

PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA) RESULTS FROM PISA 2015

Brasil

Resultados principais

- O desempenho dos alunos no Brasil está abaixo da média dos alunos em países da OCDE em ciências (401 pontos, comparados à média de 493 pontos), em leitura (407 pontos, comparados à média de 493 pontos) e em matemática (377 pontos, comparados à média de 490 pontos).
- A média do Brasil na área de ciências se manteve estável desde 2006, o último ciclo do PISA com foco em ciências (uma elevação aproximada de 10 pontos nas notas - que passaram de 390 pontos em 2006 para 401 pontos em 2015 – não representa uma mudança estatisticamente significativa). Estes resultados são semelhantes à evolução histórica observada entre os países da OCDE: um leve declínio na média de 498 pontos em 2006 para 493 pontos em 2015 também não representa uma mudança estatisticamente significativa.
- A média do Brasil na área de leitura também se manteve estável desde o ano 2000. Embora tenha havido uma elevação na pontuação de 396 pontos em 2000 para 407 pontos em 2015, esta diferença não representa uma mudança estatisticamente significativa. Na área de matemática, houve um aumento significativo de 21 pontos na média dos alunos entre 2003 a 2015. Ao mesmo tempo, houve um declínio de 11 pontos se compararmos a média de 2012 à média de 2015.
- O PIB per capita do Brasil (USD 15 893) corresponde a menos da metade da média do PIB per capita nos países da OCDE (USD 39 333). O gasto acumulado por aluno entre 6 e 15 anos de idade no Brasil (USD 38 190) equivale a 42% da média do gasto por aluno em países da OCDE (USD 90 294). Esta proporção correspondia a 32% em 2012. Aumentos no investimento em educação precisam agora ser convertidos em melhores resultados na aprendizagem dos alunos. Outros países, como a Colômbia, o México e o Uruguai obtiveram resultados melhores em 2015 em comparação ao Brasil muito embora tenham um custo médio por aluno inferior. O Chile, com um gasto por aluno semelhante ao do Brasil (USD 40 607), também obteve uma pontuação melhor (477 pontos) em ciências.
- No Brasil, 71% dos jovens na faixa de 15 anos de idade estão matriculados na escola a partir da 7a. série, o que corresponde a um acréscimo de 15 pontos percentuais em relação a 2003, uma ampliação notável de escolarização. O fato de o Brasil ter expandido o acesso escolar a novas parcelas da população de jovens sem declínios no desempenho médio dos alunos é um desenvolvimento bastante positivo.

