Summary of Estonia's PISA 2025 results

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Haridus- ja Teadusministeerium
Haridus- ja Noorteamet
OECD | PISA Programme for International Student Assessment

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Summary of Estonia's PISA 2025 results

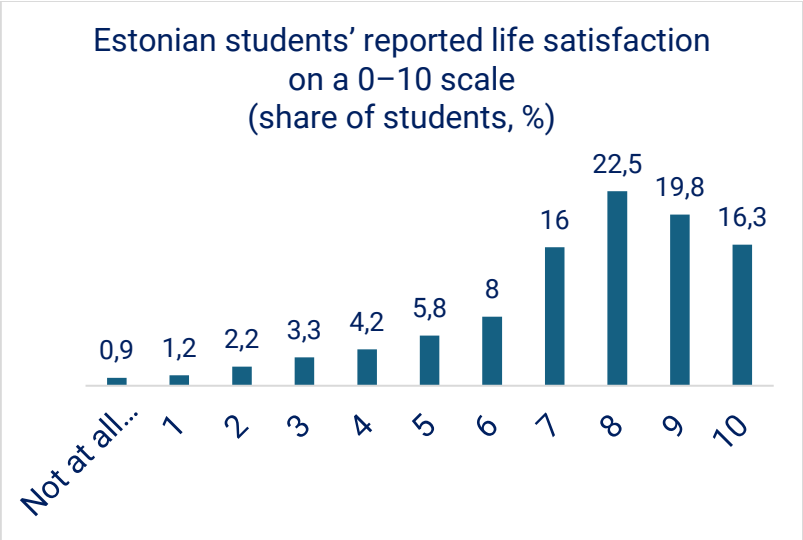
Strengths

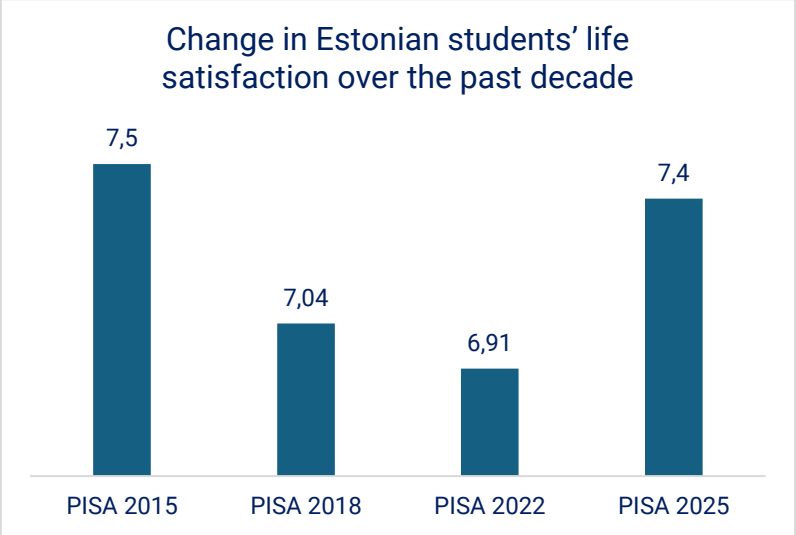
1. Estonia ranks among the top education systems in the world in all subject domains. High share of students demonstrante at least baseline proficiency and a high share of top performers.

- **Science**. Estonia ranked 6th among all participating countries and education systems, 1st–3rd among OECD countries and 1st in Europe. The mean score of students in Estonia was 527 points and remained unchanged compared with 2022. Around 90% of students performed at or above Level 2, while 11.3% were top performers (OECD average: 7%). There was no statistically significant difference between the mean performance of boys and girls. Students in Estonian-language schools outperformed students in Russian-language schools by 40 points (536 and 496 points, respectively). The mean performance of students in urban schools was 7 points higher than that of students in rural schools (530 and 523 points); in 2022, the difference was 11 points.
  - **NB!** High science performance is a strength of Estonia's education system: around 90% of students performed at Level 2 or above, indicating a strong foundation in science knowledge and competencies.
- **Reading.** Estonia ranked 8th among participating countries and economies and 2nd in Europe, after Ireland (a difference of 1 point which is not a significant difference**). The mean score of students in Estonia was 499 points, 12 points lower than in 2022 and 24 points lower than in 2018.** Around 83% of students in Estonia performed at or above Level 2. Around 9% were top performers (OECD average: 6**%). Girls outperformed boys by 25 score points on average.** Students in Estonian-language schools outperformed students in Russian-language schools by 31 points (506 and 475 points, respectively).
- **Mathematics**. Estonia ranked 8th among all participating countries and economies, 3rd among OECD countries and 1st in Europe. The mean score of students in Estonia was 508 points, 2 points lower than in 2022; over the same period, the OECD average fell by 11 points. Some 82.8% of students in Estonia performed at or above Level 2, the highest share in Europe. **Top performers accounted for 13.3% of students (OECD average: 7.8%); by the share of top performers, Estonia ranked 9th globally and 2nd in Europe, after Switzerland.** Boys outperformed girls by 12 points on average (514 and 502 points). **Students in Estonian-language schools outperformed students in Russian-language schools by 32 points** (515 and 483 points, respectively).
- **Computational problem solving.** Estonia ranked 7th among participating countries and economies and 1st in Europe.

