



RÉPUBLIQUE DU SÉNÉGAL
Un peuple – Un But – Une foi
Ministère de l'Éducation Nationale
Institut national d'Étude et d'Action pour le développement
de l'Éducation



INTERNATIONAL PROGRAMME FOR DEVELOPMENT OF MONITORING LEARNING (PISA-D)

UNESCO, ATELIER SYSTEMES NATIONAUX D'EVALUATION

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PLAN

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WHAT IS PISA?

- ❑ PISA is an international study to monitor learning, launched in 1997 by OCDE to help improve **the quality, equity and effectiveness** of educational systems.
- ❑ Every **three years, key competencies of 15 year-olds** are evaluated :
 - in **written comprehension, mathematics and science**;
 - and information is collected about students' experiences and the way schools are managed with the aim of identifying **factors which influence** student performance.
- ❑ PISA evaluates the way in which students approaching the end of obligatory schooling have learnt **basic knowledge and competencies which are essential for full participation in modern society**.
- ❑ Its aim is to better supervise the creation of educational policies.



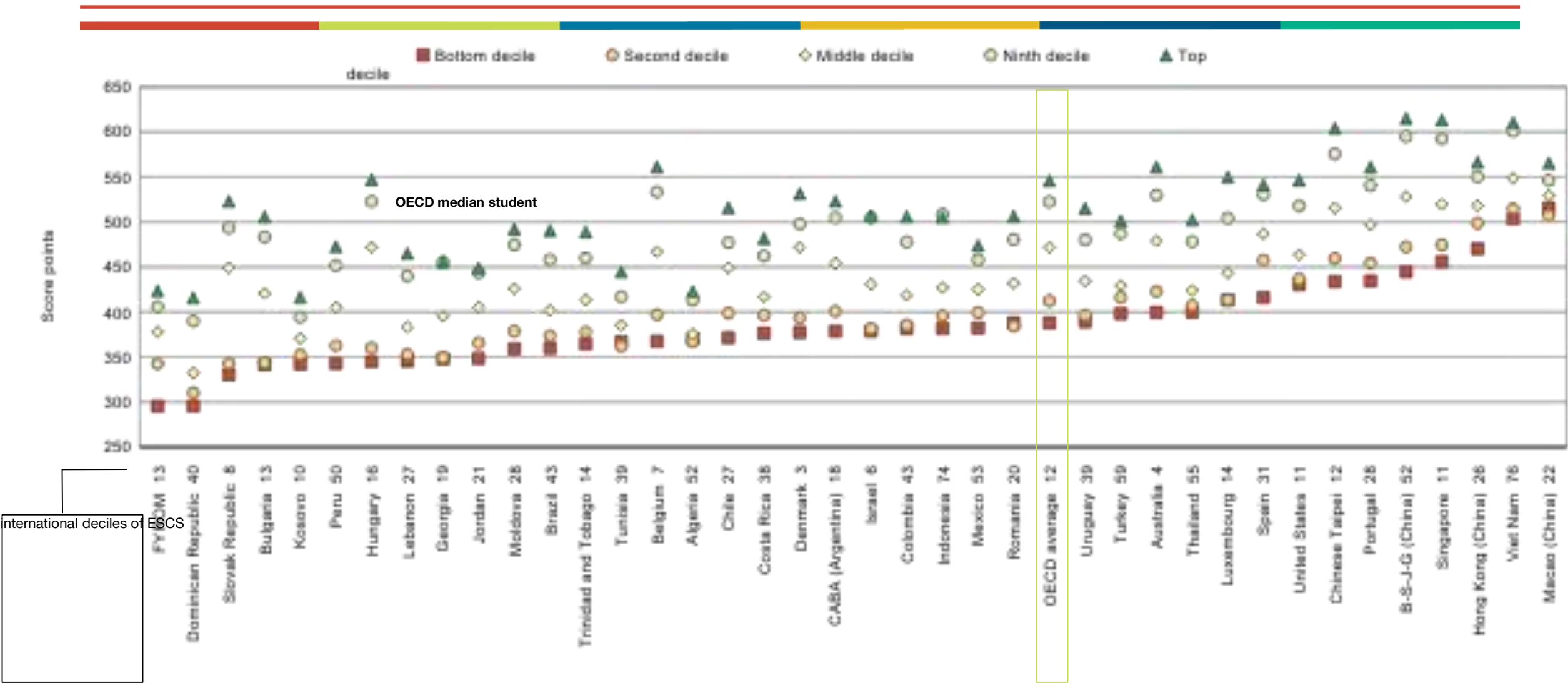
PISA design

- Target population: 15-year-old students
- Three-year cycle: Reading, Mathematics, Science and other domains
- Major/minor domains

2000	2003	2006	2009	2012	2015	2018	2021
Reading	Reading	Reading	Reading	Reading	Reading	Reading	Reading
Math	Math	Math	Math	Math	Math	Math	Math
Science	Science	Science	Science	Science	Science	Science	Science
	Problem Solving			Problem Solving	Collaborative. Prb. Slv	Global Competency	Creative thinking

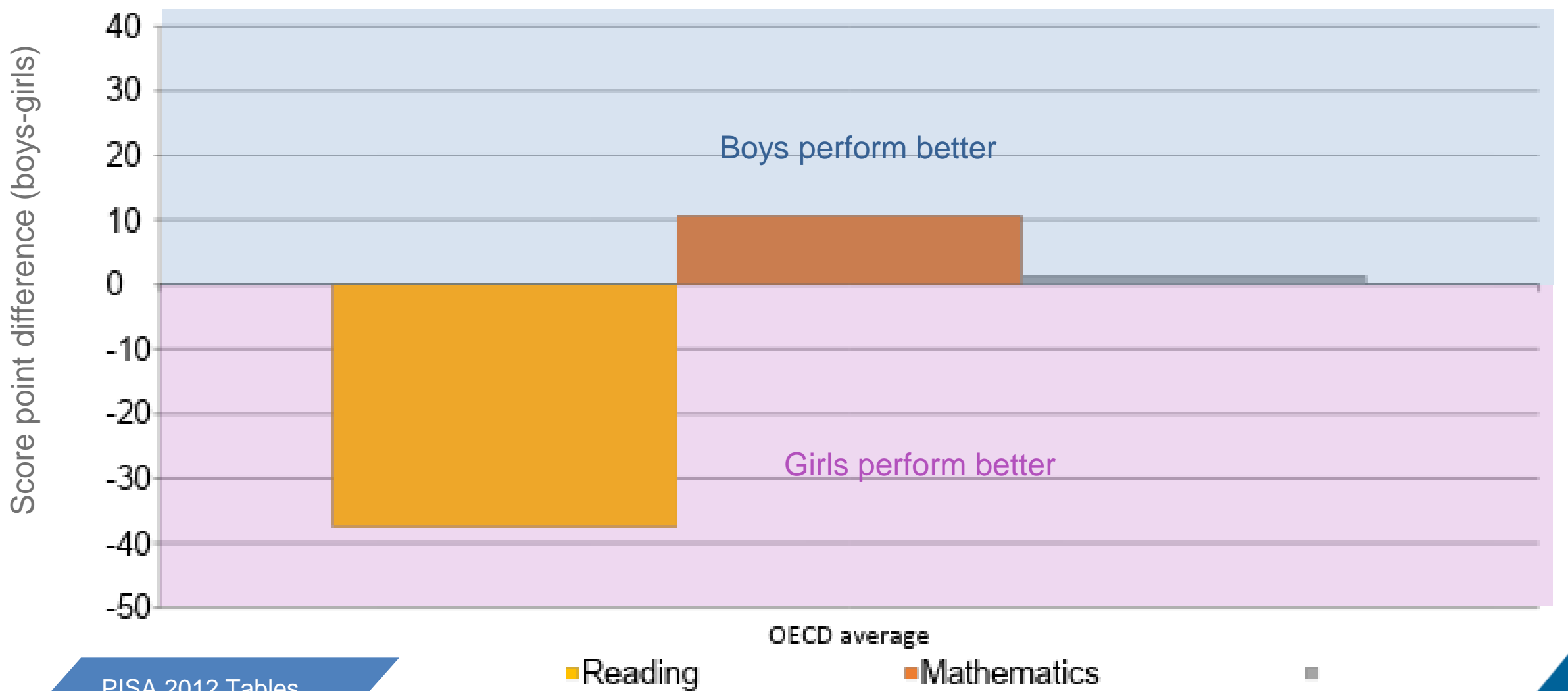
Figure I.6.7

PISA and inequality - poverty is not destiny: mean performance in science, by international deciles of the PISA index of economic, social and cultural status (ESCS)