- Entre os países da OCDE, o desempenho em ciências de um aluno de nível sócio-econômico mais elevado é, em média, 38 pontos superior ao de um aluno com um nível sócio-econômico menor. No Brasil, esta diferença corresponde a 27 pontos, o que equivale a aproximadamente ao aprendizado de um ano letivo.
- No Brasil, menos de 1% dos jovens do sexo masculino estão entre os alunos com rendimento mais elevado no PISA em ciências (aqueles com pontuação no nível de proficiência 5 ou superior). Entre os países da OCDE, esta proporção corresponde a 8.9% dos jovens do sexo masculino. Apenas 0.5% do grupo feminino no Brasil alcançou este mesmo nível de desempenho. Entre os países da OCDE, 6.5% das meninas se destacaram neste nível elevado de proficiência. No Brasil, entre alunos de baixo rendimento em ciências (aqueles com pontuação inferior ao nível básico de proficiência, o nível 2), uma proporção maior entre o grupo feminino espera seguir uma carreira na área de ciências.
- Menos de 10% dos alunos que participaram do PISA 2015 no Brasil são imigrantes (primeira ou segunda geração). Numa comparação entre alunos de mesmo nível sócio-econômico, a média dos alunos imigrantes em ciências é 66 pontos inferior à média de alunos não-imigrantes.
- O Brasil tem uma alto percentual de alunos em camadas desfavorecidas: 43% dos alunos se situam entre os 20% mais desfavorecidos na escala internacional de níveis sócio-econômicos do PISA, uma parcela muito superior à média de 12% de alunos nesta faixa entre os países da OCDE. Esta proporção, no entanto, é semelhante àquela observada na Colômbia. Apenas dois outros países latino-americanos possuem uma proporção ainda maior de alunos neste nível sócio-econômico, o México e o Peru.
- Uma parcela muito reduzida de pais de alunos alcançaram o nível superior de ensino no Brasil. Menos de 15% dos adultos na faixa etária de 35 a 44 anos de idade possuem um diploma universitário, uma taxa bem menor que a média de 37% observada entre os países da OCDE. Entre os países que participaram do PISA 2015, o Brasil está entre os dois países com a menor proporção de adultos com nível superior, ficando atrás apenas da Indonésia onde menos de 9% dos adultos nesta faixa etária alcançaram este nível de escolaridade. A faixa etária entre 35 e 44 anos corresponde aproximadamente à idade dos pais de alunos que participaram do PISA 2015.
- No Brasil, 36% dos jovens de 15 anos afirmam ter repetido uma série escolar ao menos uma vez, uma proporção semelhante à do Uruguai. Entre os países latino-americanos que participaram do PISA 2015, apenas a Colômbia possui uma taxa de repetência escolar (43%) superior à do Brasil. Esta prática é mais comum entre países com um baixo desempenho no PISA e está associada a níveis mais elevados de desigualdade social na escola. No Brasil, altos índices de repetência escolar estão ligados a níveis elevados de abandono da escola. Entre 2009 e 2015, houve um declínio de 6% na taxa de repetência escolar no Brasil, observado principalmente entre os alunos do ensino médio.

Snapshot of performance in science, reading and mathematics

	Countries/economies with a mean performance/share of top performers above the OECD average Countries/economies with a share of low achievers below the OECD average
	Countries/economies with a mean performance/share of top performers/ share of low achievers not significantly different from the OECD average
	Countries/economies with a mean performance/share of top performers below the OECD average Countries/economies with a share of low achievers above the OECD average

