



# PISA

## Latin America and the Caribbean

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## HOW DID THE REGION PERFORM?

Latin America and the Caribbean were again positioned at the bottom of the international ranking on education quality. However, greater inclusion and the commitment of countries to improving learning can be highlighted.

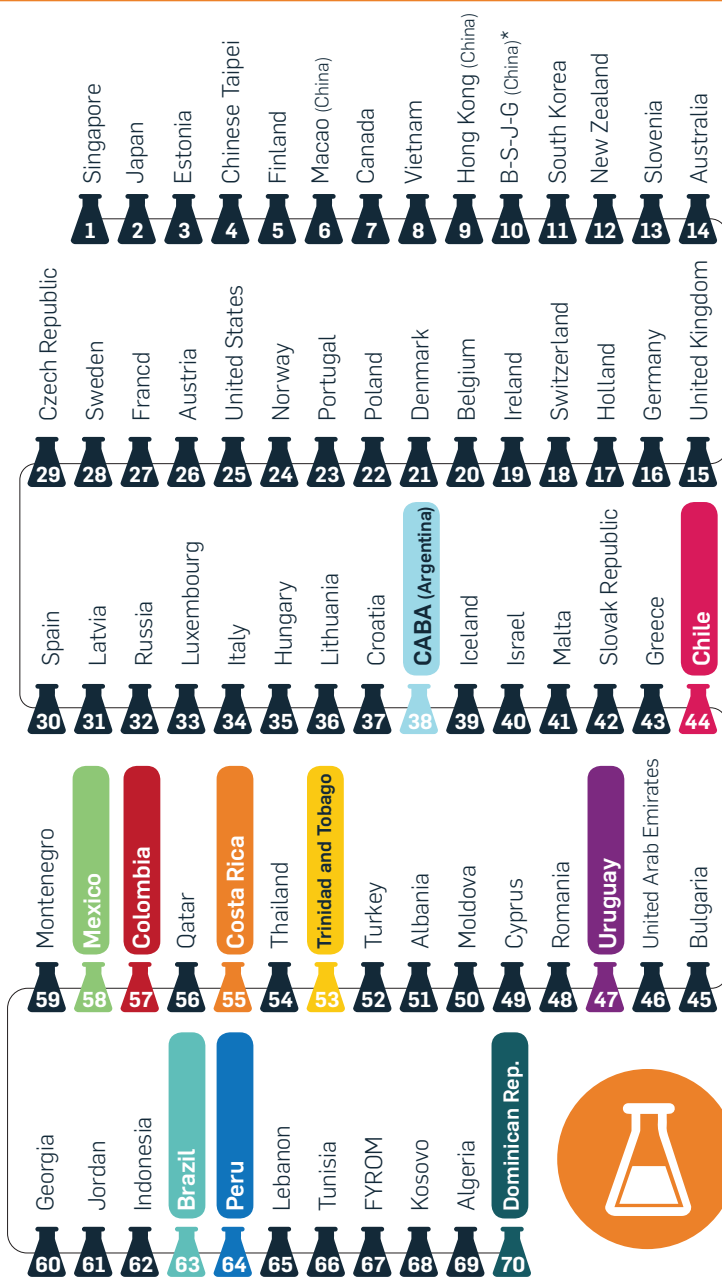
### In science, the region was positioned in the bottom third of the ranking

- Chile registered the best performance in science within the countries of the region, with 477 points, followed by Uruguay (435), Trinidad and Tobago (425) and Costa Rica (420).
- The Dominican Republic was positioned in the last place in the global science ranking, with 332 points.
- It should be noted that there are no statistically significant differences between the results of Costa Rica, Colombia, and Mexico. The same happens with Peru and Brazil.
- Ciudad Autónoma de Buenos Aires (CABA) and Bogotá are the cities with the highest performance levels among the cities that participate independently in the test.

### The asian countries dominate among the best performing countries

- Singapore is the first country in the ranking, and together with Japan, Estonia, Chinese Taipei and Finland they make up the top 5 in the science ranking.
- These countries are followed by Macao (China), Canada, Viet Nam, Hong Kong (China) and Beijing, Shanghai, Jiangsu and Guangdong (China), which make up the top 10 in the Science ranking.
- The five countries with the lowest performance levels in science are Tunisia, Macedonia, Kosovo, Algeria and the Dominican Republic.