2. Life satisfaction has improved

- On a scale from 0 to 10, students in Estonia reported an average life satisfaction of 7.4 (7.1 in the previous cycle); OECD average: 7.2.





In 2025, students' life satisfaction had returned to its 2015 level

3. A relatively equitable education system

- **In science, the performance gap between socio-economically advantaged and disadvantaged students was 68 points in Estonia, compared with 86 points on average across OECD countries.**
- **Socio-economic status explained 9.6% of the variation in science performance in Estonia, compared with 11.6% on average across OECD countries.**
- **Among socio-economically disadvantaged students, 11.7% were academically resilient**, meaning that they scored in the top quarter of performance in their own country. Among high-performing education systems, only Macao (China) had a smaller

science performance gap between socio-economically advantaged and disadvantaged students than Estonia: 48 points.

- Some education systems simultaneously demonstrate inclusion, socio-economic fairness and strong performance. Seven systems – B-S-J-Z (China), Canada*, Estonia, Ireland, Japan, Korea and Macao (China) – combined inclusion above 75%, less than 10% of science-performance variation associated with socio-economic status, and above-OECD-average performance.

4. Strong growth mindset and belief in social mobility

- A growth mindset was reported by 83% of students in Estonia, compared with an OECD average of 69%, the highest share among participating countries and economies. Students with a growth mindset believe that their abilities can be developed through effort, practice and feedback.
- Some 72% of students believe that, regardless of their background, they can get ahead in life and improve their social position. Estonia ranked 5th among participating countries and economies on this measure.

5. Supportive families

- There was no decline in family support in Estonia between 2022 and 2025: 74% of parents asked their child about what they had done at school at least once a week, and 63% discussed problems at school. Estonia ranked 2nd among participating countries and economies.
- When they needed help, 81% of students asked a teacher and 84% asked classmates; the corresponding OECD averages were 77% and 82%.

6. Digital awareness

- Some 58% of students in Estonia used **AI chatbots** to support their learning at least once a week, compared with an OECD average of 46%, and 73% reported that they were taught at school how to evaluate content generated by AI (OECD average: 63%). However, students in Estonia used AI significantly less often, for example, to summarise texts they had read or to draft written assignments.
- **Time spent using digital devices.** According to students' responses, time spent using digital devices in Estonia was above the average of participating countries in almost all measured areas: 49.8 hours in total (boys 50.5 hours; girls 49.1 hours).
- **Use of digital devices for learning at school.** The figure for students in Estonia was slightly below the average across participating countries. However, the use of digital

devices for learning before and after school and at weekends was above the international average.

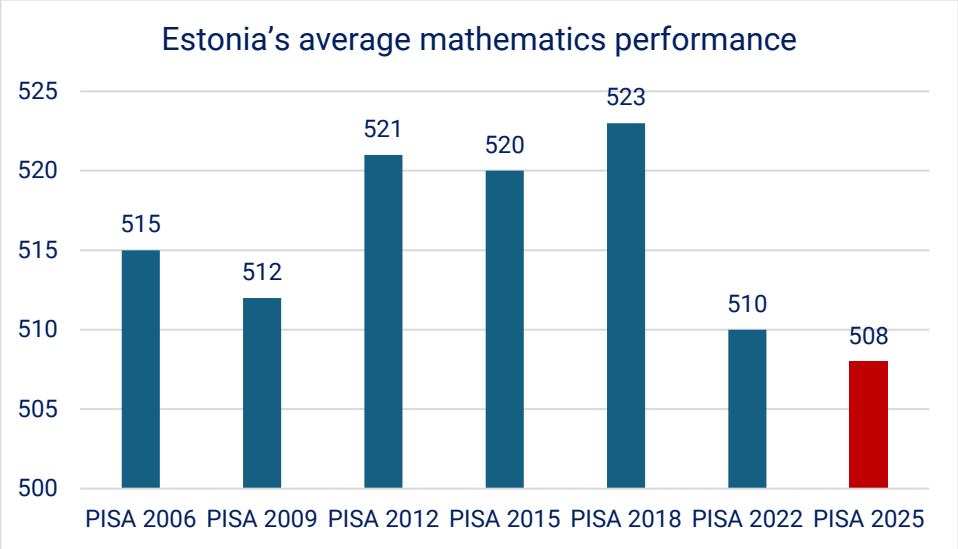
- **Students in Estonia also used digital devices for leisure more than the international average at school, before and after school, and at weekends**.

