What is new in PISA for Development?

- PISA for Development is making PISA more accessible and relevant to middle- and low-income countries.

- PISA-D is achieving its aim by introducing new features to the assessment, including tests that are specially targeted on lower levels of performance, contextual questionnaires that better reflect the situation of 15-year-olds in middle- and low-income countries and methods and approaches to incorporate out-of-school youth into the survey.

- PISA-D is also building the capacity of the eight participating countries to implement large-scale assessments and to make full use of the results in support of evidence-based policy and decision making.

The number of countries joining the [Programme for International Student Assessment](#) (PISA) has been rising since the OECD launched it in 2000. As more and more participants joined it became apparent that the design and implementation models for PISA needed to evolve to successfully cater to a larger and more diverse set of countries, including a growing number of middle- and low-income countries who want to participate in the assessment. In response to this challenge, the OECD and a number of partners launched the PISA for Development (PISA-D) initiative, which further develops and differentiates the PISA data-collection instruments to produce results that better support evidence-based policy making in middle- and low-income countries.

PISA-D is introducing new features to PISA.

While PISA-D is being implemented within the overall PISA framework and in accordance with PISA's technical standards and usual practices, it includes new features and enhancements to make the assessment more accessible and relevant to middle- and low-income countries. These features and enhancements include:

- An equal treatment of the three major domains tested: reading, mathematics and science – unlike PISA where in each cycle one of the domains is given a particular focus.

- Targeted test instruments that cover a wider range of performance at the lower levels of proficiency while still providing scores that cover the whole of the PISA framework and are comparable to the main PISA results – unlike PISA where the tests are not targeted on particular levels of performance.

- Modified test instruments and questionnaires that have a reduced reading burden in recognition of the lower levels of reading literacy capacity in middle- and low-income countries.

- Contextual questionnaires that have at their core items from PISA to facilitate international comparisons, but also include several distinct PISA-D items that are more

relevant to middle- and low-income countries. These new items also respond to the policy priorities of the countries participating in PISA-D.

- The inclusion of out-of-school youth in the survey makes PISA-D unique in the landscape of international large-scale assessments. The project explores methodologies and data-collection tools regarding out-of-school youth, 1) in terms of their skills, competencies and non-cognitive attributes, and 2) in terms of obtaining better actionable data on the characteristics of these children, the reasons for their not being in school and on the magnitudes and forms of exclusion and disparities.

PISA-D builds country capacity for managing large-scale assessments and using results.

PISA-D also includes new learning and capacity building opportunities that are built into each phase of the assessment. In preparing to implement the assessment, PISA-D countries undergo a capacity needs analysis based on PISA's technical standards and devise a capacity building plan that is also relevant for strengthening their national assessment systems. The PISA-D countries are also assisted by the OECD in the preparation of a project implementation plan that guides their implementation of the survey and ensures the necessary human and financial resources are in place.

The capacity building plans for each country are being implemented through a range of specially tailored activities including a series of national project manager meetings, additional training activities and workshops to ensure that the capacities identified in each country's plan are developed and the PISA-D national teams are able to implement the assessment in accordance with the international timeline and technical standards. PISA-D countries also partner with an experienced PISA country to gain valuable insight about preparing for and conducting the assessment as well as reporting results.

National reports produced by the countries in collaboration with the OECD will present the results of PISA-D for each country in the context of the international PISA scales. These reports will also include relevant analyses and information based on the policy priorities of each country. The reports will constitute a summary of key results and analysis designed to stimulate a constructive debate on improvement building upon and enriching already existing data and evidence from national, regional or international sources. The national reports are the culmination of an engagement and communication strategy that is being implemented by each country, another new feature introduced by PISA-D. These strategies are involving key stakeholders in each country in the survey and the discussion of the results and implications for policy. Stakeholders include pupils, parents, teachers, teacher unions, school principals, academia, civil society, media and central and local government.

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