

Chapter 8

Paraguay and the PISA for Development system-level questionnaire

This chapter provides a detailed assessment of the current state of data collection and availability, in terms of quality and completeness, at the level of the national education system in Paraguay. It shows that Paraguay is in very good condition to respond to the system-level questionnaire: each data table in the questionnaire has an institution assigned to it to collect and/or manage the requested information; metadata are based on well-known legislation while statistical data are based on advanced information system; and data requested by the national accounts are well managed. Challenges include the absence of a regulated national statistics system and of a general entrance system to tertiary education in the country, and the fact that data on expenditure does not cover private expenditure on education.

Paraguay assessment results

UIS visited Paraguay during the week of 17-21 May 2015.

The institution responsible for implementing PISA-D in Paraguay is the General Directorate of Educational Planning at the Ministry of Education (MoE). It acts as the PISA-D NC and is the respondent for the system-level questionnaire. Due to the structure of the questionnaire and the variety of topics covered, the General Directorate of Educational Planning obtains the data from different sources (see Table 8.1).

Table 8.1 Paraguay's data providers for the system-level questionnaire

| Number | Table | Data provider |
|--------|---|---|
| 1 | Education stratification | General Directorate of Educational Planning (Ministry of Education) |
| 2-1 | Assessments and examinations | <i>Dirección de Evaluación de la Calidad Educativa</i> (Directorate of Educational Quality Assessment) (DECE) (Ministry of Education) |
| 2-2 | Tertiary entrance examinations | General Directorate of Higher Education (Ministry of Education) |
| 3 | Number of class sessions per year | General Directorate of Curriculum, Evaluation and Orientation (Ministry of Education) |
| 4 | Annual teacher salaries | Directorate of Human Talent Management (Ministry of Education) |
| 5 | Requirements for pre-service teacher training | General Directorate of professional training institutions of the third level (Ministry of Education) |
| 6 | National accounts | Central Bank (GDP) and General Directorate of Statistics, Surveys and Censuses (Population) |
| 7-1 | Education expenditure | Directorate of Education Statistics (Ministry of Education) |
| 7-2 | Number of students | Directorate of Education Statistics (Ministry of Education) |

Questionnaire table 1: Stratification

The organisation of Paraguay's education system is regulated by the 1998 General Law of Education. For pre-primary education, the General Law of Education only includes regulations for the last year of the level. For this reason, the pre-primary level has its own regulation, according to Ministry Resolution 22449/2006 and National Law 4088/2010.¹

Within the education system, there is no selection scheme to guide students into different streams. However, students from rural areas can enrol into an ISCED Level 2 vocational programme with agricultural elements. This programme is only available for rural educational institutions, representing nearly 40% of all enrolment, and is optional for students.

At ISCED Level 3 there are two educational programmes, general and vocational, for both rural and urban areas. Students can select an orientation at the age of 15, when they normally start upper secondary education. The orientations share a common core curriculum and both allow their graduates to continue to any tertiary education programme.

The school year runs from February to November and the reference date for age is 30 June.

Table 8.2 Quality assessment: Stratification

| Category | Coverage | Time sensitivity | Ownership of information | | |
|-----------------|--|---|---|--|--|
| Sub-category | Statistical units | Periodicity of production | Timeliness | Framework for action | Team responsibility |
| Rating | Advanced | Advanced | Advanced | Advanced | Advanced |
| Characteristics | All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy) | The system produces all data and statistics periodically | The system produces all information, data and statistics in a timely manner | Most elements of a framework are in place | Specific teams are identified, collaborative platforms are in place |
| Justification | The Education Act defines the organisation of the education system and the characteristics of each stream | The current Education Act is from 1998 but there is no defined periodicity for its revision | As national law, it follows a regulated process for publication. The related legislation is also published by the MoE | All ministries and institutions involved have a clear framework for action | All ministries and institutions involved have a clear mandate and responsibilities |

