



Peer-to-peer learning to strengthen dissemination of PISA for Development results

- PISA for Development (PISA-D) countries Cambodia, Ecuador, Guatemala, Honduras, Paraguay, Senegal and Zambia publish their school-based assessment results in December 2018.
- This is the first time any of these countries have participated in the OECD's international large-scale student assessment.
- Several PISA participants have volunteered to share with PISA-D countries their experiences in disseminating PISA results, provide insight on what to expect throughout the process and help PISA-D countries prepare to release the findings.

An important and innovative component of PISA-D is the introduction of peer-learning partnerships between PISA-D countries and experienced PISA countries. In addition to bilateral partnerships, such as Cambodia-Korea and Chile-Paraguay, peer learning has been a feature of PISA-D meetings since 2015. Representatives from Belgium, Brazil, Canada, the Dominican Republic, France, Korea, Kosovo, Luxembourg, Mexico, Spain and the United States have generously volunteered their time and support, sharing experiences with PISA-D country representatives. Several have presented detailed accounts of communicating PISA results, national data analysis, writing national reports and dissemination. As PISA-D teams prepare to launch their school-based assessment results in December 2018, these insights from PISA-participating countries have provided a wealth of ideas for how best to introduce this data to their national populations and the world.

Every PISA and PISA-D country has a national centre staffed by people who conduct the assessment, analyse the results and report the findings. Those countries that have participated in PISA since 2000 have had six assessment cycles to hone their strategy for reporting national results.

Preparing PISA national reports

Luxembourg has tried different approaches to national reports, ranging from very long and detailed documents (read mainly by policy makers and researchers) to shorter publications aimed at a lay readership. In 2015, Luxembourg produced a 25-page report supported by a website with links to individual chapters, designed for a wide range of readers. France also used to publish long national reports, but now produces shorter reports on specific topics covered by PISA, such as immigration and equity. The Dominican Republic has only participated in PISA 2015, but the country has already decided that for the forthcoming results it will prepare a shorter national report, use more data visualisation aids, like infographics and interactive graphs, and produce a series of bulletins by topic.

The language of the report is also an important factor for Luxembourg, which produces French and German versions for its national audience and an English version for international readers. One PISA-D country, Cambodia, is taking the same approach, preparing its report in Khmer and English.

Analysing national data

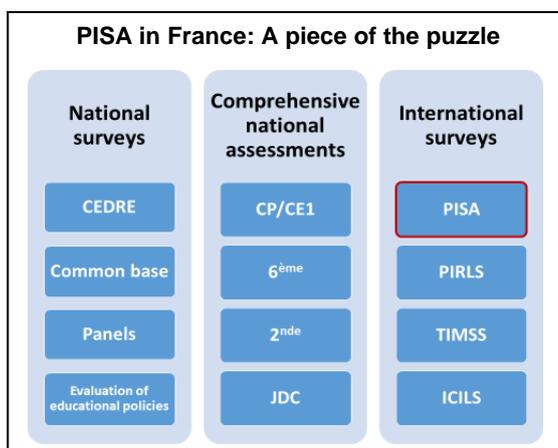
National data analysis tends to focus on the relative strengths and weaknesses of student performance; the factors strongly related to performance, such as student interest, motivation and beliefs, school environment, teaching strategies and learning conditions; and how results vary based



on student characteristics, such as gender, socio-economic status, immigrant background and language spoken at home. Countries analyse the factors related to students' outcomes to identify areas of the education system in need of reform and set goals to provide an environment in which all students can succeed. Countries also look to other education systems around the world to identify best practices and lessons learnt. In its national report for PISA 2015, Brazil compared its performance with that of 13 countries, across Brazilian states and by type of school. In its PISA 2015 report, Luxembourg compared its performance with that of its neighbours (Belgium, Germany, the Netherlands) and with that of Portugal, given the large number of Portuguese immigrants in Luxembourg.

In its PISA national reports, Korea highlights trends in performance across PISA cycles, showing how the dataset acquired every three years can be used to track progress over time. The analysis in Korea's national report forms the basis of recommendations for policy dialogue and further research, and the national PISA team conducts various in-depth analyses to explore priority topics.

Experienced PISA countries stress the importance of comparing PISA results with the results of other local, national and international assessments. They emphasise that policy decisions are not made on the basis of PISA results alone (the figure to the right shows what contributes to decision-making in France, for example).



Communicating and disseminating PISA results

Stakeholders can be sceptical about PISA results – particularly if the results are not as positive as the stakeholders had imagined they would be. Some countries, including France and Brazil, participated in several cycles of PISA before education policy makers and others accepted the results. Knowing how to communicate both good and poor results is essential for maintaining the credibility of PISA. Mexico's main messages about PISA results include in which areas students need to improve their performance, the extent to which progress has been made over time, and how its results compare with those of other Latin America countries and with the best performers worldwide. Mexico communicates its messages to state-level education authorities, school leaders and teachers, academics, the media and the public. Its national report includes a summary of results, graphs and simple statistical analyses.

The national team in Kosovo finds it important to communicate openly about the weaknesses of the country's education system. Instead of presenting poor results as discouraging, the Dominican Republic uses them as a challenge to improve and the baseline for measuring the progress of reforms that are underway. Korea and France communicate good results that are aligned with implemented policy-reform initiatives; they link negative results with suggested steps for improvement. Countries also hold workshops with journalists before releasing the results in order to explain the PISA methodology to journalists and avoid reporting that focuses on rankings.

For more information

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Coming next month

PISA for Development Results in Focus

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