

Curriculum Vitae

Personal information

First name(s) / Surname(s) **Yasin Afana**
Professional e-mail yasin.afana@iea-hamburg.de
Work phone +49 (0)40 48500 721
Gender Male

Position / Organisation **International Project Manager, Data and Analysis specialist, IEA Hamburg**

Work experience

<p>Dates</p> <p>Occupation or position held</p> <p>Main activities and responsibilities</p> <p>Occupation or position held</p> <p>Main activities and responsibilities</p> <p>Occupation or position held</p> <p>Main activities and responsibilities</p> <p>Occupation or position held</p> <p>Main activities and responsibilities</p>	<p>Dec/2004 →</p> <p>LSCE-M Project Manager (2021-2022)</p> <ul style="list-style-type: none"> - Project management and methodology expert for UNICEF Life Skills and Citizenship Education (phase 2) project <p>LSCE International Data Manager (2018-2019)</p> <ul style="list-style-type: none"> - Data management and methods control for UNICEF Life Skills and Citizenship Education project <p>TIMSS and PIRLS project management (2004-2013)</p> <ul style="list-style-type: none"> - Project planning, management, and controlling of PIRLS and TIMSS - Administration and supervision of project-related tasks - Quality control of processed data sets - Design of online data collection <p>Data and Analysis specialist (2018 →)</p> <ul style="list-style-type: none"> - Research on International Large-Scale Assessment (ILSA) - Quantitative data analysis and training on using ILSA data - Development and improvement of IEA IDB Analyzer for conducting advanced statistical methods - Item statistics and characteristics evaluation
<p>Name of employer</p> <p>Type of business or sector</p>	<p>International Association for the Evaluation of Educational Achievement (IEA)</p> <p>Educational Research</p>
<p>Dates</p> <p>Occupation or position held</p> <p>Main activities and responsibilities</p>	<p>Dec/1998 – Nov/2004</p> <p>Statistics and Data Analysis Unit-head</p> <ul style="list-style-type: none"> - Planning, management, and controlling of National Assessment - Administration and supervision of study related tasks - Quality control of processed data sets for National Assessment - Sampling design and weighting for National Assessment - Statistical analyses for National Assessment (Item and test analyses) - Statistical reporting for National Assessment Reports

Name of employer	Palestinian-Finnish Education Programme (PALFEP), Ministry of Education in Palestine
Type of business or sector	Educational Research
Dates	Dec/1997 – Dec/1998
Occupation or position held	Researcher
Main activities and responsibilities	<ul style="list-style-type: none"> - Sampling methodology and design for several surveys - Weighting and adjustments for surveys - Variance estimation for surveys - Quality improvements in sampling methods and survey methodology - Indicators and estimates standardization
Name of employer	Palestinian Central Bureau of Statistics (PCBS), Sampling and Methodology Department
Type of business or sector	Statistics
Other Professional Activities	<ul style="list-style-type: none"> - Cooperation with National Board of Education, Helsinki-Finland. ITEM and TEST analysis (Classical Analysis and Introduction to Item Response Theory) in Finnish national assessment analyses – February, 2001 - Since the year 2005, and during working at IEA, I delivered training in more than twenty regional and international meetings: <ul style="list-style-type: none"> I. Training on data management, survey operations, and online data collection techniques and sampling during five 'Data Management Seminars' for TIMSS and PIRLS studies. Over one hundred countries were participating in both studies during the last two cycles of PIRLS 2006, TIMSS 2007, and both TIMSS & PIRLS in 2011. Besides a special training was delivered to Dubai in order to catch up with TIMSS 2007 when late participated. II. Training on statistics and data analyses using Large Scale Assessment database. I delivered training and workshops in more than ten regional and international training seminars, varies from simple one level to complex and multilevel analyses, regression analyses and MLM models. III. Contribution and presenting IEA in nine National Research Coordination Meetings for TIMSS and PIRLS since the year 2005. During these meetings, presenters of IEA provided country sessions and consultation on data processing and quality assurance techniques.
Education and training	
Dates	2016-2020
Title of qualification awarded	Professional Doctorate (Educational Research)
Principal subjects/occupational skills covered	Measurement theory, Research design and methodology, Quantitative and Qualitative research methods, Mixed-Methods design, Educational research
Name and type of organisation providing education and training	University of Leicester (UK)
Dates	1992- 1996
Title of qualification awarded	Bachelor of Science (BSc) in Biology - Biostatistics

Principal subjects/occupational skills covered	Biology, Research in medical sciences, Statistics, Parametric and non-parametric models, Logistic models
Name and type of organisation providing education and training	BirZeit University (Palestine)
Personal skills and competences	
Mother tongue(s)	Arabic
Other language(s)	English (Proficient user in understanding, speaking, and writing): all my academic education was in English German (Independent user in understanding, speaking, and writing)
Computer skills and competences	MS Office (WORD, EXCEL, ACCESS, PowerPoint, MS Project) SPSS, SAS, HLM, MLwiN, WesVar, ConQUEST, MicroCAT (Program for IRT Analysis and Item Banking), and IEA IDB Analyzer (dealing with ILSA complex design data)

Publications

- Afana, Yasin (2021): Moving beyond TIMSS. An explanatory sequential mixed methods case study of mathematics education in the Palestinian context. University of Leicester. Thesis. DOI: <https://doi.org/10.25392/leicester.data.14230289.v1>
- Afana, Y., Lietz, P., & Tobin, M. (2013). The relationship between school resources and grade 8 mathematics achievement: A comparison of Palestinian Authority, Israeli Hebrew and Israeli Arab schools in TIMSS 2007. *Journal for Educational Research Online*, 5(1), 59–89.
- Afana, Y. (2012). TIMSS and PIRLS 2011 Online School and Teacher Questionnaire Administration. In M. O. Martin, & I. I. Mullis, *Methods and Procedures in TIMSS and PIRLS 2011*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College. http://timss.bc.edu/methods/pdf/Online_ST_Questionnaire_Admin.pdf
- Afana, Y. (2016). Using TIMSS and PIRLS data for secondary analyses: A workshop in Morocco [Blog post]. Retrieved from <https://blogiea.wordpress.com/2016/11/18/using-timss-and-pirls-data-for-secondary-analyses-a-workshop-in-morocco/>

Contributor:

- Lietz, P., Wagemaker, H., Neuschmidt, O., & Hencke, J. (2008). *Educational Issues in the Middle East North Africa Region: Outcomes of the IEA Arab Region Training Seminar Series 2006/2007*. International Association for the Evaluation of Educational Achievement, Amsterdam. (Reviewer)
- Foy, P., & Olson, J. F. (Eds.). (2009). *TIMSS 2007 international database and user guide*. TIMSS & PIRLS International Study Center, Boston College. Retrieved from http://timss.bc.edu/timss2007/PDF/TIMSS2007_UserGuide.pdf
- Foy, P., Arora, A., & Stanco, G. M. (2013). *TIMSS 2011 User Guide for the International Database*. International Association for the Evaluation of Educational Achievement. Herengracht 487, Amsterdam, 1017 BT, The Netherlands. Retrieved from <https://files.eric.ed.gov/fulltext/ED544555.pdf>