Table 8.3 Availability assessment: Stratification

| Category | Government officers | Outside users | | Global community |
|-----------------|---|--|--|---|
| Sub-category | Awareness | Culture | Openness and transparency | International organisations |
| Rating | Advanced | Advanced | Advanced | Advanced |
| Characteristics | Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse | There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system | All the information is organised in a coherent manner and available in a single place (e.g. website, information centre) | Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies |
| Justification | The Education Act and the organisation of the education system are well known by all officials | The Education Act and all the related documents and regulations are disseminated within the system | The relevant documents on the education system, including the Education Act, are available on the MoE website | The structure of the education system is reported regularly to UIS through the ISCED mapping |

Questionnaire table 2.1: Assessments and examinations at lower and upper secondary level

The institution in charge of assessing non-tertiary level education in Paraguay is the Directorate of Educational Quality Assessment, within the General Directorate of Educational Planning. It manages the *Sistema Nacional de Evaluación del Proceso Educativo* (National Assessment System of Educational Progress) (SNEPE), which includes assessment studies for secondary education. They are applied to the last grade of each cycle and focus on mathematics and reading.

The assessment for lower secondary education is implemented at Grade 3 (or Grade 9 counting from the beginning of primary education), while the assessment for upper secondary takes place at the last grade of the level. Both studies are applied every three years to a sample of students. Assessments are the same for general or technical programmes.

SNEPE was created in 1996 and the first assessment studies were carried out in 1997. The tests take place during the second semester (October) and the results are usually published more than a year later. Its main purpose is a diagnosis of the educational system in order to improve its quality, and the results are used for

pedagogical orientation. Paraguay therefore does not use examinations as defined by the system-level questionnaire.

In 2015, the assessments will be implemented as a census covering all students for both educational levels.

Table 8.4 Quality assessment: Secondary-level assessments and examinations

| Category | Coverage | Time sensitivity | | Ownership of information | |
|-----------------|---|---|--|---|---|
| Sub-category | Statistical units | Periodicity of production | Timeliness | Framework for action | Team responsibility |
| Rating | Advanced | Advanced | Emerging | Advanced | Advanced |
| Characteristics | All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes) | The system produces all data and statistics periodically | The system produces some information, data and statistics in a timely manner | Most elements of a framework are in place | Specific teams are identified, collaborative platforms are in place |
| Justification | Secondary education in Paraguay uses assessments but not examinations. The assessments for lower and upper secondary cover all types of programmes and kinds of schools | The assessments are applied in the last grade of each ISCED level during the second semester of the school year. They are conducted every three years | The dissemination of results takes more than a year after implementation. Although the main objective of the assessments is a diagnosis for quality improvement, the timeliness of the dissemination could still be improved | There is a formal framework for the different phases of the of the assessment process | There is a defined evaluation system, SNEPE, and the institution responsible for managing the system is the DECE within the General Directorate of Educational Planning |

Table 8.5 Availability assessment: Secondary-level assessments and examinations

| Category | Government officers | | Outside users | Global community |
|-----------------|---|--|--|---|
| Sub-category | Awareness | Culture | Openness and transparency | International organisations |
| Rating | Advanced | Advanced | Emerging | Advanced |
| Characteristics | Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse | There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system | Some information is publicly available, either online, at documentation centres, or in other ways | Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies |
| Justification | All relevant officers are aware of the information | Data is disseminated properly to different actors within the education system | The reports and other material from SNEPE are consistently published on the MoE web page. However, they are not permanently available online. The SNEPE does not have its own web page | DECE has shared institutional information on their assessments with international organisations such as LLECE and the UIS |

Questionnaire table 2-2: Tertiary entrance examinations

The tertiary education system in Paraguay is composed for four types of educational institution:

- teacher training institutions
- institutions for technical programmes
- higher institutes
- universities.

The first two types of institutions are regulated by the MoE and they only manage teacher training programmes. Higher institutes and universities are regulated by the National Council of Higher Education and are authorised to manage pre-graduate and post-graduate programmes.

