.4**	(2.5)	3.8	(2.9)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	**-13.2**	(2.4)	**-7.3**	(2.2)	**-11.4**	(2.5)	**-9.8**	(2.0)	**-8.3**	(2.4)	**-9.4**	(2.1)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	-1.3	(2.3)	**-6.7**	(2.1)	**-5.4**	(2.1)	**-7.1**	(2.4)	**-6.5**	(2.4)	**-6.5**	(2.5)
	Macao (China)	**-6.1**	(2.2)	1.9	(2.4)	**-8.1**	(2.3)	-1.7	(2.6)	2.7	(2.6)	-2.7	(2.4)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	-2.1	(2.3)	1.0	(2.2)	**-11.5**	(2.4)	-0.1	(2.0)	-0.6	(1.9)	-2.0	(2.0)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	-2.6	(1.9)	**-4.6**	(1.7)	**-4.5**	(2.0)	**-4.2**	(1.9)	-3.3	(2.9)	**-4.1**	(1.9)
	Singapore	**-9.3**	(2.1)	-2.7	(2.1)	**-15.6**	(1.8)	**-11.4**	(1.8)	**-10.9**	(1.9)	**-10.7**	(1.9)
	Chinese Taipei	**-3.3**	(1.2)	2.0	(1.4)	**-4.4**	(1.2)	**-5.3**	(1.4)	**-5.1**	(2.2)	**-3.6**	(1.3)
	Thailand	**-6.3**	(2.3)	-0.3	(1.6)	**-5.2**	(1.7)	**-5.5**	(2.8)	-1.7	(2.5)	-2.1	(2.0)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	-1.8	(2.0)	0.5	(2.4)	-0.7	(1.7)	-3.5	(1.9)	1.8	(1.7)	-1.0	(1.9)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473332

[Part 1/3]

Table III.13.20a Being bullied at school, by time spent on the Internet outside of school on weekdays

Percentage of students who "agree" or "strongly agree"

		Low Internet users (Students who use the Internet for less than 1 hour per day on a typical weekday)												Moderate Internet users (Students who use the Internet between 1 and 2 hours per day on a typical weekday)											
		Other students left me out of things on purpose		Other students made fun of me		I was threatened by other students		Other students took away or destroyed things that belong to me		I got hit or pushed around by other students		Other students spread nasty rumours about me		Other students left me out of things on purpose		Other students made fun of me		I was threatened by other students		Other students took away or destroyed things that belong to me		I got hit or pushed around by other students		Other students spread nasty rumours about me	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	13.4	(1.1)	16.0	(1.2)	7.5	(0.8)	5.7	(0.7)	5.7	(0.7)	10.6	(1.0)	9.9	(0.8)	12.5	(0.8)	4.7	(0.5)	3.9	(0.4)	4.2	(0.5)	7.6	(0.6)
	Austria	5.9	(0.8)	10.4	(0.9)	3.0	(0.6)	4.9	(0.6)	4.5	(0.7)	6.4	(0.7)	4.4	(0.6)	10.2	(0.9)	c	c	4.5	(0.6)	2.8	(0.5)	5.3	(0.6)
	Belgium	6.8	(0.7)	10.1	(0.7)	2.6	(0.4)	2.8	(0.5)	3.1	(0.5)	8.9	(0.7)	4.7	(0.5)	9.4	(0.7)	1.8	(0.3)	2.6	(0.4)	2.1	(0.4)	5.8	(0.5)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	9.6	(1.0)	11.6	(1.4)	c	c	6.8	(0.8)	3.8	(1.0)	10.4	(1.3)	7.3	(1.1)	7.9	(1.1)	c	c	3.4	(0.7)	c	c	7.8	(0.9)
	Czech Republic	10.6	(1.1)	11.9	(1.2)	4.1	(0.7)	7.1	(1.0)	5.7	(0.7)	11.4	(1.2)	7.3	(0.8)	8.4	(0.8)	3.9	(0.6)	5.2	(0.7)	5.0	(0.6)	10.1	(1.0)
	Denmark	4.9	(1.0)	6.1	(1.2)	c	c	c	c	c	c	6.4	(1.2)	4.5	(0.7)	7.8	(0.9)	c	c	3.1	(0.5)	2.6	(0.5)	4.4	(0.6)
	Estonia	5.7	(1.1)	11.7	(1.4)	c	c	c	c	c	c	5.1	(0.9)	4.9	(0.7)	11.2	(1.1)	c	c	3.3	(0.6)	3.5	(0.7)	4.9	(0.7)
	Finland	6.1	(0.8)	8.5	(0.8)	c	c	c	c	4.4	(0.6)	5.1	(0.8)	5.3	(0.7)	7.4	(0.6)	c	c	c	c	c	c	4.2	(0.5)
	France	6.7	(0.9)	12.0	(1.0)	3.6	(0.5)	2.7	(0.5)	2.9	(0.5)	7.0	(0.7)	5.1	(0.6)	10.6	(0.9)	c	c	2.5	(0.5)	c	c	5.9	(0.7)
	Germany	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Greece	4.5	(0.7)	8.9	(0.9)	3.3	(0.5)	5.0	(0.7)	4.6	(0.8)	7.1	(1.0)	3.3	(0.6)	7.8	(0.8)	c	c	3.9	(0.7)	3.8	(0.7)	5.3	(0.7)
	Hungary	8.7	(1.3)	9.3	(1.1)	4.5	(1.0)	4.8	(0.9)	4.2	(0.9)	9.8	(1.4)	7.9	(0.9)	7.5	(0.8)	c	c	4.0	(0.7)	3.1	(0.4)	9.7	(0.9)
	Iceland	c	c	c	c	c	c	c	c	c	c	c	c	c	c	3.9	(0.6)	c	c	c	c	c	c	c	c
	Ireland	6.4	(0.9)	8.5	(1.1)	c	c	c	c	c	c	4.7	(0.8)	4.5	(0.6)	6.3	(0.7)	c	c	2.9	(0.5)	c	c	4.6	(0.6)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	3.7	(0.4)	13.8	(0.8)	2.0	(0.3)	2.0	(0.3)	7.0	(0.5)	5.1	(0.5)	3.7	(0.5)	16.2	(0.9)	1.9	(0.3)	2.3	(0.3)	8.3	(0.7)	4.6	(0.5)
	Korea	1.1	(0.2)	9.4	(0.6)	c	c	1.1	(0.2)	c	c	2.3	(0.3)	c	c	12.3	(1.1)	c	c	c	c	c	c	3.4	(0.5)
	Latvia	14.0	(1.4)	13.0	(1.5)	6.0	(0.8)	6.8	(0.9)	6.8	(0.9)	11.0	(1.2)	11.8	(1.0)	14.4	(1.3)	6.6	(0.7)	7.1	(1.0)	8.7	(1.0)	14.0	(1.4)
	Luxembourg	6.1	(0.8)	8.3	(1.0)	c	c	4.4	(0.7)	c	c	8.8	(1.0)	3.7	(0.7)	5.1	(0.8)	c	c	c	c	c	c	3.9	(0.6)
	Mexico	9.9	(0.7)	13.3	(0.8)	4.5	(0.5)	4.9	(0.6)	5.7	(0.5)	9.5	(0.7)	7.8	(0.8)	11.0	(1.0)	3.4	(0.5)	4.2	(0.6)	5.0	(0.8)	9.1	(1.0)
	Netherlands	c	c	c	c	c	c	c	c	c	c	c	c	c	c	4.0	(0.5)	c	c	c	c	c	c	c	c
	New Zealand	13.9	(1.6)	18.9	(1.8)	9.7	(1.4)	8.3	(1.1)	6.9	(1.1)	10.8	(1.4)	9.0	(1.1)	14.3	(1.3)	4.7	(0.9)	c	c	5.4	(0.9)	8.7	(1.2)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	8.8	(1.1)	11.8	(1.3)	4.2	(0.8)	c	c	4.3	(0.8)	11.2	(1.2)	7.0	(1.0)	9.3	(1.1)	c	c	3.1	(0.5)	c	c	9.6	(1.0)
	Portugal	4.1	(0.6)	5.4	(0.6)	2.9	(0.4)	3.0	(0.5)	2.1	(0.4)	6.1	(0.7)	3.6	(0.5)	5.3	(0.7)	2.2	(0.4)	2.3	(0.4)	1.7	(0.3)	3.9	(0.6)
	Slovak Republic	10.8	(1.0)	10.7	(1.1)	4.8	(0.7)	5.9	(0.8)	4.3	(0.6)	10.2	(0.9)	10.6	(1.1)	9.0	(0.8)	3.6	(0.5)	4.4	(0.6)	3.1	(0.6)	10.3	(1.1)
	Slovenia	4.6	(0.7)	7.9	(0.9)	1.7	(0.3)	2.2	(0.4)	2.5	(0.4)	6.9	(0.8)	5.0	(0.7)	7.8	(0.9)	2.4	(0.5)	2.9	(0.5)	3.5	(0.6)	6.2	(0.7)
	Spain	6.2	(0.9)	9.0	(1.0)	c	c	4.5	(0.7)	4.1	(0.7)	6.7	(0.7)	3.6	(0.6)	6.5	(0.7)	c	c	2.7	(0.6)	c	c	4.1	(0.5)
	Sweden	c	c	9.8	(1.7)	c	c	c	c	c	c	c	c	c	c	6.6	(1.0)	c	c	c	c	c	c	4.6	(0.8)
	Switzerland	6.3	(0.8)	8.3	(0.8)	c	c	3.5	(0.6)	2.6	(0.5)	5.5	(0.8)	4.0	(0.6)	9.0	(0.8)	c	c	3.9	(0.6)	c	c	4.8	(0.7)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	13.4	(1.8)	14.6	(1.7)	c	c	c	c	c	c	9.9	(1.6)	9.1	(1.2)	13.3	(1.5)	4.5	(0.8)	c	c	4.2	(0.7)	6.7	(1.1)
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	7.7	(0.2)	10.7	(0.2)	4.3	(0.2)	4.5	(0.2)	4.5	(0.2)	7.9	(0.2)	6.2	(0.2)	9.1	(0.2)	3.6	(0.2)	3.6	(0.1)	4.2	(0.2)	6.5	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	8.5	(0.6)	9.3	(0.7)	5.0	(0.5)	5.5	(0.6)	4.2	(0.4)	8.6	(0.5)	6.9	(0.9)	8.3	(0.8)	2.9	(0.5)	4.7	(0.7)	2.9	(0.6)	6.7	(0.9)
	B-S-J-G (China)	6.8	(0.5)	11.0	(0.6)	2.4	(0.3)	12.0	(0.8)	3.4	(0.3)	4.9	(0.4)	10.9	(1.4)	13.9	(1.6)	5.1	(0.8)	12.8	(1.6)	6.0	(1.1)	7.9	(1.1)
	Bulgaria	11.3	(1.5)	13.9	(1.2)	9.2	(1.4)	9.9	(1.5)	10.9	(1.7)	14.7	(1.5)	7.4	(0.9)	10.6	(1.3)	5.1	(0.8)	4.6	(0.9)	6.2	(1.0)	7.7	(1.1)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	10.1	(0.7)	13.0	(0.9)	4.4	(0.5)	5.6	(0.7)	5.6	(0.7)	11.3	(0.8)	7.8	(1.0)	10.9	(1.4)	3.2	(0.6)	4.0	(0.7)	3.6	(0.8)	11.1	(1.1)
	Costa Rica	8.1	(0.9)	11.6	(1.0)	4.9	(1.0)	c	c	3.2	(0.6)	11.2	(1.0)	7.5	(1.0)	11.0	(1.0)	3.9	(0.6)	c	c	c	c	8.2	(1.0)
	Croatia	4.3	(0.6)	7.6	(0.8)	3.6	(0.7)	3.2	(0.6)	4.6	(0.6)	8.5	(0.9)	3.0	(0.5)	5.9	(0.6)	2.6	(0.5)	c	c	c	c	6.5	(0.8)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	16.7	(1.2)	17.3	(1.4)	10.5	(1.0)	13.4	(1.0)	6.3	(0.8)	14.5	(1.1)	16.1	(1.9)	13.0	(1.7)	c	c	8.5	(1.2)	c	c	9.9	(1.3)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	7.5	(0.7)	21.2	(1.3)	6.0	(0.6)	8.8	(0.6)	7.7	(0.8)	10.0	(0.9)	6.8	(0.8)	24.0	(1.5)	4.7	(0.8)	9.6	(0.9)	6.7	(1.0)	6.8	(0.8)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	8.1	(0.9)	9.4	(0.9)	5.9	(0.8)	5.0	(0.7)	5.1	(0.8)	8.0	(1.0)	5.1	(0.7)	7.7	(0.9)	3.0	(0.5)	3.4	(0.5)	3.8	(0.6)	5.9	(0.7)
	Macao (China)	9.4	(1.0)	18.8	(1.2)	6.1	(0.8)	9.5	(0.9)	3.7	(0.6)	9.0	(1.0)	8.8	(0.9)	18.0	(1.1)	6.0	(0.7)	7.9	(0.8)	4.0	(0.6)	8.9	(0.9)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	6.5	(0.5)	7.6	(0.6)	2.8	(0.4)	5.2	(0.5)	3.8	(0.4)	9.6	(0.7)	5.6	(0.6)	6.5	(0.7)	2.5	(0.5)	4.9	(0.8)	3.4	(0.5)	9.1	(0.8)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	18.3	(1.3)	9.2	(1.1)	4.9	(0.7)	5.6	(0.8)	3.5	(0.7)	7.7	(0.9)	15.7	(1.5)	8.9	(1.1)	4.5	(0.8)	4.9	(0.8)	c	c	6.4	(0.9)
	Singapore	14.4	(1.3)	20.6	(1.4)	5.9	(0.7)	6.9	(0.8)	6.6	(0.7)	10.3	(0.8)	10.4	(1.0)	15.2	(1.0)	3.8	(0.6)	4.0	(0.6)	3.7	(0.6)	7.2	(0.8)
	Chinese Taipei	3.2	(0.3)	7.3	(0.5)	c	c	3.2	(0.4)	c	c	3.1	(0.4)	3.6	(0.5)	6.9	(0.7)	c	c	3.3	(0.4)	c	c	3.2	(0.4)
	Thailand	12.5	(0.8)	19.5	(0.9)	9.6	(0.7)	10.3	(0.8)	8.1	(0.7)	11.1	(0.7)	12.8	(1.1)	21.3	(1.4)	8.4	(0.9)	9.7	(0.9)	7.6	(0.9)	11.6	(0.9)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	10.5	(1.0)	11.5	(1.0)	5.3	(0.7)	4.8	(0.6)	5.2	(0.6)	9.4	(1.0)	7.5	(0.9)	9.2	(1.0)	c	c	c	c	c	c	6.3	(0.9)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473352

[Part 2/3]

Table III.13.20a Being bullied at school, by time spent on the Internet outside of school on weekdays

Percentage of students who "agree" or "strongly agree"

		High Internet users (Students who use the Internet between 2 and 6 hours a day on a typical weekday)												Extreme Internet users (Students who use the Internet for more than 6 hours a day on a typical weekday)											
		Other students left me out of things on purpose		Other students made fun of me		I was threatened by other students		Other students took away or destroyed things that belong to me		I got hit or pushed around by other students		Other students spread nasty rumours about me		Other students left me out of things on purpose		Other students made fun of me		I was threatened by other students		Other students took away or destroyed things that belong to me		I got hit or pushed around by other students		Other students spread nasty rumours about me	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	11.4	(0.5)	13.1	(0.5)	5.6	(0.4)	4.5	(0.3)	4.6	(0.4)	10.0	(0.4)	18.7	(1.1)	22.1	(1.0)	12.8	(0.9)	9.8	(0.7)	9.9	(0.8)	18.0	(0.9)
	Austria	5.6	(0.4)	12.3	(0.8)	2.6	(0.4)	4.5	(0.4)	3.8	(0.4)	7.5	(0.5)	6.4	(0.8)	13.4	(1.2)	4.3	(0.7)	7.8	(0.9)	5.4	(0.8)	11.6	(1.0)
	Belgium	5.0	(0.3)	10.2	(0.5)	1.9	(0.2)	2.3	(0.3)	2.2	(0.3)	8.6	(0.5)	9.2	(1.1)	16.1	(1.2)	5.5	(0.8)	4.7	(0.7)	5.7	(0.8)	13.6	(1.0)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	5.9	(0.5)	8.5	(0.6)	2.0	(0.3)	3.2	(0.4)	2.5	(0.4)	7.6	(0.6)	7.3	(0.7)	10.1	(0.8)	3.3	(0.5)	4.7	(0.5)	3.2	(0.5)	11.8	(0.9)
	Czech Republic	8.7	(0.6)	10.3	(0.7)	3.2	(0.4)	7.3	(0.6)	6.9	(0.6)	12.9	(0.7)	14.1	(1.4)	14.9	(1.3)	7.4	(0.9)	9.8	(1.0)	12.7	(1.4)	19.0	(1.5)
	Denmark	5.8	(0.5)	12.0	(0.6)	1.6	(0.3)	3.7	(0.3)	3.1	(0.3)	7.7	(0.5)	8.2	(1.2)	14.3	(1.1)	2.8	(0.6)	6.4	(0.9)	5.5	(0.8)	12.2	(1.1)
	Estonia	6.2	(0.5)	14.0	(0.8)	2.2	(0.3)	3.9	(0.5)	4.3	(0.5)	6.5	(0.5)	9.4	(1.0)	16.1	(1.3)	5.2	(0.7)	5.2	(0.8)	7.3	(1.0)	11.0	(1.2)
	Finland	6.4	(0.5)	10.5	(0.7)	2.9	(0.4)	2.4	(0.3)	5.0	(0.5)	6.7	(0.5)	13.2	(1.6)	17.3	(1.8)	5.9	(1.2)	c	c	7.9	(1.3)	12.7	(1.6)
	France	5.9	(0.4)	9.9	(0.7)	1.8	(0.3)	2.0	(0.3)	2.5	(0.3)	7.1	(0.6)	9.5	(1.2)	15.7	(1.2)	c	c	c	c	5.1	(0.8)	11.5	(1.2)
	Germany	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Greece	4.7	(0.5)	9.9	(0.6)	2.1	(0.4)	3.3	(0.5)	2.9	(0.4)	6.6	(0.7)	5.7	(0.8)	12.6	(1.5)	c	c	5.7	(1.1)	c	c	11.0	(1.3)
	Hungary	8.4	(0.6)	8.5	(0.6)	2.7	(0.3)	4.4	(0.5)	2.9	(0.3)	11.3	(0.7)	11.9	(0.9)	13.0	(1.0)	5.7	(0.8)	6.2	(0.9)	5.3	(0.8)	15.5	(1.0)
	Iceland	4.1	(0.5)	6.4	(0.6)	2.5	(0.3)	c	c	2.2	(0.4)	4.4	(0.5)	8.5	(1.6)	12.0	(1.9)	c	c	c	c	c	c	8.9	(1.5)
	Ireland	5.8	(0.4)	8.2	(0.6)	2.6	(0.3)	3.1	(0.3)	2.7	(0.3)	5.4	(0.4)	7.8	(1.2)	12.7	(1.3)	6.3	(1.0)	5.5	(0.9)	6.1	(1.0)	10.7	(1.2)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	5.7	(0.6)	20.3	(0.9)	2.4	(0.4)	3.4	(0.4)	10.0	(0.6)	7.3	(0.6)	9.1	(2.2)	23.2	(3.0)	c	c	c	c	17.6	(3.0)	11.6	(3.3)
	Korea	c	c	9.9	(0.9)	c	c	c	c	c	c	3.0	(0.5)	c	c	c	c	c	c	c	c	c	c	c	c
	Latvia	12.3	(0.8)	13.9	(0.9)	5.4	(0.6)	6.0	(0.6)	7.1	(0.7)	12.6	(0.8)	13.8	(1.4)	19.5	(1.5)	10.3	(1.1)	10.7	(1.2)	13.3	(1.4)	16.3	(1.4)
	Luxembourg	4.3	(0.5)	7.0	(0.6)	2.4	(0.3)	3.0	(0.4)	2.2	(0.3)	6.8	(0.6)	8.1	(0.9)	12.3	(1.1)	4.7	(0.7)	6.0	(0.8)	5.7	(0.7)	11.7	(1.1)
	Mexico	7.1	(0.7)	11.8	(0.9)	3.2	(0.4)	3.6	(0.4)	4.0	(0.4)	7.9	(0.7)	10.6	(0.8)	16.1	(1.3)	5.3	(0.8)	6.1	(0.7)	7.0	(0.8)	11.1	(1.2)
	Netherlands	2.4	(0.3)	3.9	(0.4)	c	c	1.9	(0.3)	1.8	(0.3)	4.7	(0.4)	c	c	5.4	(0.7)	c	c	c	c	c	c	7.8	(0.9)
	New Zealand	11.9	(0.8)	16.8	(0.8)	7.4	(0.6)	5.2	(0.6)	5.4	(0.5)	11.5	(0.6)	17.3	(1.4)	20.4	(1.7)	10.8	(1.4)	8.2	(1.0)	9.9	(1.0)	20.7	(1.7)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	7.4	(0.5)	11.3	(0.7)	2.9	(0.4)	3.8	(0.4)	3.7	(0.5)	12.9	(0.8)	11.9	(1.5)	16.1	(1.6)	7.3	(1.2)	6.5	(1.0)	5.6	(0.9)	18.9	(1.4)
	Portugal	4.6	(0.5)	6.7	(0.5)	3.1	(0.4)	2.6	(0.3)	1.8	(0.3)	5.1	(0.5)	6.2	(0.8)	9.0	(1.2)	3.7	(0.7)	3.8	(0.6)	3.8	(0.7)	7.8	(1.1)
	Slovak Republic	7.9	(0.6)	9.0	(0.6)	3.7	(0.5)	5.8	(0.6)	3.8	(0.5)	11.2	(0.8)	12.4	(1.1)	12.8	(1.2)	6.0	(0.9)	7.7	(1.0)	6.8	(0.8)	17.2	(1.2)
	Slovenia	4.4	(0.6)	8.8	(0.8)	1.9	(0.3)	3.4	(0.4)	4.0	(0.5)	8.4	(0.7)	10.0	(1.4)	11.9	(1.4)	6.4	(1.1)	5.7	(0.9)	8.0	(1.1)	14.0	(1.5)
	Spain	3.5	(0.4)	6.8	(0.5)	1.8	(0.3)	3.4	(0.5)	2.1	(0.2)	5.3	(0.4)	6.0	(0.7)	10.3	(0.8)	3.7	(0.5)	4.6	(0.6)	3.7	(0.5)	8.2	(0.7)
	Sweden	5.6	(0.4)	8.6	(0.5)	3.0	(0.3)	3.4	(0.4)	4.3	(0.4)	5.9	(0.5)	9.2	(0.9)	12.2	(1.1)	5.7	(0.8)	6.3	(0.8)	8.3	(0.9)	11.1	(1.0)
	Switzerland	4.3	(0.5)	11.1	(0.8)	2.2	(0.4)	4.2	(0.6)	2.1	(0.3)	6.7	(0.6)	10.4	(1.2)	15.9	(1.5)	5.2	(1.0)	7.1	(1.0)	4.6	(0.9)	14.0	(1.5)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	9.1	(0.6)	12.9	(0.8)	4.8	(0.4)	3.7	(0.4)	4.1	(0.5)	9.4	(0.6)	16.9	(1.4)	21.1	(1.3)	11.2	(1.0)	7.9	(0.9)	9.4	(1.0)	17.8	(1.3)
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	6.4	(0.1)	10.4	(0.1)	3.0	(0.1)	3.8	(0.1)	3.8	(0.1)	7.9	(0.1)	10.5	(0.2)	14.7	(0.3)	6.3	(0.2)	6.7	(0.2)	7.4	(0.2)	13.2	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	6.1	(0.4)	8.0	(0.7)	2.8	(0.4)	3.9	(0.5)	1.8	(0.3)	5.9	(0.5)	7.1	(0.5)	9.9	(0.5)	4.0	(0.4)	5.6	(0.5)	2.7	(0.4)	8.5	(0.6)
	B-S-J-G (China)	8.1	(0.9)	14.6	(1.4)	4.2	(0.7)	13.5	(1.3)	4.9	(0.7)	10.5	(1.3)	10.3	(2.1)	17.3	(2.2)	c	c	17.6	(2.7)	6.1	(1.8)	11.3	(1.6)
	Bulgaria	6.0	(0.5)	10.9	(0.6)	3.0	(0.4)	5.6	(0.5)	6.4	(0.5)	10.2	(0.7)	8.3	(0.9)	13.3	(1.0)	7.3	(0.8)	8.5	(0.9)	12.0	(0.9)	15.0	(1.0)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	6.1	(0.6)	8.9	(0.7)	1.9	(0.3)	3.1	(0.4)	3.1	(0.4)	10.3	(0.7)	8.3	(0.7)	11.8	(0.8)	2.8	(0.4)	4.1	(0.5)	2.8	(0.4)	12.2	(0.9)
	Costa Rica	6.9	(0.8)	10.6	(1.0)	3.8	(0.6)	c	c	c	c	10.5	(0.9)	9.0	(0.7)	13.1	(1.0)	5.6	(0.6)	2.4	(0.5)	3.1	(0.5)	16.0	(1.0)
	Croatia	5.0	(0.4)	7.1	(0.7)	3.2	(0.3)	3.2	(0.5)	3.2	(0.5)	8.3	(0.6)	8.0	(0.9)	12.7	(1.0)	6.7	(0.8)	5.6	(0.8)	6.2	(0.7)	16.8	(1.1)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	15.2	(1.5)	14.4	(1.3)	5.9	(0.9)	8.7	(1.1)	3.7	(0.7)	13.3	(1.3)	17.2	(1.2)	13.8	(1.3)	8.3	(1.0)	11.4	(1.0)	c	c	14.3	(1.3)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	8.2	(0.7)	27.9	(1.2)	7.0	(0.6)	10.7	(0.7)	10.0	(0.8)	8.4	(0.7)	12.1	(1.3)	32.6	(2.1)	10.6	(1.5)	13.0	(1.6)	13.5	(1.6)	12.7	(1.4)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	5.8	(0.7)	7.6	(0.6)	3.6	(0.6)	3.0	(0.4)	3.3	(0.5)	6.8	(0.6)	9.9	(1.2)	14.0	(1.3)	6.9	(1.0)	5.2	(1.0)	5.4	(0.9)	12.0	(1.2)
	Macao (China)	8.9	(0.6)	20.0	(0.8)	5.5	(0.5)	7.4	(0.5)	3.8	(0.4)	8.4	(0.6)	12.7	(1.6)	24.5	(2.0)	8.2	(1.2)	10.7	(1.4)	6.2	(1.1)	13.3	(1.7)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	4.8	(0.6)	7.2	(0.7)	c	c	4.2	(0.5)	2.2	(0.4)	8.8	(0.7)	5.7	(1.0)	10.2	(1.6)	c	c	6.8	(1.2)	c	c	12.1	(1.4)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	17.2	(1.6)	11.4	(1.1)	3.8	(0.6)	4.2	(0.8)	1.9	(0.5)	7.9	(0.7)	21.0	(1.9)	16.2	(1.5)	6.8	(1.7)	7.8	(1.5)	4.2	(0.7)	13.3	(1.3)
	Singapore	9.6	(0.5)	16.2	(0.7)	3.2	(0.3)	4.2	(0.4)	4.3	(0.4)	7.2	(0.5)	17.4	(1.3)	24.5	(1.3)	6.4	(0.8)	6.4	(0.9)	6.6	(0.8)	12.6	(1.1)
	Chinese Taipei	3.2	(0.3)	6.3	(0.5)	c	c	3.7	(0.5)	c	c	3.5	(0.4)	3.5	(0.6)	6.9	(0.7)	c	c	3.8	(0.6)	c	c	4.8	(0.6)
	Thailand	10.2	(0.8)	17.4	(1.1)	6.3	(0.6)	7.3	(0.8)	4.9	(0.6)	9.3	(0.7)	13.6	(1.2)	22.2	(1.7)	9.5	(1.2)	10.6	(1.2)	6.9	(1.2)	12.5	(1.4)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	6.9	(0.5)	9.3	(0.7)	3.1	(0.4)	3.2	(0.4)	2.9	(0.4)	6.3	(0.7)	9.8	(0.8)	10.8	(0.8)	4.9	(0.5)	4.4	(0.6)	4.2	(0.5)	8.5	(0.7)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473352

[Part 3/3]

Table III.13.20a Being bullied at school, by time spent on the Internet outside of school on weekdays

Percentage of students who "agree" or "strongly agree"

