



# NEWSLETTER

International Association for the Evaluation of Educational Achievement | [www.iea.nl](http://www.iea.nl)

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Participants of the 52<sup>nd</sup> IEA General Assembly at Malahide Marina

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## 52<sup>ND</sup> IEA GENERAL ASSEMBLY MEETING

10–13 OCTOBER 2011, MALAHIDE, IRELAND

The “moving caravan” of the IEA General Assembly went to Ireland in 2011. It was one of the largest General Assemblies to date, attended by delegates from 46 member institutions, as well as international study coordinators, committee members, IEA officers, observers from international organizations and funding agencies, and experts in the field of research and evaluation. The high energy of the meeting was balanced by the peaceful coastal settings of Malahide (located just outside Dublin city), where the assembly took place.

### Meeting highlights and study updates

IEA Chair Dr Seamus Hegarty and Executive Director Dr Hans Wagemaker reflected on the successes and chal-

lenges of the past year. They noted the growing impact of IEA data on policy and practice in education, and expressed optimism about IEA’s continuing integral role in international educational assessment in the years to come.

At the meeting, participants were informed about recent activities in several ongoing IEA projects. The **ICILS 2013** international and national study teams have been busy gearing up for the field trial, which will take place in the first half of 2012. Following a major milestone in the **TIMSS & PIRLS 2011** projects—the completion of the main data collection—efforts have centered on data processing (for details, see p. 6) and preparing the international reports. The TIMSS and PIRLS international reports will be released in December 2012, followed by ➤



Barbican gate of Trim Castle,  
County Meath

the TIMSS-PIRLS relationships report in October 2013.

The rich participant discussion formed a focal point of the meeting, looking towards two possible new areas for IEA study: **early childhood education** and **English as a foreign language**. Several new cycles of studies were also announced: **TIMSS 2015**, **TIMSS Advanced 2015**, **PIRLS 2016**, **prePIRLS 2016**, and **ICCS 2016**.

Panelists from Belgium (Flemish Community), Chinese Taipei, Colombia, Estonia, Ireland, and Italy shared their experiences with **ICCS 2009**, focusing on the implementation of the regional modules and/or dissemination of the results in their countries. Dr Tom Loveless (United

States) and Dr Jan-Eric Gustafsson (TEG) gave a lively joint presentation, "Interpretation of Data from IEA Studies for Policy Purposes," discussing some traps related to inferring causation from cross-sectional data. Participants also received a comprehensive introduction to sampling in the professional development session by Mr Marc Joncas (TEG).

### Association news

Ms Anne-Berit Kavli was elected IEA Chair for the period 2013–2015. We look forward to welcoming Ms Kavli as the new chair; she brings to the position her significant expertise in education (including roles as mathematics and science teacher, educational advisor, and Head of the Department for Research and International Affairs at the Norwegian Directorate for Education and Training). As the General Assembly representative for Norway since 2002 and a former member of the IEA Standing Committee (2005–2008), she is also a familiar face in the IEA community. Ms Kerstin Mattsson (Sweden) and Dr Paul van Oijen (The Netherlands) concluded their terms as members of the

IEA Standing Committee. Mr Sándor Brassói (Hungary) and Dr Margarita Peña (Colombia) were approved as new members.

### Banquet and excursion

Farmleigh House, an estate dating back to the late 18<sup>th</sup> century, provided a beautiful setting for the banquet. After the dinner, the fiddle-and-harp duo Michelle O'Brien and Laoise Kelly delighted participants with Irish traditional music.

During the cultural excursion, participants and their families toured two key historical sites: Newgrange, a stone-age passage tomb located in the Boyne Valley, and Trim Castle, the largest Anglo-Norman castle in Ireland. ●

*IEA would like to extend its gratitude to Dr Peter Archer, Ms Paula Chute, and their colleagues at the Educational Research Centre for their assistance in hosting a successful and productive meeting.*

*Minutes and presentations from the 52<sup>nd</sup> IEA General Assembly meeting are available at [www.iea.nl/52nd\\_ga.html](http://www.iea.nl/52nd_ga.html).*

### UPCOMING

## 53<sup>RD</sup> IEA GENERAL ASSEMBLY MEETING

8–11 October 2012, Phuket, Thailand



Join us in Phuket! The 53<sup>rd</sup> annual GA meeting will be hosted by the Office of the Education Council (OEC) of the Ministry of Education, Thailand. The OEC carries out educational policy formulation and planning, research, and evaluation, and also serves as the Thai national center for ICCS 2009.