In Paraguay there is no general entry system for tertiary education; each institution defines its own entry system. The only exception is entry to the teacher training programmes in public institutions. In this case, there is a one-month entry course that students must complete in order to be accepted on the programme. The course is defined by each institution but is regulated by the MoE.

Table 8.6 Quality assessment: Tertiary entrance examinations

| Category | Coverage | Time sensitivity | | Ownership of information | |
|-----------------|---|---|---|---|--|
| Sub-category | Statistical units | Periodicity of production | Timeliness | Framework for action | Team responsibility |
| Rating | Latent | Latent | Latent | Latent | Emerging |
| Characteristics | Not applicable | The system produces data and statistics, but not periodically | The system does not produce information, data and statistics in a timely manner | There is no framework in place | Some specific teams are identified, but no platform for collaboration |
| Justification | Although the Education Act stipulates that tertiary education should have an entry system, this process is currently managed by each educational institution, with particular criteria for each case. The only exception is the entry system to teacher training programmes | Within each educational institution the entry system should be aligned with the school cycle. However, there are no centralised reports since there is no national or central entry system, not even for the group of public institutions | Same as for periodicity | This depends on each tertiary institution | The Education Act clearly defines the role of the MoE and the National Council of Higher Education in the management and regulation of the various tertiary education institutions |

Table 8.7 Availability assessment: Tertiary entrance examinations

| Category | Government officers | Outside users | | Global community |
|-----------------|--|--|--|--|
| Sub-category | Awareness | Culture | Openness and transparency | International organisations |
| Rating | Not applicable | Not applicable | Not applicable | Not applicable |
| Characteristics | Not applicable | Not applicable | Not applicable | Not applicable |
| Justification | Not applicable. With the exception of initial teachers training programmes, there is no general or main entry system to tertiary education | Not applicable. With the exception of initial teachers training programmes, there is no general or main entry system to tertiary education | Not applicable. With the exception of initial teachers training programmes, there is no general or main entry system to tertiary education | Not applicable. There are no known international data collections to this effect |

Questionnaire table 3: Instruction time in public institutions by age of student

Instruction time in Paraguay for ISCED/CINE Levels 0-3 (which covers the age range in this table of the system-level questionnaire) is regulated by different pieces of legislation, including the national curriculum and the duration of the school year. Data on duration of the class session and the annual number of sessions can be easily estimated from these documents.

The current version of the national curriculum is from 2005 for pre-primary education, 2008 for primary and lower secondary education, and 2010 for upper secondary education. There is no prescribed periodicity to revise the curriculum.²

The prescribed duration of the school year in Paraguay is defined every year by the MoE, but it is normally around 180 days. The National Education Law establishes 200 working days for teachers, but they have activities before and after the school year. The duration of the class session is established at 40 minutes for all educational levels.

Table 8.8 Quality assessment: Instruction time in public institutions by age of student

| Category | Coverage | Time sensitivity | | Ownership of information | |
|-----------------|---|---|---|--|---|
| Sub-category | Statistical units | Periodicity of production | Timeliness | Framework for action | Team responsibility |
| Rating | Advanced | Advanced | Advanced | Advanced | Advanced |
| Characteristics | All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy) | The system produces all data and statistics periodically | The system produces all information, data and statistics in a timely manner | Most elements of a framework are in place | Specific teams are identified, collaborative platforms are in place |
| Justification | The official curriculum is defined at national level for all educational institutions at the ISCED levels included in the questionnaire. The MoE also defines the legislation for the duration of the school year | While legislation is in place that requires this, the curriculum is not defined by any particular school cycle and there is no prescribed process for updating the curriculum in Paraguay | Once the curriculum is defined, it is published through official channels | There is a well-known process for developing the official curriculum | There is clear definition of responsibilities within the MoE for developing the official curriculum |

