



2016 ADB International Skills Forum Innovative Practices in Skills Development

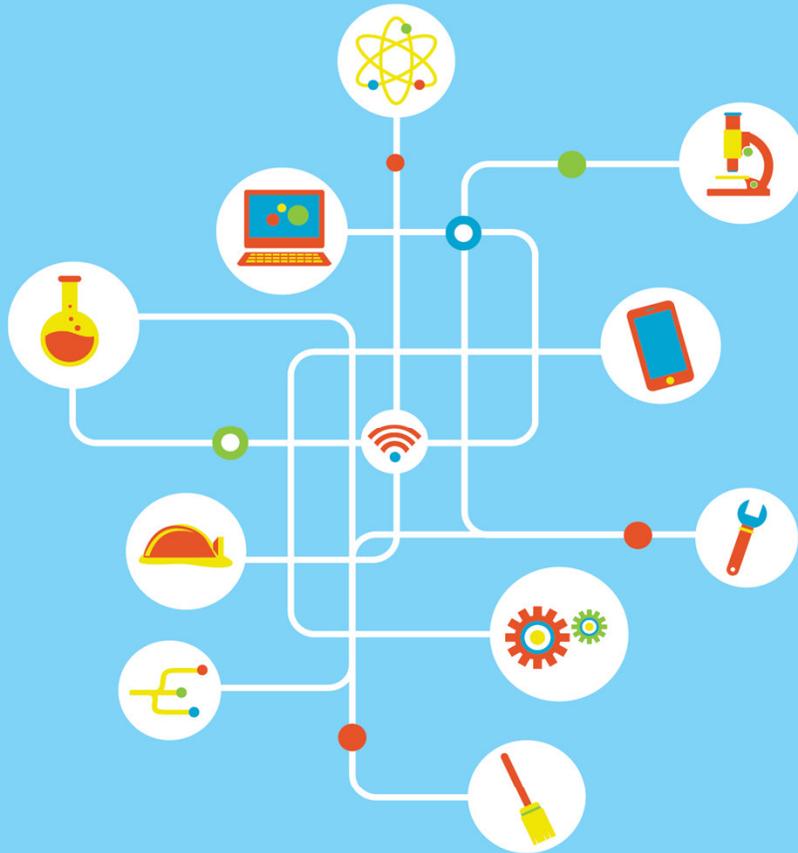
19–21 September 2016 • ADB Headquarters, Manila, Philippines

Boosting Student Learning: PISA for Development

Yuri Belfali, OECD

19 September 2016

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PISA for Development and
Boosting Learning for All

[Session 2: Boosting Student Learning Outcomes for All Students]



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Education SDG and PISA



Targets	1	2	3	4	5	6	7	a	b	c
Indicator	4.1 Percentage of 15-year-old students performing at Level 3 or higher on the maths scale (PISA, 2012)	4.2 Enrolment rate in pre-primary education at age 5 (INES, 2014)	4.3 First-time tertiary entry rates (INES, 2014)	4.4 Percentage of 24-64 year-olds in Group 3 or 4 of skills proficiency and readiness to use ICT for problem solving (PIAAC, 2012/2015)	4.5 PISA inclusion index (PISA, 2012)	4.6 Percentage of adults performing at Level 3 or higher on the literacy scale (PIAAC, 2012/2015)	4.7 Percentage of students at level A, B or C in the environmental science performance index (PISA, 2006)	4.a Computers for educational purposes per student, mean index (PISA, 2012)	4.b Scholarships and student costs in donor countries (USD millions, difference between 2012 and 2014)	4.c Percentage of ISCED 2 teachers having completed teacher education or training programmes (TALIS, 2013)

Assessment for Learning

Assessment information provides a profile of national learning:

- **Measuring progress** in student learning - *“how are we doing?”*
- Identifying **strengths and weaknesses** - *“where are we doing well, and less well?”*
- Comparing student performance **by student groups** - *“who needs more support? ”*
- **International comparison** – *“what can we learn from strong improvers in the world?”*



Informs future teaching and learning strategies for improved outcomes:

- Adaptations for improved teaching and learning in the classroom
- Inform teacher training, guidance and support
- Identify targeted support for particular student groups and regions



