



PISA FOR DEVELOPMENT  
CAPACITY NEEDS ANALYSIS:  
HONDURAS



PISA  
FOR DEVELOPMENT

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REPORT: HONDURAS**

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## PISA FOR DEVELOPMENT

### CAPACITY NEEDS ANALYSIS: HONDURAS

#### 1. Introduction and background

PISA for Development (PISA-D) is an initiative of the OECD and its partners that aims to identify how the Programme for International Student Assessment (PISA) can best support evidence-based policy making in emerging and developing economies and contribute to the UN-led definition of global learning goals for the post-2015 agenda. In addition, the project will help to build country capacity in assessment, analysis and use of results for monitoring and improvement among participating countries.

The initial phase of the project in each participating country is the completion of a Capacity Needs Analysis (CNA). The benchmark for the CNA is the country capacity required in the context of the PISA-D project, which is defined as:

- The ability of the individuals and institutions responsible for the project in each country to perform the necessary functions (as set out in the roles and responsibilities for the National Centre [NC] and the National Project Manager [NPM]), solve the likely problems that will arise during implementation and set and achieve project objectives in a sustainable manner.

Countries may desire capacities for student assessment that go beyond this minimum requirement. Identification of additional needs should reflect the participating countries' aspiration, while respecting the feasibility of realising the additional needs within the context of PISA-D's implementation timeframe and required activities.

This document describes the implementation of the CNA framework for PISA-D in the Honduran context. The framework itself is derived from the PISA project requirements, which are outlined in the PISA NPM Manual (OECD, 2012a), the NPM Roles and Responsibilities (OECD, 2012b) and the project outputs in PISA-D (OECD, 2013). The framework is structured according to three dimensions: 1) enabling environment; 2) organisation; and 3) individual. The framework is designed to assess the capacity of the countries to achieve the five project outputs of PISA-D, which are:

- Enhanced contextual questionnaires and data collection instruments;
- Enhanced descriptive power of cognitive assessment instruments in reading, mathematics and sciences, at appropriate skill levels within the PISA cognitive framework;
- An approach, including a methodology and analytical framework, for including out-of-school 15-year-olds in the assessments;
- Increased country capacity in assessment, analysis and use of results for monitoring and improvement; and
- Identifying learning opportunities among peers from other countries and other developing countries in support of the Education Sustainable Development Goal (SDG).



The CNA is designed to generate an understanding of capacities achieved and needed, which, in turn, will lead to the formulation of a Capacity Building Plan (CBP). The framework for capacity building assessment utilises elements of the Systems Approach for Better Education Results (SABER) questionnaire developed by the World Bank to assess the development of large-scale assessment systems (Clark, 2012); as well as the PISA technical standards as the benchmarks for assessing Honduras' assessment system and capacity for managing National and International Large-Scale Assessments. The standardised data obtained from applying the framework is incorporated into this CNA and will also be used to assist in identifying indicators, baselines and targets for improvement in the context of the CBP. The tool used to enter data into the framework is online at: [www.polymetrika.org/PISAD](http://www.polymetrika.org/PISAD).

The information summarised in this report was obtained from reading appropriate documents and extensive interviews with the Director and certain staff members from the Directorate-General for the Curriculum and Assessment (DGCE). This Directorate is the NC responsible for managing national and international tests, including PISA-D. In addition, other officials from the Ministry of Education and recipients of the information produced by the assessments were also interviewed. The interviews and meetings were held mainly between 7 and 18 March 2016.

### ***1.1. General conclusions***

In general, it can be said that Honduras is well-positioned to implement PISA-D. The country took part successfully in 2011 in the Trends in International Mathematics and Science Study (TIMSS) and in the Progress in International Reading Literacy Study (PIRLS), and in 2013 in the Third Regional Comparative and Explanatory Study (TERCE) of the Latin American Laboratory for Assessment of the Quality of Education (LLECE). Previously in 1997 Honduras had also taken part in the First Regional Comparative and Explanatory Study (PERCE), though it did not participate in the second one (SERCE). The TERCE was managed by the DGCE of the Department of Education and the TIMSS was outsourced and conducted by the Unit for Measuring Education Quality (UMCE) of the National University for Teaching (UPN).

#### *National assessments in Honduras*

Several national assessments have been conducted in Honduras and in each case the implementation of these was outsourced to external agencies by the Ministry of Education. As a result, only limited assessment capacity has been developed within the Ministry. Between 2007 and 2012 sample based Spanish and Mathematics student assessments were conducted in several grades. From 2012 onwards an assessment of 1st to 9th graders, known as end-of-year tests, has been performed in Spanish and Mathematics. This assessment has a sample-based component for monitoring purposes, and a census-based one for formative purposes. These tests are developed and administered under the auspices of the Project for Improving the Impact of Educational Performance in Honduras (MIDEH), funded by the United States Agency for International Development (USAID), and this has greater resources with more capacity than those available to the DGCE. The DGCE has been conducting assessments on teachers since 2013. In 2015, 10 000 teachers at pre-primary, primary and secondary level in Mathematics, Spanish, and Social Studies were assessed. The tests are standard exams on knowledge, background and class observation for which the Stallings methodology was used. In 2015 this assessment was extended and incorporated assessments by students, parents or supervisors, the head teacher and peers from the schools.

The DGCE also organises and administers pre-university tests, a requirement to graduate from secondary school, although there are no implications for graduates in passing them.

The UMCE, which began the assessments in 1997 and whose objective is to follow up the Nation Plan, continues to perform assessments. No results reports are available to date.

*System and institutional issues*

The experience of the international and national assessments performed in Honduras to date leads one to consider the need and importance of institutionalising assessment activities in a broader system or strategy. Such an assessment system would make it possible to take greater advantage of efficiencies and capacity building opportunities that are based on Honduras's specific needs and policy requirements. Making a decision about how to institutionalise assessment has a certain urgency. For example, the MIDEH project ends in 2016 and it is necessary to consider what would be the best way to turn to good account the capacities acquired by this team. Otherwise this capacity will be lost, as has happened before. PISA-D's capacity building component is an excellent opportunity to design and implement this institutionalisation, to train people in capacities needed for a strong assessment system, and to consider a plan for formally bringing these experienced people inside the system.

At present, there are two options being considered: one is to strengthen a unit within the DGCE providing the necessary resources and funds; the second is to set up the Institute for Assessment proposed in the Fundamental Education Law. In both cases a substantial volume of resources would be required, in addition to technical and operating expenses. Strengthening a unit within the DGCE offers the benefit that it would form part of the State apparatus and, with sufficient political resolve, it may be maintained in time. The drawback is that it would be subject to the vicissitudes of successive political changes in governments. However, the primary pillar for external, standardised large-scale assessment is social and political demand: If this demand exists and there are sufficient resources, and if the assessments are deemed technically valid and reliable, any government would have a difficult time cancelling such a policy.

On the other hand, the major advantage of the institute is that it would be independent and not attached to whichever government is in power, but it would require setting up a huge administrative organisation that the DGCE does not presently desire as funding for assessment largely depends on ad hoc allocations from the Ministry and donors. Moreover, the risk of an institute is that it would be set up on the basis of the budget allocated through international co-operation on the context of a specific project, bringing about a host of drawbacks in terms of continuity, as illustrated in recent experiences, such as the MIDEH project. It is the conclusion of this report that it is more practical for Honduras to strengthen the capacity of the DGCE's assessment unit in the short to medium term (3-5 years) and transform it into an independent assessment institute in the longer term (5-10 years). This capacity needs analysis and the capacity building plan that follows it have been based on an assumption that this will indeed be the strategy adopted by Honduras in respect of the institutional home for assessment in the country.

*Structure of the report*

The structure of the remainder of this report incorporates four sections. Section 2 provides a description of the needs assessment methodology together with a presentation of the needs assessment framework. Section 3 summarises the needs assessment for Honduras with respect to the five PISA-D project outputs, the PISA technical standards and the SABER benchmarks. Section 4 describes the capacity building priorities that arise from the analysis of needs. The detailed capacity needs analysis is presented in Annex A.

**2. Methodology**

The development and application of the CNA framework in Honduras was adapted to the specific circumstances of the NC, which were as follows:

- The country decided to take part in PISA-D in late 2015, while most of the participating countries had made the decision two years earlier. Accordingly, Honduras took part in the first NPM meeting in September 2015 prior to the CNA taking place.
- Another specific circumstance, which is different to most of the other participating countries, is the fact that not all learning assessment capacities in Honduras are found within a single national centre. As noted above, various teams, inside and outside the Ministry of Education, have been responsible for the various large-scale assessments conducted in the country. Consequently, the stated aim for the whole PISA-D project to be conducted within the DGCE constitutes a major challenge, particularly taking into consideration the fact that the individuals with the greatest experience and knowledge in learning assessment are faced with a language barrier (since they do not have a command of the PISA project language: English). In order to address the PISA-D needs, the DGCE has recruited a project deputy director with a command of English and four young people whose skills are set out below, who do not possess experience of assessment. To date, there has been no wider specification of duties within the DGCE with the result that only two individuals are responsible for supervising all learning assessment processes: one of these individuals is responsible for the preparation of instruments, while the other focuses on analysing data.
- A third circumstance is the challenge Honduras faces in raising the necessary funding for the initiative. A great deal of time of the NC has been devoted to meetings with development co-operation agencies and to developing a plan of activities with a budget.

### *2.1. Structure of the Capacity Needs Analysis framework*

The structure of the CNA framework is presented in this section. The framework consists (in the current working version) of 112 capacity elements that are required for successful implementation and stakeholder use of the PISA-D products. Each element is defined by an overall description and descriptions of two to four levels of development (as applicable to each element).

The structure of the framework is hierarchical, with each PISA-D capacity element nested within the three main dimensions:

- The enabling environment, encompassing the legislative context and culture that facilitates the implementation of the project, and the stakeholders who should make use of the results;
- Organisation, encompassing the NC and any institutions that are involved in the implementation of the project; and
- Individual, encompassing the staff of the NC and related organisations, in particular the NPM(s) and his/her team.

Within each dimension, the elements are further organised according to the output for which the capacities are needed and in the order in which they are first needed. The PISA-D requirements are an extension of the main PISA project milestones; they roughly follow a sequence beginning with establishment of the NC and ending with dissemination of results to stakeholders to support decision making. They are defined as follows:

- Designation of NPM and establishment of NC.
- Compiling and confirming information on schools and students for the definition of the assessment population, stipulation of languages in which PISA will need to be implemented and definition of criteria for stratification of school and student samples.

- Establishing security protocols for the NC and for national sub-contractors.
- Co-ordination of enhancements/adaptations/translations of instruments, manuals and guides, and field trial and verification process with international contractors.
- Deciding on the scale of national adaptations and number of assessment languages and co-ordination of enhancements/adaptations/translations of instruments, manuals and guides, and the field trial and verification process with translators, subject experts and international contractors.
- Organisation of plans for local printing of assessment materials and verification of print and paper quality in all languages that will be covered, while maintaining security.
- Communication and co-ordination with schools that will participate in the assessment.
- Communication and co-ordination with international contractors for the selection of the student samples in conjunction with schools.
- Recruitment and training of test administrators that do not have any direct relationship with the students that will be assessed and that are experienced and competent enough to carry out the testing sessions following the instructions, scripts, guidelines and procedures established.
- Planning of the quality assurance process so that Quality Monitors visit a sample of schools to observe and document quality of implementation.
- Planning of staffing and resources (human and material) needed for coding of test booklets and contextual questionnaires and data entry.
- Establishing a training plan with key staff of the NC to attend training sessions.
- Preparing and distributing testing materials to schools in a secure fashion, ensuring materials arrive safely and without suffering damage or alterations.
- Suitable monitoring of school and student response rates in co-ordination with international and national contractors.
- A sample of the student testing booklets that were coded will be submitted to the international contractor for an International Coder Review (ICR).
- The NPM, in consultation with educational authorities, the international contractors, the OECD Secretariat and relevant development partners, reviews the database and the draft analysis plans for the national report.
- The NPM provides input and guidance with regards to the policy priorities that should help determine the content and analysis presented in the country report.
- The NPM develops a dissemination plan of participation in PISA-D and the relevant results from the project.
- Production of reporting documents and involvement of the media.
- Dissemination of results to general audiences.
- Dissemination of results to key specific stakeholders.

This structure facilitates the prioritisation of different capacity elements throughout the programme implementation. Each capacity element is also indexed by the PISA-D project output for which it is most required.

In case further information is required, each element also refers to one or more primary documents listed below.

## ***2.2. Using the framework***

The purpose of the CNA framework is to facilitate the development of in-country capacity for implementation of PISA-D. The framework provides a step-by-step approach to: 1) evaluating current capacity for implementing PISA-D; 2) setting development goals related to PISA-D activities; and 3) planning activity development. However, the framework should not be treated as static; rather, it should be extended and refined based on information that emerges during the data collection process.

The rubrics are reviewed with stakeholders to identify the current status of each element. The information is collected using appropriate needs assessment methodologies such as questionnaire or interview. The completed rubrics also include a justification for each assigned rating. Once completed, the ratings and justifications, along with a narrative summary, are reviewed by key stakeholders. During the data collection or review process, if there are any new requirements identified, they are added to the framework. If a new element is added, it is indexed by the structure defined and the textual descriptions of the levels follow the normative descriptions.

