



Programme for International Student Assessment (PISA) Conference: Using PISA evidence to inform education policies and practices.

**Dubrovnik, Croatia
29-30 November 2024**

The PISA Governing Board's Analysis and Dissemination Group (ADG), the Ministry of Science, Education and Youth of Croatia and the OECD Secretariat with support from the European Commission are co-organising a conference on **29-30 November 2024 in Dubrovnik, Croatia**. The conference aims to discuss, exchange and learn from practices, approaches, and research on the topic of **how evidence from PISA can effectively inform education policy and practice**.

Background and rationale

PISA is a survey of 15-year-old students around the world that assesses the extent to which they have acquired key knowledge and skills essential for full participation in social and economic life. PISA provides over 80 countries and economies with comparative evidence about their education systems' performance. Beyond learning outcomes, PISA collects evidence about various aspects of education quality and equity such as students' well-being, their work and life aspirations, schools' pedagogical approaches, the learning environment and school resources.

Over the past two decades of PISA, a dedicated and active community of practice has emerged around PISA bringing together policy makers, researchers, education practitioners and knowledge brokers across PISA participating countries and economies that are using the rich evidence from PISA to inform national education policy debates and practices. The PISA conference aims to bring together and help consolidate and expand this community of practice.

The PISA conference will serve as a platform for policy makers, researchers, and education practitioners to come together to share and discuss approaches of mobilising the PISA data and evidence meaningfully in policy-making processes and school level practices. The conference will represent and leverage the diversity of PISA participating countries in terms of education system contexts and policy priorities.

Main themes and objectives

The PISA conference aims to take stock of participating countries/economies' experiences and approaches in utilising the PISA comparative evidence in their education policy making and school level practices. In particular, the PISA conference will explore:

- **Theme 1. The role of PISA evidence in national knowledge mobilisation processes:** Participants are invited to share, learn and discuss examples of practices across PISA participating countries and economies for connecting PISA evidence and other data sources with policy making. The conference will explore countries and economies' education knowledge mobilisation ecosystems and the role of PISA within these ecosystems. In particular, the conference will focus on understanding the stakeholders involved in knowledge mobilisation and their roles, the weight given to PISA evidence in knowledge mobilisation processes, the roles of different organisation in mobilising evidence from PISA for policy.
- **Theme 2. The use of PISA to inform specific policy reforms and changes:** Participants are invited to share, learn and discuss examples of policies and reform that were informed by PISA evidence as well as findings from research using the PISA data with reflections on the implication for policymaking. For examples, the conference will explore among other themes, the use of the PISA evidence in curriculum assessment systems and pedagogical reforms, teacher policies, school resources, learning environments, education governance, autonomy and accountability.
- **Theme 3. The use of PISA to inform school-level practices:** Participants will also hear from teachers and school principals about their own practices of using PISA data to inform school level teaching and learning. For example, practitioners are invited to share on their use of PISA released items and framework to design "PISA-like" classroom assessments and activities.