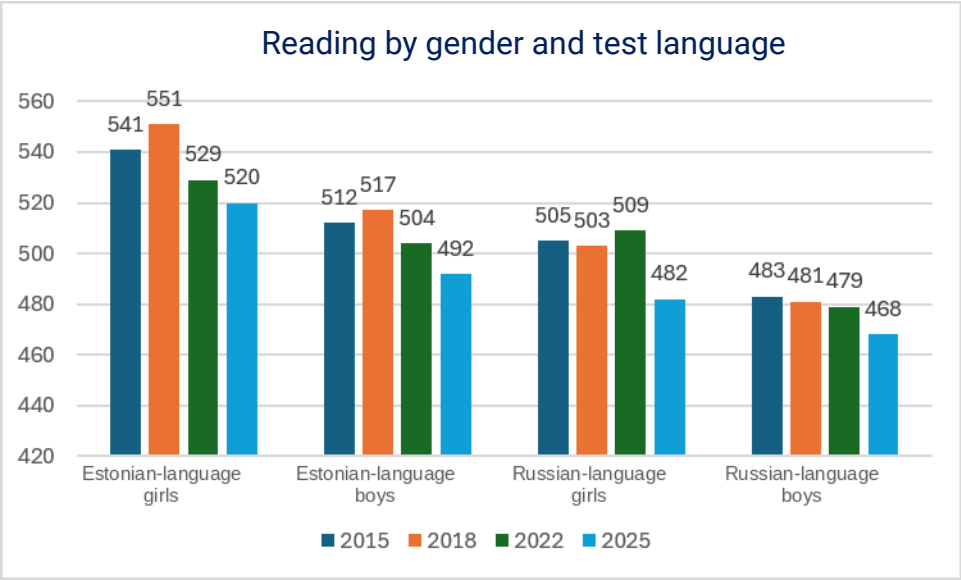
7. Environmental science competencies

- In environmental science, 89% of students in Estonia reached baseline proficiency, compared with 74% on average across OECD countries.

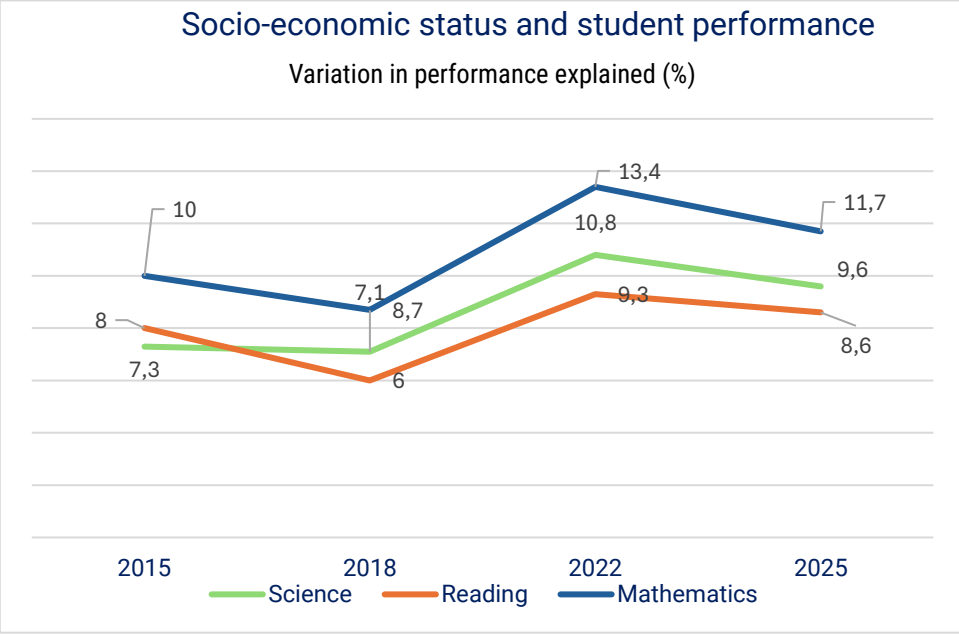
Challenges

- **Halting the decline in performance.** Mathematics and reading literacy performance in 2025 was significantly lower than in 2015 and 2018, and reading performance also declined compared with 2022. Since 2015, the share of students performing below Level 2 has increased by six percentage points in both mathematics and reading. Between 2022 and 2025, the performance gap between the highest- and lowest-performing students also widened in mathematics.