PISA and inequality: gender difference in performance



PISA 2012 Tables
I.2.3a, I.4.3a, I.5.3a

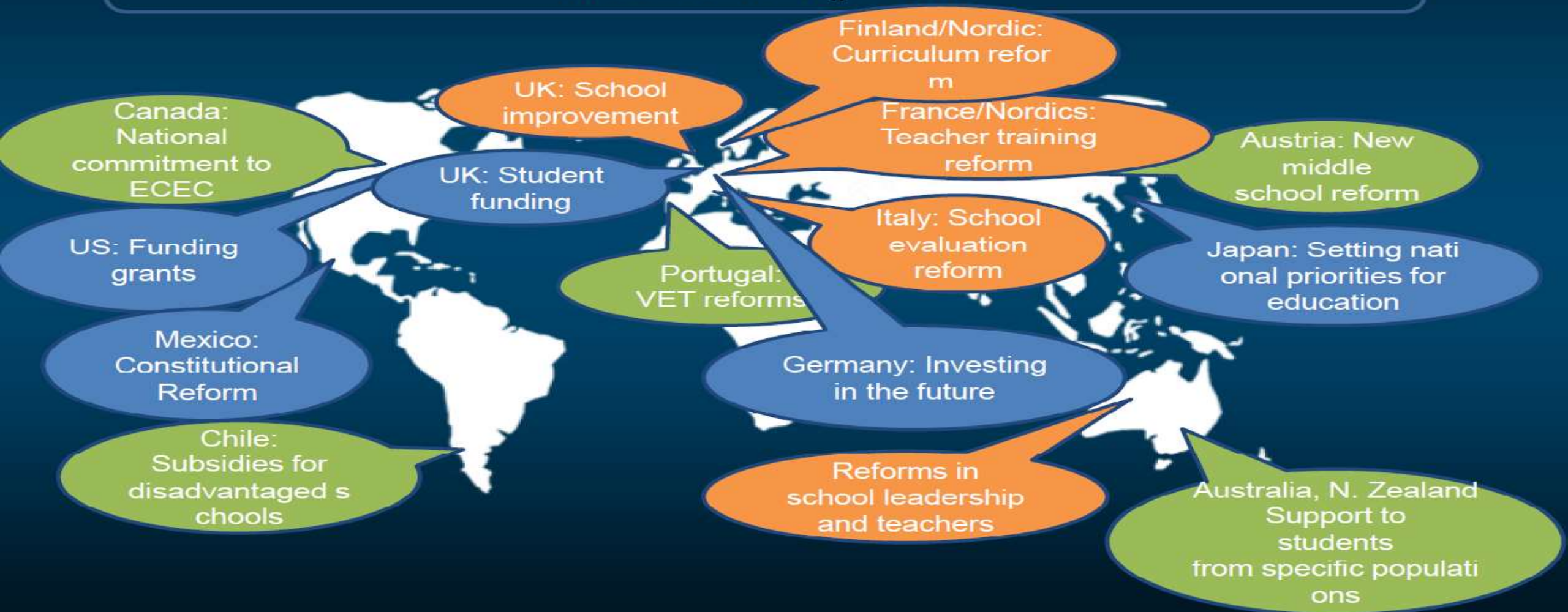
Science



PISA's impact on policies and outcomes

1
8

OECD countries are using different policy options to improve their education systems...