Registration materials will be sent to General Assembly representatives in July 2012. If you are interested in attending the meeting as an observer or to obtain more information, please contact the IEA Secretariat ([department@iea.nl](mailto:department@iea.nl)).



**P**lan your participation in the 5<sup>th</sup> IEA International Research Conference (IRC-2013)! Hosted by the National Institute of Education in Singapore on 26–28 June 2013, the IRC-2013 will provide an international forum for all those working with IEA data to exchange ideas and information on critical educational issues.

In conjunction with the IRC, a series of pre-conference workshops will be conducted

## 5<sup>TH</sup> IEA INTERNATIONAL RESEARCH CONFERENCE

26–28 June 2013, Singapore

on 24–25 June 2013. The workshops will cover a range of topics suitable for beginning and advanced researchers in the use of large-scale assessment data, and will include lectures and hands-on training with statistical software.

A call for proposals will be sent out in June 2012; further details and submission information will also be made available on the IEA website ([www.iea.nl](http://www.iea.nl)).



“The development of new policies is likely to be most effective when they are informed by the outcomes of sound empirical research that addresses the key elements of sound educational planning: curriculum, teaching, school resourcing, and student needs.”

HANS WAGEMAKER, FOREWORD TO *PROGRESS IN READING LITERACY: THE IMPACT OF PIRLS 2001 IN 13 COUNTRIES*



# IMPACT OF IEA DATA BRIDGING THE GAP BETWEEN RESEARCH, POLICY, AND PRACTICE

**P**articipation in the IEA international educational assessments has continued to increase over the years. Currently 80 countries are involved in five IEA studies, nearly double the level seen in the 1980s. Some of these countries have trend data going back many cycles, while others are relative ‘newcomers’ to large-scale assessment; together, they represent an instructive range of social, political, and economic contexts—a veritable educational laboratory—within which educational attainment is situated.

**This growth in international** assessment activity can be attributed to a rise in the status of educational monitoring and a broadening recognition of the potential benefits of measuring achievement within a cross-national framework. The first IEA studies demonstrated the feasibility of conducting large-scale cross-national surveys of achievement, and paved the way for over 50 years of research in a variety of curriculum areas. By considering both the processes and effects of education across countries, IEA studies not only help policy-makers gauge academic performance relative to that of other nations, but also shed light on the factors or ‘inputs’ to education—such as school resources, instructional practices, and classroom environment—that are related to student outcomes like knowledge, attitudes, and participa-

tion. They also lead to many national assessments being undertaken in various countries, and stimulate further development of international projects.

**However, the use of data to improve** teaching and learning is still a crucial challenge for participating countries, requiring the close involvement of all: researchers, policy-makers, and practitioners. This challenge is recognized and addressed in many international forums, to name only a few recent initiatives: Evidence Informed Policy and Practice in Education in Europe (EIPPEE) is a two-year project (2011–2013) funded by the European Commission, which aims to increase the influence and use of research in educational policy and practitioner decision-making across Europe. Led by a central team based at the EPPI-Centre, Institute of Education (University of London), project activities include free training courses, a consultancy service, the development of a research search portal, and an international conference (9–10 May 2012 in The Hague, The Netherlands).

A conference sponsored by the Teachers College of Columbia University and the Educational Testing Service entitled “Educational Assessment, Accountability and Equity: Conversations on Validity Around the World,” 28–29 March 2012 in New York, United States, focused on issues related to the valid and mean-

ingful use of educational assessment information.

