

World Bank Perspective on PISA-D

PISA for Development and Opportunities for Skills and Learning Data Collection in Household Surveys

International Technical Workshop



WORLD BANK GROUP

Dr. Marguerite Clarke
Senior Education Specialist
mclarke2@worldbank.org

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Three Wishes

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Three wishes for PISA for Development

MARGUERITE CLARKE | MAY 30, 2013

This page in: English



In the story of Aladdin, the hero finds a magic lamp, which, when rubbed, releases a genie who grants him his every wish. Not surprisingly, this soon gets him into trouble. Recent announcements by the [OECD](#) suggest that *the genie is out of the lamp* for international assessments of educational achievement, and like Aladdin, we should choose our wishes wisely.

<https://blogs.worldbank.org/education/three-wishes-pisa-development>

“Many of these adaptations...have the potential – if handled well – to be game changers.... This leads to my three wishes for PISA for Development.”

❖ **Wish #1 - Test questions that 15-year-olds in emerging and developing economies can actually answer**

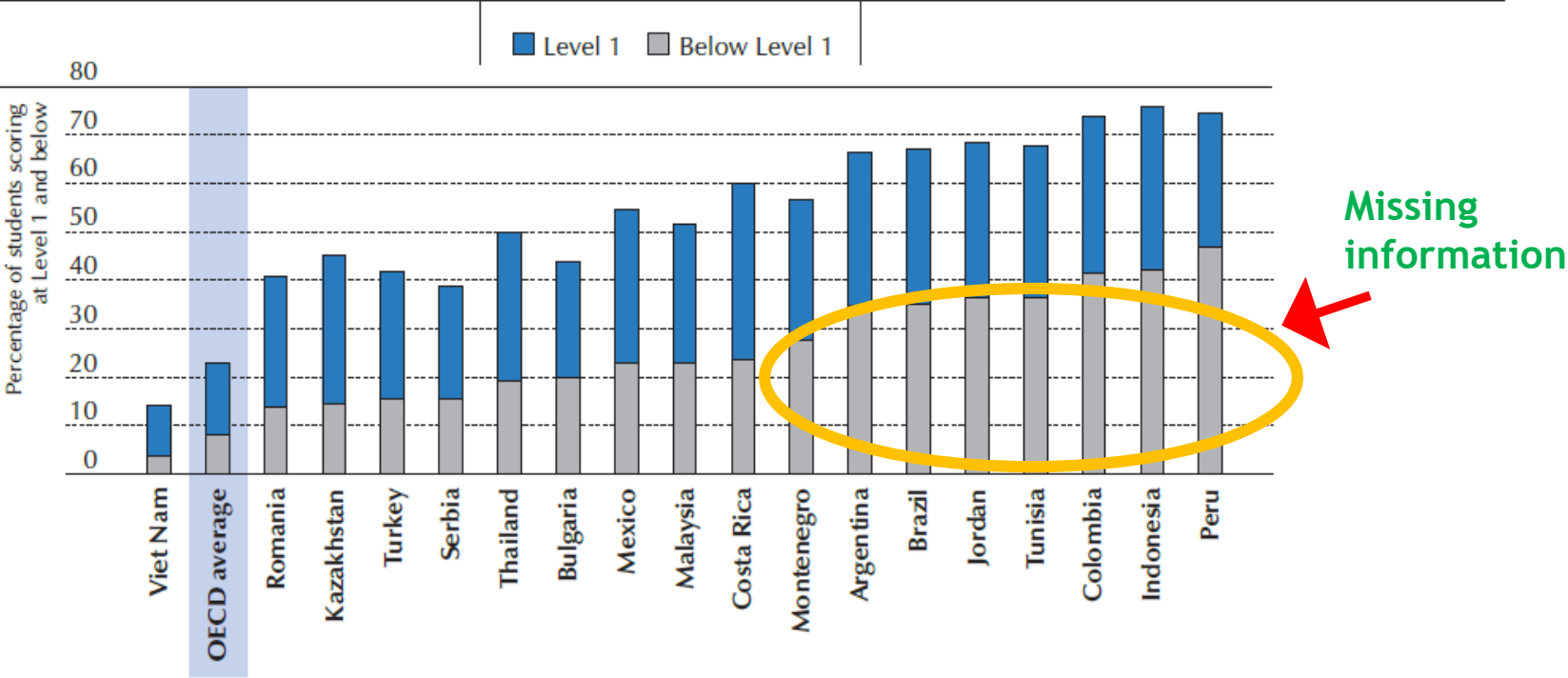
❖ **Wish #2 - A test that emerging and developing economies can afford**

