



Researching education, improving learning

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?



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Plenary Group Discussions

Thierry Rocher

Plenary Group Discussion: Ambassadors

- 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



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Summary of Group Discussions

Barclay Anstiss, IEA Standing Committee Member

Group Discussions: COVID-19

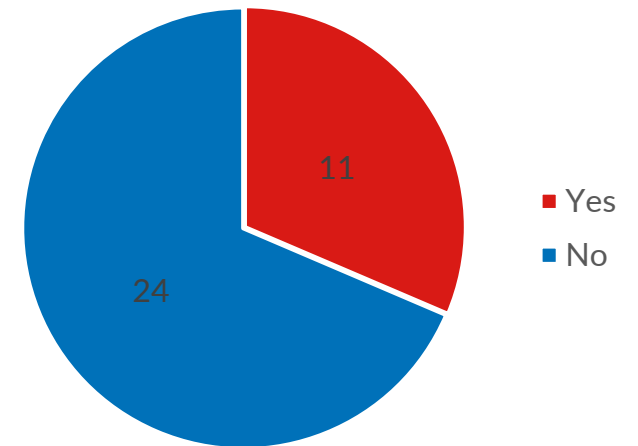
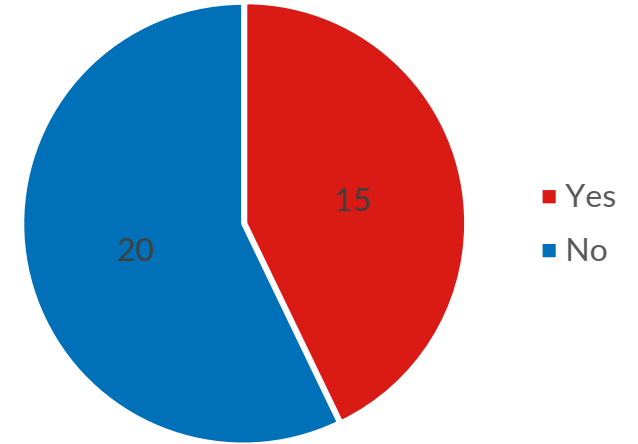
- Discussions highlighted:
 - The within and across country variation
 - Even if technical equipment and digital literacy are in place, in-person teaching and learning is simply more effective
 - “Where there are disasters there are opportunities”
 - Experience accelerated the development of digital 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 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 is 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

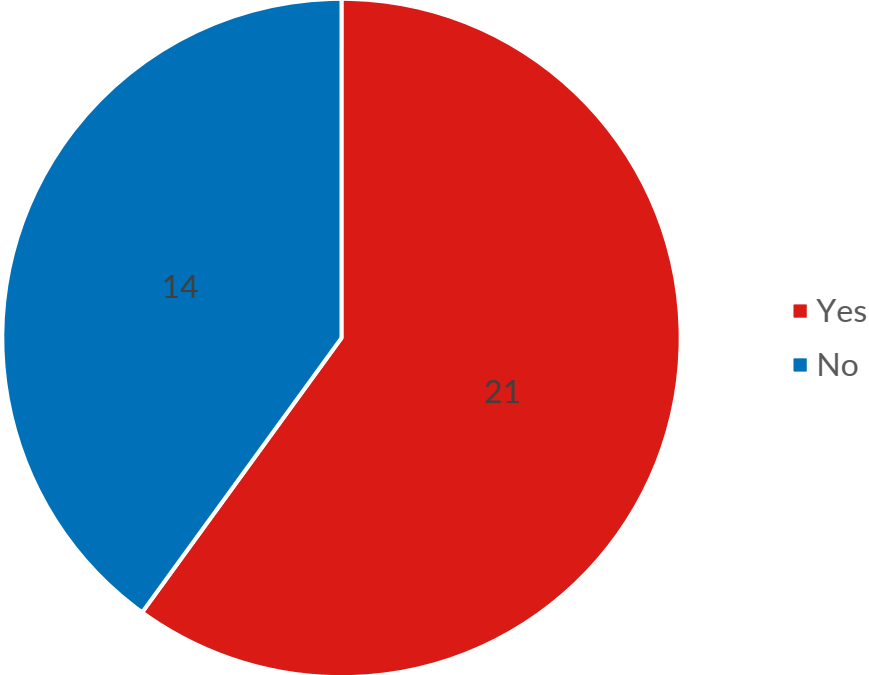
Survey Feedback on IEA Ambassadors

- 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?



