PISA for Development student and out-of-school youth contextual questionnaires

- The PISA contextual questionnaires focus on understanding how 15-year-old students' performance is related to certain school and classroom practices, and to other factors, such as students' economic, social and cultural background.

- The PISA for Development (PISA-D) student questionnaire includes many of the questions found in the student questionnaire in the main PISA assessment and also covers a broader set of well-being outcomes and a wider range of risk and protective factors related to performance.

- PISA-D introduces a questionnaire for out-of-school youth that is distributed to 14-16 year-olds who are not enrolled in school or who are not in PISA's target grades (grade 7 or above).

The framework for the PISA-D contextual questionnaires is based on a concept called Educational Prosperity, which defines a core set of metrics for monitoring children's success at various stages of development, from birth to adolescence. These metrics include key outcomes, called "Prosperity Outcomes", and several external factors, called "Foundations for Success". PISA-D also assesses equity and equality in education related to demographic factors.

Core set of metrics used in PISA-D contextual questionnaires

Prosperity Outcomes	Foundations for Success	Demographic factors
• Academic achievement (measured through the PISA-D tests) • Educational attainment • Health and well-being • Student engagement	• Inclusive environments • Quality instruction • Learning time • Material resources • Family and community support	• Gender • Disability • Immigrant background • Socio-economic status and poverty • Language spoken at home/school

In addition to the student questionnaire, PISA-D introduces a questionnaire for 14-16 year-olds who are not enrolled in school or in PISA's target grades (grade 7 or above). The out-of-school youth questionnaire gathers much of the same data as the student questionnaire and adds questions about why the child is not in school, barriers preventing the child from returning to school, and about employment.

PISA-D's student and out-of-school youth questionnaires enhance PISA's data collection.

Information collected through the PISA-D student and out-of-school youth questionnaires includes, but is not limited to, the following:

Educational attainment: Both PISA and PISA-D collect data on student's grade, whether they have repeated a grade and whether they have attended early childhood education. PISA-D also asks out-of-school youth about whether they work, their profession, hours worked per week, and their wage or salary.

Health and well-being: Both PISA and PISA-D ask about general life satisfaction. Taking a deeper look at health and well-being, PISA-D asks about young people's general perception of their health; their physical and mental health during the past year; and emotional distress, including anxiety and depression.

Student engagement: Like PISA, PISA-D includes a measure of general attitudes towards school and learning. Out-of-school youth are expected to respond to these questions based on their experiences when they last attended school.

Inclusive environments: Similar to PISA, PISA-D asks students to report on their sense of belonging at school. It further explores school climate with questions on whether students feel safe at school and whether they have been sexually harassed at school. Out-of-school youth respond based on their experiences when they last attended school.

Quality instruction: Both PISA and PISA-D assess the learning climate in the classroom and teacher-student relations. PISA-D adds new questions on the structure of the classroom and teaching practices in the student's mathematics lessons.

Learning time: Like PISA, PISA-D asks students about loss of learning time due to truancy. PISA-D explores learning time in greater depth by asking both students and out-of-school youth about long-term absenteeism and reasons for missing school for long periods. It further asks about reasons for reduced teaching time, the time students take to travel from their home to school, and reasons why out-of-school youth do not participate in schooling.

Family and community support: PISA-D asks about the types of communication students and out-of-school youth have with their parents or other family members.

Demographic factors: PISA and PISA-D gather information on students' *gender* and *immigrant background* (based on answers to questions of where students and their parents were born). PISA-D is the first PISA study to include self-reported measures pertaining to *disability*. PISA-D also extends PISA's measure of *socio-economic status* to capture risk factors of *poverty* by expanding PISA's question on home possessions and gathering more details on parents' education and profession. While PISA asks students about the *language spoken at home*, PISA-D asks about languages spoken at home and by instructors at school, and the language they first learnt to read.

References
OECD (forthcoming), *PISA for Development Assessment and Analytical Framework*, PISA, OECD Publishing, Paris.
Willms, J.D. (2015), *Educational Prosperity*, Fredericton: The Learning Bar Inc.

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