



PISA for Development Brief **1**

What is PISA for Development?

- The PISA for Development (PISA-D) initiative launched by the OECD and its partners aims to encourage and facilitate PISA participation by interested and motivated low- and middle-income countries.
- The project builds capacity for managing large-scale student learning assessment and using the results to support policy dialogue and decision making in participating countries: Cambodia, Ecuador, Guatemala, Honduras, Panama, Paraguay, Senegal and Zambia.
- PISA-D contributes to the monitoring and achievement of the Education Sustainable Development Goal, which emphasises quality and equity of learning outcomes for children, young people and adults.

Every three years, some 80 countries and economies collaborate to compare how well their school systems prepare young people for life and work. The framework for these comparisons is an international assessment of the knowledge and skills of 15-year-old students known as PISA, the Programme for International Student Assessment. PISA does not just examine whether students have learned what they were taught, but also assesses whether students can creatively and critically use what they know. While such international comparisons are never easy or perfect, they show what is possible in education, they help governments to see themselves in comparison to the education opportunities and results delivered by other education systems, and they help governments to build effective policies and partnerships for improving learning outcomes.

As the number of countries joining PISA increases, PISA evolves to successfully cater for a larger and more diverse group of participants. The OECD along with technical and development partners launched the PISA for Development (PISA-D) initiative to support evidence-based policy making globally and offer universal tools in monitoring progress towards the Education Sustainable Development Goal.

Participating countries, Cambodia, Ecuador, Guatemala, Honduras, Panama, Paraguay, Senegal and Zambia, were invited to join the project based on their experience and interest in large-scale assessment and the support of development partners.

The PISA for Development initiative is enhancing PISA.

PISA-D has been designed by the OECD and its partners to enable greater PISA participation by low- and middle-income countries. It is doing this by:

- extending the PISA test instruments to a wider range of performance levels;
- developing contextual questionnaires and data-collection instruments to effectively capture the diverse situations in low- and middle-income countries; and
- establishing methods and approaches to include out-of-school youth in the assessments.



PISA-D is building institutional capacity to implement large-scale assessments.

PISA-D builds capacity for managing and using the results of large-scale student learning assessment. It also promotes peer-to-peer learning by bringing together the countries already participating in PISA with PISA-D participating countries through individual country visits, staff exchanges, international meetings, technical trainings and workshops, and the development of country case studies.

Participating countries have each established a National Centre and nominated a National Project Manager to ensure appropriate infrastructure and resources are in place to implement the assessment in accordance with the PISA Technical Standards. A three-stage process has been developed and implemented to prepare countries for PISA-D participation:

1. Capacity needs analysis: ensures there is a solid foundational capacity for implementing the project and identifies areas of potential growth for the country.
2. Capacity building plan: to address identified capacity needs and enhance the enabling environment for PISA, particularly the use of the results of assessments for national policy dialogue and evidence-based decision making.
3. Project implementation plan: describes the actions to be carried out by the specific entities and agents that are named and commissioned for implementation by the authorities of the participating country together with the necessary resources.

The OECD supports participating countries at every stage, helping to deliver the capacity building plans, particularly developing institutional capacity to use the data and evidence for policy making. In the last two years of the project (2018-2019) the OECD and participating countries will work collaboratively in the preparation and dissemination of a National Report for each country and facilitating the resulting national policy dialogue.

References

UNESCO (2015), Education 2030 Incheon Declaration and Framework for Action: Towards inclusive and equitable quality education and lifelong learning for all, available at:
www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED/pdf/FFA_Complet_Web-ENG.pdf

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<p>Visit</p> <p>www.oecd.org/pisa/aboutpisa/pisaforddevelopment.htm</p>	<p>Coming next month</p> <p><i>PISA-D: Benefits for participating countries</i></p>
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