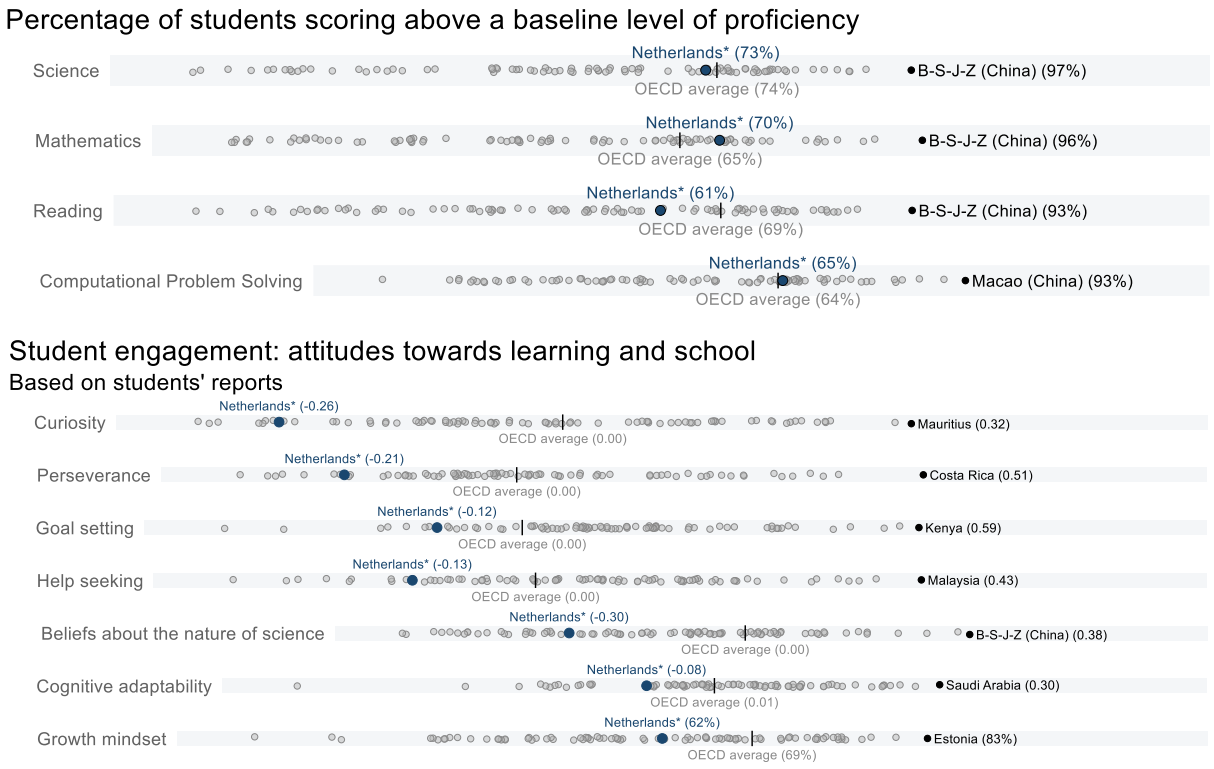
Netherlands

The Programme for International Student Assessment (PISA) assesses the knowledge, skills and attitudes of 15-year-old students. The tests explore how well students can solve complex problems, think critically and communicate effectively; data collected through questionnaires describe the context in which students learn. This gives insights into how well education systems are preparing students for real life challenges and future success. The Netherlands participated for the first time in PISA in 2000 (results are only compared from 2003 onwards). By comparing results internationally, policy makers and educators in the Netherlands can learn from other countries' policies and practices.

