



# PISA for Development: Out-of-school initiative (OOSi)

**Michael Ward**

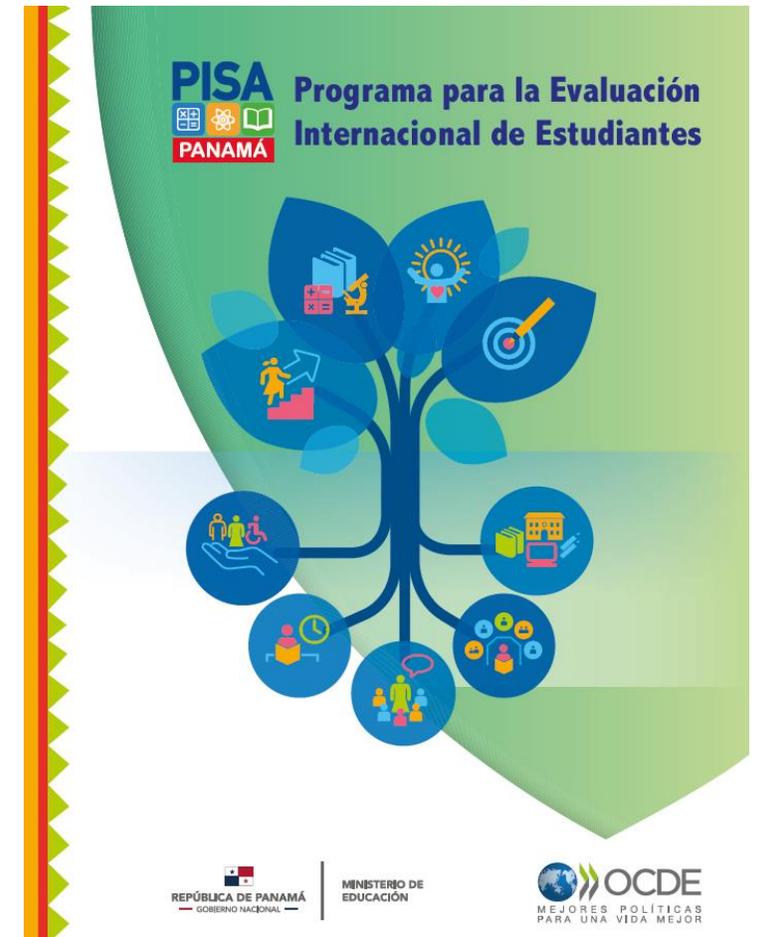
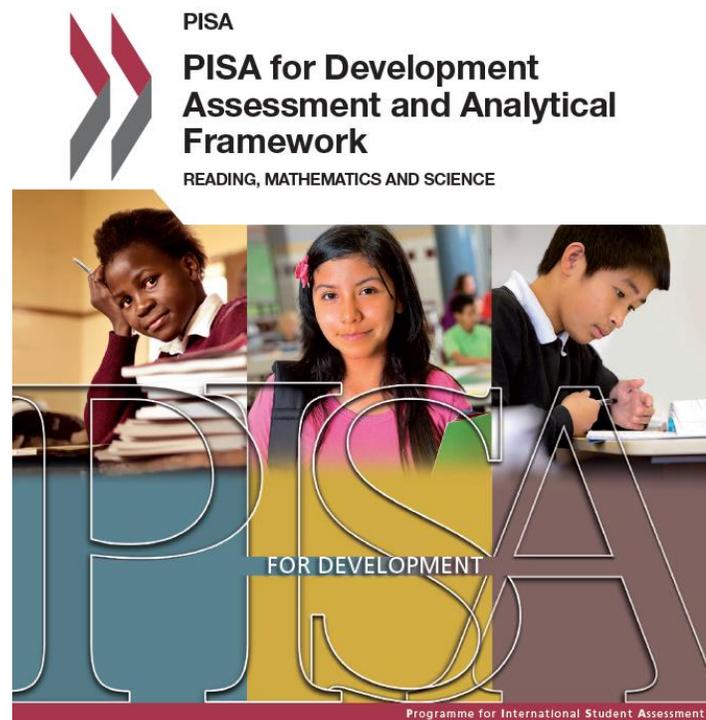
OECD Development Co-operation Directorate & Directorate for Education and Skills

7th meeting of the Global Alliance to Monitor Learning (GAML)  
– Wednesday, 21<sup>st</sup> October 2020

# Key documents: *Google PISA-D*

PISA for Development  
Project Completion Report

PISA for Development International Seminar  
25 September 2019  
London, United Kingdom



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- PISA is a source of data for global monitoring of SDG 4.