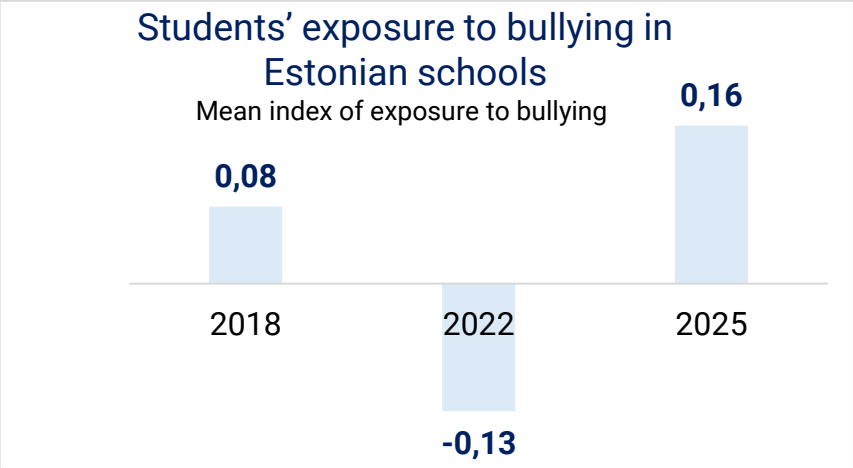


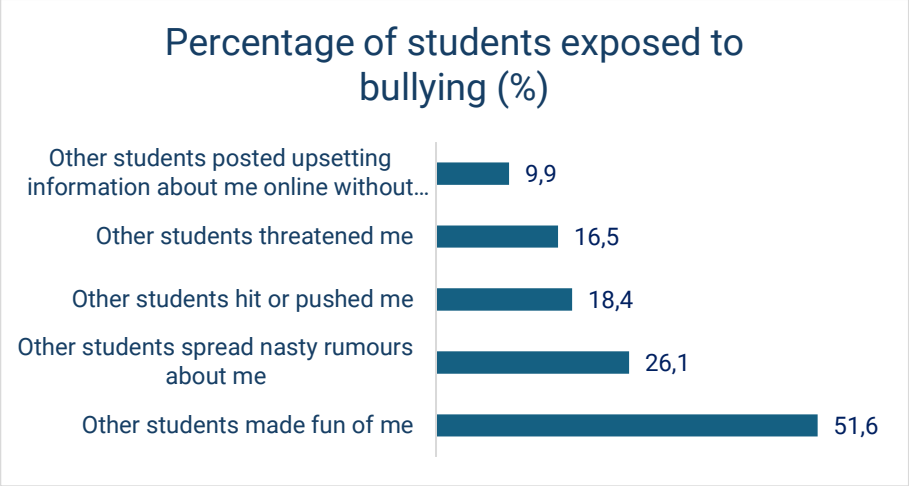


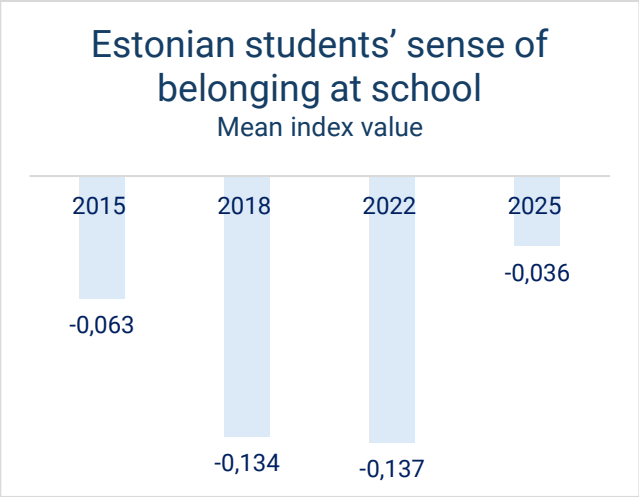
- **A concerning trend is the weakening of skills that are particularly important in the age of artificial intelligence:** critically evaluating information, integrating information from different sources and making sense of what is read. Between 2018 and 2025, the share of students who read hastily and give quick but incorrect answers almost doubled.
- **Reducing gender gaps in mathematics and reading.** In reading, girls outperformed boys by 25 points (OECD average: 30 points); in mathematics, boys outperformed girls by 13 points (OECD average: also 13 points).
- **Reducing the impact of socio-economic status: although the association between socio-economic status and student performance has weakened, it has not returned to its 2015 level in all assessment domains.**