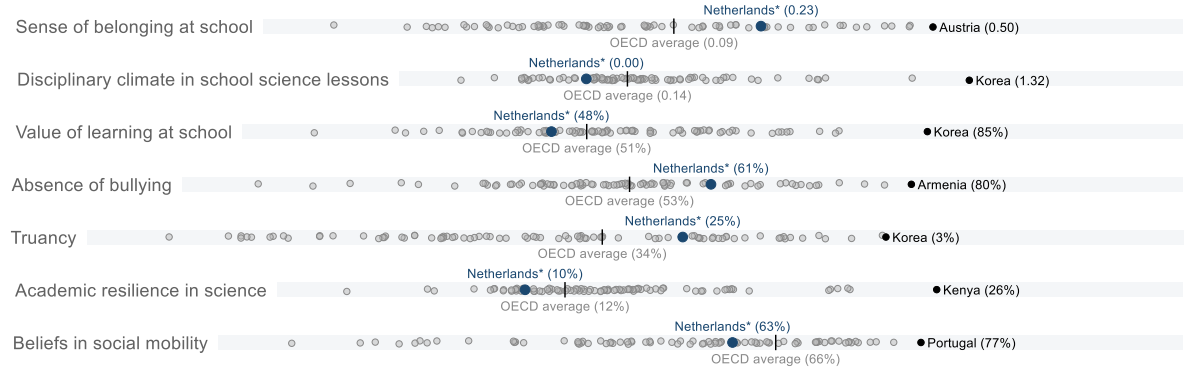
Fifteen-year-old students in the Netherlands and the context in which they learn

Figure 1. A multi-dimensional dashboard of student learning



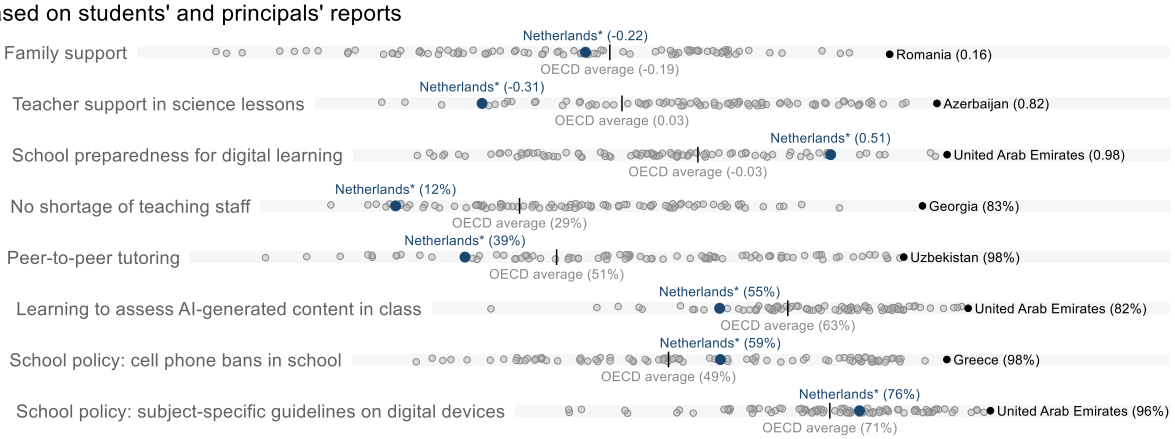
Safe and fair learning environments

Based on students' reports



Supportive families and schools

Based on students' and principals' reports



Notes: Due to missing data, not all countries and economies are included in every dimension. For each dimension, the top country/economy and the OECD average are highlighed; truancy values are sorted in descending order, so that values shown to the right correspond to lower levels of truancy.

For indicators derived from students' and principals' reports, differences between countries and economies should be interpreted with caution, as they may reflect variations in response behaviour rather than true underlying differences. Non-response to questionnaires, cultural norms, as well as differing interpretations of questions can influence these indicators.

Definitions: Values that are not reported as percentages correspond to mean values of the corresponding questionnaire indices. Percentages are defined as follows: *Percentage of students scoring above a baseline level of proficiency*: students scoring at or above Level 2 in science, mathematics and reading; at or above Level 3 in computational problem solving; *Growth mindset*: Percentage of students who disagree or strongly disagree with the statement "You have a certain amount of intelligence, and you really can't do much to change it"; *Value of learning at school*: Percentage of students who disagree or strongly disagree that "School has done little to prepare me for adult life when I leave school"; *Absence of bullying*: Percentage of students who reported never or almost never being victim of any type of bullying act (among a list of five different types of acts); *Truancy*: Percentage of students who reported that in the two weeks prior to the PISA test they had skipped at least one class or day of school; *Academic resilience in science*: Percentage of students from the bottom quarter of socio-economic status (disadvantaged students) who scored in the top quarter of performance amongst students in their own country/economy; *Beliefs in social mobility*: Percentage of students who disagree or strongly disagree with the statement "Your status in society is something that you can't really change very much"; *No shortage of teaching staff*: Percentage of students in schools whose principal reported that the school's capacity to provide instruction is not at all hindered by a lack of teaching staff; *Peer-to-peer tutoring*: Percentage of students in schools whose principal reported that peer-to-peer tutoring is provided; *Learning to assess AI-generated content in class*: Percentage of students who reported that, in their school lessons, they assess the quality of information generated by Artificial Intelligence chatbots (e.g. ChatGPT) sometimes, often or very often; *School policy: cell phone bans in school*: Percentage of students in schools whose principal reported that the use of cell phones is not allowed on the school premises; *School policy: subject-specific guidelines on digital devices*: Percentage of students in schools whose principal reported that the school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.

