Group 3
Work with international study data at the country level

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1. Use of study data beyond international report / beyond scientific inquiry
   Examples (1)

Differences between countries
  – topic of the study;
  – time series – repeated participation;
  – tradition of evidence in education policy, etc

• Teacher training – teacher development
• Readiness of students to respond to test format / items
• Curriculum reforms
• Use of data by NGOs, development agencies
2. Use of study data beyond international report / beyond scientific inquiry

Examples (2)

Media and public

High media coverage:

- raises public awareness on educational matters,
- supportive atmosphere for educational reforms
  political instrumentation,
- potentially vulnerable for misinterpretation
3. Proposals to IEA – what can we do?

- Respond to policy as well as scientific demands
- Help to increase capacity, preparing for secondary analyses
- Synthesise results from various studies – assessment results and other evidence
- Analyse data on a system level, add qualitative research to it
- Organise regional workshops and seminars
Group 3
Early childhood education study

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1. How easy is it to define the provider population? Is there a list available?

• Target population

• Providers
  • Use of ISCED (ISCED 97 / 2011)
  • ISCED level?
  • Definition of formal education at pre-primary level
2. Are there any hot topics you want to find out about?

- Value of high score? Normative?
  - Longitudinal studies could provide answers

- Language proficiency
3. Does the proposed assessment model look right including the three optional assessments?

- Importance of psycho-sociological maturity
- Literacy/numeracy less important
- Issues of culture and language
- Different concepts of pre-school education between countries and within countries

Policy – Curriculum – School readiness
4. Is there anything else you think we ought to take into consideration?

• **Feasibility**
  
  – Assessment instrument
    (language, translation, cross-cultural validity standardized instruments for behavioural judgement)
  
  – Test Administration – Resource implications