

Honduras's experience

PISA-D Out of School
Assessment





Subjects to be covered in this presentation

- The reason why Honduras joined the PISA-D Strand C out-of-school assessment
- Honduras' experience of implementing the out-of-school assessment,
- The analysis of the data, preparation of a national report and the results of the assessment – key findings
- Key lessons from Honduras' experiences with Strand C

Reasons why Honduras joined

- Gain an understanding of how Honduran students' performance compares internationally and, in particular, how it compares with student performance in countries facing similar challenges
- Develop insights into how to help students in Honduras learn better, teachers to teach better and school systems to operate more effectively
- Gain an understand of the learning levels of out-of-school youth and the barriers to schooling that exist in the country
- Build capacity to conduct large-scale learning assessments, and analyse and use the results to support national policies and evidence-based decision making.

Participación de Honduras en el Programa PISA

■ Programa para Evaluación Internacional de Alumnos de la OCDE

PISA OCDE

18 DÍAS DE CLASES **1/2** **2016**

GOBIERNO DE LA REPÚBLICA DE HONDURAS SECRETARÍA DE EDUCACIÓN PRESIDENCIA DE LA REPÚBLICA CONSTRUYENDO INTEGRIDAD Y CIUDADANÍA DESDE LAS ESCUELAS

Honduras's experience (1) - achievements

- Developing the instruments and adapting these for Honduras,
- sampling,
- preparing the delivery platform and tablet computers
- selection and training of interviewers,
- field trial and analysis of results
- main survey data collection
- data processing and cleaning



Honduras's experience (2) - challenges

- Software
- Resources – in-country costs
- Logistics
- Security
- Planning
- Census challenges
- Multiple visits
- Indigenous community relationships

