



Paraguay experience in PISA-D Out-of-school



TEKOMBO´E HA TEMBIKUA
Motenondeha
Ministerio de
EDUCACIÓN y CIENCIAS

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Paraguay in PISA-D Out-of-School

Paraguay joined PISA-D in 2015

Successful experience with TERCE – UNESCO assessments

PISA-D was an opportunity to

- Assess 15 -year-old students
- Strengthen technical skills
- Participate in an innovative Out-of-School assessment

Challenges in preparation

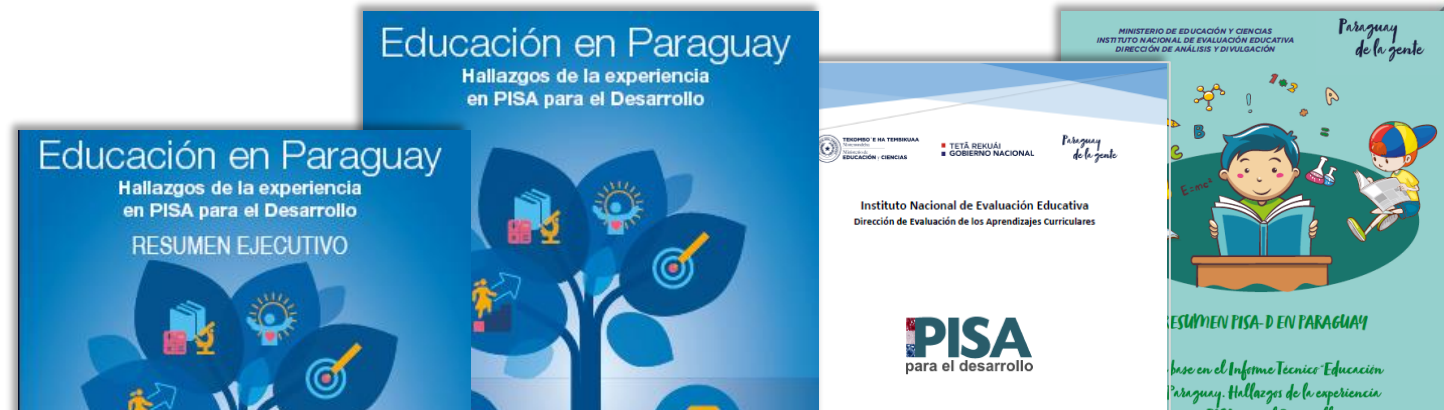
- Innovative study, required time & effort to understand and adapt:
 - Sampling: household survey
 - IT: systems and database
 - Interviewers recruiting & training
- Ministry of Education lacked experience in large scale household surveys
- Census available data was limited:
 - unavailable disaggregated data (PSU level)
 - outdated household lists/mapsand increased size of sample
- Required important resources - in-country costs

Challenges in implementation

- Target population hard to reach
 - Several visits, working hours
 - We didn't reach expected number of interviews
- Families required assistance to answer questionnaires
- Use of tablets
 - Limited connectivity and unstable electricity supply
 - Tablet drawbacks
 - Glare, GPS, battery duration*
 - Software / system characteristics
 - Daily backup, replacing tablets, correcting information*
 - Interviewers and youth with limited IT skills

Analysis and reporting

- PISA-D In-school analysis & reporting
- Lead analysts training in Paris
- PISA-D Out-of-school reporting was challenging:
 - Different sampling strategies were used: international comparability is limited
 - Less youth were assessed & disaggregation was limited
 - Some relevant information from youth context were not gathered



Main findings

- Out-of-school youth show less competences than in-school kids
- The more years in-school, the better the performance
- Use of mother tongue at school improves results
- Drop out youth faced obstacles related to poverty
 - Most of those that dropped-out are currently working
 - Their parents reached low level of education (6th grade or below)
- Most youth would go back to school if:
 - Schools are closer, more accessible, more relevant to their livelihoods context and interests
- Insight for policies and programs aimed at the OOS youth

Final remarks

- Our countries' participation in the OOS study was relevant at national policies' level, but also as a contribution for testing and improving the assessment itself.
- PISA-D OOS evaluations are very relevant to expand knowledge about:
 - who the OOS children are & why they dropout School,
 - how to prevent & mitigate dropouts
- New strategies for implementation must be explored
 - To reduce costs and enhance youth reach out
 - Allow for periodic implementation & monitoring advance

For more information please contact:

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