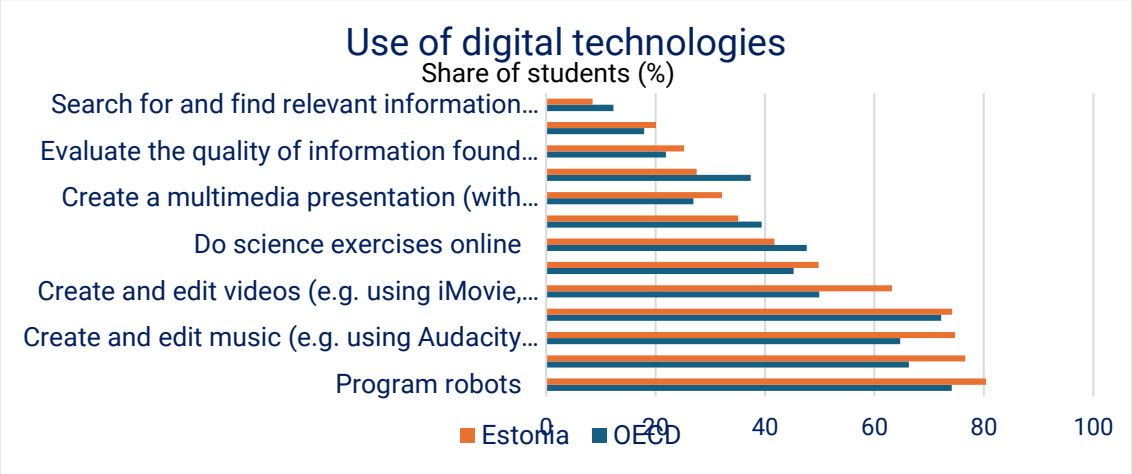
- **Paying attention to school climate: reducing bullying, strengthening students' sense of belonging at school and increasing teacher support.** Some 27% of students in Estonia reported being bullied at least a few times a month, compared with 20% on average across OECD countries. Bullying increased compared with 2022 and, **compared with 2018, the reported prevalence has doubled.**
    - The increase in bullying is driven mainly by one item in the index: "Other students made fun of me."
    - Students who had experienced cyberbullying scored, on average, 60 points lower in science than their peers.
    - The index of students' sense of belonging at school was -0.04 in Estonia, below the OECD average of 0.09. However, the index has improved compared with previous PISA cycles.
    - Teacher support was below the OECD average, although relatively close to it; Estonia ranked 66th among 85 countries and economies.







- **Ensuring adequate teaching staff, support staff and material resources.** According to school principals, 65% of students in Estonia were enrolled in schools where a shortage of teaching staff hindered instruction at least to some extent; the OECD average was 39%. For support staff, the corresponding figure in Estonia was 43%.
- **Developing self-directed learning skills.** Only around 43% of students often or very often planned how they would learn, and 46% checked their understanding of learning material by asking themselves questions. Estonia's indices of curiosity (-0.01) and persistence (-0.06) were below the OECD reference level.
- **Reducing digital distraction and making school digital policies more consistent.** Some 36% of students in Estonia reported frequent distraction caused by digital devices in science lessons, compared with 28% on average across OECD countries. Students spent an average of 1.3 hours per day at school using digital devices for leisure, compared with 1.1 hours across OECD countries. Subject-specific guidelines for the use of digital devices were in place in schools attended by only 30% of students in Estonia, compared with an OECD average of 71%.
- **Appropriate use of AI:**



- **Improving individual teacher support and attendance.** Some 63% of students in Estonia reported that the teacher showed an interest in every student's learning in most science lessons, compared with 69% on average across OECD countries. Some 32% of students in Estonia had skipped at least one class in the two weeks prior to the PISA test, compared with 24% across OECD countries; this figure has remained high since 2018.

What Could Explain Estonia's Success in PISA?

The students who took the test had spent nine years in an education system that had undergone several major changes during that period. Implementing education reforms is a long-term process, and not all planned changes are likely to have been fully implemented yet. Nevertheless, it can be assumed that these reforms have already had an impact on students' learning experiences and outcomes.

- Shift towards a modern approach to learning, 2014. The Estonian Lifelong Learning Strategy 2020 set the implementation of a modern approach to learning in Estonian schools as one of its objectives. This approach emphasises learner-centred learning, the development of key competences, connecting new knowledge with prior knowledge, integrating learning across different subjects and areas of life, developing learning and problem-solving skills, collaborative learning, and taking responsibility for one's own learning.
- Updates to the national curricula. In 2010, the national curricula for basic schools and upper secondary schools were separated, and learning became more learner-centred. Greater attention was given to the holistic development of the student, individual abilities, and the learning environment. Competence-based learning, cross-curricular integration, cross-cutting themes and formative assessment were strengthened, while subject syllabuses were grouped into broader subject areas. In 2014, the descriptions of competences were further refined and digital competence was added. The treatment of entrepreneurship competence and social and civic competences was also strengthened.
- Strengthening and implementation of inclusive education policies. More students requiring additional support are now educated in mainstream schools, and schools have been given greater responsibility for identifying students' needs and organising the necessary support. The Basic Schools and Upper Secondary Schools Act was amended to clarify schools' responsibilities for ensuring appropriate support.
- Digital transformation in teaching and school organisation. Digital learning tools and e-learning environments have been widely adopted, and digital competence has become an important part of the curriculum. The COVID-19 pandemic accelerated the development of distance and blended learning.
- Changes in responsibility for school quality. The role of state supervision of schools was significantly reduced as early as 2006, while evidence-based internal evaluation was gradually introduced in schools. The state has supported schools by providing assessment tools, including national standard-determining tests, tests for assessing competences, and diagnostic tests. Centralised surveys of student satisfaction and the school environment, conducted since

2017, enable school leaders to assess factors that support learning as well as the quality of the school environment.