Source: Figure I.1.2.

An interactive dashboard is available at https://www.oecd.org/en/data/dashboards/pisa-education-and-skills.html

Notes on data quality in PISA 2025

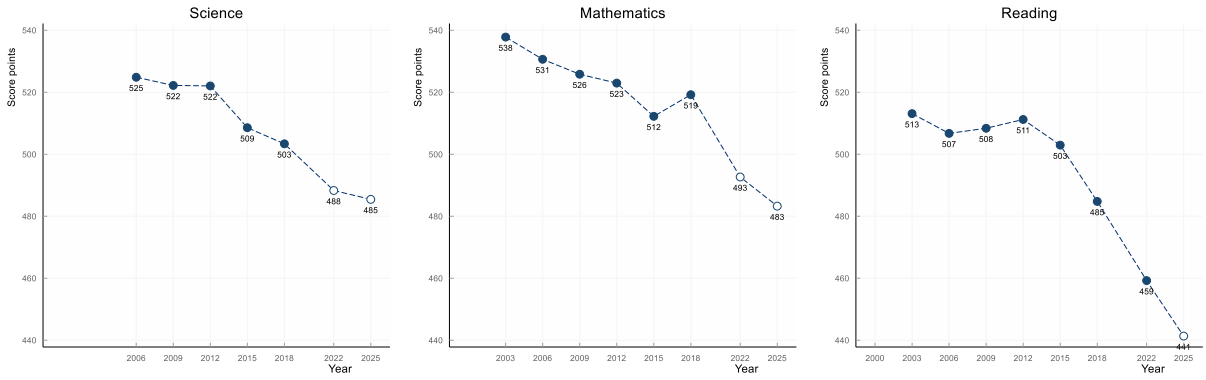
This edition of PISA includes data from 91 countries and economies. While the vast majority of countries and economies met PISA's technical standards, a small number did not. In particular, caution is required when interpreting results of countries and economies mentioned in this note with an asterisk (*) next to their names: their results could be affected by greater uncertainty, or even be biased, because one or more PISA sampling standards were not met. For more information, see the Reader's Guide in *PISA 2025 Results, Volume I* and Chapter 18 (Data Adjudication) in the *PISA 2025 Technical Report*.

In the G836, student response rates in 2025 fell below the minimum target, and student exclusions exceeded the tolerance set by PISA technical standards. School participation rates also fell short of the target. Range-of-bias analyses based on hypothetical best- and worst-case scenarios suggest that student non-response could affect mean scores by up to ±9.9% of a standard deviation (i.e. about 11 score points in science). In contrast, at the school level, a thorough and detailed non-response bias analysis could rule out significant distortions resulting from non-response.

How well did 15-year-old students in the Netherlands do on the test?

Trends in science, mathematics and reading performance

Figure 2. Trends in performance in science, mathematics and reading



Note: White dots indicate mean scores that are not statistically significantly above/below PISA 2025 mean scores. An interactive version of this figure is available at https://www.oecd.org/en/data/dashboards/pisa-education-and-skills/performance-trends.html.
Source: Tables I.B1.2a.36-38

- Average 2025 results in the Netherlands were not significantly different from 2022 results in mathematics and science, and lower than in 2022 in reading.
- In all three subjects, however, results are among the lowest ever observed in PISA in the Netherlands, significantly lower than those observed in 2018; and the overall trajectory over the most recent decade, since 2015, is clearly negative.
- Over the most recent period (2022 to 2025), the gap between the highest-scoring students (10% with the highest scores) and the weakest students (10% with the lowest scores) did not change significantly in mathematics, reading and science.

