WHAT IS IEA?
Founded in 1958, the International Association for the Evaluation of Educational Achievement (IEA) is a non-governmental, non-profit organization that has evolved over the last 50 years from a collective of national research institutions to a professional organization with a permanent Secretariat and Data Processing and Research Center, which, together with the association’s membership, carry out comparative research studies in education.

Through its world-wide comparative research and assessment projects, IEA:
- provides international benchmarks that identify strengths and weaknesses in educational systems;
- provides high quality data that point to key factors that influence teaching and learning;
- provides high quality data that direct educational reforms; develops educational systems’ capacity to engage in national strategies for monitoring and improving performance;
- contributes to research in educational evaluation, developing a world-wide network of researchers in this critical area.

IEA: A GLOBAL NETWORK
IEA draws on the collective strength of its almost 70 members. Most of these represent national systems of education, and all are institutes or agencies associated with a strong research tradition linking educational researchers and practitioners. Member institutions collaborate closely with national policy makers and funding agencies.

IEA’s role extends far beyond its immediate membership, with the work of the organization influencing the provision of education in almost 100 countries. Through its years of studying cross-national achievement, IEA has contributed substantially to the development of a world-wide community of experts in educational evaluation.

IEA MEMBERS ARE GOVERNMENTAL AND NON-GOVERNMENTAL RESEARCH INSTITUTIONS FROM:

Argentina
Armenia
Australia
Austria
Belgium (Flemish)
Belgium (French)
Bosnia and Herzegovina
Botswana
Brazil
Bulgaria
Canada
Chile
China
Chinese Taipei
Croatia
Cyprus
Czech Republic
Denmark
Egypt
England
Estonia
Finland
France
Georgia
Germany
Greece
Hong Kong SAR
Hungary
Iceland
Indonesia
Iran
Ireland
Israel
Italy
Japan
Jordan
Kazakhstan
Kenya
Korea
Kuwait
Latvia
Lithuania
Luxembourg
Macedonia
Malaysia
Mexico
Morocco
Netherlands
New Zealand
Nigeria
Norway
Palestinian National Authority
Jordan
Kazakhstan
Kenya
Korea
Kuwait
Latvia
Lithuania
Luxembourg
Macedonia
Malaysia
Mexico
Morocco
Netherlands
New Zealand
Nigeria
Norway
Palestinian National Authority

Philippines
Portugal
Qatar
Romania
Russian Federation
Scotland
Singapore
Slovak Republic
Slovenia
South Africa
Spain
Sweden
Thailand
Turkey
United Arab Emirates
United States
As a non-profit, tax-exempt institution, IEA is supported by its members and by funds from government agencies, foundations, and other organizations. Recent co-funders of IEA projects include: European commission, Ford Foundation, Inter-American Development Bank, Ministry of Education, Culture and Science of the Netherlands, The World Bank, United Nations Development Programme, United States Department of Education/National Center for Education Statistics, United States National Science Foundation, and educational research agencies in Chinese Taipei, Japan and Norway.

IEA studies are an important data source for those working to enhance student learning at the international, national, and local levels. By reporting on a wide range of topics and subject matters, IEA studies contribute to a deep understanding of educational processes within individual countries, and across a broad international context.

IEA studies focus on the output of educational systems—that is, the educational achievements and attitudes of students after a fixed period of schooling, usually the fourth and eighth grades. IEA studies engage both the processes and products of education. They approach education in all its complexity, using the notion of opportunity to learn in order to understand the linkages between:

- intended curriculum (what policy requires)
- implemented curriculum (what is taught in schools)
- achieved curriculum (what students learn).

These aspects of curriculum are assessed in part through cognitive tests based on the curricula of participating countries but also through extensive questionnaires about instructional practices, student and teacher attitudes and dispositions, and more general background information related to school environment, teachers, and students. The background data allow policy analysts and researchers to identify and implement those factors that enhance the learning process and achievement outcomes.

The cycle of studies gives countries an opportunity to monitor progress in educational improvement over time. Such trend information is crucial in helping policy makers understand the impact of decisions about investment in education, curricular reform, and initiatives to improve instruction.