❖ **Wish #3 - A test that contributes to learning for all**

Wish #1 - Test questions that 15-year-olds in emerging and developing economies can actually answer

Figure 6.2

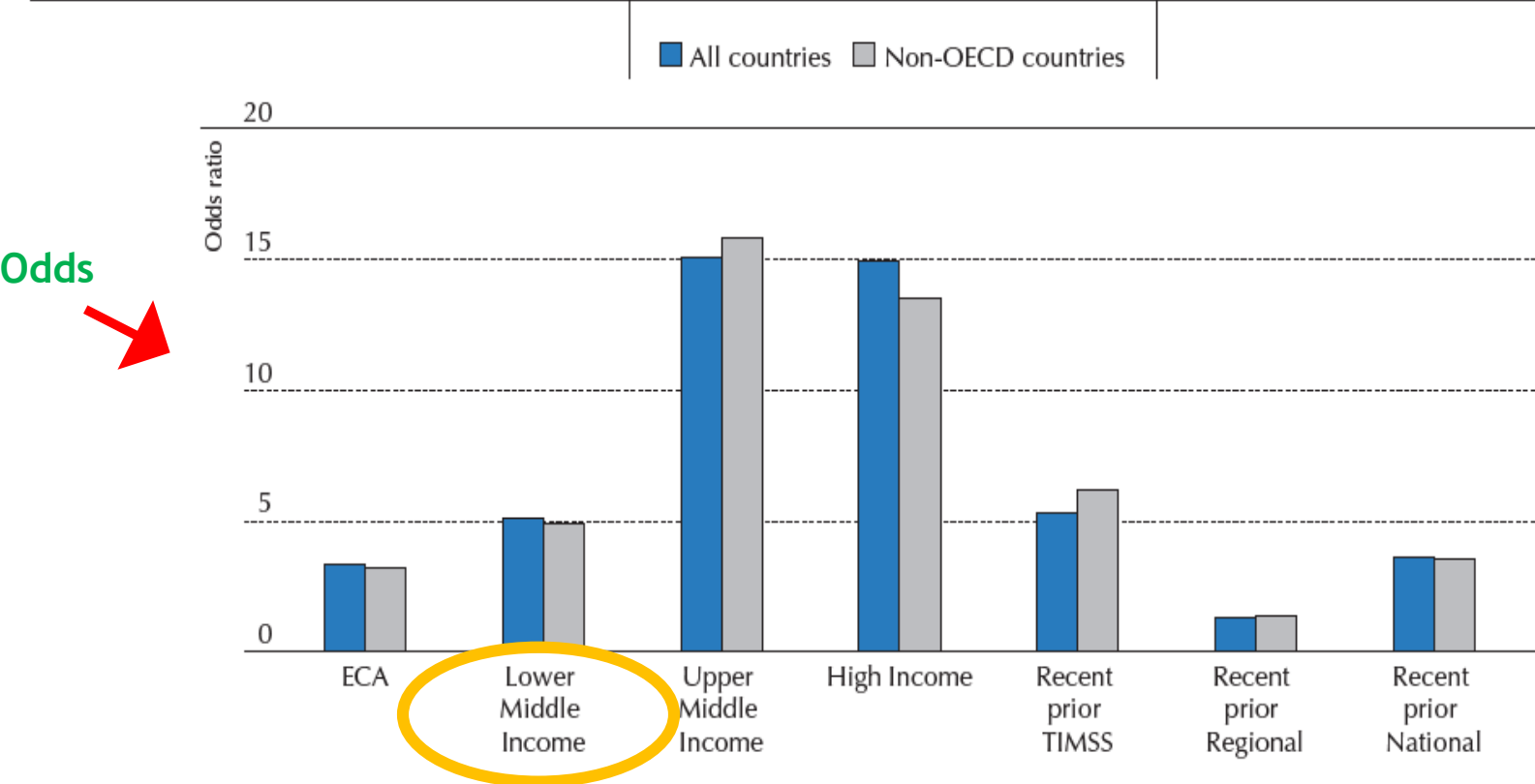
Percentage of students scoring at level 1 and below in mathematics, PISA 2012