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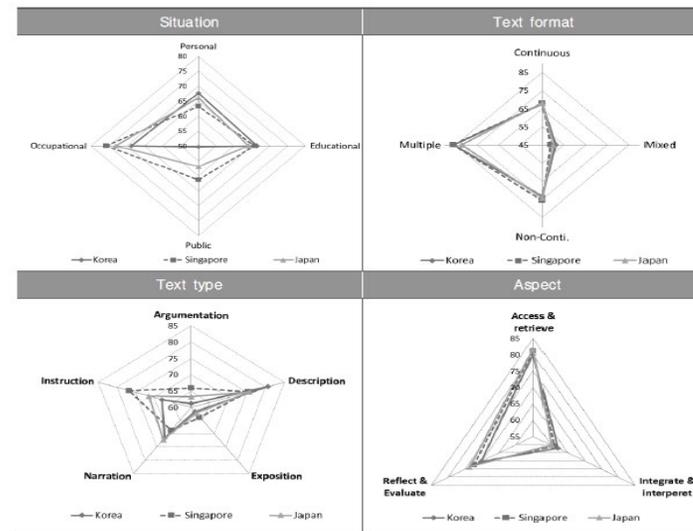
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Use of PISA results for change

Brazil: learning monitoring system in line with international benchmarking, policy measures addressing equity issues

Korea: item level in-depth analysis to revise curriculum and teaching practices

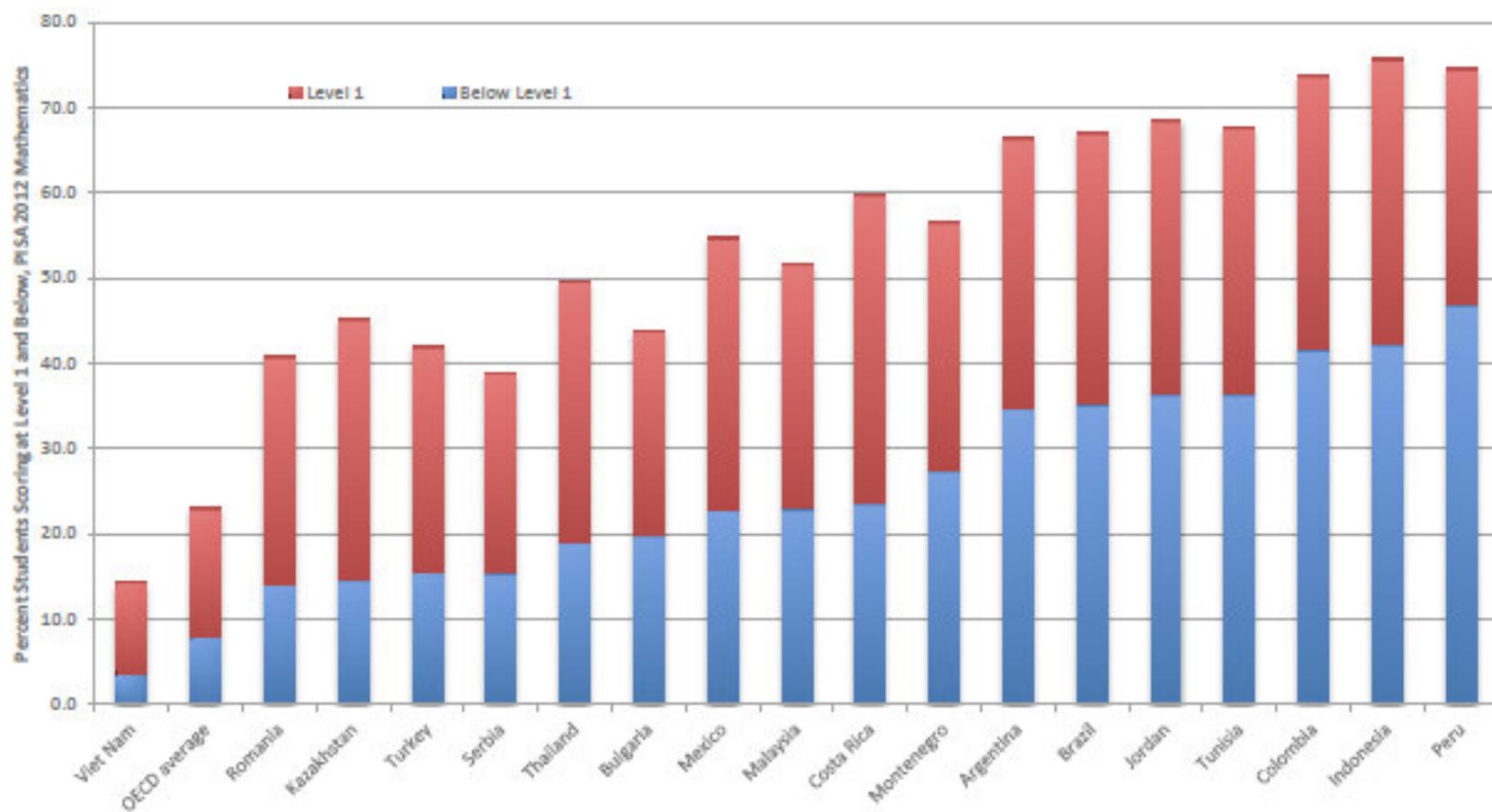


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Share of students not reaching baseline proficiency



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How many 15 year olds were actually eligible to take the PISA assessments?