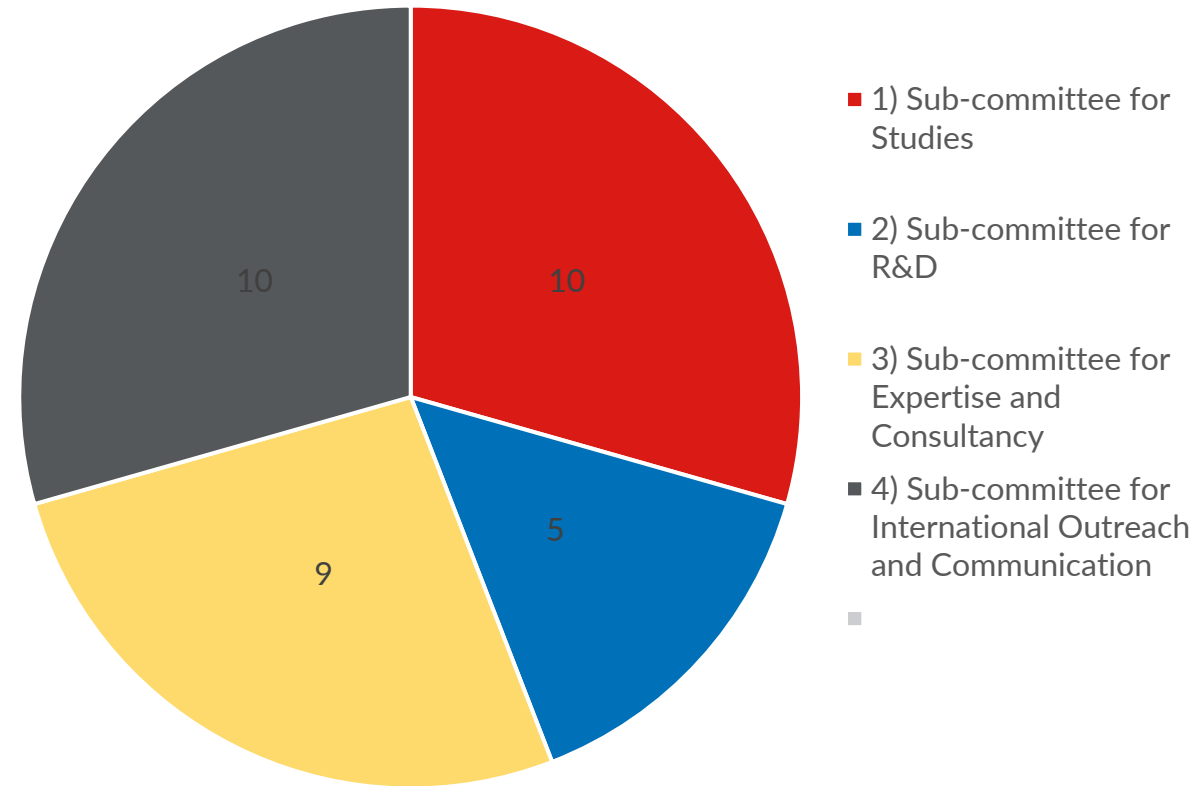
Survey Feedback on IEA Sub-committee Groups

- In future, would you be interested in participating in one of the proposed IEA Sub-committee groups?



Survey Feedback on 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



Thank you!



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