IEA studies are joint ventures, relying on a spirit of cooperation between partners to achieve common goals. IEA’s work over the past 50 years has created a strong network of expertise, so that study participants have access to recognized leaders at every stage of project implementation. International advisory committees of scholars, researchers, policy analysts, and technical experts provide guidance to ensure that policy, research, educational, and subject-specific interests are well served. Each country participating in a study designates a national center to conduct the activities of the study and a national research coordinator to assume responsibility for successful study completion.

OTHER PARTNERSHIPS INCLUDE:

Each IEA study is coordinated by an international study center, which is ultimately responsible for the execution of the study internationally. International study centers are located around the world, and sometimes consist of a collaboration between two or more centers of expertise. Several institutions served as members of the international centers for recent IEA studies, including: Australian Council for Educational Research (ACER), Boston College (USA), Michigan State University (USA), National Foundation for Educational Research (NFER) (England), Roma Tre University (Italy), University of Twente (Netherlands), University of Hong Kong (Hong Kong SAR).

The IEA Data Processing and Research Center (DPC) assists study participants with their national databases and prepares the international database for each study. DPC also provides services in data analysis and reporting. The IEA DPC–ETS Research Institute (IERI), a collaboration between IEA and the Educational Testing Service (ETS) based in Princeton, United States, contributes to the science of large-scale assessment and promotes the secondary analysis of large-scale assessment data. It also provides training in the statistical analysis of research findings at both basic and advanced levels.

IEA STUDIES: 50 YEARS OF EDUCATIONAL RESEARCH

Since its inception in 1958, IEA has conducted almost 30 research studies of cross-national achievement and has several more underway. A regular cycle of studies, such as the Trends in Mathematics and Science Study and Progress in International Reading Literacy Study series, encompasses learning in basic school subjects. In 2005 IEA initiated its first study in tertiary education, Teacher Education and Development Study in Mathematics (TEDS-M).

STUDIES IN PREPARATION

International Computer and Information Literacy Study (ICILS)

CURRENT STUDIES

Progress in International Reading Literacy Study (PIRLS 2011) 2010 — 2011
Trends in Mathematics and Science Study (TIMSS 2011) 2010 — 2011
International Civic and Citizenship Education Study (ICCS) 2008 — 2009
Teacher Education and Development Study in Mathematics (TEDS-M) 2007 — 2008

COMPLETED STUDIES

TIMSS Advanced 2008
Trends in Mathematics and Science Study (TIMSS 2007)
Progress in International Reading Literacy Study (PIRLS 2006)
Second Information Technology in Education Study (SITES 2006)
Trends in Mathematics and Science Study (TIMSS* 2003)
Pre-Primary Education Project (PPP):
  Phase III 1993 — 2003
  Phase II 1989 — 1993
  Phase I 1986 — 1994
Progress in International Reading Literacy Study (PIRLS 2001) 2001
Second Information Technology in Education Study Module 2 (SITES-M2) 2000 — 2001
Civic Education Study (CIVED):
  Phase II 1999 — 2000
  Phase I 1996 — 1997
Third International Mathematics and Science Study Repeat (TIMSS-R 1999)
Second Information Technology in Education Study Module 1 (SITES-M1) 1998 — 1999
Languages in Education Study (LES) 1995
Computers in Education/Information Technology (COMPED) 1989, 1992
Reading Literacy 1990 — 1991
Written Composition 1985
Second International Science Study (SISS) 1983 — 1984
Classroom Environment 1981 — 1983
Second International Mathematics Study (SIMS) 1980 — 1982
The Six-Subject Study
  Science 1970 — 1971
  Reading Comprehension 1970 — 1971
  Literature 1970 — 1971
  English as a Foreign Language 1970 — 1971
  French as a Foreign Language 1970 — 1971
  Civic Education 1970 — 1971
First International Mathematics Study (FIMS) 1964
The Pilot Study 1959 — 1960

* Earlier acronym for the Third International Mathematics and Science Study.
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