	Coverage Index 3				
	PISA 2000	PISA 2003	PISA 2006	PISA 2009	PISA 2012
Albania	40%			61%	55%
Brazil	69%	53%	55%	63%	69%
Canada	86%	83%	87%	84%	83%
Chile	82%		78%	85%	83%
Colombia			60%	58%	63%
Costa Rica					50%
Germany	89%	93%	95%	90%	95%
Indonesia	39%	46%	53%	53%	63%
Mexico	45%	49%	54%	61%	63%
Peru	50%			73%	72%
Thailand	54%	69%	72%	73%	72%
Tunisia		92%	90%	89%	91%
Turkey		36%	47%	57%	68%
Uruguay		63%	69%	63%	73%
Vietnam					56%



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Enhancing PISA for Development

- **Adjusting the PISA tests** to better measure and discriminate at lower levels of proficiency
- More relevant **contextual instruments** **Out-of-school youth** in the assessment
- **Tackle financial and technical challenges** through partnerships with donors and peers and through capacity building and peer support
- **Use of assessment results for policy dialogue and decision making** through increased outreach to stakeholders, support for national analysis and reporting and sensitivity to local context



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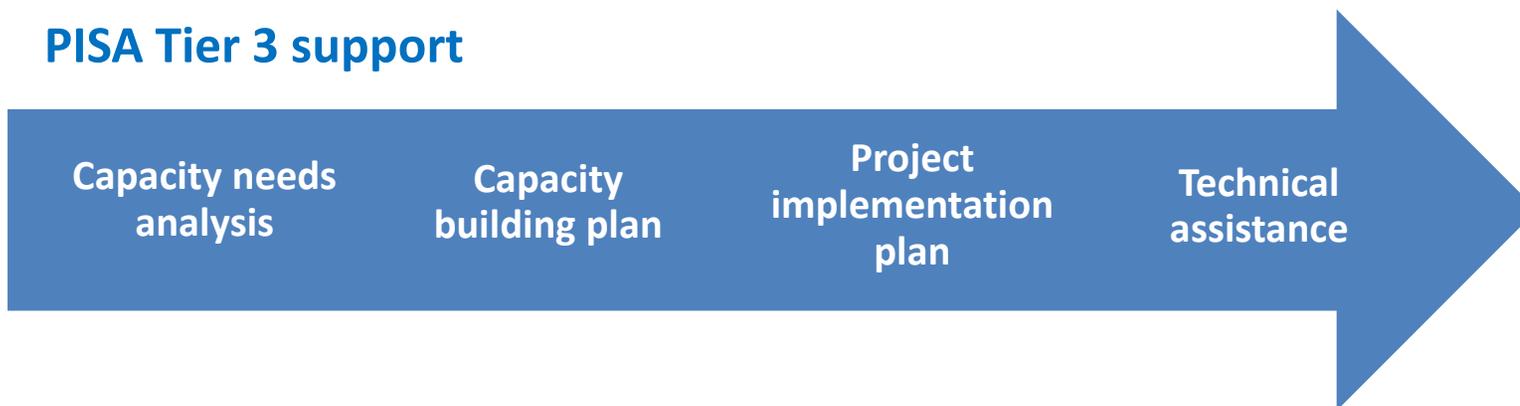


PISA and country specific support

PISA Tier 2 support



PISA Tier 3 support

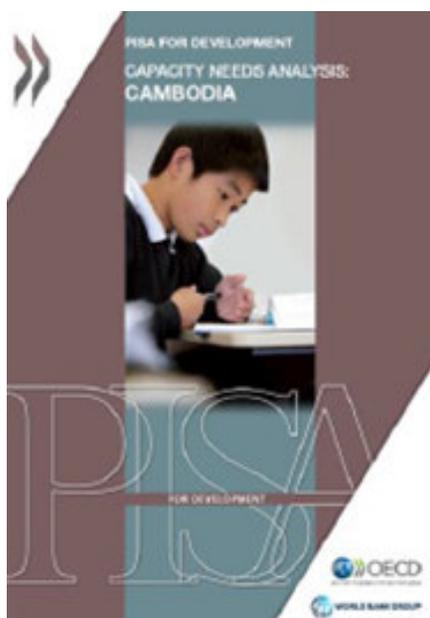


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Addressing the capacity needs