Time (CET)	<u>Sessions</u>
13:30-14:00	<u>Registration and welcoming participants</u>
14:00-14:30	<u>Opening session</u> <ul style="list-style-type: none"> • Zrinka Mužinić Bikić, State Secretary, Ministry of Science, Education and Youth, Croatia • Andreas Schleicher, Director, Education and Skills, OECD • Stefaan Hermans, Director, Policy, Strategy and Evaluation, Directorate-General for Education, Youth, Sport and Culture, European Commission • Camil Würbler, Chair, PISA Analysis and Dissemination Group (PISA ADG)
14:30-15:30	<u>Session 1: The role of PISA evidence in national knowledge mobilisation processes</u> <p><i>This session explores the role of PISA evidence in monitoring the performance of education systems. Three examples will be discussed. First, Christine Choi Yuk-lin, Secretary for Education, Hong Kong China will discuss the use of PISA data in Hong Kong to monitor performance of the education system and in particular in STEAM education. Margo Schel and Sybren Spit from the Ministry of Education, Culture and Science in the Netherlands will present on how PISA is used in the Netherlands to monitor students' basic skills. Second, Juhani Rautopuro and Najat Ouakrim-Soivio from University of Jyväskylä, Finland will present PISA and other large-scale assessments are used as tools for quality assurance in Finland.</i></p> <p>Session moderator</p> <ul style="list-style-type: none"> • Kwok-Cheung Cheung, PISA Analysis and Dissemination Group member, Macau, China <p><u>1.1: The role of PISA in the monitoring of education system outcomes</u></p> <p>Presentations</p> <ul style="list-style-type: none"> • The Use of PISA data for enhancing STEAM education in Hong Kong, Christine Choi Yuk-lin, Secretary for Education, Hong Kong China • PISA as one of the thermometers in monitoring student's basic skills in the Netherlands, Margo Schel, Research coordinator and Sybren Spit, Senior Advisor, Ministry of Education, Culture and Science, Netherlands • Assessments of learning outcomes – a tool for quality assurance in Finland, Juhani Rautopuro, Research Director, Research professor emeritus, and Najat Ouakrim-Soivio, Associate Professor, Finnish Institute for Educational Research, University of Jyväskylä, Finland <p>Q&A</p>
15:30-15:40	Break

<p>15:40-17:30</p>	<p><u>Session 1: The role of PISA evidence in national knowledge mobilization processes (continued)</u></p> <p><u>1.2: Mobilising PISA evidence in national and sub-national level research</u></p> <p><i>This session explores how PISA evidence is utilized in research at both national and sub-national level to look at education issues of relevant for a specific education context. Jennifer Diedrich from the Technical University of Munich will present some selected examples of how the PISA National Centre of Germany has accompanied national PISA research projects and these projects' potentials for informing education policy and practice. Francesca Crotta and Miriam Salvisberg from the University of Applied Sciences and Arts of Southern Switzerland will present how researchers and policy makers in the Canton of Ticino in Switzerland are collaborating on the use of PISA evidence to inform policy.</i></p> <p>Session moderator</p> <ul style="list-style-type: none"> • Kwok-Cheung Cheung, PISA Analysis and Dissemination Group member, Macau, China <p>Presentation</p> <ul style="list-style-type: none"> • Going to length and width with PISA – selected examples of accompanying PISA research projects in Germany and their potentials for educational policy and practice, Jennifer Diedrich, Deputy lead, Centre of International Student Assessment, Technical University of Munich, Germany • Collaboration between researchers and policy makers in the PISA survey: the case of the small context in Canton Ticino in Switzerland, Francesca Crotta, Researcher and Miriam Salvisberg, Researcher, Competence Centre for Innovation and Research on Education Systems (CIRSE), University of Applied Sciences and Arts of Southern Switzerland, Switzerland <p>Q&A</p> <p><u>1.3: Mobilising PISA analysis and research in policy making</u></p> <p><i>This session will highlight four examples of mobilizing PISA evidence in education policymaking processes. João Marôco ISPA, will present how PISA evidence has been used in educational reforms in Portugal, Ilze Saleniece, Ministry of Education and Science of the Republic of Latvia will present how Latvia has mobilized data of student learning from PISA and other large-scale assessments in policy making. Janez Vogrinc and Matej Vošnjak will discuss the importance of PISA data for policy-making process and improving the quality of school practice in Slovenia. And, Maie Kitsing, Ministry of Education and Research of Estonia, will share the experience of Estonia in using PISA evidence to inform policy.</i></p> <p>Session moderator</p> <ul style="list-style-type: none"> • Tomasz Gajderowicz, Deputy Director for Research, Educational Research Institute, Poland <p>Presentations</p> <ul style="list-style-type: none"> • Pisa power: impact on Portuguese education policies & results, João Marôco, Researcher, William James Center for Research, ISPA - Instituto Universitário, Portugal • Data on student learning for evidence-based policy making: Latvia's case study, Ilze Saleniece, Deputy State Secretary, Ministry of Education and Science of the Republic of Latvia • The importance of PISA data for policy-making processes and improving the quality of school practise in Slovenia, Janez Vogrinc, Professor, Matej Vošnjak, Researcher, Miha Matjašič, Teaching assistant, Faculty of Education University Ljubljana, Slovenia • PISA as one of the levers for shaping Estonian education policy, Maie Kitsing, Adviser, General Education Department, Ministry of Education and Research, Estonia <p>Q&A</p>
<p>18:30</p>	<p><i>Dinner reception</i></p>