Source: OECD (2014), *PISA 2012 Results: What Students Know and Can Do (Volume I, Revised edition, February 2014): Student Performance in Mathematics, Reading and Science*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264208780-en>.
 StatLink <http://dx.doi.org/10.1787/888933293910>

Wish #2 - A test that emerging and developing economies can afford

Relative odds of PISA participation, by country characteristic, 2000-15

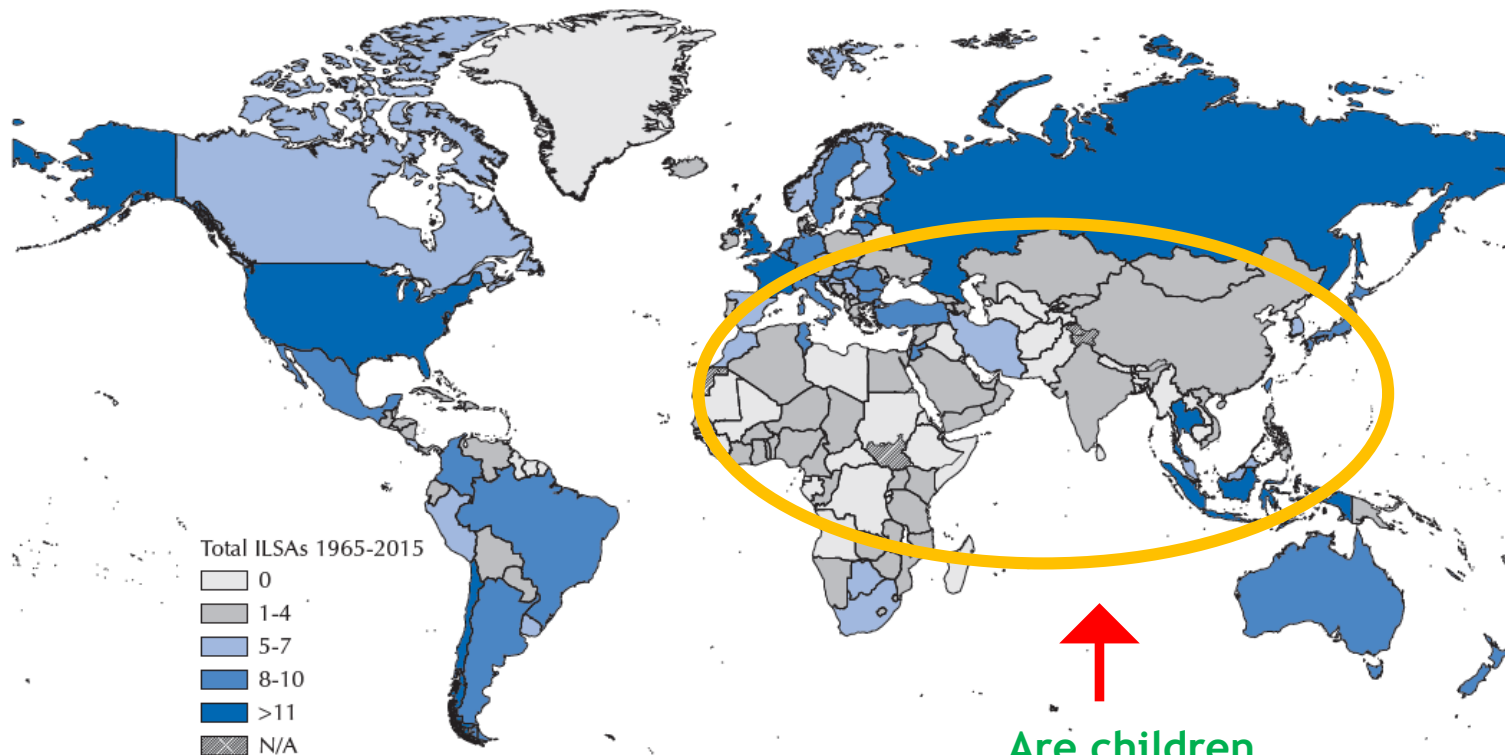


Source: Lockheed (2015b), "PISA for Development? The Experiences of Middle-income Countries Participating in PISA", paper presented at the World Bank, June 4, 2015.