“Non Satis Scire: To Know is Not Enough” is the theme of the American Educational Research Association (AERA) 2012 conference, which aims to foster dialogue on and promote the use of research to improve education and serve the public good, as part of AERA’s mission. The conference will take place on 13–17 April 2012 in Vancouver, Canada.

The next European Conference on Educational Research (ECER), organized by the European Educational Research Association (EERA), will be held on 17–21 September 2012 in Cadiz, Spain. It features the theme, “The Need For Educational Research to Champion Freedom, Education and Development for All.” ●

## EXPERIENCES IN THREE COUNTRIES

**What lessons can be learned from IEA countries about how to use assessment data as an instrument for policy change? In this issue of the newsletter, three countries share their experiences participating in the IEA studies, and some of the steps and strategies they took to disseminate study results, further research, develop capacity in educational monitoring, and institute reforms.**



# QATAR

“The Evaluation Institute’s keenness to participate in the forthcoming international tests—TIMSS & PIRLS 2011—was clear from the beginning, recognizing that learning and teaching is an interaction that is further enriched when its outcomes and benefits are disseminated.”

DR HAMDA HASSAN ALSULAITI, EVALUATION INSTITUTE IN QATAR

**Q**atar participated in PIRLS and TIMSS for the first time in 2006 and 2007, respectively. Findings from these studies provided information on various aspects of teaching and learning in the country. They also yielded recommendations for improvement and a baseline for measuring school progress to help inform Qatar’s reform efforts, which are highly intensive. Qatar’s participation in TIMSS & PIRLS 2011 is anticipated to monitor expected changes and provide further indicators on the quality and development of education.

**As part of the national reforms**, the Supreme Education Council (SEC) of Qatar developed a five-year action plan to promote students’ academic levels and help schools meet the standards of the international assessments. The plan included three major aspects: academics, awareness, and motivation.

**The academic aspect focused on** comparing the international standards with national standards and students’ achieved levels, and assessing the efficiency of the educational resources used

in the field. Some initiatives included conducting training workshops for subject coordinators in mathematics, science, and reading; providing teachers with enrichment materials, information on the TIMSS and PIRLS frameworks (in Arabic and English), and access to released test items from previous assessments; and establishing several committees to perform specific functions in support of the plan, such as the Advisory Committee for Independent School Operators, Item Development Committee, Advisory Committee for the Board of Trustees, and Advisory Committee for Students’ Parliament. These committees also sought to expand community involvement in the educational process and establish links between different groups (e.g., teachers, school administrators, and staff of the SEC’s Evaluation Institute).

**The cultural awareness aspect** aimed to raise students’ awareness of the importance of participating in the international tests by, among others, developing a media plan, holding periodic meetings on the international

tests, distributing informational brochures to students and parents, and publicizing recent accomplishments and events on the SEC website. In addition, a strategy was devised to integrate awareness activities about TIMSS and PIRLS with student participation in national events/occasions in and out of school. The objective was not only to inform students about the tests, but also to increase their motivation to perform well (the third aspect) by using these occasions to foster school competitions and enhance national spirit. These competitions also helped to facilitate the exchange of expertise and interactions between students, educational staff, and parents on performance, contributing to students’ self-monitoring and motivation.

**The International Studies Unit** of the Evaluation Institute was established out of the state’s awareness of the increasing importance of the international tests. Operating under the SEC, the Evaluation Institute oversees the national implementation of TIMSS and PIRLS and is responsible for monitoring student learning and evaluating school performance.

# SINGAPORE

“The PIRLS and TIMSS findings are used in Singapore in a variety of ways to inform policy development, as well as enhance teaching and learning practices.”

DR CHEW LENG POON, MINISTRY OF EDUCATION IN SINGAPORE

**S**ingapore’s involvement in the IEA studies spans three decades and a wide range of areas, including mathematics and science (SISS, TIMSS 1995–2011), reading (Reading Literacy Study, PIRLS 2001–2011), information and communication technology (SITES-M1, SITES-M2, SITES 2006), and teacher

education (TEDS-M). In particular, Singapore has participated in every cycle of TIMSS and PIRLS since the projects began in 1995 and 2001, respectively, and the data collected over these many years have provided useful insights to inform policy decisions, research, and educational practice. Findings from the two

studies were disseminated in the country via policy papers, national publications/reports, and news articles.