Preliminary target capacity levels are identified for each element and basic information for planning capacity building is completed along with the targets. Responsibility for developing specific capacity elements is assigned to different resources, along with allocation of person-time, money and expected start/end dates. This information is used to develop the CBP and prioritise the different capacity building goals.

## ***2.3. Primary document analysis***

The development and implementation of the CNA framework is built on four primary documents:

1. PISA Technical Standards. This document details the quality standards required for successful participation in PISA. For the purposes of the CNA framework, these quality standards are also assumed to apply to the PISA-D context.
2. PISA-D document. This document outlines the broad goals of PISA-D.
3. PISA National Project Manager Manual. This document outlines the sequence of activities, and describes the recommended resources required for PISA implementation.
4. SABER – Student Assessment. The SABER framework describes the broader context of student assessment in a country. In particular, the CNA framework focussed particularly on large-scale national and international assessments.

These documents were added to the PISA-based documents to expand on the requirements for participation on examining the broader enabling environment. This dimension includes issues such as programme sustainability and the social, cultural and economic climates that will be necessary for meaningful use of the PISA results. The SABER framework uses evaluation rubrics that classify different elements of a country's assessment system as either latent, emerging, established or advanced. The different levels characterise the degree to which each element can support an effective assessment system, with "established" representing the minimum level required to sustain an assessment system.

The first stage of analysis examined each of these documents from the dimensions of the enabling environment, organisation and individual to identify the required elements of each dimension that are

necessary to produce the PISA-D project outputs. Each element in the framework describes a salient characteristic in the country's capacity that may be addressed with a targeted capacity building response; although the development of a single element sometimes requires several capacity building activities, the activities are similar enough to draw from similar human or physical resources and affect the same group of country-level stakeholders.

For each of these preliminary programme elements, development levels were defined by following the approach established by the SABER instruments. Using a priori assumptions about the key features likely to be found at the four SABER levels, descriptions were defined for each level (as applicable) for each element. Completing the rubric involves interviewing stakeholders to collect information about each rubric element; then, for each element, identifying the appropriate development level and providing a justification for the rating.

#### **2.4. Normative definitions**

To facilitate the creation of textual descriptions for the different levels of each element of the framework, normative definitions were developed for the three dimensions. During PISA-S as new elements have been identified and included in the framework, these normative descriptions have guided the textual descriptions for each level of the new element. For some elements, one or more of these levels did not apply; in these cases, the level remained undefined, as in the original SABER rubrics.

**Table 1. Enabling environment ratings: Normative definitions used for each element**

Latent	There is no environmental support or there are environmental obstacles that deter programme implementation
Emerging	There are political, economic or social structures in place that may be adapted to facilitate implementation
Established	Political, social or economic structures exist that can support implementation
Advanced	Political, social or economic structures are currently providing support to similar activities

**Table 2. Organisational ratings: Normative definitions used for each element**

Latent	There is no capacity to assume this role
Emerging	Some capacity exists, but it is not institutionalised in a coherent administrative structure
Established	Some capacity exists within a coherent administrative structure, but may lack availability or technical skills to assume responsibilities
Advanced	Capacity is institutionalised and has sufficient resources to assume the responsibilities without developing additional capacity

**Table 3. Individual ratings: Normative definitions used for each element**

Latent	Individuals do not have the skills required and/or are resistant to developing them
Emerging	Individuals have foundational knowledge or personal attributes that will enable them to acquire required skills or attributes
Established	Individuals have sufficient knowledge, interest and aptitude to allow development of required skills or attributes with brief workplace training and/or independent training and practice
Advanced	Individuals already have the required skills or attributes

## 2.5. Information collection activities

This report has been drawn up on the basis of information provided by various groups. The NPM and project deputy director were interviewed; a meeting was held with all members of the DGCE that are in some way involved in assessment; a meeting was organised with two individuals from the World Bank; a meeting with the MERECE (*Mesa Redonda de Cooperantes en Educación*) (Round Table of External Education Contributors) education group was attended. MERECE brings together the various donors and contributors to education in the country and there is a high level of interest in the project on the part of several of its members. In addition, a further meeting was held with the two individuals who led the assessments from the DGCE and two extra meetings were held with one of them who was also the Budget Director. Another meeting was held with the Director for Secondary Education. An extensive and interesting meeting was held with the Minister of Education, who reaffirmed his interest in Honduras taking part in PISA-D and gave his assurance that he would secure the funding and allocations needed. In order to further explore the issue of end-of-year assessments, an interview was held with the project manager and another two professionals from the MIDEH project.

**Table 4. Officials interviewed for this report from the Directorate-General for the Curriculum and Assessment**

Name	Other information
<b>PISA staff</b>	
Jorge Armando Carías Velásquez	Master in Human Security, specialising in human rights and gender equality Degree in Police Sciences
Kevin Alberto Zúñiga Girón	Degree in Graphic Design
Vilma Esperanza Reyes Matute	Degree in Mathematics
Noblida Yadira Rodríguez	Degree in Social Sciences
Bernardo José Coello Laínez	Degree in Teaching
<b>Staff from the Department</b>	
Reina Ediviges Iscoa Colindres	Primary teacher and degree in English
José Delfino Ortiz Berrios	Master in Education Management, degree in Teaching and Education Sciences, and a lawyer
Mirian Suyapa Ochoa	Degree in Education Administration and degree in Legal and Social Sciences
Edith Marlen Melara	Degree in Mathematics
Héctor Napoleón Bonilla	Degree in Teaching specialising in education administration and planning
Wilmer Antonio Andrade L.	Degree in Education Sciences
Miguel Salgado	Teaching, administration and planning trainee, Autonomous University
Darwin Rolando Dávila R.	Education adviser
Maritza Maribel Zaldívar D.	Master in Education Management and degree in Primary Education
María de los Ángeles Flores,	Teacher, Master in Curriculum and degree in Psychology
Belinda Filomena Tosta Palacios	Degree in Pre-primary Education
Nubia Rebeca Ventura Moreno	Primary teacher, degree in Teaching and Education Sciences
José Luis Cabrera	Primary teacher, master in Education Research, degree in Natural Sciences

**Table 5. Stakeholders interviewed for this report**

Name	Position
Juan Diego Alonso	Senior economist, education official, World Bank
Ana Belén Rodríguez Castillo	Assistant to the education official
Gloria Arita	Director for secondary education
Blanca Munguía	<i>Let's Transform Honduras</i> coordinator
<b>UMCE meeting</b>	
Dr Ricardo Morales Ulloa	Director, Institute for Social and Education Assessment and Research, National University for Teaching
Claudia Aguilar	Researcher and statistician, UMCE
Levi Castro	Statistician and psychometrician, UMCE
Carla Paz	Research coordinator
Esther Fonseca	UMCE coordinator

<b>Regular MERECE meeting</b>	
María Dolores Meléndez	Japan International Cooperation Agency (JICA), education consultant
Ricardo Soriano	JICA, programme official
Ajime Tacada	JICA, coordinator
Angela Baca	Common Fund, coordinator
Mirian y Rojos Rojo	German cooperation (GIZ, ATS)
Gustavo Duque	Director, Organisation of Ibero-American States (OEI)
Aminta Gutiérrez	Inter-American Development Bank, education consultant
Wilner R. Tuscios	World Food Programme, education
Ana Belén Rodríguez	World Bank, education consultant
Luisa Oyala	UN Population Fund (UNFPA), education advisor
<b>MIDEH meeting</b>	
Russbel Hernández	Project director: Improving the Impact of Student Performance in Honduras (MIDEH)
Mauricio Estrada	MIDEH professional, a civil engineer, has been working in assessment since 2006, starting as a translator, completed a diploma in psychometrics. Now completing a master's qualification and works part time at the American Institute for Research (AIR) and also part time at MIDEH
Marving Guifarro	Works at MIDEH. A psychometrician and specialist in educational mathematics

### 3. Capacity needs analysis

As noted in the first section of this report, Honduras is well-positioned to implement PISA-D. Several large-scale assessments have been conducted in Honduras. Nevertheless, in spite of the various capacities developed during those assessments, no coherent assessment system is in place and some capacities have stayed among individuals and institutions outside the Ministry of Education. As a result, the DGCE has skills which may be expanded on, although it does not have the abilities and conditions needed to effectively lead all processes in a national assessment. This is the case even if some PISA-D processes were to be outsourced. The process for which the NC is best placed is data collection, although there is still broad scope for improvement in this regard also. The meeting with staff from the DGCE confirmed the fact that external parties are recruited even though there is not necessarily sufficient internal capacity for assessing the work carried out.

The DGCE lacks statisticians, assessment specialists, psychometricians, analysts and education research specialists. Moreover, it is necessary to note the challenge most staff face from the standpoint of the English language barrier.

The arrow in Figure 1 below shows the position of the DGCE in the Ministry's organisation. It highlights that DGCE is directly attached to the Under Department for Technical and Teaching Affairs. It also reveals that the Departmental Directorates are directly attached to the Ministry and, below them, are a Municipal Directorate and a District Directorate, with the structure ending at the Directorates of the schools.



Figure 1. Organisational chart of the Department of Education

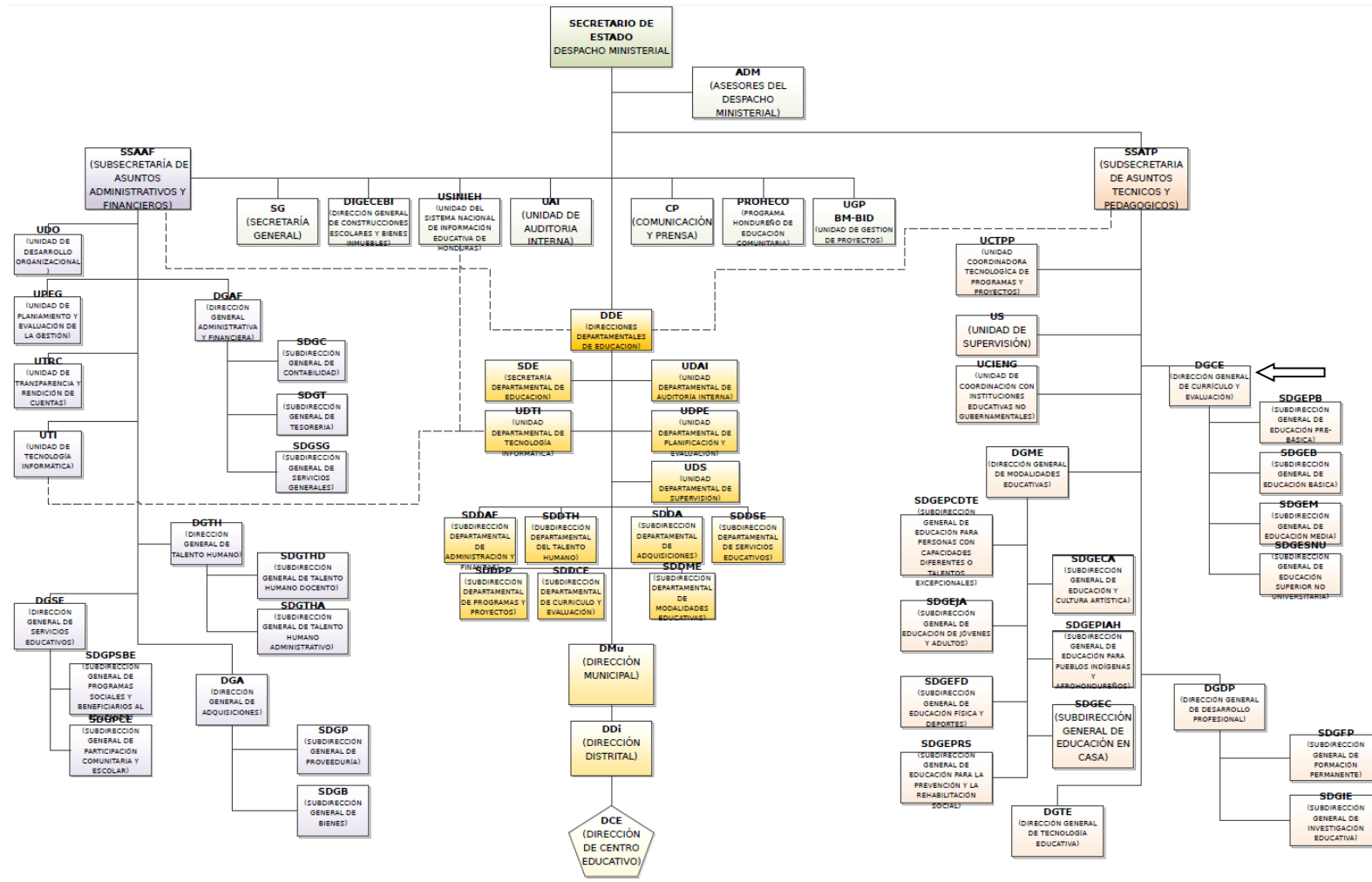
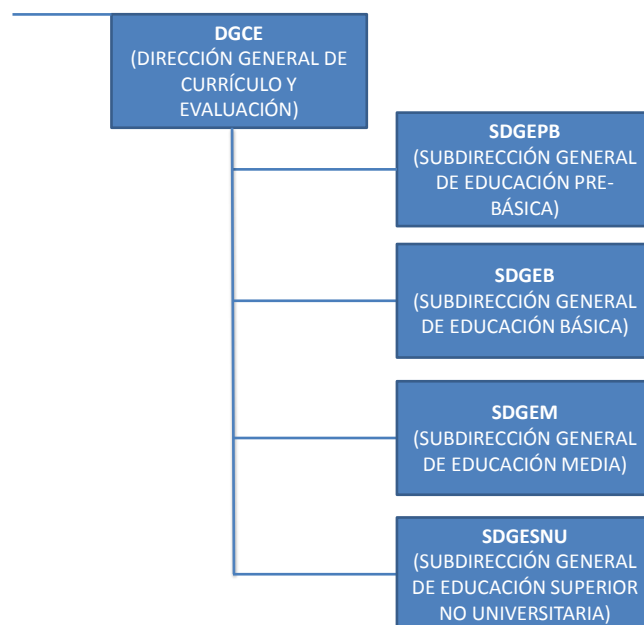