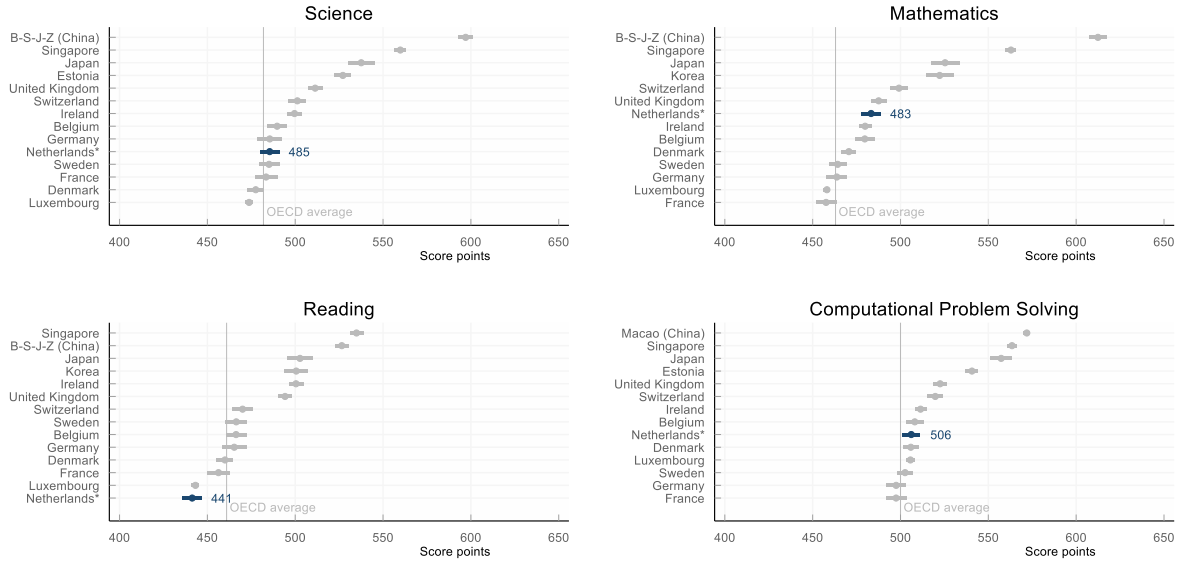
- Compared to 2015 the proportion of low-performing students (scoring below proficiency Level 2) increased by 13 percentage points in mathematics; by 20 percentage points in reading; and by eight percentage points in science.

How does the Netherlands compare?

- Students in the Netherlands scored higher than the OECD average in mathematics; less than the OECD average in reading; and close to the OECD average in science (Figure 3).
- More students in the Netherlands than on average across OECD countries were top performers (Level 5 or 6) in at least one subject. At the same time, a similar proportion of students than on average across OECD countries achieved a minimum level of proficiency (Level 2 or higher) in all three subjects (Figure 4).
- In computational problem solving, the mean score of students in the Netherlands was higher than the OECD average (Figure 3).

Figure 3. Mean performance in science, mathematics, reading and computational problem solving

The Netherlands, OECD average and selected comparison countries/economies

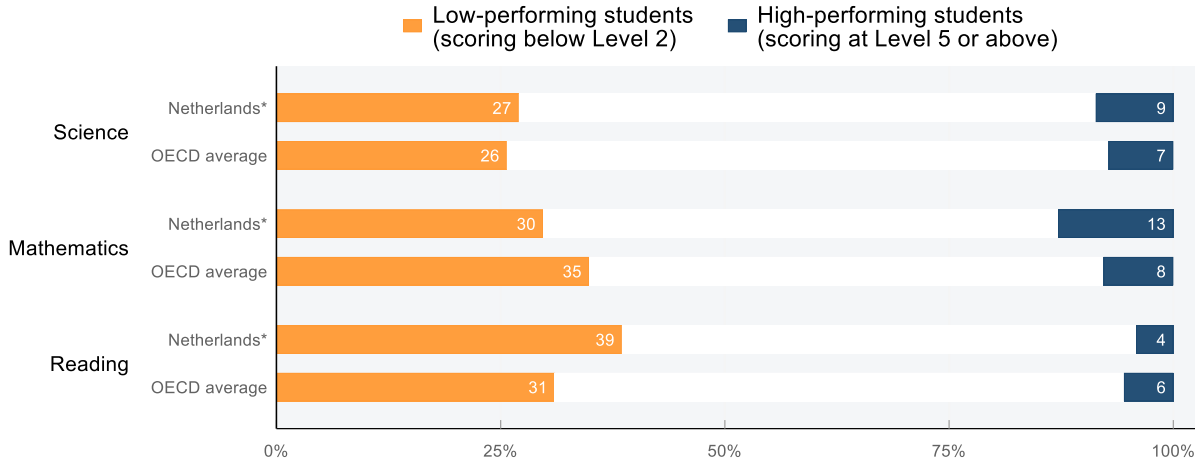


Notes: Comparison countries/economies include the highest-performing countries and economies overall and the highest-performing OECD countries; for comparisons with all remaining PISA 2025 participants, see source Tables and Figures. Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean scores (the 95% confidence interval).
Source: Tables I.B1.2a.1-3 and Tables I.2.1, I.2.4, I.2.o1 and I.2.o2