Wish #3 - A test that contributes to learning for all

— Figure 2.1 —

Participation in international large-scale assessments (ILSA), 1965-2015



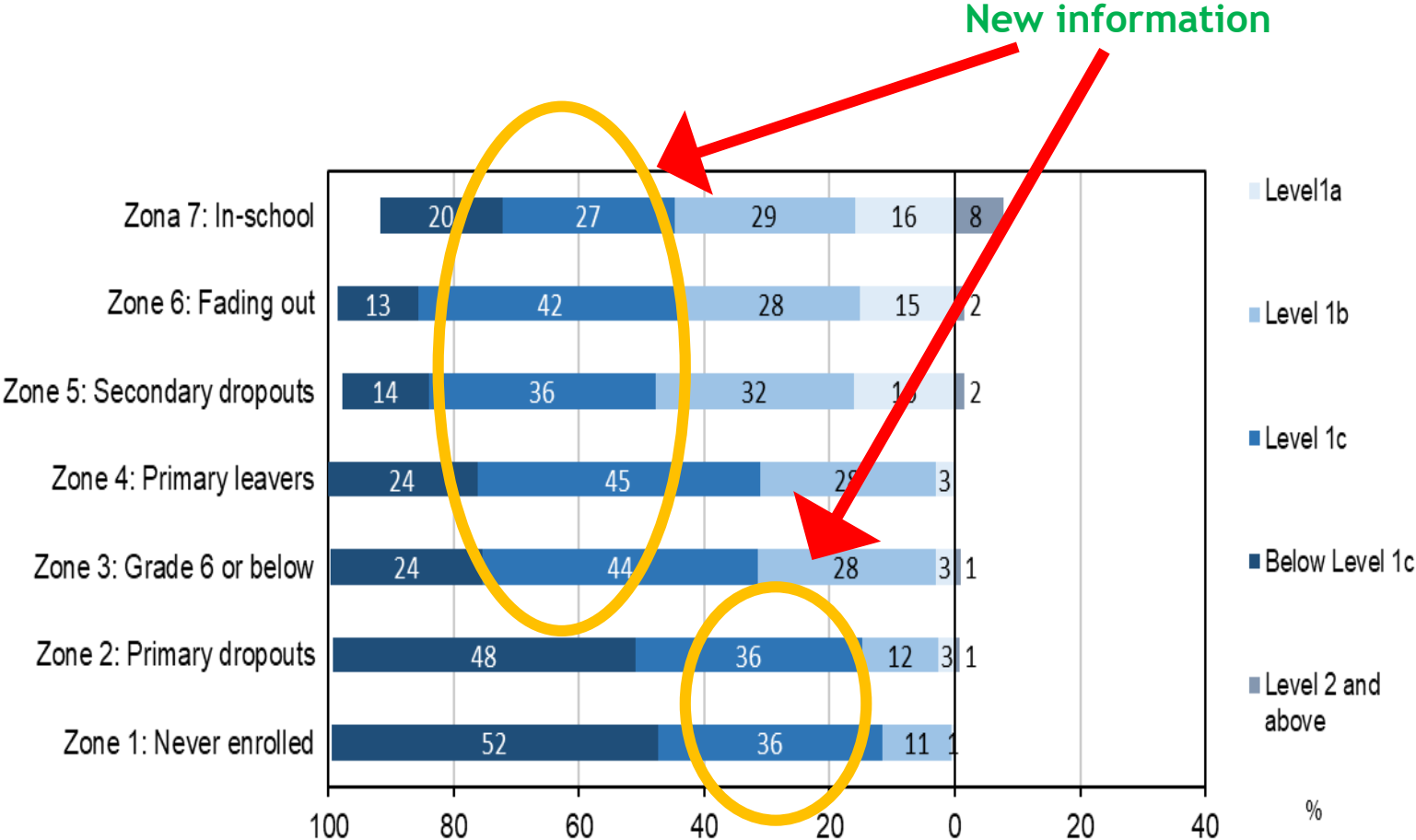
StatLink  <http://dx.doi.org/10.1787/888933293835>

Are children
here learning?