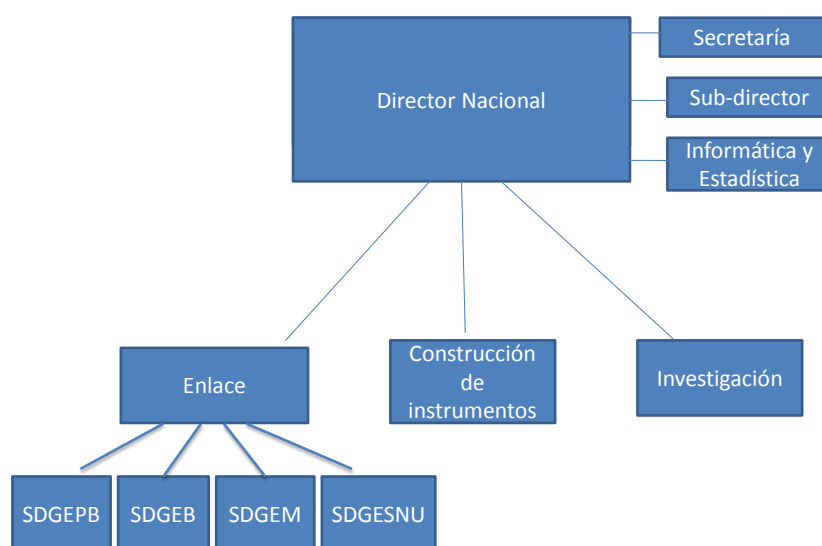
Figure 2 below shows an enlargement of the DGCE structure. It illustrates the lack of a specific responsibility in the organisation for assessment. The Director General, the PISA-D NPM, is in charge of this Directorate and has many responsibilities and few members of staff to call on.

Most of the members of DGCE are technical advisors and their primary duties are related to item preparation and implementation. Notable exceptions are the four persons hired specifically for PISA, the Director of Assessment and Follow-up and the Director of the Measuring Unit. These two positions are nominal and unofficial and are thus not included in the organisational chart. These two Directors carry out most tasks related to assessment and lack systematic training in any speciality. Given the staff limitations in terms of numbers and capacities, and in light of the current workload, participation in PISA-D should be accompanied by appropriate resources and funding to be successfully implemented.

**Figure 2. Current organisational chart of the DGCE**



There are plans in the Ministry to change the structure of DGCE so it would look as shown below:

**Figure 3. Future organisational chart of the DGCE**

In this new structure *Enlace* (liaison) would be the unit in charge of co-ordinating all areas incumbent on the Curriculum Area.

### 3.1. General findings

In summary, it can be said that the strengths of Honduras include an unwavering desire to take part in PISA and the firm backing of the Minister and the Ministry and even the President of the Republic, in addition to various large-scale assessment experiences enabling them to understand their shortcomings and reaffirm their interest in PISA-D. Honduras could substantially capitalise on the PISA-D project, inasmuch as it would allow the country to achieve improved organisation, to secure better infrastructure and to build its capacities, particularly in preparing cognitive and contextual items, in all manner of analyses and in quality control mechanisms.

The table below shows that more than 60% of elements considered within each dimension were classed as “Established” or “Advanced”. To some extent this confirms the potential for and likelihood of Honduras successfully taking part in PISA-D.

**Table 2. Classification of elements according to dimensions**

	Enabling environment		Organisation		Individual		Total	
Latent	6	13%	7	21%	2	8%	15	14%
Emerging	7	15%	5	15%	6	24%	18	17%
Established	18	38%	12	35%	10	40%	40	38%
Advanced	16	34%	10	29%	7	28%	33	31%
<b>Total</b>	<b>47</b>	<b>100%</b>	<b>34</b>	<b>100%</b>	<b>25</b>	<b>100%</b>	<b>106</b>	<b>100%</b>

To varying degrees, it has been possible to forge an emerging assessment culture in Honduras which has been reflected by the discourse of all partners with whom talks have been held as part of this analysis and is backed by the summarised data shown in Table 2. The enabling environment shows the lowest percentage of elements in the combined “latent” and “emerging” categories, and is the best rated aspect. Nonetheless, this culture has not been sufficiently established in order to lay out the determining factors for individual capacities and organisation, which are necessary in an assessment system. What is noteworthy in this table is the 21% of Latent elements in organisation, which effectively shows far greater difficulties; and in relation to individual capacities there are 32% of elements in the combined “latent” and “emerging” categories.

### ***3.2. Capacity assessment to improve contextual questionnaires and data collection and implementation instruments***

There are presently two teams performing large-scale assessments in Honduras that are commissioned by the government: one is the MIDEH project, responsible for end-of-year assessments, whose approach has been described; the other is the DGCE, which takes part in administering end-of-year tests and, to some extent, in preparing them, in addition to being fully responsible for assessment of teaching and pre-university assessment conducted on all secondary school graduates.

Contextual questionnaires are administered by MIDEH in certain years along with end-of-year tests, but neither the questionnaires nor the associated factor reports can easily be accessed in electronic or printed format. Neither the assessments of teaching nor the pre-university assessments administered by DGCE are accompanied by contextual questionnaires. The primary experience of the DGCE with contextual questionnaires was in adapting the questionnaires in the regional TERCE programme. On the basis of this study, UNESCO prepared a report on associated factors in Honduras.<sup>1</sup>

Considering this information, it would be useful for the DGCE to build capacities in developing a theoretical framework for the contextual questionnaires it wishes to administer. Although this is not a vital component for PISA (questionnaires largely arrive pre-prepared), it is necessary and appropriate in order to inform education practices and policies in the future.

### ***3.3. Capacity assessment to improve cognitive instruments and provide a better description of the skills of students at the lower end of the achievement scale***

The DGCE has experience preparing items because in 2013, 2014 and 2015 it prepared the teaching performance tests for pre-primary and primary level, each with 100 questions.<sup>2</sup> In addition it developed the tests for pre-university assessment in the four subjects in 2014 and 2015.<sup>3</sup> Moreover, it has benefitted from some degree of experience in the preparation of end-of-year tests. However, it should be taken into consideration that the staff of the DGCE have never examined items in light of the item response theory (IRT) parameters and their assessments have not been centred on measuring skills or abilities. Consequently, the DGCE would stand to benefit highly from IRT-parameter-based item analysis exercises and from qualitative analyses taking into consideration the assessment objective.

### ***3.4. Capacity assessment of the country in assessing, analysing and using results for monitoring and progress***

Despite the highly favourable environment for assessment, the DGCE would benefit enormously from capacity building in analysis and use of results. The reports prepared by the DGCE are mostly basic, primarily incorporating analyses frequently based on a percentage of correct answers,<sup>4</sup> they are prepared for a highly technical readership and not for general audiences. There are no specific documents for policy makers or specific documents for teachers.

The report prepared by the MIDEH<sup>5</sup> uses IRT scores in addition to a correct response percentage in general analyses. All the reports by MIDEH show a distribution according to levels of performance; nevertheless, rather than levels distinguished by the skills of students, they are groups of students according to scores or the percentage of correct answers. In other words, there are no descriptions at these levels regarding what students know and can do. In addition, the audience of these reports is unclear and there are no plain objectives set out regarding what they aim to achieve.

### ***3.5. Capacity building opportunities among peers***

The NPM has already been in contact with Brazil – the peer-to-peer learning partner of Honduras in PISA-D. Brazil will support Honduras in many aspects of the project but especially in areas related to the analysis of data from the field trials and the main data collection with IRT. Moreover, on site assistance from Brazil has been sought to support the analysis needed for the final report.

Generally speaking, the Honduras team is very interested in all capacity building areas, although it faces huge challenges with the English language. Moreover, when it comes to travelling, the team may face further difficulties if expenses are not granted beforehand or accommodation provided in advance, as has been the case in the past.

## **4. Capacity development priorities**

Given the foregoing analysis of the capacity needs of Honduras, there are several areas where capacity should be strengthened. A summary of the key capacity building priorities for each dimension considered in the theoretical framework (enabling environment, organisation and individual) is presented below.

### ***4.1 Enabling environment***

#### *Funding for specific activities*

Honduras has applied to development co-operation agencies in order to secure funding for the whole project. However, the country received funding from the state in order to settle the costs of incorporation and, to date, the country has managed to secure funding with the Inter-American Development Bank to attend all meetings. Given that the Ministry of Education and the President of the Republic have given their firm backing to this project, there is no doubt overshadowing its funding.

The premises of the DGCE constitute a significant hurdle. Thus far, the team has been working in extremely adverse conditions, which does not encourage excellent performance or effectiveness. For instance, the premises are small and there is no Internet connection or air conditioning.

The most suitable staff are on temporary contracts that can be cancelled at any moment, rather than being on the staff payroll. In addition, the salaries of these contract staff are lower than everyone else's, and in some cases they are paid late.<sup>6</sup> Often participants need to pay for their own expenses to attend a meeting, which are then reimbursed within an undefined timeframe.

#### *Assessing and increasing the efficiency of results reports*

There is broad scope for improvement in reporting and there are several capacity building needs in this area, including:

- More statistical, psychometric and analysis knowledge is needed to prepare more precise reports.

- A communication policy needs to be established in order to determine who the reports are addressed to and what content they need to incorporate.

#### *Inclusion of out-of-school 15-year-olds*

Honduras benefits from a database identifying all students, which when compared to population projections can make it easier to determine the sample framework of out-of-school students. However, greater capabilities are needed, some of which would be covered by PISA-D, while additional opportunities would need to be integrated in the country's capacity building plans. In relation to sampling, these are as follows:

- Techniques for sampling populations with specific characteristics and weighted sampling.
- Research and interview techniques in home surveys.

#### **4.2. Organisation**

##### *Capacity assessment of the country in assessing, analysing and using results for monitoring and improvement of education quality*

- It is necessary to set up an assessment system with a mid-term plan and appropriate finances. To some degree, the PISA-D Project Implementation Plan (PIP) may be helpful along these lines.
- It is necessary to restructure the DGCE to achieve more suitable distribution of work in a way that makes it possible to distinguish responsibilities. The current organic structure is far too simple and responsibilities are not clearly stated or evenly distributed. The alternative is to set up the Assessment Institute, which by all accounts would call for more funds, although in the long term it would provide a definitive solution.
- Staff are low in numbers and not all members have the skills needed for assessment. It would be necessary to establish which individuals are best suited to specialising in this area.
- Specialised teams are needed for instruments, operations, analyses and communication.

##### *Enhanced cognitive assessments for below-baseline achievement levels in PISA*

- Psychometric analyses are not regularly performed on items. When parameters have been calculated using IRT, it has been done by an external consultant who has not installed greater capacity in the Directorate.
- There is a need to forge a protocol item construction, as well as a means of recording and storage. Although no new items will be prepared in PISA-D, this would constitute an ideal opportunity for the Honduras team to learn more about this area through external training, supplementary to the project.
- Experience in scoring open questions is restricted to the LLECE tests. Accordingly, in order to adapt to and correct the PISA open questions, major capacity building is called for in the various areas. This capacity building is envisaged as part of training in one of the international and PISA-D NPM meetings, although it is also an area where close co-operation with the peer-learning partner country (Brazil) could prove greatly useful.

### *Enhanced contextual questionnaires and data collection instruments*

To date, the DGCE has not prepared, administered or analysed questionnaires of the type used in PISA. Therefore:

- Knowledge of what could constitute a framework of reference is required.
- Capacity building is needed in the design and preparation of instruments.
- Information needs must be understood and detailed in order to make education policies and establish teaching practices.

### **4.3. Individual**

One of the biggest challenges facing the DGCE in its involvement in PISA-D is that the capacities developed in the various assessment projects do not remain within the institution; instead, they are embedded in other public and private institutions in the country. Accordingly, it would be in its interest to directly manage the PISA project and build capacities in all areas needed so it could lead the assessment, even if it is as a counterpart and does not directly implement all activities. For now, the Ministry has assigned this task to the DGCE, presumably as a way of ensuring capacities remain within the Ministry. With broader availability of skills, Honduras would be able to decide on which strategy to follow to firmly establish an assessment system. PISA-D shall co-operate in building these capacities. Moreover, if the Institute mentioned were to ultimately be set up it would mean that qualified staff with experience could be transferred to the new institution.

