IEA releases an International Cross-Time, Cross-System Database (XTXS)

Researchers interested in international comparative work and empirical modeling can now access the International Cross-Time, Cross-System Database (XTXS) via www.iea.nl/data.html.

Just released by IEA, this comprehensive source of education-related data complements the sources already available in the IEA data repository by providing for data from both IEA and non-IEA studies as well as other information (e.g., Human Development Index).

XTXS currently offers data for 232 education systems on a wide array of relevant topic areas, including outcomes of education, educational contexts, and features of economic, social, and political contexts potentially relevant to the study of education systems.

XTXS is also a response to the challenges researchers typically face when working with cross-national data that are

- **isolated**: many datasets exist, but few are readily compatible or complementary;
- **flat**: information is provided in two dimensions at best; and
- **inaccessible**: sophisticated statistical skills are necessary to prepare these data and to work with them.¹

XTXS can help researchers overcome these challenges because:

1. **It is integrated**: XTXS compiles information from sources additional to that from IEA’s studies (e.g., OECD, UNESCO, World Bank, UNDP, Statistics Canada).
2. **It provides information for three dimensions**: time (different time points), space (different countries, political and geographical demarcations), and level (data nested at different levels).
3. **It is accessible**: XTXS is available in both a wide format (years nested in columns/variables) and a long format (years nested in rows/countries) so as to meet the specific needs of the researcher. It can also be used in conjunction with common statistical software packages, such as SAS, Stata, and SPSS.

Want some examples of the research questions that XTXS could help you answer? Consider these ones:

- To what extent is compulsory-education starting age associated with student achievement outcomes at the end of compulsory education?
- Which education systems have the best performing students in mathematics and reading and why?

• What associations are there between health factors and student achievement?
• What association is there between a country’s legal rights and the participation of its students in civic organizations?
• Why does the association between computer resourcing/use in the education process and student achievement vary so much across education systems?
• What impact does a country’s involvement in the global economy appear to have on student achievement?

Interested? Then click here for more information and access to the XTXS database!