



## PISA for Development out-of-school youth’s parent contextual questionnaire

- The PISA contextual questionnaires focus on understanding how the test performance of a 15-year-old is related to certain school and classroom practices and experiences, and to other factors, such as students’ economic, social and cultural background.
- For its school-based assessment, PISA for Development (PISA-D) administers student, teacher and school questionnaires that are enhanced versions of those used in PISA; for its out-of-school assessment, PISA-D introduces out-of-school youth, parent and household observation questionnaires.
- The PISA-D questionnaire administered to the parent or care-giver of the out-of-school youth collects information on the youth’s life and their family background.

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 institutional, family and community factors driving the outcomes, called “Foundations for Success”. PISA-D also assesses demographic factors related to equity and equality in education.

### Core set of metrics used in PISA-D contextual questionnaires

Prosperity Outcomes	Foundations for Success	Demographic factors
<ul style="list-style-type: none"> <li>• Academic achievement (measured through the PISA-D tests)</li> <li>• Educational attainment</li> <li>• Health and well-being</li> <li>• Student engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive environments</li> <li>• Quality instruction</li> <li>• Learning time</li> <li>• Material resources</li> <li>• Family and community support</li> </ul>	<ul style="list-style-type: none"> <li>• Gender</li> <li>• Disability</li> <li>• Immigrant background</li> <li>• Socioeconomic status and poverty</li> <li>• Language spoken at home/school</li> </ul>

In the context of these metrics, PISA-D’s parent questionnaire asks the out-of-school youth’s parent or care-giver to provide background information about their self, information about the youth and the family, the youth’s early years, the youth’s educational experience, and their educational expectations for the youth.

### *PISA-D’s out-of-school youth’s parent questionnaire enhances PISA’s data collection.*

The PISA-D out-of-school youth’s parent questionnaire collects data on three of the Prosperity Outcomes, one of the Foundations for Success, and provides detail about the demographic factors, socioeconomic status and poverty. It also includes some background measures, which provide additional information about the person responding to the questionnaire. This questionnaire offers a unique opportunity to ask about the youth’s prenatal and early life experiences. Information collected through the parent questionnaire includes the following:

*Educational attainment:* PISA-D asks the parent or care-giver whether the youth received formal early childhood and care and whether the youth attended pre-primary education, and also asks



about their educational expectations for the youth as well as factors that could hinder the youth's completion of compulsory education.

*Student engagement.* PISA-D asks the parent or care-giver about their values towards schooling outcomes and attitudes towards education.

*Health and well-being.* PISA-D asks the parent or care-giver about the youth's prenatal and early life experiences related to health, such as the mother's health during pregnancy, the conditions and any complications of the mother's birth experience, how the youth was fed during the first six months of life, whether the youth had any health problems during the first five years of life, and whether the youth received vaccinations.

*Family and community support.* PISA-D asks the parent or care-giver about the type of support they provided to the youth in their early years.

PISA-D's five demographic factors for assessing equality and equity are reported on primarily through the student and out-of-school youth questionnaires. However, the PISA-D parent questionnaire collects information about the out-of-school youth's early childhood living conditions as part of the measure of *socioeconomic status and poverty* with questions about food security during their first two years of life and whether they received government support for schooling.

PISA-D also includes some background measures about the person responding to the parent questionnaire, including their relationship to the youth, occupation and highest level of education, and whether they had help completing the questionnaire.

As the PISA-D out-of-school component is conducted as a household survey, an interviewer is required to administer both the out-of-school youth assessment and the parent questionnaire. The interviewer completes a brief household observations questionnaire at the end of the interview, providing further background information on the youth interview process, including who was present during the interview, whether they assisted the respondent in answering the parent questionnaire, whether they assisted the youth in answering the cognitive test, whether the youth understood the interview questions and where the interview took place. The household observations questionnaire also collects data contributing to the measure of *socioeconomic status and poverty* with questions about the youth's type of dwelling and location, discerning whether it is in a rural or urban setting, and about the area surrounding the household, i.e. the type of road leading to the dwelling, the presence or absence of street lights surrounding the dwelling, security concerns, roof and wall material of the dwelling, and the presence or absence of electricity.

#### 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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