	Science		Reading		Mathematics		Science, reading and mathematics	
	Mean score in PISA 2015	Average three-year trend	Mean score in PISA 2015	Average three-year trend	Mean score in PISA 2015	Average three-year trend	Share of top performers in at least one subject (Level 5 or 6)	Share of low achievers in all three subjects (below Level 2)
	Mean	Score dif.	Mean	Score dif.	Mean	Score dif.	%	%
OECD average	493	-1	493	-1	490	-1	15.3	13.0
Singapore	556	7	535	5	564	1	39.1	4.8
Japan	538	3	516	-2	532	1	25.8	5.6
Estonia	534	2	519	9	520	2	20.4	4.7
Chinese Taipei	532	0	497	1	542	0	29.9	8.3
Finland	531	-11	526	-5	511	-10	21.4	6.3
Macao (China)	529	6	509	11	544	5	23.9	3.5
Canada	528	-2	527	1	516	-4	22.7	5.9
Viet Nam	525	-4	487	-21	495	-17	12.0	4.5
Hong Kong (China)	523	-5	527	-3	548	1	29.3	4.5
B-S-I-G (China)	518	m	494	m	531	m	27.7	10.9
Korea	516	-2	517	-11	524	-3	25.6	7.7
New Zealand	513	-7	509	-6	495	-8	20.5	10.6
Slovenia	513	-2	505	11	510	2	18.1	8.2
Australia	510	-6	503	-6	494	-8	18.4	11.1
United Kingdom	509	-1	498	2	492	-1	16.9	10.1
Germany	509	-2	509	6	506	2	19.2	9.8
Netherlands	509	-5	503	-3	512	-6	20.0	10.9
Switzerland	506	-2	492	-4	521	-1	22.2	10.1
Ireland	503	0	521	13	504	0	15.5	6.8
Belgium	502	-3	499	-4	507	-5	19.7	12.7
Denmark	502	2	500	3	511	-2	14.9	7.5
Poland	501	3	506	3	504	5	15.8	8.3
Portugal	501	8	498	4	492	7	15.6	10.7
Norway	498	3	513	5	502	1	17.6	8.9
United States	496	2	497	-1	470	-2	13.3	13.6
Austria	495	-5	485	-5	497	-2	16.2	13.5
France	495	0	499	2	493	-4	18.4	14.8
Sweden	493	-4	500	1	494	-5	16.7	11.4
Czech Republic	493	-5	487	5	492	-6	14.0	13.7
Spain	493	2	496	7	486	1	10.9	10.3
Latvia	490	1	488	2	482	0	8.3	10.5
Russia	487	3	495	17	494	6	13.0	7.7
Luxembourg	483	0	481	5	486	-2	14.1	17.0
Italy	481	2	485	0	490	7	13.5	12.2
Hungary	477	-9	470	-12	477	-4	10.3	18.5
Lithuania	475	-3	472	2	478	-2	9.5	15.3
Croatia	475	-5	487	5	464	0	9.3	14.5
CABA (Argentina)	475	51	475	46	456	38	7.5	14.5
Iceland	473	-7	482	-9	488	-7	13.2	13.2
Israel	467	5	479	2	470	10	13.9	20.2
Malta	465	2	447	3	479	9	15.3	21.9
Slovak Republic	461	-10	453	-12	475	-6	9.7	20.1
Greece	455	-6	467	-8	454	1	6.8	20.7
Chile	447	2	459	5	423	4	3.3	23.3
Bulgaria	446	4	432	1	441	9	6.9	29.6
United Arab Emirates	437	-12	434	-8	427	-7	5.8	31.3
Uruguay	435	1	437	5	418	-3	3.6	30.8
Romania	435	6	434	4	444	10	4.3	24.3
Cyprus ¹	433	-5	443	-6	437	-3	5.6	26.1
Moldova	428	9	416	17	420	13	2.8	30.1
Albania	427	18	405	10	413	18	2.0	31.1
Turkey	425	2	428	-18	420	2	1.6	31.2
Trinidad and Tobago	425	7	427	5	417	2	4.2	32.9
Thailand	421	2	409	-6	415	1	1.7	35.8
Costa Rica	420	-7	427	-9	400	-6	0.9	33.0
Qatar	418	21	402	15	402	26	3.4	42.0
Colombia	416	8	425	6	390	5	1.2	38.2
Mexico	416	2	423	-1	408	5	0.6	33.8
Montenegro	411	1	427	10	418	6	2.5	33.0
Georgia	411	23	401	16	404	15	2.6	36.3
Jordan	409	-5	408	2	380	-1	0.6	35.7
Indonesia	403	3	397	-2	386	4	0.8	42.3
Brazil	401	3	407	-2	377	6	2.2	44.1
Peru	397	14	398	14	387	10	0.6	46.7
Lebanon	386	m	347	m	396	m	2.5	50.7
Tunisia	386	0	361	-21	367	4	0.6	57.3
FYROM	384	m	352	m	371	m	1.0	52.2
Kosovo	378	m	347	m	362	m	0.0	60.4
Algeria	376	m	350	m	360	m	0.1	61.1
Dominican Republic	332	m	358	m	328	m	0.1	70.7

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.

Notes: Values that are statistically significant are marked in bold (see Annex A3).

The average trend is reported for the longest available period since PISA 2006 for science, PISA 2009 for reading, and PISA 2003 for mathematics.

Countries and economies are ranked in descending order of the mean science score in PISA 2015.

Source: OECD, PISA 2015 Database, Tables I.2.4a, I.2.6, I.2.7, I.4.4a and I.5.4a.