### RANKING IN SCIENCE, PISA 2015



\*B-S-J-G refers to Beijing, Shanghai, Jiangsu y Guangdong  
Source: OECD, PISA 2015, Vol I, Table I.2.4a



## The performance of the region in reading has improved, but is still poor

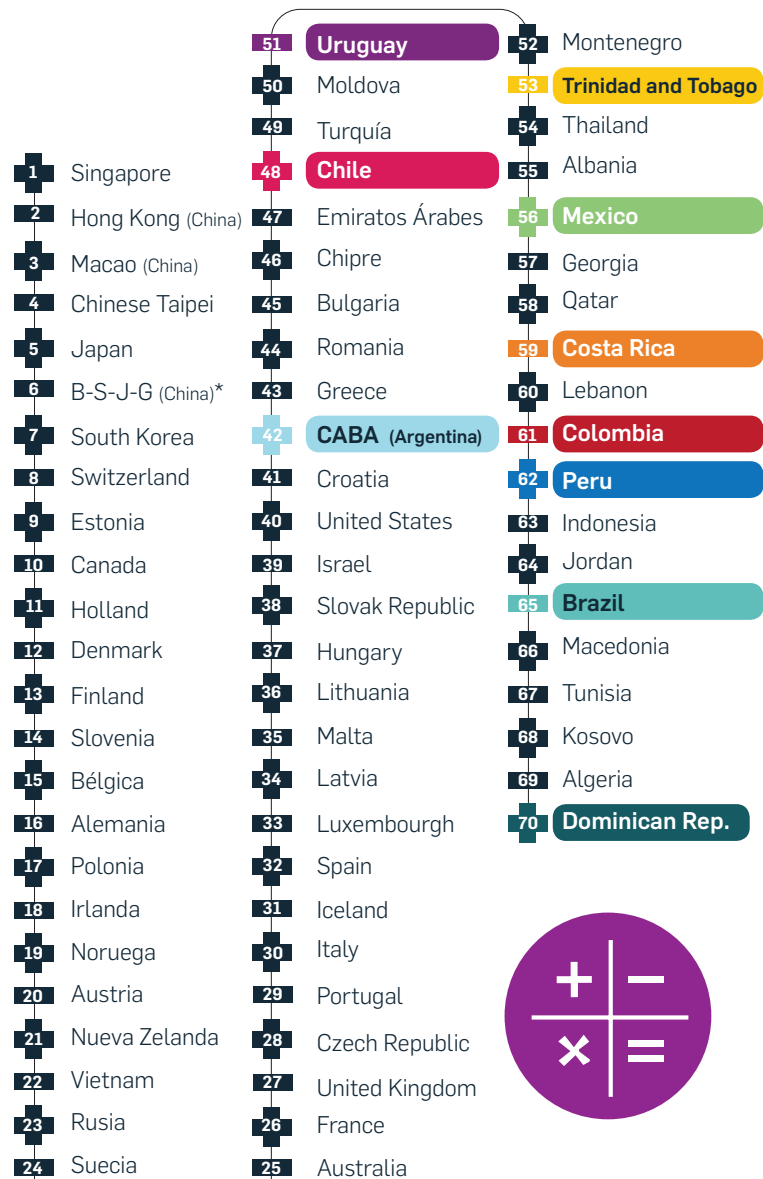
- Chile leads the regional ranking for reading, and the Dominican Republic is positioned in last place.
- Brazil, Costa Rica and the Dominican Republic's position in the reading ranking is higher than in the science ranking.
- In reading, the Dominican Republic does not occupy the last place in the global ranking.

## RANKING IN READING, PISA 2015



\*B-S-J-G refers to Beijing, Shanghai, Jiangsu y Guangdong  
Source: OECD, PISA 2015, Vol I, Table I.2.4a

## RANKING IN MATHEMATICS, PISA 2015



\*B-S-J-G refers to Beijing, Shanghai, Jiangsu y Guangdong  
Source: OECD, PISA 2015, Vol I, Table I.2.4a

## The region's ranking in mathematics is the worst of the three subjects

- Brazil, Colombia and Costa Rica's ranking in mathematics is lower than their ranking in science.
- As in science, Chile is positioned in the first place among the countries in the region and the Dominican Republic remains in last place.
- Mexico is the only country in the region whose ranking in mathematics is slightly higher than in science, while Trinidad and Tobago maintains the position in both.

# DIFFERENCES IN SCIENCE PISA 2015

+/- YEARS OF SCHOOLING, OECD COUNTRIES



7 AÑOS

## There are marked differences in performance between countries in the region

- The countries in the region demonstrate highly varied performance levels, with a difference equivalent to almost 4 years of schooling between them.
- The difference between Chile, which leads the ranking, and the Dominican Republic, which is at the bottom of the ranking, is 115 points. This difference is equivalent to almost 4 years of schooling (one year of schooling is considered equivalent to 30 points in the science test).
- Among the countries in the region with the lowest performance levels, the Dominican Republic is more than 2 years of schooling behind compared to Peru and Brazil.
- There are also marked differences within countries. Students in Bogotá are almost 1.5 years of schooling ahead when compared to the average in Colombia. Manizales, Medellin and Cali also have scores equivalent to almost one more year of schooling compared to the national average. Meanwhile, Bogotá's scores are equivalent to half a year of schooling behind the Ciudad Autónoma de Buenos Aires.