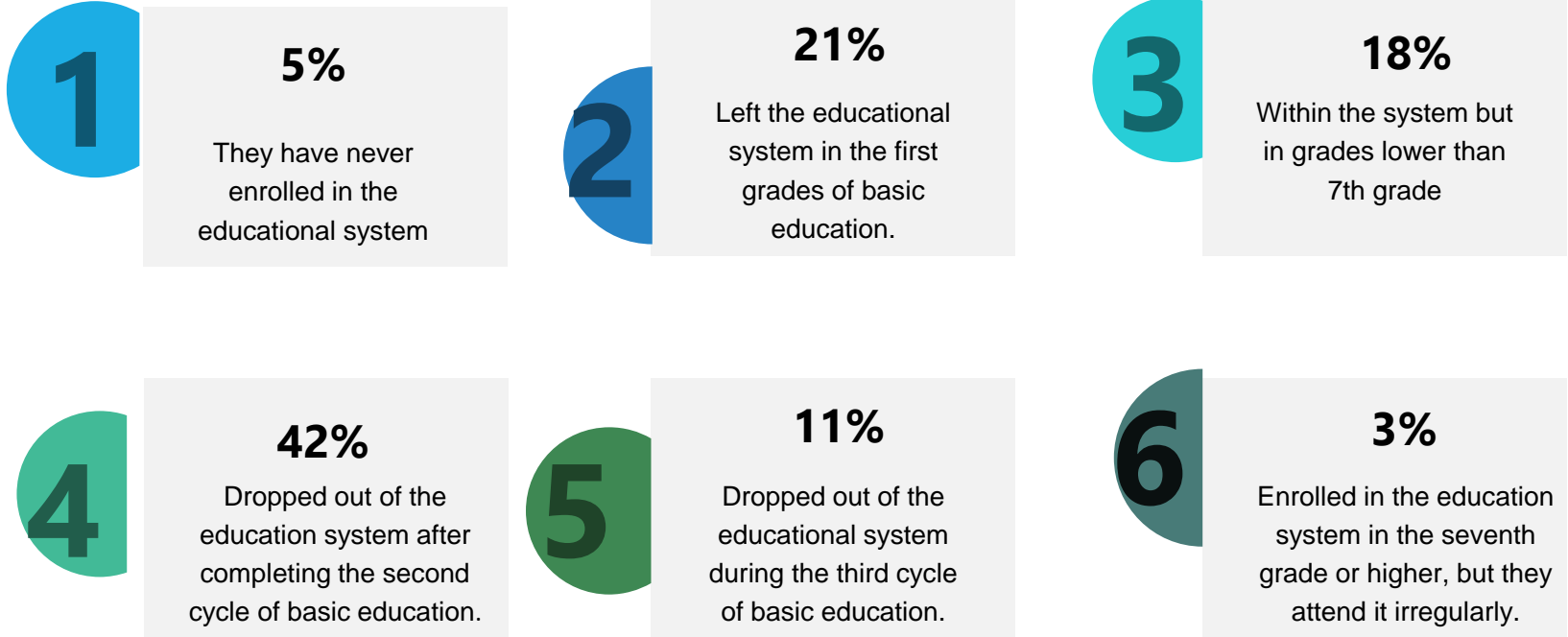


Analysis of data and preparation of national report

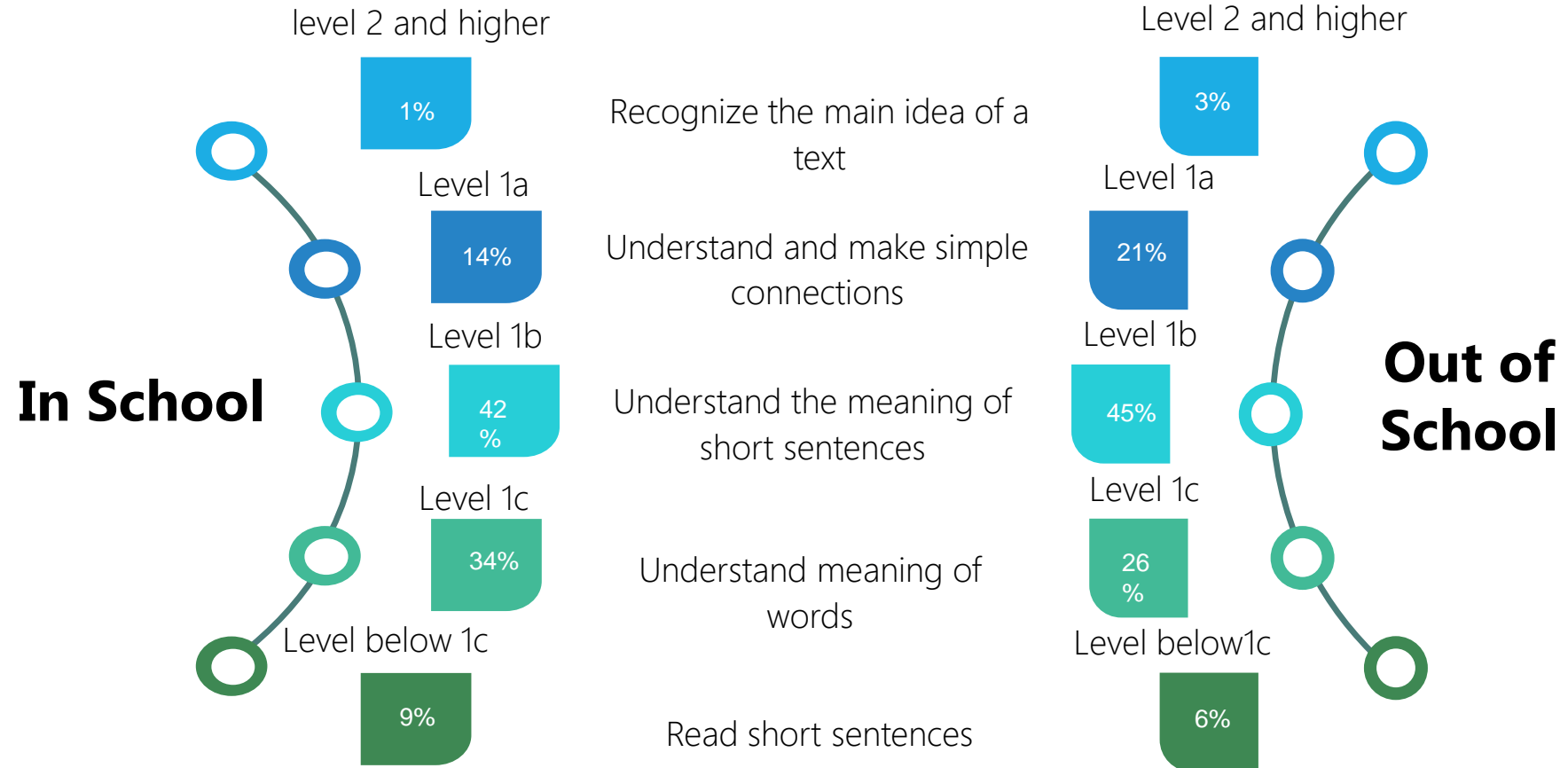
- Participation in PISA-D Lead Analysts Programme from April to September 2018
- Preparation and launch of National Report on in-school assessment (Strands A and B) in December 2018
- Analysis of Strand C data and preparation of updated national report incorporating analysis of data from Strands A, B and C
- Final national report launched on 1st December 2020