**Singapore’s participation** in international benchmarking studies such as TIMSS and PIRLS has served as one of several references informing national curriculum reviews (which are conducted >

on a regular 6–8 year cycle), by providing information on what educators internationally regard as important for students to know and be able to do at Grades 4 and 8.

**The PIRLS and TIMSS data** were also mined to inform specific research studies at the National Institute of Education (NIE) and Ministry of Education in Singapore. For instance, PIRLS data on changes in students' reading habits and attitudes were used to help policy-makers better understand the impact of reading and library programs on reading behavior. Trend data on low performers provided an alternative perspective to national studies on the impact of curricular reforms that utilized more contextualized evaluation methods. Information on student performance was also used to guide the development of teacher training materials and other resources to enhance students' meta-cognition and self-monitoring skills.

**The TIMSS results were analyzed** to identify specific strengths and weak-

nesses of students, such as the difficulties faced by low mathematics achievers with certain algebraic concepts and skills (e.g., simplifying algebraic expressions and formulating equations to solve problems). Mathematics specialists, researchers, and teachers subsequently worked on designing learning opportunities and tasks to build students' competencies in mathematics reasoning and application. The various contexts within which the TIMSS science items are situated yielded useful information about students' abilities to transfer their learning in different contexts, a focus of the Singapore science curriculum.

**The country's participation** in PIRLS and TIMSS also provided opportunities for specialists in curriculum, research, and evaluation to gain exposure to best practices through their involvement in the review of the assessment frameworks, development of items, coding of students' work, and data analysis.

**In 2009, the Centre for International Comparative Studies** was established



at the NIE. The center works closely with the Ministry of Education in the secondary analysis of data from TIMSS and PIRLS, and also supports capacity building and networking activities in international comparative education.

**In the opinion of Singapore educators**, studies like TIMSS and PIRLS provide objective and useful data as Singapore seeks continual improvement to its education system.

## SLOVENIA

*“National issues shown through the findings of TIMSS and PIRLS in one cycle are expected to be studied with more attention in the next cycle.”*

MS BARBARA JAPELJ PAVEŠIČ AND MS MARJETA DOUPONA HORVAT, EDUCATIONAL RESEARCH INSTITUTE IN SLOVENIA

**S**lovenia has participated in a number of IEA studies, including the Reading Literacy Study, PIRLS (2001, 2006, 2011), TIMSS Advanced 2008, TIMSS (1995, 1999, 2003, 2007, 2011), CIVED, ICCS 2009, COMPED, SITES-M1, SITES 2006, ICILS 2013, Language Education Study, and Preprimary Project. Data from the IEA trend studies were used to monitor educational outcomes over time to inform policy-making, curriculum development, and research.

**After over a decade** of implementation of school reforms, a new White Paper on Education in Slovenia was recently proposed, recognizing the importance of the international evaluation studies in the national goals for student achieve-

ment. The TIMSS Advanced results from 2008 and 1995 informed some of the proposed changes to the structure of the general mathematics program at Grades 10–13, aimed at improving students' opportunity to learn the most advanced mathematics.

**On the basis of TIMSS findings** from 1995–2007 and national comparisons of student achievement both before and after the implementation of large school reforms 10 years ago, the mathematics curriculum underwent major changes in 2008 (e.g., earlier introduction of decimal numbers and fractions, more symbolic mathematics in higher grades). Future cycles of TIMSS are expected to help monitor the implementation of the



revised curriculum and its effects.

**Issues revealed through the findings** of one study cycle were examined with more attention in the next. In TIMSS 2007, PIRLS 2006, and TIMSS Advanced 2008, large differences were found across regions despite the high centralization of the Slovenian school system. The TIMSS 2011 and PIRLS 2011 samples >



were subsequently enlarged to allow for better regional comparisons.