Table 8.9 Availability assessment: Instruction time in public institutions by age of student

| Category | Government officers | | Outside users | Global community |
|-----------------|---|--|--|--|
| Sub-category | Awareness | Culture | Openness and transparency | International organisations |
| Rating | Advanced | Advanced | Advanced | Advanced |
| Characteristics | Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse | There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system | All the information is organised in a coherent manner and available in a single place (e.g. website, information centre) | Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies |
| Justification | The official curriculum for different educational levels is well known by all the relevant actors of the education sector | The official curriculum is disseminated to the education system through official channels | There are publications of the official curriculum as well as information on the website of the MoE | For data on instruction time, Paraguay has reported similar information to that requested by the system-level questionnaire within the WEI project framework (UIS/OECD) since 1999. Recently, they have also reported the UIS questionnaire on intended instruction time |

Questionnaire table 4: Annual teacher salaries (statutory) by level of education and number of years and level of teaching experience

Teachers' salaries are regulated nationally by the MoE. The legislation establishing the framework for the teaching profession was issued in 2011. Teachers' salaries have

three main components: the base salary and two additional payments. The first additional payment is based on years of experience and the second on continuous training.

The additional payments are given for five-year periods. That means that a teacher has the same salary during five years and, after that, he/she receives a promotion to the next salary grade, which includes the supplement for experience and training. The latter depends on completing the prescribed minimum training. The legislation establishes other criteria to be included in the promotion scheme but they have not been regulated yet.

Teachers enter the profession with only the base salary and can expect five promotions during their career. That means that a teacher reaches the highest category after 25 years of service. The annual salary also includes an extra monthly payment (“13th month”). There is no other supplementary payment.

The base salary is defined every year by the National Budget. In secondary education, teachers are usually hired for a specific number of weekly class sessions. The table 4 data in the system-level questionnaire applies to a secondary education teacher who works full time.

Table 8.10 Quality assessment: Annual teacher salaries (statutory)

| Category | Coverage | Time sensitivity | | Ownership of information | |
|-----------------|--|---|---|---|---|
| Sub-category | Statistical units | Periodicity of production | Timeliness | Framework for action | Team responsibility |
| Rating | Advanced | Advanced | Advanced | Advanced | Advanced |
| Characteristics | All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy) | The system produces all data and statistics periodically | The system produces all information, data and statistics in a timely manner | Most elements of a framework are in place | Specific teams are identified, collaborative platforms are in place |
| Justification | National government is in charge of regulating teacher salaries for public educational institutions | The various legislative instruments containing data on statutory salaries for teachers are available every year | The information is produced in a timely manner | There is a clear framework for defining, collecting and managing this information | Responsibility for teachers' salaries is clearly defined within the MoE and the Ministry of Finance |

Table 8.11 Availability assessment: Annual teacher salaries (statutory)

| Category | Government officers | | Outside users | Global community |
|-----------------|---|--|--|--|
| Sub-category | Awareness | Culture | Openness and transparency | International organisations |
| Rating | Advanced | Advanced | Advanced | Emerging |
| Characteristics | Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse | There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system | All the information is organised in a coherent manner and available in a single place (e.g. website, information centre) | Some information in some areas is sent to the UIS/UN, some gaps in data and timeline |
| Justification | Officers are aware of the information and criteria for teachers' salaries and they know how to access this data | The MoE has detailed data on teacher salaries and it is used for planning | The criteria for defining teacher salaries are defined by the legislation and they are available on official websites | The MoE reported data on teacher salaries to UIS through the WEI survey until 2013 |

Questionnaire table 5: Teacher training and professional development requirements

Pre-service teacher training, entry and professional development in Paraguay are regulated by the MoE, specifically by the General Directorate of Higher Education.

Pre-service training programmes for teachers of different educational levels have changed during the last decade. For pre-primary education, a three-year programme was established in 2006 (before that, the programme lasted for two years). For primary education teachers the initial training programme was modified in 2013, but not the duration. Finally, programmes for secondary education teachers were revised in 2008. All these programmes are regulated by educational legislation and norms from the MoE.

Currently, all teacher training programmes have a duration of three years including a period of teaching practicum. In terms of ISCED 2011, they are at ISCED Level 6. Programmes are offered by public and private educational institutions. Public institutions have a compulsory one-month entry course.

