

Working with the international study data at the country level

Summary of the group discussion 4

General Assembly Meeting

9.okt. 2012

Phuket Thailand

The participants of the group discussion 4

Chair:	Jouni Välijärvi	Finland
	Peter Archer	Ireland
	Ali Mehad Ali Alsuwaidi	United Arab Emirates
	Sverker Härd	Sveden
	Zainal Aaalam Hassan	Malaysia
	Anne-Berit Kavli	Norway
	Eckhard Klieme	Germany
	Frederick Leung	Hong Kong SAR
	Luísa Castro Loura	Portugal
	Redha Al-Khayat	Kuwait
	Tom Loveless	US
	Sandor Brassoi	Hungary (Rapporteur)

The members highlighted the following issues

- Selection of the relevant communication strategy and appropriate methodology for the different stakeholders at country level (policymakers, politicians, researchers, curriculum development experts, educators, parents, journalists) inspire the best understanding of the int. study data and results.
- The simplification process of the int. report - incl. hundreds of data and conclusions - at national level important. (do the best appropriate national report)
- The explanation for the stakeholders the conceptual changes, targeting assessments and education.
- Construate direct links to the researchers and educators to disseminate by direct ways and collect the best practises to influence by high expertise the decision makers.
- If at the country level work nationwide assessments, analyse and explain together with these outcomes the int. data if possible.

- Give more importance for the international studies in the national policymaking (data, test items, test questions and frameworks).
- The adaptation and involvement of the int. study framework in the nationwide assessment system can inspire the conceptual changes in the country, support the good acceptance of the int. data at political level (but sometimes the dependence of the actors from the gov. politics is significant).
- The application of the IEA knowledge are very important, strongly support the national developments (use similar test items, questions, structure and forms in the country level, fit the int. and nat. items as it is possible).
- National strategy of literacy, and numeracy can strongly support the understanding of the importance of data and conclusions of the int.studies.
- Nat. tests and standards required for frequent monitoring in harmony with the nat. curriculum development and always reflect on international and local challenges.

- Who and why believe in the int. data and reports? Sometimes confidence problems arise at national level linked to the int. study results (it could lead to serious problems at national level during restructuring the edu. system and plan the reforms)
- Often occurs the burn-out effect at the school level, there are plenty of int. assessments and these turn against the target the stakeholders. (Eu, OECD, IEA, WHO, nat. assessments)
- Should strengthen the ownership of the countries on the field of country data and analysis. If they have own secondary analysis, research centres and nat. reports, it leads them and the local politicians the real ownership and comprehensive involvement.
- The term and the lengths of the project periods are appropriate? Countries often meet weak human and financial capacity and this causes often data loss. No enough time to analyse the data because immediately starts the next project period. (5+5..., 4+4+..)

How can we influence successfully our policymakers?

Suggestions for the member countries:

- Organise more trainings, conferences, sharing the experiences.
- Initiate and create autonomously country clusters from those, who have similar challenges in the background of education sector (social, economic, cultural, demographic etc.) and capable to work together and open for the creation of individual solutions starting from common problems.
- Need more analysis for the differences in different member countries, which rises up from cultural heritage.
- Do more comparative analysis, using IEA tools, data and reports.

How can we influence successfully our policymakers?

Suggestions for the Secretariat:

- Increase the number of IEA case studies and secondary analysis to stimulate the conceptual changes on the field of edu. in the member countries. (good practice: The impact of Pirls and Timss...(supported by the IEA and W.B.)
- The Secretariat should support more analysis on the field of „tracing the changes at national level” – and create scientific framework for this purpose-connecting to the IEA studies (but not part of them) and offer for the member countries. This can help for the national researcher institutions to serve the independent science without the impact of local politicians.
- The Secretariat should organise exchange programs for NRC-s, countryexperts (broaden the good practices like IERI, or the training of data managers by the DPC)

Thank you for your attention!

Early childhood education and its assessment

Summary of the group discussion 4

General Assembly Meeting

9.okt. 2012

Phuket Thailand

The participants of the group discussion 4

Chair:	Jouni Välijärvi	Finland
	Peter Archer	Ireland
	Ali Mehad Ali Alsuwaidi	United Arab Emirates
	Sverker Härd	Sveden
	Zainal Aaalam Hassan	Malaysia
	Anne-Berit Kavli	Norway
	Eckhard Klieme	Germany
	Frederick Leung	Hong Kong SAR
	Luísa Castro Loura	Portugal
	Redha Al-Khayat	Kuwait
	Caroline Sharp	UK
	Sandor Brassoi	Hungary (Rapporteur)

Discussion points

1. How easy it is to define the provider population, is there a list available?
2. Are there any hot topics you want to find out about?
3. Does the proposed assessment model look right, including the tree optional assessments?
4. Anything else issue?

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

Challenges: Strong differences are between the countries

- regulation of the ECE (social sector ↔ education sector),
- the organisation of the target institutions and providers at country level very differs from each others,
- Difficult the definition and identification of the compulsory school starting ages, (from 4 to 7)
- Identifications of the providers, (quantity and diversity problem are in many countries) no registration, no data in many countries!
- Different cultural habits are in the families (one group of countries encourages the all day education, the other group not and keep the child at home)

2. Are there any hot topics you want to find out about?

Should more precisely clarify the focus of the study!

1. What the quality is in the ECE?

- Need more importance for the social development of children during the ECE and in the survey as well.
- The main role of the ECE:
 - support the integration of the child in the society,
 - develop the basic skills and ability,
 - guarantee a safe and pleasant place for the activities
 - and do not teach subjects them, this ECE instituts are not schools!

2. Suggestions for the involvement in the focus of the survey the PE.

3. The age standardisation has great importance, combine this with Isced-0, Isced-1. is a good idea!

4. The presentation of the survey outcomes and data will have great importance! (comparability of the data!) (Do not rank countries in linear chart! Complex ranking tables are better solutions)

5. Give always during the survey importance for the national speciality and cultural differences!

6. How can the different countries benefit from the survey? It should explain better in the survey and in the study!

Does the proposed assessment model look right, including the three optional assessments?

1. A cross cultural and a social backroud analysis needed before the invitation of countries.
2. More development needed for the frameworks and for the procedures of the optional modules (standardised assessment of early literacy, early numeracy and the children's social-emotional development). Some of were sceptic at this point.
3. The ethical issue according to the role and forthcoming work of the test administrators who will interview the parents, children. Strongly needed for them precise methodology training, how they give the instruciones for the children.
4. Should make comparable clusters from the countries, which have similarity (regulation, cultural habits,time of schooling, curriculum requirements)
5. Use the multiple modell for analysis!

Thank you for your attention!