



National Assessment Center
for Education Quality



Identifying the educational factors of youth achievement

From classroom practices to school policies

Third International Conference on Educational Monitoring and Evaluation (ICEME)

22 & 23 OCTOBER 2014

Beijing, China

Contact us

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Decades of educational research have shown that empirical investigations in schools can serve to improve school functioning and student performance. If the results of this research are not imposed upon education practitioners in the fields of pedagogy, policy and administration, they may be mobilized for the purpose of clarifying daily practices. Facilitating exchanges between education practitioners and academic researchers is the principal aim of the **2014 International Conference on Educational Monitoring and Evaluation (ICEME¹)**, organized by both the **Ministry of Education in China** and the **National Council for School System Evaluation (Cnesco) in France**. More specifically, this conference aims to answer the following broad question: ***“What are the schooling factors that enhance youth achievement?”***

This high-level meeting will convene a cadre of international researchers and practitioners to present and analyse pedagogical practices and the implementation of educational policies and reforms. It will aim at providing the lessons stemming from recent research on the assessment of youth achievement internationally.

The 2014 ICEME will bring together international **high-level specialists** from a wide range of stakeholder groups, including governments, research institutions, international organizations and civil society.

The conference will be held **from 22 to 23 October 2014 in Beijing, China**.

OBJECTIVES AND EXPECTED OUTCOMES

In taking a **broader view of the school system as both an actor for and factor in youth achievement**, discussion during the 2014 ICEME will centre on two main themes:

- **The first theme concerns educational achievement.** Indeed, educational attainment constitutes the classic measure of youth achievement. For this reason, participants will be invited to discuss how efficiently and fairly schools achieve their primary objectives with regards to teaching key competencies, knowledge and skills. They will also be asked to consider the evaluation practices that support learning in classroom, individual monitoring of students and the link between teacher training and academic research as well as professional development of teachers within the school system.
- **The second theme centres on broader social objectives.** Youth achievement, itself a reflection of the effectiveness of education institutions, should also be evaluated with respect to its impact on society. With this in mind, participants will be asked to consider issues related to the broader social objectives of education. More specifically, national systems of education are often charged with responding to social and territorial inequalities both within school and outside of school, fighting against drop-out and helping to integrate socially and economically less-privileged students.

¹ **ICEME** was first launched in 2010 to promote dialogue between the ministries of education in China and France. During the 2010 and 2012 ICEME, participants identified ways to make education systems more effective by sharing their research findings as regards the monitoring and evaluation of their respective school systems.

Issues for discussion during the conference

These will include the many facets of youth achievement through schooling that the conference intends to analyse via a concrete exploration of contributing factors.

To do this, the mechanisms of youth achievement must be analysed at all levels, from classroom pedagogies to national education policies. Multi-level analysis allows one to examine the contributing factors to student achievement from all levels of the education system. Related research covers a wide range of topics and stems from work being done in a multitude of fields. It is for this reason that the focus of 2014 ICEME will be on issues that are at the heart of current policy debates on education in developed and emerging economies alike.

Session 1. Effectiveness of teaching practices in the classroom and at school

In its first session, the conference will focus on the pedagogical tools and practices that are currently at issue among policy makers and civil society.

Workshop 1: Individual monitoring of students : an international comparison of policies and their impacts

Since the democratisation of secondary education, many countries have developed tools to allow for the monitoring of students with learning difficulties for the purpose of improving their educational outcomes.

The practice of tailoring students' learning paths , without implementing tracking, in order to address their specific learning needs was popularised by OECD's Programme for International Student Assessment (PISA) which measures the scholastic achievement of 15-year olds in multiple countries worldwide. PISA results show that individualised teaching (tutoring, differentiated pedagogy, complementary classroom teaching assistants ...) has been adopted in a number of the highest performing OECD countries (*e.g.* Finland or Canada).