		Difference between extreme and moderate Internet users											
		Other students left me out of things on purpose		Other students made fun of me		I was threatened by other students		Other students took away or destroyed things that belong to me		I got hit or pushed around by other students		Other students spread nasty rumours about me	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	**8.8**	(1.2)	**9.6**	(1.4)	**8.0**	(1.1)	**5.8**	(0.9)	**5.7**	(1.0)	**10.4**	(1.1)
	Austria	**2.0**	(1.0)	3.2	(1.7)	c	c	**3.4**	(1.1)	**2.6**	(0.9)	**6.3**	(1.2)
	Belgium	**4.5**	(1.1)	**6.7**	(1.3)	**3.7**	(0.9)	**2.1**	(0.9)	**3.6**	(0.9)	**7.8**	(1.1)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	0.0	(1.2)	2.2	(1.3)	c	c	1.3	(0.8)	c	c	**4.0**	(1.2)
	Czech Republic	**6.8**	(1.6)	**6.5**	(1.6)	**3.5**	(1.1)	**4.6**	(1.2)	**7.7**	(1.7)	**8.9**	(1.9)
	Denmark	**3.7**	(1.5)	**6.5**	(1.3)	c	c	**3.3**	(1.0)	**2.9**	(1.0)	**7.8**	(1.3)
	Estonia	**4.5**	(1.3)	**5.0**	(1.5)	c	c	1.9	(1.0)	**3.9**	(1.2)	**6.0**	(1.4)
	Finland	**7.9**	(1.7)	**9.9**	(1.8)	c	c	c	c	c	c	**8.5**	(1.6)
	France	**4.4**	(1.4)	**5.2**	(1.6)	c	c	c	c	c	c	**5.5**	(1.3)
	Germany	m	m	m	m	m	m	m	m	m	m	m	m
	Greece	**2.4**	(1.0)	**4.8**	(1.7)	c	c	1.8	(1.3)	c	c	**5.7**	(1.4)
	Hungary	**4.0**	(1.2)	**5.5**	(1.1)	c	c	2.2	(1.1)	**2.3**	(0.9)	**5.8**	(1.5)
	Iceland	c	c	**8.1**	(2.1)	c	c	c	c	c	c	c	c
	Ireland	**3.3**	(1.4)	**6.4**	(1.6)	c	c	**2.6**	(1.0)	c	c	**6.1**	(1.3)
	Israel	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	**5.4**	(2.3)	**7.1**	(3.0)	c	c	c	c	**9.3**	(3.0)	**7.0**	(3.4)
	Korea	c	c	c	c	c	c	c	c	c	c	c	c
	Latvia	2.0	(2.0)	**5.1**	(2.0)	**3.7**	(1.4)	**3.5**	(1.5)	**4.6**	(1.7)	2.3	(2.0)
	Luxembourg	**4.4**	(1.1)	**7.2**	(1.5)	c	c	c	c	c	c	**7.7**	(1.3)
	Mexico	**2.8**	(1.2)	**5.1**	(1.6)	**2.0**	(0.9)	**2.0**	(0.9)	2.0	(1.1)	2.0	(1.6)
	Netherlands	c	c	1.4	(0.9)	c	c	c	c	c	c	c	c
	New Zealand	**8.3**	(1.8)	**6.2**	(2.4)	**6.1**	(1.7)	c	c	**4.5**	(1.5)	**12.0**	(2.1)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	**4.9**	(1.7)	**6.8**	(1.8)	c	c	**3.4**	(1.0)	c	c	**9.2**	(1.8)
	Portugal	**2.6**	(1.0)	**3.7**	(1.4)	1.5	(0.8)	**1.5**	(0.7)	**2.1**	(0.8)	**3.9**	(1.2)
	Slovak Republic	1.8	(1.5)	**3.9**	(1.5)	**2.4**	(1.0)	**3.3**	(1.1)	**3.7**	(0.8)	**6.9**	(1.7)
	Slovenia	**4.9**	(1.6)	**4.1**	(1.8)	**4.0**	(1.1)	**2.8**	(1.0)	**4.5**	(1.2)	**7.8**	(1.7)
	Spain	**2.4**	(0.8)	**3.8**	(1.0)	c	c	**1.9**	(0.9)	c	c	**4.1**	(0.9)
	Sweden	c	c	**5.6**	(1.6)	c	c	c	c	c	c	**6.6**	(1.3)
	Switzerland	**6.4**	(1.3)	**6.9**	(1.6)	c	c	**3.2**	(1.1)	c	c	**9.2**	(1.6)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	**7.8**	(1.7)	**7.8**	(1.9)	**6.6**	(1.2)	c	c	**5.2**	(1.3)	**11.2**	(1.6)
	United States	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	**4.4**	(0.3)	**5.7**	(0.3)	**4.2**	(0.4)	**2.8**	(0.2)	**4.3**	(0.4)	**6.9**	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	0.2	(1.0)	1.7	(1.0)	1.1	(0.7)	0.9	(0.8)	-0.2	(0.7)	1.7	(1.0)
	B-S-J-G (China)	-0.6	(2.4)	3.3	(2.4)	c	c	4.8	(3.0)	0.1	(1.9)	3.4	(1.9)
	Bulgaria	0.9	(1.3)	2.7	(1.7)	**2.2**	(0.9)	**3.9**	(1.1)	**5.9**	(1.2)	**7.3**	(1.5)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	0.6	(1.3)	0.9	(1.6)	-0.4	(0.7)	0.1	(0.9)	-0.8	(1.0)	1.2	(1.6)
	Costa Rica	1.5	(1.1)	2.1	(1.5)	**1.6**	(0.8)	c	c	c	c	**7.7**	(1.4)
	Croatia	**5.0**	(1.1)	**6.8**	(1.2)	**4.1**	(0.9)	c	c	c	c	**10.3**	(1.5)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	1.0	(2.1)	0.8	(2.0)	c	c	2.9	(1.5)	c	c	**4.3**	(2.0)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	**5.3**	(1.5)	**8.6**	(2.5)	**5.9**	(1.6)	**3.4**	(1.7)	**6.8**	(1.9)	**5.9**	(1.6)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	**4.8**	(1.4)	**6.3**	(1.6)	**3.9**	(1.2)	1.8	(1.1)	1.7	(1.1)	**6.1**	(1.3)
	Macao (China)	**3.9**	(1.9)	**6.6**	(2.2)	2.3	(1.3)	2.8	(1.7)	2.2	(1.4)	**4.4**	(2.0)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	0.1	(1.3)	**3.7**	(1.7)	c	c	1.9	(1.3)	c	c	3.0	(1.6)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	**5.3**	(2.0)	**7.3**	(2.0)	2.3	(1.9)	2.9	(1.8)	c	c	**6.9**	(1.6)
	Singapore	**6.9**	(1.6)	**9.3**	(1.7)	**2.6**	(1.0)	**2.4**	(1.0)	**2.9**	(1.0)	**5.4**	(1.4)
	Chinese Taipei	-0.1	(0.7)	0.0	(1.0)	c	c	0.4	(0.8)	c	c	**1.6**	(0.8)
	Thailand	0.8	(1.7)	0.9	(2.2)	1.1	(1.5)	0.9	(1.5)	-0.7	(1.4)	0.9	(1.7)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	**2.3**	(1.1)	1.7	(1.5)	c	c	c	c	c	c	2.2	(1.1)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473352

[Part 1/3]

Table III.13.21 Engagement with school, by time spent on the Internet outside of school on weekdays

Results based on students' self-reports

		Low Internet users (Students who use the Internet for less than 1 hour per day on a typical weekday)						Moderate Internet users (Students who use the Internet between 1 and 2 hours per day on a typical weekday)					
		Students arrived late for school in the 2 weeks prior to the PISA test		Students skipped a whole day of school in the 2 weeks prior to the PISA test		Students skipped some classes on the 2 weeks prior to the PISA test		Students arrived late for school in the 2 weeks prior to the PISA test		Students skipped a whole day of school in the 2 weeks prior to the PISA test		Students skipped some classes on the 2 weeks prior to the PISA test	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	25.0	(1.3)	15.2	(1.3)	37.7	(1.8)	25.1	(1.1)	13.1	(0.9)	37.9	(1.2)
	Austria	7.3	(0.8)	14.8	(1.4)	29.6	(1.8)	8.2	(1.0)	13.2	(1.1)	32.1	(1.7)
	Belgium	4.8	(0.6)	9.9	(0.8)	48.6	(1.6)	4.6	(0.5)	7.8	(0.8)	46.3	(1.3)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	8.7	(1.0)	16.7	(1.5)	65.8	(1.8)	8.4	(1.1)	14.4	(1.4)	62.3	(2.0)
	Czech Republic	6.0	(0.9)	8.1	(1.0)	48.0	(1.7)	4.6	(0.6)	6.9	(0.7)	46.5	(1.4)
	Denmark	11.1	(1.5)	20.1	(1.7)	39.7	(2.4)	12.8	(1.1)	21.0	(1.5)	44.7	(1.8)
	Estonia	17.8	(1.8)	28.3	(2.0)	38.5	(1.7)	17.8	(1.3)	30.1	(1.6)	36.6	(1.7)
	Finland	34.4	(1.5)	44.1	(1.6)	28.3	(1.7)	33.6	(1.6)	45.3	(1.5)	29.1	(1.3)
	France	8.7	(1.0)	18.4	(1.3)	45.4	(1.4)	6.9	(0.8)	20.5	(1.3)	49.2	(1.4)
	Germany	m	m	m	m	m	m	m	m	m	m	m	m
	Greece	14.9	(1.4)	37.8	(2.2)	49.1	(1.7)	15.9	(1.4)	38.2	(1.8)	51.2	(1.4)
	Hungary	6.4	(1.1)	14.3	(1.4)	33.5	(1.8)	6.3	(0.8)	13.0	(1.3)	31.4	(1.3)
	Iceland	c	c	16.0	(2.3)	41.4	(2.7)	c	c	12.0	(1.1)	44.4	(2.1)
	Ireland	17.3	(1.3)	16.1	(1.2)	28.5	(1.5)	20.6	(1.2)	18.9	(1.4)	27.4	(1.4)
	Israel	28.6	(1.8)	40.0	(2.9)	56.0	(1.7)	33.3	(1.8)	39.1	(1.9)	56.6	(2.1)
	Italy	49.5	(1.9)	36.9	(2.0)	33.4	(1.8)	49.2	(1.8)	38.0	(1.9)	32.3	(1.8)
	Japan	1.2	(0.2)	2.0	(0.3)	9.0	(0.7)	c	c	1.9	(0.3)	9.4	(0.9)
	Korea	1.0	(0.2)	1.7	(0.3)	16.8	(1.0)	c	c	2.5	(0.4)	20.6	(1.3)
	Latvia	24.6	(1.5)	34.2	(2.0)	47.7	(1.7)	21.2	(1.6)	32.3	(1.6)	49.6	(1.7)
	Luxembourg	9.6	(1.1)	12.3	(1.4)	51.5	(1.9)	6.6	(0.9)	11.6	(0.9)	49.7	(1.5)
	Mexico	25.4	(1.1)	22.8	(1.1)	47.2	(1.5)	23.4	(1.4)	22.7	(1.4)	47.8	(1.8)
	Netherlands	5.9	(1.0)	15.1	(1.5)	50.1	(1.9)	3.7	(0.6)	15.4	(1.4)	45.7	(1.6)
	New Zealand	24.9	(2.0)	21.1	(1.9)	41.5	(2.3)	19.5	(1.4)	14.7	(1.4)	36.9	(1.8)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	14.3	(1.5)	27.8	(1.8)	48.6	(2.0)	16.7	(1.4)	33.1	(1.9)	55.0	(1.8)
	Portugal	20.1	(1.2)	31.3	(1.2)	39.4	(1.5)	19.5	(1.2)	29.6	(1.4)	41.0	(1.7)
	Slovak Republic	49.1	(1.8)	49.0	(1.4)	35.3	(1.7)	47.5	(1.8)	45.8	(1.8)	30.9	(1.6)
	Slovenia	9.3	(0.9)	23.1	(1.3)	44.6	(1.6)	9.2	(0.9)	25.2	(1.4)	47.8	(1.7)
	Spain	21.7	(1.3)	26.7	(1.3)	36.0	(1.6)	18.0	(1.2)	32.3	(1.8)	40.8	(1.8)
	Sweden	c	c	15.5	(2.2)	52.2	(3.1)	4.4	(0.7)	9.4	(1.2)	48.4	(1.9)
	Switzerland	5.8	(1.0)	12.7	(1.2)	41.8	(1.7)	7.1	(0.7)	12.7	(1.0)	41.4	(1.6)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	21.8	(2.2)	31.1	(2.7)	26.4	(2.5)	21.2	(1.9)	30.5	(2.0)	28.0	(2.1)
	United States	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	17.0	(0.3)	22.1	(0.3)	40.4	(0.3)	17.2	(0.2)	21.7	(0.3)	40.7	(0.3)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	42.4	(1.4)	46.2	(1.3)	38.8	(1.2)	43.4	(1.7)	40.5	(1.7)	35.2	(1.8)
	B-S-J-G (China)	1.4	(0.2)	7.4	(0.4)	35.8	(1.2)	c	c	10.6	(1.3)	44.0	(2.1)
	Bulgaria	42.0	(2.2)	44.7	(2.3)	51.3	(2.4)	39.6	(1.8)	38.7	(1.9)	50.8	(2.5)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	43.0	(1.4)	43.4	(1.5)	39.5	(1.6)	44.0	(1.8)	44.4	(1.4)	41.1	(2.1)
	Costa Rica	40.5	(1.9)	40.7	(1.5)	48.7	(1.8)	36.7	(2.1)	37.5	(2.3)	47.0	(2.2)
	Croatia	12.6	(1.1)	21.4	(1.3)	35.7	(1.6)	7.4	(0.8)	19.0	(1.4)	37.5	(1.5)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	51.7	(1.5)	55.8	(1.6)	40.8	(1.6)	48.7	(2.2)	50.9	(2.0)	35.5	(2.0)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	3.4	(0.6)	4.7	(0.6)	23.7	(1.2)	c	c	4.2	(0.6)	19.8	(1.3)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	22.2	(1.4)	36.8	(1.5)	43.0	(1.7)	19.4	(1.1)	36.3	(1.8)	44.5	(1.6)
	Macao (China)	5.4	(0.7)	8.4	(0.9)	30.7	(1.6)	4.2	(0.7)	8.5	(0.9)	24.7	(1.2)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	36.5	(1.0)	37.9	(1.0)	57.9	(1.2)	39.3	(1.6)	41.1	(1.5)	63.7	(1.6)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	19.5	(1.3)	33.7	(1.9)	52.9	(2.0)	20.6	(1.7)	33.0	(1.8)	51.8	(1.8)
	Singapore	10.5	(1.1)	9.6	(0.9)	23.1	(1.3)	11.8	(1.0)	13.2	(1.1)	19.5	(1.5)
	Chinese Taipei	1.3	(0.2)	6.1	(0.6)	28.2	(0.9)	c	c	6.5	(0.7)	30.4	(1.2)
	Thailand	31.3	(1.2)	38.3	(1.1)	33.1	(1.1)	31.9	(1.8)	39.3	(2.0)	34.5	(1.8)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	49.8	(1.8)	38.9	(1.6)	62.4	(1.6)	47.7	(1.8)	32.4	(1.9)	63.7	(1.8)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473379

[Part 2/3]

Table III.13.21 Engagement with school, by time spent on the Internet outside of school on weekdays

Results based on students' self-reports

		High Internet users (Students who use the Internet between 2 and 6 hours per day on a typical weekday)						Extreme Internet users (Students who use the Internet for more than 6 hours per day on a typical weekday)					
		Students arrived late for school in the 2 weeks prior to the PISA test		Students skipped a whole day of school in the 2 weeks prior to the PISA test		Students skipped some classes on the 2 weeks prior to the PISA test		Students arrived late for school in the 2 weeks prior to the PISA test		Students skipped a whole day of school in the 2 weeks prior to the PISA test		Students skipped some classes on the 2 weeks prior to the PISA test	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	28.1	(0.7)	14.3	(0.5)	39.6	(0.8)	37.1	(1.3)	22.9	(1.2)	49.2	(1.3)
	Austria	11.6	(0.8)	18.0	(1.1)	35.8	(1.3)	16.2	(1.3)	22.8	(1.2)	41.9	(1.6)
	Belgium	6.5	(0.4)	11.3	(0.7)	50.8	(1.2)	13.6	(1.3)	20.3	(1.3)	61.6	(1.5)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	6.5	(0.7)	16.8	(1.1)	64.2	(1.3)	12.6	(1.0)	24.2	(1.2)	71.5	(1.3)
	Czech Republic	7.9	(0.7)	8.8	(0.6)	52.5	(1.3)	13.8	(1.2)	14.5	(1.1)	61.2	(1.5)
	Denmark	16.7	(0.8)	24.0	(1.0)	48.4	(1.1)	26.4	(1.6)	30.7	(2.2)	51.2	(1.9)
	Estonia	22.2	(0.9)	33.6	(1.2)	43.4	(1.2)	33.4	(1.8)	46.4	(2.0)	48.8	(1.9)
	Finland	36.0	(1.1)	48.8	(1.2)	39.2	(1.2)	44.3	(2.3)	53.4	(1.9)	45.5	(2.0)
	France	10.3	(0.7)	25.1	(0.9)	52.8	(1.2)	17.6	(1.8)	37.5	(1.8)	66.2	(1.8)
	Germany	m	m	m	m	m	m	m	m	m	m	m	m
	Greece	19.7	(1.0)	47.3	(1.7)	56.8	(1.2)	29.9	(2.3)	61.7	(2.5)	59.9	(2.4)
	Hungary	6.0	(0.5)	14.9	(0.8)	31.9	(1.1)	15.7	(1.4)	28.7	(1.5)	47.7	(2.0)
	Iceland	4.6	(0.6)	19.0	(1.2)	52.6	(1.2)	10.4	(1.3)	29.3	(2.3)	59.2	(2.5)
	Ireland	26.1	(1.0)	24.7	(1.1)	30.8	(1.3)	33.4	(1.8)	31.7	(1.6)	40.6	(1.9)
	Israel	33.9	(1.3)	38.3	(1.3)	57.5	(1.7)	42.1	(1.6)	45.7	(1.6)	62.5	(1.5)
	Italy	54.8	(1.3)	38.8	(1.0)	34.1	(1.1)	63.7	(1.3)	46.9	(1.5)	41.5	(1.7)
	Japan	1.8	(0.3)	3.6	(0.5)	14.0	(1.0)	c	c	8.9	(1.5)	23.0	(2.3)
	Korea	3.1	(0.4)	3.9	(0.5)	23.6	(1.5)	c	c	c	c	29.6	(4.3)
	Latvia	23.5	(0.9)	41.2	(1.4)	54.3	(1.3)	32.8	(1.7)	45.0	(1.7)	60.1	(2.0)
	Luxembourg	10.0	(0.7)	13.9	(0.8)	53.5	(1.1)	17.2	(1.1)	20.4	(1.2)	59.4	(1.6)
	Mexico	24.2	(1.0)	25.9	(1.3)	49.2	(1.3)	31.5	(2.0)	32.2	(1.7)	54.9	(1.6)
	Netherlands	4.8	(0.4)	19.1	(0.9)	50.5	(1.1)	8.1	(0.9)	24.6	(1.5)	59.1	(1.8)
	New Zealand	23.4	(0.9)	21.5	(0.9)	44.6	(1.5)	34.1	(2.1)	31.3	(1.8)	54.4	(2.2)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	20.3	(1.0)	38.7	(1.4)	57.0	(1.3)	30.9	(1.9)	49.8	(2.0)	64.5	(2.1)
	Portugal	19.4	(0.9)	31.4	(1.1)	47.5	(1.3)	25.5	(1.8)	42.7	(1.8)	54.0	(2.1)
	Slovak Republic	49.6	(1.3)	48.1	(1.0)	35.1	(1.2)	58.3	(2.0)	54.4	(1.7)	45.6	(1.8)
	Slovenia	13.4	(0.9)	31.2	(1.2)	50.2	(1.2)	20.0	(2.0)	41.2	(2.1)	57.2	(2.0)
	Spain	23.7	(0.8)	32.1	(1.2)	40.5	(1.0)	34.1	(1.5)	41.9	(1.6)	48.9	(1.6)
	Sweden	6.7	(0.5)	14.0	(0.9)	52.4	(1.0)	14.6	(1.1)	23.3	(1.5)	61.9	(1.6)
	Switzerland	10.5	(0.9)	18.1	(1.0)	46.5	(1.6)	16.8	(2.0)	28.7	(2.6)	57.2	(2.1)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	21.2	(1.0)	32.8	(1.2)	30.3	(1.3)	35.5	(1.3)	40.0	(1.6)	36.2	(1.8)
	United States	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	18.2	(0.2)	25.3	(0.2)	44.7	(0.2)	27.5	(0.3)	34.5	(0.3)	52.5	(0.4)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	45.5	(1.2)	41.0	(1.2)	38.2	(1.2)	51.9	(1.0)	46.7	(1.1)	41.2	(1.0)
	B-S-J-G (China)	3.4	(0.8)	15.3	(1.3)	47.4	(2.0)	7.3	(1.8)	25.5	(3.1)	54.4	(3.3)
	Bulgaria	42.4	(1.4)	44.1	(1.5)	52.9	(1.3)	50.2	(1.6)	54.1	(1.6)	62.0	(1.4)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	42.1	(1.3)	43.7	(1.3)	44.7	(1.3)	44.0	(1.2)	46.6	(1.3)	44.4	(1.6)
	Costa Rica	35.1	(1.2)	41.4	(1.4)	54.2	(1.7)	40.5	(1.3)	48.6	(1.5)	59.6	(1.3)
	Croatia	10.8	(0.7)	24.0	(1.1)	43.6	(1.4)	19.0	(1.7)	34.6	(1.8)	54.3	(1.9)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	52.4	(2.2)	53.5	(2.0)	41.4	(2.1)	49.5	(1.8)	57.3	(2.0)	46.4	(2.2)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	2.7	(0.4)	4.6	(0.5)	23.8	(0.9)	5.8	(0.7)	7.5	(1.1)	34.0	(2.0)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	21.2	(1.0)	41.0	(1.1)	49.0	(1.0)	27.2	(2.1)	45.2	(2.1)	53.8	(2.2)
	Macao (China)	6.4	(0.5)	9.2	(0.6)	27.7	(1.0)	10.7	(1.3)	13.0	(1.4)	38.4	(2.2)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	44.4	(1.6)	44.6	(1.3)	59.5	(1.7)	52.4	(2.5)	50.3	(2.2)	63.9	(2.6)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	21.5	(1.0)	38.1	(1.3)	55.0	(1.5)	31.2	(2.0)	46.6	(2.0)	60.6	(2.1)
	Singapore	14.2	(0.9)	14.1	(0.6)	21.5	(0.8)	21.9	(1.1)	17.3	(1.1)	35.9	(1.6)
	Chinese Taipei	3.1	(0.3)	11.8	(0.8)	36.3	(1.3)	9.9	(0.9)	23.9	(1.5)	45.3	(1.8)
	Thailand	28.9	(1.2)	45.5	(1.8)	36.7	(1.4)	36.0	(1.7)	47.7	(2.3)	44.5	(2.3)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	48.1	(1.3)	38.8	(1.2)	62.9	(1.3)	56.0	(1.3)	43.5	(1.5)	67.3	(1.3)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473379

[Part 3/3]

Table III.13.21 Engagement with school, by time spent on the Internet outside of school on weekdays

Results based on students' self-reports

		Difference between extreme and moderate Internet users					
		Students arrived late for school in the 2 weeks prior to the PISA test		Students skipped a whole day of school in the 2 weeks prior to the PISA test		Students skipped some classes on the 2 weeks prior to the PISA test	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	**12.0**	(1.7)	**9.8**	(1.6)	**11.3**	(1.7)
	Austria	**8.0**	(1.5)	**9.6**	(1.5)	**9.8**	(2.3)
	Belgium	**9.0**	(1.5)	**12.5**	(1.4)	**15.2**	(1.9)
	Canada	m	m	m	m	m	m
	Chile	**4.2**	(1.3)	**9.8**	(1.9)	**9.2**	(2.4)
	Czech Republic	**9.1**	(1.4)	**7.5**	(1.3)	**14.7**	(2.1)
	Denmark	**13.6**	(2.0)	**9.7**	(2.4)	**6.5**	(2.6)
	Estonia	**15.6**	(1.9)	**16.2**	(2.5)	**12.2**	(2.3)
	Finland	**10.7**	(2.8)	**8.0**	(2.3)	**16.4**	(2.2)
	France	**10.7**	(2.0)	**17.0**	(2.2)	**17.0**	(2.2)
	Germany	m	m	m	m	m	m
	Greece	**14.1**	(2.6)	**23.4**	(2.7)	**8.7**	(2.7)
	Hungary	**9.4**	(1.7)	**15.7**	(1.9)	**16.2**	(2.2)
	Iceland	c	c	**17.2**	(2.6)	**14.7**	(3.2)
	Ireland	**12.8**	(1.9)	**12.7**	(2.2)	**13.2**	(2.2)
	Israel	**8.8**	(2.3)	**6.6**	(2.3)	**5.9**	(2.3)
	Italy	**14.5**	(2.2)	**8.9**	(2.5)	**9.2**	(2.5)
	Japan	c	c	**7.0**	(1.3)	**13.6**	(2.1)
	Korea	c	c	c	c	**9.1**	(4.1)
	Latvia	**11.6**	(2.3)	**12.7**	(2.2)	**10.5**	(2.7)
	Luxembourg	**10.6**	(1.4)	**8.8**	(1.5)	**9.7**	(2.3)
	Mexico	**8.2**	(2.2)	**9.5**	(1.9)	**7.1**	(2.4)
	Netherlands	**4.5**	(1.1)	**9.1**	(2.0)	**13.4**	(2.5)
	New Zealand	**14.6**	(2.6)	**16.7**	(2.4)	**17.5**	(2.8)
	Norway	m	m	m	m	m	m
	Poland	**14.2**	(2.1)	**16.6**	(2.5)	**9.5**	(2.2)
	Portugal	**6.1**	(2.2)	**13.1**	(2.1)	**13.0**	(2.6)
	Slovak Republic	**10.8**	(2.6)	**8.6**	(2.3)	**14.7**	(2.1)
	Slovenia	**10.8**	(2.2)	**16.0**	(2.4)	**9.4**	(2.5)
	Spain	**16.1**	(1.8)	**9.6**	(2.3)	**8.1**	(2.3)
	Sweden	**10.2**	(1.3)	**13.9**	(1.9)	**13.5**	(2.4)
	Switzerland	**9.7**	(2.0)	**16.0**	(2.6)	**15.7**	(2.6)
	Turkey	m	m	m	m	m	m
	United Kingdom	**14.3**	(2.5)	**9.5**	(2.6)	**8.2**	(2.7)
	United States	m	m	m	m	m	m
	OECD average	**10.9**	(0.4)	**12.1**	(0.4)	**11.8**	(0.5)
Partners	Albania	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m
	Brazil	**8.6**	(2.0)	**6.2**	(2.2)	**6.0**	(2.0)
	B-S-J-G (China)	c	c	**14.8**	(3.2)	**10.4**	(4.0)
	Bulgaria	**10.6**	(2.5)	**15.5**	(2.4)	**11.2**	(2.8)
	CABA (Argentina)	m	m	m	m	m	m
	Colombia	0.0	(1.9)	2.2	(1.9)	3.3	(2.5)
	Costa Rica	3.8	(2.4)	**11.1**	(2.7)	**12.6**	(2.5)
	Croatia	**11.7**	(1.8)	**15.6**	(1.9)	**16.8**	(2.6)
	Cyprus*	m	m	m	m	m	m
	Dominican Republic	0.8	(2.7)	**6.3**	(2.5)	**10.8**	(2.8)
	FYROM	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m
	Hong Kong (China)	c	c	**3.3**	(1.2)	**14.1**	(2.5)
	Indonesia	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m
	Lithuania	**7.7**	(2.1)	**8.9**	(2.7)	**9.3**	(2.8)
	Macao (China)	**6.5**	(1.4)	**4.5**	(1.6)	**13.7**	(2.7)
	Malta	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m
	Peru	**13.1**	(2.8)	**9.2**	(2.7)	0.1	(2.8)
	Qatar	m	m	m	m	m	m
	Romania	m	m	m	m	m	m
	Russia	**10.5**	(2.7)	**13.6**	(2.9)	**8.8**	(2.4)
	Singapore	**10.1**	(1.6)	**4.1**	(1.5)	**16.4**	(2.1)
	Chinese Taipei	c	c	**17.4**	(1.7)	**14.9**	(2.0)
	Thailand	**4.1**	(2.1)	**8.4**	(2.8)	**10.0**	(2.4)
	Trinidad and Tobago	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m
	Uruguay	**8.4**	(2.0)	**11.1**	(2.5)	3.6	(2.1)
	Viet Nam	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473379

[Part 1/2]

Table III.13.22 Educational expectations, by time spent on the Internet outside of school on weekdays