What students know and can do in science

Figure 4. Proficiency in science, mathematics and reading among 15-year-old students

The Netherlands and OECD average



Source: Tables I.B1.2a.10-12

- Some 73% of students in the Netherlands attained Level 2 or higher in science (OECD average: 74%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided. Over 85% of students in top performers B-S-J-Z (China), Macao (China), Singapore, Estonia, Japan, Chinese Taipei and Korea (in descending order of that share) performed at this level or above.
- In the Netherlands, 9% of students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

What students know and can do in mathematics

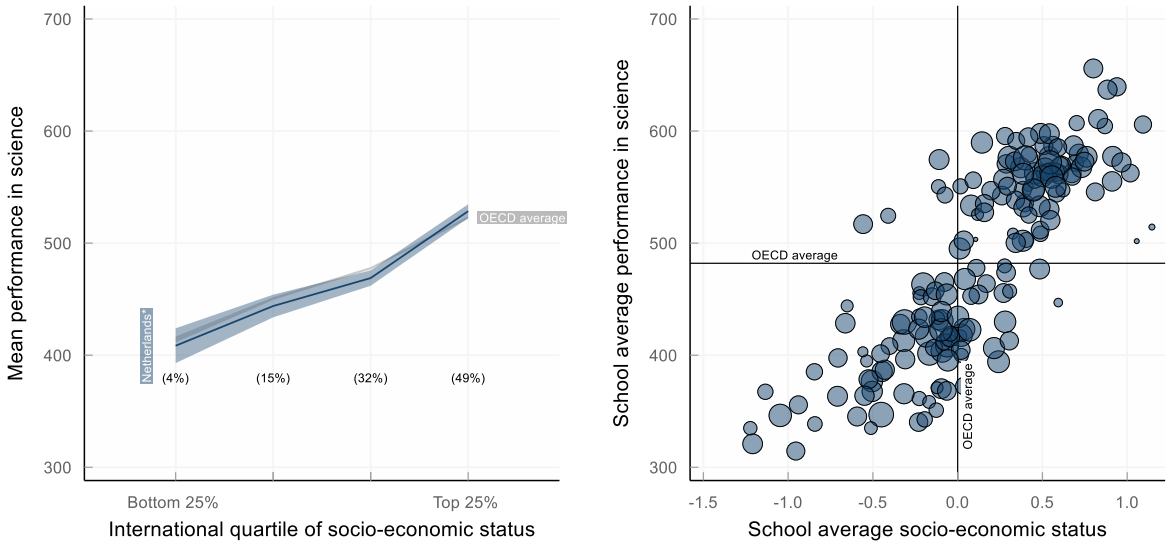
- In the Netherlands, 70% of students attained at least Level 2 proficiency in mathematics (OECD average: 65%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).
- Some 13% of students in the Netherlands were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 8%). The largest shares of students attaining Level 5 or 6 were observed in Seven Asian countries and economies: B-S-J-Z (China) (54%), Singapore (37%), Chinese Taipei (32%), Macao (China) (29%), Korea (23%), Japan (22%) and Hong Kong (China) (21%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them. In 13 countries and economies participating in PISA 2025, more than 10% of students attained Level 5 or 6 proficiency.

What students know and can do in reading

- Some 61% of students in the Netherlands attained Level 2 or higher in reading (OECD average: 69%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so. The share of 15-year-old students who attained minimum levels of proficiency in reading (Level 2 or higher) varied from 93% in B-S-J-Z (China) to 4% in Rwanda.
- In the Netherlands, 4% of students scored at Level 5 or higher in reading (OECD average: 6%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Performance gaps within the Netherlands

Figure 5. Science performance and socio-economic status of students and schools



Source: Tables I.B1.2b.7 and Table I.B1.2b.11; and OECD, PISA 2025 Database.
Notes: The left-hand chart shows how the performance of students at different levels of socio-economic status compares to the performance of students with similar socio-economic background across OECD countries on average. The shaded area represents a measure of uncertainty (the 95% confidence interval). Percentages reported on the chart correspond to the percentage of students in the Netherlands that are in each international quartile of socio-economic status.
The right-hand chart plots the performance and average socio-economic status of schools that participated in PISA (only schools with students in the modal grade for 15-year-olds are shown). The size of dots is proportional to the population of 15-year-old students that each school represents.