A further difficulty is that those individuals with the most experience and knowledge of assessment in DGCE do not have a command of English. As a result, bilingual individuals were recruited, although they did not possess skills in assessment. It is necessary to set up a co-operative working environment where both groups benefit. Moreover, it has been suggested that facilities be provided to assist in the learning of English.

## **5. Conclusions and next steps**

The main conclusion to be drawn is that the Ministry of Education and the DGCE is well placed and would benefit substantially by taking part in PISA-D. A key next step is for the country to identify the resources required in order to implement PISA and to form an Assessment Unit to organise and direct an assessment system.

On the basis of this report, a capacity building plan covering the three years of project implementation will be developed. This capacity building plan will be clearly grounded in the implementation of PISA for Development, taking care to ensure that training and capacity building opportunities are costed and scheduled in a timely and effective way. This programme will be designed to equip the NC, the NPM, and other related actors with the capacity they require to implement the PISA-D project successfully and, in addition, respond to the particular priorities for student assessment that Honduras has identified beyond those necessary for project implementation, such as assessment methods, item development, analysis and use of data to support policy development, and student assessment for curriculum reform.

## NOTES

1. HONDURAS, TERCE, associated factors.
2. Assessment Report on Teaching Performance 2014.
3. Department of Education, Under Department for Technical and Teaching Affairs, Directorate-General for the Curriculum and Assessment (DGCE): Results of academic performance of secondary education graduates 2014, governmental and non-governmental schools. First report on learning outcomes of secondary education graduates in the country in 2014.
4. Specifically: Assessment Report on Teaching Performance 2014; Department of Education, Under Department for Technical and Teaching Affairs, Directorate-General for the Curriculum and Assessment (DGCE): results of academic performance of secondary education graduates 2014, governmental and non-governmental schools. First report on learning outcomes of secondary education graduates in the country in 2014.
5. Government of the Republic of Honduras, Department of Education: National Report 2014, Spanish 1st to 9th year.
6. By March, no salaries had been received for 2016.



## REFERENCES

Clarke, Marguerite (2012), *What Matters Most for Student Assessment Systems: A Framework Paper*, The World Bank, Washington, DC, <https://openknowledge.worldbank.org/bitstream/handle/10986/17471/682350WP00PUBL0WP10READ0web04019012.pdf?sequence=1>. License: CC BY 3.0 IGO.

OECD (2013), *PISA for Development Project Document (with Logical Framework)*, OECD, Paris.

OECD (2012a), *PISA National Project Manager Manual*, OECD, Paris.

OECD (2012b), *PISA National Project Manager Roles and Responsibilities*, OECD, Paris.

## ANNEX A: SUMMARY OF THE CLASSIFICATION OF CAPACITY BUILDING NEEDS

This annex is directly exported from the data in the PISA-D tool for capacity building needs.

Information is organised hierarchically with each needs assessment element being placed within: 1) the three CNA dimensions (enabling environment, organisation and individual); 2) the PISA-D project requirements (operational requirements for PISA implementation); and 3) the five PISA-D outputs (enhanced questionnaires, enhanced learning assessments, including out-of-school 15-year-olds, capacity in assessment and peer-to-peer learning).

The references used originally to describe each element are below.

**Table A.1. Summary of Ratings for CNA Dimensions**

Dimension	Level	Rating count	Percent within dimension
Enabling environment	Latent	6	12%
	Emerging	7	15%
	Established	18	38%
	Advanced	16	33%
Organisation	Latent	7	19%
	Emerging	5	14%
	Established	12	33%
	Advanced	10	28%
Individual	Latent	2	7%
	Emerging	6	21%
	Established	10	36%
	Advanced	7	25%

### *CNA Dimension 1. Enabling environment*

#### *Project Requirement 1. Designation of NPM and establishment of NC*

##### 1. Stability of national large-scale assessment (NLSA) programme

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

References: SABER-SA-NLSA: EC1

Latent	Emerging	Established	Advanced
No NLSA exercise has taken place	The NLSA has been operating on an irregular basis	<b>The NLSA is a stable programme that has been operating regularly</b>	The NLSA is a stable programme that has been operating regularly

Justification: In 1997 the first assessment was conducted, although the process was not continued until 2007. In 2007 an assessment was conducted on 1st, 3rd and 6th year in Spanish and Mathematics; and in 2008 on 1st to 6th year for the same subjects. In 2010, the assessment was extended to 7th, 8th and 9th. In 2012, a new assessment was conducted on 1st to 9th (no assessments were performed in 2009 and 2011). All these assessments were sample-based at national level. In 2012 the newly-appointed minister decided that sample-based and census-based assessment of 1st to 9th year should be performed in Spanish and Mathematics. Until 2014 the sample was representative on a national level. In 2015 it became representative on a district and

municipal level. The purpose of the sample-based assessment is to conduct monitoring, while the census-based one is for formative purposes. End-of-year tests have no implications and are administered under the auspices of the Project for Improving the Impact of Educational Performance in Honduras (MIDEH), funded by USAID, with greater, improved resources than those available to the Directorate-General for the Curriculum and Assessment (DGCE). Certain processes are jointly implemented by the MIDEH and the DGCE, while others are not. MIDEH takes part in the administration of the sample-based test solely. The DGCE has been conducting assessments on teachers since 2013. In 2015, 10 000 teachers at pre-primary, primary and secondary level in Mathematics, Spanish, and Social Studies were assessed. The tests are standard exams on knowledge, background and class observation (Stallings methodology). In 2015 this incorporated assessments on teachers by students, parents or supervisors, the head teacher and peers from the schools. Final year secondary school graduates are also assessed in four subjects.

## 2. Having regular funding for NLSA

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

References: SABER-SA-NLSA: EC3

Latent	Emerging	Established	Advanced
There is no funding allocated to the NLSA	<b>There is irregular funding allocated to the NLSA</b>	There is regular funding allocated to the NLSA	

Justification: Funded using external assistance from USAID, BID and the Common Fund (Organised Cooperation in Education: France, Spain, Canada and Germany). It is administered by the Department of Education and its partners.

## 3. Adequacy of NLSA funding

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

References: SABER-SA-NLSA: EC3

Latent	Emerging	Established	Advanced
	<b>Funding covers some core NLSA activities: design, administration, analysis or reporting</b>	Funding covers all core NLSA activities: design, administration, analysis and reporting	

Justification: It is insufficient and very poor; no evidence in national budget.

## 4. Relevance of NC expertise

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

References: SABER-SA: NLSA

Latent	Emerging	Established	Advanced
There is no staff allocated for running a NLSA	The NLSA office is inadequately staffed to effectively carry out the assessment	<b>The NLSA office is adequately staffed to carry out the NLSA effectively, with minimal issues</b>	The NLSA office is adequately staffed to carry out the NLSA effectively, with no issues

Justification: It has been possible to assess it with the help of USAID for IRT data processing.

#### 5. Experience in planning, organising and conducting large-scale surveys

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

References: SABER-SA: NLSA

Latent	Emerging	Established	Advanced
The country/system does not offer opportunities that prepare individuals for work on NLSA		<b>The country/system offers some opportunities to prepare individuals for work on the NLSA</b>	The country/system offers a wide range of opportunities to prepare individuals for work on the NLSA

Justification: Need to strengthen capacities in sampling and data processing. The MIDEH team has engaged in capacity building and the National University of Honduras (UNAH) has taught diplomas. By all accounts, this has not been enough to qualify individuals from the DGCE.

#### 6. Experience in planning, organising and conducting international assessments

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

References: SABER-SA: International large-scale assessment (ILSA)

Latent	Emerging	Established	Advanced
The country/system has not participated in an ILSA in the last 10 years		The country/system has participated in at least one ILSA in the last 10 years	<b>The country/system has participated in two or more ILSA in the last 10 years</b>

Justification: TIMSS was led by Renán Rapallo in 2011 and data collection performed in conjunction with the Unit for Measuring Education Quality (UMCE) of the National University for Teaching (UPN). No further capacity was available within the State to make use of the data. The country also took part in the TERCE. DGCE would like to be able to perform secondary analyses using international databases.

#### 7. Having regular funding for ILSA

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

References: SABER-SA-ILSA: EC2

Latent	Emerging	Established	Advanced
There is no funding for participation in ILSA	<b>There is funding from loans or external donors</b>	There is regular funding allocated at discretion	There is regular funding approved by law, decree or norm

Justification: Honduras needs to secure funds from international co-operation for national and international assessments. Funds must be secured for each process.

#### 8. Adequacy of ILSA funding

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

References: SABER-SA-ILSA: EC2

Latent	Emerging	Established	Advanced
<b>There is no budget</b>	Funding covers some core activities of the ILSA	Funding covers all core activities of the ILSA	

Justification: There is no budget.

#### 9. Bureaucratic efficiency

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

References: PISA Technical Standards: Standard 19.1, PISA Technical Standards: Standard 1.1, PISA Technical Standards: Standard 7.1, PISA Technical Standards: Standard 14.1, PISA Technical Standards: Standard 14.2, PISA Technical Standards: Standard 15.1, PISA Technical Standards: Standard 15.2, PISA Technical Standards: Standard 15.3, PISA Technical Standards: Standard 15.4

Latent	Emerging	Established	Advanced
Stakeholders and the NC have no direct communication		Channels for communication involve unnecessary third parties	<b>Communication channels allow direct institutional access between NC and stakeholders</b>

Justification: Communication with the Ministry and agencies is very direct, as with civil society, and it reaches teachers through official channels such as district and school directorates. The aim is for existing ties to be maintained.

#### 10. Efficiency of communication protocols

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

References: PISA Technical Standards: Standard 1.1, PISA Technical Standards: Standard 14.1, PISA Technical Standards: Standard 14.2, PISA Technical Standards: Standard 15.1, PISA Technical Standards: Standard 15.2, PISA Technical Standards: Standard 15.3, PISA Technical Standards: Standard 15.4, NPM Manual: Communication (NPM/NC responsibilities)

Latent	Emerging	Established	Advanced
The NPM is not able to engage directly or indirectly with key stakeholders	The NPM can engage stakeholders but only indirectly through higher management levels	The NPM can engage directly stakeholders but in a formal or subordinate role (i.e., with restricted exchange of communication)	<b>The NPM can engage most stakeholders as a peer</b>

Justification: Close relations with institutions supporting assessment and other education policies. Relations are very positive with the parties making and implementing policies.

#### 11. Communication with stakeholders

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

References: PISA Technical Standards: Standard 19.1, PISA Technical Standards: Standard 1.1, PISA Technical Standards: Standard 7.1, PISA Technical Standards: Standard 14.1, PISA Technical Standards: Standard 14.2, PISA Technical Standards: Standard 15.1, PISA Technical Standards: Standard 15.2, PISA Technical Standards: Standard 15.3, PISA Technical Standards: Standard 15.4, NPM Manual: NPM/NC responsibilities

Latent	Emerging	Established	Advanced
There is no regular communication between NC and stakeholders	The NC interacts with a network of contacts representing each stakeholder organisation	The NC provides regular updates or bulletins to stakeholders	<b>The NC has regular meetings or accessible forums with stakeholders for two-way discussions</b>

Justification: Regular meeting (monthly) with the co-operation parties. Five meetings a year with teachers and head teachers to submit results or draw up data. Councils with teachers and head teachers, meetings with teachers in districts and departments. Working meetings are held twice a month with other directorates and the Ministry.

#### 12. NLSA research and development funding

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

References: SABER-SA-NLSA: EC3

Latent	Emerging	Established	Advanced
	Funding does not cover research and development activities	Funding covers some professional development activities	Funding covers research and development activities

Justification: No specific funds, only some research conducted using ILSA and NLSA funding.

#### 13. Having strong organisational structures for NLSA

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

References: SABER-SA-NLSA: EC4

Latent	Emerging	Established	Advanced
There is no NLSA office, ad hoc unit or team	The NLSA office is a temporary agency or group of people	<b>The NLSA office is a permanent agency, institution, or unit</b>	The NLSA office is an independently-funded and operating agency, institution, or unit

Justification: It is a unit of the Ministry.

#### 14. Autonomy of NLSA structures

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

References: SABER-SA-NLSA: EC4

Latent	Emerging	Established	Advanced
	Political considerations regularly hamper technical considerations	Political considerations sometimes hamper technical considerations	<b>Political considerations never hamper technical considerations</b>

Justification: To date no incidents have arisen in assessment where the policy has affected technical aspects of it.

#### 15. Accountability of LSA structures

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

References: SABER-SA: NLSA

Latent	Emerging	Established	Advanced
	The NLSA office is not accountable to a clearly recognised body	<b>The NLSA office is accountable to a clearly recognised body</b>	

Justification: is responsible to Minister of Education and co-operation agencies.

#### 16. ILSA research and development funding

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

References: SABER-SA-ILSA: EC2

Latent	Emerging	Established	Advanced
<b>Funding does not cover research and development activities</b>		Funding covers some professional development activities	Funding covers research and development activities

Justification: This is not budgeted and funds have not been provided for research and development to international assessment.

*Project Requirement 2. Compiling and confirming information on schools and students for the definition of the assessment population*

17. Geography and climate obstacles

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

References: PISA for Development Document

Latent	Emerging	Established	Advanced
Large segments of the population are inaccessible to data collectors	Quality of transportation networks deny access of data collectors to certain regions	Quality of transportation networks limits the ability to reach certain regions under certain weather conditions	<b>All regions are accessible</b>

Justification: Some regions are more complicated and can only be reached by sea or air, although they are always reached for census-based assessments.