09:00-09:05	Opening of day 2
09:05-11:05	<p><u>Session 1: The role of PISA evidence in national knowledge mobilisation processes (continued)</u></p> <p><i>In this session, Tomazs Gajderowicz, Educational Research Institute, will share the findings of new research based on PISA 2022 data on the impact of COVID-19 on student learning.</i></p> <p>Session moderator</p> <ul style="list-style-type: none"> Anabela Serrão, Member of the PISA Analysis and Dissemination Group, Portugal <p><u>1.4: Mobilising PISA evidence to understand the impact of COVID-19 on learning</u></p> <ul style="list-style-type: none"> Covid-19, School Closures, and Student Learning Outcomes: New Global Evidence from PISA, Tomasz Gajderowicz Deputy Director for Research, Educational Research Institute, Poland <p>Q&A</p> <p><u>Session 2: The use of PISA to inform school-level practices: Improving teaching and learning practices</u></p> <p><i>The session discusses specific examples of use of PISA evidence to improve teaching and learning practices in the classroom. Ingi Heinesen Højsted from University of the Faroe Islands will present a specific intervention in the Faroe Islands aiming at improving mathematical literacy. Gabriel Rubio Navarro from University of Alicante and Rosa Jimeno Guembe, Government of Navarre, will discuss how the Government of Navarre is using PISA evidence to improve reading skills in schools. Antoine Bodin, UNIMED and Raphaël Couturier, CNRS, will review the contribution of PISA to pedagogical practices. Zbigniew Karpiński, European Commission, will present findings from PISA 2022 on teaching of mathematics in Europe. José M. Santa Olalla Tovar, Ministry of Education of Castilla y Leon, will present a classroom intervention in Castilla y Leon aiming to improve the development of a growth mindset among 7th graders.</i></p> <p>Session moderator</p> <ul style="list-style-type: none"> Anabela Serrão, Member of the PISA Analysis and Dissemination Group, Portugal <p>Presentations</p> <ul style="list-style-type: none"> Enhancing mathematical literacy in the Faroe Islands: a design-based approach to addressing PISA deficiencies, Ingi Heinesen Højsted, Associate Professor in Mathematics Education, University of the Faroe Islands, Faroe Islands, Denmark Improvement of reading comprehension skills in Navarre's schools, Gabriel Rubio Navarro, Secondary Teacher and Professor, University of Navarra and Rosa Jimeno Guembe, Co-ordinator of the Government of Navarre's Plan for the Improvement of Reading Competence, Navarre, Spain (15 min) <p>Q&A</p> <p>Session moderator</p> <ul style="list-style-type: none"> Miyako Ikeda, Senior Analyst, PISA Analysis and Reporting, OECD <p>Presentations</p> <ul style="list-style-type: none"> An attempt to examine the findings of international studies from an educational perspective, Antoine Bodin, Associate Researcher at IREM UNIMED (Research Institute on Mathematics Teaching, Université de la Méditerranée) and Raphaël Couturier, Professor, Université de Franche-Comté, CNRS, France Teaching practices and student mathematics performance: Evidence from European countries in PISA 2022, Zbigniew Karpiński, Researcher, Joint Research Centre, European Commission A growth mindset intervention for 7th graders, José M. Santa Olalla Tovar, Advisor at Ministry of Education of Castilla y Leon, Spain <p>Q&A</p>
11:05-11:15	Break