Lockheed, M., T. Prokic-Bruer and A. Shadrova (2015), *The Experience of Middle-Income Countries Participating in PISA 2000-2015*, PISA, World Bank, Washington, D.C./OECD Publishing, Paris.

Wishes Fulfilled?

Wish #1 - Test questions that 15-year-olds in emerging and developing economies can actually answer



https://www.oecd-ilibrary.org/education/pisa-for-development-out-of-school-assessment_491fb74a-en

Wish #2 - A test that emerging and developing economies can afford



THE TIMES OF INDIA

OPINION

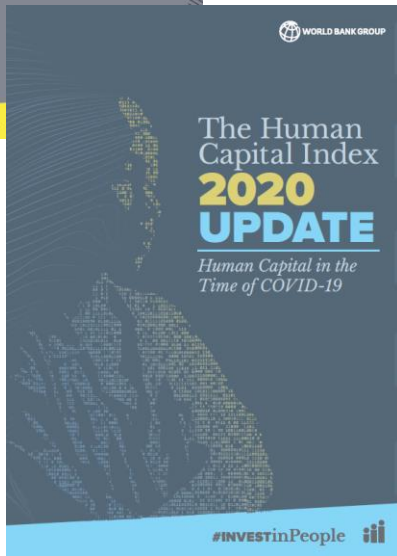
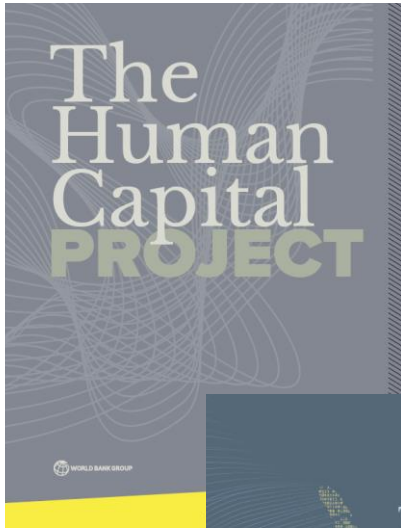
FROM TOI PRINT EDITION

'India choosing to benchmark itself on PISA a massive signal ... it says India wants to be measured globally'

