PISA-D out-of-school assessment
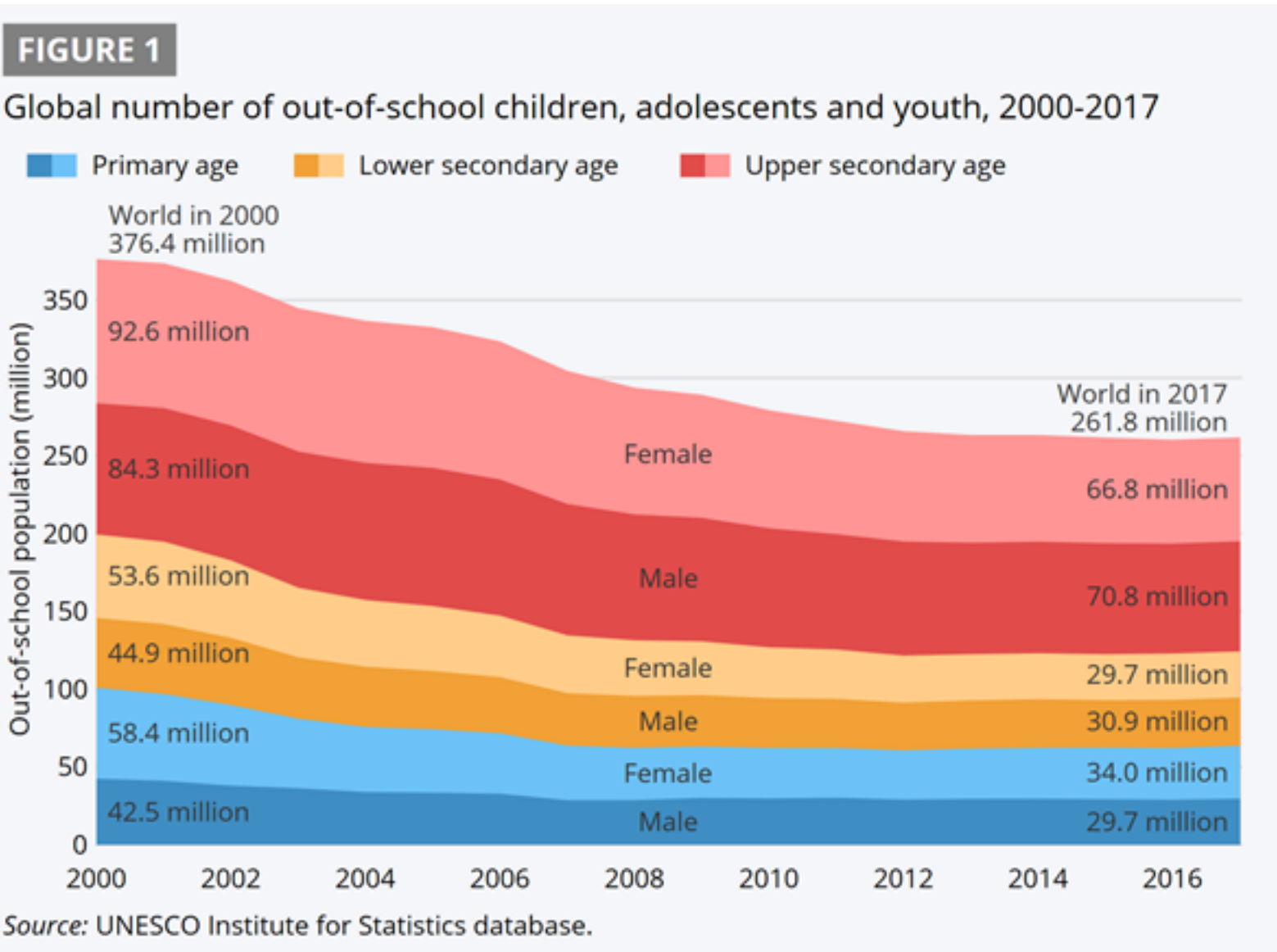
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PISA