Results based on students' self-reports

		Low Internet users (Students who use the Internet for less than 1 hour per day on a typical weekday)				Moderate Internet users (Students who use the Internet between 1 and 2 hours per day on a typical weekday)				High Internet users (Students who use the Internet between 2 and 6 hours per day on a typical weekday)			
		Students expect to end their education at the secondary level		Students expect to complete university		Students expect to end their education at the secondary level		Students expect to complete university		Students expect to end their education at the secondary level		Students expect to complete university	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	43.4	(1.5)	46.7	(1.6)	36.4	(1.1)	56.3	(1.1)	34.0	(0.8)	59.2	(0.9)
	Austria	61.7	(1.7)	26.9	(1.6)	59.1	(1.2)	32.2	(1.2)	63.3	(1.3)	29.1	(1.0)
	Belgium	25.5	(1.2)	35.7	(1.8)	22.8	(1.2)	39.1	(1.3)	26.0	(0.9)	32.9	(1.2)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	27.7	(1.9)	52.5	(2.2)	15.6	(1.9)	70.0	(1.9)	13.4	(0.8)	73.2	(1.1)
	Czech Republic	38.0	(1.6)	54.6	(1.7)	28.8	(1.8)	62.9	(1.8)	34.8	(1.1)	57.4	(1.1)
	Denmark	61.7	(2.6)	36.1	(2.6)	53.0	(1.8)	44.2	(1.7)	58.0	(1.3)	38.2	(1.2)
	Estonia	25.7	(2.0)	44.7	(2.0)	21.5	(1.6)	49.3	(1.8)	22.1	(0.9)	44.7	(1.3)
	Finland	51.5	(1.7)	30.2	(1.5)	51.9	(1.6)	30.1	(1.5)	55.0	(1.4)	27.0	(1.3)
	France	52.7	(1.8)	35.8	(1.8)	50.4	(1.7)	38.8	(1.7)	55.0	(1.3)	32.2	(1.1)
	Germany	m	m	m	m	m	m	m	m	m	m	m	m
	Greece	15.1	(1.4)	66.5	(2.6)	11.9	(1.4)	75.1	(2.0)	13.6	(0.9)	68.7	(1.8)
	Hungary	50.4	(2.4)	37.5	(2.5)	40.9	(1.8)	43.1	(2.0)	41.5	(1.5)	37.8	(1.3)
	Iceland	32.6	(2.4)	42.8	(2.2)	30.5	(1.6)	45.3	(1.8)	34.5	(1.0)	37.4	(1.1)
	Ireland	30.9	(1.6)	49.4	(1.6)	28.9	(1.5)	50.4	(1.5)	29.1	(1.0)	47.0	(1.0)
	Israel	34.2	(2.1)	54.3	(2.2)	23.0	(1.6)	66.4	(1.9)	22.7	(1.2)	67.2	(1.6)
	Italy	33.6	(1.9)	39.3	(1.8)	27.3	(1.5)	41.4	(1.4)	27.6	(1.4)	42.0	(1.7)
	Japan	19.9	(0.9)	63.5	(1.2)	19.3	(1.2)	64.4	(1.5)	24.2	(1.6)	53.9	(1.7)
	Korea	7.7	(0.6)	79.9	(1.0)	10.3	(0.9)	73.3	(1.3)	15.9	(1.2)	67.1	(1.6)
	Latvia	34.1	(2.1)	22.3	(1.7)	26.6	(1.6)	27.3	(1.6)	24.1	(0.9)	25.5	(1.0)
	Luxembourg	43.1	(1.7)	39.0	(1.6)	34.5	(1.7)	49.5	(1.6)	38.0	(0.9)	46.1	(1.0)
	Mexico	29.4	(1.1)	53.0	(1.3)	24.2	(1.5)	57.0	(1.6)	19.5	(1.1)	64.8	(1.6)
	Netherlands	26.4	(2.0)	15.7	(1.4)	26.6	(1.3)	20.5	(1.3)	25.6	(0.9)	18.9	(1.0)
	New Zealand	50.6	(2.3)	38.0	(2.4)	31.4	(1.8)	51.5	(2.0)	37.8	(1.4)	47.9	(1.2)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	38.4	(2.1)	47.8	(2.1)	35.4	(1.8)	49.8	(2.0)	31.6	(1.1)	50.5	(1.2)
	Portugal	37.3	(1.8)	39.6	(1.8)	30.3	(1.7)	44.3	(1.9)	33.1	(1.2)	40.8	(1.3)
	Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m
	Slovenia	41.4	(1.4)	29.2	(1.5)	38.7	(1.6)	27.4	(1.4)	45.0	(1.4)	24.9	(1.1)
	Spain	38.1	(1.9)	49.6	(2.3)	30.9	(1.5)	58.1	(1.8)	31.8	(1.1)	55.4	(1.2)
	Sweden	39.8	(2.7)	40.5	(2.8)	34.8	(2.1)	45.9	(2.2)	37.5	(1.3)	39.8	(1.3)
	Switzerland	57.9	(1.8)	28.3	(1.7)	53.8	(1.7)	31.2	(1.7)	58.4	(1.3)	26.2	(1.4)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	44.8	(2.8)	44.2	(2.9)	39.4	(2.2)	50.3	(2.5)	46.3	(1.2)	43.3	(1.3)
	United States	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	37.7	(0.4)	42.9	(0.4)	32.3	(0.3)	48.1	(0.3)	34.5	(0.2)	44.8	(0.2)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	42.9	(1.3)	40.7	(1.2)	34.6	(1.9)	47.3	(1.8)	25.0	(1.1)	54.8	(1.4)
	B-S-J-G (China)	32.4	(1.7)	44.9	(2.1)	44.2	(2.8)	31.2	(2.7)	47.5	(2.1)	25.5	(1.8)
	Bulgaria	37.4	(2.6)	32.7	(2.1)	22.7	(1.7)	41.2	(1.8)	15.4	(1.0)	46.3	(1.4)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	19.2	(1.2)	70.3	(1.3)	15.8	(1.2)	76.8	(1.7)	10.8	(0.9)	83.9	(1.0)
	Costa Rica	25.5	(1.4)	50.2	(1.4)	17.7	(1.6)	56.4	(2.2)	14.3	(0.9)	55.6	(1.4)
	Croatia	37.3	(1.6)	32.7	(1.6)	26.7	(1.5)	41.9	(1.5)	27.1	(1.3)	39.1	(1.3)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	35.1	(1.6)	61.5	(1.7)	31.7	(1.9)	65.5	(1.7)	25.8	(1.6)	71.5	(1.6)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	20.5	(1.3)	51.8	(1.5)	13.1	(1.3)	63.5	(1.7)	15.2	(1.1)	55.9	(1.5)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	30.9	(1.5)	40.5	(2.0)	15.2	(1.2)	56.6	(1.6)	14.6	(0.9)	59.0	(1.5)
	Macao (China)	20.2	(1.2)	40.0	(1.6)	10.9	(1.1)	52.0	(1.7)	11.9	(0.7)	49.2	(1.0)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	15.6	(0.8)	62.4	(1.1)	16.1	(1.1)	66.5	(1.4)	15.8	(0.8)	70.9	(1.3)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	59.1	(1.8)	13.1	(1.0)	45.5	(1.9)	16.3	(1.4)	40.7	(1.8)	18.8	(1.2)
	Singapore	4.0	(0.6)	61.8	(1.6)	2.6	(0.5)	69.6	(1.3)	2.5	(0.3)	65.3	(0.9)
	Chinese Taipei	25.2	(1.0)	55.8	(1.3)	24.0	(1.3)	52.9	(1.4)	27.7	(1.1)	43.9	(1.3)
	Thailand	20.5	(1.1)	62.5	(1.4)	15.7	(1.3)	67.2	(2.2)	10.0	(1.0)	78.3	(1.4)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	59.0	(1.5)	30.6	(1.6)	47.2	(1.9)	42.8	(2.0)	40.4	(1.4)	51.0	(1.3)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473382

[Part 2/2]

Table III.13.22 Educational expectations, by time spent on the Internet outside of school on weekdays

Results based on students' self-reports

		Extreme Internet users (Students who use the Internet for more than 6 hours per day on a typical weekday)				Difference between extreme and moderate Internet users			
		Students expect to end their education at the secondary level		Students expect to complete university		Students expect to end their education at the secondary level		Students expect to complete university	
		%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	43.8	(1.1)	47.0	(1.2)	**7.4**	(1.4)	**-9.3**	(1.5)
	Austria	70.1	(1.6)	18.2	(1.3)	**11.0**	(2.0)	**-14.0**	(1.7)
	Belgium	35.8	(1.7)	22.8	(1.5)	**13.0**	(2.2)	**-16.3**	(1.9)
	Canada	m	m	m	m	m	m	m	m
	Chile	17.6	(1.0)	65.9	(1.2)	2.0	(2.1)	-4.1	(2.3)
	Czech Republic	47.0	(2.1)	46.7	(1.9)	**18.2**	(2.3)	**-16.3**	(2.4)
	Denmark	67.2	(2.0)	29.0	(1.9)	**14.2**	(2.3)	**-15.2**	(2.3)
	Estonia	32.6	(1.6)	31.2	(1.5)	**11.2**	(2.3)	**-18.0**	(2.2)
	Finland	61.6	(2.0)	18.1	(1.8)	**9.7**	(2.5)	**-12.0**	(1.9)
	France	70.1	(1.8)	19.2	(1.5)	**19.7**	(2.2)	**-19.6**	(2.2)
	Germany	m	m	m	m	m	m	m	m
	Greece	24.2	(2.4)	52.3	(2.8)	**12.3**	(2.1)	**-22.8**	(2.6)
	Hungary	57.4	(1.9)	23.2	(1.3)	**16.6**	(2.3)	**-19.9**	(2.2)
	Iceland	43.9	(2.5)	30.5	(2.5)	**13.5**	(3.5)	**-14.8**	(3.1)
	Ireland	39.6	(1.9)	35.3	(1.9)	**10.7**	(2.3)	**-15.1**	(2.4)
	Israel	29.5	(1.7)	60.5	(1.8)	**6.4**	(2.4)	**-5.9**	(2.5)
	Italy	38.2	(1.5)	32.3	(1.3)	**10.9**	(1.7)	**-9.1**	(1.7)
	Japan	42.3	(3.4)	34.4	(2.8)	**23.0**	(3.4)	**-30.0**	(2.8)
	Korea	26.5	(4.5)	55.1	(5.5)	**16.2**	(4.3)	**-18.2**	(5.2)
	Latvia	30.6	(1.9)	22.0	(1.6)	4.0	(2.3)	**-5.3**	(2.2)
	Luxembourg	52.4	(1.5)	27.5	(1.4)	**18.0**	(2.4)	**-21.9**	(2.1)
	Mexico	19.0	(1.3)	66.8	(2.0)	**-5.1**	(1.8)	**9.9**	(2.4)
	Netherlands	28.2	(1.6)	10.6	(0.9)	1.6	(2.1)	**-9.9**	(1.6)
	New Zealand	50.2	(2.1)	37.3	(2.1)	**18.8**	(2.6)	**-14.3**	(2.6)
	Norway	m	m	m	m	m	m	m	m
	Poland	42.0	(2.2)	39.8	(2.3)	**6.6**	(2.3)	**-10.0**	(2.5)
	Portugal	45.6	(2.2)	33.2	(2.0)	**15.2**	(2.5)	**-11.0**	(2.7)
	Slovak Republic	m	m	m	m	m	m	m	m
	Slovenia	54.6	(2.4)	18.7	(2.1)	**15.9**	(3.1)	**-8.7**	(2.6)
	Spain	45.2	(1.8)	39.5	(1.5)	**14.3**	(2.3)	**-18.6**	(2.2)
	Sweden	50.2	(1.6)	31.8	(1.3)	**15.4**	(2.6)	**-14.1**	(2.4)
	Switzerland	66.8	(1.9)	20.8	(1.8)	**13.0**	(2.5)	**-10.4**	(2.4)
	Turkey	m	m	m	m	m	m	m	m
	United Kingdom	55.1	(1.8)	33.0	(1.6)	**15.8**	(2.8)	**-17.3**	(3.1)
	United States	m	m	m	m	m	m	m	m
	OECD average	44.4	(0.4)	34.6	(0.4)	**12.1**	(0.5)	**-13.5**	(0.5)
Partners	Albania	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m
	Brazil	27.8	(1.0)	53.6	(0.9)	**-6.8**	(1.7)	**6.2**	(1.9)
	B-S-J-G (China)	62.9	(3.6)	19.4	(2.9)	**18.6**	(4.3)	**-11.8**	(3.9)
	Bulgaria	25.1	(1.4)	36.2	(1.5)	2.4	(2.0)	**-4.9**	(2.1)
	CABA (Argentina)	m	m	m	m	m	m	m	m
	Colombia	9.4	(0.8)	83.5	(1.1)	**-6.4**	(1.4)	**6.8**	(1.7)
	Costa Rica	13.5	(0.9)	57.1	(1.4)	**-4.1**	(2.0)	0.7	(2.8)
	Croatia	42.6	(2.3)	28.2	(2.0)	**15.9**	(2.6)	**-13.6**	(2.1)
	Cyprus*	m	m	m	m	m	m	m	m
	Dominican Republic	29.3	(1.8)	68.6	(1.8)	-2.4	(2.5)	3.1	(2.4)
	FYROM	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m
	Hong Kong (China)	25.3	(1.9)	44.7	(1.8)	**12.2**	(1.9)	**-18.8**	(2.3)
	Indonesia	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m
	Lithuania	20.3	(2.0)	53.7	(2.3)	**5.1**	(2.3)	-2.9	(2.6)
	Macao (China)	20.8	(1.6)	40.8	(2.0)	**10.0**	(1.9)	**-11.2**	(2.6)
	Malta	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m
	Peru	15.2	(1.4)	70.8	(1.6)	-0.9	(1.7)	4.3	(2.3)
	Qatar	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m
	Russia	44.2	(2.2)	16.9	(1.1)	-1.2	(2.7)	0.5	(1.7)
	Singapore	3.5	(0.6)	50.2	(1.6)	0.9	(0.8)	**-19.4**	(2.3)
	Chinese Taipei	45.5	(1.8)	27.8	(1.6)	**21.5**	(2.1)	**-25.1**	(2.1)
	Thailand	12.2	(1.1)	72.2	(1.7)	**-3.5**	(1.6)	**5.0**	(2.5)
	Trinidad and Tobago	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m
	Uruguay	44.2	(1.4)	47.1	(1.4)	-3.0	(2.3)	4.3	(2.4)
	Viet Nam	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473382

[Part 1/2]

Table III.13.23 Use of the Internet outside of school and life satisfaction

Results based on students' self-reports

		Average life satisfaction, by time spent on the Internet outside of school on weekdays								Change in life satisfaction associated with one additional hour spent on the Internet on weekdays							
		Low Internet users (Students who use the Internet for less than 1 hour per day on a typical weekday)		Moderate Internet users (Students who use the Internet between 1 and 2 hours per day on a typical weekday)		High Internet users (Students who use the Internet between 2 and 6 hours per day on a typical weekday)		Extreme Internet users (Students who use the Internet for more than 6 hours per day on a typical weekday)		Difference between extreme and other Internet users (low, moderate and high)				Before accounting for students' socio-economic status		After accounting for students' socio-economic status	
										Before accounting for students' socio-economic status		After accounting for students' socio-economic status					
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Dif.	S.E.	Mean change	S.E.	Mean change	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Austria	7.85	(0.07)	7.72	(0.06)	7.43	(0.04)	7.15	(0.10)	**-0.45**	(0.10)	**-0.39**	(0.10)	**-0.12**	(0.02)	**-0.10**	(0.02)
OECD	Belgium (excl. Flemish)	7.59	(0.09)	7.76	(0.07)	7.40	(0.05)	7.05	(0.15)	**-0.49**	(0.14)	**-0.42**	(0.14)	**-0.12**	(0.03)	**-0.11**	(0.03)
OECD	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Chile	7.20	(0.08)	7.59	(0.10)	7.40	(0.05)	7.30	(0.07)	-0.08	(0.07)	-0.09	(0.07)	-0.01	(0.01)	-0.02	(0.01)
OECD	Czech Republic	7.13	(0.07)	7.27	(0.06)	7.01	(0.05)	6.77	(0.10)	**-0.33**	(0.10)	**-0.26**	(0.10)	**-0.08**	(0.02)	**-0.06**	(0.02)
OECD	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Estonia	7.90	(0.08)	7.72	(0.07)	7.54	(0.04)	6.98	(0.09)	**-0.66**	(0.09)	**-0.61**	(0.09)	**-0.15**	(0.02)	**-0.14**	(0.02)
OECD	Finland	8.20	(0.06)	8.16	(0.04)	7.80	(0.04)	7.33	(0.10)	**-0.64**	(0.10)	**-0.59**	(0.10)	**-0.16**	(0.02)	**-0.15**	(0.02)
OECD	France	7.82	(0.06)	7.79	(0.05)	7.55	(0.04)	7.43	(0.10)	**-0.25**	(0.11)	-0.19	(0.11)	**-0.07**	(0.02)	**-0.06**	(0.02)
OECD	Germany	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Greece	7.10	(0.06)	7.08	(0.07)	6.80	(0.05)	6.60	(0.11)	**-0.35**	(0.12)	**-0.34**	(0.12)	**-0.11**	(0.02)	**-0.10**	(0.02)
OECD	Hungary	7.33	(0.11)	7.43	(0.07)	7.13	(0.05)	6.90	(0.09)	**-0.35**	(0.09)	**-0.29**	(0.09)	**-0.09**	(0.02)	**-0.08**	(0.02)
OECD	Iceland	8.16	(0.12)	8.08	(0.07)	7.78	(0.06)	6.97	(0.16)	**-0.95**	(0.16)	**-0.88**	(0.15)	**-0.21**	(0.02)	**-0.20**	(0.02)
OECD	Ireland	7.63	(0.07)	7.55	(0.06)	7.20	(0.04)	6.88	(0.10)	**-0.49**	(0.10)	**-0.47**	(0.10)	**-0.13**	(0.02)	**-0.13**	(0.02)
OECD	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Italy	7.08	(0.07)	6.97	(0.07)	6.79	(0.06)	6.79	(0.07)	-0.11	(0.07)	-0.07	(0.07)	**-0.04**	(0.01)	**-0.04**	(0.01)
OECD	Japan	6.93	(0.05)	6.87	(0.05)	6.73	(0.06)	6.39	(0.12)	**-0.46**	(0.12)	**-0.40**	(0.12)	**-0.10**	(0.02)	**-0.09**	(0.02)
OECD	Korea	6.41	(0.05)	6.38	(0.06)	6.26	(0.09)	5.74	(0.25)	**-0.64**	(0.25)	**-0.60**	(0.25)	**-0.10**	(0.03)	**-0.09**	(0.03)
OECD	Latvia	7.49	(0.08)	7.65	(0.07)	7.30	(0.05)	7.05	(0.11)	**-0.38**	(0.11)	**-0.39**	(0.11)	**-0.10**	(0.02)	**-0.10**	(0.02)
OECD	Luxembourg	7.49	(0.07)	7.56	(0.07)	7.34	(0.05)	7.14	(0.08)	**-0.29**	(0.08)	**-0.25**	(0.08)	**-0.06**	(0.02)	**-0.06**	(0.02)
OECD	Mexico	8.16	(0.05)	8.45	(0.06)	8.34	(0.04)	8.27	(0.07)	-0.02	(0.07)	-0.05	(0.07)	0.02	(0.01)	0.01	(0.01)
OECD	Netherlands	7.97	(0.06)	7.92	(0.04)	7.80	(0.03)	7.65	(0.06)	**-0.21**	(0.06)	**-0.21**	(0.06)	**-0.06**	(0.01)	**-0.06**	(0.01)
OECD	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Poland	7.35	(0.08)	7.43	(0.07)	7.08	(0.05)	6.89	(0.11)	**-0.33**	(0.11)	**-0.32**	(0.11)	**-0.10**	(0.02)	**-0.10**	(0.02)
OECD	Portugal	7.49	(0.06)	7.52	(0.07)	7.26	(0.05)	7.21	(0.09)	-0.17	(0.09)	-0.16	(0.09)	**-0.05**	(0.02)	**-0.05**	(0.02)
OECD	Slovak Republic	7.55	(0.07)	7.61	(0.06)	7.52	(0.05)	7.13	(0.09)	**-0.42**	(0.10)	**-0.40**	(0.10)	**-0.07**	(0.02)	**-0.07**	(0.02)
OECD	Slovenia	7.48	(0.07)	7.23	(0.08)	7.00	(0.07)	6.87	(0.11)	**-0.34**	(0.13)	**-0.34**	(0.13)	**-0.11**	(0.02)	**-0.11**	(0.02)
OECD	Spain	7.47	(0.07)	7.59	(0.06)	7.43	(0.04)	7.26	(0.07)	**-0.22**	(0.07)	**-0.15**	(0.07)	**-0.05**	(0.01)	**-0.03**	(0.01)
OECD	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Switzerland	7.94	(0.07)	7.83	(0.05)	7.61	(0.04)	7.37	(0.13)	**-0.39**	(0.13)	**-0.36**	(0.13)	**-0.10**	(0.02)	**-0.09**	(0.02)
OECD	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	United Kingdom	7.14	(0.11)	7.40	(0.07)	7.01	(0.05)	6.59	(0.10)	**-0.51**	(0.10)	**-0.46**	(0.10)	**-0.14**	(0.02)	**-0.13**	(0.02)
OECD	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	7.52	(0.02)	7.54	(0.01)	7.30	(0.01)	7.03	(0.02)	**-0.38**	(0.02)	**-0.35**	(0.02)	**-0.09**	(0.00)	**-0.09**	(0.00)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	7.55	(0.06)	7.68	(0.06)	7.61	(0.05)	7.43	(0.05)	**-0.17**	(0.06)	**-0.17**	(0.06)	**-0.03**	(0.01)	**-0.03**	(0.01)
Partners	B-S-J-G (China)	6.88	(0.05)	6.75	(0.10)	6.67	(0.10)	6.89	(0.16)	0.05	(0.17)	0.07	(0.17)	-0.02	(0.03)	-0.01	(0.03)
Partners	Bulgaria	7.28	(0.12)	7.63	(0.07)	7.39	(0.05)	7.43	(0.07)	0.01	(0.09)	0.03	(0.09)	0.00	(0.02)	0.00	(0.02)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	8.04	(0.06)	7.96	(0.08)	7.83	(0.05)	7.59	(0.07)	**-0.36**	(0.07)	**-0.32**	(0.07)	**-0.07**	(0.01)	**-0.06**	(0.01)
Partners	Costa Rica	8.32	(0.07)	8.31	(0.08)	8.18	(0.05)	8.08	(0.06)	**-0.18**	(0.07)	**-0.19**	(0.06)	**-0.04**	(0.01)	**-0.05**	(0.01)
Partners	Croatia	8.14	(0.06)	7.95	(0.06)	7.83	(0.05)	7.72	(0.09)	**-0.23**	(0.09)	**-0.22**	(0.09)	**-0.06**	(0.02)	**-0.06**	(0.02)
Partners	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Dominican Republic	8.38	(0.07)	8.55	(0.09)	8.44	(0.08)	8.55	(0.08)	0.11	(0.08)	0.12	(0.08)	0.02	(0.02)	0.02	(0.02)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	6.58	(0.07)	6.77	(0.06)	6.40	(0.05)	6.09	(0.10)	**-0.46**	(0.09)	**-0.44**	(0.09)	**-0.09**	(0.02)	**-0.09**	(0.02)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	7.84	(0.07)	8.00	(0.06)	7.85	(0.05)	7.70	(0.11)	-0.19	(0.11)	-0.21	(0.11)	**-0.04**	(0.02)	**-0.05**	(0.02)
Partners	Macao (China)	6.51	(0.07)	6.85	(0.07)	6.57	(0.04)	6.43	(0.10)	-0.20	(0.10)	**-0.20**	(0.10)	**-0.04**	(0.02)	**-0.04**	(0.02)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Peru	7.68	(0.05)	7.64	(0.07)	7.33	(0.06)	7.26	(0.13)	**-0.32**	(0.13)	**-0.27**	(0.13)	**-0.08**	(0.02)	**-0.07**	(0.02)
Partners	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	7.93	(0.07)	8.07	(0.08)	7.67	(0.05)	7.58	(0.09)	**-0.25**	(0.10)	**-0.26**	(0.10)	**-0.08**	(0.02)	**-0.08**	(0.02)
Partners	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Chinese Taipei	6.65	(0.05)	6.68	(0.05)	6.49	(0.05)	6.56	(0.07)	-0.04	(0.08)	0.02	(0.08)	**-0.03**	(0.01)	-0.02	(0.01)
Partners	Thailand	7.71	(0.05)	7.95	(0.07)	7.70	(0.04)	7.46	(0.10)	**-0.30**	(0.10)	**-0.28**	(0.10)	**-0.06**	(0.02)	**-0.05**	(0.02)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Uruguay	7.63	(0.06)	7.86	(0.07)	7.81	(0.05)	7.54	(0.06)	**-0.23**	(0.07)	**-0.27**	(0.07)	**-0.03**	(0.01)	**-0.05**	(0.01)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473393

[Part 2/2]

Table III.13.23 Use of the Internet outside of school and life satisfaction

Results based on students' self-reports

		Average life satisfaction, by time spent on the Internet outside of school on weekend days								Change in life satisfaction associated with one additional hour spent on the Internet on weekend days							
		Low Internet users (Students who use the Internet for less than 1 hour per day on a typical weekend day)		Moderate Internet users (Students who use the Internet between 1 and 2 hours per day on a typical weekend day)		High Internet users (Students who use the Internet between 2 and 6 hours per day on a typical weekend day)		Extreme Internet users (Students who use the Internet for more than 6 hours per day on a typical weekend day)		Difference between extreme and other Internet users (low, moderate and high)							
										Before accounting for students' socio-economic status		After accounting for students' socio-economic status		Before accounting for students' socio-economic status		After accounting for students' socio-economic status	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Dif.	S.E.	Mean change	S.E.	Mean change	S.E.
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Austria	7.85	(0.08)	7.89	(0.07)	7.54	(0.04)	7.10	(0.07)	**-0.58**	(0.07)	**-0.53**	(0.07)	**-0.14**	(0.01)	**-0.13**	(0.01)
OECD	Belgium (excl. Flemish)	7.68	(0.14)	7.79	(0.08)	7.57	(0.05)	7.10	(0.09)	**-0.53**	(0.09)	**-0.48**	(0.09)	**-0.12**	(0.02)	**-0.11**	(0.02)
OECD	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Chile	7.12	(0.11)	7.68	(0.11)	7.48	(0.05)	7.27	(0.05)	**-0.16**	(0.06)	**-0.18**	(0.06)	-0.02	(0.02)	**-0.03**	(0.01)
OECD	Czech Republic	7.12	(0.08)	7.34	(0.07)	7.03	(0.05)	6.86	(0.07)	**-0.25**	(0.08)	**-0.20**	(0.08)	**-0.07**	(0.02)	**-0.06**	(0.02)
OECD	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Estonia	7.97	(0.09)	7.70	(0.07)	7.61	(0.04)	7.09	(0.07)	**-0.59**	(0.08)	**-0.54**	(0.08)	**-0.14**	(0.02)	**-0.13**	(0.02)
OECD	Finland	8.25	(0.08)	8.17	(0.05)	7.88	(0.04)	7.47	(0.07)	**-0.52**	(0.07)	**-0.49**	(0.07)	**-0.14**	(0.01)	**-0.14**	(0.01)
OECD	France	7.86	(0.09)	7.90	(0.06)	7.65	(0.03)	7.45	(0.06)	**-0.29**	(0.07)	**-0.25**	(0.07)	**-0.07**	(0.01)	**-0.07**	(0.01)
OECD	Germany	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Greece	7.28	(0.09)	7.13	(0.07)	6.87	(0.05)	6.65	(0.06)	**-0.34**	(0.07)	**-0.33**	(0.07)	**-0.10**	(0.02)	**-0.10**	(0.02)
OECD	Hungary	7.35	(0.11)	7.51	(0.08)	7.23	(0.05)	6.90	(0.07)	**-0.41**	(0.08)	**-0.37**	(0.08)	**-0.09**	(0.02)	**-0.09**	(0.02)
OECD	Iceland	8.20	(0.13)	8.15	(0.09)	7.94	(0.05)	7.14	(0.10)	**-0.87**	(0.11)	**-0.82**	(0.10)	**-0.20**	(0.02)	**-0.19**	(0.02)
OECD	Ireland	7.74	(0.10)	7.59	(0.07)	7.33	(0.04)	6.86	(0.08)	**-0.59**	(0.08)	**-0.58**	(0.08)	**-0.15**	(0.01)	**-0.14**	(0.02)
OECD	Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Italy	7.07	(0.08)	7.03	(0.08)	6.81	(0.06)	6.73	(0.07)	**-0.19**	(0.07)	**-0.16**	(0.07)	**-0.07**	(0.01)	**-0.06**	(0.01)
OECD	Japan	7.01	(0.06)	6.87	(0.07)	6.82	(0.05)	6.53	(0.07)	**-0.35**	(0.07)	**-0.31**	(0.07)	**-0.08**	(0.01)	**-0.07**	(0.01)
OECD	Korea	6.40	(0.06)	6.55	(0.07)	6.26	(0.05)	6.18	(0.13)	-0.19	(0.13)	-0.14	(0.13)	**-0.06**	(0.02)	**-0.05**	(0.02)
OECD	Latvia	7.44	(0.09)	7.65	(0.08)	7.41	(0.04)	7.06	(0.07)	**-0.41**	(0.08)	**-0.43**	(0.08)	**-0.08**	(0.02)	**-0.09**	(0.02)
OECD	Luxembourg	7.49	(0.09)	7.68	(0.09)	7.40	(0.05)	7.13	(0.06)	**-0.34**	(0.06)	**-0.31**	(0.06)	**-0.08**	(0.01)	**-0.07**	(0.01)
OECD	Mexico	8.20	(0.05)	8.38	(0.06)	8.37	(0.05)	8.25	(0.06)	-0.05	(0.06)	-0.08	(0.06)	0.01	(0.01)	0.00	(0.01)
OECD	Netherlands	8.05	(0.09)	7.92	(0.06)	7.87	(0.03)	7.66	(0.05)	**-0.25**	(0.05)	**-0.25**	(0.05)	**-0.06**	(0.01)	**-0.06**	(0.01)
OECD	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Poland	7.22	(0.10)	7.41	(0.09)	7.21	(0.05)	6.92	(0.09)	**-0.33**	(0.10)	**-0.33**	(0.10)	**-0.07**	(0.02)	**-0.07**	(0.02)
OECD	Portugal	7.37	(0.08)	7.59	(0.06)	7.36	(0.05)	7.25	(0.06)	**-0.15**	(0.07)	**-0.15**	(0.07)	**-0.04**	(0.02)	**-0.04**	(0.02)
OECD	Slovak Republic	7.61	(0.09)	7.59	(0.07)	7.54	(0.04)	7.18	(0.07)	**-0.39**	(0.07)	**-0.38**	(0.07)	**-0.07**	(0.01)	**-0.08**	(0.01)
OECD	Slovenia	7.60	(0.08)	7.44	(0.07)	7.06	(0.06)	6.76	(0.09)	**-0.51**	(0.10)	**-0.51**	(0.10)	**-0.15**	(0.02)	**-0.15**	(0.02)
OECD	Spain	7.58	(0.10)	7.61	(0.08)	7.46	(0.04)	7.29	(0.06)	**-0.22**	(0.06)	**-0.17**	(0.06)	**-0.06**	(0.01)	**-0.05**	(0.01)
OECD	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Switzerland	8.04	(0.07)	7.78	(0.08)	7.73	(0.04)	7.40	(0.09)	**-0.39**	(0.09)	**-0.37**	(0.09)	**-0.10**	(0.02)	**-0.09**	(0.02)
OECD	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	United Kingdom	7.13	(0.14)	7.44	(0.10)	7.17	(0.05)	6.60	(0.07)	**-0.62**	(0.08)	**-0.58**	(0.08)	**-0.14**	(0.02)	**-0.14**	(0.02)
OECD	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	7.55	(0.02)	7.59	(0.02)	7.38	(0.01)	7.07	(0.02)	**-0.38**	(0.02)	**-0.36**	(0.02)	**-0.09**	(0.00)	**-0.09**	(0.00)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	7.60	(0.06)	7.83	(0.07)	7.61	(0.05)	7.39	(0.06)	**-0.25**	(0.06)	**-0.26**	(0.06)	**-0.05**	(0.01)	**-0.06**	(0.01)
Partners	B-S-J-G (China)	6.93	(0.06)	6.90	(0.08)	6.70	(0.06)	6.77	(0.10)	-0.08	(0.10)	-0.08	(0.10)	**-0.04**	(0.02)	**-0.04**	(0.02)
Partners	Bulgaria	7.53	(0.11)	7.51	(0.09)	7.40	(0.06)	7.38	(0.06)	-0.06	(0.08)	-0.05	(0.08)	-0.02	(0.02)	-0.03	(0.02)
Partners	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Colombia	8.00	(0.07)	8.08	(0.07)	7.88	(0.06)	7.59	(0.06)	**-0.38**	(0.06)	**-0.34**	(0.07)	**-0.07**	(0.01)	**-0.07**	(0.01)
Partners	Costa Rica	8.38	(0.07)	8.45	(0.09)	8.14	(0.06)	8.07	(0.05)	**-0.21**	(0.06)	**-0.23**	(0.07)	**-0.05**	(0.01)	**-0.06**	(0.01)
Partners	Croatia	8.22	(0.09)	8.07	(0.07)	7.89	(0.05)	7.68	(0.07)	**-0.30**	(0.08)	**-0.29**	(0.08)	**-0.08**	(0.01)	**-0.08**	(0.01)
Partners	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Dominican Republic	8.49	(0.08)	8.57	(0.10)	8.35	(0.08)	8.49	(0.08)	0.04	(0.09)	0.04	(0.09)	0.00	(0.02)	0.00	(0.02)
Partners	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Hong Kong (China)	6.55	(0.07)	6.71	(0.08)	6.58	(0.05)	6.15	(0.07)	**-0.44**	(0.07)	**-0.41**	(0.07)	**-0.09**	(0.01)	**-0.08**	(0.01)
Partners	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Lithuania	7.90	(0.08)	8.06	(0.07)	7.92	(0.05)	7.54	(0.08)	**-0.41**	(0.09)	**-0.43**	(0.09)	**-0.07**	(0.02)	**-0.08**	(0.02)
Partners	Macao (China)	6.55	(0.09)	6.73	(0.11)	6.66	(0.05)	6.48	(0.06)	**-0.17**	(0.07)	**-0.15**	(0.07)	**-0.04**	(0.02)	**-0.04**	(0.02)
Partners	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Peru	7.65	(0.06)	7.62	(0.07)	7.46	(0.06)	7.35	(0.09)	**-0.23**	(0.09)	-0.18	(0.09)	**-0.05**	(0.02)	**-0.05**	(0.02)
Partners	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Russia	7.99	(0.08)	8.06	(0.06)	7.87	(0.05)	7.40	(0.07)	**-0.52**	(0.06)	**-0.53**	(0.06)	**-0.11**	(0.01)	**-0.11**	(0.01)
Partners	Singapore	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Chinese Taipei	6.73	(0.08)	6.78	(0.06)	6.60	(0.04)	6.45	(0.05)	**-0.22**	(0.05)	**-0.16**	(0.05)	**-0.05**	(0.01)	**-0.04**	(0.01)
Partners	Thailand	7.74	(0.08)	7.93	(0.08)	7.83	(0.04)	7.50	(0.06)	**-0.32**	(0.07)	**-0.30**	(0.07)	**-0.06**	(0.01)	**-0.06**	(0.01)
Partners	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Uruguay	7.64	(0.07)	7.75	(0.10)	7.84	(0.05)	7.57	(0.06)	**-0.19**	(0.06)	**-0.23**	(0.07)	-0.02	(0.01)	**-0.04**	(0.01)
Partners	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473393