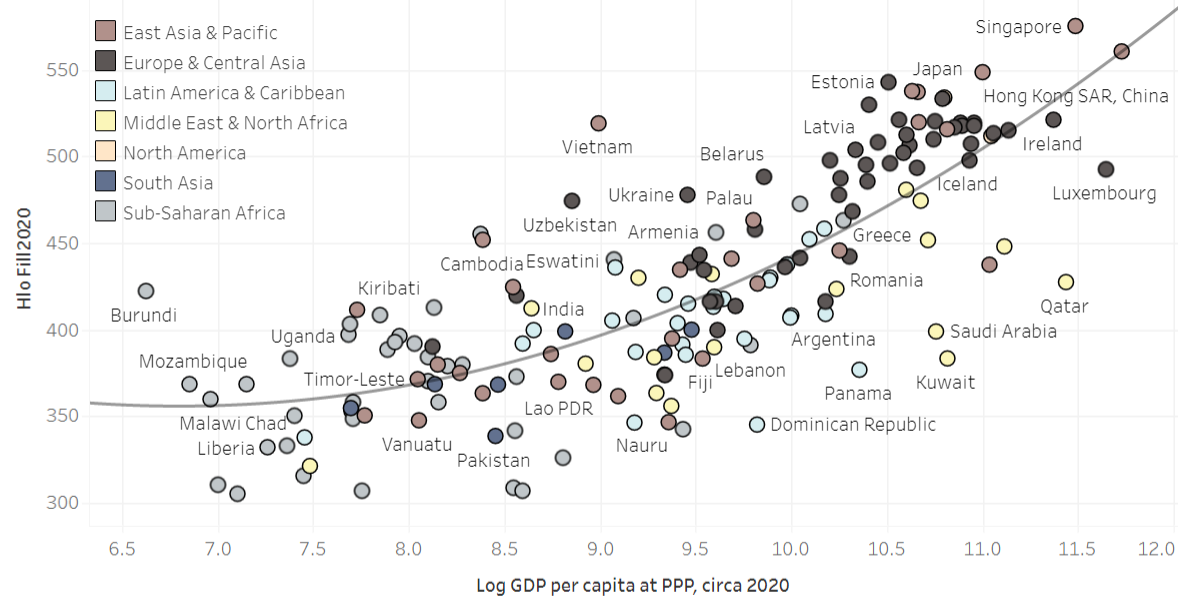
March 1, 2019, 2:00 AM IST

Nalin Mehta in [Academic Interest](#) | [Edit Page](#), [India Q&A](#), [World](#) | TOI

Wish #3 - A test that contributes to learning for all



Harmonized Test Scores (Boys & Girls)



<https://www.worldbank.org/en/publication/human-capital>

The Growing Need

COVID-19 impact on learning

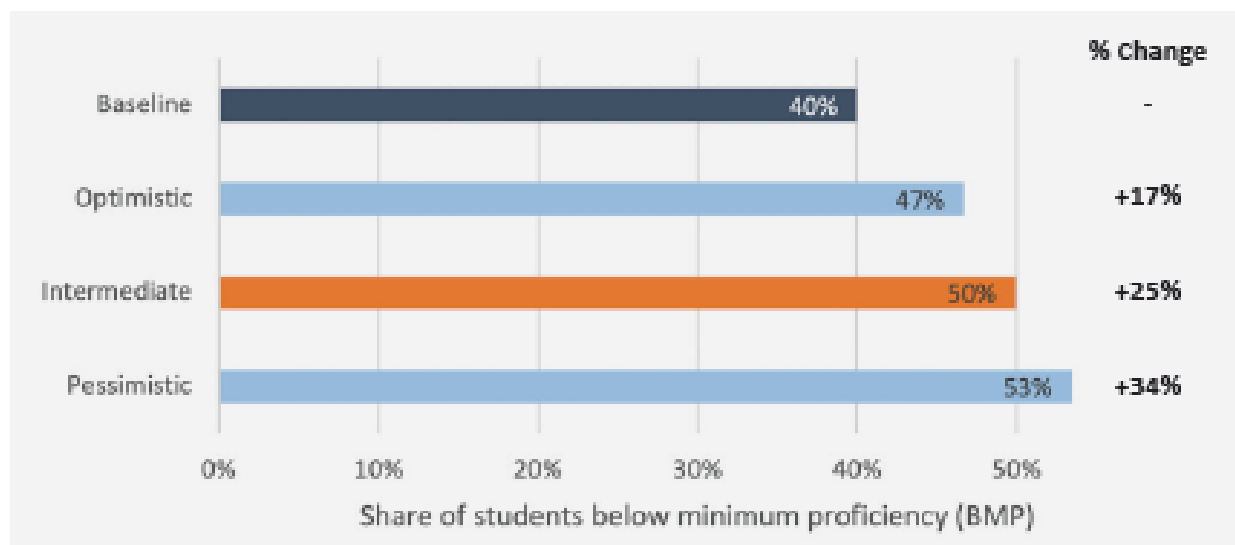
Table 1: Parameters for global LAYS estimates and scenarios

Parameters by income level	LIC	LMC	UMC	HIC
A. Learning gains or school productivity (in HLO points/year)	20	30	40	50
Optimistic Scenario				
B1. School closure (share of a school year)	30%	30%	30%	30%
C1. Mitigation effectiveness (0 to 100%)	20%	28%	40%	60%
D1. HLO decrease (points) = $A * B1 * (1 - C1)$	4.8	6.5	7.2	6.0
Intermediate Scenario				
B2. School closure (share of a school year)	50%	50%	50%	50%
C2. Mitigation effectiveness (0 to 100%)	10%	14%	20%	30%
D2. HLO decrease (points) = $A * B2 * (1 - C2)$	9.0	12.9	16.0	17.5
Pessimistic Scenario				
B3. School closure (share of a school year)	70%	70%	70%	70%
C3. Mitigation effectiveness (0 to 100%)	5%	7%	10%	15%
D3. HLO decrease (points) = $A * B3 * (1 - C3)$	13.3	19.5	25.2	29.8
Macro Poverty Outlook* (GDP per capita growth %) [g]	-2.5	-3.3	-5.0	-4.4