for Development international seminar
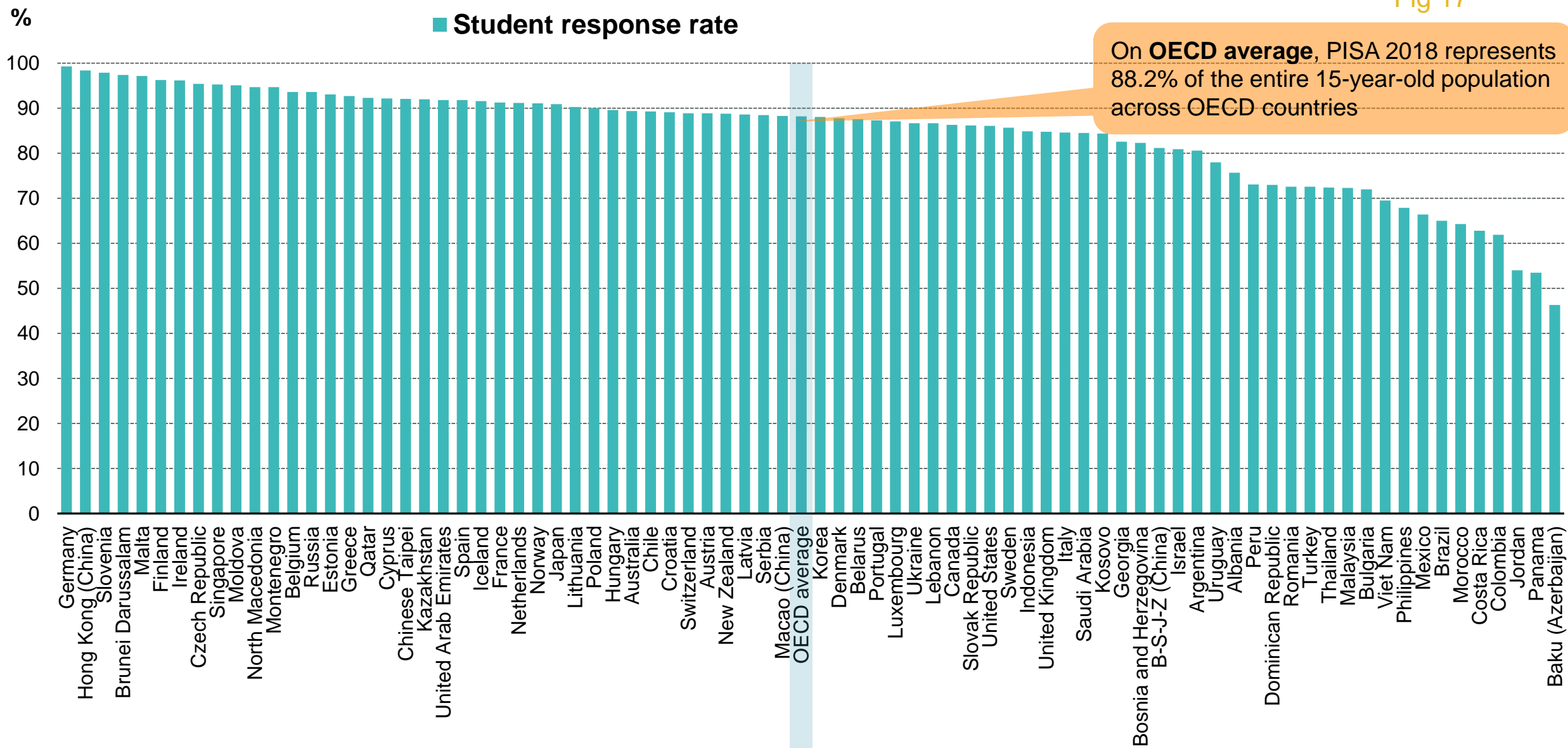
What was the problem we set out to address?