StatLink  <http://dx.doi.org/10.1787/888933431961>

Snapshot of students' science beliefs, engagement and motivation

	Mean science score	Beliefs about the nature and origin of scientific knowledge		Share of students with science-related career expectations			Motivation for learning science			
		Index of epistemic beliefs (support for scientific methods of enquiry)	Score-point difference per unit on the index of epistemic beliefs	All students	Boys	Girls	Increased likelihood of boys expecting a career in science	Index of enjoyment of learning science	Score-point difference per unit on the index of enjoyment of learning science	Gender gap in enjoyment of learning science (Boys - Girls)
		Mean index	Score dif.	%	%	%	Relative risk	Mean index	Score dif.	Dif.
OECD average	493	0.00	33	24.5	25.0	23.9	1.1	0.02	25	0.13
Singapore	556	0.22	34	28.0	31.8	23.9	1.3	0.59	35	0.17
Japan	538	-0.06	34	18.0	18.5	17.5	1.1	-0.33	27	0.52
Estonia	534	0.01	36	24.7	28.9	20.3	1.4	0.16	24	0.05
Chinese Taipei	532	0.31	38	20.9	25.6	16.0	1.6	-0.06	28	0.39
Finland	531	-0.07	38	17.0	15.4	18.7	0.8	-0.07	30	0.04
Macao (China)	529	-0.06	26	20.8	22.0	19.6	1.1	0.20	21	0.16
Canada	528	0.30	29	33.9	31.2	36.5	0.9	0.40	26	0.15
Viet Nam	525	-0.15	31	19.6	21.2	18.1	1.2	0.65	14	0.06
Hong Kong (China)	523	0.04	23	23.6	22.9	24.2	0.9	0.28	20	0.26
B-S-J-G (China)	518	-0.08	37	16.8	17.1	16.5	1.0	0.37	28	0.14
Korea	516	0.02	38	19.3	21.7	16.7	1.3	-0.14	31	0.32
New Zealand	513	0.22	40	24.8	21.7	27.9	0.8	0.20	32	0.03
Slovenia	513	0.07	33	30.8	34.6	26.8	1.3	-0.36	22	-0.03
Australia	510	0.26	39	29.2	30.3	28.2	1.1	0.12	33	0.16
United Kingdom	509	0.22	37	29.1	28.7	29.6	1.0	0.15	30	0.18
Germany	509	-0.16	34	15.3	17.4	13.2	1.3	-0.18	29	0.43
Netherlands	509	-0.19	46	16.3	16.9	15.7	1.1	-0.52	30	0.25
Switzerland	506	-0.07	34	19.5	19.8	19.1	1.0	-0.02	30	0.17
Ireland	503	0.21	36	27.3	28.0	26.6	1.1	0.20	32	0.09
Belgium	502	0.00	34	24.5	25.3	23.6	1.1	-0.03	28	0.20
Denmark	502	0.17	32	14.8	11.8	17.7	0.7	0.12	26	0.09
Poland	501	-0.08	27	21.0	15.4	26.8	0.6	0.02	18	-0.10
Portugal	501	0.28	33	27.5	26.7	28.3	0.9	0.32	23	0.08
Norway	498	-0.01	35	28.6	28.9	28.4	1.0	0.12	29	0.27
United States	496	0.25	32	38.0	33.0	43.0	0.8	0.23	26	0.21
Austria	495	-0.14	36	22.3	26.6	18.0	1.5	-0.32	25	0.23
France	495	0.01	30	21.2	23.6	18.7	1.3	-0.03	30	0.31
Sweden	493	0.14	38	20.2	21.8	18.5	1.2	0.08	27	0.22
Czech Republic	493	-0.23	41	16.9	18.6	15.0	1.2	-0.34	27	-0.06
