

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
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- 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

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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