FIGURE 1

Global number of out-of-school children, adolescents and youth, 2000-2017

Legend: ■ Primary age ■ Lower secondary age ■ Upper secondary age

World in 2000
376.4 million

World in 2017
261.8 million

Upper secondary age:
- 2000: 92.6 million
- 2017 Female: 66.8 million
- 2000 (Male): 84.3 million
- 2017 Male: 70.8 million

Lower secondary age:
- 2000: 53.6 million
- 2017 Female: 29.7 million
- 2000: 44.9 million
- 2017 Male: 30.9 million

Primary age:
- 2000: 58.4 million
- 2017 Female: 34.0 million
- 2000: 42.5 million
- 2017 Male: 29.7 million

Y-axis: Out-of-school population (million) — 0, 50, 100, 150, 200, 250, 300, 350

X-axis: 2000, 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016

Source: UNESCO Institute for Statistics database.

Percentage of 15-year-olds covered by PISA 2018

Fig 17

%

■ Student response rate

On **OECD average**, PISA 2018 represents 88.2% of the entire 15-year-old population across OECD countries

- estimate test scores for the whole population (i.e., taking into account dropouts) by putting bounds on unobserved scores…

- this is effectively guess-work and is carried out under assumptions that are not underpinned by real evidence.

- In context of SDG 4 (leave no one behind), there is no substitute for assessing the skills of the whole population.
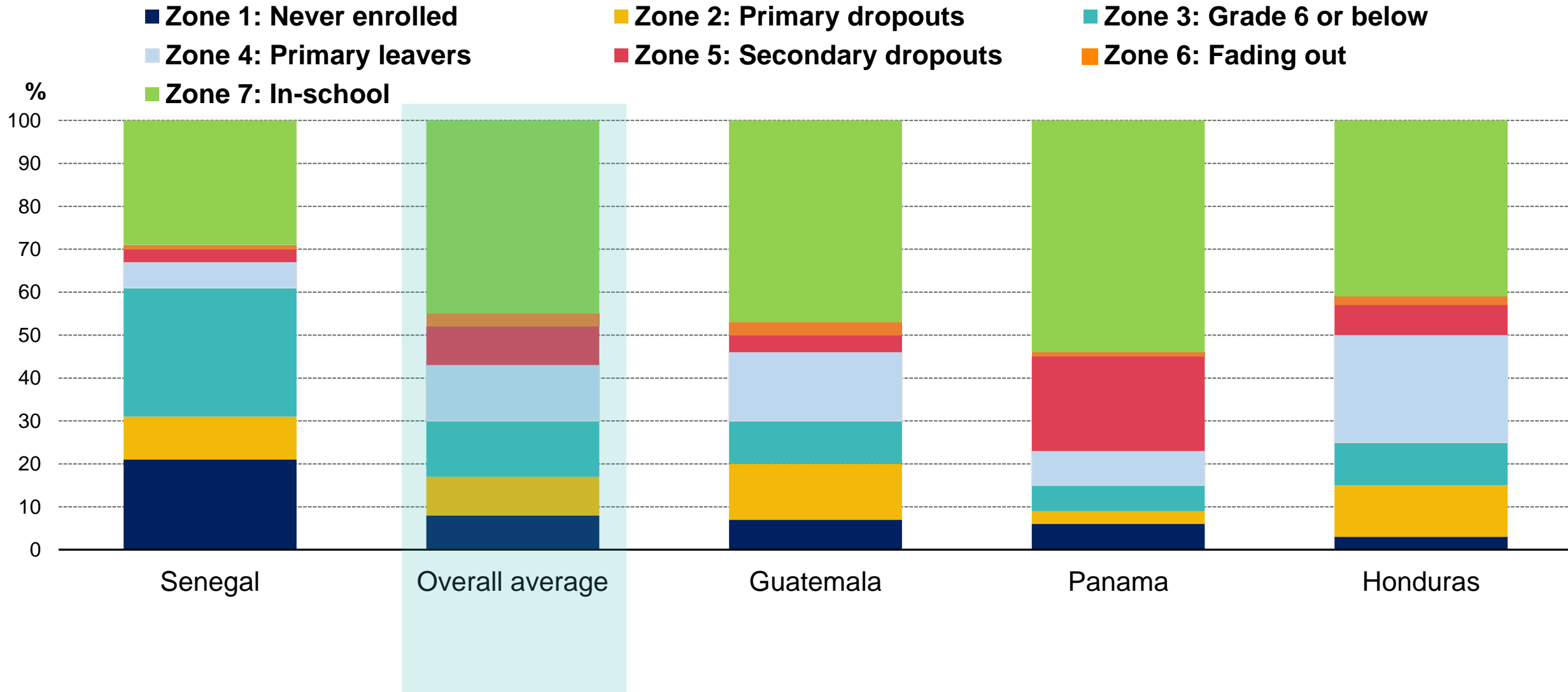
PISA-D has found a solution…

- A first-of-its kind answer to the problem by designing an assessment that can be administered to youths who are not enrolled in school and deliver results that can be compared to what we get from PISA for school systems.