## The differences in performance compared to benchmark countries are also substantial

- Compared to the OECD average, the region's scores are equivalent to 2.5 years less of schooling or less.
- Chile, Uruguay, Trinidad and Tobago and Costa Rica have scores equivalent to 2 years less of schooling on average compared to the OECD.
- Colombia, Mexico, Brazil and Peru obtain results equivalent to three years less of schooling than the OECD.
- The Dominican Republic is 161 points behind OECD countries, which is equivalent to 5 years of schooling.
- The leaders of the ranking, Singapore and Japan, have scores equivalent to two years more of schooling than the OECD average. Compared to the leading countries in the ranking, the region has scores equivalent to almost 5 years less of schooling. Chile has scores equivalent to 4 years less of schooling than Singapore, and in the Dominican Republic this figure increases to 7 years.
- Compared to countries with a similar level of per capita income, the region's scores are equivalent to three years less of schooling than Viet Nam, demonstrating what can be achieved in countries with similar levels of income.
- Compared to countries with similar levels of spending per student, such as Turkey, there are no significant differences in performance.

\*B-S-J-G refers to Beijing, Shanghai, Jiangsu y Guandong  
Source: OECD, PISA 2015, Vol I, Table I.2.4a

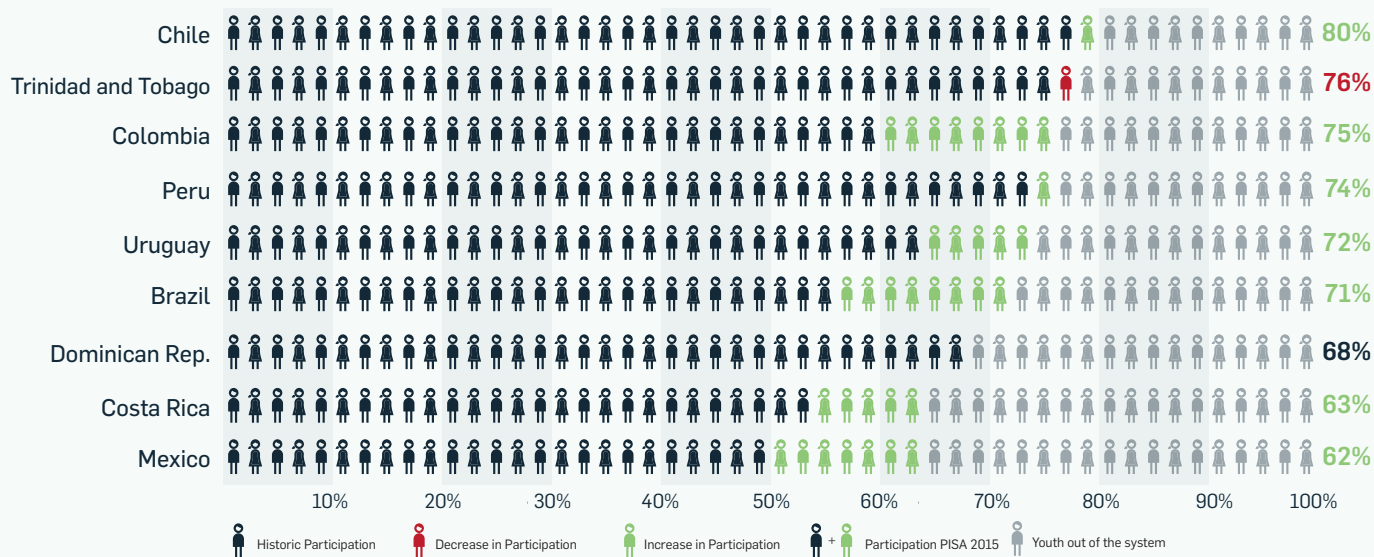
## Inclusion has improved in the region, with an increased participation of 15-year-olds

- The number of countries in the region that participate in PISA increased, and the percentage of young people in the education system within each country and who took the test also grew.
- However, participation in the test is still not universal, and varies from one country to another.
- Chile has the highest level of participation, reaching 80% of 15-year-olds.
- In Mexico, Brazil, Costa Rica and the Dominican Republic, participation of young people in PISA is below 70%.
- Compared to the first time they took part in PISA, Mexico, Brazil, Costa Rica and Colombia have increased student participation in the test by 8, 9, 10 and 15 percentage points respectively.
- In Argentina, the test covered just 55% of 15-year-olds in 2015, and for that reason national-level data is not reported.

## Ecuador, Guatemala, Honduras and Paraguay participate in PISA for Development and will publish their results in 2018

- PISA for Development is a test designed for middle and low income countries aiming to increase the relevance and usefulness of the results for these countries. It also applies a methodology to include young people outside of the education system in the studies.
- The results of this test will be comparable with PISA, and will be available in 2018.
- Panama will also participate in PISA 2018.
- These four countries and Panama will join the 10 countries that are currently participating, increasing the proportion of countries in the region represented in this test to 50%.

### INCLUSION: PARTICIPATION IN THE TEST, PISA 2015



Source: OECD, PISA 2015, Vol. I, Table I6.1

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References: OECD (2016), PISA 2015 Results Excellence and Equity in Education (Volume I).



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