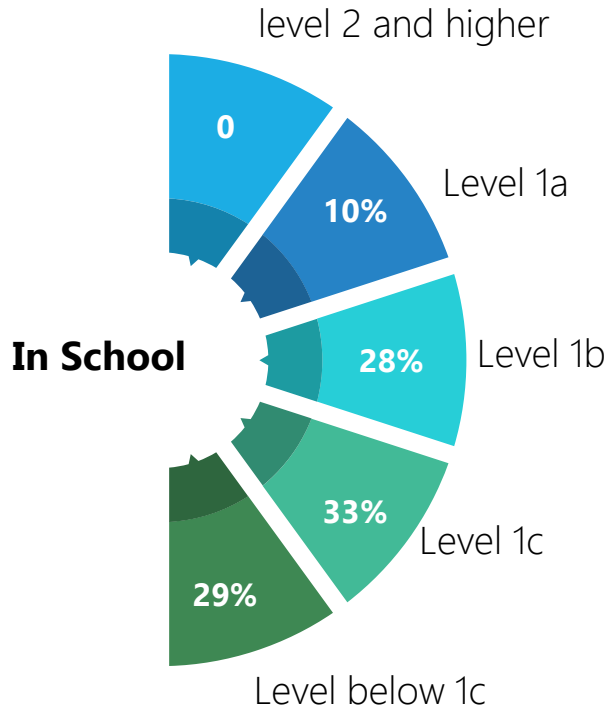
STRAND C POPULATION BY EXCLUSION ZONES



STRAND C READING PERFORMANCE



STRAND C MATH PERFORMANCE



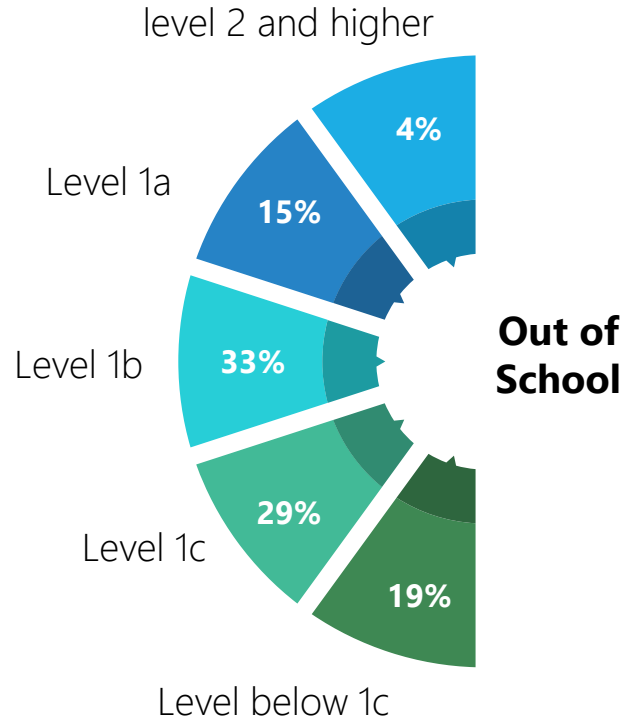
Use basic algorithms, formulas and procedures