Nevertheless, there is some evidence that the efficacy of these methods differs across countries and contexts. Indeed, the fact that these methods are beneficial in Finland or Canada does not ensure that they will be beneficial elsewhere. Moreover, these methods comprise a veritable toolbox of teaching practices, policies and programmes, all of which may have varying impacts on student performance. Participants will discuss the conditions under which such tools and practices can contribute to youth achievement.

Workshop 2 : Evaluation practices to support learning in the classroom and at school

Secondly, the conference will focus on evaluation practices that support learning. Experimental research shows the pedagogical and social conditions under which teachers' assessments can have a positive impact on student achievement, particularly for at-risk students. Moreover, alongside the traditional formative and summative assessments, new models of standardised tests are being designed and implemented at the national level, with the aim of evaluating and/or diagnosing the

academic performance of education systems. The diversity of tools raises questions regarding evaluation practices in the classroom and in the school system as a whole.

Session 2. Teacher training and quality of education

Good teaching practices in classrooms and schools must be developed and supported through initial teacher training and continuing professional development. In its second session, the conference will address these teacher training issues. Indeed, alongside teacher practices in the classroom, research has highlighted the importance of training teacher both at the beginning and during their careers. In this session, which will be based on international comparisons of teacher training systems, two topics in particular will be discussed: the link between teacher training and research as well as school as a training place for initial training and further professional development.

Session 3. Policies tackling social and territorial inequalities in education

Finally, in addition to classroom and school practices, the choice of national school policies contributes significantly to the acquisition of knowledge, skills and attitudes of students, as shown by international surveys such as the Program for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS).

Studies on the impact of decentralisation, school autonomy, early tracking and grade repetition are numerous. Nevertheless, they are not conclusive with regards to the impact of these policies and programmes on learning outcomes. From among the vast array of debates, the conference will focus on policies that tackle social and territorial inequalities as they relate to differing educational outcomes. This is an issue that is currently being widely discussed in both OECD and emerging countries, in view of rapidly increasing social inequalities outside of school.

Social and territorial policies in education appear to be a real challenge in many countries. Indeed, policies for Priority Education areas seem to be lacking in a number of countries, and school dropout remains a significant issue. However, there are important differences between countries in this regard, which suggests that there are other factors at play beyond the democratisation of education. The European Commission has built benchmarking tools that are based on quantitative indicators related to the significant number of young people with low levels of education at 15 years of age (*i.e.* the key age in the PISA surveys) and student dropout rates. Although it remains a major objective of education policy, the question of how best to handle school failure and therefore the gap in educational outcomes according to social and territorial origins often leads to contentious debate. Research in this area is on-going. This conference aims to present an international comparison of empirical research conducted on the effects of policies and practices that have been implemented for this purpose.

AGENDA

Identifying the educational factors of youth achievement

From the classroom context to the school policies

DAY 1 – Wednesday 22 October 2014

PLENARY SESSION

9:00AM – 9:30AM Opening Ceremony

9:30AM – 9:45AM Official photo

9:45AM – 11:00AM Presentation of 2014 ICEME

PLENARY OPENING SESSION

11:00AM – 12:30PM Addressing youth achievement challenges through educational factors

12:30PM – 2:00PM Lunch break

PARALLEL SESSION

2:00PM – 4:30PM Session 1. Effectiveness of teaching practices in the classroom and at school

Workshop 1. Individual monitoring of students: an international comparison of policies and their impacts

Workshop 2. Evaluation practices to support learning in the classroom and at school

4:30PM – 5:00PM Coffee break

5:00PM – 6:00PM Plenary restitution of workshops by chairs

Discussion with audience

6:00PM END OF DAY 1

DAY 2 – Thursday 23 October 2014

PLENARY SESSION

9:00AM – 11:30AM Session 2. Teacher training and quality of education

11:30AM -12:00AM Coffee break

12:00AM –12:30PM Discussion with audience

12:30PM – 2:00PM Lunch break

PARALLEL SESSION

2:00PM – 4:30PM Session 3. Policies tackling social and territorial inequalities in education

4:30PM – 5:00PM Coffee Break

5:00PM – 5:30PM Discussion with audience

5:30PM – 6:00PM Cloture Ceremony and way forward