

PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT

PISA FOR DEVELOPMENT



Foreword

The results of PISA for Development will provide local policy makers with insights on how to help students learn better, teachers to teach better and school systems to operate more effectively. Equally important, the PISA for Development countries will benefit from peer-to-peer exchanges with other members of the PISA global community. Not least, by pioneering innovative new instruments, including for assessing the learning outcomes of students not in school, they will contribute to the improvement of future PISA assessments.



Andreas Schleicher
OECD Director of Education and Skills

What is PISA for Development?

Since 2000, every three years, some 80 countries and economies – including 40 middle-income countries and 4 low-income countries – collaborate to compare how well their school systems prepare young people for life and work. The framework for these comparisons is an international assessment of the knowledge and skills of 15-year-old students known as PISA, the [Programme for International Student Assessment](#).

As more countries joined PISA, it became apparent that the design and implementation models for the assessment 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. In response to this challenge, the OECD and a number of partners launched the [PISA for Development](#) (PISA-D) initiative in 2013, 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.

What are the aims of the project?

PISA-D aims to:

- Provide policy makers in the participating countries with insights on how to help students learn better, teachers to teach better and school systems to operate more effectively.
- Help to build the capacity of participating countries to conduct large-scale learning assessments, and analyse and use the results to support national policies and evidence-based decision making.
- Enhance PISA to make it more relevant to a wider range of countries and thus enable greater PISA participation by middle- and low-income countries.
- Contribute to the monitoring and achievement of the Education Sustainable Development Goal, which emphasises quality and equity of learning outcomes for children, young people and adults.

Participating countries



Cambodia

Project launched May 2016



Ecuador

Project launched February 2014



Guatemala

Project launched March 2015



Honduras

Project launched February 2016



Panama

Project launched April 2016



Paraguay

Project launched April 2015



Senegal

Project launched January 2015



Zambia

Project launched February 2014

How does PISA-D help participating countries build capacity to manage large-scale assessments?

PISA-D countries benefit from a range of capacity-building and peer-learning activities:

- At the outset of the project each country has undergone a detailed analysis of their ability to implement PISA, measuring existing capacities and identifying the competencies that require development. Based on this analysis, each country has developed a capacity building plan as well as a project implementation plan, which span the 4 years of the PISA-D project's implementation. These plans address the human and financial resources required to implement the assessment successfully and to achieve the target capacities in accordance with the PISA-D schedule.
- The capacity building plans for the participating countries include training facilitated by the OECD on a variety of topics, including framework and item development, translation and adaptation, sampling, coding of students' responses, data analysis and reporting.
- PISA-D countries engage in peer-to-peer learning exchanges with experienced PISA countries and work collaboratively with the OECD on their national reports.
- PISA-D countries are supported by the OECD to develop a strategy to engage and communicate with a variety of stakeholders throughout the project, including policy makers, academics, media, school leaders, teachers, parents and students.

How is PISA-D enhancing the PISA instruments?

PISA-D is enhancing the PISA instruments by:

- Extending the PISA test instruments to a wider range of performance levels. Based on the overall student performance in the middle- and low-income countries that participated in PISA 2012, many of the 15-year-olds in PISA-D countries can be expected to perform at the lower levels of PISA proficiency. PISA-D enhances the assessment to give a more fine-grained measure of the knowledge and skills of lower performing 15-year-olds while maintaining comparability with PISA.
- Developing contextual questionnaires and data-collection instruments to effectively capture the diverse situations in middle- and low-income countries. The enhanced questionnaires will include questions about early learning opportunities, quality of instruction, learning time, language at home, socioeconomic status and school resources.
- Establishing methods and approaches to include out-of-school youth in the assessments in terms of their skills, competencies and non-cognitive attributes, and 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 commissioned reports

Lockheed, M., T. Prokic-Bruer and A. Shadrova (2015), *The Experience of Middle-Income Countries Participating in PISA 2000-2015*, The World Bank, Washington, D.C./OECD Publishing, Paris.

Cresswell, J., U. Schwantner and C. Waters (2015), *A Review of International Large-Scale Assessments in Education: Assessing Component Skills and Collecting Contextual Data*, The World Bank, Washington, D.C./OECD Publishing, Paris.

UNESCO Institute for Statistics (2016), *Making Education Count for Development: Data Collection and Availability in Six PISA for Development Countries*, OECD Publishing, Paris.

PISA-D Working Papers

Adams, R. and J. Cresswell (2016), “PISA For Development Technical Strand A: Enhancement of PISA Cognitive Instruments”, *OECD Education Working Papers*, No. 126, OECD Publishing, Paris.