[Part 1/1]

Table III.13.24a Time spent on the Internet outside of school on weekdays and performance in science

Results based on students' self-reports

		Science performance, by time spent on the Internet outside of school on weekdays												Change in science score associated with one additional hour spent on the Internet on weekdays			
		Low Internet users (Students who use the Internet for less than 1 hour per day on a typical weekday)		Moderate Internet users (Students who use the Internet between 1 and 2 hours per day on a typical weekday)		High Internet users (Students who use the Internet between 2 and 6 hours per day on a typical weekday)		Extreme Internet users (Students who use the Internet for more than 6 hours per day on a typical weekday)		Difference between extreme and other Internet users (low, moderate and high)							
										Before accounting for students' socio-economic status		After accounting for students' socio-economic status		Before accounting for students' socio-economic status		After accounting for students' socio-economic status	
		Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	493	(3.8)	527	(2.8)	526	(1.7)	491	(3.3)	**-31**	(3.2)	**-26**	(3.1)	**-4**	(0.7)	**-3**	(0.6)
	Austria	498	(3.8)	518	(3.3)	505	(2.7)	462	(3.9)	**-45**	(3.6)	**-34**	(3.4)	**-8**	(0.7)	**-6**	(0.6)
	Belgium	505	(4.0)	531	(3.2)	515	(2.3)	461	(3.7)	**-56**	(3.7)	**-41**	(3.4)	**-9**	(0.7)	**-6**	(0.6)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	422	(3.6)	460	(4.4)	470	(3.0)	437	(2.8)	**-20**	(2.9)	**-21**	(2.6)	-1	(0.6)	**-2**	(0.5)
	Czech Republic	490	(4.4)	512	(2.9)	504	(2.4)	465	(3.9)	**-39**	(3.8)	**-29**	(3.9)	**-6**	(0.7)	**-4**	(0.7)
	Denmark	498	(4.6)	516	(3.5)	511	(2.3)	483	(4.1)	**-28**	(3.9)	**-21**	(3.7)	**-5**	(0.8)	**-3**	(0.7)
	Estonia	524	(3.8)	543	(3.8)	546	(2.4)	513	(3.9)	**-28**	(3.9)	**-24**	(3.7)	**-4**	(0.8)	**-3**	(0.8)
	Finland	529	(3.9)	547	(3.3)	537	(2.5)	504	(5.1)	**-34**	(4.9)	**-26**	(4.6)	**-6**	(0.9)	**-4**	(0.8)
	France	503	(3.8)	523	(3.3)	511	(2.5)	453	(4.5)	**-59**	(4.9)	**-43**	(4.6)	**-9**	(1.0)	**-6**	(0.9)
	Germany	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Greece	452	(5.9)	474	(4.4)	463	(3.4)	431	(5.5)	**-32**	(5.0)	**-29**	(4.8)	**-4**	(1.0)	**-3**	(0.9)
	Hungary	471	(5.2)	499	(4.3)	491	(2.9)	441	(3.5)	**-48**	(3.7)	**-37**	(3.7)	**-8**	(0.9)	**-6**	(0.8)
	Iceland	479	(5.1)	489	(3.2)	476	(2.4)	447	(5.4)	**-33**	(5.3)	**-28**	(5.3)	**-6**	(1.1)	**-5**	(1.1)
	Ireland	509	(3.9)	518	(3.2)	506	(2.5)	467	(3.7)	**-42**	(3.7)	**-32**	(3.6)	**-8**	(0.7)	**-6**	(0.6)
	Israel	466	(7.3)	493	(4.8)	498	(3.5)	457	(4.4)	**-29**	(4.7)	**-26**	(4.4)	-2	(1.2)	-2	(1.1)
	Italy	474	(4.1)	508	(3.1)	496	(3.2)	457	(3.9)	**-38**	(3.6)	**-31**	(3.3)	**-6**	(0.7)	**-5**	(0.6)
	Japan	544	(3.8)	550	(3.6)	540	(3.4)	497	(7.8)	**-47**	(7.4)	**-37**	(6.2)	**-7**	(1.3)	**-5**	(1.1)
	Korea	523	(3.7)	515	(3.7)	503	(4.1)	485	(10.2)	**-33**	(10.2)	**-27**	(9.6)	**-7**	(1.4)	**-6**	(1.2)
	Latvia	468	(3.8)	489	(3.3)	503	(1.8)	486	(3.7)	-6	(4.0)	-7	(3.9)	**3**	(0.8)	**2**	(0.7)
	Luxembourg	471	(4.2)	510	(3.3)	503	(1.8)	450	(3.0)	**-48**	(3.5)	**-38**	(3.5)	**-6**	(0.8)	**-4**	(0.7)
	Mexico	400	(2.2)	420	(3.2)	439	(2.6)	426	(3.5)	**8**	(3.5)	-5	(3.1)	**5**	(0.6)	**2**	(0.5)
	Netherlands	482	(4.7)	528	(3.5)	525	(3.0)	473	(3.5)	**-46**	(3.8)	**-38**	(3.6)	**-6**	(0.7)	**-5**	(0.7)
	New Zealand	492	(5.3)	539	(4.6)	536	(2.9)	486	(4.9)	**-43**	(4.7)	**-33**	(4.4)	**-5**	(0.9)	**-4**	(0.9)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	495	(4.1)	509	(4.2)	511	(2.6)	481	(4.8)	**-26**	(4.8)	**-24**	(4.7)	**-3**	(0.9)	**-3**	(0.9)
	Portugal	493	(4.2)	513	(3.1)	513	(2.7)	478	(4.4)	**-30**	(4.1)	**-26**	(3.8)	**-3**	(0.8)	**-3**	(0.7)
	Slovak Republic	439	(4.2)	481	(3.9)	482	(2.7)	447	(3.9)	**-23**	(3.9)	**-20**	(3.5)	-1	(0.9)	-1	(0.8)
	Slovenia	521	(3.3)	525	(3.0)	516	(2.5)	483	(4.7)	**-37**	(5.0)	**-32**	(4.7)	**-6**	(0.9)	**-5**	(0.8)
	Spain	479	(4.2)	515	(3.0)	506	(2.3)	468	(2.9)	**-35**	(3.0)	**-26**	(2.7)	**-5**	(0.6)	**-3**	(0.5)
	Sweden	479	(7.3)	518	(4.8)	510	(3.7)	472	(3.9)	**-36**	(3.6)	**-30**	(3.3)	**-6**	(0.8)	**-5**	(0.7)
	Switzerland	511	(3.8)	529	(4.0)	511	(3.3)	459	(5.0)	**-58**	(5.0)	**-45**	(4.6)	**-10**	(0.9)	**-7**	(0.9)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	512	(7.2)	540	(5.5)	528	(3.0)	483	(3.5)	**-46**	(4.1)	**-38**	(3.9)	**-9**	(0.9)	**-7**	(0.9)
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	487	(0.8)	511	(0.7)	506	(0.5)	468	(0.8)	**-36**	(0.8)	**-29**	(0.8)	**-5**	(0.2)	**-4**	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	376	(2.8)	414	(4.6)	440	(4.0)	414	(3.0)	2	(3.2)	**-6**	(3.1)	**4**	(0.6)	**2**	(0.6)
	B-S-J-G (China)	540	(4.5)	512	(5.9)	503	(4.5)	464	(7.0)	**-69**	(7.6)	**-64**	(6.8)	**-13**	(1.2)	**-12**	(1.0)
	Bulgaria	405	(6.7)	464	(4.9)	483	(4.3)	436	(4.2)	**-27**	(3.4)	**-23**	(3.2)	0	(0.8)	-1	(0.7)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	392	(2.9)	421	(3.8)	450	(3.0)	432	(2.9)	**12**	(3.0)	-4	(2.7)	**7**	(0.6)	**2**	(0.5)
	Costa Rica	394	(2.6)	420	(3.5)	441	(2.8)	426	(2.6)	**5**	(2.6)	**-6**	(2.5)	**4**	(0.6)	1	(0.5)
	Croatia	463	(3.5)	494	(3.5)	487	(2.9)	452	(3.7)	**-30**	(3.7)	**-28**	(3.4)	**-3**	(0.7)	**-3**	(0.7)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	318	(3.0)	342	(4.2)	365	(5.6)	356	(4.3)	**19**	(4.2)	8	(4.0)	**6**	(0.8)	**4**	(0.7)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	503	(3.7)	539	(2.8)	539	(2.8)	515	(3.7)	**-12**	(3.6)	**-10**	(3.5)	**2**	(0.7)	**2**	(0.7)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	450	(3.7)	486	(3.6)	491	(3.3)	475	(3.4)	-6	(3.6)	**-8**	(3.5)	**3**	(0.7)	**1**	(0.7)
	Macao (China)	499	(2.7)	541	(2.6)	544	(1.8)	515	(3.2)	**-17**	(3.6)	**-17**	(3.6)	**2**	(0.7)	**2**	(0.7)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	385	(2.4)	409	(2.8)	429	(3.2)	416	(6.3)	**12**	(5.7)	-8	(4.7)	**8**	(1.0)	**2**	(0.7)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	459	(3.3)	495	(3.9)	504	(4.0)	487	(3.1)	-4	(3.2)	**-7**	(3.1)	**2**	(0.6)	**1**	(0.5)
	Singapore	536	(3.5)	580	(2.8)	569	(2.0)	519	(3.4)	**-46**	(3.9)	**-34**	(3.5)	**-6**	(0.8)	**-4**	(0.7)
	Chinese Taipei	548	(3.1)	554	(3.8)	532	(3.2)	474	(4.1)	**-70**	(4.1)	**-59**	(3.6)	**-13**	(0.8)	**-10**	(0.7)
	Thailand	408	(2.8)	419	(4.0)	446	(3.9)	423	(3.3)	-1	(3.2)	**-8**	(3.1)	**4**	(0.7)	**2**	(0.6)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	406	(3.1)	441	(4.4)	462	(2.7)	446	(2.6)	**6**	(2.7)	0	(2.6)	**5**	(0.6)	**3**	(0.6)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473409

[Part 1/1]

Table III.13.25a Time spent on the Internet outside of school on weekend days and performance in science

Results based on students' self-reports

		Science performance, by time spent on the Internet outside of school on weekend days												Change in science score associated with one additional hour spent on the Internet on weekend days			
		Low Internet users (Students who use the Internet for less than 1 hour per day on a typical weekend day)		Moderate Internet users (Students who use the Internet between 1 and 2 hours per day on a typical weekend day)		High Internet users (Students who use the Internet between 2 and 6 hours per day on a typical weekend day)		Extreme Internet users (Students who use the Internet for more than 6 hours per day on a typical weekend day)		Difference between extreme and other Internet users (low, moderate and high)							
										Before accounting for students' socio-economic status		After accounting for students' socio-economic status		Before accounting for students' socio-economic status		After accounting for students' socio-economic status	
		Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	479	(4.0)	515	(3.3)	525	(1.8)	517	(2.6)	0	(2.7)	3	(2.5)	**3**	(0.6)	**3**	(0.6)
	Austria	488	(4.0)	509	(4.0)	509	(2.7)	483	(3.9)	**-22**	(3.7)	**-13**	(3.4)	**-3**	(0.8)	**-1**	(0.7)
	Belgium	483	(5.2)	524	(3.6)	520	(2.5)	491	(2.9)	**-25**	(3.2)	**-14**	(2.7)	**-3**	(0.6)	**-1**	(0.5)
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	411	(4.4)	450	(4.1)	464	(2.7)	451	(3.0)	1	(2.9)	-4	(2.6)	**3**	(0.7)	**1**	(0.6)
	Czech Republic	485	(4.5)	503	(4.0)	507	(2.2)	483	(3.6)	**-18**	(3.3)	**-11**	(3.0)	**-2**	(0.8)	-1	(0.7)
	Denmark	490	(6.2)	502	(4.5)	513	(2.5)	502	(3.3)	**-7**	(3.4)	-2	(3.2)	0	(0.8)	1	(0.7)
	Estonia	519	(5.0)	535	(3.8)	547	(2.2)	526	(3.3)	**-15**	(3.1)	**-10**	(3.1)	-1	(0.7)	0	(0.7)
	Finland	517	(4.4)	544	(3.7)	541	(2.5)	519	(3.8)	**-19**	(3.7)	**-14**	(3.6)	**-2**	(0.8)	-1	(0.8)
	France	472	(4.6)	513	(4.2)	519	(2.4)	489	(2.9)	**-21**	(3.5)	**-12**	(3.1)	-1	(0.8)	0	(0.7)
	Germany	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Greece	430	(7.4)	459	(5.2)	470	(3.4)	450	(4.5)	**-12**	(4.4)	**-9**	(4.3)	1	(1.0)	1	(1.0)
	Hungary	448	(5.1)	483	(4.5)	496	(3.0)	465	(3.4)	**-21**	(3.8)	**-14**	(3.4)	-1	(0.8)	-1	(0.7)
	Iceland	469	(6.7)	485	(4.4)	481	(2.1)	461	(3.9)	**-20**	(4.3)	**-16**	(4.3)	**-4**	(1.0)	**-3**	(1.0)
	Ireland	492	(4.8)	511	(4.1)	511	(2.6)	490	(3.2)	**-18**	(3.2)	**-12**	(2.9)	**-2**	(0.7)	**-1**	(0.7)
	Israel	456	(7.1)	480	(5.9)	501	(3.8)	477	(3.6)	-5	(4.4)	-5	(4.0)	**3**	(1.2)	2	(1.0)
	Italy	473	(4.4)	503	(3.7)	495	(3.3)	465	(3.6)	**-27**	(3.6)	**-20**	(3.2)	**-4**	(0.6)	**-3**	(0.6)
	Japan	538	(4.3)	550	(4.0)	547	(3.0)	522	(5.1)	**-23**	(5.0)	**-15**	(4.5)	**-3**	(1.0)	-2	(0.9)
	Korea	507	(4.7)	521	(3.8)	524	(3.4)	510	(6.9)	-8	(6.8)	1	(6.4)	2	(1.1)	**3**	(1.0)
	Latvia	460	(4.0)	485	(4.0)	501	(2.0)	497	(2.8)	**8**	(3.1)	6	(3.1)	**5**	(0.7)	**4**	(0.7)
	Luxembourg	456	(4.4)	497	(3.9)	506	(2.0)	475	(2.4)	**-20**	(3.2)	**-13**	(3.1)	-1	(0.7)	0	(0.7)
	Mexico	399	(2.2)	420	(3.3)	435	(2.9)	432	(3.3)	**16**	(3.4)	3	(3.2)	**6**	(0.6)	**3**	(0.6)
	Netherlands	474	(5.8)	519	(4.6)	527	(2.6)	495	(3.2)	**-24**	(3.3)	**-19**	(3.0)	**-2**	(0.8)	**-2**	(0.7)
	New Zealand	484	(5.8)	520	(5.0)	536	(2.9)	517	(4.1)	**-8**	(3.9)	-4	(3.6)	**2**	(0.8)	**2**	(0.8)
	Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	482	(5.3)	499	(4.1)	512	(2.7)	497	(3.7)	-8	(4.0)	-8	(4.0)	1	(0.9)	0	(0.8)
	Portugal	474	(4.4)	503	(3.6)	515	(2.5)	500	(3.8)	-5	(3.5)	-3	(3.1)	**2**	(0.7)	**1**	(0.6)
	Slovak Republic	431	(5.0)	476	(3.7)	481	(2.9)	460	(3.7)	**-9**	(3.5)	**-8**	(3.2)	2	(0.8)	1	(0.7)
	Slovenia	508	(3.8)	525	(3.9)	520	(2.3)	504	(3.7)	**-15**	(4.2)	**-12**	(4.0)	**-2**	(0.9)	-2	(0.8)
	Spain	466	(4.5)	503	(3.8)	510	(2.5)	483	(2.5)	**-20**	(2.8)	**-13**	(2.5)	**-2**	(0.6)	-1	(0.6)
	Sweden	480	(7.5)	497	(5.5)	511	(3.7)	491	(4.0)	**-15**	(3.2)	**-10**	(2.9)	**-2**	(0.8)	-1	(0.8)
	Switzerland	492	(5.4)	521	(4.4)	520	(3.1)	488	(4.6)	**-27**	(4.1)	**-16**	(3.7)	**-4**	(0.8)	**-2**	(0.7)
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	478	(7.6)	532	(5.7)	527	(3.6)	511	(3.3)	**-12**	(3.9)	-6	(3.7)	-1	(0.9)	0	(0.9)
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	475	(1.0)	503	(0.8)	509	(0.5)	488	(0.7)	**-13**	(0.7)	**-9**	(0.6)	**0**	(0.1)	0	(0.1)
Partners	Albania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Algeria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	373	(3.0)	403	(3.9)	430	(3.6)	423	(3.3)	**17**	(2.6)	**7**	(2.5)	**6**	(0.5)	**3**	(0.5)
	B-S-J-G (China)	525	(5.0)	546	(5.8)	536	(5.0)	505	(4.7)	**-28**	(5.3)	**-26**	(4.5)	**-2**	(0.9)	**-3**	(0.8)
	Bulgaria	411	(6.7)	447	(5.9)	479	(4.0)	448	(4.4)	**-11**	(3.1)	**-9**	(2.7)	**2**	(0.8)	**2**	(0.7)
	CABA (Argentina)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	394	(2.9)	418	(4.2)	441	(2.7)	439	(2.8)	**23**	(2.8)	**6**	(2.4)	**7**	(0.6)	**3**	(0.5)
	Costa Rica	390	(2.7)	414	(3.5)	434	(2.8)	433	(2.6)	**18**	(2.8)	**5**	(2.6)	**6**	(0.5)	**3**	(0.5)
	Croatia	443	(4.4)	484	(3.9)	489	(2.9)	470	(3.1)	**-10**	(2.9)	**-8**	(2.8)	1	(0.6)	0	(0.6)
	Cyprus*	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Dominican Republic	314	(3.1)	334	(4.8)	361	(5.3)	361	(4.0)	**27**	(3.6)	**15**	(3.3)	**8**	(0.8)	**5**	(0.7)
	FYROM	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Georgia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hong Kong (China)	492	(4.0)	527	(3.7)	538	(2.4)	530	(3.5)	6	(3.2)	**8**	(3.2)	**5**	(0.7)	**5**	(0.6)
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Jordan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kosovo	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lebanon	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	438	(4.0)	483	(3.5)	493	(3.2)	484	(3.7)	5	(3.6)	2	(3.4)	**5**	(0.7)	**3**	(0.7)
	Macao (China)	483	(3.4)	524	(3.9)	541	(1.8)	535	(2.3)	**8**	(2.9)	**9**	(2.9)	**6**	(0.6)	**6**	(0.6)
	Malta	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Moldova	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Montenegro	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	380	(2.4)	404	(3.2)	424	(2.9)	426	(5.4)	**25**	(5.0)	1	(3.8)	**8**	(0.9)	**2**	(0.7)
	Qatar	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Romania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	455	(4.3)	490	(3.6)	502	(3.4)	489	(3.4)	-2	(2.9)	-3	(2.8)	**2**	(0.6)	**2**	(0.6)
	Singapore	507	(3.7)	560	(4.1)	574	(1.9)	551	(2.5)	**-8**	(3.2)	0	(2.8)	**3**	(0.7)	**3**	(0.6)
	Chinese Taipei	530	(4.2)	552	(4.6)	549	(3.2)	509	(3.0)	**-36**	(3.2)	**-25**	(2.7)	**-6**	(0.7)	**-3**	(0.6)
	Thailand	386	(3.1)	410	(3.4)	440	(3.7)	436	(3.4)	**16**	(2.9)	**8**	(2.7)	**7**	(0.6)	**5**	(0.6)
	Trinidad and Tobago	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Tunisia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Arab Emirates	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Uruguay	403	(3.3)	434	(4.8)	456	(2.9)	454	(2.8)	**18**	(2.9)	**11**	(2.7)	**7**	(0.6)	**4**	(0.6)
	Viet Nam	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Argentina**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Kazakhstan**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Malaysia**	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Values that are statistically significant are indicated in bold (see Annex A3).
* See note at the beginning of this Annex.
** Coverage is too small to ensure comparability (see Annex A4).
StatLink http://dx.doi.org/10.1787/888933473429

ANNEX B2
RESULTS FOR REGIONS WITHIN COUNTRIES

[Part 1/4]

Table B2.III.1 Regional differences in life satisfaction

		Students' life satisfaction[1]						Socio-economic disparity in life satisfaction (top-bottom quarter of ESCS[2])		Students' life satisfaction, by gender					
		Average		Very satisfied (Students who reported 9 or 10 on the life satisfaction scale)		Not satisfied (Students who reported 0 to 4 on the life satisfaction scale)				Girls		Boys		Gender difference (B – G)	
		Mean	S.E.	%	S.E.	%	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	**Belgium**														
	Flemish community•	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	French community	7.49	(0.05)	32.9	(1.12)	8.3	(0.62)	**0.47**	(0.10)	7.20	(0.06)	7.78	(0.05)	**0.57**	(0.07)
	German-speaking community	7.36	(0.10)	31.9	(2.47)	10.0	(1.54)	0.18	(0.26)	7.16	(0.15)	7.56	(0.14)	0.40	(0.20)
	Canada														
	Alberta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	British Columbia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Manitoba	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	New Brunswick	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Newfoundland and Labrador	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Nova Scotia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Ontario	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Prince Edward Island	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Quebec	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Saskatchewan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy														
	Bolzano	7.48	(0.05)	35.0	(1.06)	10.1	(0.78)	0.08	(0.13)	7.21	(0.07)	7.79	(0.06)	**0.58**	(0.10)
	Campania	6.88	(0.09)	25.7	(1.41)	15.0	(1.27)	-0.04	(0.18)	6.47	(0.10)	7.28	(0.12)	**0.81**	(0.16)
	Lombardia	6.72	(0.08)	19.0	(1.06)	15.8	(1.28)	**0.41**	(0.14)	6.27	(0.10)	7.17	(0.07)	**0.90**	(0.11)
	Trento	6.89	(0.05)	21.9	(1.13)	14.2	(0.82)	**0.42**	(0.15)	6.55	(0.07)	7.27	(0.08)	**0.72**	(0.10)
	Portugal														
	Região Autónoma dos Açores	7.26	(0.06)	30.3	(1.44)	10.6	(0.79)	0.06	(0.13)	7.03	(0.09)	7.52	(0.07)	**0.49**	(0.12)
	Spain														
	Andalusia •	7.58	(0.06)	35.8	(1.26)	8.7	(0.71)	-0.08	(0.15)	7.43	(0.07)	7.73	(0.07)	**0.30**	(0.07)
	Aragon•	7.20	(0.06)	27.5	(1.19)	10.8	(0.88)	0.23	(0.14)	6.94	(0.09)	7.43	(0.06)	**0.49**	(0.11)
	Asturias•	7.35	(0.05)	31.6	(1.09)	10.6	(0.85)	**0.69**	(0.13)	7.11	(0.06)	7.59	(0.09)	**0.47**	(0.10)
	Balearic Islands•	7.53	(0.08)	33.9	(1.32)	7.7	(1.09)	**0.22**	(0.11)	7.36	(0.10)	7.70	(0.08)	**0.34**	(0.09)
	Basque Country•	7.57	(0.04)	32.9	(1.08)	7.3	(0.48)	**0.61**	(0.10)	7.34	(0.05)	7.80	(0.05)	**0.47**	(0.07)
	Canary Islands•	7.25	(0.06)	34.9	(1.45)	13.1	(0.75)	**0.38**	(0.15)	6.99	(0.09)	7.52	(0.08)	**0.53**	(0.12)
	Cantabria•	7.42	(0.05)	32.4	(1.23)	8.7	(0.58)	**0.41**	(0.14)	7.17	(0.06)	7.68	(0.07)	**0.51**	(0.08)
	Castile and Leon•	7.25	(0.06)	28.2	(1.27)	9.6	(0.82)	0.24	(0.13)	7.07	(0.09)	7.43	(0.09)	**0.36**	(0.13)
	Castile-La Mancha•	7.20	(0.06)	29.1	(1.38)	10.4	(0.77)	**0.42**	(0.13)	6.96	(0.09)	7.44	(0.08)	**0.48**	(0.12)
	Catalonia•	7.52	(0.06)	34.0	(1.38)	8.0	(0.65)	**0.64**	(0.15)	7.28	(0.08)	7.74	(0.09)	**0.46**	(0.13)
	Comunidad Valenciana•	7.36	(0.07)	32.1	(1.31)	10.5	(0.83)	0.17	(0.12)	7.09	(0.08)	7.62	(0.09)	**0.53**	(0.10)
	Extremadura•	7.58	(0.07)	35.3	(1.57)	7.8	(0.60)	0.10	(0.14)	7.23	(0.08)	7.90	(0.07)	**0.66**	(0.07)
	Galicia•	7.21	(0.08)	29.8	(1.31)	10.8	(0.96)	**0.39**	(0.14)	6.94	(0.10)	7.49	(0.08)	**0.56**	(0.10)
	La Rioja•	7.32	(0.05)	29.0	(1.35)	9.9	(0.83)	**0.63**	(0.14)	7.08	(0.08)	7.55	(0.07)	**0.47**	(0.11)
	Madrid•	7.16	(0.07)	27.3	(1.44)	11.4	(1.05)	**0.32**	(0.14)	6.98	(0.09)	7.35	(0.07)	**0.37**	(0.09)
	Murcia•	7.18	(0.06)	30.3	(1.33)	12.4	(0.92)	**0.49**	(0.14)	6.95	(0.09)	7.41	(0.07)	**0.45**	(0.11)
	Navarre•	7.45	(0.06)	33.2	(1.21)	9.7	(0.62)	**0.49**	(0.14)	7.27	(0.08)	7.62	(0.08)	**0.35**	(0.12)
	United Kingdom														
	England	6.94	(0.04)	27.6	(0.85)	16.0	(0.55)	**0.47**	(0.08)	6.61	(0.06)	7.26	(0.05)	**0.65**	(0.07)
	Northern Ireland	7.24	(0.05)	33.7	(0.99)	12.6	(0.68)	**0.30**	(0.12)	6.94	(0.07)	7.54	(0.07)	**0.59**	(0.08)
	Scotland	7.17	(0.04)	31.6	(0.96)	13.5	(0.65)	**0.33**	(0.10)	6.73	(0.07)	7.60	(0.05)	**0.88**	(0.08)
	Wales	7.13	(0.05)	31.8	(0.86)	14.6	(0.64)	**0.40**	(0.10)	6.74	(0.06)	7.52	(0.07)	**0.78**	(0.09)
	United States														
	Massachusetts•	7.38	(0.07)	34.1	(1.27)	10.7	(1.01)	**0.44**	(0.14)	6.96	(0.11)	7.81	(0.07)	**0.85**	(0.10)
	North Carolina•	7.40	(0.07)	35.4	(1.39)	10.5	(0.84)	**0.53**	(0.12)	7.05	(0.10)	7.75	(0.09)	**0.70**	(0.13)
	Puerto Rico•	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	**Colombia**														
	Bogotá	7.55	(0.06)	40.1	(1.21)	11.6	(0.81)	0.14	(0.15)	7.35	(0.10)	7.77	(0.08)	**0.42**	(0.13)
	Cali	7.57	(0.07)	46.0	(1.29)	12.9	(0.81)	0.12	(0.17)	7.26	(0.11)	7.90	(0.08)	**0.64**	(0.15)
	Manizales	7.82	(0.06)	50.4	(1.46)	10.7	(0.90)	0.24	(0.16)	7.58	(0.10)	8.07	(0.08)	**0.48**	(0.13)
	Medellín	7.71	(0.09)	48.1	(1.58)	11.4	(1.12)	-0.22	(0.18)	7.41	(0.13)	8.03	(0.10)	**0.62**	(0.14)
	United Arab Emirates														
	Abu Dhabi•	7.31	(0.06)	41.4	(1.16)	15.3	(0.72)	**0.45**	(0.12)	7.13	(0.07)	7.50	(0.09)	**0.37**	(0.11)
	Ajman	7.33	(0.12)	43.6	(2.13)	14.6	(1.53)	**0.65**	(0.27)	7.33	(0.18)	7.32	(0.13)	-0.01	(0.22)
	Dubai•	7.10	(0.05)	33.3	(0.80)	14.9	(0.61)	**0.49**	(0.11)	6.90	(0.06)	7.30	(0.06)	**0.40**	(0.09)
	Fujairah	7.66	(0.09)	50.4	(1.72)	12.9	(1.42)	0.32	(0.22)	7.65	(0.13)	7.69	(0.17)	0.04	(0.23)
	Ras Al Khaimah	7.83	(0.11)	50.9	(1.95)	9.4	(1.17)	**1.01**	(0.19)	7.80	(0.12)	7.86	(0.18)	0.05	(0.22)
	Sharjah	7.34	(0.12)	39.0	(1.87)	14.1	(1.62)	**0.71**	(0.24)	7.29	(0.09)	7.40	(0.19)	0.11	(0.19)
	Umm Al Quwain	7.29	(0.13)	42.5	(2.39)	16.9	(1.97)	**0.71**	(0.31)	7.24	(0.18)	7.36	(0.21)	0.12	(0.29)