Socio-economic disparities

- The PISA index of economic, social and cultural status is computed in such a way that all students taking the PISA test, regardless of the country where they live, can be placed on the same socio-economic scale. This means that it is possible to use this index to compare the performance of students of similar socio-economic background in different countries. In the Netherlands, 49% of

students (the largest share) were in the top international quartile of the socio-economic scale, meaning that they were among the most advantaged students who took the PISA test in 2025. Their average score in science was 529 score points (Figure 5, left chart); one of the highest for students of similar socio-economic background.

- The PISA index of economic, social and cultural status can also be used to order students from the most disadvantaged to the most advantaged within each country and economy, and to create four groups of students of equal size (each comprising 25% of the population of 15-year-old students in each country/economy). In the Netherlands socio-economically advantaged students (the top 25% in terms of socio-economic status) outperformed disadvantaged students (the bottom 25%) by 105 score points in science. This is larger than the average difference between the two groups (85 score points) across OECD countries.
- Between 2015 and 2025, the gap in science performance between the top and the bottom 25% of students in terms of socio-economic status remained stable in the Netherlands, while the average gap across OECD countries narrowed. Over this period, performance declined to a similar extent among advantaged and disadvantaged students.
- Socio-economic status was a predictor of performance in science in all PISA-participating countries and economies. It accounted for 14% of the variation in science performance in PISA 2025 in the Netherlands (compared to 12% on average across OECD countries).
- Some 10% of disadvantaged students in the Netherlands were able to score in the top quarter of science performance. These students can be considered academically resilient because, despite their socio-economic disadvantage, they have attained educational excellence by comparison with students in their own country. On average across OECD countries, 12% of disadvantaged students scored in the top quarter of science performance in their own countries.

Student attitudes towards school and learning in the Netherlands

Student curiosity, perseverance and perceived value of school

- In the Netherlands, 67% of students agree or strongly agree that they are curious about many different things, compared to 73% across OECD countries. Moreover, 48% of students reported that they apply additional effort when work becomes challenging (OECD average 60%). At the same time, 35% agree or strongly agree that school has been a waste of time (OECD average: 24%).
- Between 2022 and 2025, these attitudes changed somewhat in the Netherlands. The share of students who reported being curious about many different things decreased by 5.4 percentage points; the proportion who reported applying additional effort when work becomes challenging remained stable; and the percentage of students who agreed that school had been a waste of time increased by 4.2 percentage points during this period.
- Curiosity, perseverance and valuing school are most often associated with higher science performance. In the Netherlands, after accounting for students' and schools' socio-economic profile, a one-unit increase in the curiosity index is associated with a difference of 20 score points in science performance, compared to an average of 19 score points across OECD countries; a one-unit increase in the perseverance index is associated with a difference of 8 score points in science performance (OECD average: 13 score points); students who perceive greater value in school and disagree that it is a waste of time tend to achieve higher scores in science (by 22 score points) than their peers who feel they are wasting their time at school (OECD average: 27 score points).

Student attitudes towards learning

- PISA 2025 also asked students about other attitudes towards learning. For example, 62% of students in the Netherlands have a growth mindset (OECD average: 69%), i.e. hold the belief that intelligence can be cultivated through work, effort and feedback. On average across OECD countries, students with a growth mindset score 28 score points higher in science than those with a fixed mindset. In the Netherlands, this difference is 9 score points, after accounting for students' and schools' socio-economic profile.
- PISA 2025 data show that there is still room for improvement in terms of students' self-regulation and goal-setting behaviours. For example, only about 32% of students in the Netherlands report that they often or very often plan their approach to studying. Furthermore, 48% of students ask themselves questions about the material to check if they have understood everything (OECD averages: 37% and 49%, respectively).
- An autonomous self-regulated learner knows when and where to ask for help. PISA 2025 data show that, in most countries, students tend to rely on their teachers and classmates for support with their schoolwork. In the Netherlands, 81% of students ask their teachers for help when they need it and 82% ask their classmates when they do not fully understand something (OECD averages: 77% and 82%, respectively).
- In the Netherlands help-seeking is positively related to science performance, after accounting for students' and schools' socio-economic profile. A one-unit increase in the index of help-seeking is associated with a difference of 7 score points (OECD average: 6 score points).