**Trend data from IEA studies** were also relevant for national research. For example, in-depth analysis of Slovenian data in civic education showed that in comparison to CIVED, Slovene students in ICCS 2009 expressed more positive attitudes towards immigrants, trust in government, and perceptions of classroom openness, providing an important data source for evaluations of the compulsory civics subject curriculum. Analyses of findings from the Reading Literacy Study and PIRLS 2001 supported the formation of a national reading literacy strategy; a cycle of national research conferences on the topic was initiated in 2011,

and in-service training activities were conducted in 2011–2012 for teachers from all Slovene schools. The databases from TIMSS Advanced and the national *Matura* examination (the final exam for university entrance) were linked at the individual student level in order to study differences in both assessments and conduct secondary analyses. The link allowed for results from the national examination to be analyzed by students' background variables as measured in TIMSS Advanced.

**To maintain good cooperation** with schools—many of which have participated in more than one IEA study—the TIMSS and PIRLS results were communicated to teachers, whose feedback

and experiences were used to improve procedures for the next cycle. Reports in Slovene were made available online. Teachers used released items in the classroom and discussed them in activities organized by the ministry.

#### **TIMSS 2011, PIRLS 2011, and ICCS**

**2009** were conducted at the national level by the Educational Research Institute, an independent institute in Slovenia that undertakes research, development, and applied projects in almost all sectors of education. ●

*IEA thanks colleagues of the member institutes in Qatar, Singapore, and Slovenia for contributing information and images for the IEA newsletter.*

## REACHING NEW HEIGHTS: CONSTRUCTING THE TIMSS 2011 AND PIRLS 2011 DATABASES

**A**s the TIMSS 2011 and PIRLS 2011 main data collections drew to a close in mid-2011, the next phase of these ambitious projects—data processing—was well under way. Since then, the international data management unit of the **IEA Data Processing and Research Center (DPC)** has completed reviewing and processing 177 data sets (see figure).

**Processing data for two of IEA's** largest studies in the same year was a challenge, noted Mr Dirk Hastedt, Co-Director of the DPC. Since the study schedules were unchanged compared to previous cycles, a large amount of data had to be processed in a very short time period. Fortunately national centers submitted their data on time and in high quality, placing the data experts at the DPC in a good position to conduct their work.

**The project scope included data** from 63 countries and 14 benchmarking participants in TIMSS, 48 countries and 9 benchmarking participants in PIRLS, and 3 countries in the first-ever cycle of prePIRLS, establishing a base for future cycles. These data were collected from

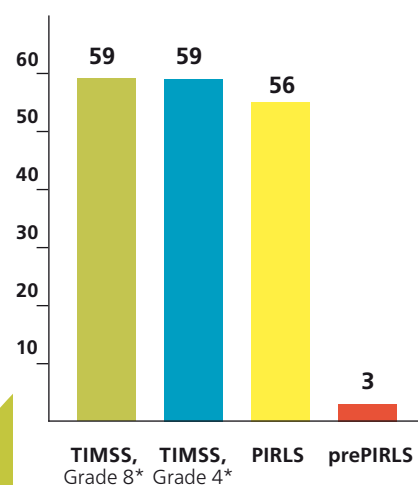
four different achievement tests (PIRLS, prePIRLS, TIMSS Grade 4, TIMSS Grade 8) and accompanying background questionnaires for students, teachers, school principals, and parents (PIRLS/prePIRLS). Different country sampling strategies and participation options—such as administering TIMSS at the ninth grade or PIRLS at the fifth or sixth grade—increased the complexity of the work. Many of the countries participating in the joint assessment at Grade 4 surveyed the same students, while others administered TIMSS and PIRLS separately (different classes and/or schools).