Table 8.12 Quality assessment: Teacher training and professional development requirements

| Category | Coverage | Time sensitivity | | Ownership of information | |
|-----------------|--|--|---|---|---|
| Sub-category | Statistical units | Periodicity of production | Timeliness | Framework for action | Team responsibility |
| Rating | Advanced | Advanced | Advanced | Advanced | Advanced |
| Characteristics | All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy) | The system produces all data and statistics periodically | The system produces all information, data and statistics in a timely manner | Most elements of a framework are in place | Specific teams are identified, collaborative platforms are in place |
| Justification | The MoE is in charge of regulating teacher training and teacher service. It applies to all teachers | The different stages of initial teacher training as well as the entry procedure for trained teachers are regulated by national legislation and are aligned with the school cycle | The information is produced in a timely manner | There is a clear framework for defining, collecting and managing this information | Responsibility for teacher training is clearly defined within the MoE |

Table 8.13 Availability assessment: Teacher training and professional development requirements

| Category | Government officers | | Outside users | Global community |
|-----------------|---|--|--|---|
| Sub-category | Awareness | Culture | Openness and transparency | International organisations |
| Rating | Advanced | Advanced | Advanced | Advanced |
| Characteristics | Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse | There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system | All the information is organised in a coherent manner and available in a single place (e.g. website, information centre) | Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies |
| Justification | Officials are aware of the information about training and they how to access it | Information about teacher training programmes and requirements and processes to start a teaching career is periodically disseminated | These data are defined by the legislation and disseminated through official websites | Data on teachers and teacher training are usually reported to different international organisations (for instance, the UIS) |

Questionnaire table 6: National accounts

Data on GDP and population are key indicators for the national statistical system. Although Paraguay does not have a regulated national statistical system, the *Banco Central del Paraguay* (Central Bank of Paraguay) is currently responsible for producing GDP estimates, while the *Dirección General de Estadística, Encuestas y Censos* (General Directorate for Statistics, Surveys and Censuses) is responsible for population estimates.

Current GDP estimates are based on 1994. The Central Bank follows international standards for their statistics, particularly the norms defined by the IMF and United Nations; currently, they use the System of National Accounts 1993.

Paraguay does not apply the complete international framework for national accounts, in part due to the lack of some key basic economic statistics, as well as a regulating institution for the National Statistics System. Nor does the country follow the international recommendation to update the base year every five to ten years. In response to this situation, the Central Bank of Paraguay is currently working on an update of the national accounts with the support of the Inter-American Development Bank.

Population projections are being revised and were expected to be published in June. They are based on the demographic components method, and the current estimate uses data from the 2002 national population census, updated with results from the 2012 census. The last census had some implementation problems that resulted in a low response; it had an omission rate of 25%. The data therefore needed to be reviewed, and this has delayed using the results to update the model for estimating population. The revision process had support and technical assistance from international organisations such as the Inter-American Development Bank and the Economic Commission for Latin America and the Caribbean (ECLAC); as well as national institutes for statistics from other countries in the region, such as Brazil and Mexico.

Data on purchasing power parity (PPP) factors are not produced by the country, but should be taken from the World Bank database.

Table 8.14 Quality assessment: National accounts

| Category | Coverage | Time sensitivity | | Ownership of information | |
|-----------------|--|---|---|--|--|
| Sub-category | Statistical units | Periodicity of production | Timeliness | Framework for action | Team responsibility |
| Rating | Advanced | Emerging | Emerging | Emerging | Advanced |
| Characteristics | All the sectors of the economy are covered and the total population of the country | The system produces some data and statistics periodically | The system produces some information, data and statistics in a timely manner | Basic components of a framework or informal mechanisms are in place | Specific teams are identified, collaborative platforms are in place |
| Justification | Data on GDP are produced in the framework of the National Account System. Population projections are based on the National Population Census | Data on GDP are produced every trimester. Population projections were produced up to 2025. In both cases, the international recommended periodicity for updating the data or related methodology is not strictly followed | Data on GDP is produced in a timely manner based on international recommendations. The National Population Census was carried out in 2012 but presented coverage problems that affected the population projections. The updated projections are not yet published | The National Account System and population data are key indicators within the work framework of the responsible institutions. However, Paraguay does not have a regulated national statistics system | The Central Bank is responsible for the National Account System and the General Directorate of Statistics, Surveys and Censuses is responsible for population data |

