

Foreword

Since its launch in 2000, the Organisation for Economic Co-operation and Development (OECD)'s Programme for International Student Assessment (PISA) has become a rigorous and comprehensive international assessment of student learning outcomes, serving as a premier yardstick for evaluating the quality, equity and efficiency of school systems. Every three years PISA tests the knowledge and skills of 15-year-old students in three main subject areas of reading, mathematics and science but increasingly also cross-curricular skills, such as problem-solving and teamwork. Students representing more than 70 countries and economies that together make up over 80% of the world economy have participated in the assessment since its launch, including 44 middle-income countries, 27 of which are recipients of foreign aid.

In an effort to make PISA more accessible and relevant to a wider range of countries with lower performance expectations, the OECD has initiated the PISA for Development (PISA-D) project, which sets out to increase the resolution of the PISA tests at the lower end of the student performance distribution, to capture a wider range of social and economic contexts and to incorporate an assessment of out-of-school 15-year-olds. These enhancements will allow middle-income and low-income countries to participate in the PISA assessments most meaningfully and support global measures of reading and mathematical skills as part of the Education Sustainable Development Goal (SDG) agenda. Given that the PISA model of survey implementation can be scaled quickly, PISA has the potential to provide a global metric for measuring progress towards the SDG Education learning for all goal, targets and indicators.

The OECD has been a key partner of UNESCO's in developing the Education SDG framework and works closely with the UNESCO Institute of Statistics (UIS) in the development of indicators that will be used to measure progress towards SDG achievement. In turn, UNESCO, UIS and the World Bank are working as partners of the OECD in support of the PISA-D initiative. It was natural, therefore, that UIS was commissioned jointly by the World Bank and OECD to prepare this report that identifies the current status of system-level data collection and availability (quality and completeness) in six of the eight countries participating in PISA-D. The report identifies country-specific issues to be addressed by participating countries as part of the PISA-D project implementation given that system-level data will be used in the PISA-D analysis and country reports. The report also provides technically sound and viable options to pursue further in respect of addressing the challenges that are identified in each country. The report provides guidance and input for the work of the OECD, its contractors and the participating countries.

This report on the status of system level data in the PISA-D participating countries is a significant contribution to the project, the results of which will increase the understanding of how the achievement of better learning outcomes in a wider range of

countries is enabled and constrained by complex interactions between elements of the education systems, the contexts in which they are embedded, and the policy dynamics operating within those systems. This understanding will enable countries to monitor progress towards national improvement targets, to comparatively analyse factors associated with student outcomes and build institutional capacity for managing large-scale assessments and evidence-based policy-making. This is critically important for the achievement of the Education SDG that emphasises the quality, equity and measurement of learning outcomes for young children through to working adults.

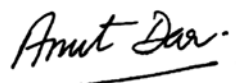
One of the main challenges in pursuing the SDG Education agenda is to define global learning indicators that can be measured and tracked on a global scale over time. The OECD, UIS and the World Bank are working together and with other key practitioners, policy makers, researchers, representatives of governments, civil society organisations, funders, UN agencies, and other stakeholders committed to improving learning outcomes in all countries – particularly, middle-income and low-income countries. The PISA-D initiative is a key contribution to these efforts and this report is an embodiment of the three organisations’ (OECD, UIS and World Bank) commitment to working together in support of the measurement and monitoring of learning outcomes in the context of the Education SDG.



Andreas Schleicher
Director, Education and Skills,
OECD



Silvia Montoya
Director,
UNESCO Institute of Statistics



Amit Dar
Acting Senior Director,
Education Global Practice,
World Bank

Acknowledgements

The UNESCO Institute for Statistics (UIS) is the United Nations Educational, Scientific and Cultural Organization's (UNESCO) statistical office and the United Nations depository for global statistics in the fields of education, science and technology, culture and communication. The UIS was established in 1999 and is based in Montreal, Canada. It was created to lead the UNESCO statistical programme and to develop and deliver the timely, accurate and policy-relevant statistics needed in today's increasingly complex and rapidly changing social, political and economic environments.

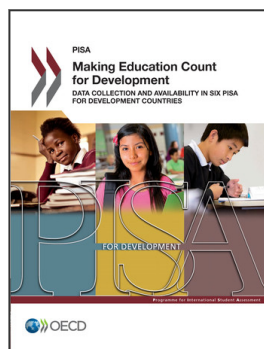
This report is the result of a collaborative effort benefiting from the work and commitment of several actors.

The UIS would like to express its gratitude to the PISA National Project Managers in Cambodia, Ecuador, Guatemala, Paraguay, Senegal and Zambia, for organising a series of meetings with the various teams contributing to the education system, and who actively participated in those meetings.

This assignment was made possible with the involvement of UIS staff and other contributors under the supervision of Albert Motivans, Head of the Education Indicator and Data Analysis (EIDA). Amelie Gagnon (EIDA) was responsible for its overall co-ordination and for leading the fact-finding visit to Senegal, along with Yacine Ndeye Fall. Alejandro Vera led the visits and collected and compiled the information for Ecuador, Guatemala, and Paraguay; and also helped draft the report. Monica Githaiga collected and compiled the information for Zambia and led the visit there. Said Voffal (EIDA) and UIS Regional Advisors Marc Bernal (sub-Saharan Africa), Juan Cruz Perusia (Latin America and the Caribbean), and Bertrand Tchatchoua (Asia) provided guidance throughout the project.

The assignment spanned the period from mid-February 2015 to late September 2015, and benefited from funding by the World Bank. The authors wish to thank Michael Ward, OECD, and Marguerite Clarke, World Bank, for suggesting this project. Without their support and guidance throughout it would not have been possible. Pablo Zoido, OECD, also provided valuable input and guidance throughout.

Editorial and administrative services, as well as layout work, were provided by Kelly Makowiecki (OECD).



From:

Making Education Count for Development

Data Collection and Availability in Six PISA for Development Countries

Access the complete publication at:

<https://doi.org/10.1787/9789264255449-en>

Please cite this chapter as:

UNESCO Institute for Statistics (2016), "Foreword and acknowledgements", in *Making Education Count for Development: Data Collection and Availability in Six PISA for Development Countries*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264255449-1-en>

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