18. Security issues with data collection

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

References: PISA for Development Document

Latent	Emerging	Established	Advanced
Lack of security prevents data collection for large segments of the population	Civil unrest makes certain regions inaccessible to data collectors	<b>Civil unrest requires additional security to ensure the safety of personnel and integrity of data in certain regions</b>	All regions are accessible

Justification: There are certain colonies that need support from the national security authorities to gain access.

19. Effect of political climate on implementation

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

References: PISA for Development Document

Latent	Emerging	Established	Advanced
Political conflict prevents project from proceeding	Political tensions introduce bureaucratic difficulties which reduce the ability of the NPM to reach consensus with stakeholders or meet timelines	Political climate does not adversely affect the project	<b>All relevant political bodies (government and opposition) actively support the project</b>



Justification: PISA is backed by the President and the central government; the opposition have no involvement in education.

## 20. Reliability of student attendance

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

References: PISA Technical Standards: Standard 1.10

Latent	Emerging	Established	Advanced
Student attendance is unreliable and/or not monitored	Student attendance may be monitored but is vulnerable to out-of-school factors (e.g. work, weather)	Student attendance is reliable but is not formally monitored with attendance records	<b>Student attendance is reliable, monitored, and enforced with attendance policies</b>

Justification: All assessments made are based on an attendance rate of 95%. The attendance is monitored using pre-enrolment lists.

## 21. Quality of school sample frame

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

References: PISA Technical Standards: Standard 1.6, PISA Technical Standards: Standard 9.3, PISA Technical Standards: Standard 16.1

Latent	Emerging	Established	Advanced
There is no Education Management Information System (EMIS) or equivalent infrastructure to provide a school sampling frame	An EMIS is present but is not used or is not accessible for confidentiality or bureaucratic reasons	An EMIS exists and is accessible but is not updated regularly or the frame is inaccurate (missing schools or have schools that do not exist)	<b>An EMIS is updated annually with an accurate frame</b>

Justification: Database is updated. The 2015 database can presently be used and it incorporates special, non-formal education programmes.

## 22. Level of detail in administrative student data

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

References: PISA Technical Standards: Standard 1.6, PISA Technical Standards: Standard 9.3, PISA Technical Standards: Standard 16.1

Latent	Emerging	Established	Advanced
No student data (e.g. grade, age) is available for individual schools	Student data (e.g. grade, age) is recorded in aggregate at the school level	Students data are recorded in central records that link student name and school name	<b>Students have profiles and personal identification numbers that persist across grades and schools</b>

Justification: An ID is used for students to track every single pupil.

### 23. Scheduling conflicts due to local political activities

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

References: PISA for Development Document

Latent	Emerging	Established	Advanced
Regional resources are not available due to conflicting or uncertain availability	Uncertainty over the timing of magnitude of political or civic events results in inability of individuals, institutions, or regions to commit to participating in PISA	Use of common resources (schools, teachers/ head teachers) causes scheduling conflicts with implementation of PISA in schools	<b>Scheduled political or civic activities do not adversely affect the project</b>

Justification: Once a project is approved, it cannot be backtracked. Prior to starting, it may be put on hold due to a change of government. The next change is in 2017, though re-election is a high probability.

### 24. 15-year-old census

Project output: Including out-of-school 15-year-olds

References: PISA for Development Document

Latent	Emerging	Established	Advanced
No information is available about out-of-school 15-year-olds	<b>Information about out-of-school 15-year-olds is available from data sources updated with &gt;5-year frequency</b>	Information about out-of-school 15-year-olds is available from data sources updated with 2-5-year frequency	Information about out-of-school 15-year-olds is available from data sources updated annually

Justification: The last full census was from 2001, although fairly accurate projections are made for 2016-2020. The census has no set regularity and instead depends on availability of funds.

### 25. Location of 15-year-olds

Project output: Including out-of-school 15-year-olds

References: PISA for Development Document

Latent	Emerging	Established	Advanced
No information is available about geographic location of 15-year-olds	Information about location of 15-year-olds is at regional levels (e.g. number of 15-year-olds in each province)	<b>Information about location is at community or district levels (e.g. number of 15-year-olds in each community)</b>	Information about location includes household addresses of 15-year-olds

Justification: Information available to the Department is on a community-based level, but the specific neighbourhood or block to which it pertains is unknown. Right now the Department conducts a national census on the illiterate population or early dropouts of all ages.

*Project Requirement 3. Stipulation of languages in which assessment materials will need to be available*

## 26. Information on student language of instruction

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

References: PISA Technical Standards: Standard 2.1

Latent	Emerging	Established	Advanced
No student records are available	Student records are available but do not store dominant language of instruction	Student information records the dominant language of instruction	<b>Student information records the language of instruction for each subject</b>

Justification: Bilingual education and use of the mother tongue as the language of instruction applies, but schools are classified according to this criterion. It is known precisely. It is recorded in the Administrative Schools System, known as SACE.

## 27. Information on school language of instruction

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

References: PISA Technical Standards: Standard 2.1

Latent	Emerging	Established	Advanced
There is no EMIS or equivalent system	School information is centrally stored but without language of instruction	<b>School information contains predominant language of instruction</b>	

Justification: Data is recorded in the SACE.

*Project Requirement 4. Definition of criteria for stratification of school and student samples*

## 28. Clear statement of purpose for participation in NLSA

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

References: SABER-SA-NLSA: EC1

Latent	Emerging	Established	Advanced
There is no policy document pertaining to NLSA	There is an informal or draft policy document that authorises the NLSA	<b>There is a formal policy document that authorises the NLSA</b>	

Justification: It exists in the Fundamental Education Law, and the Law on assessment, certification and accreditation of education quality.

## 29. Transparent policy for NLSA

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

References: SABER-SA-NLSA: EC1

Latent	Emerging	Established	Advanced
	The policy document is not available to the public	<b>The policy document is available to the public</b>	

Justification: The Law is in the public domain, although it is new and needs to be disseminated.

## 30. Clear statement of purpose for participation in ILSA

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

References: SABER-SA-ILSA: EC1

Latent	Emerging	Established	Advanced
There is no policy document that addresses participation in ILSA	There is an informal or draft policy document that addresses participation in ILSA	<b>There is a formal policy document that addresses participation in ILSA</b>	

Justification: The laws mentioned above and the Law on Participation and Improvement of Public Education (COMDE) set the mandate for taking part in international assessments.

## 31. Use of ILSA

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

References: SABER-SA-ILSA: AQ2

Latent	Emerging	Established	Advanced
If any, country/system-specific results and information from the ILSA are not used to inform decision making in the country/system	Results from the ILSA are used in a limited way to inform decision making in the country/system	Results from the ILSA are used in some ways to inform decision making in the country/system	<b>Results from the ILSA are used in a variety of ways to inform decision making in the country/system</b>

Justification: Owing to low performance in TIMSS, PIRLS and TERCE, Honduras has enacted decrees to extend the school day, incorporate remedial teaching on Saturday and promote teaching assessment.

## 32. Stakeholder use of LSA data

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

References: PISA Technical Standards: Standard 19.1

Latent	Emerging	Established	Advanced
No stakeholders use of LSA	Stakeholders reference reported average scores and 'passing' percentages from published LSA information	<b>Stakeholders commission specialised reports or reference correlations and other specific information from LSA</b>	Stakeholders actively analyse data for specific information

Justification: A national TIMSS and PIRLS report was published.

*Project Requirement 9. Communication and co-ordination with schools that will participate in the assessment*

33. Engagement of data collection agency or network with collection sites (e.g. schools)

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

References: PISA Technical Standards: Standard 1.6

Latent	Emerging	Established	Advanced
	The NC has contact information for individuals with access to school sites	The NC has intermittent administrative contact with schools or contact through previous LSA	<b>The NC has regular contact with schools through professional development and/or previous LSA activities</b>

Justification: The schools are contacted when the assessment is going to take place.

34. Perceptions of external survey-based large-scale assessment (LSA) of lower-level stakeholders

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

References: PISA Technical Standards: Standard 1.10

Latent	Emerging	Established	Advanced
Stakeholders have no knowledge of external LSA or assume that LSA is used to evaluate specific school performance	Stakeholders understand LSA is not antagonistic but see it as an unnecessary disruption	<b>Stakeholders recognise a clear washback effect from the results of LSA and the policies and practices affecting learning</b>	Stakeholders recognise external uses of LSA information and make internal use of LSA results to inform policy and practice

Justification: there has been training sessions in relation to LSA for certain directors and teachers assessment, particularly among those who are more accessible in urban areas.

*Project Requirement 14. Establishing a training plan with key staff of the NC to attend training sessions*

35. Funding for NPM/NC for international training and meetings

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

References: NPM Manual: International participation

Latent	Emerging	Established	Advanced
No budget or time exists for international training	<b>Ad hoc funds are allocated, when available, to support participation in international training and meetings</b>	Institutional participation is formally committed, with funding from a variety of sources	Dedicated funds are available for participation in international training and meetings

Justification: The country is committed and has settled the international payment using national funds. The DGCE is determined to seek full funding from a variety of sources.

### 36. Availability of NPM/NC for international training and meetings

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

References: NPM Manual: International participation

Latent	Emerging	Established	Advanced
Staff are prevented from participating in international activities due to restrictions on personal or professional travel	No time is allocated for international activities, and they are completely external to staff's institutional responsibilities	<b>Participation in international activities is within the scope of institutional responsibilities, but in addition to regular responsibilities</b>	Time is specifically allocated to participation in and preparation for international activities

Justification: Capacity building shall be for individuals exclusively devoted to PISA along with individuals possessing experience in assessment.

### 37. Participation in previous international ILSA training

Project output: Identify peer-to-peer learning opportunities regarding PISA participation with other countries and development partners

References: SABER-SA-ILSA: SA1

Latent	Emerging	Established	Advanced
The ILSA team has not attended international workshops or meetings	<b>The ILSA team attended some international workshops or meetings</b>	The ILSA team attended all international workshops or meetings	

Justification: All meetings were attended for the TERCE and most for the TIMSS.

*Project Requirement 25. NPM develops a national dissemination plan of their country's participation in PISA for Development and the relevant results from the pilot*

### 38. Expectations for NLSA

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

References: SABER-SA-NLSA: EC1

Latent	Emerging	Established	Advanced
There is no plan for NLSA activity		There is a general understanding that the NLSA will take place	<b>There is a written NLSA plan for the coming years</b>

Justification: This is established by the Fundamental Education Law and the Law on assessment, certification and accreditation. It is also set out in the Strategic Institutional Plan 2014-2018 (p. 27).

#### 39. Having strong public engagement for NLSA

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

References: SABER-SA-NLSA: EC2

Latent	Emerging	Established	Advanced
All stakeholder groups strongly oppose the NLSA	Some stakeholder groups oppose the NLSA	<b>Most stakeholder groups support the NLSA</b>	All stakeholder groups support the NLSA

Justification: Certain institutions do not provide financial support and organised groups of teachers do not support the assessment.

*Project Requirement 27. The NPM provides input and guidance with regards to the policy priorities that should help determine the content and analysis presented in the country report*

#### 40. Setting clear policies for ILSA

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

References: SABER-SA-ILSA: EC1

Latent	Emerging	Established	Advanced
	The policy document is not available to the public.	<b>The policy document is available to the public</b>	

Justification: The laws are in the public domain and the legislative authority is required to publish the laws. Nevertheless, it would be desirable for the laws to be more widely known among the population.

#### 41. Contributions to ILSA

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

References: SABER-SA-ILSA: AQ1

Latent	Emerging	Established	Advanced
<b>The country/system has not contributed new knowledge on ILSA</b>			The country/system has contributed new knowledge on ILSA

Justification: Honduras' systems have not contributed to assessment outside the country because they are not in a position to do so.

#### 42. Dissemination of ILSA results

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

References: SABER-SA-ILSA: AQ2

Latent	Emerging	Established	Advanced
If any, country/system-specific results and information are not disseminated in the country/system	Country/system-specific results and information are disseminated irregularly in the country/system	<b>Country/system-specific results and information are regularly disseminated in the country/system</b>	Country/system-specific results and information are regularly and widely disseminated in the country/system

Justification: Results are disseminated annually, although it is restricted at the national and district ministry levels.

#### 43. Feedback from ILSA

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

References: SABER-SA-ILSA: AQ2

Latent	Emerging	Established	Advanced
<b>Products to provide feedback to schools and educators about the ILSA results are not made available</b>		Products to provide feedback to schools and educators about the ILSA results are sometimes made available	Products to provide feedback to schools and educators about ILSA results are systematically made available

Justification: The products do not reach each individual school, rather are only available on a national and departmental basis.

#### 44. Breadth of stakeholder engagement

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

References: PISA Technical Standards: Standard 19.1

Latent	Emerging	Established	Advanced
Only the K-12 sector is engaged in LSA	K-12, TEVET and University sectors are engaged in LSA	<b>Multiple stakeholders representing public interests including education and non-education sectors are engaged</b>	Multiple stakeholders are engaged including non-government or indirect educational stakeholders

Justification: Universities and teachers' organisations are not committed. However, operation agencies, the central government and MERECE (international co-operation organisation) are.