## Global Indicator 4.1.1.c

*Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) **at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex***

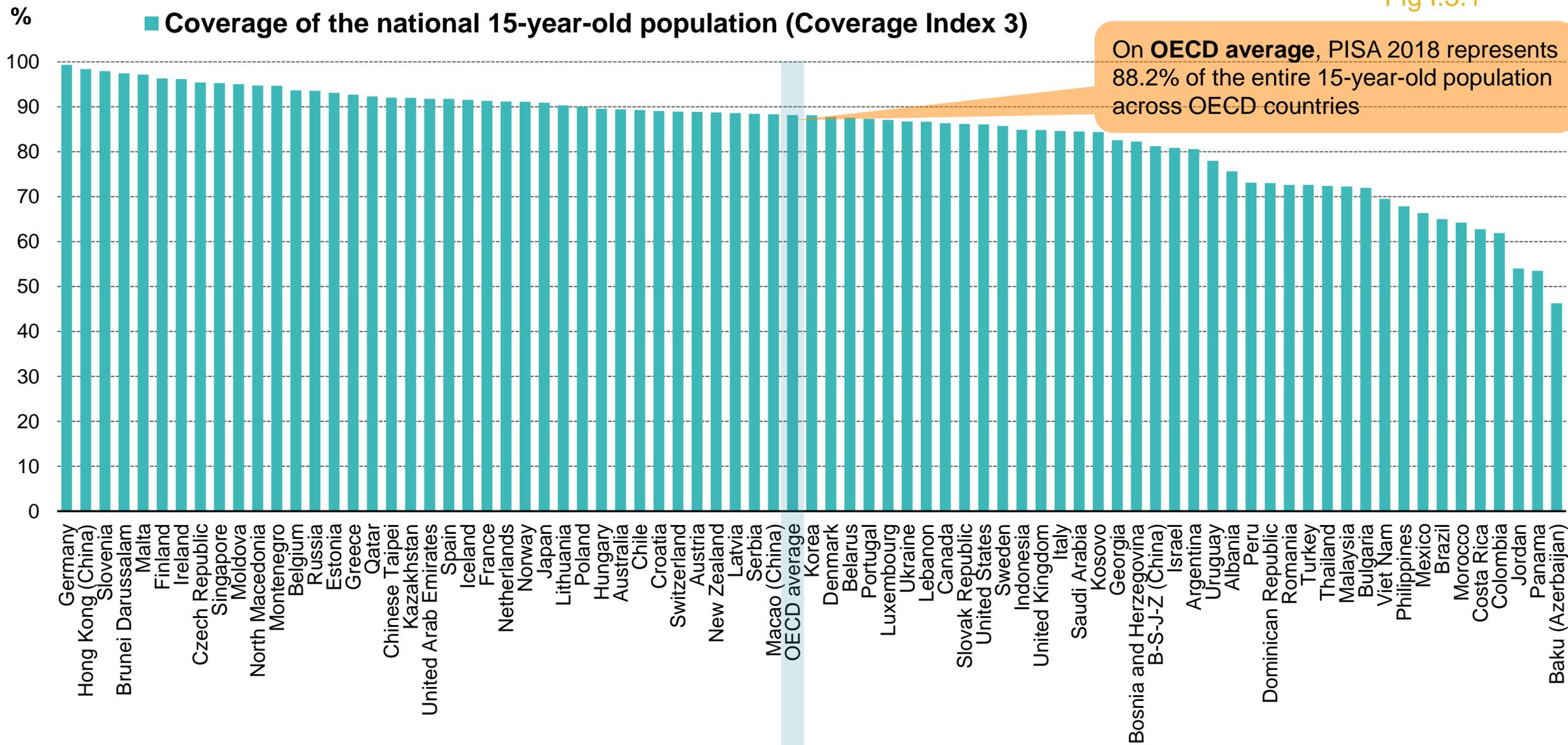
- Equates to: Level 2 in PISA (at least 407 points for reading; 420 points for mathematics)