**For each country's data**, DPC staff checked the import structure, performed various cleaning functions (e.g., checking for duplicate IDs, linkage problems, and logical inconsistencies), reviewed all national adaptations, and transferred the data to a common international database structure. They also prepared detailed cleaning documentation and statistics for confirmation by national center staff. The data were then submitted to the TIMSS & PIRLS International Study Center and Statistics Canada for further processing in

preparation for the release of the international databases in February 2013. ●

*The IEA DPC staff wish to thank all those involved at the national centers for their significant efforts and cooperation in this process.*

**Number of data sets processed per assessment**



**\*Note:** The total for Grade 4 includes data sets for countries that administered TIMSS at Grades 3, 5, and 6; the total for Grade 8 includes data sets for Grades 7 and 9.

# IN MEMORIAM



PHOTO PROVIDED COURTESY OF ANILDO VEDOVATTI

## ZOLTÁN BÁTHORY 1931–2011

**D**r Zoltán Báthory, honorary member of IEA, had many roles: teacher, school inspector, academic, and educational policy-maker. He was Director of the Hungarian Institute of Educational Research (1990–1994) and Deputy Secretary for Public Education in the Ministry of Culture and Education (1994–1998), where he played a leading role in the development of the national core curriculum for Hungarian schools. He became a professor of education at the University of Szeged in 1998.

Dr Báthory's involvement with IEA started in 1968 when he was appointed as the Hungarian national research coordinator for the Six Subject Survey. He was also an IEA General Assembly representative (1976–1994) and served for two terms on its Standing Committee. As a supervisor of the IEA studies in Hungary, he was one of the first advocates of evidence-based educational policy. He was also a proponent of lifelong learning, and dedicated his life to improving teachers' knowledge. Dr Báthory's academic achievement is represented in more than 150 articles and books on public education, theories of teaching and learning, curriculum development, and educational assessment. Dr Báthory passed away on 12 December 2011.

## CONSTANTINOS PAPANASTASIOU 1940–2012

**D**r Constantinos Papanastasiou, honorary member of IEA, obtained his PhD from Kent State University in the United States and specialized in educational research, statistics, measurement, and evaluation. He was a professor at the University of Cyprus from 1993 to 2008. He also taught as a visiting professor at Michigan State University, University of Athens, and University of Crete.

Dr Papanastasiou represented Cyprus to the IEA General Assembly (1992–2008) and served as a member of its Standing Committee (1999–2001). His long-standing involvement with IEA encompassed a number of studies for which he was a national research coordinator, including the Reading Literacy Study, Language Education Study, CIVED, PIRLS 2001, and TIMSS 1995, 1999, 2003, and 2007. He founded the IEA International Research Conference and organized the first conference in Cyprus in 2004. He authored a number of books and articles related to the IEA studies; his last project, *IEA 1958–2008: 50 Years of Experiences and Memories*, was presented to IEA delegates at the 52<sup>nd</sup> General Assembly meeting in Ireland, October 2011.

Dr Papanastasiou passed away on 20 January 2012.



PHOTO COURTESY OF ASSOCIATION FRANÇAISE DE DACHENGCHUAN AND FRANÇOIS SAUVAGEOT

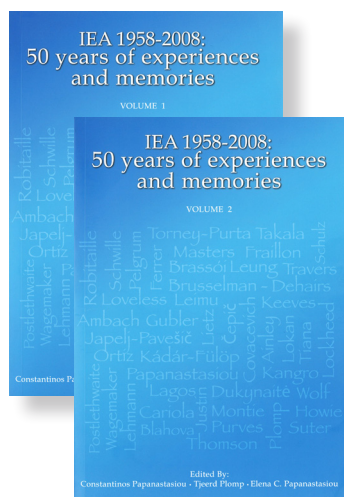
## CLAUDE SAUVAGEOT 1945–2011

**M**r Claude Sauvageot was the representative of France to the IEA General Assembly since 2006.

He was also Head of the Sector for European and International Relations at the Directorate of Evaluation, Forecast, and Performance at the French Ministry of Education. His extensive involvement in education included roles as Chairperson of the OECD/INES Working Party, Vice-Chair of the INES Advisory Group, French representative to the Centre for Research and Innovation in Education, and member of the Standing Group on Indicators and Benchmarks of the European Commission. He also taught as an associate professor of education at the Faculty of Humanities and Social Sciences Sorbonne, Paris Descartes University.