## 45. Media coverage of ILSA

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

References: SABER-SA-ILSA: AQ2

Latent	Emerging	Established	Advanced
There is no media coverage of the ILSA results	There is media coverage of the national averages and percentages from ILSA results	There is national media coverage of the ILSA results beyond national averages/percentages that includes correlations and demographic comparisons	<b>There is national and local media coverage of detailed ILSA results</b>

Justification: The media always disseminate the Department's publications on assessment results, although they do not always do so effectively.

## 46. Positive washback of ILSA

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

References: SABER-SA-ILSA: AQ2

Latent	Emerging	Established	Advanced
<b>It is not clear that decisions based on ILSA results have had a positive impact on students' achievement levels</b>		ILSA results have influenced decision making intended to improve students' achievement levels	Decisions based on the ILSA results have had a positive impact on students' achievement levels

Justification: International results are not disseminated on a school-by-school basis.

## 47. Learning needs for non-academic outcomes

Project output: Enhanced cognitive assessments for below-baseline proficiency levels in PISA

References: PISA for Development Document

Latent	Emerging	Established	Advanced
<b>No attention is given in the education sector to non-academic skills</b>		The trade/vocational training sector defines foundational skills for occupational training	A framework extends the K-12 curricula to adult competencies relevant to local contexts (including economy, citizenship, etc.)

Justification: Attention only given to academic skills.

*Project Requirement 32. Planning of the quality assurance process so that Quality Monitors visit a sample of schools during testing sessions to observe and document quality of sessions*

#### 48. Monitoring of collection procedures

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

References: PISA Technical Standards: Standard 9.3

Latent	Emerging	Established	Advanced
	<b>Institutions or individual stakeholders may nominate or exclude specific sites from monitoring</b>	Monitored sites are selected randomly with ad hoc exclusions	Monitored sites are randomly sampled and the rationale for any exclusions from site monitoring is agreed upon prior to sampling

Justification: Testing is supervised where supervisors are available. Supervisors from the Department and civil society (organised in an association and those with which the DGCE has agreements) are on hand at the departments throughout the process (distribution, testing, collection). Society where the church, private enterprise, education non-governmental organisations, the press overseeing the actions of the state. These supervisors implement an instrument.

#### *CNA Dimension 2. Organisation*

*Project Requirement 1. Designation of NPM and establishment of NC*

#### 49. National co-ordinator for ILSA

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

References: SABER-SA-ILSA: EC3

Latent	Emerging	Established	Advanced
There is no team or national/system co-ordinator to carry out the ILSA activities	<b>There is a team or national/system co-ordinator to carry out the ILSA activities</b>	There is a team and national/system co-ordinator to carry out the ILSA activities	

Justification: Several teams perform assessments, but not comprising a single system.

#### 50. Effectiveness of human resources for ILSA

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

References: SABER-SA-ILSA: EC3

Latent	Emerging	Established	Advanced
	The ILSA office is inadequately staffed or trained to carry out the assessment effectively	<b>The ILSA office is adequately staffed or trained to carry out the ILSA effectively, with minimal issues</b>	The ILSA office is adequately staffed and trained to carry out the ILSA effectively, with no issues

Justification: The DGCE team has conducted several large-scale testing activities and they are not expected to encounter any difficulties in this area, but they need broad capacity building for analysing and preparing the final report.

#### 51. Scheduling priority given to ILSA activities

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

References: NPM Manual: NPM/NC responsibilities

Latent	Emerging	Established	Advanced
NC staff are typically assigned higher priority requests related to other projects	NC staff are typically required to immediately attend or do not reschedule meeting requests from managers or colleagues (i.e., meeting requests take priority over pending work)	NC staff manage their own schedules and may reschedule ad hoc meeting requests	<b>Administrative support for NC intercepts and schedules or coordinates ad hoc meeting requests on behalf of NC staff</b>

Justification: The director of the NC has full freedom to organise his timetable and is supported by two secretaries.

#### 52. Availability of NPM

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

References: NPM Manual: NPM/NC responsibilities

Latent	Emerging	Established	Advanced
NPM time is committed as required, in addition to regular responsibilities	Part-time commitments from one or more people do not adequately cover the minimum PISA commitment (2 full-time equivalents). PISA responsibilities are managed through paid or unpaid overtime	Sufficient time commitments are made by NC staff to meet PISA demands, but no individuals are assigned full-time to PISA responsibilities	<b>Sufficient person-time is allocated to PISA with at least one full-time (non-clerical) NC staff member</b>

Justification: There is a team of 20 people and a further 5 have been recruited to jointly meet the needs of PISA. A national team is expected to be firmly established to carry out assessment.

#### 53. Engagement of clerical/administrative support

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

References: NPM Manual: NPM/NC responsibilities, PISA Technical Standards: Standard 17.3, PISA Technical Standards: Standard 17.4

Latent	Emerging	Established	Advanced
<b>Clerical support is not involved in correspondence (NPM manages all correspondence directly)</b>		Clerical support distributes outgoing correspondence from NC	Clerical support is the initial point of contact and/or has access to all incoming and outgoing correspondence

Justification: The NPM directly handles his correspondence and he refers to various people when applicable.

#### 54. NC co-ordination

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

References: NPM Manual: NPM/NC responsibilities

Latent	Emerging	Established	Advanced
<b>NC staff have no set schedule of appointments or meetings</b>		Staff meetings are scheduled and attended regularly	NC staff use shared agendas to enable regular and ad hoc scheduling of meetings

Justification: As the team is small, based on needs the director summons two co-ordinators and/or the staff involved. The co-ordinators summon the individuals they need for specific tasks.

#### 55. Access to a reliable, high bandwidth Internet connection and e-mail facilities

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

References: NPM Manual: Resources of the NC

Latent	Emerging	Established	Advanced
<b>NC has no Internet access</b>	NC has low bandwidth or unreliable Internet	Reliable, high bandwidth Internet is available onsite at selected terminals within the NC	NC has a fully networked environment with universal access to high bandwidth Internet and e-mail

Justification: A short time ago, the Department of Education terminated use of the Internet only giving authorisation to use the intranet. The director and others use their own computers and personal Internet connection.

#### 56. Computing environment

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

References: NPM Manual: Resources of the NC

Latent	Emerging	Established	Advanced
<b>Not all staff have full-time computer access or do not have access to document and spreadsheet applications</b>	NC relies on personal computers of staff running Windows XP or later with Microsoft Office professional (2007 or later); all computers include Excel and Word applications but do not connect to a workplace network	NC staff all have personal or dedicated computers with standard software; access to the workplace network may be limited	NC has dedicated workplace computers for all staff with standard software and network access

Justification: There are staff who do not have access due to lack of a computer or a poor computer. The newest computers have been used for over four years.

#### 57. Data quality of ILSA

Project output: Identify peer-to-peer learning opportunities regarding PISA participation with other countries and development partners

References: SABER-SA-ILSA: AQ1

Latent	Emerging	Established	Advanced
Data from the ILSA have 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	<b>The country/system met all technical standards required to have its data presented in the main displays of the international report</b>	

Justification: TERCE data did not have any shortcomings. Honduras was one of the countries with the least inconsistencies.

#### 58. Local capacity building for ILSA

Project output: Enhanced contextual questionnaires and data collection instruments

References: SABER-SA-ILSA: SA1

Latent	Emerging	Established	Advanced
The country/system offers no opportunities to learn about ILSA		The country/system offers some opportunities to learn about ILSA	<b>The country/system offers a wide range of opportunities to learn about ILSA</b>

Justification: Several dissemination events take place, reaching the departmental level. The audience includes education co-operators, school head teachers, local authorities, certain teachers and the media.

*Project Requirement 5. Establishing security protocols for the NC and for national sub-contractors*

## 59. Integrity of coding

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

References: PISA Technical Standards: Standard 11.4

Latent	Emerging	Established	Advanced
	<b>Coders are selected from bureaucratic appointments or personal networks</b>	Coders are selected from nominated applicants using transparent criteria	

Justification: Known people who were specialists in education and specific areas (mathematics and Spanish) were summoned. To be confirmed if there were no open-ended questions in Science.

## 60. Computing security

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

References: NPM Manual: Resources of the NC

Latent	Emerging	Established	Advanced
<b>Security software is limited to pre-installed software on personal or office computers</b>	Staff are personally responsible for maintaining antivirus and software updates without supervision	Staff follow institutional policies regarding regular software and antivirus definition updates	Dedicated IT staff or network policies ensure all software updates are installed at the institutional level

Justification: The whole of the Department has difficulty installing software and with having access to antivirus systems.

## 61. Accountability for security

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

References: PISA Technical Standards: Standard 8.1, PISA Technical Standards: Standard 18.2

Latent	Emerging	Established	Advanced
There are no consequences for breaches in security	There are ad hoc or discretionary policies regarding how to respond to breaches in security	<b>There are discipline policies for breaches in security with ad hoc or discretionary consequences and individuals with access to secure materials are aware of security protocols</b>	Where uncontrolled access is possible, legally binding confidentiality agreements enforce the data access restrictions and apply to all staff

Justification: The staff working on assessments are used to handling highly confidential instruments in field applications adhering to protocols or pre-determined regulations. There are discretionary supervision and more than one observer. Compliance forms have been filled in solely for international assessments.

#### 62. Secure storage of completed materials following data collection

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

References: PISA Technical Standards: Standard 8.1, PISA Technical Standards: Standard 18.2

Latent	Emerging	Established	Advanced
No secure facilities are available to the NC		<b>Repurposed storage or private office space is used to secure materials within the NC</b>	NC facilities have a specific security infrastructure for storing data collection materials (i.e. it is not physically possible for individuals to access secure material without it being granted by NPM)

Justification: Material is stored securely in the DGCE office or in the computer lab where the data is later digitised.

#### 63. Adherence to security protocols

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

References: PISA Technical Standards: Standard 8.1, PISA Technical Standards: Standard 18.2

Latent	Emerging	Established	Advanced
NC staff and partners have no experience with or no culture of security	There is a legal or administrative framework for accountability with respect to security	<b>Staff with access to secure materials receive training in security protocols</b>	All staff receive training in security protocols

Justification: Staff using confidential material are trained in security. Items are constructed in exclusive rooms at the Department's premises. The materials are prepared on paper and no one can remove anything. Sometimes the materials are prepared using computers in one of the Directorates and one copy is saved only. For applications, the material is always transported or held by DGCE staff who are trustworthy, and receive training, although have not signed a confidentiality agreement.

#### 64. Security auditing

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

References: PISA Technical Standards: Standard 8.1, PISA Technical Standards: Standard 18.2

Latent	Emerging	Established	Advanced
No tracking is made of access to secure materials	A list of individuals with permission is used to grant access to secure materials	The NPM can invoke or revoke access for any individual on the permitted list at any time	Access to secure materials is verified and recorded every time the material is accessed

Justification: There is no record of the people who have had access to information.

#### 65. Secure space for conducting the coding operations

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

References: NPM Manual: Resources of the NC

Latent	Emerging	Established	Advanced
No facilities are available	Multi-purpose facilities outside the NC are available for coding	Multi-purpose facilities within the NC may be secured for coding	Dedicated secured facilities are available

Justification: A suitable area for performing duties is available with staff of the DGCE supervising and material was never breached or taken. The lab co-ordinator does not allow anyone not related to the DGCE to gain access.

#### 67. Software resources

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

References: NPM Manual: Resources of the NC

Latent	Emerging	Established	Advanced
There is no mechanism for acquiring specialised software that is not already installed with computer at time of purchase	Individuals may download or purchase software for their own use without technical support or oversight	Individuals may download or purchase software for their own use but have access to institutional copies of required software	The NC administration maintains software licenses and manages acquisition and installation of necessary software

Justification: Free or unofficially obtained versions of software are used.

*Project Requirement 9. Communication and co-ordination with schools that will participate in the assessment*

#### 68. Sufficiency of data collection staff

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

References: PISA Technical Standards: Standard 1.7, PISA Technical Standards: Standard 1.8, PISA Technical Standards: Standard 3.1



Latent	Emerging	Established	Advanced
There are no available data collections staff	Available data collection staff are inexperienced, poorly trained, or do not have appropriate linguistic skills	There are few trained data collectors who must travel to many sites or many inexperienced or linguistically challenged data collectors	<b>There is a sufficient number of qualified data collectors for all sites</b>

**Justification:** There are trained floating staff and they are present when needed. Further training is always given prior to each process by the DGCE.

*Project Requirement 14. Establishing a training plan with key staff of the NC to attend training sessions*

#### 69. Availability of ILSA training

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

**References:** SABER-SA-ILSA: SA1

Latent	Emerging	Established	Advanced
		<b>Opportunities to learn about ILSA are available to the country's/system's ILSA team members only</b>	Opportunities to learn about ILSA are available to a wide audience, in addition to the country's/system's ILSA team members

**Justification:** Only the team directly involved (5 or 6 people) take part in the specific tasks to be performed.

*Project Requirement 24. Recruitment and training of test administrators that do not have any direct relationship to the students that will be assessed and that are experienced and competent enough to carry out the testing sessions following the scripts, guidelines and procedures established*

#### 70. Commitment of data collection staff

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

**References:** PISA Technical Standards: Standard 1.7, PISA Technical Standards: Standard 3.1, PISA Technical Standards: Standard 1.3

Latent	Emerging	Established	Advanced
Insufficient data collection staff	Data collection staff are part-time, shared with other institutions	<b>Data collection staff are part-time, shared with other projects in the same institution</b>	Data collection staff are specifically hired or reassigned for this role/project

**Justification:** There is a mix of people working in other units of the Department and people recruited specifically for administering tests. For the sample-based testing everyone is from the Department or specifically contracted, even if they are funded by other agencies. For census-based administrations, the tests are administered by teachers from a different year group in establishments that are not part of the control sample.