Spain	493	0.11	30	28.6	29.5	27.8	1.1	0.03	28	0.11
Latvia	490	-0.26	27	21.3	21.1	21.5	1.0	0.09	18	0.03
Russia	487	-0.26	27	23.5	23.2	23.8	1.0	0.00	16	0.07
Luxembourg	483	-0.15	35	21.1	24.3	18.0	1.4	0.10	26	0.14
Italy	481	-0.10	34	22.6	24.7	20.6	1.2	0.00	22	0.24
Hungary	477	-0.36	35	18.3	23.9	12.8	1.9	-0.23	20	-0.02
Lithuania	475	0.11	22	23.9	22.5	25.4	0.9	0.36	20	-0.14
Croatia	475	0.03	32	24.2	26.8	21.8	1.2	-0.11	22	0.05
CABA (Argentina)	475	0.09	28	27.8	26.2	29.3	0.9	-0.20	15	-0.14
Iceland	473	0.29	28	23.8	20.1	27.3	0.7	0.15	24	0.26
Israel	467	0.18	38	27.8	26.1	29.5	0.9	0.09	20	0.06
Malta	465	0.09	54	25.4	30.2	20.4	1.5	0.18	48	0.11
Slovak Republic	461	-0.35	36	18.8	18.5	19.0	1.0	-0.24	25	-0.02
Greece	455	-0.19	36	25.3	25.7	24.9	1.0	0.13	27	0.12
Chile	447	-0.15	23	37.9	36.9	39.0	0.9	0.08	15	-0.09
Bulgaria	446	-0.18	34	27.5	28.8	25.9	1.1	0.28	17	-0.16
United Arab Emirates	437	0.04	33	41.3	39.9	42.6	0.9	0.47	22	-0.02
Uruguay	435	-0.13	27	28.1	23.8	31.9	0.7	-0.10	16	-0.07
Romania	435	-0.38	27	23.1	23.3	23.0	1.0	-0.03	17	-0.05
Cyprus*	433	-0.15	33	29.9	29.3	30.5	1.0	0.15	29	0.06
Moldova	428	-0.14	37	22.0	22.5	21.3	1.1	0.33	22	-0.17
Albania	427	-0.03	m	24.8	m	m	m	0.72	m	m
Turkey	425	-0.17	18	29.7	34.5	24.9	1.4	0.15	12	0.01
Trinidad and Tobago	425	-0.02	28	27.8	24.6	31.0	0.8	0.19	24	-0.01
Thailand	421	-0.07	35	19.7	12.4	25.2	0.5	0.42	18	-0.05
Costa Rica	420	-0.15	16	44.0	43.8	44.2	1.0	0.35	4	-0.03
Qatar	418	-0.10	33	38.0	36.3	39.9	0.9	0.36	25	0.00
Colombia	416	-0.19	21	39.7	37.1	42.0	0.9	0.32	7	-0.02
Mexico	416	-0.17	17	40.7	45.4	35.8	1.3	0.42	12	0.01
Montenegro	411	-0.32	23	21.2	20.1	22.4	0.9	0.09	14	-0.07
Georgia	411	0.05	42	17.0	16.4	17.7	0.9	0.34	23	-0.13
Jordan	409	-0.13	28	43.7	44.6	42.8	1.0	0.53	23	-0.25
Indonesia	403	-0.30	16	15.3	8.6	22.1	0.4	0.65	6	-0.06
Brazil	401	-0.07	27	38.8	34.4	42.8	0.8	0.23	19	-0.04
Peru	397	-0.16	23	38.7	42.7	34.6	1.2	0.40	9	0.01
Lebanon	386	-0.24	35	39.7	41.0	38.5	1.1	0.38	32	-0.04
Tunisia	386	-0.31	18	34.4	28.5	39.5	0.7	0.52	15	-0.12
FYROM	384	-0.18	30	24.2	20.0	28.8	0.7	0.48	17	-0.29
Kosovo	378	0.03	22	26.4	24.7	28.1	0.9	0.92	14	-0.16
Algeria	376	-0.31	16	26.0	23.1	29.2	0.8	0.46	14	-0.12
Dominican Republic	332	-0.10	13	45.7	44.7	46.8	1.0	0.54	6	-0.05

* See note 1 under Figure I.1.1.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

Countries and economies are ranked in descending order of the mean science score in PISA 2015.

