Group Discussion
Introduction

Thierry Rocher
Topic 1: Review of Definitions and Criteria
Target Populations, Eligibility, Exclusion, and Special Education Needs

• How are definitions of the target populations implemented across education systems?
• How does this implementation affect sampling and relate to exclusion rates?
• What kind of accommodations do students with special education needs receive across education systems?
• How are students’ education needs defined, dealt with, and documented across education systems and IEA studies?
Topic 2: The Impact of the COVID-19 Pandemic on Education Systems and Educational Assessments

- How did the COVID-19 pandemic affect teaching and learning in different education systems?
- What kind of measures were taken in reaction to the disruption caused by the COVID-19 pandemic?
- What can we learn from the different strategies implemented to mitigate the disruption?
- How can we strengthen the reliability of education systems to be better prepared for similar disruptions in the future?
Plenary Group Discussions

Thierry Rocher
Aim of position is to explore how GAs might take on a more active role in the work of IEA and support with increasing IEA’s outreach capacities around the globe
  - Representing and speaking on behalf of IEA and acting as an extension of overall mission

Responsible for engaging in regional communications, connecting with local and regional partners, and acting as exemplar for other countries not yet engaged in studies or research activities

Supported by IEA for coordinating regional activities and being equipped with translatable communication materials

Suggest profile includes experience with IEA studies and skills in networking, communication, and advocacy
Plenary Group Discussion: Sub-committees

• A small group with the aim of studying and reporting on a particular theme/subject to support informed decision making
  – Members selected from the current GA (with potential outside experts)

• Sub-committee for Studies
  – Address issues in ongoing studies, consult on new studies, advising new countries/implementation, study changes risk analyses, etc

• R&D Sub-committee
  – Develop and support R&D fund, analyses of research questions, support innovations in assessment implementation, etc

• Sub-committee for Expertise and Consultancy
  – Developing training and workshops, aiding with countries’ problem-solving/capacity-building projects, system monitoring, quality assurance, etc

• International Outreach Sub-committee
  – Support international activities, cooperate with Ambassadors, consult with communication efforts, translate materials, etc
Summary of Group Discussions

Barclay Anstiss, IEA Standing Committee Member
Group Discussions: COVID-19

• Discussions highlighted:
  – The within and across country variation
  – Even if technical equipment and digital literacy are in place, in-person teaching and learning is simply more effective
  – “Where there are disasters there are opportunities”
  – Experience accelerated the development of digital skills of students (and teachers) in many countries
  – So called Learning loss places a lot of focus on core subjects. What about other subjects like music, sports, etc.
  – Some countries have discovered interesting findings connected to wellbeing, school meals, obesity, and bullying... Looking forward to see what we will we be able to learn from PIRLS 2021
  – Truancy as a long-term consequence for some countries
  – Status of teachers went up and generally the value of schools
Group Discussion: Exclusion Rates

- Discussions highlighted:
  - Move toward inclusive learning in many countries – not all
  - Over time, exclusion rate is increasing. Also, the number of students with special education needs in increasing
  - Reasons for exclusions explored (language, school location, technical equipment of schools, abilities of students, school size, homeschooling, specialized schools, return to schools after COVID-19?) and who gets to make the choice
  - Is “exclusion” the right word?
  - Discussion on how and whether these different needs of students can be accommodated, sentiment generally is that more could be done
  - CBA offers an opportunity to increase accessibility and inclusiveness of assessments, e.g., synthetic speech
  - Collaboration across studies, to create clear and consistent guidelines could be beneficial. This will help so schools can be instructed on the clarified/standardized criteria
  - Connection to overall mission of improving education for all
Survey Feedback on IEA Ambassadors

• In future, would you be interested in applying to the proposed role of IEA Ambassador?

• Is there someone within your country or network that you would consider recommending for the proposed role of IEA Ambassador?
• In future, would you be interested in participating in one of the proposed IEA Sub-committee groups?
• If yes, which sub-committee group would you interested in joining? Please select which topics/sub-committee groups you find interesting

Survey Feedback on IEA Sub-committee Groups

- 1) Sub-committee for Studies
- 2) Sub-committee for R&D
- 3) Sub-committee for Expertise and Consultancy
- 4) Sub-committee for International Outreach and Communication

[Pie chart showing the distribution of choices with 10, 10, 9, and 5 votes respectively]
Thank you!