Mr Sauvageot was an author/co-author of many articles about indicators and information systems for education, international comparisons, and vocational education and training. Outside the arena of educational research and policy, he displayed dedication and leadership as President of l'Association Française de Da-Cheng-Chuan et de Traditions Martiales Chinoises (AFDCCTMC), an association dedicated to the art and practice of the Da-Cheng-Chuan martial art form. Mr Sauvageot passed away on 22 October 2011.

**Zoltán, Constantinos, and Claude were good colleagues and friends to many of us who worked with them in IEA. We will miss them, and their contributions to education will stay in our memories. Our sympathies go to their families and friends. ●**



### IEA 1958–2008: 50 years of experiences and memories

Edited by Constantinos Papanastasiou,  
Tjeerd Plomp, and Elena C. Papanastasiou

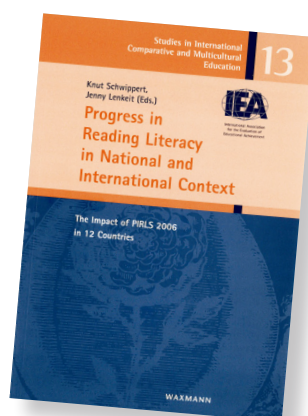
This two-volume set brings together a collection of memories and perspectives on IEA and its studies. Published in 2011 by the Cultural Center of the Kykkos Monastery, Nicosia, Cyprus.

To order, contact the publisher  
(PO Box 28192, Nicosia 2091,  
Cyprus, Tel. +357 22 370002,  
Fax +357 22 389778).

### Progress in Reading Literacy in National and International Context: The impact of PIRLS 2006 in 12 countries

Edited by Knut Schwippert and Jenny Lenkeit

This book explores the influence of findings from the PIRLS surveys on the systemic, governmental, administrative, and school-level aspects of different education systems. It presents a compilation of insights from 12 countries that participated in PIRLS 2006, exemplifying how PIRLS has influenced research initiatives, policy development, and national capacity building. Published in 2012 by Waxmann, Münster.



### Recent publications related to IEA studies

- Schulz, W., Ainley, J., & Fraillon, J. (Eds.). (2011). **ICCS 2009 Technical Report**. Amsterdam: IEA.
- Schulz, W., Ainley, J., Friedman, T., & Lietz, P. (2011). **Informe Latinoamericano del ICCS 2009: Actitudes y conocimientos cívicos de estudiantes de secundaria en seis países de América Latina** [ICCS 2009 Latin American Report: Civic knowledge and attitudes among lower-secondary students in six Latin American countries]. Amsterdam: IEA.
- von Davier, M., & Hastedt, D. (Eds.). (2011). **IERI Monograph Series: Issues and methodologies in large-scale assessments (Vol. 4)**. Hamburg/Princeton, NJ: IEA-ETS Research Institute.

*These publications can be downloaded free of charge from [www.iea.nl/publications.html](http://www.iea.nl/publications.html). Please send announcements of any national publications to the IEA Secretariat for inclusion in forthcoming issues of the newsletter.*

## MEETINGS AND EVENTS 2012

14 April 2012	IEA Technical Executive Group meeting, Vancouver, Canada
24–29 June 2012	8 <sup>th</sup> TIMSS & PIRLS 2011 NRC meeting, Singapore
10–14 September 2012	4 <sup>th</sup> ICILS 2013 NRC meeting, Geneva, Switzerland
5 October 2012	IEA Technical Executive Group meeting, Phuket, Thailand
6–7 October 2012	IEA Standing Committee meeting, Phuket, Thailand
8–11 October 2012	53 <sup>rd</sup> IEA General Assembly, Phuket, Thailand

## FORTHCOMING ISSUES

- Highlights from the ICCS 2009 regional and TEDS-M reports
- 5<sup>th</sup> IEA International Research Conference
- Progress update on the IEA studies

## COLOPHON

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