Table 8.15 Availability assessment: National accounts

| Category | Government officers | | Outside users | Global community |
|-----------------|---|--|--|--|
| Sub-category | Awareness | Culture | Openness and transparency | International organisations |
| Rating | Advanced | Advanced | Advanced | Advanced |
| Characteristics | Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse | There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system | All the information is organised in a coherent manner and available in a single place (e.g. website, information centre) | Relevant information is regularly shared with the World Bank/IMF/UNPD through regular activities, and then relayed to other partner agencies |
| Justification | Information on GDP and population is well known by all the relevant officials | There is an organised dissemination system for data on GDP. Data on population are shared through official channels by the General Directorate of Statistics, Surveys and Censuses | Data on GDP and population are available on the respective websites | Data on GDP are regularly reported to IMF and World Bank. Population estimates are regularly reported to ECLAC |

Questionnaire table 7-1: Education expenditure by type of institution and level of education

Data on educational expenditure are produced annually by the MoE and reported to UIS through Questionnaire B of the Survey of Formal Education (a World Education Indicators, WEI, survey until 2013). The office in charge of this report is the Directorate of Education Statistics within the General Directorate of Educational Planning.

This data has been produced regularly since 1999. However, it currently only covers government expenditure on education. Estimates for private expenditure on education were reported to UIS until 2011 (fiscal year 2010).

Data on public expenditure are estimated from the executed national budget. The MoE accesses the data on expenditure for the educational budget under its management, while the budget allocated to educational programmes outside the MoE (including national universities) is accessed through the Ministry of Finance.

In previous years, private education expenditure was estimated from an annual household survey (*Encuesta Permanente de Hogares*) managed by the General Directorate for Statistics, Surveys and Censuses. This survey included a special module on education expenditure until 2010 but then it was excluded. The MoE has now asked for the module to be reincorporated. A second possibility would be using another survey from the same institution focusing on household income and expenditure (*Encuesta de Presupuesto Familiar*). It was implemented in 2011/12 and will be again in 2015/16.

Table 8.16 Quality assessment: Education expenditure by type of institution and level of education

| Category | Coverage | Time sensitivity | | Ownership of information | |
|-----------------|---|--|---|--|---|
| Sub-category | Statistical units | Periodicity of production | Timeliness | Framework for action | Team responsibility |
| Rating | Emerging | Advanced | Advanced | Advanced | Emerging |
| Characteristics | The initial education system, general primary and secondary, is covered, and technical and professional programmes in both public and private sectors | The system produces all data and statistics periodically | The system produces all information, data and statistics in a timely manner | Most elements of a framework are in place | Some specific teams are identified, but no platform for collaboration |
| Justification | Currently, data on expenditure on education are limited to the public source. Until 2010, the MoE produced data on private expenditure | The MoE have produced annual data on expenditure on education for more than a decade | The information is mainly produced for reporting to the UIS education survey and it currently has a two-year delay. It is possible to update these indicators since data on the public budget execution are regularly available for the previous year | There is a conceptual framework for developing statistics on education finance that is followed by the country | The General Directorate of Educational Planning of the MoE leads the development of statistics on education finance but this responsibility is not formally defined |

Table 8.17 Availability assessment: Education expenditure by type of institution and level of education

| Category | Government officers | Outside users | | Global community |
|-----------------|---|--|---|---|
| Sub-category | Awareness | Culture | Openness and transparency | International organisations |
| Rating | Advanced | Advanced | Emerging | Advanced |
| Characteristics | Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse | There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system | Some information is publicly available, either online, at documentation centres, or in other ways | Some information in some areas is sent to the UIS/UN, with some gaps in data and timeline |
| Justification | Officials are aware of the key data and indicators for education finance | Data on education finance is included in national reports and is used for policy making | There are no specific reports on education finance but this data is included in statistical reports (currently with a delay of three years). General raw data on budget execution are also disseminated | Data on education finance is regularly reported to the UIS |