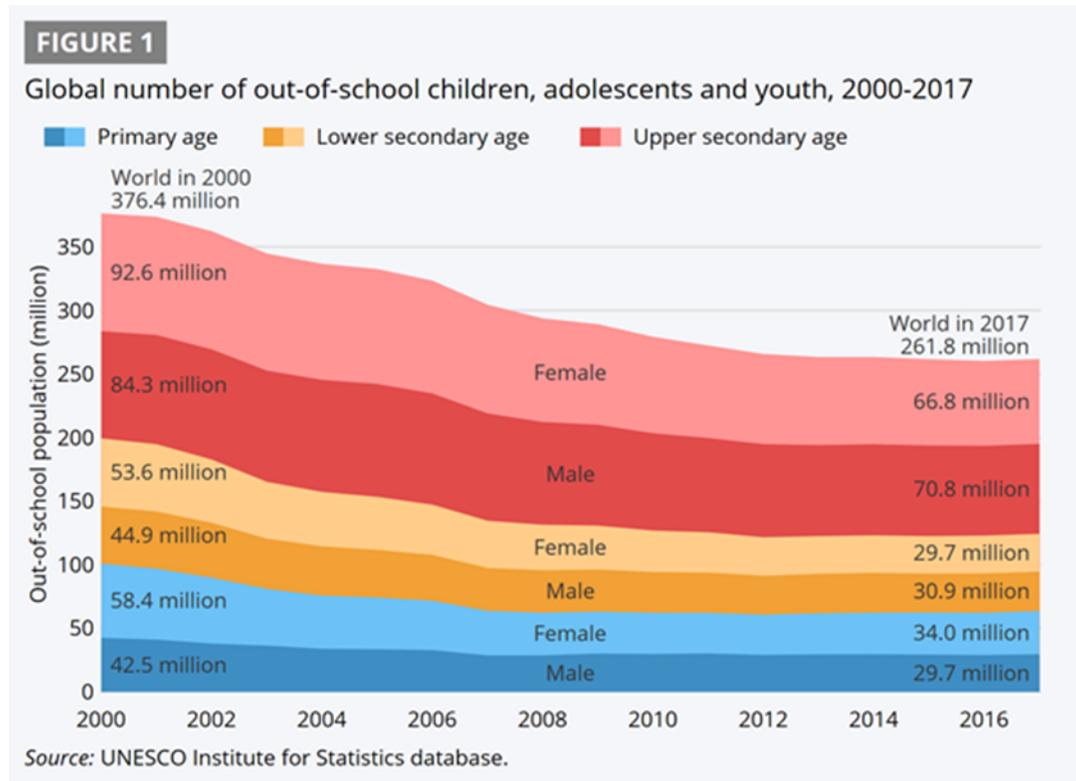
# What was the problem we set out to address in OOSi? Percentage of 15-year-olds covered by PISA

Fig I.3.1

■ Coverage of the national 15-year-old population (Coverage Index 3)