- The first countries that have actually administered this new assessment on a national basis were **Guatemala, Honduras, Panama, Paraguay and Senegal** – we commend them for their boldness and commitment to understanding their systems and to going this extra mile in large-scale assessment

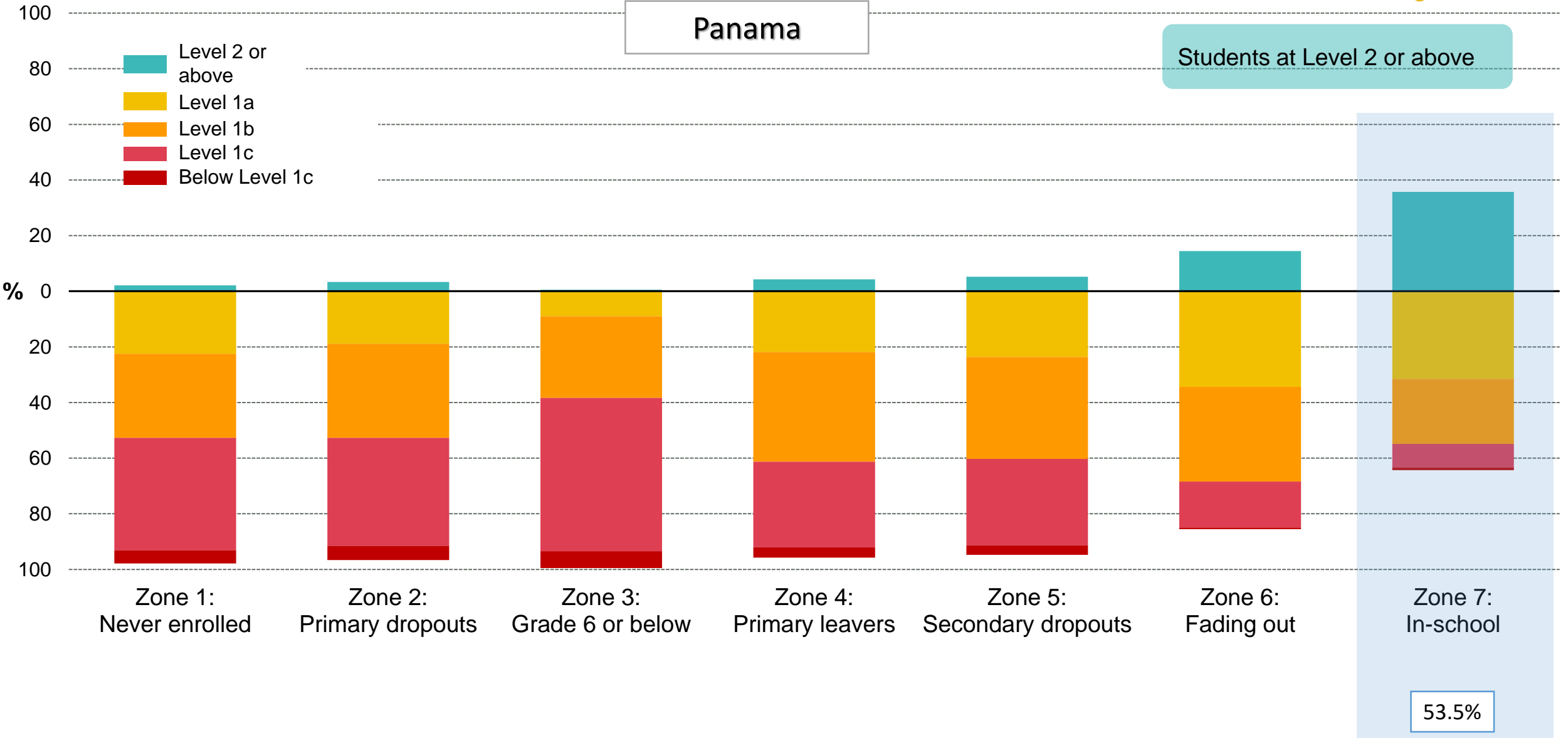Key findings: more than half of 15-year-olds are excluded from school

