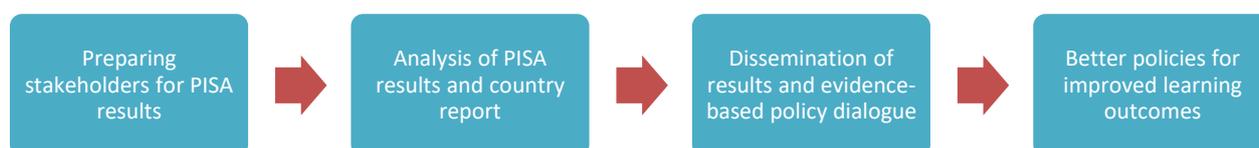# Strengthening analysis and reporting in PISA for Development countries

- To help make PISA more accessible to middle- and low-income countries, the PISA for Development (PISA-D) initiative builds country capacity for using results of large-scale student learning assessments to support national policy dialogue and evidence-based decision making.

- The capacity-building approaches for analysis and reporting piloted in PISA-D are already available to all PISA participating countries in need of capacity-building support from the 2018 cycle onwards.

PISA-D helps middle- and low-income countries overcome two potential barriers to participation in PISA: a lack of capacity to implement the assessment and a lack of experience in using PISA data and results. The project's support for capacity building related to implementing the assessment was addressed in PISA-D Brief 14. To overcome the second obstacle, the OECD and its PISA-D contractors are providing training and assistance in data analysis, the interpretation of PISA results, report writing and communication through the following process:

| Preparing stakeholders for PISA results | → | Analysis of PISA results and country report | → | Dissemination of results and evidence-based policy dialogue | → | Better policies for improved learning outcomes |

The analysis and reporting capacities strengthened through PISA-D are relevant to countries' management of their own national assessments and other large-scale international or regional assessments in which they might participate.

Preparing stakeholders for PISA results

The PISA-D school-based assessment was conducted in 2017 in Bhutan, Cambodia, Ecuador, Guatemala, Honduras, Paraguay, Senegal and Zambia. Prior to and during the main survey data collection, the OECD helped prepare stakeholders in the participating countries to receive the results through various communications channels, including articles in newspapers and journals, pamphlets for teachers, social media campaigns, and TV and radio broadcasts.

### Analysis of the PISA-D data and production of the PISA-D national reports

With the support of the OECD, each PISA-D country has formed an analysis task force and national report working group, and has nominated one analyst to lead the work on data analysis and reporting. The OECD works directly with the analysis task force, especially the lead analyst from each country. Indeed, the OECD implemented a lead analysts' programme from September 2017 through December 2018. Its aim was to help lead analysts complete their analysis of PISA-D data and prepare a national report. Each report, containing six chapters, is based on a template prepared by the OECD and includes

analyses of the four key outcomes, known as "Prosperity Outcomes", for each stage of schooling and child development, and the "Foundations for Success" that underpin them (see figure below).

PISA-D lead analyst programme

Timeframe	Learning targets
Sep-Dec 2017	Introduction to PISA data and its uses for policy makers, educators, researchers; guided reading
Jan-May 2018	Preparing for analysis of main study data: understanding the PISA design; limitations of PISA samples; understanding and interpreting PISA coverage indices; the analytical framework
	Drafting of introductory Chapter 1 of national report
May-Jul 2018	Analysis of data and drafting of Chapters 2-6 of national report: training in data-analysis techniques and methodologies, collaborative drafting with OECD (residence at OECD, Paris)
Jul-Nov 2018	Finalising the national reports and preparing for launches, including producing country-specific dissemination materials (PPTs, country notes, Tweets, videos, webpages, etc.)
Dec 2018	Publication and dissemination of national reports with final results from the school-based assessment
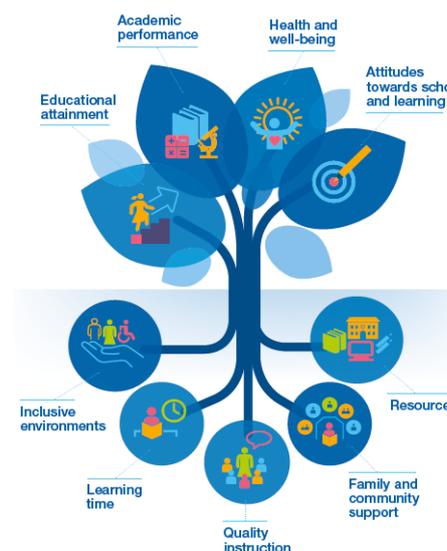
Dissemination of results and evidence-based policy dialogue for improved learning outcomes

The launches of the national reports and PISA-D data will take place in the participating countries during the week of 10 December 2018. The national reports and the PISA-D data will enable stakeholders, especially policy makers, to gauge the level of knowledge and skills of students in their own country in comparison with those in other participating countries. If they wish, policy makers will be able to establish evidence-based benchmarks for improvement, such as in attainment and achievement or in closing gaps in education outcomes and opportunities between boys and girls or between urban and rural areas. The national reports, the PISA-D data, the launch events and subsequent discussions will help countries better understand the opportunities at hand and the challenges they face, and will provide insights into how to help their students learn better, their teachers teach better and their school systems operate more effectively.

The PISA-D analysis and reporting support model has been mainstreamed into PISA from the 2018 cycle onwards so that any participating country can sign up to collaborate with the OECD in analysing their data, interpreting their results, preparing a national report and disseminating the results to their populations.

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Visit	Coming next month
www.oecd.org/pisa/pisa-for-development	*How PISA-D has partnered with other large-scale assessments*