# What we wanted to achieve

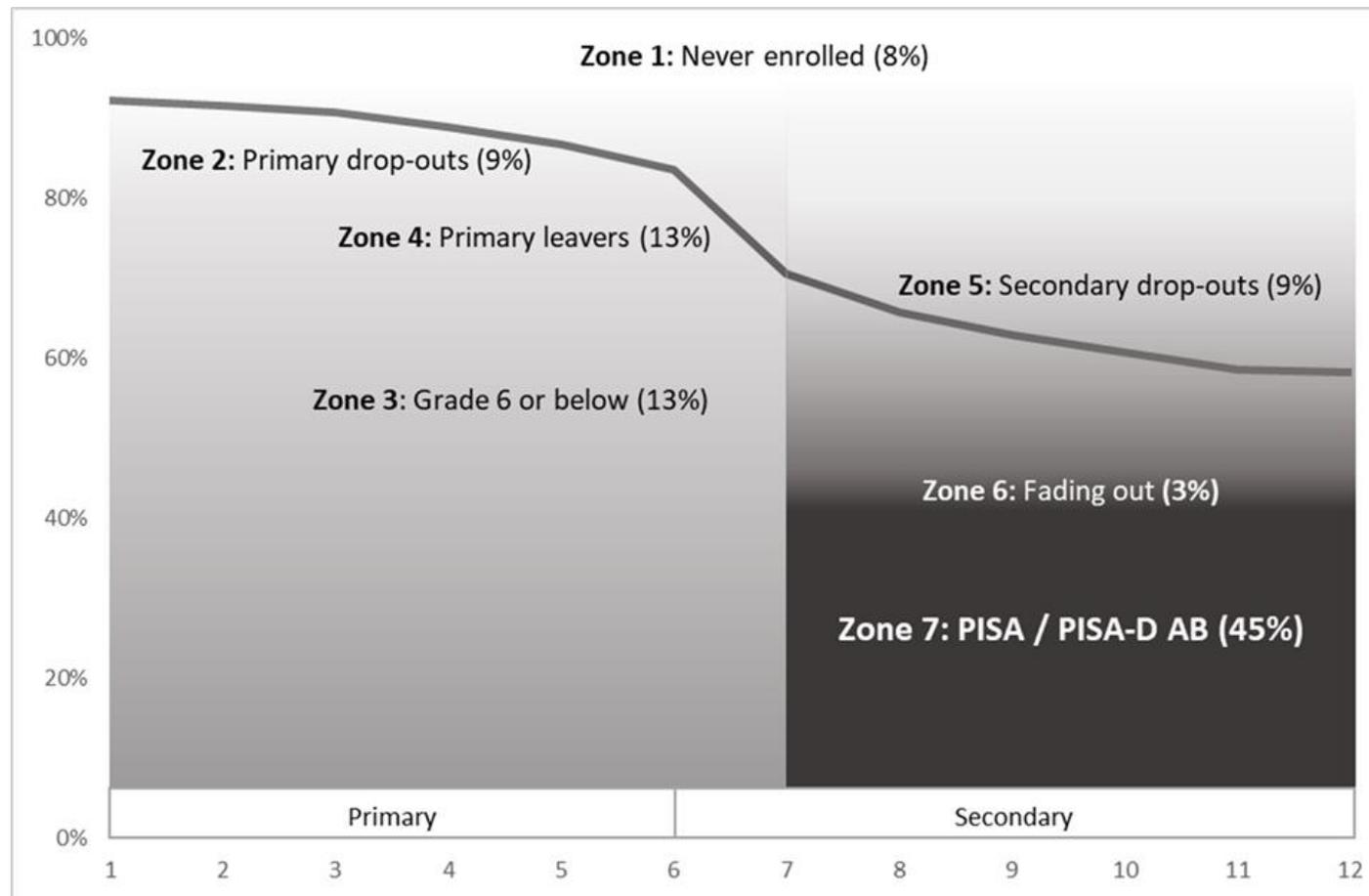


Because out-of-school rates are high in many countries, indices of coverage in low-and-middle income countries especially can be as low as 30%, we wanted to achieve:

- An approach and methodology for incorporating out-of-school youth in PISA assessments

# PISA-D out-of-school target population

- 14-16 year-old youth who are either enrolled in school at grade 6 or below or who are outside of the school system (PISA-D country averages)



# Went *much lower* on the reading scale

Illustrative examples	Reading
Level 1c	<ul style="list-style-type: none"><li>• Decodes and understands short sentences (“The red car has a flat tyre”, “airplanes are made of dogs”)</li></ul>
Level 1b	<ul style="list-style-type: none"><li>• Understands short text, finds a single piece of explicitly stated information (e.g. “what colour is the car?”)</li></ul>
Level 1a	<ul style="list-style-type: none"><li>• Level 1b + Identifies the main theme or the author’s intent in a text about a familiar topic</li></ul>
Level 2 (baseline)	<ul style="list-style-type: none"><li>• Reads and understands simple texts;</li><li>• connects pieces of information, draws inferences beyond the explicitly stated</li></ul>

# Went *much lower* on the mathematics scale



Illustrative examples	Mathematics
Level 1c	<ul style="list-style-type: none"><li>• What is the price of orange juice at this restaurant?</li></ul>
Level 1b	<ul style="list-style-type: none"><li>• Which drink is most expensive?</li></ul>
Level 1a	<ul style="list-style-type: none"><li>• How much do you pay if you order 2 orange juices and a snack?</li></ul>
Level 2 (baseline)	<ul style="list-style-type: none"><li>• How much cheaper is the « breakfast deal » compared to ordering each item separately from the menu?</li></ul>