Estonia's sample:

- In spring 2025, 6,304 students from 204 schools in Estonia took part in the PISA assessment. The sample represented around 14,600 15-year-old students in Estonia, or an estimated 89% of all 15-year-olds. The assessment covered science, reading, mathematics and computational problem solving, with science as the major domain. In addition to the assessment, students and school principals completed questionnaires that are used to analyse and interpret the results.
- Students from 91 countries and economies participated in PISA 2025.

ADDITIONAL MATERIAL

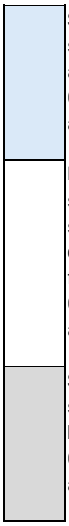
Ranking of participating countries and economies

Rank	Score	Science	Score	Reading	Score	Mathematics	Score	Computational problem solving
1.	597	B-S-J-Z (China)	535	Singapore	612	B-S-J-Z (China)	572	Macao (China)
2.	560	Singapore	527	B-S-J-Z (China)	563	Singapore	563	Singapore
3.	541	Macao (China)	508	Chinese Taipei	549	Macao (China)	560	B-S-J-Z (China)
4.	540	Chinese Taipei	503	Japan	546	Chinese Taipei	557	Japan
5.	538	Japan	501	Macao (China)	525	Japan	551	Chinese Taipei
6.	527	Estonia	501	Korea	522	Korea	545	Hong Kong (China)
7.	526	Korea	500	Ireland	522	Hong Kong (China)	541	Estonia
8.	511	United Kingdom	499	Estonia	508	Estonia	538	Korea
9.	510	Canada*	497	New Zealand*	499	Switzerland	532	Australia
10.	509	New Zealand*	494	United Kingdom	488	United Kingdom	531	New Zealand*
11.	509	Australia	491	Australia	485	Canada*	525	Canada*
12.	504	Finland	490	Canada*	484	Poland	523	United Kingdom
13.	502	United States*	490	United States*	483	Netherlands*	520	Switzerland
14.	501	Switzerland	482	Poland	480	Ireland	517	Czechia

15.	**500**	Ireland	**480**	Hong Kong (China)	**480**	Belgium	**513**	United States*
16.	**497**	Austria	**474**	Finland	**480**	New Zealand*	**512**	Lithuania
17.	**496**	Hong Kong (China)	**474**	Italy	**478**	Australia	**511**	Ireland
18.	**495**	Poland	**472**	Türkiye	**477**	Austria	**509**	Austria
19.	**494**	Türkiye	**470**	Switzerland	**477**	Czechia	**508**	Belgium
20.	**490**	Czechia	**468**	Czechia	**471**	Denmark	**507**	Latvia
21.	**490**	Belgium	**467**	Austria	**470**	Lithuania	**507**	Poland
22.	**488**	Lithuania	**466**	Sweden	**469**	Slovak Republic	**507**	Finland
23.	**486**	Germany	**466**	Belgium	**469**	Finland	**506**	Netherlands*
24.	**485**	Netherlands*	**465**	Germany	**468**	Italy	**506**	Denmark
25.	**485**	Sweden	**464**	Lithuania	**464**	Sweden	**506**	Luxembourg
26.	**484**	Slovenia	**462**	Portugal	**464**	Germany	**503**	Sweden
27.	**483**	France	**460**	Denmark	**463**	United States*	**501**	Portugal
28.	**483**	Italy	**456**	France	**462**	Türkiye	**499**	Spain
29.	**482**	Portugal	**453**	Croatia	**460**	Latvia	**498**	Germany
30.	**480**	Hungary	**453**	Norway*	**460**	Portugal	**497**	France
31.	**478**	Denmark	**452**	Hungary	**460**	Slovenia	**497**	Slovak Republic
32.	**477**	Spain	**451**	Spain	**459**	Hungary	**496**	**Brunei**
33.	**476**	Croatia	**448**	Slovak Republic	**458**	Luxembourg	**495**	Hungary
34.	**475**	Slovak Republic	**445**	Slovenia	**458**	France	**491**	Norway*
35.	**474**	Luxembourg	**443**	Luxembourg	**457**	Spain	**490**	Italy
36.	**470**	Norway*	**441**	Netherlands*	**455**	Croatia	**490**	Iceland
37.	**468**	Latvia	**436**	Israel	**453**	United Arab Emirates	**486**	Slovenia
38.	**458**	United Arab Emirates	**436**	Chile	**452**	Norway*	**484**	Malaysia
39.	**457**	Viet Nam	**433**	United Arab Emirates	**450**	Iceland	**478**	Ukraine
40.	**453**	**Malta**	**430**	Latvia	**443**	Viet Nam	**476**	Thailand

