

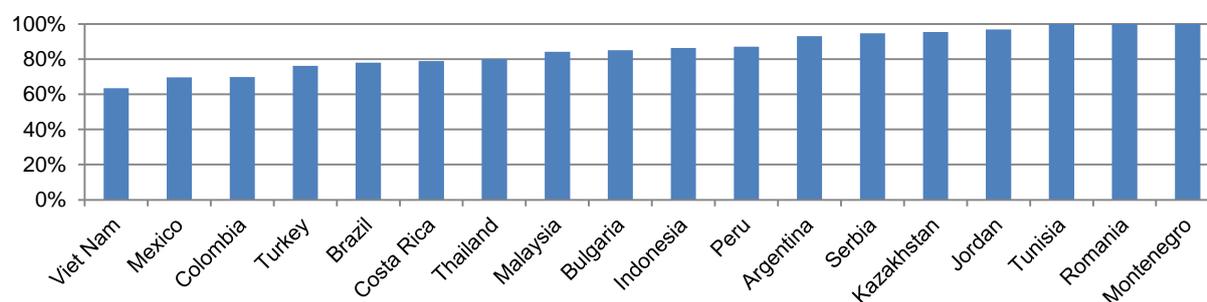


PISA for Development: Reaching out-of-school youth

- Across many of the middle- and low-income countries that have participated in PISA or are potential new participants, relatively large proportions of 15-year-olds are not enrolled in school and are therefore not eligible to sit the PISA test.
- The PISA for Development (PISA-D) project is establishing methods and approaches to include out-of-school youth in the PISA assessment as part of the OECD's efforts to make the survey more relevant to middle- and low-income countries, and to help develop more inclusive education policies and programmes.
- In addition to measuring the knowledge, skills and non-cognitive attributes of out-of-school youth, PISA-D is collecting data on barriers to school attendance and on factors that may impede students' progress through education – important information in support of the Education Sustainable Development Goal (SDG) with its emphasis on leaving no-one behind.

In most OECD countries and across many other PISA-participating countries and economies, enrolment in school at age 15 is nearly universal, and schooling is compulsory until approximately that age. However, in many middle- and low-income countries – including some of those that participated in PISA 2012 – relatively large proportions of 15-year-olds are not enrolled in school (see figure) or are not enrolled in PISA's target grades (grade 7 and above). With an increasing number of middle- and low-income countries participating in PISA, and with 68 million children of lower secondary school age out of school around the world, the OECD is seeking to ensure that this population is no longer beyond the reach of programmes that try to evaluate the success of education systems.

Percentage of enrolled 15-year-olds in 18 middle- and low-income countries, PISA 2012



Source: OECD (2013), *PISA 2012 Results: Excellence through Equity (Volume II): Giving Every Student the Chance to Succeed*, OECD Publishing, Paris. DOI: <http://dx.doi.org/10.1787/9789264201132-en>.

PISA for Development is piloting an out-of-school assessment for use in future PISA cycles.

As part of its efforts to make PISA more relevant to middle- and low-income countries, the OECD is piloting an approach to include out-of-school youth in the assessment. PISA-D will collect data on the skills and non-cognitive attributes of 15-year-olds who are not included in PISA's in-school assessment. The aim is to gather better, actionable data on the characteristics of this population, the



reasons why these children are not in school and on the magnitudes and types of exclusion and disparities in access to education and learning opportunities.

PISA-D countries Guatemala, Honduras, Panama, Paraguay, Senegal and Zambia are piloting the out-of-school assessment. In order to reach its targeted population, the assessment includes background questionnaires and test questions that are relevant to out-of-school youth and mechanisms to sample, identify and contact them. The PISA-D out-of-school assessment instruments will be delivered on tablet computers during household surveys conducted by trained interviewers.

The range of educational experiences in the out-of-school population is expected to vary substantially, from children with no experience in formal education to those who have recently left school or who are still in school but in grade 6 or below. Therefore, the assessment incorporates a set of screening questions that will allow the interviewers to provide children with the test forms that are most appropriate to their level of education. The background questions also aim to elicit responses that will help analysts identify the barriers to attending school, ways to prevent dropout, and the obstacles to children’s smooth progression through formal schooling.

PISA-D out-of-school results will be comparable to PISA-D in-school results and to the main PISA results.

The in-school and out-of-school PISA-D assessments share the same framework, focusing on the lower end of the performance spectrum and emphasising lifelong learning, access to schooling, and equity in education opportunities. Many of the cognitive test items and background questionnaire items will overlap with those used in the paper-based PISA-D in-school assessment. However, out-of-school youth will be assessed in reading and mathematics only. The PISA-D out-of-school assessment will yield a large enough sample size to (i) test the validity of the assessment items, including linking results to the PISA-D in-school assessment as well as to the main PISA proficiency scales; and (ii) provide the participating countries with meaningful and policy relevant information about the out-of-school population. The validated instruments, methods and approaches from this pilot project will then be available as options for all participating countries in future rounds of PISA.

Through the out-of-school assessment, PISA will, for the first time, be able to report on what *all* 15-year-olds in a population know and can do. The analysis of these data should yield valuable insights for governments in middle- and low-income countries in particular about the effectiveness of their education systems, and about the success of policies that aim to ensure inclusive and equitable quality education and learning opportunities for all.

References

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<p>Visit</p> <p>www.oecd.org/pisa/aboutpisa/pisafordevelopment.htm</p>	<p>Coming next month</p> <p><i>How does PISA for Development measure reading literacy?</i></p>
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