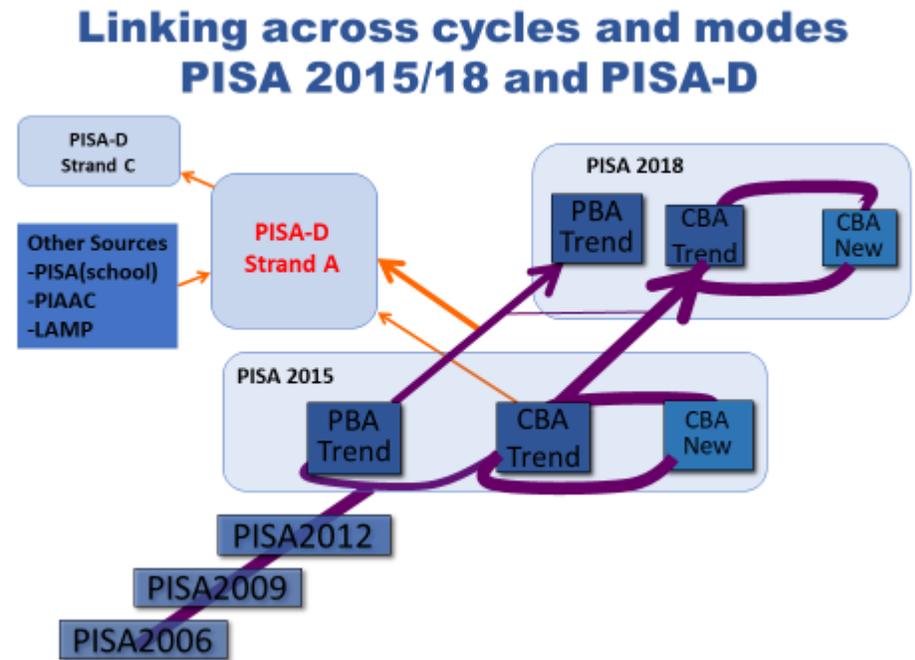
# Enhanced the background questionnaires

- In addition to the PISA-D student questionnaire elements, **obtained** information about why the youth is not in school, barriers preventing the youth from returning to school, and about employment.
- Through the Parent (or the most knowledgeable person) questionnaire, **obtained** more information about the youth's background and childhood experiences.
- **Expanded** measure of economic, social and cultural status (ESCS) to adequately capture lower levels of parental education, income and risk factors of poverty



# The assessment structure (1)

Results from out-of-school linked to the scales used in in-school, thus requiring a large proportion of overlapping items between the two surveys