Source: OECD, PISA 2015 Database, Tables I.2.12a-b, I.3.1a-c and I.3.10a-b.

StatLink  <http://dx.doi.org/10.1787/888933431979>

What is PISA?

The Programme for International Student Assessment (PISA) is an ongoing triennial survey that assesses the extent to which 15-year-olds students near the end of compulsory education have acquired key knowledge and skills that are essential for full participation in modern societies. 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 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 offers insights for education policy and practice, and helps monitor trends in students' acquisition of knowledge and skills across countries and in different demographic subgroups within each country. 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.

Key features of PISA 2015

- The PISA 2015 survey focused on science, with reading, mathematics and collaborative problem-solving as minor areas of assessment. 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.

The students

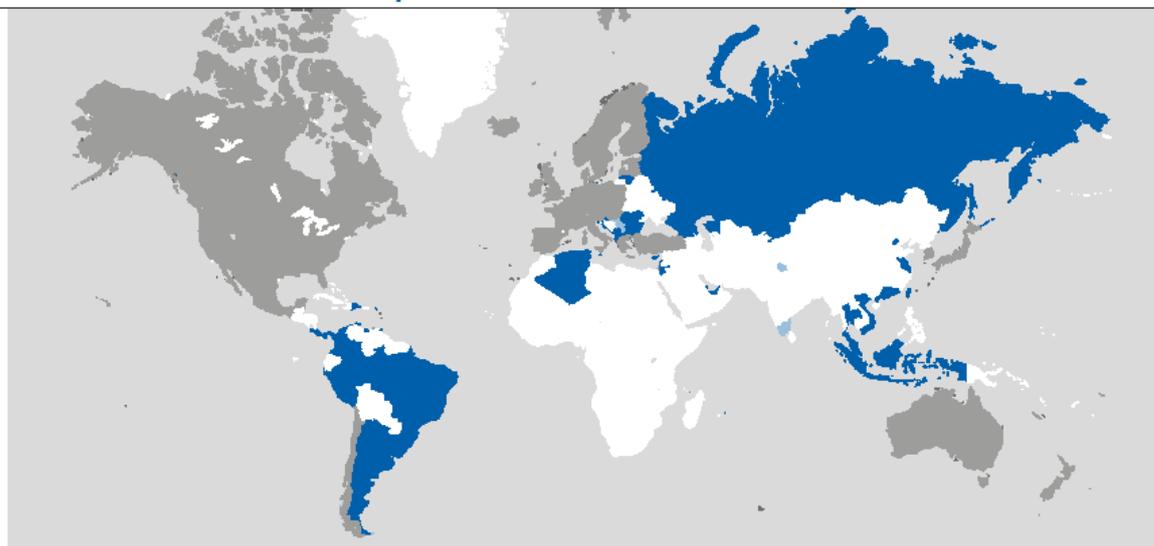
- Around 540 000 students completed the assessment in 2015, representing about 29 million 15-year-olds in the schools of the 72 participating countries and economies.

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 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.

Map of PISA countries and economies



<p>OECD countries</p> <ul style="list-style-type: none"> 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 	<p>Partner countries and economies in PISA 2015</p> <ul style="list-style-type: none"> Albania Algeria Argentina Brazil B-S-J-G (China)* Bulgaria Colombia Costa Rica Croatia Cyprus¹ 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 	<p>Partner countries and economies in previous cycles</p> <ul style="list-style-type: none"> Azerbaijan Himachal Pradesh-India Kyrgyzstan Liechtenstein Mauritius Miranda-Venezuela Panama Serbia Tamil Nadu-India
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* B-S-J-G (China) refers to the four PISA participating China provinces: Beijing, Shanghai, Jiangu, 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.

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Note regarding data from Israel

The statistical data for Israel are supplied by and are 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.

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