<p>11:15-12:30</p>	<p><u>Parallel session 3A: The use of PISA to inform specific policy reforms and changes</u></p> <p><u>3A.1: Targeted policies to improve equity in education</u></p> <p><i>This session discusses the contribution of PISA in informing the policy debates on target policies to improve equity. Emilie Franck, Leuven University will present research on the effectiveness of educational priority policies in reducing inequities in education. Lorraine Gilleece, Education Research Centre, will present on the use of PISA data in Ireland to support equity in education. And Kraiyos Patrawart, Equity in Education Fund and Weerachart Kilenthong, University of the Thai Chamber of Commerce (UTCC) will highlight how PISA for School evidence is used to inform school improvement.</i></p> <p>Session moderator</p> <ul style="list-style-type: none"> • Anabela Serrão, Member of the PISA Analysis and Dissemination Group, Portugal <p>Presentations</p> <ul style="list-style-type: none"> • Do educational priority policies reduce educational inequity? Examining three education systems with PISA, Emilie Franck, and Idesbald Nicaise, HIVA, Leuven University, Belgium • Ireland's use of PISA data to support equity in education, Lorraine Gilleece, Research Fellow, Educational Research Centre, Ireland • Leveraging PISA for School Improvement: How the Equitable Education Fund Utilises PISA Insight to Foster Student Resilience and Enhance Educational Outcomes in Thailand, Kraiyos Patrawart, Managing Director, Equity in Education Fund and Weerachart T. Kilenthong, Director of the Research Institute for Policy Evaluation and Design (RIPED) at the University of the Thai Chamber of Commerce (UTCC), Thailand <p>Q&A</p>	<p><u>Parallel session 3B: The use of PISA to inform specific policy reforms and changes</u></p> <p><u>3B.1: Improving learning through the intended and implemented curriculum</u></p> <p><i>This session presents examples of how PISA evidence has contributed to curriculum reviews and reforms. Marina Shapira, University of Stirling, reviews the implementation of Scotland's Curriculum for Excellence and its effect on student learning. Urška Štremfel, Educational Research Institute will discuss the role of PISA in developing national reading literacy policies in Slovenia.</i></p> <p>Session moderator</p> <ul style="list-style-type: none"> • Claudia Matus, PISA Governing Board Representative, Chile <p>Presentations</p> <ul style="list-style-type: none"> • Exploring national curricula using PISA data: A study of Scotland's Curriculum for Excellence, Marina Shapira, Researcher, Faculty of Social Sciences, University of Stirling, Scotland, United Kingdom • The role of PISA in developing national reading literacy policy: two decades of research insights from Slovenia, Urška Štremfel, Scientific Associate, Educational Research Institute, Slovenia <p>Q&A</p>
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12:30-13:30	Lunch break	
13:30-14:40	<p><u>Parallel session 3A: The use of PISA to inform specific policy reforms and changes (continued)</u></p> <p><i>The session discusses various examples of research and analysis that mobilized PISA evidence to explore the mechanisms of segregation in school systems. Victor Volman and Ignacio Ibarzábal from Argentinos por la Educación, will present a study of school segregation in Latin America based on PISA data. Laure Perri from Murdoch University School of Education will present evidence from Australia and Canada on the impact of marketisation on school segregation and inequity. Mojca Straus from the Ministry of Education of Slovenia and Gasper Cankar from the National Examination Centre in Slovenia will discuss the transition from lower to upper secondary in Slovenia and how it relates to equity.</i></p> <p>Session moderator</p> <ul style="list-style-type: none"> • Edouard Imbeau, PISA Governing Board Representative, Canada <p><u>3A.2: Segregation, progression and inequity</u></p> <p>Presentations</p> <ul style="list-style-type: none"> • Social inequality, classroom inequality? Latin American study of school segregation using PISA data, Victor Volman, Economist, Observatory's Director and Ignacio Ibarzábal, Executive director, Argentinos por la Educación, Argentina • Examining socio-economic equity in transition from lower to upper secondary education in Slovenia, Mojca Straus, Senior Officer, Ministry of Education and Gasper Cankar, Researcher, National Examination Centre, Slovenia <p>Q&A</p>	<p><u>Parallel session 3B: The use of PISA to inform specific policy reforms and changes (continued)</u></p> <p><u>3B.2: International benchmarking to inform policy</u></p> <p><i>The session presents examples of research and analysis that mobilized PISA international benchmarks and trend data to shed light on specific policies. Xiaofang Wang from Murdoch University will present a Qualitative Comparative Analysis of pathways to high performance in the PISA mathematics test. Isa Steinman, Lihong Huang from the Oslo Metropolitan University, Marton Medgyesi, TÁRKI Social Research Institute and Maria Symeonaki, Panteion University of Social Sciences, will present their research on the relationship between increased preschool enrolment and decreased educational inequalities. Finally, Heli Kauppinen, University of Jyväskylä, will discuss the evolution of students' efforts and motivation in Finland between PISA 2015 and PISA 2022.</i></p> <p>Session moderator</p> <ul style="list-style-type: none"> • Hjalte Meilvang, PISA Governing Board Representative, Denmark <p>Presentations</p> <ul style="list-style-type: none"> • 'Many roads lead to Rome': A Qualitative Comparative Analysis of the pathways to high national maths performance in PISA, Xiaofang (Sarah) Wang, Associate Lecturer, Murdoch University, Australia • Does an increase in preschool enrolment lead to a decrease in educational inequalities? Isa Steinmann, Associate Professor, Lihong Huang, Research Professor Oslo Metropolitan University, Norway, Márton Medgyesi, Senior Researcher, TÁRKI Social Research Institute; Maria Symeonaki, Associate Professor, Panteion University of Social • Students' effort and motivation in PISA 2015-2022 in Finland, Heli Kauppinen, Project researcher, Finnish Institute for Educational Research, University of Jyväskylä <p>Q&A</p>
14:40-15:00	Break	