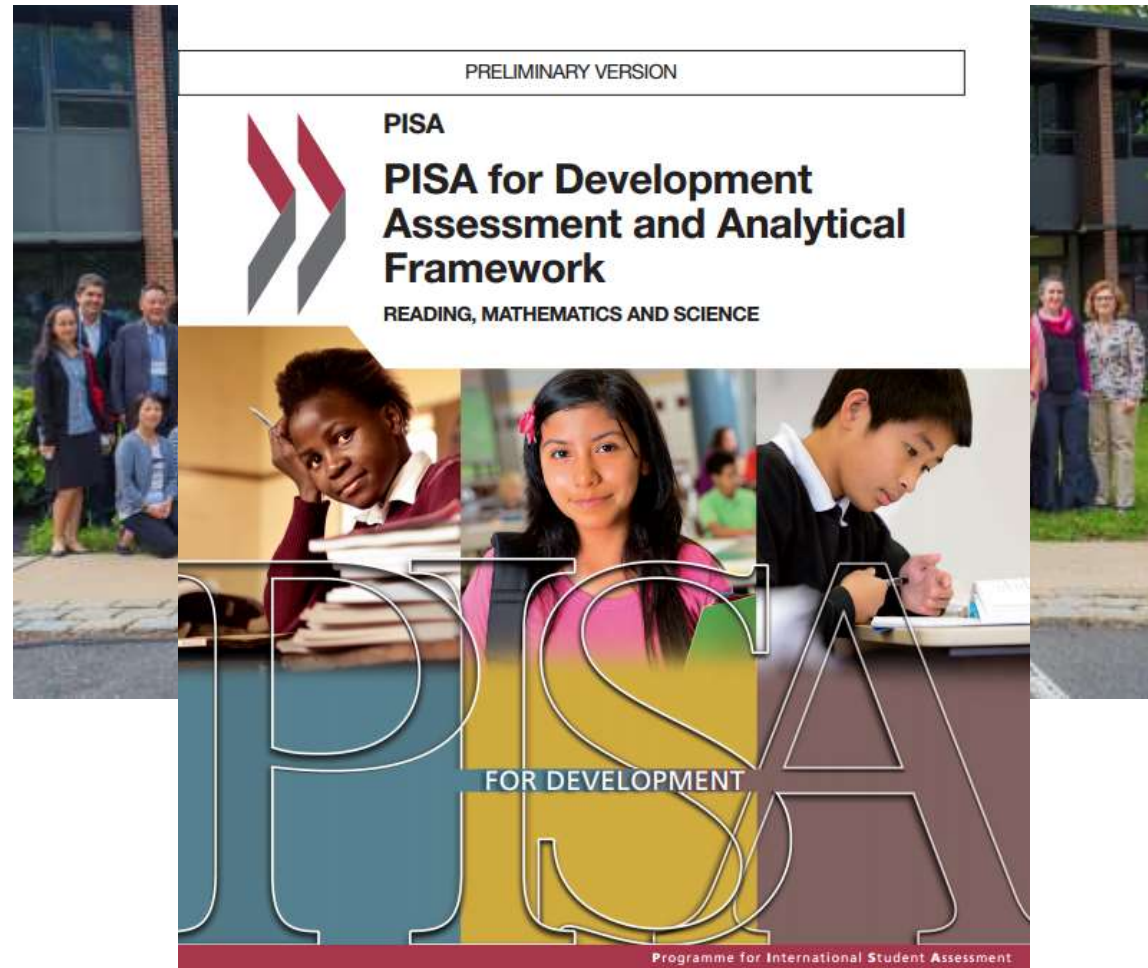
Why PISA for development (PISA-D)?

The OCDE launched, in 2013, the **trial project PISA-D**, which under the same framework aimed to :

- ❑ **adapt PISA instruments** to make them even more relevant in a wider range of contexts, particularly in developing countries. These instruments will be developed and tested in a small number of countries during the following three years (2014 to 2018).
- ❑ **better adapt the study** (elaboration and implementation) **to the needs of a wider range of countries**, notably low- and middle-income states.
- ❑ **better aid the creation of policies** on a practical level, in developing countries.

This new option aims to increase the use of PISA assessments in developing countries, to follow student progress better.