Fig 1

Legend:
- Zone 1: Never enrolled
- Zone 2: Primary dropouts
- Zone 3: Grade 6 or below
- Zone 4: Primary leavers
- Zone 5: Secondary dropouts
- Zone 6: Fading out
- Zone 7: In-school

Categories: Senegal, Overall average, Guatemala, Panama, Honduras

Fig 2

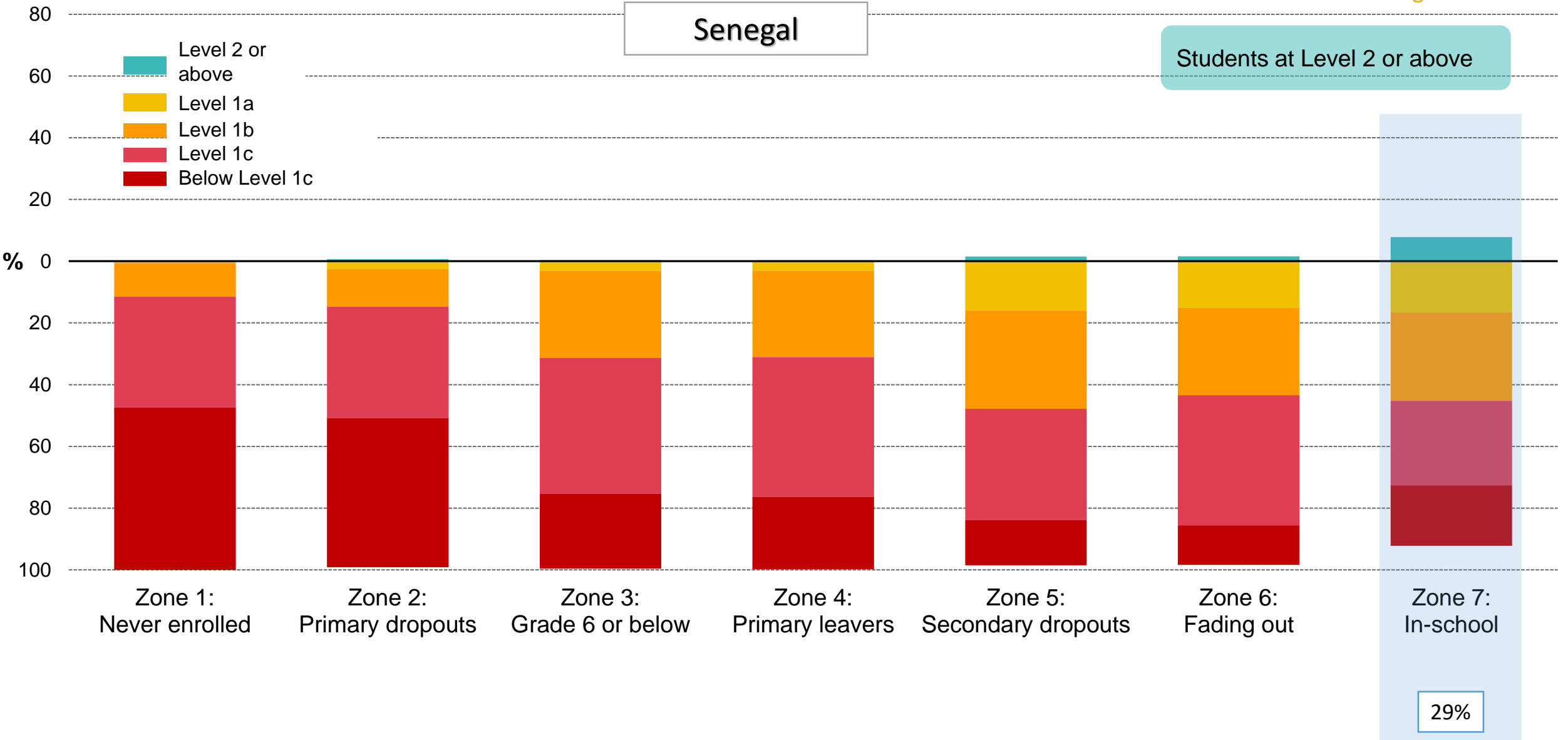Variation in reading performance across zones

What does this level of reading performance mean?

