



PISA

Latin America and the Caribbean

By María Soledad Bos, Nicholas Moffa, Emiliana Vegas, and Pablo Zoido

HOW DOES STUDENT LEARNING RELATE TO THE SCHOOL ENVIRONMENT?

School absenteeism in the region remains high and has increased. This is worrisome, since it is linked to a deteriorating school environment and worse results. Moreover, absenteeism is higher among the most disadvantaged students.

Absenteeism in the region is worryingly high

- Chile is the country in the region with the lowest rate of absenteeism. 9% of its students reported not attending school in the two weeks prior to the exam. The rate of school absenteeism in Chile is lower than in the average OECD country (20%).
- On the other hand, Uruguay, Dominican Republic, Brazil, Colombia, and Peru have high rates of absenteeism, and are among the 10 participating countries with the highest rates of absenteeism.
- Tardiness is a problem as well. In Chile, 67% of students, report having arrived late for school at least once in the two weeks prior to the exam, the highest rate in the region.

Absenteeism increased in the region between 2012 and 2015

- Rates of absenteeism have increased between the last two rounds of PISA in the countries of the region.
- Colombia, Uruguay, Brazil, and Peru are among the seven participating countries where absenteeism increased the most. Rates of absenteeism increased in Colombia by 40 percentage points (from 4% to 44%). Absenteeism increased in Uruguay and Brazil by 28 percentage points, affecting 50% of students in 2015.
- Absenteeism also increased in the average country in the OECD between 2012 and 2015. Rates also increased in three of the 10 top-performing countries and economies (Estonia, Finland, and Macau, China).

SCHOOL ABSENTEEISM, PISA 2012 AND 2015

Uruguay	 52%  24%
Dominican Republic	 51% N/A
Brazil	 48%  20%
Colombia	 44%  4%
Peru	 40%  14%
Costa Rica	 39%  32%
Mexico	 26%  21%
Chile	 9%  8%
OECD Average	 20%  15%

 = 5% absent students

 2015

 2012

Source: Figure II. 3.2

Notes: (1) Only countries and economies participating in PISA 2012 or PISA 2015 are included. (2) This information was not reported for Trinidad and Tobago. (3) The data was rounded to the nearest whole number.

DIFFERENCES IN ABSENTEEISM BY SOCIOECONOMIC STATUS, PISA 2015



Source: Table II. 3.4, PISA 2015

Absenteeism is highest among the most disadvantaged students

- In the region, the percentage of students absent from school for at least one day is highest in the poorest schools.
- Dominican Republic (52%) and Uruguay (56%) are among the five countries with the highest rates of absenteeism in poor schools. They are also among the five countries with the highest rates of absenteeism in wealthy schools (43% and 42%, respectively).
- Wealthy and poor schools in Chile have very low rates of absenteeism, lower even than rates of absenteeism in the average country in the OECD.

Absenteeism negatively affects the school environment

- To define the school environment, PISA uses student reports regarding whether or not they listen, begin work on time, and work well and whether or not there is noise and disorder in the classroom.
- Within the region, Peru, Costa Rica, Mexico, Colombia, and Dominican Republic have the best school environments, even better than the average country in the OECD.
- Absenteeism adversely affects the school environment. The more students who are absent, the worse the school environment will be, even when accounting for the socioeconomic status of students and the school.
- In most countries in the region, the school environment is worse in schools with a greater number of disadvantaged students, thereby reinforcing inequality of opportunity.