Fourth: PISA-D Framework Published, 1 September 2017



PISA-D PARTICIPATING COUNTRIES 2017

For the 2017 edition of PISA-D, 09 participating countries of which 02 are African:

- Guatemala
- Paraguay
- Cambodia
- Bhutan
- Panama
- Honduras
- Ecuador
- **Zambia**
- **Senegal**



STUDY OBJECTIVES

The PISA development programme aims :

- to give policymakers in participating countries ideas to reflect upon regarding ways to help students learn better, and teachers to teach better, while making school systems more effective. ;
- to help participating countries improve their capacity to implement large scale learning assessment, but also to use the results to guide national policies with factual information ;
- to optimise the PISA study so that it can be applied to a larger range of countries in order to facilitate the participation in the study of low-income countries ;
- to contribute to the creation of the Sustainable Development in Education Objective (ODD4), which focuses on quality and equality in terms of children's, young people's and adults' learning.

INDICATORS COLLECTED FROM THE STUDY

The PISA programme is designed to provide three main types of indicator :

- « **basic indicators** » which surround the general profile of student competencies in the domains assessed at the end of obligatory schooling;
- « **contextual indicators** » which show how these competencies are linked to different demographic, social, economic and educational variables which describe students, establishments, and educational systems ;
- « **time series indicators** » which, thanks to the data collection period, show the evolution of levels of competencies over time, as well as the evolution of links to contexts.



ESSENTIAL CHARACTERISTICS

The is PISA study particularised by the following aspects :

- **Analysis of educational policy:** PISA helps countries to evaluate the extent to which schools are preparing the youth of today for adult life, whether educational systems are equitable, and whether some schools and teaching methods are more effective than others.
- **Development of competencies** : rather than testing the management of specific school programmes, PISA examines students' ability to apply their school learning to real-life situations.
- **Lifelong learning** : PISA not only studies student performance, but also uncovers the potential for lifelong student learning by examining students' motivation, self-confidence and learning strategies.
- **Monitoring performance over time:** countries participating in successive cycles of PISA can compare their students' performance over time and evaluate the impact of their educational policies.

PISA-D COMPONENTS

- **Strand A/B** targets the school subject learning of 15 year-old children. Assessment doesn't target students enrolled in a particular level of school class, but 15 year-olds regardless of their level of education (6^e and above) : high schools, colleges, technical and professional education centres of the 16 academies in Senegal.
- **Strand C of the study** evaluates 14 to 16 year-olds who are out-of-school, or currently enrolled in a lower year than 7^e (young people outside the formal education system, children who have dropped out, street children, talibés, detained children, young apprentices, etc...) Survey in households and public places with the aid of tablet devices and language options (Wolof or French).



PISA-D PROGRAMME COORDINATION

INTERNATIONAL

1. PISA Governing Board (PGB)
2. International Advisory Group (IAG)
3. Technical Advisory Group (TAG)
4. International Contractors :
Learning Bar, cApStAn,
Education testing Service (ETS),
5. Group of subject experts (SMEG)

NATIONAL

1. National Project
Manager (NPM) and
National Center (NC)
2. National Technical Team
(ETN)
3. Consulting Committee
(stakeholders)
4. Technical Committee
(CTN)

PROJECT STAGES

PERIODS		2014	2015	2016	2017	2018	2019
PROGRAMME DEVELOPMENT STAGES	STAGE 1	Planning					
	STAGE 2		Technical development				
	STAGE 3				Field studies and data collection		
	STAGE 4					Analysis and reports	
	STAGE5						Circulation and supervision (post trial)

- 7 Lead Analysts Nominated
- Lead Analysts' programme confirmed and initiated from September 2017
- MS Data available: May 2018
- NPM#7: Senegal, May 2018 (preparation for data analysis)
- Lead Analysts' residence at OECD (data analysis and report writing): May-July 2018
- NPM#8: Guatemala, July 2018 (completion of data analysis, finalisation of national reports and communication products)
- Report clearance and production in the countries: August-November 2018
- 4th December 2018: Launch of National Reports