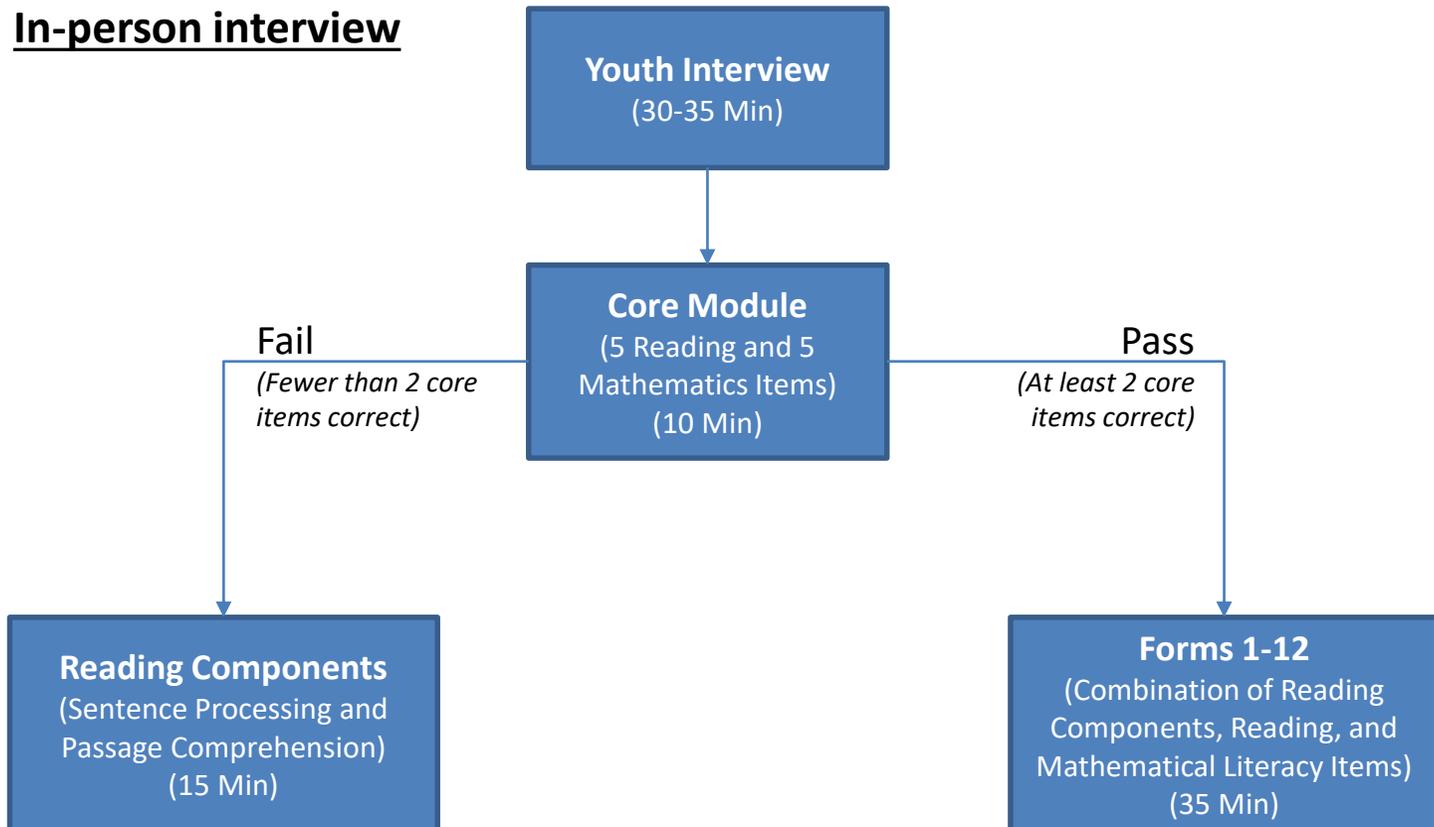
# The assessment structure (2)

- Administration of out-of-school assessment via tablets
- Maximized the use of automatically scored items to capitalize on the use of tablets
- Focused on reading and mathematics only
- A routed design with two paths: a cognitive path more similar to PISA assessments of in-school populations, or to path with a set of tasks resembling components
- Youth interviewed first for completion of background questionnaire and then takes the test



# Data Collection Design

## Respondent In-person interview



## Others

**Person(s) most knowledgeable about the respondent questionnaire**  
*(i.e., parents, caregivers, Guardians)*

**Household Observation Schedule**  
*(Interviewer)*

# PISA-D out-of-school assessment pilot achievements

- **Counted** and located the target population (sampling frame)
- **Found** and identified the target population (sampling strategy)
- **Developed and implemented** an assessment of **reading and mathematics** delivered in the household on a tablet computer
- **Developed and implemented contextual questionnaires** delivered in the household
- **Administered** a survey in the most cost-effective way, *given the strategy*
- **Linked the results to the PISA scale**
- **Achieved** enough completed cases (7,500) to test the validity of the items and allow analyses that are useful to the pilot and relevant for the countries – **Guatemala, Honduras, Panama, Paraguay and Senegal**
- Will **report** on results, achievements and lessons learned on **1<sup>st</sup> and 3<sup>rd</sup> December 2020**



