



Key International Findings & Asia-Pacific Regional Highlights

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History Between IEA and the NEQMAP Region



NEQMAP
Network on Education Quality
Monitoring in the Asia-Pacific

There is a longstanding cooperation between IEA and the region

- IEA Members:
 - Australia, China, Chinese Taipei, Hong Kong SAR, Indonesia, Islamic Republic of Iran, Japan, Malaysia, Philippines, Republic of Korea, Singapore, Thailand
- Education systems participating in IEA studies:
 - Australia, China, Chinese Taipei, Hong Kong SAR, India, Indonesia, Islamic Republic of Iran, Japan, Macao SAR, Malaysia, Mongolia, Philippines, Republic of Korea, Russian Federation, Singapore, Thailand, Uzbekistan



Education Systems	TIMSS	PIRLS	ICCS	ICILS	REDS
Australia	1995, 1999, 2003, 2007, 2011, 2015, 2019, 2023	2011, 2016, 2021		2013 (SITES 2006)	
China					
Chinese Taipei	1999, 2003, 2007, 2011, 2015, 2019, 2023	2006, 2011, 2016, 2021	2009, 2016, 2022 (CIVED 1999)	2023 (SITES 2006)	
Hong Kong SAR	1995, 1999, 2003, 2007, 2011, 2015, 2019, 2023	2001, 2006, 2011, 2016, 2021	2009, 2016	2013 (SITES 2006)	
India					Participated
Indonesia	1999, 2003, 2007, 2011, 2015	2006, 2011	2009		
Iran	1999, 2003, 2007, 2011, 2015	2001, 2006, 2011, 2016, 2021			
Japan	1995, 1999, 2003, 2007, 2011, 2015, 2019, 2023			(SITES 2006)	
Macao SAR	2023	2016, 2021			
Malaysia	1999, 2003, 2007, 2011, 2015, 2019, 2023				
Mongolia	2007*				
Philippines	1995, 1999, 2003, 2008 (adv), 2019			(SITES 2006)	
Republic of Korea	1995, 1999, 2003, 2007, 2011, 2015, 2019, 2023		2009, 2016	2013, 2018, 2023 (SITES 2006)	
Russian Federation	1995, 1999, 2003, 2007, 2011, 2015, 2019, 2023	2001, 2006, 2011, 2016, 2021	2009, 2016 (CIVED 1999)	2013 (SITES 2006)	Participated
Singapore	1995, 1999, 2003, 2007, 2011, 2015, 2019, 2023	2001, 2006, 2011, 2016, 2021		(SITES 2006)	
Thailand	1995, 1999, 2007, 2011, 2015		2009	2013 (SITES 2006)	
Uzbekistan		2021			Participated



Relevance of IEA Studies for SDG Indicators

Countries can use achievement and student/teacher/school/home questionnaire data for a variety of implications. PIRLS, in particular, can obtain insight that allows for early intervention in improving reading, especially in the critical stage of Grade 4's transition from "learning to read" to "reading to learn."

- SDG 4.1: TIMSS and PIRLS
- SDG 4.2: TIMSS and PIRLS (participation in pre-primary education)
- SDG 4.4: ICILS
- SDG 4.5: gender differences in TIMSS and PIRLS
- SDG 4.7: ICCS (global citizenship)
- SDG 4.a: TIMSS and PIRLS (background data)
- SDG 4.c: TIMSS and PIRLS (teacher data)

Release of PIRLS 2021 Results

Thank you and congratulations to all those involved in PIRLS 2021!

- An important tool for policymakers and other educational stakeholders
- PIRLS is administered at a crucial transition stage in children's reading development when they are transitioning from *learning to read* to *reading to learn*
- Literacy is more important than ever in our global world of written information



Example of an ePIRLS Task

35:03 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 PIRLS 2021 IEA TIMSS & PIRLS BOSTON COLLEGE

http://www.oceanhabitats.org/mariana-trench.html

Benefits of the World's Oceans Ocean Life and Habitats

Ocean Life and Habitats




Home Coral Reefs Mariana Trench

A few specially made vehicles have explored the bottom of the trench, proving that there are weird fish living in this dark, freezing cold water.

The deep-sea dragonfish has oversized teeth, an ugly face, and slippery skin.

It can make itself glow to attract its food. The sudden bright light in the pitch black water lures prey, making it easy for the dragonfish to catch its food.

DEEP-SEA DRAGONFISH




Deep-sea dragonfish Deep-sea hatchetfish

ePIRLS Class Project

the trench is deeper than the world's tallest mountain

SAVED

Mr. Webster
Click  to learn about weird fish that live in the deepest part of the ocean.