Perform routine procedures

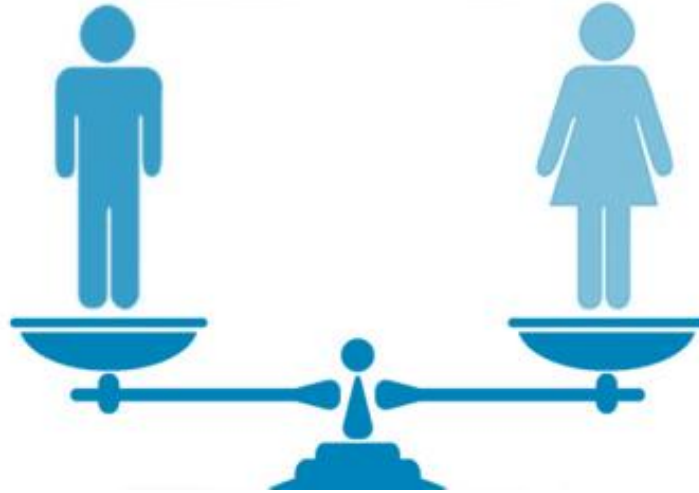
Answer basic questions with simple information.

Exercises performed one operation

Add and subtract



YOUTH PERFORMANCE BY GENDER



In the results obtained by youths out of school in both domains (Reading, Mathematics) there were no significant differences in performance according to gender.

GRADE REPETITION



86% of the youths out of school who were interviewed (Zones 2 to 5) say they have repeated some of the grades in both the second and third cycles of Basic Education, as a previous step to leaving the School

PRINCIPALES RAZONES POR LA QUE LOS JÓVENES ATRIBUYEN QUE ESTAN FUERA DEL SISTEMA EDUCATIVO



Poverty



designed by freepik

Work activities



Quality of Education



Unsafety

YOUTHS OPINION ABOUT GETTING BACK TO SCHOOL

01

No
discrimination

04

Financial
incentives

02

Safety schools

05

Existence of schools
with with personalized
attention

03

Free enrollment

06

Better quality teaching

CONCLUSIONS



58% of youths who do not attend schools expressed that they would return if it is accepted the differences between students.



5% of out-of-school youth had never enrolled in a school.



Youths who do not attend a school are more likely than students to report low satisfaction with life.

RECOMENDACIONES POLÍTICAS

01

Strengthen the inclusion in education of disadvantaged young people, to achieve a sense of belonging to the educational center for all children and young people.

02

Design system to motivate, attract, develop and retain high-quality teachers and school leaders, and create a work organization in which they can thrive.

03

Continue with the monitoring of systematic evaluation processes to determine the effectiveness of teacher training on quality.

04

Improve the quality of students entering the teaching profession and the quality of pre-service training.



Key lessons from Honduras

- The experience of participation during the development of PISA-D provides a number of individual and collective learning, among which we identify those that can revert to learning for the institution and for the achievement of project results.
- Have the budget allocation according to the planned activities.
- New ways of developing tests to determine the level of achievement in learning.
- As an Institution, the Ministry of Education of Honduras, had never carried out an evaluation of youths out of school, so there was no prior knowledge of how to carry out this process, which could be done through a piloting in different municipalities nationwide.

Thanks for your
attention



La educación en Honduras

Hallazgos en Honduras por su participación
en PISA para el Desarrollo



PISA

 **OECD**
BETTER POLICIES FOR BETTER LIFE