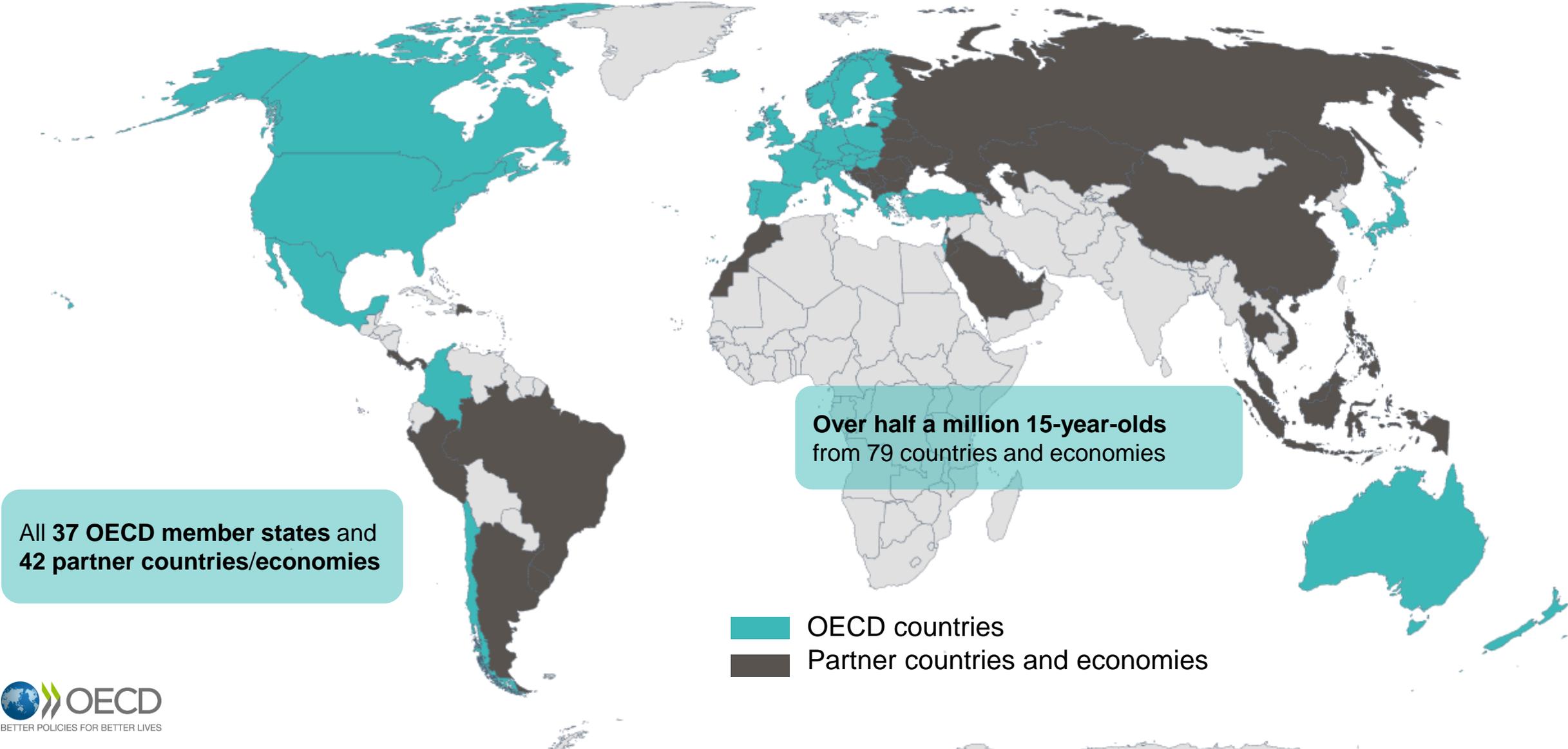
# Key lesson learned

- The approach and methodology works, but ...
- out-of-school assessment in households is expensive and main in-country costs are those related to identifying and locating respondents...
- ...a large amount of screening required to locate eligible youth and good local area data is essential...
- ...these costs of screening are prohibitive and will constrain scaling-up of the initiative unless solutions are found to screening challenge...





# What about countries and economies not in PISA?



# PISA-D assessment *linked to* or *integrated with* household surveys solves the problems of cost and accessibility

- An international option as part of a future PISA cycle *linked to a household survey* (10 minutes core module and 35 minutes test with results linked to the PISA scale); and
- A shortened *PISA-D test (15-20 minutes) integrated with a multi-topic household survey* designed solely to discriminate whether respondent is above or below 406 points on reading and 419 points on mathematics – the SDG 4 benchmarks for minimum levels of proficiency - may be part of a future PISA cycle or a completely separate study.