<p>15:00-16:05</p>	<p><u>Session 4: The use of PISA to inform school-level practices</u></p> <p><u>4.1: Using PISA evidence to improve school level practices</u></p> <p><i>Speakers will discuss examples of use of PISA evidence at the school level to improve school level practices. Kit-Tai Hau from the Chinese University of Hong Kong will present how PISA evidence as part of a strategy to promote evidence-based school improvement in Hong Kong China. Similarly, Shaikha Alzaabi from the Ministry of Education in the United Arab Emirates, will present of PISA evidence along with other international large-scale assessment evidence is used to inform school level policies in the UAE. Finally, Dennis Infante, School principal at the Angeles University Foundation Integrated School in the Philippines will share the experience of their school using PISA evidence to inform improvement.</i></p> <p>Session moderator</p> <ul style="list-style-type: none"> • Mojca Štraus, Senior Officer, PISA Governing Board Representative, Ministry of Education, Slovenia <p>Presentations</p> <ul style="list-style-type: none"> • Empowering Schools with PISA: Strategies for Evidence-Based School Improvements, Kit-Tai Hau, Professor, The Chinese University of Hong Kong, Hong Kong China • From Insight to Impact: Leveraging International Assessments to Elevate Educational Standards in the United Arab Emirates, Shaikha Alzaabi, International Assessment Section Manager, Ministry of Education, United Arab Emirates • School-based Empowerment, Responsibility and Accountability towards Meaningful Curriculum, Instruction and Assessment, Dennis Infante, School Principal, Angeles University Foundation Integrated School, Philippines <p>Q&A</p>
<p>16:05-16:30</p>	<p><u>Closing session</u></p> <ul style="list-style-type: none"> • Camil Würbler, Chair, PISA Analysis and Dissemination Group (PISA ADG) • Miyako Ikeda, Senior Analyst, PISA Analysis and Reporting, OECD