• PISA adjudicated region.
1. PISA 2015 asked students to rate their overall satisfaction with life on a scale that ranges from 0 to 10.
2. ESCS refers to the PISA index of economic, social and cultural status.
3. An extreme Internet user is a student who uses the Internet for more than 6 hours per day on a typical weekday.
Notes: Values that are statistically significant are indicated in bold (see Annex A3).
Results for the province of Quebec in this table should be treated with caution due to a possible non-response bias.
For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2).
Puerto Rico is an unincorporated territory of the United States. As such, PISA results for the United States do not include Puerto Rico.
See Tables III.3.1, III.3.2, III.3.4, III.3.7, III.4.9, III.10.9 and III.13.23 for national data.
StatLink http://dx.doi.org/10.1787/888933473649

[Part 2/4]

Table B2.III.1 Regional differences in life satisfaction

		Students' life satisfaction, by immigrant background								Average life satisfaction, by quarters of science performance					
		Non-immigrant students		First-generation immigrant students		Second-generation immigrant students		Difference by migrant status (non-immigrant – first-generation)		Bottom quarter		Top quarter		Top – bottom quarter	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	**Belgium**														
	Flemish community•	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	French community	7.51	(0.05)	7.40	(0.13)	7.60	(0.13)	0.10	(0.14)	7.35	(0.12)	7.60	(0.07)	0.25	(0.14)
	German-speaking community	7.46	(0.10)	7.21	(0.32)	6.84	(0.74)	0.25	(0.33)	7.21	(0.31)	7.50	(0.20)	0.29	(0.36)
	Canada														
	Alberta	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	British Columbia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Manitoba	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	New Brunswick	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Newfoundland and Labrador	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Nova Scotia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Ontario	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Prince Edward Island	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Quebec	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Saskatchewan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Italy														
	Bolzano	7.53	(0.05)	7.11	(0.27)	6.59	(0.40)	0.43	(0.27)	7.37	(0.12)	7.65	(0.09)	0.28	(0.14)
	Campania	6.89	(0.09)	6.51	(1.22)	7.01	(0.58)	0.37	(1.25)	6.95	(0.20)	6.96	(0.12)	0.02	(0.23)
	Lombardia	6.81	(0.07)	6.18	(0.22)	6.23	(0.28)	**0.63**	(0.23)	6.44	(0.18)	6.98	(0.13)	**0.54**	(0.21)
	Trento	6.95	(0.06)	6.27	(0.20)	6.41	(0.24)	**0.68**	(0.21)	6.62	(0.14)	7.14	(0.13)	**0.52**	(0.19)
	Portugal														
	Região Autónoma dos Açores	7.26	(0.05)	6.95	(0.69)	7.40	(0.67)	0.31	(0.69)	7.38	(0.13)	7.27	(0.15)	-0.11	(0.19)
	Spain														
	Andalusia•	7.60	(0.06)	6.84	(0.29)	7.56	(0.44)	**0.76**	(0.30)	7.82	(0.15)	7.50	(0.12)	-0.32	(0.21)
	Aragon•	7.27	(0.06)	6.76	(0.17)	7.32	(0.40)	**0.51**	(0.18)	7.03	(0.12)	7.36	(0.10)	**0.33**	(0.16)
	Asturias•	7.40	(0.06)	6.72	(0.24)	6.66	(0.36)	**0.68**	(0.26)	7.09	(0.15)	7.69	(0.11)	**0.60**	(0.20)
	Balearic Islands•	7.60	(0.08)	7.33	(0.16)	7.10	(0.23)	0.28	(0.16)	7.55	(0.14)	7.63	(0.10)	0.08	(0.16)
	Basque Country•	7.65	(0.04)	6.64	(0.14)	7.35	(0.71)	**1.01**	(0.14)	7.28	(0.10)	7.83	(0.06)	**0.55**	(0.11)
	Canary Islands•	7.28	(0.07)	6.96	(0.18)	7.23	(0.31)	0.32	(0.21)	7.30	(0.17)	7.24	(0.11)	-0.06	(0.20)
	Cantabria•	7.45	(0.05)	7.21	(0.18)	7.29	(0.52)	0.24	(0.18)	7.43	(0.11)	7.48	(0.10)	0.05	(0.15)
	Castile and Leon•	7.32	(0.06)	6.38	(0.20)	6.84	(0.57)	**0.94**	(0.20)	7.08	(0.14)	7.55	(0.09)	**0.46**	(0.17)
	Castile-La Mancha•	7.24	(0.07)	6.78	(0.25)	6.63	(0.55)	0.46	(0.25)	7.10	(0.14)	7.43	(0.09)	**0.33**	(0.17)
	Catalonia•	7.64	(0.07)	6.91	(0.10)	7.60	(0.24)	**0.72**	(0.11)	7.16	(0.12)	7.78	(0.10)	**0.62**	(0.15)
	Comunidad Valenciana•	7.42	(0.07)	7.08	(0.23)	6.84	(0.53)	0.34	(0.25)	7.37	(0.18)	7.40	(0.11)	0.04	(0.22)
	Extremadura•	7.60	(0.07)	6.54	(0.47)	5.27	(1.50)	**1.07**	(0.47)	7.81	(0.14)	7.52	(0.12)	-0.29	(0.20)
	Galicia•	7.23	(0.08)	6.92	(0.24)	6.79	(0.57)	0.31	(0.25)	7.21	(0.12)	7.41	(0.11)	0.20	(0.15)
	La Rioja•	7.45	(0.06)	6.61	(0.18)	6.49	(0.52)	**0.83**	(0.20)	7.19	(0.15)	7.46	(0.11)	0.27	(0.19)
	Madrid•	7.27	(0.08)	6.70	(0.18)	6.64	(0.21)	**0.57**	(0.19)	6.96	(0.15)	7.42	(0.11)	**0.46**	(0.17)
	Murcia•	7.28	(0.06)	6.66	(0.19)	7.11	(0.47)	**0.62**	(0.20)	7.15	(0.16)	7.28	(0.11)	0.12	(0.18)
	Navarre•	7.58	(0.06)	6.75	(0.19)	5.97	(0.44)	**0.83**	(0.21)	7.24	(0.14)	7.69	(0.11)	**0.45**	(0.20)
	United Kingdom														
	England	7.00	(0.05)	6.68	(0.11)	6.75	(0.17)	**0.32**	(0.12)	6.86	(0.10)	6.99	(0.08)	0.12	(0.13)
	Northern Ireland	7.24	(0.06)	7.25	(0.12)	6.96	(0.58)	-0.01	(0.14)	7.09	(0.11)	7.16	(0.11)	0.07	(0.14)
	Scotland	7.17	(0.04)	7.24	(0.23)	6.36	(0.33)	-0.07	(0.23)	7.28	(0.10)	7.13	(0.09)	-0.15	(0.13)
	Wales	7.15	(0.05)	7.07	(0.22)	6.97	(0.22)	0.08	(0.22)	7.02	(0.11)	7.29	(0.09)	0.26	(0.14)
	United States														
	Massachusetts•	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	North Carolina•	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Puerto Rico•	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	**Colombia**														
	Bogotá	7.55	(0.06)	7.83	(0.14)	8.94	(0.38)	**-0.28**	(0.13)	7.62	(0.15)	7.58	(0.13)	-0.04	(0.17)
	Cali	7.57	(0.07)	4.43	(1.38)	6.92	(1.40)	**3.14**	(1.41)	7.61	(0.17)	7.57	(0.10)	-0.04	(0.19)
	Manizales	7.83	(0.06)	m	m	3.00	(0.00)	m	m	7.90	(0.19)	7.69	(0.14)	-0.21	(0.25)
	Medellín	7.71	(0.09)	8.97	(0.47)	8.08	(1.04)	**-1.26**	(0.47)	7.92	(0.15)	7.53	(0.18)	-0.39	(0.24)
	United Arab Emirates														
	Abu Dhabi•	7.49	(0.08)	7.11	(0.08)	7.29	(0.11)	**0.38**	(0.11)	7.32	(0.15)	7.17	(0.11)	-0.15	(0.18)
	Ajman	7.69	(0.14)	7.01	(0.23)	6.94	(0.16)	**0.68**	(0.23)	7.03	(0.23)	7.49	(0.26)	0.46	(0.34)
	Dubai•	7.48	(0.06)	7.06	(0.06)	6.86	(0.09)	**0.43**	(0.08)	7.17	(0.10)	7.09	(0.08)	-0.08	(0.12)
	Fujairah	7.84	(0.10)	7.40	(0.19)	6.85	(0.34)	**0.44**	(0.20)	7.53	(0.26)	7.62	(0.22)	0.09	(0.37)
	Ras Al Khaimah	7.99	(0.11)	7.57	(0.25)	7.29	(0.22)	0.42	(0.24)	7.81	(0.24)	7.67	(0.23)	-0.14	(0.36)
	Sharjah	7.62	(0.17)	7.26	(0.14)	7.10	(0.11)	0.36	(0.19)	7.24	(0.23)	7.36	(0.20)	0.12	(0.24)
	Umm Al Quwain	7.53	(0.15)	6.74	(0.27)	6.66	(0.40)	**0.79**	(0.29)	7.41	(0.41)	7.23	(0.27)	-0.19	(0.45)

• PISA adjudicated region.
1. PISA 2015 asked students to rate their overall satisfaction with life on a scale that ranges from 0 to 10.
2. ESCS refers to the PISA index of economic, social and cultural status.
3. An extreme Internet user is a student who uses the Internet for more than 6 hours per day on a typical weekday.
Notes: Values that are statistically significant are indicated in bold (see Annex A3).
Results for the province of Quebec in this table should be treated with caution due to a possible non-response bias.
For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2).
Puerto Rico is an unincorporated territory of the United States. As such, PISA results for the United States do not include Puerto Rico.
See Tables III.3.1, III.3.2, III.3.4, III.3.7, III.4.9, III.10.9 and III.13.23 for national data.
StatLink http://dx.doi.org/10.1787/888933473649

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Table B2.III.1 Regional differences in life satisfaction

		Average life satisfaction, by quarters of mathematics performance						Average life satisfaction, by quarters of reading performance					
		Bottom quarter		Top quarter		Top – bottom quarter		Bottom quarter		Top quarter		Top – bottom quarter	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Mean	S.E.	Mean	S.E.	Dif.	S.E.
OECD	**Belgium**												
	Flemish community•	m	m	m	m	m	m	m	m	m	m	m	m
	French community	7.31	(0.11)	7.64	(0.07)	**0.33**	(0.14)	7.40	(0.11)	7.61	(0.07)	0.21	(0.13)
	German-speaking community	7.15	(0.28)	7.46	(0.19)	0.32	(0.32)	7.23	(0.25)	7.37	(0.21)	0.15	(0.34)
	Canada												
	Alberta	m	m	m	m	m	m	m	m	m	m	m	m
	British Columbia	m	m	m	m	m	m	m	m	m	m	m	m
	Manitoba	m	m	m	m	m	m	m	m	m	m	m	m
	New Brunswick	m	m	m	m	m	m	m	m	m	m	m	m
	Newfoundland and Labrador	m	m	m	m	m	m	m	m	m	m	m	m
	Nova Scotia	m	m	m	m	m	m	m	m	m	m	m	m
	Ontario	m	m	m	m	m	m	m	m	m	m	m	m
	Prince Edward Island	m	m	m	m	m	m	m	m	m	m	m	m
	Quebec	m	m	m	m	m	m	m	m	m	m	m	m
	Saskatchewan	m	m	m	m	m	m	m	m	m	m	m	m
	Italy												
	Bolzano	7.43	(0.13)	7.63	(0.09)	0.20	(0.15)	7.47	(0.11)	7.49	(0.13)	0.02	(0.18)
	Campania	6.88	(0.19)	6.96	(0.10)	0.07	(0.19)	7.10	(0.24)	6.85	(0.11)	-0.25	(0.24)
	Lombardia	6.37	(0.17)	7.06	(0.11)	**0.69**	(0.21)	6.56	(0.17)	6.90	(0.15)	0.35	(0.22)
	Trento	6.57	(0.15)	7.25	(0.13)	**0.68**	(0.18)	6.71	(0.13)	7.01	(0.13)	0.31	(0.16)
	Portugal												
	Região Autónoma dos Açores	7.40	(0.15)	7.24	(0.16)	-0.15	(0.23)	7.44	(0.14)	7.20	(0.13)	-0.24	(0.20)
	Spain												
	Andalusia•	7.69	(0.14)	7.58	(0.14)	-0.10	(0.21)	7.84	(0.17)	7.52	(0.10)	-0.32	(0.21)
	Aragon•	6.97	(0.15)	7.46	(0.10)	**0.49**	(0.18)	7.10	(0.13)	7.31	(0.10)	0.21	(0.18)
	Asturias•	7.00	(0.15)	7.74	(0.11)	**0.74**	(0.19)	7.10	(0.16)	7.58	(0.10)	**0.48**	(0.19)
	Balearic Islands•	7.52	(0.17)	7.68	(0.09)	0.16	(0.21)	7.51	(0.14)	7.64	(0.11)	0.13	(0.17)
	Basque Country•	7.22	(0.12)	7.87	(0.07)	**0.65**	(0.13)	7.34	(0.11)	7.77	(0.07)	**0.42**	(0.11)
	Canary Islands•	7.21	(0.17)	7.30	(0.13)	0.09	(0.21)	7.44	(0.18)	7.24	(0.12)	-0.20	(0.21)
	Cantabria•	7.38	(0.11)	7.58	(0.10)	0.21	(0.15)	7.49	(0.12)	7.49	(0.10)	0.00	(0.15)
	Castile and Leon•	7.05	(0.16)	7.56	(0.09)	**0.51**	(0.18)	7.15	(0.13)	7.44	(0.09)	0.29	(0.15)
	Castile-La Mancha•	7.07	(0.15)	7.47	(0.11)	0.40	(0.22)	7.23	(0.11)	7.41	(0.11)	0.18	(0.16)
	Catalonia•	7.16	(0.13)	7.85	(0.10)	**0.69**	(0.14)	7.24	(0.12)	7.79	(0.09)	**0.55**	(0.15)
	Comunidad Valenciana•	7.30	(0.16)	7.51	(0.11)	0.21	(0.21)	7.48	(0.17)	7.44	(0.10)	-0.04	(0.22)
	Extremadura•	7.77	(0.15)	7.55	(0.14)	-0.22	(0.22)	7.89	(0.12)	7.48	(0.12)	**-0.40**	(0.19)
	Galicia•	7.11	(0.16)	7.41	(0.11)	0.30	(0.17)	7.20	(0.13)	7.36	(0.13)	0.17	(0.20)
	La Rioja•	7.09	(0.16)	7.56	(0.12)	**0.47**	(0.23)	7.21	(0.16)	7.43	(0.12)	0.22	(0.21)
	Madrid•	6.86	(0.14)	7.52	(0.11)	**0.66**	(0.15)	7.00	(0.15)	7.35	(0.13)	0.35	(0.18)
	Murcia•	7.14	(0.16)	7.34	(0.11)	0.20	(0.19)	7.16	(0.11)	7.26	(0.13)	0.10	(0.14)
	Navarre•	7.12	(0.15)	7.82	(0.09)	**0.70**	(0.18)	7.23	(0.17)	7.63	(0.11)	0.41	(0.21)
	United Kingdom												
	England	6.82	(0.11)	7.07	(0.08)	0.25	(0.14)	6.87	(0.10)	6.99	(0.08)	0.13	(0.14)
	Northern Ireland	6.99	(0.12)	7.26	(0.12)	0.27	(0.16)	7.10	(0.13)	7.22	(0.11)	0.12	(0.17)
	Scotland	7.15	(0.11)	7.25	(0.11)	0.10	(0.16)	7.26	(0.10)	7.11	(0.09)	-0.14	(0.14)
	Wales	6.93	(0.12)	7.36	(0.09)	**0.44**	(0.13)	7.02	(0.12)	7.27	(0.09)	0.25	(0.16)
	United States												
	Massachusetts•	m	m	m	m	m	m	m	m	m	m	m	m
	North Carolina•	m	m	m	m	m	m	m	m	m	m	m	m
	Puerto Rico•	m	m	m	m	m	m	m	m	m	m	m	m
Partners	**Colombia**												
	Bogotá	7.54	(0.17)	7.66	(0.12)	0.12	(0.20)	7.68	(0.12)	7.57	(0.19)	-0.11	(0.25)
	Cali	7.52	(0.18)	7.66	(0.12)	0.14	(0.20)	7.65	(0.17)	7.59	(0.11)	-0.05	(0.22)
	Manizales	7.89	(0.15)	7.78	(0.17)	-0.11	(0.24)	7.93	(0.17)	7.72	(0.16)	-0.21	(0.25)
	Medellín	7.82	(0.19)	7.65	(0.18)	-0.17	(0.26)	7.96	(0.15)	7.57	(0.18)	-0.38	(0.24)
	United Arab Emirates												
	Abu Dhabi•	7.22	(0.13)	7.27	(0.11)	0.06	(0.17)	7.31	(0.14)	7.16	(0.12)	-0.15	(0.18)
	Ajman	7.12	(0.23)	7.59	(0.26)	0.48	(0.39)	7.07	(0.22)	7.55	(0.28)	0.48	(0.34)
	Dubai•	7.08	(0.10)	7.20	(0.09)	0.12	(0.14)	7.15	(0.09)	7.04	(0.08)	-0.11	(0.12)
	Fujairah	7.52	(0.27)	7.72	(0.17)	0.20	(0.31)	7.36	(0.28)	7.57	(0.22)	0.22	(0.38)
	Ras Al Khaimah	7.76	(0.20)	7.73	(0.20)	-0.04	(0.29)	7.71	(0.24)	7.72	(0.20)	0.01	(0.35)
	Sharjah	7.18	(0.24)	7.39	(0.19)	0.21	(0.27)	7.25	(0.23)	7.34	(0.16)	0.08	(0.24)
	Umm Al Quwain	7.16	(0.42)	7.37	(0.31)	0.21	(0.54)	7.25	(0.37)	7.25	(0.24)	0.00	(0.44)

• PISA adjudicated region.
1. PISA 2015 asked students to rate their overall satisfaction with life on a scale that ranges from 0 to 10.
2. ESCS refers to the PISA index of economic, social and cultural status.
3. An extreme Internet user is a student who uses the Internet for more than 6 hours per day on a typical weekday.
Notes: Values that are statistically significant are indicated in bold (see Annex A3).
Results for the province of Quebec in this table should be treated with caution due to a possible non-response bias.
For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2).
Puerto Rico is an unincorporated territory of the United States. As such, PISA results for the United States do not include Puerto Rico.
See Tables III.3.1, III.3.2, III.3.4, III.3.7, III.4.9, III.10.9 and III.13.23 for national data.
StatLink http://dx.doi.org/10.1787/888933473649

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Table B2.III.1 Regional differences in life satisfaction

		Average life satisfaction, by time spent studying						Internet use		Wealth		Schoolwork-related anxiety	
		Students who study less than 40 hours per week		Students who study 60 hours or more per week		Difference in life satisfaction between students who study at least 60 hours per week and students who study less than 40 hours per week		Difference in life satisfaction between extreme and other Internet users[3] during weekdays, before accounting for student and school characteristics		Difference in life satisfaction between students in the top quarter and students in the bottom quarter of the index of wealth (top – bottom), before accounting for student and school characteristics		Difference in life satisfaction between students in the top quarter and students in the bottom quarter of the index of anxiety (top – bottom), before accounting for student and school characteristics	
		Mean	S.E.	Mean	S.E.	Dif.	S.E.	Dif.	S.E.	Dif.	S.E.	Dif.	S.E.
OECD	**Belgium**												
	Flemish community•	m	m	m	m	m	m	m	m	**0.57**	(0.08)	**-0.54**	(0.08)
	French community	7.49	(0.06)	7.59	(0.11)	0.11	(0.11)	**-0.51**	(0.14)	0.10	(0.29)	**-1.15**	(0.25)
	German-speaking community	7.44	(0.16)	7.30	(0.33)	-0.14	(0.38)	-0.08	(0.31)	m	m	m	m
	Canada												
	Alberta	m	m	m	m	m	m	m	m	m	m	m	m
	British Columbia	m	m	m	m	m	m	m	m	m	m	m	m
	Manitoba	m	m	m	m	m	m	m	m	m	m	m	m
	New Brunswick	m	m	m	m	m	m	m	m	m	m	m	m
	Newfoundland and Labrador	m	m	m	m	m	m	m	m	m	m	m	m
	Nova Scotia	m	m	m	m	m	m	m	m	m	m	m	m
	Ontario	m	m	m	m	m	m	m	m	m	m	m	m
	Prince Edward Island	m	m	m	m	m	m	m	m	m	m	m	m
	Quebec	m	m	m	m	m	m	m	m	m	m	m	m
	Saskatchewan	m	m	m	m	m	m	m	m	m	m	m	m
	Italy												
	Bolzano	7.63	(0.08)	7.39	(0.14)	-0.24	(0.15)	-0.15	(0.14)	**0.24**	(0.11)	**-1.24**	(0.12)
	Campania	6.86	(0.13)	7.01	(0.13)	0.15	(0.19)	**-0.47**	(0.17)	**0.38**	(0.13)	**-0.74**	(0.22)
	Lombardia	6.74	(0.10)	6.88	(0.16)	0.14	(0.20)	**-0.36**	(0.16)	**0.69**	(0.18)	**-0.69**	(0.12)
	Trento	6.91	(0.08)	6.88	(0.15)	-0.03	(0.17)	**-0.48**	(0.17)	**0.37**	(0.15)	**-0.79**	(0.14)
	Portugal												
	Região Autónoma dos Açores	7.32	(0.12)	7.34	(0.20)	0.02	(0.22)	-0.04	(0.18)	**0.34**	(0.14)	-0.22	(0.17)
	Spain												
	Andalusia•	7.50	(0.10)	7.61	(0.10)	0.11	(0.15)	-0.03	(0.13)	**0.42**	(0.11)	**-0.45**	(0.12)
	Aragon•	7.14	(0.08)	6.95	(0.14)	-0.19	(0.16)	**-0.31**	(0.15)	**0.43**	(0.13)	**-0.73**	(0.14)
	Asturias•	7.15	(0.08)	7.59	(0.11)	**0.45**	(0.12)	**-0.28**	(0.14)	**0.59**	(0.10)	**-0.40**	(0.13)
	Balearic Islands•	7.56	(0.14)	7.62	(0.10)	0.06	(0.17)	0.08	(0.15)	**0.39**	(0.14)	**-0.44**	(0.09)
	Basque Country•	7.51	(0.08)	7.49	(0.10)	-0.02	(0.14)	**-0.39**	(0.09)	**0.52**	(0.07)	**-0.39**	(0.10)
	Canary Islands•	7.13	(0.08)	7.46	(0.16)	**0.32**	(0.16)	-0.15	(0.15)	**0.73**	(0.14)	**-0.42**	(0.13)
	Cantabria•	7.37	(0.07)	7.33	(0.12)	-0.04	(0.13)	**-0.64**	(0.14)	0.17	(0.13)	**-0.48**	(0.11)
	Castile and Leon•	7.23	(0.10)	7.39	(0.12)	0.17	(0.15)	**-0.38**	(0.14)	**0.52**	(0.14)	**-0.40**	(0.13)
	Castile-La Mancha•	6.92	(0.10)	7.37	(0.12)	**0.45**	(0.13)	-0.11	(0.15)	**0.61**	(0.11)	**-0.44**	(0.17)
	Catalonia•	7.46	(0.10)	7.58	(0.14)	0.13	(0.17)	-0.18	(0.12)	**0.83**	(0.11)	**-0.33**	(0.12)
	Comunidad Valenciana•	7.26	(0.10)	7.44	(0.18)	0.18	(0.18)	0.14	(0.11)	**0.49**	(0.14)	**-0.39**	(0.10)
	Extremadura•	7.53	(0.12)	7.41	(0.12)	-0.11	(0.13)	0.08	(0.12)	**0.33**	(0.11)	**-0.30**	(0.08)
	Galicia•	7.21	(0.10)	7.23	(0.15)	0.02	(0.15)	-0.20	(0.16)	**0.48**	(0.14)	**-0.42**	(0.14)
	La Rioja•	7.24	(0.08)	7.67	(0.15)	**0.43**	(0.18)	-0.22	(0.16)	**0.94**	(0.15)	**-0.38**	(0.14)
	Madrid•	7.23	(0.09)	7.22	(0.16)	-0.01	(0.17)	**-0.44**	(0.18)	**0.60**	(0.13)	-0.23	(0.12)
	Murcia•	7.00	(0.10)	7.31	(0.14)	0.30	(0.16)	**-0.45**	(0.15)	**0.60**	(0.12)	**-0.49**	(0.13)
	Navarre•	7.57	(0.08)	7.43	(0.15)	-0.14	(0.16)	**-0.40**	(0.19)	**0.53**	(0.12)	**-0.32**	(0.12)
	United Kingdom												
	England	6.91	(0.06)	6.61	(0.14)	**-0.30**	(0.15)	**-0.55**	(0.10)	**0.76**	(0.08)	**-1.45**	(0.08)
	Northern Ireland	7.17	(0.08)	7.23	(0.11)	0.06	(0.15)	m	m	**0.49**	(0.13)	**-1.25**	(0.13)
	Scotland	7.16	(0.07)	7.14	(0.12)	-0.02	(0.14)	m	m	**0.45**	(0.10)	**-1.38**	(0.09)
	Wales	7.13	(0.07)	7.22	(0.13)	0.08	(0.14)	**-1.09**	(0.21)	**0.49**	(0.10)	**-1.22**	(0.11)
	United States												
	Massachusetts•	m	m	m	m	m	m	m	m	**0.69**	(0.14)	**-1.20**	(0.12)
	North Carolina•	m	m	m	m	m	m	m	m	**0.90**	(0.14)	**-0.95**	(0.12)
	Puerto Rico•	m	m	m	m	m	m	m	m	m	m	m	m
Partners	**Colombia**												
	Bogotá	7.36	(0.09)	7.57	(0.13)	0.22	(0.17)	-0.21	(0.17)	**0.39**	(0.13)	-0.10	(0.14)
	Cali	7.64	(0.11)	7.85	(0.21)	0.21	(0.22)	-0.12	(0.14)	**0.48**	(0.17)	0.17	(0.17)
	Manizales	7.76	(0.12)	7.87	(0.16)	0.11	(0.20)	-0.19	(0.14)	**0.50**	(0.16)	-0.15	(0.14)
	Medellín	7.68	(0.11)	7.61	(0.17)	-0.07	(0.16)	0.04	(0.16)	-0.02	(0.17)	-0.03	(0.16)
	United Arab Emirates												
	Abu Dhabi•	7.29	(0.16)	7.35	(0.08)	0.06	(0.16)	m	m	**0.77**	(0.13)	**-0.82**	(0.13)
	Ajman	7.58	(0.33)	7.37	(0.21)	-0.21	(0.45)	m	m	**1.38**	(0.22)	-0.47	(0.27)
	Dubai•	7.10	(0.10)	7.04	(0.08)	-0.06	(0.13)	m	m	**0.76**	(0.11)	**-0.98**	(0.11)
	Fujairah	7.49	(0.35)	7.47	(0.18)	-0.02	(0.41)	m	m	**0.81**	(0.21)	**-0.45**	(0.23)
	Ras Al Khaimah	7.76	(0.33)	7.81	(0.15)	0.05	(0.35)	m	m	**1.30**	(0.17)	**-0.57**	(0.23)
	Sharjah	7.13	(0.16)	7.21	(0.19)	0.08	(0.22)	m	m	**0.80**	(0.24)	**-0.61**	(0.18)
	Umm Al Quwain	7.63	(0.37)	7.17	(0.31)	-0.46	(0.49)	m	m	**1.83**	(0.39)	**-0.81**	(0.36)