## 71. Availability of training facilities

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

References: PISA Technical Standards: Standard 6.2, PISA Technical Standards: Standard 11.2

Latent	Emerging	Established	Advanced
No facilities available (self-study or one-one-one)		<b>Existing facilities may be repurposed to accommodate training</b>	A dedicated training environment is available

Justification: Capacity building areas are provided for within the Department, within the schools or within Departmental Directorates. These conditions cannot be improved; hence, no milestones are set.

## 72. Avoidance of conflicting interests

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

References: PISA Technical Standards: Standard 6.3

Latent	Emerging	Established	Advanced
Hiring for data collection is treated as casual employment	The NC maintains employment records of data collectors	Employment records include subjects taught by data collectors and schools worked at	<b>Employment framework require data collectors to disclose any potential conflict of interest</b>

Justification: Data records are kept, but not uniformly pooled at national levels, they stay within the departments. There is no system for accumulating information to use in subsequent years.

## 73. Commitment of data collectors to training

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

References: PISA Technical Standards: Standard 6.2

Latent	Emerging	Established	Advanced
There is no provision or time for training	Data collectors must volunteer time or training time conflicts with regular responsibilities	<b>Data collector time is compensated but regular responsibilities may conflict with the training schedule</b>	Training time is compensated and is integrated with regular duties (or staff are hired exclusively for data collection)

Justification: There is a mix of specifically recruited staff and others. Officials are always required to fulfil their duties.

## 74. Household survey collection

Project output: Including out-of-school 15-year-olds

References: PISA for Development Document

Latent	Emerging	Established	Advanced
The no in-country capacity to conduct national surveys	Public or private data collection agencies are available but do not have capacity for national surveys	The NC has access to service providers with national survey capacity	<b>NC staff already has staff or existing relationship with resources for national survey collection</b>

Justification: Census-based tests were administered for all years in 2013 and 2014 and sample-based testing with national representativeness has been carried out since 2010.

#### 75. Correct sequencing of administration of national options

Project output: Enhanced contextual questionnaires and data collection instruments

References: PISA Technical Standards: Standard 7.2

Latent	Emerging	Established	Advanced
Data collection staff have been/will be given instructions on the protocols	Data collection staff have been/will be trained after PISA design has been finalised	Data collection staff have been/will be trained using the final instruments	<b>Final administration protocols are/will be sequentially scripted and bound and provided with the international testing materials</b>

Justification: National options will not be administered and staff will be trained to meet stipulated standards.

*Project Requirement 25. NPM develops a national dissemination plan of their country's participation in PISA for Development and the relevant results from the pilot*

#### 76. Providing teachers with opportunities to learn about the NLSA

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

References: SABER-SA-NLSA: SA2

Latent	Emerging	Established	Advanced
There are no courses or workshops on the NLSA	<b>There are occasional courses or workshops on the NLSA</b>	There are some courses or workshops on the NLSA offered on a regular basis	There are widely available high quality courses or workshops on the NLSA offered on a regular basis

Justification: Workshops are sometimes organised to divulge how instruments are prepared and administered, and how results are disseminated.

*Project Requirement 26. Preparing and distributing testing materials to schools in a secure fashion, ensuring materials arrive safely and without suffering damage or alterations*

#### 77. Booklet distribution infrastructure

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

References: PISA for Development Document

Latent	Emerging	Established	Advanced
Only ad hoc or site-specific printing resources are available		<b>Service provider(s) or internal staff may be contracted or retasked to print and distribute booklets but must be trained with proper protocols</b>	Existing infrastructure can be used to transport testing materials using pre-existing security protocols

Justification: No capacity for standardised distribution/printing of test material. A reliable printing company is used which also has capacity for storage and distribution. When the sample is large, the company transports material to departments. DGCE staff control print quality but are not involved in distribution.

#### 78. Adequacy of transportation for data collectors

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

References: PISA Technical Standards: Standard 1.7, PISA Technical Standards: Standard 3.1, PISA Technical Standards: Standard 1.3

Latent	Emerging	Established	Advanced
	<b>Data collectors use public or shared transportation or use personal transportation without reimbursement</b>	Data collectors use personal vehicles with reimbursement	Data collectors use dedicated institutional vehicles

Justification: In general, a transport pass is given and examiners can carry material as considered appropriate. However, some staff of the DGCE are given a vehicle solely for administration.

*Project Requirement 28. Co-ordination of appropriate enhancements/adaptations/translations of instruments, manuals and guides, and field trial and verification process with international contractors*

#### 79. Effectiveness of training for data collection

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

References: PISA Technical Standards: Standard 6.1

Latent	Emerging	Established	Advanced
	Training for data collection consists of review of protocols or may not be standardised	Training for data collection is conducted individually	<b>Training for data collection is conducted in group settings with feedback between trainees</b>

Justification: Training is prior to administration (1 or 2 days prior) and is led by DGCE staff down to departmental level. Departmental supervisors train examiners with purpose-set, direct supervision from the DGCE.

## 80. Availability of document formatting and print specifications

Project output: Enhanced contextual questionnaires and data collection instruments

References: PISA Technical Standards: Standard 10.2, PISA Technical Standards: Standard 10.3, PISA Technical Standards: Standard 10.4, NPM Manual: NC responsibilities

Latent	Emerging	Established	Advanced
Authors choose formats for their own documents	Document and print specifications are not standardised or easily accessible	All document print and specifications are maintained in manuals accessible to all NC staff	

Justification: No formatting specifications. Simple, two- or three-page documents to allow print firms to follow directions.

*Project Requirement 29. Monitoring of school and student response rates, in co-ordination with international and national contractors, as appropriate*

## 81. Responsiveness of sample design to data collection activities

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

References: PISA Technical Standards: Standard 1.6

Latent	Emerging	Established	Advanced
There no updates on sampling or non-response provided during data collection period		The data collection to is periodically updated to respond to sample non-response and assign Replacements	<b>Daily or real-time updates on data collection or sample design are available from centralised Data processing</b>

Justification: The staff communicate using mobiles. If the examiner arrives and a school is closed or not prepared, or if the head teacher stops administration, the administrator must immediately call the supervisor who shall call the national team. However, the process is not consolidated or systematically established.

*Project Requirement 30. Organisation of plans for local printing of assessment materials and verification of print and paper quality in all languages that will be covered, while maintaining security*

## 82. Quality of document proofing

Project output: Enhanced contextual questionnaires and data collection instruments

References: PISA Technical Standards: Standard 10.2, PISA Technical Standards: Standard 10.3, PISA Technical Standards: Standard 10.4, Publishing (NC responsibilities)

Latent	Emerging	Established	Advanced
Authors are responsible for proofing their own documents		<b>Document production relies on informal experience using individual expertise or idiosyncratic methods</b>	Clear protocols exist for the identification of potential typographic errors and/or the NC has an official dictionary and manual of style

Justification: Tests are reviewed by two or three people from the Directorate who were not involved in the assembling. This is for teaching performance and for graduates of Baccalaureate.

### 83. Availability and quality of publishing resources

Project output: Enhanced contextual questionnaires and data collection instruments

References: NPM Manual: NC responsibilities, PISA Technical Standards: Standard 10.1

Latent	Emerging	Established	Advanced
NC has no existing relationship with publishers or publishing resources		NC has access to publishers with appropriate print quality and binding options but may require several firms to accommodate volume	<b>A dedicated outsourced publisher can accommodate the print volume in the desired time span prior to data collection or NC has in-house resources to handle publishing</b>

Justification: The printing company can print all national and international assessments.

*Project Requirement 31. Planning of staffing and resources (technical and material) needed for coding of test booklets and contextual questionnaires and data management*

### 84. Fidelity of response coding

Project output: Enhanced contextual questionnaires and data collection instruments

References: PISA Technical Standards: Standard 11.3

Latent	Emerging	Established	Advanced
Response coders and managers have not received or are not acquainted with operations manual from the NPM	Coders and managers have access to the operations manual	<b>The operations manual is used directly in training for and management of coding activities</b>	

Justification: DGCE staff were trained by TERCE and they then trained the coders. This was their only experience with the topic. Tests for teachers and for Baccalaureate do not include open-ended questions; MIDEH does but it does its coding itself.

*Project Requirement 32. Planning of the quality assurance process so that Quality Monitors visit a sample of schools during testing sessions to observe and document quality of sessions*

#### 85. Data collection monitoring

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

References: PISA Technical Standards: Standard 9.1

Latent	Emerging	Established	Advanced
There is an insufficient quantity of external monitors	<b>Monitors do not receive the same training or same quality of training in data collection as data collectors (see PISA Technical Standards: Standard 6)</b>	Selected monitors are also trained as data collectors	All monitors are trained as data collectors

Justification: External supervisors have been trained for international assessments. For national assessments they are given capacities to oversee the regularity and reliability of administration, inasmuch as students reply in an orderly manner.

#### *CNA Dimension 3. Individual*

*Project Requirement 1. Designation of NPM and establishment of NC*

#### 86. Adherence to protocol

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

References: PISA Technical Standards: Standard 18.2, PISA Technical Standards: Standard 17.5, PISA Technical Standards: Standard 1.2, PISA Technical Standards: Standard 9.2

Latent	Emerging	Established	Advanced
Data processing staff have no experience with large scale data processing protocols		<b>Data processing staff have experience carrying out specific instructions in Specific contexts</b>	Data processing staff have experience operating with a variety of protocols in Different contexts

Justification: The data processing staff have experience in data entry. For data processing they work under the supervision of the director based on percentages of correct answers. They conduct minimal, basic analyses.

#### 87. Description: NPM experience with dissemination of results from large-scale assessment

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

References: NPM Manual: NPM/NC responsibilities

Latent	Emerging	Established	Advanced
LSA reports statistical results only	LSA reports include statistical tables and descriptions of statistical comparisons and notes where differences are substantive or significant	<b>LSA reporting uses narratives to relate results from separate statistical results or data sets</b>	LSA reporting uses multiple narratives to multiple audiences, referencing relevant data where appropriate

Justification: Reports prepared to date have been very basic.

88. Description: NPM regularity of communication

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

References: NPM Manual: NPM/NC responsibilities

Latent	Emerging	Established	Advanced
NPM has no e-mail or voicemail	NPM has limited access to e-mail and/or voicemail	NPM can access and respond to e-mail and voicemail at least once a day	<b>NPM can process all incoming e-mail and voicemail each day</b>

Justification: Internet shortcomings in his offices are substituted by using his personal Internet connection.

89. NPM's skill in managing a team of project staff who carry out multiple tasks often needing simultaneous attention

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

References: NPM Manual: NPM/NC responsibilities, PISA Technical Standards: Standard 19.2

Latent	Emerging	Established	Advanced
NPM has no previous management experience	NPM has experience managing a few people sharing common skills and responsibilities	<b>NPM has experience managing a large team or a team composed of individuals with diverse responsibilities and skill sets</b>	NPM has experience in a matrix management structure where project team members belong to different administrative hierarchies

Justification: NPM has been managing teams for the past six years.

90. Relevance of NPM expertise

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

References: NPM Manual: NPM/NC responsibilities



Latent	Emerging	Established	Advanced
	NPM's expertise is related to a technical or specialised field, such as data management, analysis, or classroom instruction	NPM's expertise includes specialised knowledge as well as management experience	<b>NPM's expertise includes specialised knowledge, management experience and knowledge of government policy issues and/or international issues</b>

Justification: He has co-ordinated several studies and regional reports. He takes part in policy preparation and educational laws and also carries out educational management.

91. NPM's previous experience in planning, organising and conducting large-scale surveys

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

References: NPM Manual: NPM/NC responsibilities

Latent	Emerging	Established	Advanced
	NPM has experience with polling or non-intensive questionnaire-based surveys or experience implementing large-scale survey	NPM has experience with planning some aspects of large-scale assessment surveys (e.g. testing, sampling, data collection)	<b>NPM has experience in several aspects of large-scale surveys, including design and data collection</b>

92. NPM's knowledge and confidence to represent the country at international meetings where aspects of the project will be discussed

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

References: NPM Manual: NPM/NC responsibilities

Latent	Emerging	Established	Advanced
NPM has sufficient seniority to represent the country's interests	NPM has experience working with different stakeholder groups within country and sufficient seniority to represent country's interests	NPM has sufficient seniority to represent country's interests and knowledge of the interests of different stakeholder groups	<b>NPM has sufficient seniority to represent the country's interests and experience interacting with different sub-national and international stakeholders</b>

Justification: He has taken part in various international meetings; he often represents the Ministry, gives presentations in forums, etc.