Illustrative examples	Reading
Level 1c	• Decodes and understands short sentences ("The red car has a flat tyre", "airplanes are made of dogs")
Level 1b	• Understands short text, finds a single piece of explicitly stated information (e.g. "what colour is the car?")
Level 1a	• Level 1b + Identifies the main theme or the author's intent in a text about a familiar topic
Level 2 (baseline)	• Reads and understands simple texts; • connects pieces of information, draws inferences beyond the explicitly stated

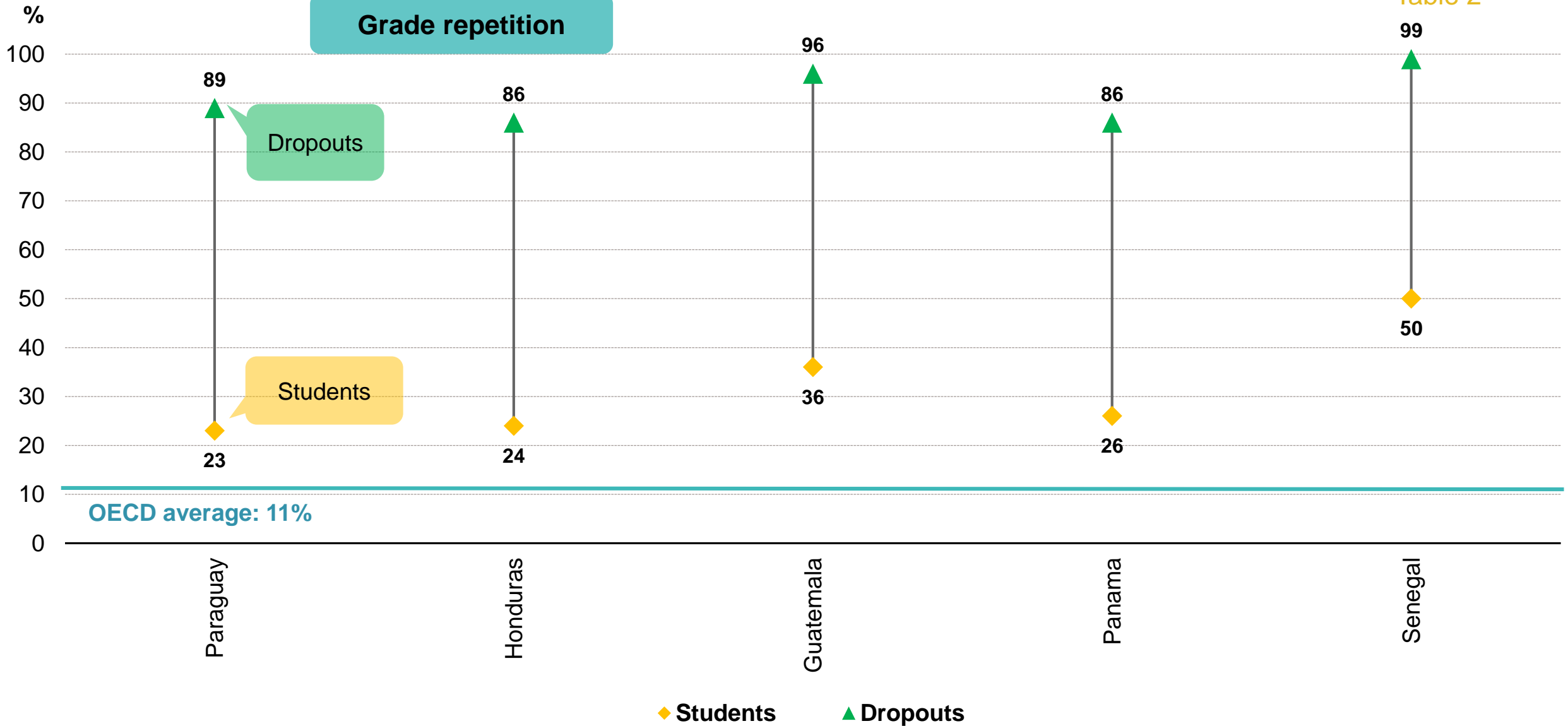Variation in mathematics performance across zones