41.	**448**	Ukraine	**426**	**Brunei**	**439**	**Malta**	**476**	United Arab Emirates
42.	**445**	Uruguay	**423**	Uruguay	**435**	**Brunei**	**473**	Türkiye
43.	**442**	Chile	**423**	Greece	**433**	Israel	**466**	Chile
44.	**442**	Israel	**422**	Iceland	**433**	Albania*	**464**	Croatia
45.	**441**	Iceland	**418**	Ukraine	**431**	Ukraine	**463**	**Malta**
46.	**439**	**Brunei**	**418**	Montenegro	**424**	Greece	**462**	Uruguay
47.	**438**	Mauritius	**418**	Qatar	**422**	Azerbaijan	**461**	Viet Nam
48.	**438**	Uzbekistan	**416**	Costa Rica	**419**	Romania	**461**	Greece
49.	**435**	Montenegro	**415**	**Malta**	**419**	Mongolia	**453**	Mexico
50.	**435**	Albania*	**415**	Serbia	**417**	Serbia	**452**	Moldova
51.	**434**	Qatar	**413**	Romania	**416**	Georgia	**452**	Qatar
52.	**434**	Greece	**408**	Brazil	**416**	Qatar	**452**	Costa Rica
53.	**432**	Thailand	**408**	Mexico	**414**	Kazakhstan	**449**	Kazakhstan
54.	**429**	Serbia	**408**	Albania*	**412**	Cyprus	**444**	Israel
55.	**425**	Romania	**405**	Mauritius	**411**	Montenegro	**443**	Mongolia
56.	**424**	Mongolia	**404**	Moldova	**410**	Moldova	**442**	Romania
57.	**424**	Costa Rica	**399**	Colombia	**407**	Mauritius	**437**	Serbia
58.	**422**	Georgia	**393**	Malaysia	**407**	Thailand	**437**	Albania*
59.	**422**	Moldova	**392**	Thailand	**405**	Bulgaria	**436**	Peru
60.	**421**	Bulgaria	**392**	Viet Nam	**405**	Uruguay	**434**	Philippines
61.	**420**	Kazakhstan	**390**	Peru	**403**	Chile	**432**	Colombia
62.	**419**	Malaysia	**389**	Argentina	**397**	Malaysia	**427**	Cyprus
63.	**414**	Colombia	**387**	Saudi Arabia	**390**	Saudi Arabia	**427**	Indonesia
64.	**414**	Mexico	**387**	Bulgaria	**388**	Mexico	**426**	Saudi Arabia
65.	**413**	Saudi Arabia	**385**	Ecuador	**388**	Jordan	**425**	Bulgaria
66.	**411**	Cyprus	**385**	Kazakhstan	**387**	Costa Rica	**423**	Montenegro

67.	**409**	Azerbaijan	**384**	Georgia	**382**	Peru	**422**	Ecuador
68.	**409**	Brazil	**379**	Cyprus	**382**	Dushanbe (Tajikistan)	**413**	Georgia
69.	**407**	Jordan	**374**	Mongolia	**381**	Colombia	**408**	Jordan
70.	**406**	Peru	**374**	Azerbaijan	**380**	North Macedonia	**406**	Brazil
71.	**393**	Ecuador	**368**	Dushanbe (Tajikistan)	**377**	Lebanon	**403**	Argentina
72.	**393**	Argentina	**367**	Philippines	**377**	Brazil	**402**	Uzbekistan
73.	**389**	Indonesia	**366**	El Salvador	**376**	Armenia	**401**	El Salvador
74.	**385**	El Salvador	**365**	Indonesia	**371**	Philippines	**393**	Palestinian Authority
75.	**382**	Cambodia	**363**	Jordan	**367**	Argentina	**389**	North Macedonia
76.	**378**	North Macedonia	**357**	North Macedonia	**366**	Cambodia	**388**	Azerbaijan
77.	**373**	Philippines	**352**	Paraguay	**366**	Ecuador	**388**	Kyrgyzstan
78.	**372**	Lebanon	**350**	Palestinian Authority	**364**	Indonesia	**379**	Dominican Republic
79.	**369**	Armenia	**348**	Armenia	**364**	Kyrgyzstan	**374**	Morocco
80.	**363**	Kyrgyzstan	**347**	Cambodia	**355**	Morocco	**369**	Guatemala
81.	**361**	Dominican Republic	**346**	Dominican Republic	**354**	Palestinian Authority	**359**	Kosovo
82.	**359**	Palestinian Authority	**344**	Kyrgyzstan	**350**	Kosovo	**358**	Lebanon
83.	**358**	Morocco	**340**	Kosovo	**346**	El Salvador	**354**	Armenia
84.	**357**	Kosovo	**337**	Guatemala	**339**	Dominican Republic	**352**	Paraguay
85.	**355**	Paraguay	**331**	Lebanon	**339**	Kurdistan Region (Iraq)	**278**	Kenya
86.	**352**	Kurdistan Region (Iraq)	**325**	Zambia	**334**	Guatemala		
87.	**351**	Guatemala	**321**	Morocco	**334**	Paraguay		
88.	**337**	Zambia	**320**	Kenya	**326**	Kenya		
89.	**335**	Kenya	**312**	Kurdistan Region (Iraq)	**314**	Zambia		
90.	**334**	Dushanbe (Tajikistan)	**301**	Rwanda	**312**	Rwanda		
91.	**317**	Rwanda						