How is school life in the Netherlands?

Perceived shortages of human and material resources

- In 2025, 47% of students in the Netherlands were in schools whose principals reported that instruction was hindered, at least to some extent, by a perceived lack of teaching staff (OECD average: 39%); the corresponding share for a perceived lack of assisting staff was 20% (OECD average: 39%). The prevalence of perceived teaching staff shortages in the Netherlands decreased compared to 2022 (72%).
- PISA 2025 data reveal that perceived shortages of material resources remain a concern in most countries and economies. Some 13% of students in the Netherlands attended schools whose principals reported that a lack of educational material (e.g. textbooks, IT equipment, library or laboratory material) hindered instruction, at least to some extent, and 13% were in schools where a lack of physical infrastructure (e.g. buildings, grounds, heating/cooling systems, lighting and acoustic systems) was perceived to hinder instruction. In 2022, the corresponding shares were 9% and 27%, respectively.

Digital resources

- In the Netherlands, students reported spending on average 1.9 hours per day using digital devices at school for learning activities (OECD average: 1.7 hours). At the same time, a non-negligible share of students' device use on school days is dedicated to non-learning activities: students in the Netherlands reported spending 1.1 hours per day using digital devices at school for leisure (OECD average: 1.1 hours).
- In the Netherlands, 23% of students reported that their peers are often distracted by the use of digital devices during most or all science lessons (OECD average: 28%). On average across OECD countries, students who reported digital distraction in their science classes score 11 points lower

in science than those who reported no digital distraction (after accounting for students' and schools' socio-economic profile). In the Netherlands they score 19 points lower.

- In the Netherlands, students in schools where cell phone use is not allowed on school premises are about 27% less likely to report digital distraction (OECD average: 13% less likely). In 2025, 59% of students in the Netherlands attended schools with such a ban (OECD average: 49%), up from PISA 2022 (8%; OECD average in PISA 2022: 34%). This indicates a substantial increase in the implementation of cell phone bans during this period.
- Students in most education systems use AI chatbots for schoolwork, creating new challenges and opportunities for their learning. In the Netherlands, 35% of students reported using AI chatbots to help them learn at least once a week (OECD average: 46%). Students also frequently use AI to conduct preliminary research on a new topic (Netherlands: 27%; OECD average: 31%), to summarise a text they had to read (Netherlands: 25%; OECD average: 30%), and to draft text for writing assignments (Netherlands: 26%; OECD average: 29%).Only 13% of students reported never or almost never using AI chatbots for any of the schoolwork tasks examined in PISA (OECD average: 14%).

Bullying and cyberbullying

- In the Netherlands, 13% of students reported being victims of at least one form of bullying a few times per month or more in 2025 (OECD average: 20%). The prevalence of bullying increased between PISA 2022 and PISA 2025, as it did in a large majority of participating countries and economies. This rise contrasts with the decline in bullying recorded in the Netherlands between 2018 and 2022, which was likely linked to the lingering effects of COVID-19 disruptions.
- Cyberbullying is relatively uncommon compared with other forms of bullying. In the Netherlands, 2% of students reported that upsetting information about them was published online, without their consent, at least a few times a month during the 12 months prior to the PISA test (OECD average: 3%).

Teacher support and disciplinary climate in science lessons

- In the Netherlands, 62% of students reported that, in most science lessons, the teacher shows an interest in every student's learning (OECD average: 69%), 56% that the teacher continues teaching until the students understand (OECD average: 66%), 69% that the teacher gives extra help when students need it (OECD average: 73%). In 2015, the corresponding shares were 64%, 62% and 70%.
- Disciplinary climate in science lessons in 2025 remains a concern in many countries and economies: about 19% of students in the Netherlands reported that they cannot work well in most or all lessons (OECD average: 19%); 34% reported noise and disorder disrupted most or every science lesson (OECD average: 31%); 25% of students reported that their classmates do not listen to what the teacher says (OECD average: 29%).
- Disciplinary climate and teacher support in science lessons improved between 2015 and 2025 on average across OECD countries. This was also the case in the Netherlands. Countries and economies with an improved disciplinary climate tend to show stability or an increase in their average science performance compared to 2015.