Key findings: practically all dropouts have repeated grades

Table 2

Grade repetition
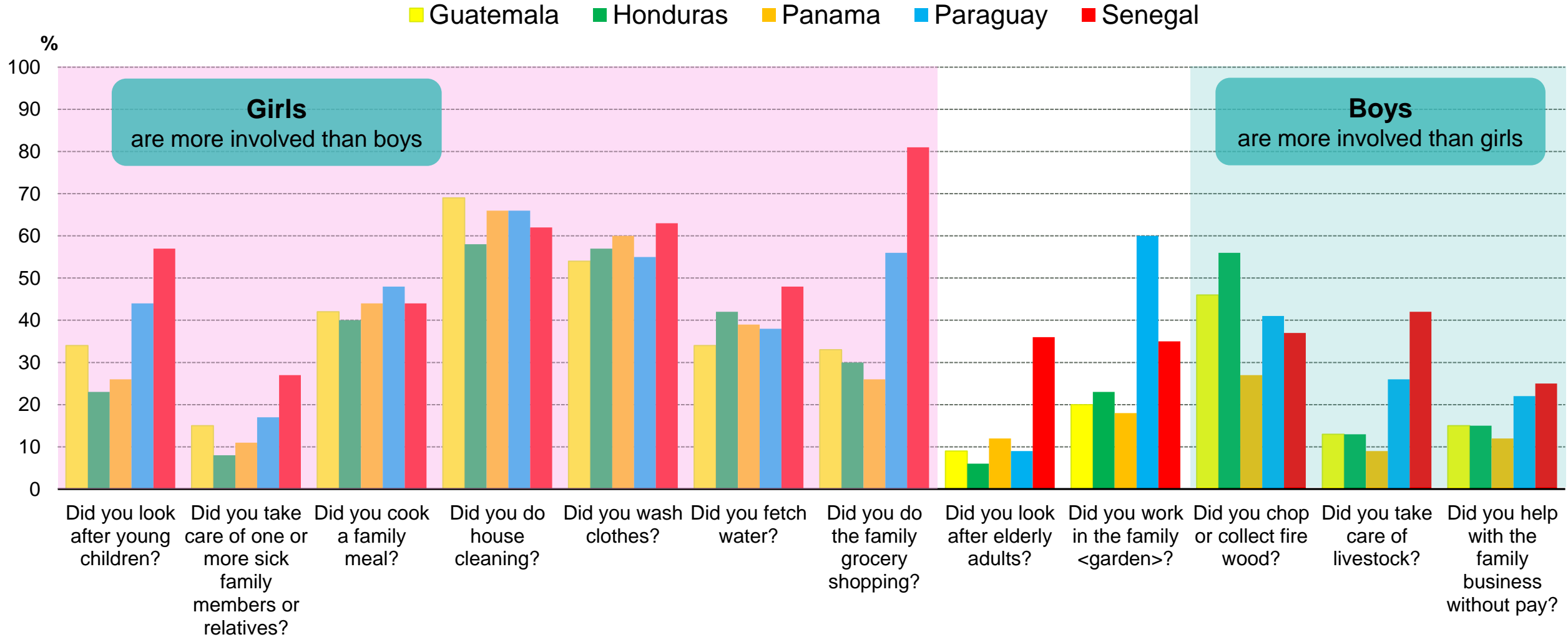
Dropouts

Students

Country	Students	Dropouts
Paraguay	23	89
Honduras	24	86
Guatemala	36	96
Panama	26	86
Senegal	50	99