• PISA adjudicated region.
1. PISA 2015 asked students to rate their overall satisfaction with life on a scale that ranges from 0 to 10.
2. ESCS refers to the PISA index of economic, social and cultural status.
3. An extreme Internet user is a student who uses the Internet for more than 6 hours per day on a typical weekday.
Notes: Values that are statistically significant are indicated in bold (see Annex A3).
Results for the province of Quebec in this table should be treated with caution due to a possible non-response bias.
For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2).
Puerto Rico is an unincorporated territory of the United States. As such, PISA results for the United States do not include Puerto Rico.
See Tables III.3.1, III.3.2, III.3.4, III.3.7, III.4.9, III.10.9 and III.13.23 for national data.
StatLink http://dx.doi.org/10.1787/888933473649

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Table B2.III.2 Regional differences in schoolwork-related anxiety

		Index of schoolwork-related anxiety		Gender difference in the index of schoolwork-related anxiety (B – G)		Percentage of students who reported "agree" or "strongly agree" with the following statements										Gender difference (B – G) in the percentage of students who agreed/strongly agreed with the statement "I feel very anxious even if I am well prepared for a test"	
						I often worry that it would be difficult for me to take a test		I worry that I will get poor grades at school		I feel very anxious even if I am well prepared for a test		I get very tense when I study		I get nervous when I don't know how to solve a task at school			
		Mean	S.E.	Mean	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	**Belgium**																
	Flemish community•	-0.29	(0.02)	**-0.50**	(0.03)	49.6	(1.0)	60.0	(0.9)	35.5	(0.9)	24.5	(0.7)	48.3	(0.7)	**-18.2**	(1.5)
	French community	0.00	(0.02)	**-0.45**	(0.03)	62.7	(0.8)	71.1	(0.8)	50.9	(0.9)	33.4	(1.0)	61.1	(0.8)	**-19.8**	(2.0)
	German-speaking community	-0.05	(0.05)	**-0.41**	(0.11)	65.9	(2.3)	62.0	(2.8)	55.5	(2.5)	29.4	(2.3)	42.7	(2.4)	**-18.2**	(5.1)
	Canada																
	Alberta	0.22	(0.03)	**-0.62**	(0.06)	60.4	(1.2)	64.0	(1.0)	64.8	(1.1)	46.1	(1.3)	61.4	(1.3)	**-22.5**	(2.7)
	British Columbia	0.20	(0.03)	**-0.53**	(0.06)	60.8	(1.6)	63.6	(1.3)	62.8	(1.4)	47.0	(1.3)	62.9	(1.3)	**-15.5**	(2.8)
	Manitoba	0.11	(0.03)	**-0.58**	(0.06)	57.4	(1.2)	58.9	(1.5)	62.7	(1.4)	46.5	(1.8)	60.3	(1.1)	**-20.7**	(2.7)
	New Brunswick	0.09	(0.03)	**-0.70**	(0.06)	56.1	(1.8)	61.2	(1.5)	61.8	(1.5)	44.9	(1.3)	61.4	(1.4)	**-24.1**	(2.9)
	Newfoundland and Labrador	0.31	(0.04)	**-0.65**	(0.07)	62.1	(1.6)	64.3	(1.7)	69.4	(1.7)	51.7	(1.6)	63.1	(1.6)	**-19.2**	(2.9)
	Nova Scotia	0.15	(0.03)	**-0.58**	(0.06)	59.3	(1.6)	58.4	(1.2)	64.0	(1.6)	44.2	(1.6)	62.4	(1.5)	**-19.4**	(2.3)
	Ontario	0.19	(0.02)	**-0.56**	(0.04)	58.2	(0.9)	63.1	(1.0)	68.3	(0.8)	48.0	(0.9)	65.3	(0.9)	**-18.6**	(1.9)
	Prince Edward Island	-0.05	(0.06)	**-0.69**	(0.11)	49.7	(3.2)	51.3	(2.7)	57.3	(2.8)	44.2	(2.6)	51.3	(2.6)	**-25.7**	(5.6)
	Quebec	0.10	(0.03)	**-0.58**	(0.05)	61.0	(1.3)	70.1	(1.2)	55.2	(1.3)	39.2	(1.7)	62.6	(1.0)	**-23.6**	(1.8)
	Saskatchewan	0.11	(0.02)	**-0.57**	(0.06)	56.1	(1.2)	58.0	(1.2)	65.1	(1.5)	43.1	(1.3)	59.1	(1.1)	**-22.9**	(2.6)
	Italy																
	Bolzano	-0.23	(0.03)	**-0.36**	(0.05)	52.5	(1.2)	62.2	(1.1)	42.6	(1.2)	28.8	(1.2)	41.5	(1.0)	**-13.6**	(2.6)
	Campania	0.53	(0.03)	**-0.50**	(0.05)	68.7	(1.7)	87.1	(0.9)	73.5	(1.2)	62.5	(1.5)	78.3	(1.3)	**-18.7**	(2.3)
	Lombardia	0.37	(0.02)	**-0.51**	(0.05)	65.1	(1.4)	85.2	(1.2)	68.8	(1.1)	52.0	(1.1)	74.9	(0.9)	**-20.7**	(2.7)
	Trento	0.21	(0.02)	**-0.35**	(0.05)	57.7	(1.3)	80.8	(0.9)	58.8	(1.2)	46.8	(1.5)	67.8	(1.1)	**-16.4**	(2.7)
	Portugal																
	Região Autónoma dos Açores	0.41	(0.03)	**-0.60**	(0.05)	84.0	(1.1)	87.1	(0.9)	68.6	(1.2)	46.5	(1.4)	61.3	(1.5)	**-18.2**	(2.8)
	Spain																
	Andalusia•	0.42	(0.03)	**-0.38**	(0.05)	77.8	(1.3)	89.3	(0.8)	68.1	(1.5)	45.7	(1.2)	60.3	(1.7)	**-14.5**	(1.9)
	Aragon•	0.39	(0.02)	**-0.43**	(0.05)	75.5	(1.0)	90.1	(0.7)	67.1	(1.0)	47.0	(1.4)	57.4	(1.3)	**-13.3**	(2.4)
	Asturias•	0.39	(0.02)	**-0.38**	(0.04)	75.3	(1.0)	87.1	(0.7)	67.2	(1.2)	44.5	(1.5)	56.3	(1.1)	**-13.6**	(2.8)
	Balearic Islands•	0.32	(0.03)	**-0.39**	(0.04)	67.8	(1.6)	88.3	(1.1)	64.4	(1.2)	54.5	(1.5)	47.6	(1.7)	**-14.0**	(2.4)
	Basque Country•	0.39	(0.02)	**-0.41**	(0.04)	71.8	(0.9)	90.0	(0.6)	65.9	(0.8)	51.2	(1.1)	56.5	(1.2)	**-15.4**	(1.9)
	Canary Islands•	0.50	(0.02)	**-0.47**	(0.04)	77.1	(0.9)	89.2	(0.8)	69.7	(1.0)	48.2	(1.1)	62.5	(1.3)	**-14.6**	(2.1)
	Cantabria•	0.44	(0.02)	**-0.36**	(0.04)	77.7	(0.8)	89.3	(0.7)	68.8	(1.3)	45.0	(1.3)	57.5	(1.3)	**-13.1**	(1.8)
	Castile and Leon•	0.44	(0.01)	**-0.44**	(0.05)	77.2	(0.9)	89.8	(0.6)	69.8	(1.1)	43.6	(1.0)	58.7	(1.3)	**-13.4**	(2.3)
	Castile-La Mancha•	0.44	(0.03)	**-0.43**	(0.04)	77.9	(1.0)	88.6	(0.8)	69.3	(1.3)	46.6	(1.3)	58.8	(1.5)	**-16.1**	(2.0)
	Catalonia•	0.32	(0.02)	**-0.47**	(0.04)	66.7	(1.1)	89.2	(0.8)	61.5	(1.3)	58.1	(1.4)	42.8	(1.2)	**-19.6**	(2.3)
	Comunidad Valenciana•	0.40	(0.02)	**-0.47**	(0.05)	74.6	(1.2)	89.3	(0.8)	67.6	(1.3)	45.0	(1.5)	57.9	(1.3)	**-15.4**	(2.4)
	Extremadura•	0.45	(0.02)	**-0.45**	(0.02)	78.2	(1.1)	89.9	(0.8)	71.7	(1.3)	46.0	(1.0)	59.3	(0.9)	**-18.4**	(1.7)
	Galicia•	0.19	(0.04)	**-0.51**	(0.03)	72.4	(1.4)	77.0	(1.7)	67.1	(1.3)	39.0	(1.6)	45.3	(1.5)	**-14.6**	(2.1)
	La Rioja•	0.37	(0.03)	**-0.43**	(0.05)	74.6	(1.4)	87.4	(0.9)	66.2	(1.4)	45.0	(1.5)	59.2	(1.3)	**-18.5**	(2.6)
	Madrid•	0.39	(0.02)	**-0.32**	(0.06)	75.9	(1.1)	88.7	(0.8)	67.3	(1.4)	42.2	(1.3)	58.0	(1.4)	**-10.2**	(2.5)
	Murcia•	0.46	(0.03)	**-0.37**	(0.05)	78.4	(1.2)	88.2	(0.8)	69.4	(1.3)	46.4	(1.4)	57.6	(1.2)	**-13.1**	(2.5)
	Navarre•	0.36	(0.02)	**-0.40**	(0.05)	72.1	(1.3)	89.5	(0.8)	62.3	(1.1)	48.8	(1.4)	56.0	(1.1)	**-16.3**	(2.4)
	United Kingdom																
	England	0.25	(0.02)	**-0.55**	(0.03)	62.3	(0.8)	66.7	(0.8)	71.8	(0.8)	52.5	(0.7)	54.2	(0.9)	**-19.1**	(1.4)
	Northern Ireland	0.25	(0.03)	**-0.47**	(0.04)	63.3	(1.3)	70.3	(1.3)	70.4	(1.0)	50.7	(1.4)	58.2	(1.1)	**-13.5**	(1.8)
	Scotland	0.29	(0.02)	**-0.64**	(0.03)	64.3	(0.9)	72.2	(0.7)	73.6	(0.9)	51.3	(0.9)	60.8	(0.8)	**-17.9**	(1.7)
	Wales	0.23	(0.02)	**-0.63**	(0.03)	59.3	(1.0)	67.4	(0.9)	71.6	(0.9)	54.8	(1.1)	55.8	(1.0)	**-21.6**	(1.4)
	United States																
	Massachusetts•	0.10	(0.02)	**-0.65**	(0.05)	59.0	(1.5)	58.9	(1.5)	63.6	(1.4)	40.6	(1.3)	59.1	(1.4)	**-23.8**	(2.5)
	North Carolina•	0.17	(0.02)	**-0.61**	(0.05)	63.5	(1.3)	56.0	(1.0)	68.3	(1.1)	41.7	(1.1)	65.5	(1.1)	**-19.5**	(2.6)
	Puerto Rico•	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	**Colombia**																
	Bogotá	0.54	(0.02)	**-0.27**	(0.05)	76.7	(1.2)	90.5	(0.7)	75.8	(0.9)	61.2	(1.1)	67.2	(1.1)	**-7.8**	(2.8)
	Cali	0.51	(0.02)	**-0.16**	(0.06)	75.3	(1.0)	89.4	(0.8)	77.3	(1.2)	57.7	(1.3)	70.9	(1.4)	-4.2	(2.3)
	Manizales	0.62	(0.02)	**-0.31**	(0.05)	76.3	(1.3)	90.3	(0.9)	78.3	(1.2)	62.4	(1.4)	77.4	(1.1)	**-8.0**	(2.5)
	Medellín	0.56	(0.02)	**-0.25**	(0.05)	73.4	(0.9)	90.6	(1.0)	74.2	(1.2)	63.1	(1.5)	73.5	(1.1)	**-7.2**	(2.7)
	United Arab Emirates																
	Abu Dhabi•	0.23	(0.02)	**-0.24**	(0.04)	70.5	(1.0)	74.0	(1.0)	60.3	(1.0)	43.9	(1.0)	63.1	(0.9)	-3.3	(2.3)
	Ajman	0.19	(0.04)	-0.12	(0.08)	71.2	(1.7)	75.5	(1.7)	57.7	(2.1)	44.6	(1.9)	61.5	(1.8)	-2.2	(5.8)
	Dubai•	0.21	(0.01)	**-0.26**	(0.03)	64.7	(0.7)	68.6	(0.7)	66.5	(0.7)	46.8	(0.8)	62.4	(0.8)	**-7.0**	(1.5)
	Fujairah	0.13	(0.03)	**-0.24**	(0.06)	70.9	(1.5)	74.3	(1.7)	57.8	(1.5)	41.4	(1.9)	61.8	(1.4)	-5.3	(3.6)
	Ras Al Khaimah	0.21	(0.03)	-0.07	(0.06)	71.1	(1.5)	77.1	(1.5)	57.6	(1.5)	42.2	(1.5)	60.6	(1.4)	-1.6	(2.7)
	Sharjah	0.14	(0.04)	**-0.29**	(0.06)	63.6	(2.4)	71.3	(3.0)	61.2	(2.3)	43.6	(2.2)	65.0	(2.5)	-4.3	(5.0)
	Umm Al Quwain	0.33	(0.05)	0.00	(0.09)	76.0	(2.3)	81.9	(2.0)	55.6	(2.6)	45.7	(2.7)	66.9	(2.4)	-3.3	(4.9)

• PISA adjudicated region.

Notes: Values that are statistically significant are indicated in bold (see Annex A3).
Results for the province of Quebec in this table should be treated with caution due to a possible non-response bias.
For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2).
Puerto Rico is an unincorporated territory of the United States. As such, PISA results for the United States do not include Puerto Rico.
See Tables III.4.1, III.4.2 and III.4.5 for national data.

StatLink http://dx.doi.org/10.1787/888933473656

[Part 1/2]

Table B2.III.3 Regional differences in achievement motivation and education expectations

		Index of achievement motivation		Gender difference in the index of achievement motivation (B – G)		Percentage of students who reported "agree" or "strongly agree" with the following statements									
						I want top grades in most or all my courses		I want to be able to select from the best opportunities		I want to be the best, whatever I do		I see myself as an ambitious person		I want to be one of the best students in my class	
		Mean	S.E.	Dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	**Belgium**														
	Flemish community•	-0.62	(0.01)	**0.14**	(0.02)	59.2	(0.7)	90.2	(0.4)	32.5	(0.8)	54.8	(0.9)	40.3	(0.9)
	French community	-0.24	(0.02)	0.02	(0.03)	88.0	(0.6)	94.1	(0.3)	47.9	(0.9)	71.8	(0.9)	43.2	(1.2)
	German-speaking community	-0.56	(0.04)	0.15	(0.08)	73.2	(2.3)	91.7	(1.4)	32.6	(2.2)	57.7	(2.7)	34.9	(2.4)
	Canada														
	Alberta	0.41	(0.02)	-0.09	(0.05)	87.8	(0.9)	95.7	(0.5)	89.7	(0.8)	84.4	(0.9)	77.5	(1.0)
	British Columbia	0.31	(0.03)	**-0.16**	(0.05)	85.7	(0.8)	94.4	(0.6)	84.5	(0.9)	80.4	(1.4)	74.0	(1.2)
	Manitoba	0.32	(0.03)	**-0.18**	(0.06)	87.5	(0.7)	95.4	(0.5)	85.7	(0.9)	82.4	(0.9)	74.4	(1.0)
	New Brunswick	0.23	(0.03)	**-0.17**	(0.06)	88.1	(1.2)	94.6	(0.6)	81.6	(1.1)	82.2	(1.3)	70.7	(1.4)
	Newfoundland and Labrador	0.38	(0.03)	0.00	(0.07)	90.1	(1.0)	95.7	(0.7)	87.8	(1.2)	84.5	(1.3)	76.2	(1.3)
	Nova Scotia	0.35	(0.03)	**-0.18**	(0.05)	89.6	(0.7)	96.4	(0.6)	87.8	(1.0)	80.6	(1.4)	73.4	(1.3)
	Ontario	0.41	(0.03)	**-0.20**	(0.03)	87.6	(0.7)	95.9	(0.4)	87.5	(0.7)	82.3	(0.8)	79.0	(1.0)
	Prince Edward Island	0.29	(0.06)	-0.17	(0.12)	84.8	(2.1)	97.3	(0.9)	84.2	(1.9)	83.5	(1.9)	78.4	(2.4)
	Quebec	0.13	(0.04)	-0.05	(0.04)	93.5	(0.6)	95.1	(0.6)	61.1	(1.5)	81.1	(1.1)	56.8	(1.8)
	Saskatchewan	0.34	(0.02)	**-0.20**	(0.05)	88.2	(0.8)	95.2	(0.5)	89.1	(0.8)	84.6	(0.9)	78.1	(1.0)
	Italy														
	Bolzano	-0.65	(0.02)	0.27	(0.04)	62.1	(1.2)	86.8	(0.8)	33.6	(1.2)	63.9	(1.3)	32.5	(1.2)
	Campania	-0.06	(0.02)	**0.10**	(0.04)	92.4	(0.9)	95.2	(0.8)	62.1	(1.4)	75.5	(0.9)	58.2	(1.3)
	Lombardia	-0.30	(0.02)	**0.11**	(0.05)	85.5	(1.1)	95.0	(0.7)	48.0	(1.8)	68.7	(1.4)	45.4	(1.3)
	Trento	-0.36	(0.02)	**0.17**	(0.04)	85.1	(0.9)	92.3	(0.7)	41.7	(1.3)	68.7	(1.3)	46.1	(1.3)
	Portugal														
	Região Autónoma dos Açores	-0.03	(0.03)	0.04	(0.06)	94.4	(0.6)	90.7	(0.8)	67.3	(1.5)	62.8	(1.3)	57.1	(1.4)
	Spain														
	Andalusia •	-0.28	(0.03)	0.06	(0.03)	73.5	(1.2)	92.4	(0.9)	58.7	(1.6)	45.2	(1.7)	56.3	(1.4)
	Aragon•	-0.27	(0.02)	0.07	(0.04)	70.9	(1.2)	93.5	(0.5)	58.6	(1.2)	55.2	(1.6)	55.4	(1.2)
	Asturias•	-0.31	(0.02)	0.08	(0.05)	65.3	(1.2)	92.2	(0.7)	56.9	(0.7)	52.4	(1.5)	52.3	(1.3)
	Balearic Islands•	-0.02	(0.03)	-0.04	(0.05)	87.1	(1.4)	94.4	(0.6)	63.8	(1.3)	57.8	(1.3)	59.1	(1.4)
	Basque Country•	-0.30	(0.02)	**0.10**	(0.04)	71.4	(1.0)	91.9	(0.5)	53.1	(0.9)	54.8	(1.0)	50.8	(1.1)
	Canary Islands•	-0.17	(0.03)	**0.14**	(0.04)	74.3	(1.1)	93.8	(0.6)	60.3	(1.6)	51.6	(1.5)	55.8	(1.2)
	Cantabria•	-0.19	(0.03)	**0.11**	(0.05)	71.6	(1.2)	93.3	(0.7)	61.6	(1.2)	56.9	(1.4)	57.3	(1.4)
	Castile and Leon•	-0.23	(0.02)	0.05	(0.05)	72.9	(1.1)	93.6	(0.6)	59.1	(1.1)	53.8	(1.1)	55.1	(1.3)
	Castile-La Mancha•	-0.21	(0.02)	0.01	(0.04)	72.0	(1.3)	94.0	(0.5)	62.2	(1.2)	53.6	(1.1)	57.5	(1.2)
	Catalonia•	0.11	(0.03)	0.02	(0.05)	91.4	(0.8)	95.4	(0.4)	68.4	(1.5)	62.4	(1.3)	63.4	(1.8)
	Comunidad Valenciana•	-0.16	(0.03)	-0.01	(0.06)	73.9	(1.3)	93.8	(0.5)	61.7	(1.7)	56.0	(1.7)	57.0	(1.6)
	Extremadura•	-0.18	(0.02)	0.02	(0.05)	74.8	(1.2)	94.0	(0.7)	64.8	(1.1)	50.2	(1.5)	59.1	(1.2)
	Galicia•	-0.29	(0.02)	**0.12**	(0.04)	79.2	(1.4)	94.4	(0.5)	52.5	(1.3)	47.2	(1.3)	46.2	(1.3)
	La Rioja•	-0.20	(0.03)	0.07	(0.05)	69.9	(1.3)	93.7	(0.8)	61.8	(1.4)	58.8	(1.4)	54.8	(1.5)
	Madrid•	-0.16	(0.03)	**0.15**	(0.05)	73.1	(1.5)	95.0	(0.6)	64.3	(1.5)	57.0	(1.2)	55.4	(1.8)
	Murcia•	-0.19	(0.03)	0.07	(0.04)	72.3	(1.2)	93.7	(0.6)	61.1	(1.7)	49.8	(1.2)	58.9	(1.4)
	Navarre•	-0.33	(0.02)	0.05	(0.05)	69.2	(1.1)	93.4	(0.5)	53.9	(1.3)	52.4	(1.0)	49.3	(1.2)
	United Kingdom														
	England	0.53	(0.02)	-0.01	(0.03)	95.6	(0.4)	97.8	(0.3)	90.0	(0.5)	83.8	(0.6)	76.2	(0.7)
	Northern Ireland	0.43	(0.02)	0.03	(0.03)	94.9	(0.4)	97.9	(0.3)	88.5	(0.7)	83.9	(0.9)	73.5	(1.0)
	Scotland	0.43	(0.02)	**0.11**	(0.03)	94.3	(0.5)	98.0	(0.3)	87.7	(0.6)	81.1	(1.0)	73.6	(0.9)
	Wales	0.37	(0.02)	-0.02	(0.04)	94.4	(0.4)	97.1	(0.3)	87.4	(0.7)	80.6	(0.7)	69.2	(1.0)
	United States														
	Massachusetts•	0.52	(0.03)	-0.03	(0.06)	92.8	(0.6)	97.4	(0.5)	87.5	(0.8)	88.1	(0.8)	87.7	(0.7)
	North Carolina•	0.74	(0.02)	**-0.12**	(0.05)	95.2	(0.5)	97.9	(0.4)	94.2	(0.7)	85.3	(1.0)	80.9	(1.0)
	Puerto Rico•	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	**Colombia**														
	Bogotá	0.50	(0.02)	-0.07	(0.03)	95.9	(0.4)	98.5	(0.3)	92.7	(0.7)	46.5	(1.5)	89.4	(0.6)
	Cali	0.53	(0.01)	-0.03	(0.06)	96.3	(0.5)	97.7	(0.4)	93.4	(0.6)	47.8	(2.1)	89.3	(0.8)
	Manizales	0.59	(0.02)	-0.09	(0.05)	96.0	(0.5)	98.7	(0.3)	93.2	(0.7)	55.1	(1.2)	88.8	(1.2)
	Medellín	0.50	(0.02)	-0.07	(0.04)	95.2	(0.5)	98.0	(0.3)	89.9	(0.9)	52.4	(1.3)	86.2	(1.0)
	United Arab Emirates														
	Abu Dhabi•	0.82	(0.02)	-0.18	(0.04)	93.4	(0.5)	94.9	(0.6)	91.9	(0.5)	90.6	(0.5)	92.1	(0.6)
	Ajman	0.71	(0.03)	**-0.25**	(0.06)	91.1	(0.8)	93.6	(0.9)	93.5	(0.9)	90.4	(1.0)	91.3	(1.0)
	Dubai•	0.75	(0.01)	**-0.07**	(0.03)	94.5	(0.4)	97.1	(0.2)	91.8	(0.4)	87.1	(0.5)	90.7	(0.5)
	Fujairah	0.78	(0.04)	**-0.35**	(0.08)	92.1	(0.8)	93.9	(0.9)	93.1	(0.9)	90.8	(1.3)	91.8	(0.8)
	Ras Al Khaimah	0.87	(0.05)	-0.10	(0.10)	94.5	(1.1)	95.2	(0.9)	93.7	(1.0)	93.0	(1.2)	94.0	(1.0)
	Sharjah	0.73	(0.04)	-0.07	(0.09)	93.3	(1.0)	95.8	(0.8)	92.6	(1.1)	88.3	(1.3)	90.8	(0.9)
	Umm Al Quwain	0.82	(0.05)	-0.01	(0.10)	93.7	(1.2)	93.4	(1.2)	94.3	(1.1)	89.1	(1.6)	92.8	(1.3)

• PISA adjudicated region.
1. ESCS refers to the PISA index of economic, social and cultural status.
2. Blue-collar occupations include skilled agricultural, forestry and fishery workers (ISCO-08 category 6), craft and related trades workers (ISCO-08 category 7), plant and machine operators and assemblers (ISCO-08 category 8) and elementary occupations (ISCO-08 category 9).
Notes: Values that are statistically significant are indicated in bold (see Annex A3).
Results for the province of Quebec in this table should be treated with caution due to a possible non-response bias.
For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2).
Puerto Rico is an unincorporated territory of the United States. As such, PISA results for the United States do not include Puerto Rico.
See Tables III.5.1, III.5.2, III.5.3, III.6.1 and III.10.15 for national data.
StatLink http://dx.doi.org/10.1787/888933473669

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Table B2.III.3 Regional differences in achievement motivation and education expectations

		"I want to be able to select from among the best opportunities"							
		Gender difference (B – G)		Socio-economic disparity (top – bottom quarter of ESCS[1])		Percentage of students who expect to complete a university degree		Difference in the percentage of children of white-collar workers and children of blue-collar workers[2] who expect to complete a university degree (white – blue)	
		% dif.	S.E.	% dif.	S.E.	%	S.E.	% dif.	S.E.
OECD	**Belgium**								
	Flemish community•	**1.7**	(0.8)	**4.3**	(1.0)	28.8	(0.8)	**23.0**	(2.0)
	French community	-1.1	(1.0)	**4.4**	(1.1)	38.1	(1.9)	**23.6**	(3.1)
	German-speaking community	-0.7	(2.8)	4.3	(3.5)	38.7	(2.0)	**24.1**	(7.2)
	Canada								
	Alberta	**-3.3**	(0.9)	**3.2**	(1.0)	60.0	(1.5)	**26.3**	(3.4)
	British Columbia	0.1	(1.4)	**5.2**	(1.3)	67.0	(1.4)	**20.0**	(5.6)
	Manitoba	-1.9	(1.1)	**3.3**	(1.4)	59.6	(1.6)	**29.7**	(4.0)
	New Brunswick	-1.5	(1.4)	3.1	(1.9)	58.5	(1.6)	**33.4**	(4.9)
	Newfoundland and Labrador	**-4.3**	(1.3)	2.3	(1.4)	56.8	(1.7)	**31.1**	(4.8)
	Nova Scotia	**-3.8**	(1.2)	**4.3**	(1.6)	62.4	(1.6)	**29.0**	(5.5)
	Ontario	**-3.7**	(0.8)	**4.1**	(1.0)	64.3	(1.7)	**29.5**	(3.3)
	Prince Edward Island	-3.5	(1.8)	1.6	(2.5)	64.5	(2.9)	**32.3**	(9.2)
	Quebec	**-2.6**	(1.1)	**5.4**	(1.3)	64.5	(1.6)	**26.6**	(3.3)
	Saskatchewan	-2.3	(1.3)	**4.6**	(1.5)	57.4	(1.5)	**16.6**	(5.2)
	Italy								
	Bolzano	0.5	(1.8)	**6.3**	(2.2)	18.8	(0.9)	**15.2**	(2.3)
	Campania	0.6	(1.3)	2.4	(2.0)	44.3	(1.9)	**34.5**	(3.3)
	Lombardia	-0.8	(1.4)	**5.3**	(1.7)	31.9	(1.8)	**27.7**	(3.1)
	Trento	-0.8	(1.6)	**3.7**	(1.6)	30.1	(1.2)	**21.4**	(3.2)
	Portugal				(1.8)				
	Região Autónoma dos Açores	**-4.3**	(1.7)	2.9	(1.8)	28.4	(1.2)	**31.5**	(3.2)
	Spain								
	Andalusia•	-2.1	(1.6)	**5.1**	(1.7)	43.4	(1.6)	m	m
	Aragon•	**-2.6**	(1.3)	**6.6**	(1.5)	51.6	(1.9)	m	m
	Asturias•	-2.4	(1.4)	**9.5**	(2.5)	50.6	(1.6)	m	m
	Balearic Islands•	-2.2	(1.2)	**5.6**	(1.6)	52.2	(1.6)	m	m
	Basque Country•	**-2.7**	(1.1)	**6.8**	(1.2)	53.2	(1.3)	m	m
	Canary Islands•	**-2.6**	(1.2)	**4.9**	(1.7)	43.0	(1.7)	m	m
	Cantabria•	-1.2	(1.0)	**6.6**	(1.6)	48.2	(1.7)	m	m
	Castile and Leon•	-1.9	(1.1)	**5.0**	(1.5)	52.8	(1.7)	m	m
	Castile-La Mancha•	-1.9	(1.3)	**5.2**	(1.5)	47.1	(1.4)	m	m
	Catalonia•	**-2.5**	(0.9)	**2.6**	(1.3)	57.4	(1.9)	m	m
	Comunidad Valenciana•	-1.4	(1.3)	**3.3**	(1.3)	51.9	(2.4)	m	m
	Extremadura•	**-5.4**	(1.3)	**5.3**	(1.9)	47.5	(1.7)	m	m
	Galicia•	-1.1	(1.0)	**5.7**	(1.7)	51.2	(1.7)	m	m
	La Rioja•	**-3.6**	(1.3)	**7.9**	(2.2)	49.8	(1.2)	m	m
	Madrid•	0.4	(1.1)	**2.7**	(1.2)	56.6	(1.7)	m	m
	Murcia•	-1.5	(1.2)	2.3	(1.3)	48.5	(2.0)	m	m
	Navarre•	-2.1	(1.3)	**4.6**	(1.5)	49.2	(1.6)	m	m
	United Kingdom								
	England	**-1.3**	(0.5)	**1.7**	(0.8)	41.9	(1.1)	**21.8**	(2.3)
	Northern Ireland	**-1.4**	(0.7)	0.7	(0.8)	44.7	(1.3)	**24.1**	(3.8)
	Scotland	-0.4	(0.4)	1.1	(0.9)	43.0	(1.0)	**30.8**	(3.2)
	Wales	**-1.8**	(0.5)	0.5	(0.9)	34.8	(1.1)	**18.7**	(2.3)
	United States								
	Massachusetts•	0.6	(1.2)	**3.2**	(1.3)	81.2	(2.0)	**22.7**	(4.5)
	North Carolina•	-0.3	(0.8)	-0.3	(0.7)	79.2	(1.2)	**15.5**	(2.5)
	Puerto Rico•	m	m	m	m	m	m	m	m
Partners	**Colombia**								
	Bogotá	-0.6	(0.6)	**1.7**	(0.7)	87.0	(0.0)	**8.4**	(1.9)
	Cali	-1.3	(1.1)	0.6	(1.1)	75.8	(1.4)	**16.7**	(2.3)
	Manizales	**-1.3**	(0.6)	-0.2	(0.7)	80.6	(1.4)	**13.4**	(2.7)
	Medellín	-0.5	(0.5)	**2.1**	(1.0)	79.3	(1.7)	**18.2**	(3.0)
	United Arab Emirates								
	Abu Dhabi•	**-3.7**	(1.2)				(1.1)		
	Ajman	**-7.9**	(1.7)	1.4	(2.3)	62.5	(1.9)	25.5	(13.6)
	Dubai•	**-1.4**	(0.5)	1.0	(0.6)	76.8	(0.6)	12.5	(7.7)
	Fujairah	**-8.5**	(1.9)	-3.4	(2.1)	62.8	(2.0)	**27.5**	(12.1)
	Ras Al Khaimah	-3.1	(1.8)	**7.0**	(2.6)	66.3	(2.3)	14.3	(8.8)
	Sharjah	**-4.2**	(1.5)	0.5	(1.4)	75.2	(2.0)	7.1	(15.9)
	Umm Al Quwain	**-7.0**	(2.5)	-0.5	(2.1)	62.8	(2.2)	9.2	(23.5)