92. Description: NPM's knowledge of, and the confidence to deal with government agencies, school principals, parents and teachers within their own countries

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

References: NPM Manual: NPM/NC responsibilities

Latent	Emerging	Established	Advanced
	NPM has sufficient seniority to speak with authority on behalf of Ministry or Department	<b>NPM has existing relationships with stakeholders within the education system</b>	

Justification: He moves freely using all contexts.

### 93. NPM knowledge of language of assessments

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

References: SABER-SA-ILSA: EC3

Latent	Emerging	Established	Advanced
	The national/system co-ordinator or other designated team member is not fluent in the official language(s) of the assessment	The national/system co-ordinator has immediate access designated team members that are fluent in the official language(s) of the assessment	<b>The national/system co-ordinator is fluent in the official language(s) of the assessment</b>

Justification: The official test language is Spanish, the NPM's mother tongue.

### 94. NPM's level of oral and written communication skills in English for meetings and communications with the OECD Secretariat and with the International Contractor

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

References: NPM Manual: NPM/NC responsibilities

Latent	Emerging	Established	Advanced
	<b>NPM is sufficiently fluent in English to understand general concepts and non-technical issues</b>	NPM is sufficiently fluent in English to understand and take a position on issues presented by OECD Secretariat or International Contractor	NPM is sufficiently fluent in English to argue a specific perspective or position and represent complex or novel issues

Justification: He can decide on technical aspects in meetings in English with great difficulty, relying on Google.

### 95. NPM's previous work experience in an education system and experience in educational assessment

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

References: NPM Manual: NPM/NC responsibilities

Latent	Emerging	Established	Advanced
		NPM is familiar with education system in a professional context	<b>NPM has previous experience working within the education</b>

			<b>sector</b>
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Justification: He has worked at Department of Education for two years, and as an assessment technician in the Teacher's University at all levels for four years.

96. NPM's General computing skills (e.g. Microsoft Office suite, WebEx and secure FTPs)

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

References: NPM Manual: NPM/NC responsibilities

<b>Latent</b>	<b>Emerging</b>	<b>Established</b>	<b>Advanced</b>
Use of computers is primarily for e-mail and Internet and basic document reading/reviewing functions	Uses computers for e-mail and Internet use as well as producing and editing basic documents and presentations in standard word processors and spreadsheets	In addition to e-mail, and Internet, uses formatting conventions, edit/review functions and other shared authorship functions in office software	<b>Uses e-mail, Internet and file sharing applications with versioning and complex formatting (e.g. document merges, conversion of file types) and/or works in a secure networked file sharing environment</b>

Justification: No networking available, although he has a command of other requisites.

97. English proficiency of NPM

Project output: Identify peer-to-peer learning opportunities regarding PISA participation with other countries and development partners

References: NPM Manual: NPM/NC responsibilities

<b>Latent</b>	<b>Emerging</b>	<b>Established</b>	<b>Advanced</b>
NPM has no English proficiency	<b>NPM can limited English fluency (i.e., passive communication with basic productive communication)</b>	NPM has mastery of English as a second language but operates professionally primarily in another language	NPM is fluent or operates professionally in English

Justification: NPM understands and reads English but has difficulty with speaking.

*Project Requirement 4. Definition of criteria for stratification of school and student samples*

98. Specialised skill for scientific probability sampling

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

References: PISA Technical Standards: Standard 9.3, PISA Technical Standards: Standard 16.1, PISA Technical Standards: Standard 17.3, PISA Technical Standards: Standard 1.3, PISA Technical Standards: Standard 1.4, PISA Technical Standards: Standard 1.5

Latent	Emerging	Established	Advanced
Survey design staff have experience with convenience sampling	<b>Survey design staff have experience drawing simple random samples</b>	Survey design staff have experience designing self-weighting or unweighted complex samples (multi-stage clusters and stratification)	Survey design staff have experience designing complex samples with appropriate design weights and/or performed non-response adjustments to analysis weights

Justification: The survey design staff have some experience, but not with complex samples requiring the use of survey weights. The end-of-year sample is prepared by an external expert hired by MIDEH. Teachers and secondary education graduate tests are non-probability samples.

#### 99. Quality of replacement sample

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

References: PISA Technical Standards: Standard 1.9

Latent	Emerging	Established	Advanced
<b>There is no replacement sample in the survey design</b>	The replacement sample only allows convenience sampling	The replacement sample is random	The replacement sample provides random assignment of matched replacement(s) for each school

Justification: Replacements have been included in international studies but not in national ones because the sample is so large that representativeness is not easily lost.

*Project Requirement 10. Communication and co-ordination with international contractors for the selection of the student samples in each school*

#### 100. Management of linked data files

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

References: PISA Technical Standards: Standard 12.1, PISA Technical Standards: Standard 12.5, PISA Technical Standards: Standard 16.2, PISA Technical Standards: Standard 17.3, PISA Technical Standards: Standard 17.5

Latent	Emerging	Established	Advanced
Data processing staff have been given instructions on data management protocols	<b>Data processing staff have experience sorting or extracting data from files with primary keys or unique identifiers</b>	Data processing staff have experience performing data merges using primary and foreign keys	

Justification: Assistance needs to be sought from other parties to bring together databases.

#### 101. Data manipulation skill: manipulating data structures

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

References: PISA Technical Standards: Standard 12.5, PISA Technical Standards: Standard 16.2, PISA Technical Standards: Standard 17.5, PISA Technical Standards: Standard 12.2, PISA Technical Standards: Standard 17.2

Latent	Emerging	Established	Advanced
	<b>Staff have experience with single format data (e.g. Excel, SPSS) sorting records and adding/computing new variables</b>	Staff have experience with single format data (e.g. Excel, SPSS), experience importing and exporting between proprietary formats using built-in software functions	Staff have experience constructing or parsing proprietary formatted data files and text-based data files with defined formats

Justification: Most data processing is extracted or handled in Excel or SPSS.

102. Data manipulation skill: fluency with statistical software (e.g. SPSS, SAS)

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

References: PISA Technical Standards: Standard 12.5, PISA Technical Standards: Standard 16.2, PISA Technical Standards: Standard 17.3, PISA Technical Standards: Standard 17.5, PISA Technical Standards: Standard 17.2, PISA Technical Standards: Standard 12.3

Latent	Emerging	Established	Advanced
There is no data management activity	Data management consists of simple spreadsheets and data entry	<b>Data management is performed mainly using point-and-click menus</b>	Data management is performed using syntax files

Justification: For international assessments the team worked using sent software, while national manipulation only relied on simple keyed commands.

*Project Requirement 14. Establishing a training plan with key staff of the NC to attend training sessions*

103. NPM's and NC's Familiarity with PISA skill ontology / framework

Project output: Enhanced cognitive assessments for below-baseline proficiency levels in PISA

References: NPM Manual: NPM/NC responsibilities

Latent	Emerging	Established	Advanced
	NC staff have experience instructing students with a wide range of skill profiles	<b>NC staff have experience developing programmes for salient groups of student skills</b>	A common framework is used by NC staff for identifying skill determinants and dependencies for different learning objectives

Justification: Familiarisation activities with PISA reference frameworks will be organised.

104. NC's understanding of item response theory

Project output: Enhanced cognitive assessments for below-baseline proficiency levels in PISA

References: PISA for Development Document, NPM Manual: NPM/NC responsibilities

Latent	Emerging	Established	Advanced
	<b>NC staff have experience or familiarity with statistics and classical test theory</b>	NC staff have used item response theory in limited context (e.g. scaling dichotomous responses)	NC staff have experience with multiple item response models (e.g. polytomous, Rasch, 2PL, 3PL)

Justification: Basic IRT concepts are understood, but not on an institutional level and the NC staff have never worked using this theory.

#### 105. NC's test development skills

Project output: Enhanced cognitive assessments for below-baseline proficiency levels in PISA

References: PISA for Development Document, NPM Manual: NPM/NC responsibilities

Latent	Emerging	Established	Advanced
NC staff have no experience developing tests or test items	NC staff have experience developing tests or test items using well-defined test specifications	<b>NC staff have used classical test theory to examine item and test difficulty and discrimination/reliability and select appropriate items</b>	NC staff use multivariate statistics to examine test dimensionality, item bias or differential item functioning, and test information and increase the accuracy and relevance of tests

Justification: The NC staff have experience in item writing and item analysis using classical theory.

*Project Requirement 28. Co-ordination of appropriate enhancements/adaptations/translations of instruments, manuals and guides, and field trial and verification process with international contractors*

#### 106. Fidelity of administration in local contexts

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

References: PISA Technical Standards: Standard 5.1, PISA Technical Standards: Standard 5.2, PISA Technical Standards: Standard 4.4

Latent	Emerging	Established	Advanced
Translators or staff responsible for adaptation have translated data collection protocols	Translators or staff responsible for adaptation have been trained in data collection procedures	Translators or staff responsible for adaptation have participated in data collection	Translators or staff responsible for adaptation have been trained in PISA data collection procedures

Justification: Element not applicable.

#### 107. Quality of training for data collection

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

References: PISA Technical Standards: Standard 6.1

Latent	Emerging	Established	Advanced
	<b>Data collection staff have been trained in data collection protocols</b>	Data collection staff have participated in data collection in previous survey or training but received no guidance or feedback regarding the effectiveness or appropriateness of method	Data collection staff have been monitored during previous or mock data collection and have received feedback on their adherence to protocols during previous data collection

Justification: Supervision was carried out in NSLA and ILSA, in both cases in accordance with the study-specific requirements.

#### 108. Adequacy of translator assessment background

Project output: Enhanced cognitive assessments for below-baseline proficiency levels in PISA

References: PISA Technical Standards: Standard 4.2

Latent	Emerging	Established	Advanced
Translators or staff responsible for adaptation have no experience translating or adapting test items	Translators or staff responsible for adaptation have background or experience with education or psychology	<b>Translators or staff responsible for adaptation are experienced teachers</b>	Translators or staff responsible for adaptation are also professional item writers

Justification: There are several professionals stemming from the teaching area.

#### 109. Translator knowledge of PISA framework

Project output: Enhanced cognitive assessments for below-baseline proficiency levels in PISA

References: PISA Technical Standards: Standard 4.2

Latent	Emerging	Established	Advanced
<b>Translators or staff responsible for adaptation have no experience or knowledge of PISA framework</b>		Translators or staff responsible for adaptation are knowledgeable about the PISA assessment framework	Translators or staff responsible for adaptation can reliably predict the difficulty of PISA test items

Justification: The staff have never worked with the PISA framework and only recently have they begun to familiarise themselves with the reference framework.

#### 110. Appropriateness of instrument translation and adaptation to local contexts

Project output: Enhanced contextual questionnaires and data collection instruments

References: PISA Technical Standards: Standard 4.3, PISA Technical Standards: Standard 5.1

Latent	Emerging	Established	Advanced
	Translators have limited knowledge of common usage of testing languages	Translators have academic (i.e., foreign) knowledge of testing language usage in local contexts	Translators or staff responsible for adaptation have functional knowledge of dialects or language in different contexts

Justification: The translators are adapting from Spanish to Spanish, which is their mother tongue.

#### 111. Fidelity of instrument translation and adaptation to local contexts

Project output: Enhanced contextual questionnaires and data collection instruments

References: PISA Technical Standards: Standard 4.3, PISA Technical Standards: Standard 5.2

Latent	Emerging	Established	Advanced
Translators or staff responsible for adaptation have no experience with research		<b>Translators or staff responsible for instrument adaptation have experience with survey research or experience with questionnaire design</b>	Translators or staff responsible for instrument adaptation are knowledgeable about the constructs measured by PISA questionnaires (e.g. SES, school climate, engagement with learning, etc.)

Justification: Experience has been developed in translation and adaptation of questionnaires and tests. The TERCE is an example.

*Project Requirement 31. Planning of staffing and resources (technical and material) needed for coding of test booklets and contextual questionnaires and data management*

#### 112. Response coding expertise

Project output: Enhanced cognitive assessments for below-baseline proficiency levels in PISA

References: PISA Technical Standards: Standard 11.1

Latent	Emerging	Established	Advanced
Response coders have no experience with student work	Response coders have experience manually scoring student work	<b>Response coders have experience manually coding student responses in large-scale assessments</b>	Response coders are recalibrated periodically based on results of reliability analysis (see Standard 11.3)

Justification: Open-ended questions were coded for TERCE. But no double-coded quality control was performed. For MIDEH images were coded, controlling a specific percentage using double coding, and when it is not consistent it is derived to the supervisor.



## PISA FOR DEVELOPMENT

# Capacity Needs Analysis: Honduras

PISA for Development is an initiative of the OECD and development partners that aims to identify how its Programme for International Student Assessment (PISA) can best support evidence-based policy making in emerging and developing economies – and contribute to the UN-led definition of global learning goals for the post-2015 agenda. In addition, the project will help to build country capacity in assessment, analysis and use of results for monitoring and improvement among participating countries. Honduras is one of eight countries participating in the project, and the Ministry of Education, through the Directorate-General for the Curriculum and Assessment (DGCE), is responsible for the project in the country. This report presents the results of an analysis of Honduras in respect of its capacity for managing large scale student assessments, such as PISA.

The results of this report are being used to design a capacity building plan for Honduras that will be implemented by the OECD, its contractors, the Ministry of Education, and the Directorate-General for the Curriculum and Assessment (DGCE), through the PISA for Development project.

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