13.
*Why is the deep-sea dragonfish a good example of a weird fish?
Give two reasons, using the text and picture to explain.*

Student

it glows

it has overs

IEA TIMSS & PIRLS

PIRLS 2021 Education Systems & Benchmarking Participants

p Albania

p Australia

p Austria

p Azerbaijan

p Bahrain

d Belgium (Flemish)

p Belgium (French)

p Brazil

p Bulgaria

d Chinese Taipei

d Croatia

p Cyprus

d Czech Republic

d Denmark

p Egypt

p England

d Finland

p France

p Georgia

d Germany

p Hong Kong

d Hungary

p Iran, Islamic Republic of

p Ireland

d Israel

d Italy

p Jordan

d Kazakhstan

p Kosovo

p Latvia

d Lithuania

p Macao SAR

d Malta

p Montenegro

p Morocco

p Netherlands

d New Zealand

p North Macedonia

p Northern Ireland

d Norway

p Oman

p Poland

d Portugal

d Qatar

d Russian Federation

d Saudi Arabia

p Serbia

d Singapore

d Slovak Republic

d Slovenia

p South Africa

d Spain

d Sweden

p Türkiye

d United Arab Emirates (UAE)

b United States

p Uzbekistan

Benchmarking Participants

d Alberta, Canada

d British Columbia, Canada

d Newfoundland & Labrador, Canada

* Ontario, Canada

d Quebec, Canada

d Moscow City, Russian Federation

p South Africa

d Abu Dhabi, UAE

d Dubai, UAE

d Digital data

p Paper data

b Bridge paper data

* Insufficient data to report results



International Reading Results

<https://www.iea.nl/studies/iea/pirls/2021>



20 YEARS
PIRLS



Onset of COVID-19

Disrupted schooling—closings and alternatives

- PIRLS 2021 Encyclopedia includes information about the COVID-19 pandemic across countries
- Nearly half the students (47%) attended schools that were disrupted for more than two months
- According to their parents, 87% of students stayed home from school because of the COVID-19 pandemic
- For 2 out of 3 of those students, learning was adversely affected, at least to some extent



PIRLS 2021 Data Collection



PIRLS 2021 Sample Sizes



PIRLS 2021 collected high-quality data from:

400,000
Students

380,000
Parents/Caregivers

20,000
Teachers

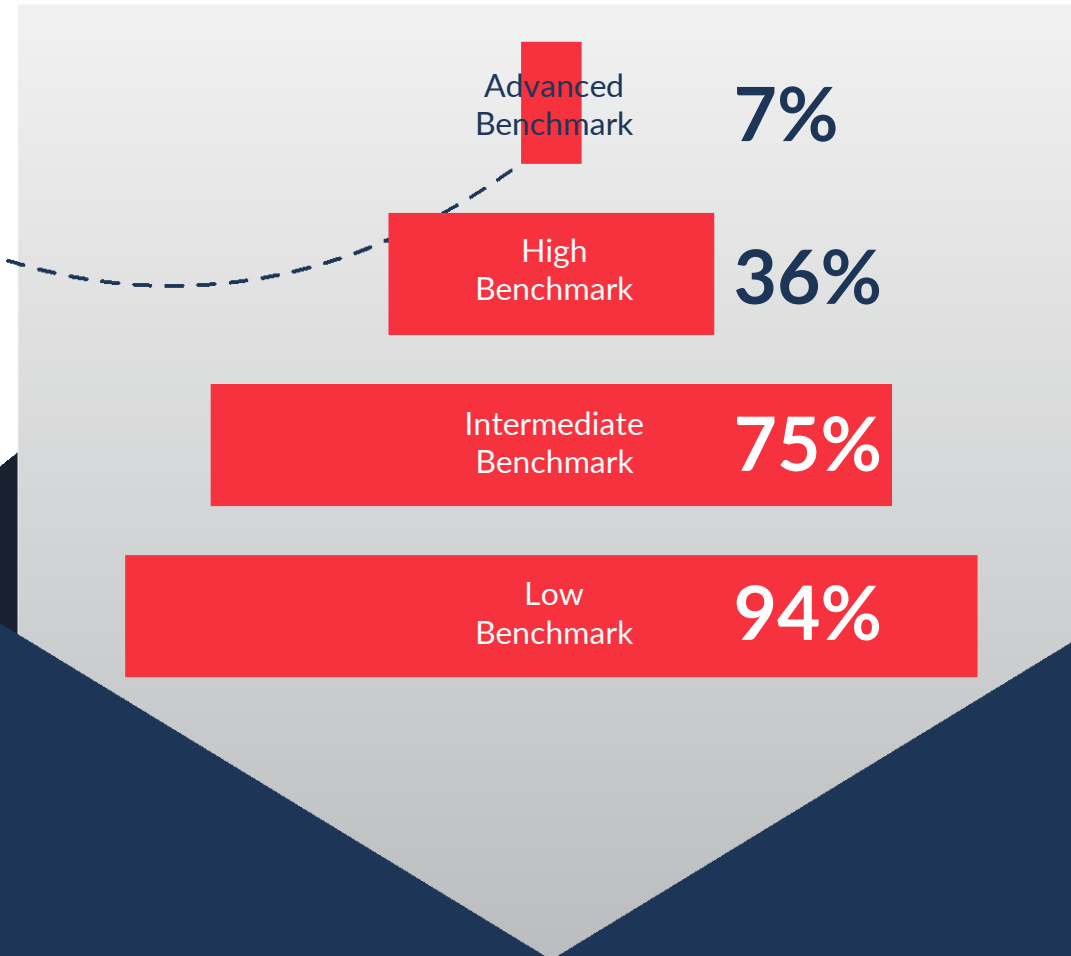
13,000
School Principals

57
Countries

8
Benchmarking
Participants

Internationally, most participating countries were able to educate nearly all their students to a **basic level of reading achievement**.

The median country had approximately 7% of students reaching the PIRLS International Advanced Benchmark.



Note:
Data from this infographic are based on the average across PIRLS 2021 countries that administered the assessment “According to Original Plan” and those that “Assessed One Year Later.”



Upward trends in PIRLS stalled in PIRLS 2021

Trends 2016–2021
(32 countries)

3

Countries
Higher
Average
Achievement



8

Countries
Same
Average
Achievement



21

Countries
Lower
Average
Achievement

-8

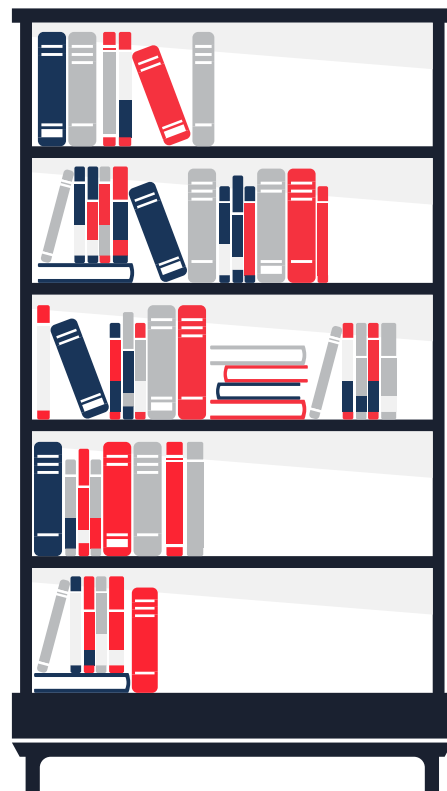
Average score
point difference
for participating
countries



Students with a **higher socioeconomic status** had a **significantly higher achievement:**

↑ **543**

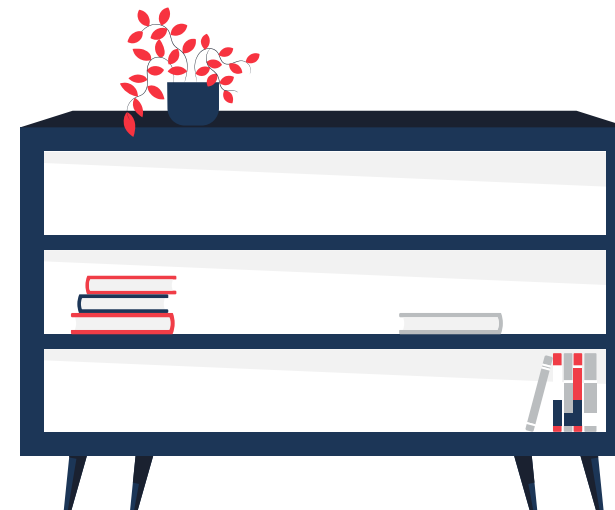
Average Reading Achievement



Whereas students with a **lower socioeconomic status** performed lower:

↓ **457**

Average Reading Achievement



Girls had higher reading achievement in most PIRLS 2021 countries.

Of the **57** countries participating in PIRLS 2021:



Note: Data reflect the average across all countries participating in PIRLS 2021.