• PISA adjudicated region.
1. ESCS refers to the PISA index of economic. social and cultural status.
2. Blue-collar occupations include skilled agricultural. forestry and fishery workers (ISCO-08 category 6). craft and related trades workers (ISCO-08 category 7). plant and machine operators and assemblers (ISCO-08 category 8) and elementary occupations (ISCO-08 category 9).
Notes: Values that are statistically significant are indicated in bold (see Annex A3).
Results for the province of Quebec in this table should be treated with caution due to a possible non-response bias.
For Massachusetts and North Carolina. the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2).
Puerto Rico is an unincorporated territory of the United States. As such. PISA results for the United States do not include Puerto Rico.
See Tables III.5.1. III.5.2. III.5.3. III.6.1 and III.10.15 for national data.
StatLink http://dx.doi.org/10.1787/888933473669

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Table B2.III.4 Regional differences in sense of belonging

		Index of sense of belonging		Gender difference in the index of sense of belonging (B – G)		Socio-economic disparity in the index of sense of belonging (top – bottom quarter of ESCS[1])		Percentage of students who agreed/strongly agreed with the following statements								Percentage of students who disagreed/ strongly disagreed with the following statement				Difference between non-immigrant students and first generation students in the percentage of students who agreed/strongly agreed with the statement "I feel like I belong at school"	
								I make friends easily at school		I feel like I belong at school		I feel awkward and out of place at school		Other students seem to like me		I feel lonely at school		I feel like an outsider at school			
		Mean	S.E.	Dif.	S.E.	Dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.
OECD	**Belgium**																				
	Flemish community•	0.02	(0.01)	**0.08**	(0.02)	**0.12**	(0.03)	81.3	(0.6)	72.5	(0.7)	85.6	(0.5)	88.7	(0.5)	91.1	(0.4)	88.5	(47.4)	**7.4**	(2.8)
	French community	0.00	(0.02)	**0.08**	(0.03)	**0.14**	(0.05)	82.5	(0.7)	48.8	(0.9)	82.6	(0.8)	87.6	(0.7)	89.7	(0.7)	85.6	(0.9)	**6.1**	(2.7)
	German-speaking community	0.25	(0.06)	-0.10	(0.12)	0.22	(0.12)	73.1	(2.4)	73.7	(2.1)	80.1	(1.8)	80.0	(2.1)	86.7	(1.6)	83.2	(1.7)	7.5	(6.7)
	Canada																				
	Alberta	-0.21	(0.03)	**0.18**	(0.05)	**0.10**	(0.04)	74.3	(1.3)	75.8	(1.1)	73.3	(1.1)	86.9	(1.1)	78.5	(1.0)	72.6	(1.2)	**-8.2**	(2.5)
	British Columbia	-0.18	(0.02)	**0.21**	(0.04)	**0.22**	(0.05)	76.9	(1.2)	75.6	(1.1)	77.4	(1.2)	89.2	(0.9)	81.1	(0.9)	77.3	(1.2)	-3.3	(3.1)
	Manitoba	-0.16	(0.05)	**0.21**	(0.06)	0.15	(0.08)	76.7	(1.2)	73.1	(1.5)	76.6	(1.1)	84.3	(1.0)	80.5	(1.3)	74.1	(1.5)	-2.6	(4.0)
	New Brunswick	-0.13	(0.03)	**0.23**	(0.06)	**0.44**	(0.07)	74.9	(1.5)	68.2	(1.5)	72.7	(1.1)	84.4	(1.2)	80.8	(1.1)	76.1	(1.3)	-6.3	(7.6)
	Newfoundland and Labrador	-0.22	(0.04)	**0.28**	(0.06)	**0.31**	(0.08)	72.3	(1.6)	67.6	(1.8)	70.6	(1.4)	83.4	(1.2)	77.7	(1.3)	72.2	(1.5)	c	c
	Nova Scotia	-0.16	(0.03)	**0.31**	(0.05)	**0.18**	(0.06)	75.4	(1.4)	71.7	(1.6)	75.8	(1.3)	88.2	(0.8)	80.2	(1.2)	76.4	(1.4)	-4.4	(6.2)
	Ontario	-0.16	(0.02)	**0.15**	(0.04)	**0.17**	(0.05)	77.9	(0.9)	74.2	(0.8)	75.2	(0.7)	86.8	(0.7)	81.4	(0.7)	75.9	(0.8)	**-6.1**	(1.9)
	Prince Edward Island	-0.15	(0.06)	**0.27**	(0.12)	0.25	(0.14)	76.3	(2.5)	77.8	(2.4)	76.9	(2.6)	85.9	(2.5)	80.9	(2.6)	75.1	(2.7)	c	c
	Quebec	0.12	(0.03)	0.05	(0.05)	**0.32**	(0.05)	84.2	(0.8)	62.1	(1.2)	80.9	(0.8)	89.0	(0.7)	85.3	(1.0)	85.4	(0.9)	2.7	(4.2)
	Saskatchewan	-0.22	(0.03)	**0.21**	(0.05)	**0.18**	(0.06)	76.6	(1.2)	70.0	(1.5)	72.9	(1.2)	84.7	(1.2)	78.1	(1.3)	73.9	(1.5)	**-10.1**	(3.9)
	Italy																				
	Bolzano	0.33	(0.03)	0.00	(0.05)	0.02	(0.06)	80.5	(1.0)	74.9	(0.9)	83.6	(0.9)	85.2	(0.8)	89.4	(0.7)	87.3	(0.7)	**11.3**	(5.2)
	Campania	0.13	(0.03)	**0.14**	(0.05)	-0.03	(0.07)	85.6	(0.9)	71.1	(1.1)	85.0	(0.9)	75.8	(1.4)	90.6	(0.7)	88.0	(1.0)	c	c
	Lombardia	-0.01	(0.02)	0.03	(0.05)	**0.16**	(0.05)	80.2	(1.0)	64.5	(1.1)	85.8	(0.9)	77.0	(1.0)	88.6	(0.9)	88.3	(0.7)	**10.6**	(5.1)
	Trento	-0.01	(0.02)	0.00	(0.05)	**0.11**	(0.05)	84.5	(0.9)	61.9	(1.3)	86.7	(0.8)	77.8	(1.2)	91.0	(0.8)	90.2	(0.8)	-11.0	(6.1)
	Portugal																				
	Região Autónoma dos Açores	0.01	(0.03)	**0.21**	(0.06)	0.10	(0.07)	75.7	(1.4)	80.3	(1.2)	72.9	(1.2)	85.7	(1.2)	88.0	(1.1)	84.9	(1.0)	c	c
	Spain																				
	Andalusia•	0.57	(0.03)	-0.01	(0.05)	**0.15**	(0.06)	85.3	(1.1)	88.8	(0.9)	87.3	(0.9)	89.5	(1.1)	93.2	(0.6)	92.3	(0.7)	8.7	(6.5)
	Aragon•	0.57	(0.03)	0.08	(0.04)	0.05	(0.07)	85.3	(0.8)	89.4	(0.9)	88.4	(0.8)	90.0	(0.8)	92.8	(0.5)	92.8	(0.6)	**9.7**	(3.4)
	Asturias•	0.61	(0.03)	0.08	(0.06)	**0.18**	(0.07)	84.3	(1.2)	88.9	(0.8)	87.7	(0.8)	88.6	(1.0)	90.8	(0.8)	92.3	(0.8)	6.4	(4.2)
	Balearic Islands•	0.24	(0.03)	-0.05	(0.05)	**0.34**	(0.04)	81.9	(0.9)	84.6	(0.8)	85.1	(0.9)	82.7	(1.3)	88.6	(0.7)	85.5	(1.1)	**7.3**	(3.5)
	Basque Country•	0.45	(0.02)	-0.05	(0.04)	**0.24**	(0.04)	83.6	(0.8)	87.5	(0.6)	88.4	(0.7)	84.7	(0.8)	91.2	(0.5)	91.6	(0.5)	**8.8**	(3.0)
	Canary Islands•	0.47	(0.03)	**0.11**	(0.05)	**0.17**	(0.08)	80.8	(1.1)	85.9	(0.9)	85.0	(0.8)	87.0	(0.8)	88.7	(0.6)	89.5	(0.8)	**9.8**	(3.3)
	Cantabria•	0.71	(0.03)	**0.14**	(0.05)	**0.16**	(0.05)	84.9	(0.9)	90.5	(0.7)	89.4	(0.7)	90.6	(0.7)	93.4	(0.8)	94.6	(0.5)	4.1	(2.3)
	Castile and Leon•	0.66	(0.03)	0.02	(0.06)	0.16	(0.09)	84.7	(0.8)	90.9	(0.8)	89.3	(0.6)	90.9	(0.6)	93.4	(0.6)	93.0	(0.8)	9.9	(5.7)
	Castile-La Mancha•	0.56	(0.03)	0.03	(0.05)	**0.13**	(0.05)	83.0	(1.0)	88.8	(0.7)	88.4	(0.7)	88.9	(0.8)	92.7	(0.4)	92.3	(0.6)	**6.1**	(2.7)
	Catalonia•	0.18	(0.03)	0.07	(0.06)	**0.18**	(0.07)	81.3	(1.1)	81.4	(1.1)	82.7	(1.0)	80.3	(1.2)	86.6	(0.9)	84.4	(0.9)	**11.3**	(2.7)
	Comunidad Valenciana•	0.47	(0.03)	**0.15**	(0.07)	0.04	(0.08)	82.0	(0.8)	86.6	(0.8)	87.3	(0.8)	87.4	(0.7)	90.9	(0.9)	91.4	(0.8)	**7.3**	(3.0)
	Extremadura•	0.62	(0.04)	0.08	(0.05)	0.13	(0.07)	84.7	(1.0)	87.0	(1.0)	87.5	(0.9)	88.6	(0.9)	91.9	(0.7)	92.1	(0.8)	c	c
	Galicia•	0.21	(0.04)	0.10	(0.06)	0.11	(0.08)	82.2	(1.1)	85.1	(1.0)	84.9	(0.8)	78.9	(1.5)	89.8	(0.8)	84.2	(0.9)	**8.1**	(4.1)
	La Rioja•	0.51	(0.03)	0.00	(0.06)	**0.17**	(0.07)	84.2	(1.1)	86.7	(1.1)	86.4	(1.1)	87.3	(1.0)	90.3	(1.0)	92.2	(0.9)	**6.8**	(3.3)
	Madrid•	0.52	(0.04)	0.04	(0.05)	**0.19**	(0.06)	82.9	(1.3)	88.9	(0.9)	88.0	(0.7)	88.6	(0.9)	91.3	(0.7)	92.1	(0.7)	4.6	(3.0)
	Murcia•	0.53	(0.03)	**0.16**	(0.06)	**0.21**	(0.07)	84.6	(0.9)	88.9	(1.0)	87.3	(1.1)	88.6	(0.7)	92.4	(0.8)	91.9	(0.7)	**10.3**	(3.8)
	Navarre•	0.50	(0.04)	0.02	(0.08)	**0.27**	(0.08)	84.4	(0.8)	88.8	(0.8)	87.8	(0.8)	84.5	(1.3)	91.6	(0.7)	91.6	(0.8)	1.8	(2.1)
	United Kingdom																				
	England	-0.10	(0.01)	**0.25**	(0.03)	**0.18**	(0.03)	78.6	(0.7)	67.8	(0.8)	80.2	(0.7)	87.7	(0.6)	86.2	(0.5)	79.8	(0.7)	-0.6	(2.4)
	Northern Ireland	-0.03	(0.02)	**0.09**	(0.04)	0.09	(0.05)	83.4	(0.7)	73.3	(1.0)	81.9	(0.9)	89.8	(0.5)	88.4	(0.7)	83.8	(0.8)	2.4	(2.2)
	Scotland	-0.09	(0.02)	**0.21**	(0.03)	**0.15**	(0.04)	78.0	(0.8)	66.5	(0.9)	79.3	(0.7)	87.0	(0.6)	87.3	(0.7)	80.5	(0.7)	**-8.0**	(4.1)
	Wales	-0.10	(0.02)	**0.27**	(0.03)	**0.21**	(0.04)	78.3	(0.8)	66.4	(1.0)	79.0	(0.8)	86.0	(0.7)	87.6	(0.6)	78.9	(0.9)	-2.0	(4.6)
	United States																				
	Massachusetts•	-0.02	(0.04)	**0.23**	(0.06)	**0.23**	(0.08)	80.8	(1.3)	77.8	(1.5)	82.3	(1.2)	91.0	(1.1)	83.7	(1.2)	79.6	(1.4)	**7.5**	(3.7)
	North Carolina•	-0.05	(0.03)	**0.21**	(0.06)	**0.29**	(0.05)	79.0	(1.1)	72.7	(0.7)	77.5	(0.9)	90.1	(0.7)	81.7	(1.0)	74.8	(1.1)	0.1	(5.0)
	Puerto Rico•	0.44	(0.03)	**0.22**	(0.06)	0.11	(0.11)	88.0	(1.1)	86.6	(1.0)	87.0	(1.1)	83.8	(0.9)	87.1	(1.0)	85.2	(0.9)	c	c
Partners	**Colombia**																				
	Bogotá	-0.28	(0.03)	-0.09	(0.05)	**0.11**	(0.05)	69.0	(1.2)	75.4	(1.2)	75.8	(1.1)	68.7	(1.1)	76.7	(1.4)	73.3	(1.2)	c	c
	Cali	-0.34	(0.03)	-0.03	(0.06)	0.05	(0.07)	68.9	(1.4)	72.8	(1.4)	74.0	(1.3)	68.8	(1.2)	74.8	(1.1)	71.6	(1.3)	c	c
	Manizales	-0.32	(0.03)	**-0.11**	(0.05)	**0.18**	(0.05)	71.2	(1.0)	75.4	(1.1)	73.0	(1.2)	68.5	(1.3)	74.8	(1.3)	71.3	(1.3)	m	m
	Medellín	-0.30	(0.02)	0.01	(0.05)	**0.15**	(0.07)	70.6	(0.9)	74.2	(1.1)	73.0	(1.1)	70.0	(1.2)	75.3	(0.9)	72.4	(1.3)	c	c
	United Arab Emirates																				
	Abu Dhabi•	-0.13	(0.02)	-0.02	(0.04)	**0.12**	(0.04)	78.7	(0.9)	72.5	(1.0)	72.8	(1.0)	77.6	(0.8)	81.0	(0.8)	77.8	(0.9)	-2.4	(2.1)
	Ajman	-0.13	(0.04)	-0.11	(0.09)	**0.18**	(0.07)	79.5	(1.6)	76.1	(1.8)	73.3	(1.6)	74.4	(1.7)	83.5	(1.4)	82.0	(1.4)	-3.1	(2.9)
	Dubai•	-0.05	(0.01)	0.00	(0.03)	**0.21**	(0.03)	80.6	(0.6)	74.7	(0.6)	78.6	(0.5)	84.0	(0.6)	84.7	(0.6)	79.4	(0.6)	**-4.8**	(1.3)
	Fujairah	-0.05	(0.03)	**-0.19**	(0.06)	**0.19**	(0.06)	79.6	(1.3)	79.5	(1.4)	73.8	(1.4)	76.2	(1.3)	83.5	(1.7)	80.6	(1.7)	2.4	(4.1)
	Ras Al Khaimah	-0.07	(0.04)	**-0.18**	(0.06)	0.14	(0.08)	81.0	(1.3)	76.9	(1.9)	77.2	(1.8)	73.5	(1.5)	84.1	(1.2)	81.5	(1.5)	-1.2	(5.4)
	Sharjah	-0.11	(0.04)	0.04	(0.07)	**0.24**	(0.06)	80.5	(1.9)	72.9	(1.8)	75.9	(2.0)	79.0	(1.3)	82.3	(1.3)	77.3	(1.7)	0.9	(2.3)
	Umm Al Quwain	-0.16	(0.04)	-0.08	(0.10)	**0.25**	(0.10)	78.3	(2.2)	70.3	(2.0)	71.8	(2.4)	73.7	(2.1)	80.7	(2.0)	81.0	(1.8)	1.6	(6.3)

• PISA adjudicated region.
1. ESCS refers to the PISA index of economic, social and cultural status.
Notes: Values that are statistically significant are indicated in bold (see Annex A3).
Results for the province of Quebec in this table should be treated with caution due to a possible non-response bias.
For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2).
Puerto Rico is an unincorporated territory of the United States. As such, PISA results for the United States do not include Puerto Rico.
See Tables III.7.1 and III.7.6 for national data.
StatLink http://dx.doi.org/10.1787/888933473679

[Part 1/1]

Table B2.III.5 Regional differences in exposure to bullying

		Percentage of students who reported the following statement at least a few times a month													
		Other students left me out on purpose		Other students made fun of me		I was threatened by other students		Other students took away or destroyed my things		I got hit or pushed by other students		Other students spread nasty rumours about me		Percentage of students who experienced any act of bullying at least a few times a month	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	**Belgium**														
	Flemish community•	5.0	(0.3)	10.0	(0.5)	2.2	(0.2)	2.7	(0.3)	3.2	(0.3)	9.6	(0.4)	17.7	(0.0)
	French community	7.1	(0.5)	12.5	(0.6)	3.3	(0.4)	3.3	(0.3)	2.9	(0.3)	7.8	(0.5)	19.6	(0.0)
	German-speaking community	3.2	(0.8)	9.1	(1.6)	2.8	(0.9)	3.3	(0.9)	1.1	(0.6)	7.0	(1.4)	16.1	(0.0)
	Canada														
	Alberta	10.7	(1.0)	14.1	(0.9)	4.8	(0.5)	4.1	(0.5)	5.4	(0.6)	8.2	(0.7)	21.3	(0.0)
	British Columbia	10.7	(0.7)	13.2	(0.8)	4.8	(0.6)	4.5	(0.7)	5.4	(0.8)	8.4	(1.1)	21.0	(0.0)
	Manitoba	9.7	(0.7)	14.1	(0.9)	5.0	(0.4)	3.5	(0.4)	5.6	(0.5)	9.3	(0.7)	21.8	(0.0)
	New Brunswick	9.5	(0.8)	14.6	(1.2)	5.4	(0.7)	4.5	(0.8)	5.8	(0.6)	9.3	(0.7)	21.7	(0.0)
	Newfoundland and Labrador	13.4	(1.2)	13.8	(1.4)	5.8	(0.7)	5.7	(0.8)	6.6	(1.2)	11.3	(0.9)	25.0	(0.0)
	Nova Scotia	9.6	(0.8)	12.5	(0.8)	4.6	(0.6)	4.9	(0.6)	4.3	(0.6)	8.5	(0.8)	20.6	(0.0)
	Ontario	10.0	(0.6)	14.2	(0.7)	5.3	(0.5)	4.3	(0.4)	5.5	(0.5)	7.4	(0.7)	20.9	(0.0)
	Prince Edward Island	9.5	(1.8)	13.7	(2.3)	4.5	(1.2)	3.5	(1.1)	8.1	(1.6)	8.3	(1.6)	20.5	(0.0)
	Quebec	6.5	(0.6)	11.3	(0.8)	2.9	(0.5)	2.6	(0.4)	3.3	(0.4)	7.2	(0.7)	17.2	(0.0)
	Saskatchewan	11.5	(0.7)	13.5	(0.9)	5.2	(0.6)	4.3	(0.6)	5.8	(0.7)	8.6	(0.6)	22.4	(0.0)
	Italy														
	Bolzano	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Campania	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lombardia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Trento	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Portugal														
	Região Autónoma dos Açores	7.3	(0.7)	9.6	(0.8)	4.5	(0.6)	4.0	(0.6)	3.0	(0.5)	8.3	(0.7)	15.9	(0.0)
	Spain														
	Andalusia•	4.4	(0.5)	7.9	(0.8)	2.1	(0.4)	3.9	(0.5)	3.2	(0.5)	5.9	(0.5)	13.4	(0.0)
	Aragon•	3.9	(0.6)	8.0	(0.9)	2.7	(0.5)	3.8	(0.7)	2.7	(0.5)	5.2	(0.6)	13.4	(0.0)
	Asturias•	3.7	(0.4)	7.0	(0.7)	2.4	(0.4)	3.5	(0.5)	2.5	(0.5)	5.3	(0.5)	11.8	(0.0)
	Balearic Islands•	5.2	(0.6)	8.2	(0.8)	2.3	(0.4)	4.2	(0.6)	2.2	(0.4)	6.9	(0.8)	15.2	(0.0)
	Basque Country•	4.0	(0.3)	7.5	(0.6)	2.5	(0.4)	4.0	(0.4)	2.9	(0.4)	4.8	(0.4)	11.8	(0.0)
	Canary Islands•	5.4	(0.5)	10.8	(0.8)	2.7	(0.3)	4.8	(0.5)	3.0	(0.4)	7.8	(0.6)	17.9	(0.0)
	Cantabria•	4.2	(0.6)	6.4	(0.6)	1.8	(0.4)	2.7	(0.4)	2.1	(0.3)	5.6	(0.5)	11.0	(0.0)
	Castile and Leon•	4.0	(0.5)	7.0	(0.7)	1.7	(0.3)	2.9	(0.4)	2.3	(0.3)	4.5	(0.5)	12.2	(0.0)
	Castile-La Mancha•	4.5	(0.5)	6.3	(0.7)	2.1	(0.4)	2.5	(0.4)	2.2	(0.3)	5.3	(0.5)	12.0	(0.0)
	Catalonia•	4.9	(0.5)	7.8	(0.4)	2.2	(0.4)	4.1	(0.7)	2.5	(0.4)	5.9	(0.8)	14.8	(0.0)
	Comunidad Valenciana•	4.1	(0.6)	7.2	(0.6)	2.4	(0.4)	3.1	(0.7)	3.1	(0.6)	4.9	(0.7)	12.7	(0.0)
	Extremadura•	3.2	(0.5)	5.1	(0.5)	1.9	(0.3)	2.6	(0.4)	2.1	(0.4)	4.4	(0.5)	9.8	(0.0)
	Galicia•	6.4	(0.6)	8.8	(0.6)	2.9	(0.4)	4.5	(0.6)	3.0	(0.4)	9.2	(0.8)	17.8	(0.0)
	La Rioja•	4.8	(0.6)	8.5	(0.8)	2.6	(0.5)	3.4	(0.5)	3.4	(0.5)	5.3	(0.7)	13.3	(0.0)
	Madrid•	3.9	(0.5)	7.2	(0.8)	1.8	(0.3)	3.5	(0.6)	2.7	(0.4)	4.8	(0.6)	11.7	(0.0)
	Murcia•	4.5	(0.7)	6.9	(0.7)	2.3	(0.4)	3.0	(0.6)	2.3	(0.4)	5.4	(0.6)	12.3	(0.0)
	Navarre•	3.4	(0.5)	5.9	(0.6)	2.0	(0.3)	3.1	(0.4)	2.3	(0.3)	5.0	(0.6)	11.3	(0.0)
	United Kingdom														
	England	11.7	(0.5)	15.3	(0.7)	6.6	(0.4)	4.8	(0.4)	5.5	(0.4)	11.3	(0.6)	24.4	(0.0)
	Northern Ireland	7.4	(0.6)	10.9	(0.7)	3.6	(0.3)	2.6	(0.4)	3.1	(0.5)	7.0	(0.6)	16.3	(0.0)
	Scotland	10.4	(0.7)	14.9	(0.8)	6.1	(0.4)	3.8	(0.4)	4.3	(0.4)	10.1	(0.6)	21.9	(0.0)
	Wales	11.5	(0.6)	15.1	(0.7)	7.2	(0.5)	5.5	(0.5)	6.1	(0.5)	12.7	(0.7)	24.6	(0.0)
	United States														
	Massachusetts•	7.0	(0.7)	7.4	(0.8)	3.0	(0.4)	1.7	(0.3)	1.8	(0.3)	5.0	(0.6)	12.6	(0.0)
	North Carolina•	11.5	(0.8)	12.1	(0.8)	4.8	(0.5)	4.5	(0.5)	4.0	(0.6)	8.8	(0.9)	19.8	(0.0)
	Puerto Rico•	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	**Colombia**														
	Bogotá	5.9	(0.6)	9.3	(0.6)	2.2	(0.3)	2.9	(0.3)	2.9	(0.4)	11.5	(0.7)	20.6	(0.0)
	Cali	8.0	(0.8)	11.0	(0.7)	3.7	(0.5)	4.9	(0.5)	3.9	(0.4)	9.6	(0.7)	21.4	(0.0)
	Manizales	8.9	(0.9)	12.9	(0.9)	3.4	(0.5)	4.7	(0.5)	5.6	(0.6)	11.3	(0.8)	23.8	(0.0)
	Medellín	6.5	(0.7)	9.8	(1.0)	2.4	(0.4)	3.5	(0.4)	3.6	(0.6)	8.4	(0.7)	18.6	(0.0)
	United Arab Emirates														
	Abu Dhabi•	13.7	(0.7)	16.6	(0.7)	10.0	(0.7)	10.6	(0.7)	8.8	(0.7)	14.1	(0.7)	28.2	(0.0)
	Ajman	11.1	(1.1)	14.0	(1.3)	8.3	(1.3)	10.9	(1.2)	8.4	(1.2)	13.7	(1.3)	27.7	(0.0)
	Dubai•	11.3	(0.5)	14.7	(0.5)	5.7	(0.3)	7.6	(0.4)	6.1	(0.3)	10.6	(0.4)	24.9	(0.0)
	Fujairah	11.5	(1.0)	12.0	(1.3)	8.9	(1.0)	9.7	(1.1)	8.4	(1.0)	13.9	(1.0)	25.8	(0.0)
	Ras Al Khaimah	12.0	(1.5)	15.0	(1.2)	10.2	(1.1)	10.4	(1.5)	9.6	(1.2)	11.9	(1.0)	25.0	(0.0)
	Sharjah	11.8	(1.2)	17.6	(1.8)	7.4	(1.2)	9.1	(1.2)	8.5	(1.2)	12.9	(1.5)	28.5	(0.0)
	Umm Al Quwain	14.6	(1.8)	18.0	(2.1)	9.9	(1.6)	10.9	(1.5)	9.6	(1.5)	14.4	(1.9)	32.0	(0.0)

• PISA adjudicated region.

Notes: Results for the province of Quebec in this table should be treated with caution due to a possible non-response bias.
For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2).
Puerto Rico is an unincorporated territory of the United States. As such, PISA results for the United States do not include Puerto Rico.
See Tables III.8.1, III.8.5, III.8.6 and III.8.10 for national data.