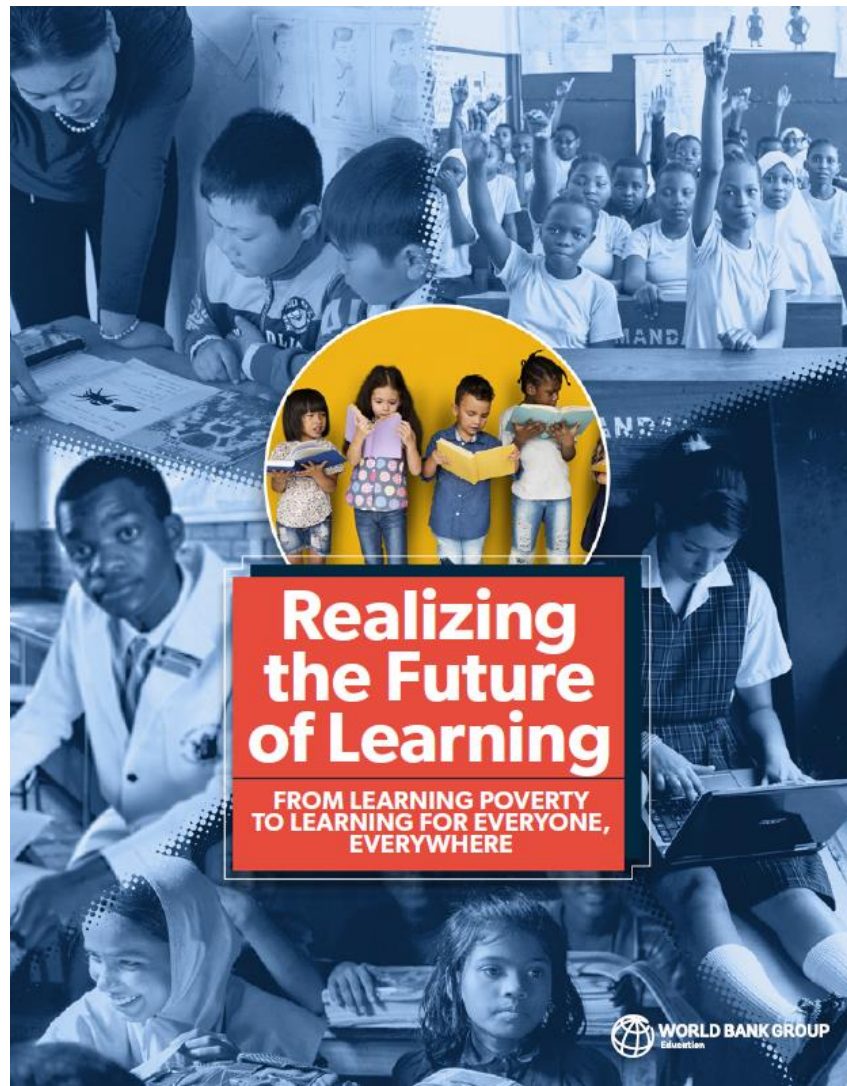
<https://www.worldbank.org/en/topic/education/publication/simulating-potential-impacts-of-covid-19-school-closures-learning-outcomes-a-set-of-global-estimates>

Implications for SDG 4.1.1

Figure 10: The share of students below PISA Level 2 will increase by 10 percentage points, or 25% in the intermediate scenario assuming that the distribution skews



<https://www.worldbank.org/en/topic/education/publication/simulating-potential-impacts-of-covid-19-school-closures-learning-outcomes-a-set-of-global-estimates>



<https://www.worldbank.org/en/topic/education/publication/realizing-future-of-learning-from-learning-poverty-to-learning-for-everyone-everywhere>

More Wishes

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- ❖ **Wish #1 – A test that helps countries build back better from COVID-19**
 - ❖ **Wish #2 - A computer-based adaptive test that can be administered anywhere**
 - ❖ **Wish #3 - A test that brings out-of-school youth back to school**



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Thank you!

Marguerite Clarke
mclarke2@worldbank.org