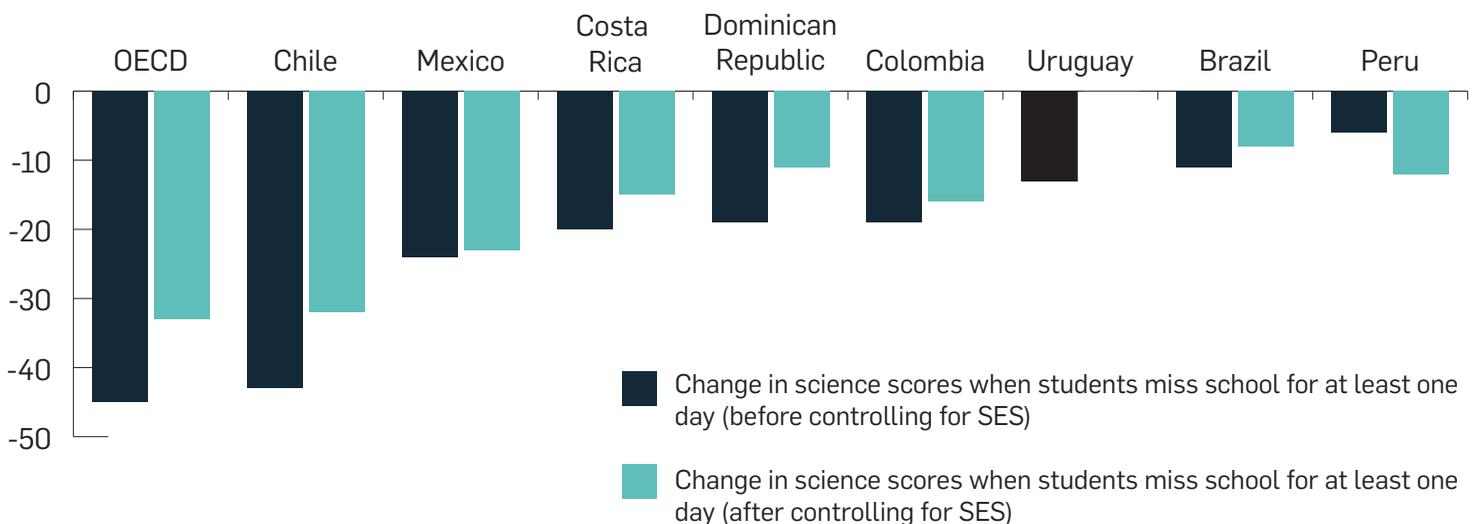
If a student misses class, his or her achievement declines

- Absenteeism results in lower levels of achievement in science, even after accounting for the socioeconomic status of students and schools.
- Prior to controlling for the socioeconomic status of students and schools, students who miss class score between 43 (in Chile) and 6 (in Peru) points lower in science than their peers who do not miss class.
- After controlling for the socioeconomic status of students and schools, students in Chile who miss class score 32 points lower in science than their peers who attend class. In the other countries in the region (except Uruguay), absenteeism is also associated with lower levels of achievement in science.
- Additionally, in most countries in the region, school absenteeism affects the academic achievement of all students, regardless of their socioeconomic status.

If several students miss class, everyone's achievement declines

- Higher rates of absenteeism are associated with low achievement in science for all students in the class, even those who do not miss class.
- This negative relationship between absenteeism and the entire class' achievement is more pronounced in the average country in the OECD (-2.5 points for each percentage point increase in class absenteeism) than in any country in Latin America and the Caribbean except Chile (-2.9 points).
- In the other countries in the region, this negative relationship diminishes after accounting for the socioeconomic status of students and schools and rates of school absenteeism.
- Within the region, absenteeism affects the performance of the whole class to the greatest extent in Chile (-1.4 points), followed by Mexico (-0.9 points), Dominican Republic (-0.7 points), Brazil (-0.6 points), Colombia (-0.6 points), Costa Rica (-0.5 points), Uruguay (-0.3 points), and Peru (-0.3 points).

SCHOOL ABSENTEEISM AND SCIENCE ACHIEVEMENT, PISA 2015



Source: Tables II. 3.4, II. 3.5, and II. 3.6

NOTES: (1) The data represents the change in the average science score when the student did one of the following actions in the two weeks prior to the exam: missing school for at least one day, missing class, or arriving late to school. (2) The socioeconomic profiles of the students and the schools are controlled for. (3) Data was not reported for Trinidad and Tobago.

The region is characterized by high levels of intimidation and bullying

- PISA tracks intimidation and bullying via a survey of school principals, who report to what extent bullying affects student learning.
- One in five students in the region suffer from intimidation and bullying at school, while only one in 10 students in the OECD suffer from bullying and intimidation at school.
- In Colombia, one in three principals report bullying is a factor affecting learning in their schools. In Peru, on the other hand, only one in 10 principals report the same.
- Bullying, along with absenteeism, a lack of respect for teachers, and the use of alcohol or drugs, are all components of student behavior. Worse student behavior is associated with lower levels of achievement in PISA.

Teachers in the region are respected by their students

- School principals in the region report high levels of student respect for teachers.
- Chile, Costa Rica, Colombia, Dominican Republic, and Uruguay report similar levels of respect to the OECD: approximately 80% of students attend schools whose principals report high levels of respect among students for teachers.
- Mexico and Peru stand out for their high levels of student respect for teachers. Almost 90% of their students attend schools where principals report high levels of respect for teachers.
- On the other hand, students in Brazil and Trinidad and Tobago show very low levels of respect for their teachers (55% and 41%, respectively).

SCHOOL BULLYING, PISA 2015



Source: Table II. 3.13

Notes: (1) This graphic represents the percentage of students in schools where the principal reports that bullying negatively affects learning. (2) This information was not reported for Trinidad and Tobago or the Dominican Republic. (3) The data has been rounded to the nearest whole number.

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Contact: education@iadb.org

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



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