



International
Association for the
Evaluation **E**
A of **E**ducational
achievement

ABOUT
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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	Denmark	Jordan	Philippines
Armenia	Egypt	Kazakhstan	Portugal
Australia	England	Kenya	Qatar
Austria	Estonia	Korea	Romania
Belgium (Flemish)	Finland	Kuwait	Russian Federation
Belgium (French)	France	Latvia	Scotland
Bosnia and Herzegovina	Georgia	Lithuania	Singapore
Botswana	Germany	Luxembourg	Slovak Republic
Brazil	Greece	Macedonia	Slovenia
Bulgaria	Hong Kong SAR	Malaysia	South Africa
Canada	Hungary	Mexico	Spain
Chile	Iceland	Morocco	Sweden
China	Indonesia	Netherlands	Thailand
Chinese Taipei	Iran	New Zealand	Turkey
Croatia	Ireland	Nigeria	United Arab Emirates
Cyprus	Israel	Norway	United States
Czech Republic	Italy	Palestinian National Authority	
	Japan		

OTHER EDUCATIONAL SYSTEMS CURRENTLY PARTICIPATING IN IEA STUDIES ARE:

Algeria	El Salvador	Libya	Paraguay	Syria
Azerbaijan	Ghana	Liechtenstein	Poland	Tunisia
Bahrain	Guatemala	Malta	Saudi Arabia	Ukraine
Colombia	Honduras	Mongolia	Serbia	Yemen
Dominican Republic	Lebanon	Oman	Switzerland	

IEA PARTNERS

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.**

OTHER PARTNERSHIPS INCLUDE:

Educational Testing Service (ETS), International Institute for Educational Planning (IIEP UNESCO), Organization of Ibero-American States (OEI), Partnership for Educational Revitalization in the Americas (PREAL), Programme d'Analyse des Systèmes Educatifs des Etats de la CONFEMEN (PASEC), Statistics Canada, The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), The West African Examinations Council (WAEC).

GLOBAL PARTNERSHIPS, GLOBAL BENEFITS

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.

IMPLEMENTING IEA STUDIES

A NETWORK OF EXPERTISE

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.



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

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



COMPLETED STUDIES

<i>TIMSS Advanced 2008</i>	Data Collection 2007 — 2008
<i>Trends in Mathematics and Science Study (TIMSS 2007)</i>	2006 — 2007
<i>Progress in International Reading Literacy Study (PIRLS 2006)</i>	2005 — 2006
<i>Second Information Technology in Education Study (SITES 2006)</i>	2005 — 2006
<i>Trends in Mathematics and Science Study (TIMSS* 2003)</i>	2002 — 2003
<i>Pre-Primary Education Project (PPP):</i>	
Phase III	1993 — 2003
Phase II	1989 — 1993
Phase I	1986 — 1994
<i>Progress in International Reading Literacy Study (PIRLS 2001)</i>	2001
<i>Second Information Technology in Education Study Module 2 (SITES-M2)</i>	2000 — 2001
<i>Civic Education Study (CIVED):</i>	
Phase II	1999 — 2000
Phase I	1996 — 1997
<i>Third International Mathematics and Science Study Repeat (TIMSS-R 1999)</i>	1998 — 1999
<i>Second Information Technology in Education Study Module 1 (SITES-M1)</i>	1998 — 1999
<i>Third International Mathematics and Science Study (TIMSS 1995)</i>	1994 — 1995
<i>Languages in Education Study (LES)</i>	1995
<i>Computers in Education/Information Technology (COMPED)</i>	1989, 1992
<i>Reading Literacy</i>	1990 — 1991
<i>Written Composition</i>	1985
<i>Second International Science Study (SISS)</i>	1983 — 1984
<i>Classroom Environment</i>	1981 — 1983
<i>Second International Mathematics Study (SIMS)</i>	1980 — 1982
<i>The Six-Subject Study</i>	
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
<i>First International Mathematics Study (FIMS)</i>	1964
<i>The Pilot Study</i>	1959 — 1960

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



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