OECD average: 11%

◆ Students   ▲ Dropouts

Percentage of surveyed out-of-school youth involved in labour

Fig 8

Legend: Guatemala, Honduras, Panama, Paraguay, Senegal

Girls are more involved than boys

Boys are more involved than girls

Categories: Did you look after young children? / Did you take care of one or more sick family members or relatives? / Did you cook a family meal? / Did you do house cleaning? / Did you wash clothes? / Did you fetch water? / Did you do the family grocery shopping? / Did you look after elderly adults? / Did you work in the family <garden>? / Did you chop or collect fire wood? / Did you take care of livestock? / Did you help with the family business without pay?
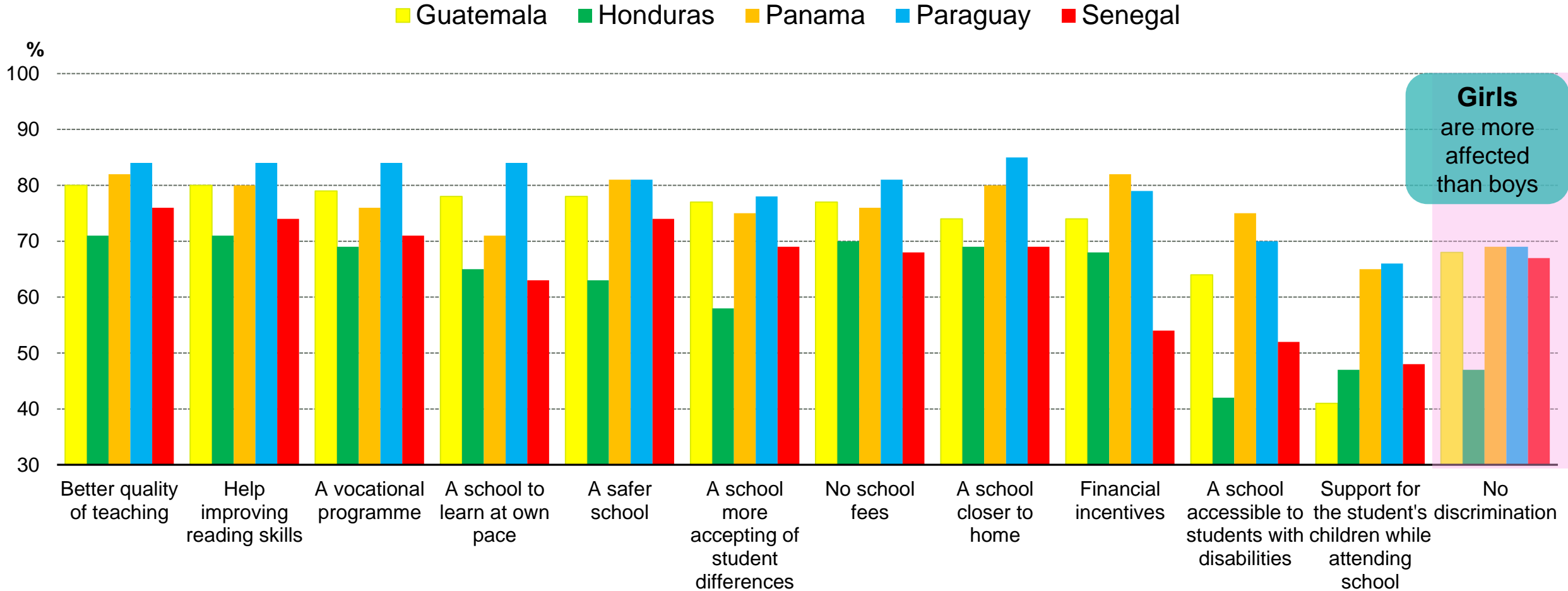
Resources and processes that would help youth return to school

Fig 16

Implications of the PISA-D out-of-school assessment

- Out-of-school children and youth are no longer beyond the reach of learning assessments …but it requires resources, capacity and commitment to produce meaningful results

- More low-and-middle-income-countries should be encouraged and supported to collect learning assessment data on their out-of-school children and youth populations

- PISA-D reveals the full extent of the global learning crisis and offers clues for how it can be tackled …responses must focus on the most disadvantaged, the excluded, not just those that are already participating in schooling

- Lots of examples of countries (Brazil, Indonesia, Mexico, Turkey) that have increased coverage of their secondary education systems without sacrificing quality – more does not always have to mean worse