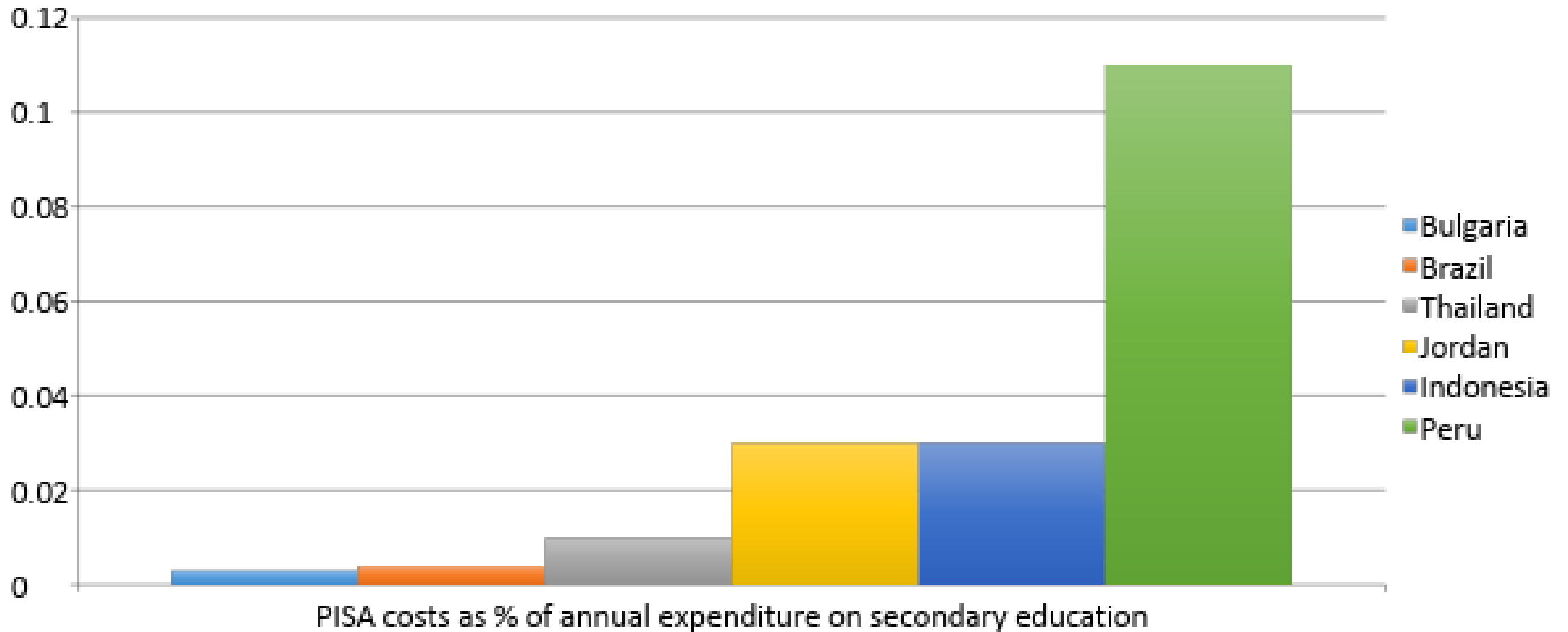


Sixth: Integration of PISA-D with PISA

- The findings and lessons from the project are being integrated into PISA from the 2018 cycle onwards, making PISA more accessible and relevant to middle- and low-income countries.
- The cognitive instruments for Reading (2018), Mathematics (2021) and Science (2024) will incorporate sufficient items on the lower levels of performance to produce more relevant reports for middle- and low-income countries
- The contextual questionnaires in 2021 will incorporate items that capture the diverse situations of students in low- and middle-income countries.
- The PISA-D PBA will be offered in 2021 as an option.
- An optional module to incorporate out-of-school 15-year-olds in the assessment will be offered as part of 2021.
- Support will be offered for capacity needs assessment, capacity building, preparation and planning and data analysis and reporting as part of 2021.



PISA costs are low, but financing is a challenge in many lower income countries



THANK YOU FOR YOUR ATTENTION

(This presentation was translated by Suzanne Atherton, United Nations volunteer translator)

