Capacity Development Workshop
PISA for Development

PISA-D Case: Cambodia

1 March 2016
Phnom Penh, Cambodia
PISA 2012 Participation South East Asia
Seven developing country participants in PISA-D:
1. Cambodia
2. Ecuador
3. Guatemala
4. Honduras
5. Paraguay
6. Senegal
7. Zambia
Why is PISA for Development Important?

We will be a part of

- The international education community that aims to improve student outcomes globally through research;
- In-depth comparative analyses of factors that are strongly related to student outcomes;
- National and international debates about how to improve student outcomes;

Good practices and peer learning

- Participants in PISA are exposed to world-class assessments and rigorous international standards.
- PISA allows countries to learn policy lessons from other countries, particularly from those that may share common challenges and conditions, thereby facilitating peer learning and the dissemination of good practices and knowledge of what works to improve student outcomes;
Why is PISA for Development Important (cont.)?

Policy/system reform impacts
• Focus on student learning for policy reforms
• Focus on teacher professional development and training
• School leadership and school autonomy
• Focus on standards that are congruent and aligned
• Focus on student competencies and skills beyond (curricular) content
Needs Assessment Key Findings

- Good supply of skilled or trainable individuals
- Political will and interest of stakeholder groups is strong
- Skilled individuals are not provided to commit to time intensive projects
- Organizational barriers make it difficult to develop and sustain human resources
- Independence of different assessment activities makes implementation of each project inefficient
Capacity Needs Assessment Principles

• Raise the international profile of Cambodia and establish an evidence-based policy dialogue about education and skills within Cambodia;

• build a culture of transparency, information sharing, and commitment;

• share both positive and negative information with all stakeholders (government, Development Partners, and other stakeholders);

• current organizational capacity is lacking in both bureaucratic structure and human resource planning; and

• formal commitments must be made by all institutions to their project responsibilities.
Structure

- Steering Committee provides strategic direction and oversight
- Technical Task Force performs project tasks and develops capacity that can be used by other projects
Key Planning Activities, 2016

• **Management of large scale survey assessment:** Review best and emerging practices in other contexts for managing and sustaining large scale survey assessment then formalize plan for long-term sustainable management of assessment program (March 2016)

• **Enhancement of curriculum:** Identify relationships between primary/secondary curricula and the PISA framework (March 2016)

• **Instrument development:** Developing PISA-style cognitive items and questionnaire scales and develop an item bank of assessment tasks and questionnaire content relevant to the Cambodian context (April 2016)

• **Development of learning materials:** Review existing learning materials and modify to increase relevance to real-world applications (April 2016)
Key Planning Activities, 2016 (cont.)

- **Sampling**: Designing and drawing samples to support different research goals and Implementing sampling principles in the Cambodian context (May 2016)

- **Data collection and security protocols**: Provide detailed training on data collection and security protocols, including explanations of rationales and risks associated with different protocols and Develop strategy to optimize protocols for the Cambodian context (May 2016)

- **Statistical analysis and data visualization**: Psychometric data analysis and Secondary survey analysis and data visualization (December 2016)