Questionnaire table 7-2: Number of students (full-time equivalent) with coverage adjusted to statistics on educational finance

Data on enrolment are also managed by the Directorate of Education Statistics within the General Directorate of Educational Planning. It is part of the MoE information system and its process fully meets general quality criteria. The alignment of enrolment data to the fiscal year is not an issue in Paraguay since the school year runs from February to November.

The Directorate of Education Statistics collects enrolment data from schools twice a year, at the beginning and the end of the school cycle. The initial enrolment data are used to complete the system-level questionnaire table, which is the same data used to report enrolment to the UIS.

The Directorate of Education Statistics is currently analysing some changes in the method of data collection from schools in order to implement an on-line register for students. This could have an impact on the enrolment statistics, but the project is still at an early stage.

Table 8.18 Quality assessment: Number of students (full-time equivalent) with coverage adjusted to statistics on educational finance

| Category | Coverage | Time sensitivity | | Ownership of information | |
|-----------------|--|--|---|---|--|
| Sub-category | Statistical units | Periodicity of production | Timeliness | Framework for action | Team responsibility |
| Rating | Advanced | Advanced | Advanced | Advanced | Advanced |
| Characteristics | All the sectors of the relevant system are covered (e.g. initial education, including second chance programmes and literacy) | The system produces all data and statistics periodically | The system produces all information, data and statistics in a timely manner | Most elements of a framework are in place | Specific teams are identified, collaborative platforms are in place |
| Justification | The MoE statistical information system covers all the relevant education programmes | There are two periods for collecting data on enrolment from educational institutions each year, aligned with the beginning and the end of the school cycle | Due to the method of collecting data from educational institutions, enrolment data on is consistently produced and disseminated in a timely manner. Alternative tools are being analysed to improve this process (such as online data collection) | There is a framework in place for the information system of the MoE | Responsibilities for the different information system process are clearly defined within the MoE |

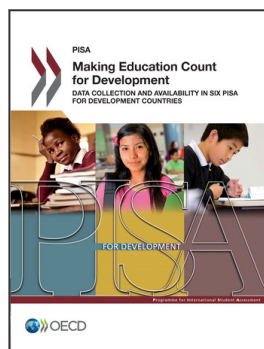
Table 8.19 Availability assessment: Number of students (full-time equivalent) with coverage adjusted to statistics on educational finance

| Category | Government officers | | Outside users | Global community |
|-----------------|---|--|---|---|
| Sub-category | Awareness | Culture | Openness and transparency | International organisations |
| Rating | Advanced | Advanced | Emerging | Advanced |
| Characteristics | Information is organised in a coherent and accessible manner, for example through a specific office or data warehouse | There is a communication strategy to make sure the documents or results are disseminated and used in order to improve the system | Some information is publicly available, either online, at documentation centres, or in other ways | Relevant information is regularly shared with the UIS/UN through regular activities, and then relayed to other partner agencies |
| Justification | Most officials are aware of the information available and know how to access it | Data produced by the MoE information system are used not only for statistical purposes but also for policy making | Data are shared periodically in publications and through the website of the MoE. However, the most recent report on education statistics published on the MoE website dates from 2011. A second tool, for school mapping, has 2012 data | Data are shared with different international organisation, such as the UIS (education survey) or Mercosur |

Note: Mercosur is a sub-regional bloc consisting of five member countries: Argentina, Brazil, Paraguay, Uruguay and Venezuela.

Notes

1. This legislation can be found at www.mec.gov.py/cms.
2. The current curriculum can be found at www.mec.gov.py.



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), "Paraguay and the PISA for Development system-level questionnaire", in *Making Education Count for Development: Data Collection and Availability in Six PISA for Development Countries*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264255449-11-en>

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