Summary of Group Discussions

Topic 1: Future directions for IEA studies and key policy questions

- What are the key education policy issues in your country at the moment?

- What emerging or critical topics would your country like IEA's studies to shed more light in order to advise education policy?

- Do you have any suggestions for information to gather on education policies that could usefully be used in combination with IEA studies analyses?

IEA

Topic 1: Summary of key policy areas

- Digitalization in assessment and learning, including how to assess students ability to identify credible information

- Widening gap in socioeconomic status

- Student well-being and bullying

- Rising absenteeism and drop out rates since the pandemic

- Student attitudes and motivation, in learning generally but also related to assessment

- 21st century skills within learning and assessment

- Individualized learning

- Pressures on schools and teachers, covering also teacher wellbeing and shortages

IEA

Topic 1: Some suggestions

- Strengthen IEA study frameworks for background questionnaires so that they receieve as much attention as the cognitive ones, e.g., by having more consistency across studies and cycles

- Idea to organize background questionnaires thematically and use a rotating booklet design, e.g., having core questions (like SES) and then picking an option in addition to the core that relates to your context

- Would like to see more case studies coming from IEA

- Reporting data in a way that it is more readible/understandable for policy audience

- More trainings on how to analyze the data, as they are looking too much on the headline results and they should really do more with the data they have

Topic 2: Increasing and maintaining school participation in large-scale studies

- Examine the reasons schools decline to participate

- Examine the reasons schools continue to participate

- Discuss and share ways countries are tackling issues of participation
  - What is working well?
  - What problems still need to be solved?

- Develop further ideas for approaches, that can be taken nationally and/or by IEA, to increase and maintain school participation.

Topic 2: Summary of some of the reasons

- The added benefit for schools, teachers, and students are not clear. Question remains "what's in it for me?"

- Relevance to teachers jobs is not clear

- Fatigue in schools about testing (over testing with many national and international assessments)

- RM and technical issues bad for reputation of IEA studies

- Schools require more support to reduce exclusion rates. It would be helpful to accommodate students, so they are able to participate in ILSA

IEA

Topic 2: Some ideas of how to tackle

- Lots of discussions around reporting back to schools, how IEA can support or/and how countries can learn from one another ways to do this in an automated way that is less cumbersome for NRCs

- Positive feedback on IEA Teacher Resources to show tangible, relevant results, however more subject-focused adaptable templates are required to provide more value to teachers

- Motivate students by giving them feedback, e.g., which item they got wrong, but also allow the student to correct their response

- Some countries are able to make participation mandatory or even offer financial or other incentives, otherwise a simple "Thank you for your time"

- Students can be motivated when they are told that they will be representing their country

- Incentivize teachers and schools by organizing workshops and trainings, e.g., where the released items are analyzed

- Relationship management with schools is key to participation

- Visibility in the media also helps, more "known" studies are easier, but also avoiding technical issues is very important

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