StatLink http://dx.doi.org/10.1787/888933473684

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Table B2.III.6 Regional differences in parental support and wealth

		Students who reported talking to their parents after school				"My parents are interested in my school activities"				"My parents support me when I am facing difficulties at school"					
		Percentage of students who reported talking to parents after school		Gender difference in the percentage of students who reported talking to their parents after school (B – G)		Percentage of students who agreed/ strongly agreed with the statement		Socio-economic disparity (top – bottom quarter of ESCS[1]) in the percentage of students who agreed/strongly agreed with the statement		Percentage of students who agreed/strongly agreed with the statement		Socio-economic disparity (top – bottom quarter of ESCS) in the percentage of students who agreed/strongly agreed with the statement		Students' family wealth index	
		%	S.E.	% dif.	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	% dif.	S.E.	Mean	S.E.
OECD	**Belgium**														
	Flemish community•	94.5	(0.4)	**-1.5**	(0.7)	94.1	(0.4)	**4.8**	(0.9)	94.3	(0.4)	**2.5**	(0.9)	0.27	(0.02)
	French community	91.5	(0.6)	-1.0	(1.1)	93.6	(0.4)	**3.4**	(1.1)	88.2	(0.6)	**6.9**	(1.6)	-0.06	(0.03)
	German-speaking community	96.1	(1.1)	-3.5	(1.9)	96.1	(1.1)	-0.6	(2.4)	91.8	(1.5)	1.2	(4.5)	0.03	(0.04)
	Canada														
	Alberta	95.5	(0.4)	-0.1	(1.1)	91.6	(0.8)	**10.0**	(2.0)	88.5	(1.0)	**9.8**	(2.5)	0.84	(0.03)
	British Columbia	95.5	(0.7)	-0.3	(1.2)	92.5	(0.8)	**6.0**	(1.7)	88.4	(0.9)	**7.6**	(1.9)	0.60	(0.04)
	Manitoba	94.1	(0.7)	-1.5	(1.3)	92.3	(0.5)	**6.9**	(1.8)	88.5	(0.9)	**10.8**	(2.1)	0.43	(0.03)
	New Brunswick	95.5	(0.7)	-0.8	(1.3)	91.1	(0.9)	**10.4**	(2.8)	89.6	(0.9)	**8.4**	(2.8)	0.37	(0.03)
	Newfoundland and Labrador	95.8	(0.7)	-1.4	(1.1)	89.4	(0.9)	**13.4**	(3.1)	90.6	(0.9)	**9.3**	(2.7)	0.53	(0.04)
	Nova Scotia	95.4	(0.5)	-1.0	(1.1)	93.2	(1.0)	**10.5**	(1.8)	90.2	(1.1)	**9.8**	(2.1)	0.50	(0.04)
	Ontario	94.9	(0.5)	-1.2	(0.7)	92.1	(0.5)	**6.5**	(1.3)	90.3	(0.6)	**6.9**	(1.4)	0.63	(0.03)
	Prince Edward Island	95.6	(1.0)	-2.0	(2.8)	92.0	(1.5)	2.4	(3.9)	89.6	(1.8)	1.2	(4.6)	0.44	(0.06)
	Quebec	94.6	(0.5)	-1.8	(1.0)	94.0	(0.6)	**4.3**	(1.3)	91.9	(0.6)	**7.6**	(1.6)	0.26	(0.04)
	Saskatchewan	94.3	(0.8)	**-2.3**	(1.1)	92.5	(0.5)	**7.7**	(1.7)	90.3	(0.7)	2.5	(2.0)	0.62	(0.04)
	Italy														
	Bolzano	93.2	(0.6)	-1.8	(1.2)	95.5	(0.4)	1.5	(1.0)	90.6	(0.7)	**9.5**	(2.4)	-0.16	(0.02)
	Campania	92.4	(1.0)	-2.8	(1.5)	96.8	(0.6)	0.9	(1.0)	91.0	(0.7)	**4.9**	(1.7)	-0.03	(0.03)
	Lombardia	93.3	(0.8)	**-3.1**	(1.5)	95.1	(0.5)	**5.6**	(1.8)	87.0	(1.0)	**8.6**	(2.0)	0.00	(0.03)
	Trento	93.6	(0.6)	-0.2	(1.2)	95.5	(0.5)	**3.9**	(1.5)	87.4	(0.8)	**7.7**	(3.1)	-0.11	(0.02)
	Portugal														
	Região Autónoma dos Açores	95.1	(0.5)	-1.5	(1.4)	96.9	(0.5)	0.6	(1.3)	92.7	(1.0)	3.7	(2.3)	-0.27	(0.02)
	Spain														
	Andalusia•	92.3	(0.6)	**-4.0**	(1.3)	96.1	(0.5)	2.8	(1.6)	91.9	(0.8)	**3.8**	(1.9)	0.03	(0.03)
	Aragon•	93.5	(0.8)	**-2.9**	(1.4)	95.6	(0.5)	0.0	(1.2)	89.6	(0.6)	4.5	(2.4)	0.10	(0.03)
	Asturias•	92.6	(0.8)	0.4	(1.3)	96.5	(0.4)	**4.3**	(1.3)	92.0	(0.7)	**9.5**	(2.2)	0.07	(0.04)
	Balearic Islands•	89.4	(0.9)	**-3.2**	(1.4)	94.7	(0.7)	**4.9**	(1.3)	90.5	(0.7)	**5.5**	(2.3)	0.15	(0.03)
	Basque Country•	93.2	(0.5)	**-3.1**	(1.0)	96.8	(0.4)	**2.9**	(0.8)	92.3	(0.5)	**5.9**	(1.8)	0.04	(0.02)
	Canary Islands•	89.8	(0.7)	0.5	(1.2)	93.7	(0.6)	**5.2**	(1.1)	89.3	(1.1)	**7.7**	(2.3)	-0.03	(0.03)
	Cantabria•	91.7	(0.7)	-3.0	(1.5)	95.4	(0.6)	**5.1**	(1.5)	92.1	(0.7)	**10.3**	(2.5)	0.12	(0.03)
	Castile and Leon•	93.9	(0.6)	-1.8	(1.0)	95.7	(0.5)	2.1	(1.2)	91.5	(0.7)	**4.0**	(1.4)	0.09	(0.03)
	Castile-La Mancha•	91.9	(0.6)	**-4.1**	(1.4)	95.0	(0.5)	**6.8**	(1.4)	90.3	(0.8)	**9.1**	(1.9)	0.14	(0.03)
	Catalonia•	89.5	(0.7)	**-3.9**	(1.7)	94.4	(0.6)	**4.4**	(1.6)	88.6	(0.9)	**13.6**	(2.2)	0.14	(0.04)
	Comunidad Valenciana•	91.3	(0.7)	**-3.8**	(1.6)	94.5	(0.6)	**3.4**	(1.7)	89.7	(0.9)	**5.6**	(2.8)	0.10	(0.03)
	Extremadura•	92.8	(0.5)	-1.1	(1.2)	96.0	(0.4)	**3.8**	(1.3)	91.7	(0.6)	**5.1**	(1.8)	0.02	(0.03)
	Galicia•	92.1	(0.8)	-1.5	(1.2)	95.4	(0.6)	**6.6**	(2.1)	91.8	(0.7)	**5.0**	(1.7)	0.08	(0.03)
	La Rioja•	92.4	(0.7)	**-3.7**	(1.6)	95.4	(0.5)	**5.0**	(1.9)	91.1	(0.8)	3.8	(2.5)	0.04	(0.02)
	Madrid•	92.0	(0.8)	0.1	(0.9)	95.6	(0.5)	2.0	(1.2)	90.5	(0.7)	**8.6**	(2.5)	0.24	(0.07)
	Murcia•	90.6	(0.8)	-1.0	(1.3)	95.1	(0.5)	**3.6**	(0.8)	89.8	(0.6)	3.3	(2.3)	-0.01	(0.03)
	Navarre•	92.5	(0.6)	**-3.5**	(1.3)	96.4	(0.5)	**3.8**	(1.2)	89.1	(1.0)	**8.2**	(2.5)	0.05	(0.03)
	United Kingdom														
	England	94.9	(0.3)	1.0	(0.9)	93.7	(0.4)	**6.4**	(1.1)	91.4	(0.5)	**6.1**	(1.3)	0.49	(0.02)
	Northern Ireland	94.9	(0.5)	0.8	(1.1)	94.8	(0.4)	**5.1**	(1.3)	93.1	(0.6)	**4.5**	(1.5)	0.54	(0.02)
	Scotland	95.0	(0.5)	**1.8**	(0.8)	93.8	(0.4)	**5.0**	(1.1)	91.9	(0.6)	**2.7**	(1.3)	0.56	(0.02)
	Wales	95.0	(0.4)	0.8	(0.7)	92.9	(0.6)	**4.9**	(1.2)	91.6	(0.5)	**5.9**	(1.1)	0.49	(0.02)
	United States														
	Massachusetts•	96.7	(0.5)	0.4	(0.9)	94.8	(0.6)	**6.8**	(1.7)	91.7	(1.0)	**7.0**	(2.6)	0.63	(0.06)
	North Carolina•	95.9	(0.7)	-0.5	(0.9)	92.6	(0.7)	**8.8**	(1.9)	91.7	(0.8)	**4.5**	(1.9)	0.66	(0.04)
	Puerto Rico•	0.0	(0.0)	m	m	m	m	m	m	0.0	(0.0)	m	m	-0.50	(0.06)
Partners	**Colombia**														
	Bogotá	86.3	(0.8)	-1.6	(1.6)	93.4	(0.6)	2.5	(1.7)	87.6	(0.9)	1.7	(2.8)	-0.79	(0.07)
	Cali	83.0	(1.1)	-0.5	(2.5)	92.2	(0.7)	**6.6**	(1.8)	88.7	(0.9)	**7.7**	(3.8)	-1.08	(0.07)
	Manizales	86.1	(0.9)	-0.4	(2.0)	94.1	(0.7)	-1.6	(1.4)	89.3	(0.8)	0.1	(2.7)	-0.93	(0.04)
	Medellín	84.7	(1.3)	-3.3	(2.2)	91.6	(0.9)	**5.9**	(1.4)	85.7	(0.8)	**5.5**	(2.7)	-1.11	(0.06)
	United Arab Emirates														
	Abu Dhabi•	92.4	(0.5)	**-2.7**	(1.0)	84.8	(0.7)	**5.2**	(1.7)	91.8	(0.5)	**6.0**	(1.5)	0.76	(0.04)
	Ajman	92.4	(0.9)	**-4.3**	(2.1)	83.0	(0.8)	4.4	(2.3)	88.4	(1.1)	**8.8**	(3.1)	0.44	(0.06)
	Dubai•	95.0	(0.3)	-0.7	(0.7)	88.5	(0.5)	**7.4**	(1.3)	91.9	(0.5)	**8.1**	(1.6)	0.69	(0.02)
	Fujairah	91.2	(0.8)	**-6.2**	(1.7)	83.9	(1.4)	5.1	(3.3)	91.0	(0.9)	2.7	(3.5)	0.87	(0.06)
	Ras Al Khaimah	92.0	(1.2)	**-6.0**	(2.5)	84.6	(1.3)	**7.8**	(2.9)	92.2	(0.9)	**9.2**	(1.6)	1.00	(0.08)
	Sharjah	93.9	(0.8)	-1.0	(1.8)	84.7	(2.1)	7.2	(4.4)	90.3	(1.0)	**7.9**	(3.6)	0.37	(0.08)
	Umm Al Quwain	88.7	(1.4)	**-11.9**	(3.4)	83.9	(1.8)	8.5	(4.9)	88.1	(1.6)	**13.2**	(3.9)	0.78	(0.07)

• PISA adjudicated region.
1. ESCS refers to the PISA index of economic, social and cultural status.
Notes: Values that are statistically significant are indicated in bold (see Annex A3).
Results for the province of Quebec in this table should be treated with caution due to a possible non-response bias.
For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2).
Puerto Rico is an unincorporated territory of the United States. As such, PISA results for the United States do not include Puerto Rico.
See Tables III.9.16, III.9.17, III.9.18, III.9.19 and III.10.6 for national data.
StatLink http://dx.doi.org/10.1787/888933473696

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Table B2.III.7 Regional differences in activities outside of school

		Students who are not engaged in any moderate or vigorous activity				Eating breakfast before school						Students who reported working for pay					
		Percentage of students who are not engaged in any moderate or vigorous activity		Gender difference in the percentage of students who reported that they are not engaged in any moderate or vigorous activity (B – G)		Percentage of students who reported eating breakfast before school		Gender difference in the percentage of students who reported that they eat breakfast before school (B – G)		Percentage of students who reported working in the household		Percentage of students who reported working for pay before or after school		Gender difference in the percentage of students who reported that they work for pay before or after school (B – G)		Average time, in minutes per day, spent using the Internet outside of school, during weekdays[1]	
		%	S.E.	% dif.	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	Minutes	S.E.
OECD	**Belgium**																
	Flemish community•	5.7	(0.4)	**-2.3**	(0.7)	83.0	(0.6)	**6.0**	(1.1)	70.1	(0.8)	22.1	(0.7)	**5.9**	(1.3)	147	(2)
	French community	9.2	(0.5)	**-4.5**	(1.1)	74.1	(1.0)	**8.5**	(1.8)	73.7	(0.8)	21.3	(1.3)	**12.6**	(2.5)	145	(3)
	German-speaking community	6.8	(1.4)	2.0	(2.9)	80.1	(2.0)	**10.1**	(4.4)	88.2	(1.7)	33.9	(2.6)	6.5	(5.9)	163	(6)
	Canada																
	Alberta	4.3	(0.4)	-1.4	(0.9)	74.4	(1.2)	**12.3**	(1.9)	75.2	(1.1)	36.6	(1.7)	**8.5**	(2.6)	m	m
	British Columbia	2.2	(0.4)	-0.2	(0.8)	77.8	(1.2)	**8.3**	(1.4)	73.1	(1.4)	30.4	(1.5)	3.2	(2.2)	m	m
	Manitoba	3.8	(0.5)	-0.8	(1.0)	77.1	(1.3)	**12.9**	(2.0)	75.0	(1.3)	36.5	(1.7)	**10.3**	(2.5)	m	m
	New Brunswick	7.1	(0.8)	-2.0	(1.4)	76.2	(1.2)	**9.1**	(2.7)	65.8	(1.4)	35.4	(1.3)	**7.8**	(3.0)	m	m
	Newfoundland and Labrador	6.1	(0.8)	-0.2	(1.7)	69.3	(1.5)	**13.5**	(3.3)	62.8	(1.8)	32.0	(1.7)	**12.7**	(3.9)	m	m
	Nova Scotia	4.6	(0.6)	-2.1	(1.1)	73.2	(1.5)	**8.9**	(2.1)	68.5	(1.6)	33.5	(1.5)	**8.8**	(2.5)	m	m
	Ontario	5.1	(0.5)	-0.6	(0.9)	72.9	(1.0)	**9.1**	(1.9)	72.3	(1.0)	36.0	(1.2)	**5.0**	(1.9)	m	m
	Prince Edward Island	6.3	(1.6)	2.4	(2.6)	76.0	(2.7)	4.6	(5.4)	68.6	(2.9)	40.7	(3.0)	**14.5**	(5.1)	m	m
	Quebec	5.9	(0.6)	**-1.7**	(0.8)	82.4	(1.2)	**5.7**	(1.5)	74.3	(1.0)	31.6	(1.6)	3.3	(2.0)	m	m
	Saskatchewan	3.7	(0.5)	0.6	(0.9)	72.1	(1.2)	**7.0**	(2.6)	74.2	(1.2)	44.6	(1.3)	4.0	(2.6)	m	m
	Italy																
	Bolzano	m	m	m	m	77.4	(1.0)	**9.8**	(2.1)	71.9	(1.0)	17.1	(0.8)	**11.3**	(1.4)	128	(3)
	Campania	m	m	m	m	71.5	(1.4)	**10.7**	(2.7)	75.1	(1.2)	30.4	(1.8)	**18.1**	(2.8)	185	(5)
	Lombardia	m	m	m	m	73.7	(1.3)	**10.1**	(2.3)	72.6	(1.2)	21.7	(1.6)	**12.1**	(3.0)	169	(4)
	Trento	m	m	m	m	80.4	(1.1)	**14.3**	(2.3)	77.2	(0.9)	26.8	(1.1)	**14.9**	(2.3)	128	(3)
	Portugal																
	Região Autónoma dos Açores	13.0	(1.0)	**-6.0**	(1.8)	91.1	(0.9)	2.5	(1.6)	76.5	(1.2)	19.9	(1.2)	**16.3**	(2.1)	132	(3)
	Spain																
	Andalusia•	12.9	(0.8)	0.1	(1.2)	82.6	(0.9)	**8.5**	(1.9)	78.7	(1.2)	32.7	(1.5)	**9.3**	(2.2)	185	(5)
	Aragon•	9.4	(0.9)	0.2	(1.2)	85.6	(0.9)	**6.6**	(1.5)	78.7	(1.0)	29.0	(1.3)	**9.8**	(1.8)	156	(3)
	Asturias•	9.1	(0.9)	-2.2	(1.6)	84.0	(0.9)	**11.4**	(2.0)	78.7	(1.0)	27.2	(1.2)	**9.6**	(2.3)	157	(4)
	Balearic Islands•	7.8	(0.6)	**-2.5**	(1.3)	85.3	(0.9)	**6.4**	(1.5)	75.0	(1.3)	33.1	(1.3)	**10.0**	(2.8)	169	(4)
	Basque Country•	8.1	(0.5)	-1.6	(1.1)	87.3	(0.6)	**6.3**	(1.3)	74.3	(0.8)	31.7	(1.3)	**7.6**	(1.7)	139	(3)
	Canary Islands•	14.1	(0.9)	0.8	(1.8)	84.2	(0.9)	**10.5**	(2.1)	82.5	(1.1)	32.2	(1.2)	**10.7**	(2.0)	176	(4)
	Cantabria•	11.7	(0.9)	**-4.3**	(1.5)	86.1	(0.8)	**9.2**	(1.6)	76.7	(0.8)	27.7	(1.0)	**7.2**	(2.3)	146	(4)
	Castile and Leon•	8.7	(0.7)	-1.1	(1.5)	89.2	(0.7)	**5.8**	(1.7)	79.9	(1.1)	26.6	(1.5)	**7.3**	(1.9)	144	(3)
	Castile-La Mancha•	10.4	(0.6)	**-3.2**	(1.6)	84.1	(0.8)	**5.3**	(1.6)	80.8	(1.0)	32.0	(1.0)	**6.5**	(2.4)	172	(4)
	Catalonia•	5.9	(0.6)	-0.5	(1.3)	86.6	(0.7)	**5.9**	(2.0)	71.1	(1.2)	32.8	(1.4)	**7.3**	(2.5)	174	(4)
	Comunidad Valenciana•	10.7	(0.9)	-0.3	(1.8)	81.9	(1.8)	**6.7**	(2.1)	77.8	(1.0)	29.8	(1.6)	**11.3**	(1.8)	173	(6)
	Extremadura•	12.3	(1.0)	-2.0	(1.6)	86.4	(1.1)	**6.2**	(1.9)	77.7	(0.9)	34.1	(1.6)	**10.1**	(2.0)	178	(3)
	Galicia•	10.0	(0.7)	**-3.2**	(1.3)	85.6	(1.1)	**7.7**	(1.7)	77.0	(1.0)	21.9	(0.8)	**6.3**	(1.9)	147	(3)
	La Rioja•	9.1	(0.8)	-0.6	(1.6)	86.5	(0.9)	**5.2**	(1.8)	78.1	(1.0)	28.7	(1.4)	**9.0**	(2.8)	158	(4)
	Madrid•	8.8	(0.8)	**-2.7**	(1.3)	84.9	(0.8)	**9.3**	(1.8)	76.8	(1.2)	27.5	(1.1)	4.6	(2.7)	149	(4)
	Murcia•	11.4	(1.0)	-1.7	(1.9)	85.8	(0.9)	**8.8**	(1.9)	79.3	(0.9)	31.4	(1.4)	**9.3**	(2.3)	170	(4)
	Navarre•	7.8	(0.6)	0.1	(1.7)	87.9	(0.7)	**5.9**	(1.7)	79.5	(0.8)	30.0	(1.3)	**7.0**	(2.5)	130	(5)
	United Kingdom																
	England	7.4	(0.4)	**-3.1**	(0.9)	71.0	(0.8)	**13.8**	(1.5)	61.1	(0.8)	22.4	(0.8)	**7.9**	(1.4)	187	(3)
	Northern Ireland	6.4	(0.6)	**-3.6**	(1.1)	75.7	(0.9)	**14.5**	(1.8)	66.1	(1.4)	26.9	(1.3)	**9.8**	(2.2)	182	(35)
	Scotland	7.5	(0.5)	-0.2	(1.0)	71.0	(0.8)	**16.5**	(2.0)	56.7	(1.0)	25.5	(1.1)	**7.8**	(1.7)	m	m
	Wales	7.8	(0.5)	**-2.9**	(0.9)	69.1	(0.8)	**12.5**	(1.3)	61.4	(1.1)	28.8	(1.0)	**8.2**	(1.8)	205	(10)
	United States																
	Massachusetts•	4.0	(0.6)	**-2.7**	(1.1)	72.2	(1.5)	**8.4**	(2.5)	64.9	(1.6)	31.4	(1.5)	2.1	(2.2)	m	m
	North Carolina•	8.6	(1.0)	**-4.8**	(1.3)	69.7	(1.1)	**12.4**	(2.4)	71.0	(1.2)	29.6	(1.3)	**12.1**	(1.8)	m	m
	Puerto Rico•	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	**Colombia**																
	Bogotá	10.9	(1.3)	-3.1	(2.1)	88.2	(0.8)	**5.6**	(1.3)	73.4	(2.4)	35.9	(1.4)	**10.7**	(2.3)	173	(5)
	Cali	13.8	(1.1)	**-7.2**	(2.8)	89.9	(0.8)	2.4	(1.6)	77.3	(1.5)	42.2	(1.6)	**9.1**	(3.2)	181	(4)
	Manizales	13.6	(0.8)	**-8.2**	(1.6)	90.2	(0.9)	**6.0**	(1.6)	70.1	(1.5)	38.9	(1.8)	**18.5**	(3.1)	191	(5)
	Medellín	12.2	(1.1)	**-5.3**	(1.8)	87.0	(1.0)	**4.4**	(1.3)	72.9	(1.2)	36.7	(1.4)	**6.7**	(2.0)	180	(5)
	United Arab Emirates																
	Abu Dhabi•	20.8	(0.9)	**-14.7**	(1.7)	76.6	(0.8)	**12.8**	(1.7)	83.2	(0.8)	47.6	(1.5)	**11.7**	(3.0)	m	m
	Ajman	22.2	(1.4)	-7.2	(4.6)	77.5	(1.9)	**16.7**	(3.5)	87.9	(1.3)	51.9	(1.7)	**17.6**	(6.0)	m	m
	Dubai•	11.2	(0.5)	**-5.4**	(0.9)	75.5	(0.7)	**10.3**	(1.4)	76.0	(0.7)	25.4	(0.7)	**10.1**	(1.4)	m	m
	Fujairah	20.6	(1.3)	-5.0	(3.0)	77.1	(1.8)	**8.3**	(3.7)	88.3	(1.2)	58.2	(2.0)	**12.2**	(4.2)	m	m
	Ras Al Khaimah	21.1	(1.9)	**-7.6**	(3.4)	79.2	(1.5)	**13.2**	(3.4)	88.3	(1.3)	57.6	(4.1)	3.3	(6.3)	m	m
	Sharjah	17.1	(2.6)	**-13.7**	(4.6)	75.8	(1.9)	**12.8**	(3.5)	84.0	(1.3)	42.0	(2.9)	9.5	(5.8)	m	m
	Umm Al Quwain	24.4	(2.1)	**-12.8**	(4.1)	67.2	(2.0)	**23.5**	(4.7)	83.0	(1.7)	57.3	(2.6)	**12.6**	(5.4)	m	m

• PISA adjudicated region.

1. As the answers were given on a categorical scale, it is not possible to compute exactly the average time students spend on line. The numbers in this table thus report a lower bound for the number of minutes students spend on online activities, whereby the answer "between one and two hours", for instance, is converted into "61 minutes at least".

Notes: Values that are statistically significant are indicated in bold (see Annex A3).

Results for the province of Quebec in this table should be treated with caution due to a possible non-response bias.

For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2).

Puerto Rico is an unincorporated territory of the United States. As such, PISA results for the United States do not include Puerto Rico.

See Tables III.11.21, III.11.22, III.12.1, III.12.7 and III.13.7 for national data.

StatLink http://dx.doi.org/10.1787/888933473709

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Annex C

THE DEVELOPMENT AND IMPLEMENTATION OF PISA: A COLLABORATIVE EFFORT

Notes regarding Cyprus

Note by Turkey: The information in this document with reference to "Cyprus" relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

PISA is a collaborative effort, bringing together experts from the participating countries, steered jointly by their governments on the basis of shared, policy-driven interests.

A PISA Governing Board, representing each country, determines the policy priorities for PISA, in the context of OECD objectives, and oversees adherence to these priorities during the implementation of the programme. This includes setting priorities for the development of indicators, for establishing the assessment instruments and for reporting the results.

Experts from participating countries also serve on working groups that are charged with linking policy objectives with the best internationally available technical expertise. By participating in these expert groups, countries ensure that: the instruments are internationally valid and take into account the cultural and educational contexts in OECD countries and in partner countries and economies; the assessment materials have strong measurement properties; and the instruments emphasise authenticity and educational validity.

Participating countries and economies implement PISA at the national level through National Project Managers, subject to the agreed administration procedures. National Project Managers play a vital role in ensuring that the implementation of the survey is of high quality, and verify and evaluate the survey results, analyses, reports and publications.

External contractors are responsible for designing and implementing the surveys, within the framework established by the PISA Governing Board. Pearson developed the science and collaborative problem-solving frameworks, and adapted the frameworks for reading and mathematics, while the Deutsches Institut für Pädagogische Forschung (DIPF) designed and developed the questionnaires. Management and oversight of this survey, the development of the instruments, scaling and analyses are the responsibility of the Educational Testing Service (ETS) as is development of the electronic platform. Other partners or subcontractors involved with ETS include: cApStAn Linguistic Quality Control and the Department of Experimental and Theoretical Pedagogy at the University of Liège (SPe) in Belgium; the Center for Educational Technology (CET) in Israel; the Public Research Centre (CRP) Henri Tudor and the Educational Measurement and Research Center (EMACS) of the University of Luxembourg in Luxembourg; and GESIS – Leibniz-Institute for the Social Sciences in Germany. Westat assumed responsibility for survey operations and sampling with the subcontractor, the Australian Council for Educational Research (ACER).

The OECD Secretariat has overall managerial responsibility for the programme, monitors its implementation daily, acts as the secretariat for the PISA Governing Board, builds consensus among countries, and serves as the interlocutor between the PISA Governing Board and the international Consortium charged with implementing the activities. The OECD Secretariat also produces the indicators and analyses and prepares the international reports and publications in co-operation with the PISA Consortium and in close consultation with OECD countries and partner countries and economies at both the policy level (PISA Governing Board) and the level of implementation (National Project Managers).

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Albania: Rezana Vrapi and Alfons Harizaj*

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Argentina: Liliana Pascual

Australia: Sue Thomson

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Manu Kapur (National Institute of Education, Singapore)
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Eckhard Klieme (Chair until 2013) (German Institute for International Educational Research, Germany (DIPF), Frankfurt, Germany)
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Frank Goldhammer (Questionnaire development)
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Catherine Hayes (Programme manager)
Elise Bromley (Programme administrator)
Rose Clesham (Content lead, scientific literacy)
Peter Foltz (Content lead, collaborative problem solving)
Christine Rozunick (Content lead, scientific literacy)
Jon Twing (Psychometric consultant)
Michael Young (Psychometric consultant)

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Sheila Krawchuk (Sampling, weighting and quality monitoring)
Andrew Caporaso (Weighting)
Jessica Chan (Sampling and weighting)
William Chan (Weighting)
Susan Fuss (Sampling and weighting)
Amita Gopinath (Sampling and weighting)
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Michael Lemay (Manager of Core 4 Contractor for Survey Operations)
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Sarah Hartge (National Centre Support, Quality Control)
Beverley McGaughan (National Centre Support, Quality Control)

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Alla Routitsky (Within-school sampling)
Charlotte Waters (Within-school sampling)
Jorge Fallas (Within-school sampling)
Renee Chow (Within-school sampling)
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Martin Murphy (School sampling)
Clare Ozolins (School sampling)
Greg Macaskill (School sampling)
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Thomas Stephen (School sampling)

Center for Educational Technology – Core 3 contributor on test development

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Nurit Keinan (Test Development, Science)
Hava Ben-Horin (Test Development, Science)
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Estela Melamed (Test Development, Science and Collaborative Problem Solving)

cApStAn Linguistic Quality Control (BELGIUM) – Core 3 contributor on linguistic quality control

Steve Dept (Project director, translatability assessment,)

Lieve Deckx (Verification management, cognitive units)

Andrea Ferrari (Linguistic quality assurance and quality control designs)

Musab Hayatli (Right-to-left scripts, cultural adaptations)

Elica Krajceva (Verification management, questionnaires)

Shinoh Lee (Verification management, cognitive units)

Irene Liberati (Verification management, cognitive units)

Roberta Lizzi (Verification management, trend content)

Laura Wayrynen (Translation and verification operations)

GESIS-Leibniz Institute for the Social Sciences (GERMANY) – Core 3 contributor on test development

Anouk Zabal (Test Development Coordinator, Science and Collaborative Problem Solving, Software Testing)

Dorothee Behr (Test Development, Science and Collaborative Problem Solving, Software Testing)

Daniela Ackermann (Test Development, Science and Collaborative Problem Solving, Software Testing)

HallStat SPRL (BELGIUM) – Core 3 contributor as the translation referee

Beatrice Halleux (Consultant, translation/verification referee, French source development)

Luxembourg Institute for Science and Technology (LUXEMBOURG) – Core 2 Contributor on the development of the computer-based platform for the background questionnaire and cognitive assessment

Jehan Bihim (Questionnaire development)

Joël Billard (Multilingual framework and questionnaire development)

Cyril Hazotte (System administration)

Anne Hendrick (Platform Leader, project co-ordination)

Raynald Jadoul (Project management and software architecture)

Isabelle Jars (Project management and testing)

Lionel Lecaque (Software quality and knowledge base administration)

Primaël Lorbat (Multilingual framework and questionnaire architecture)

Matteo Melis (Portal integration and questionnaire development)

Jean-François Merche (System integration and administration)

Vincent Porro (Lead designer and staff co-ordination)

Igor Ribassin (Workflow development and offline tools development)

Somsack Sipasseuth (Workflow development and knowledge base integration)

Nicolas Yodi (Portal integration and questionnaire development)

Statistics Canada (CANADA) – Core 6 contributor on questionnaires

Sylvie Grenier (Overall management)

Tamara Knighton (Overall management)

Isabelle Thorny (Implementation Delivery System)

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Martine Lafrenière (Implementation Delivery System)

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Unité d'analyse des Systèmes et des Pratiques d'enseignement (aSPe, BELGIUM) – Core 3 contributor on coding training

Dominique LaFontaine (Project supervisor)

Ariane Baye (Coding training, reading)

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Annick Fagnant (Coding training, mathematics)

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Samuel Greiff (Test Development Coordinator, Collaborative Problem Solving)

Sara Wilmes (Test Development, Science)

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Publication layout

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(98 2017 02 1P) ISBN 978-92-64-27381-8 – 2017

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STUDENTS' WELL-BEING
VOLUME III

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Contents of this volume

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ISBN 978-92-64-27381-8
98 2017 02 1P