Parental involvement and support

- Student reports of family support substantially decreased in almost all PISA-participating countries and economies between 2022 and 2025. This was also the case in the Netherlands. In 2025, 76% of students in the Netherlands reported that their parents or guardians asked them, at least once

per week, what they did at school , while 44% reported having at least weekly discussions about problems they might have at school. In 2022, the corresponding shares were 82% and 60%, respectively.

Truancy and lateness

- In 2025, around 9% of students in the Netherlands reported having skipped at least one day of school in the two weeks prior to the test (OECD average: 22%); 23% reported skipping at least one class (OECD average: 24%); 50% reported arriving late for school (OECD average: 50%). In previous years, the corresponding shares were 6%, 17% and 43% (in 2022); 7%, 22% and 49% (in 2018).

Student readiness for environmental challenges

- In the Netherlands, 73% of students reached at least baseline proficiency (Level 2) in environmental science. On average across OECD countries, 74% of students achieve this level, with more than 85% reaching it in seven countries and economies.
- PISA 2025 shows that students in most education systems report strong pro-environmental attitudes, although fewer feel confident about how to collaborate effectively. In the Netherlands, 73% of students believe that they can positively impact the environment (OECD average: 81%); 74% believe that collective action can address environmental problems (OECD average: 82%); 56% report knowing how to work with others to positively impact the environment (OECD average: 68%).
- In the Netherlands, 41% of students reported that they are somewhat or very interested in contributing to protecting the environment in their future jobs (OECD average: 62%).
- Most students engaged in environment-related activities at least once over the 12 months prior to the PISA test. On average across OECD countries, the most common forms of engagement are discussing with friends and family how to have a positive impact on the environment (the Netherlands: 41%; OECD average: 56%) and making purchasing decisions based on the sustainability of products (OECD average: 54%; 39% in the Netherlands).

Key Features of PISA 2025 in the Netherlands

The content

- The PISA 2025 survey focused on science, with mathematics and reading as minor areas; an assessment of learning in the digital world measured students' computational problem-solving skills and their ability to self-direct their learning in a digital environment. Results for science, mathematics, reading and computational problem solving are released on 8 September 2026 and analyses of students' self-directed learning in 2027.

The students

- Over 760 000 students took the assessment in 2025, representing about 33 million 15-year-olds in the schools of the 91 participating countries and economies.
- In the Netherlands, 6 636 students, in 177 schools, completed the assessment, representing about 165 900 15-year-old students (an estimated 84% of the total population of 15-year-olds).

- PISA students are aged between 15 years 3 months and 16 years 2 months at the time of the assessment, and they have completed at least 6 years of formal schooling. In this note, they are referred to as 15-year-old students.

The assessment

- Students took a two hour test, and each student was tested in two subjects. Different students were given different test questions and different combinations of subjects (e.g. science followed by reading, or mathematics followed by science, etc.). Test items were a mixture of multiple-choice questions and questions requiring students to construct their own responses.
- Students also answered a background questionnaire, which took about 35 minutes to complete. The questionnaire sought information about the students themselves, their attitudes, dispositions and beliefs, their homes, and their school and learning experiences. School principals completed a questionnaire about school management, organisation, and the learning environment.
- Some countries/economies also distributed additional questionnaires, to students, parents and/or teachers, to elicit more information. The findings from these optional questionnaires are not covered by this note.

Contact

For more information about PISA 2025 visit www.oecd.org/pisa

Explore, compare and visualise more data and analysis using http://gpseducation.oecd.org.

Questions can be directed to the PISA team at the Directorate for Education and Skills: edu.pisa@oecd.org.

This note was written by Francesco Avvisati (OECD Directorate for Education and Skills).

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Note by the Republic of Türkiye

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. Türkiye recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Türkiye shall preserve its position concerning the “Cyprus issue”.

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Kosovo: This designation is without prejudice to positions on status, and is in line with United Nations Security Council Resolution 1244/99 and the Advisory Opinion of the International Court of Justice on Kosovo’s declaration of independence.

The full book is available in English: OECD (2026), *PISA 2025 Results (Volume I): Future-Ready Students*, PISA, OECD Publishing, Paris, https://doi.org/10.1787/73451bc5-en.

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