B-S-J-Z (China)

Changes in performance, PISA 2015–2025

	Science			Reading			Mathematics
Cambodia	72		Philippines	38		Cambodia	57
Türkiye	62		Cambodia	36		Türkiye	35
Saudi Arabia	37		Türkiye	34		Philippines	25
Dominican Republic	34		Brunei	27		Saudi Arabia	25
Kazakhstan	34		Qatar	18		United Arab Emirates	20
Philippines	22		Chinese Taipei	14		Dominican Republic	14
Qatar	19		Brazil	0		Qatar	12
United Arab Emirates	18		Singapore	-3		Paraguay	12
Montenegro	16		Kazakhstan	-3		Chinese Taipei	9
Chinese Taipei	14		Peru	-4		Brunei	8
Brunei	13		United Arab Emirates	-6		Georgia	8

Korea	12		Dominican Republic	-7		North Macedonia	5
Slovak Republic	12		North Macedonia	-7		Macao (China)	3
Lithuania	11		Japan	-7		Singapore	1
Uruguay	11		United Kingdom	-7		Guatemala	1
Georgia	10		United States*	-7		Korea	-1
Macao (China)	10		Italy	-7		Brazil	-2
Peru	9		Slovak Republic	-8		Japan	-3
Singapore	7		Lithuania	-9		Peru	-7
Brazil	7		Kosovo	-9		Croatia	-8
Japan	5		Uruguay	-10		United Kingdom	-9
Italy	5		Macao (China)	-12		Lithuania	-9
Croatia	4		Australia	-12		United States*	-10
United States*	4		New Zealand*	-12		Moldova	-10
Thailand	4		Montenegro	-13		Colombia	-11
Hungary	4		Korea	-14		Kazakhstan	-12
Costa Rica	2		Costa Rica	-14		Slovak Republic	-13
Austria	2		Moldova	-15		Kosovo	-13
Australia	1		Mexico	-15		Uruguay	-14
United Kingdom	0		Hungary	-16		Montenegro	-14
Ireland	0		Georgia	-17		Estonia	-15
Switzerland	-1		Czechia	-17		Australia	-16
Paraguay	-2		Argentina	-17		Thailand	-16

Colombia	-2		Austria	-17		Costa Rica	-17
Czechia	-2		Saudi Arabia	-18		Czechia	-17
Chile	-4		Romania	-18		Argentina	-17
New Zealand*	-5		Ireland	-18		Hungary	-18
Mexico	-5		Lebanon	-19		Morocco	-18
OECD average	-7		Switzerland	-19		New Zealand*	-19
Malta	-7		Thailand	-20		Chile	-19
Estonia	-8		Estonia	-21		Lebanon	-20
Romania	-8		Chile	-21		Austria	-21
Luxembourg	-8		Paraguay	-23		Mexico	-22
Moldova	-9		Colombia	-23		Romania	-22
Sweden	-9		OECD average	-27		Switzerland	-22
Poland	-10		Poland	-29		Ireland	-23
France	-12		Malta	-29		Latvia	-23
Belgium	-13		Croatia	-30		Italy	-24
Serbia	-14		Indonesia	-32		OECD average	-24
Argentina	-15		Belgium	-33		Indonesia	-24
Lebanon	-15		Serbia	-33		Hong Kong (China)	-26
Spain	-15		Malaysia	-34		Poland	-27
North Macedonia	-16		Canada*	-36		Spain	-27
Canada*	-16		Sweden	-36		Luxembourg	-29
Guatemala	-17		Israel	-36		Belgium	-30
Latvia	-17		Portugal	-36		Canada*	-31
Indonesia	-17		Luxembourg	-38		Sweden	-33

Portugal	-19		Denmark	-39		Israel	-33
Israel	-20		Guatemala	-42		Greece	-33
Kosovo	-21		Spain	-42		Portugal	-34
Greece	-21		France	-44		Netherlands*	-34
Denmark	-21		Bulgaria	-44		Malta	-36
Hong Kong (China)	-23		Germany	-44		France	-38
Bulgaria	-23		Greece	-45		Bulgaria	-38
Germany	-24		Hong Kong (China)	-49		Denmark	-42
Netherlands*	-25		Latvia	-51		Serbia	-44
Finland	-26		Morocco	-54		Germany	-45
Morocco	-27		Finland	-55		Finland	-45
Slovenia	-28		Norway*	-60		Iceland	-46
Malaysia	-28		Slovenia	-61		Slovenia	-52
Norway*	-29		Netherlands*	-62		Norway*	-54
Iceland	-37		Iceland	-64		Malaysia	-62