Willms, J. and L. Tramonte (2015), “Towards the development of contextual questionnaires for the PISA for development study”, *OECD Education Working Papers*, No. 118, OECD Publishing, Paris.

Carr-Hill, R. (2015), “PISA for development technical strand c: Incorporating out-of-school 15- year-olds in the assessment”, *OECD Education Working Papers*, No. 120, OECD Publishing, Paris.

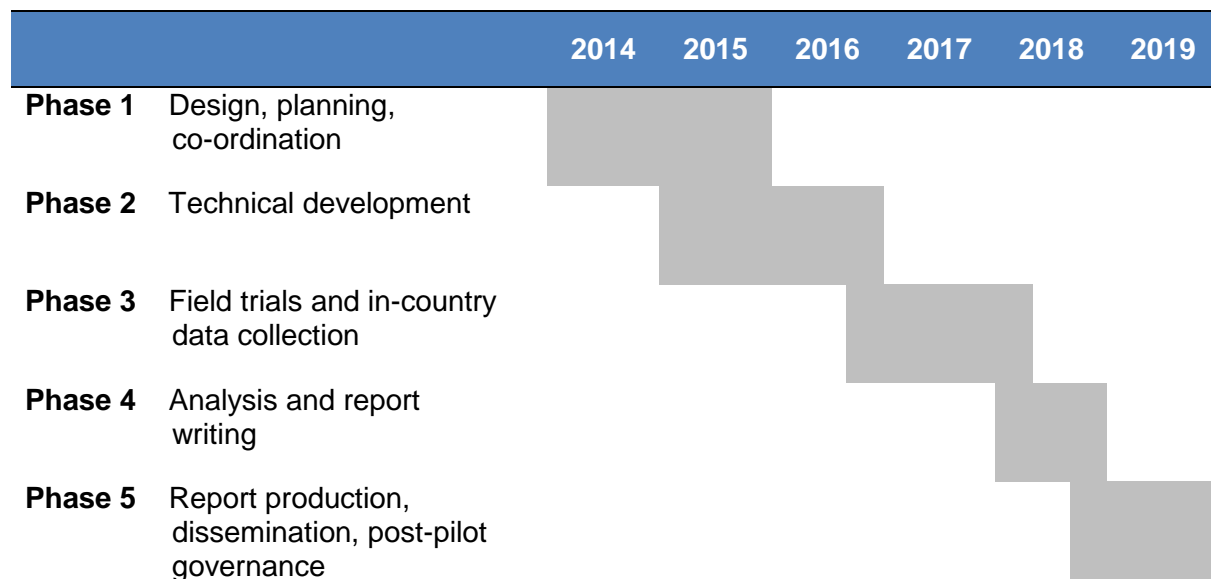
PISA-D Brief series

This series is a set of concise monthly education policy oriented notes designed to describe a specific PISA-D topic. The OECD intends to publish more than 40 Briefs over the period of 2016 to 2019.

Project phases:

- 1) **Design, planning and co-ordination:** Phase one of the project laid the ground work for enhancing the assessment instruments. International contractors were selected to conduct the work, and the participating countries were prepared for project implementation.
- 2) **Technical development:** This phase involved reviewing the assessment frameworks and items with the participating countries, selecting the items, designing enhancements, preparing materials for countries, and planning the field trials
- 3) **Field trials and in-country data collection:** During this phase each country tests the enhanced instruments during a field trial. The results are reviewed and analysed to refine the instruments, which each country then uses to conduct the main study data collection.
- 4) **Analysis and report writing:** This phase consists of analysing and cleaning the main study data in order to interpret the results, which each country uses to write their national reports with the support of the OECD and the international contractors.
- 5) **Report production, dissemination and post-pilot governance:** During this phase the instruments are finalised and an independent review of the project is conducted. The national reports, project results report and technical report are published. A PISA-D international seminar is held, and the PISA-D instruments are incorporated in PISA 2021.

Timeline



OECD and the Directorate for Education and Skills

The OECD provides a setting where governments compare policy experience, seek answers to common problems, identify good practices and co-ordinate domestic and international policies. It brings together countries committed to democracy and the market economy from around the world to:

- support sustainable economic growth
- boost employment
- raise living standards
- maintain financial stability
- assist member and non-member countries' economic development
- contribute to growth in world trade.

In today's globalised economy education is a major driving force for growth and development. The OECD Directorate for Education and Skills focuses on current key challenges facing education systems including how to improve the quality of teachers, teaching and learning in order to provide the knowledge and skills needed in the 21st century.

For further information please visit our website:
www.oecd.org/pisa/aboutpisa/pisaforddevelopment
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