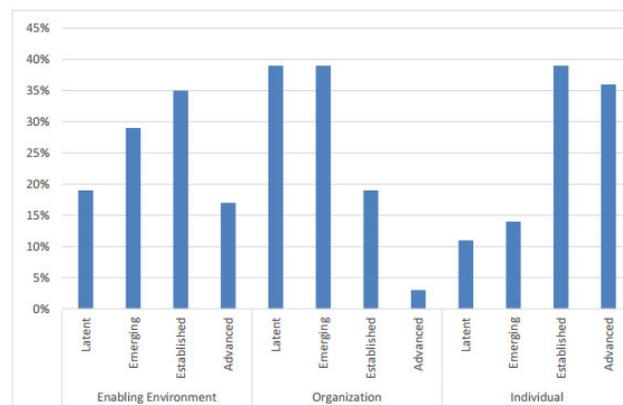
17. Data quality of ILSA

Programme output: Country capacity in assessment, analysis and use of results for monitoring and improvement

References: SABER-SA-ILSA: AQ1

Latent	Emerging	Established	Advanced
Data from the ILSA has not been published.	The country/system met sufficient standards to have its data presented beneath the main display of the international report or in an annex.	The country/system met all technical standards required to have its data presented in the main displays of the international report.	

Figure 1. Summary of ratings for CNA elements, by CNA dimension



Capacity needs analysis based on SABER and capacity building plan assisted by OECD experts

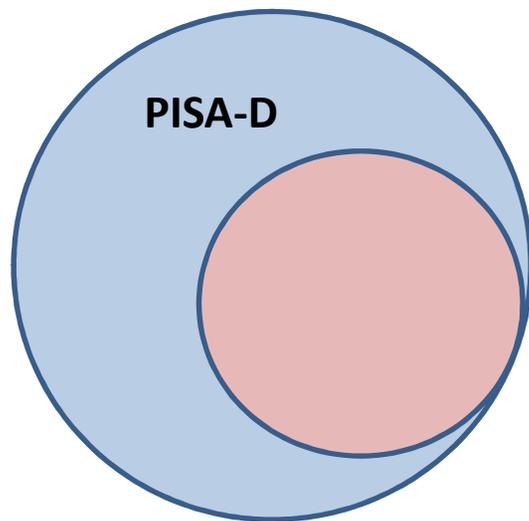


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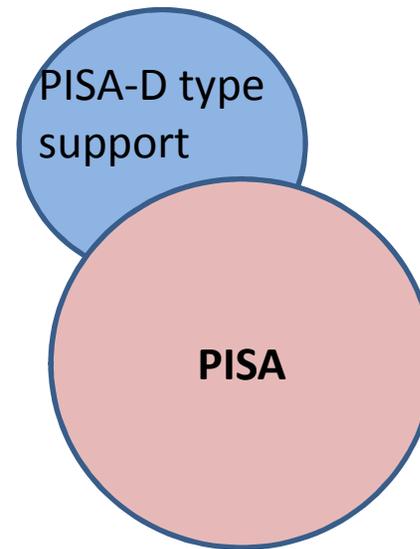


PISA Development Strategy



PISA for Development (PISA-D)

- Enhanced instruments
- Capacity building and partnership
- Use of assessment in policy making



PISA + country-specific support

- Regular PISA instruments
- Specific support scaling-up support and partnership model of PISA-D



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What's next?

- Make the best **use of PISA 2015 results**:
 - Country and regional analysis of the results
 - Policy dialogue and policy making
- Learn from **PISA-D experience** (Cambodia etc)
- Support implementation and **use of results of PISA 2018**
- Encourage and support the participation of new countries in PISA 2021 enhanced by PISA-D:
 - **Policy dialogue** to support country participation
 - **Capacity needs** assessment and capacity development
 - **Partnership** for financial and technical support



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Latin America in PISA 2012



Regional initiative:
Latin America

In 2012, **eight Latin American countries** (Argentina, Brazil, Chile, Colombia, Costa Rica, Mexico, Peru, and Uruguay) participated in the **Programme for International Student Assessment (PISA)** - a test that **evaluated what 15 year olds know and can do in mathematics, reading, and science in 65 education systems**. These briefs summarize the performance of the region.



Thailand, Indonesia: country-specific data and policy analysis and policy dialogue in 2015 and 2016



Thank you!

<https://www.oecd.org/pisa/aboutpisa/pisafordevelopm>

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