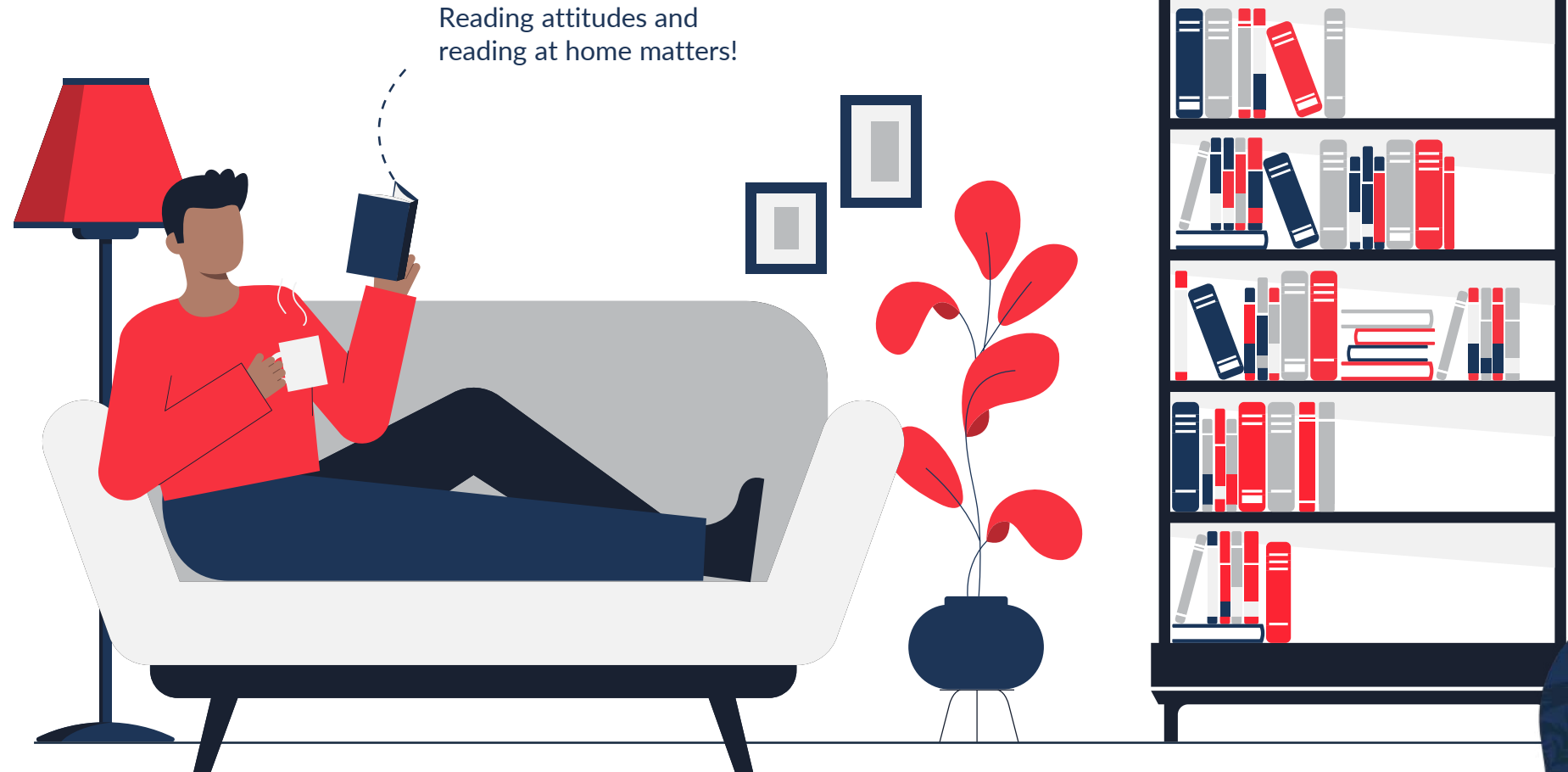
Higher average **reading achievement** and more **positive attitudes** tend to exist in **mutually reinforcing relationships**



43% of students reported that they are very confident in reading, which has a **positive association with average reading achievement.**



Only around one third of students had parents who reported very much **enjoying reading**, which has a **positive association with average reading achievement**.



Reading attitudes and reading at home matters!



Summary

Reading skills are crucial for all future learning and participating in society—including digital reading skills.

- Nearly all students reach minimum proficiency levels in reading, but we are seeing declines compared to 2016
- Despite all efforts, we see large differences for students with different socio-economic background—which clearly requires more attention
- Boys are lagging behind and an emphasis needs to be placed on boys' reading literacy abilities and their attitudes towards reading

What's next?

We encourage national research using the PIRLS 2021 International Database!

- All micro-level data will be released open access on 22 June. This will enable further research to learn more about how to improve teaching and learning reading
- PIRLS 2026 is now open for enrollment for interested countries



COVID-19 Impact on Trend Measurement



2016 Data—
No Impact



2021 Data—
COVID-19



2026 Data—
No Impact?

A young girl with curly hair, wearing a pink shirt, is reading a book in a classroom. Other students are visible in the background, some also reading. The scene is brightly lit with a blue and green background.

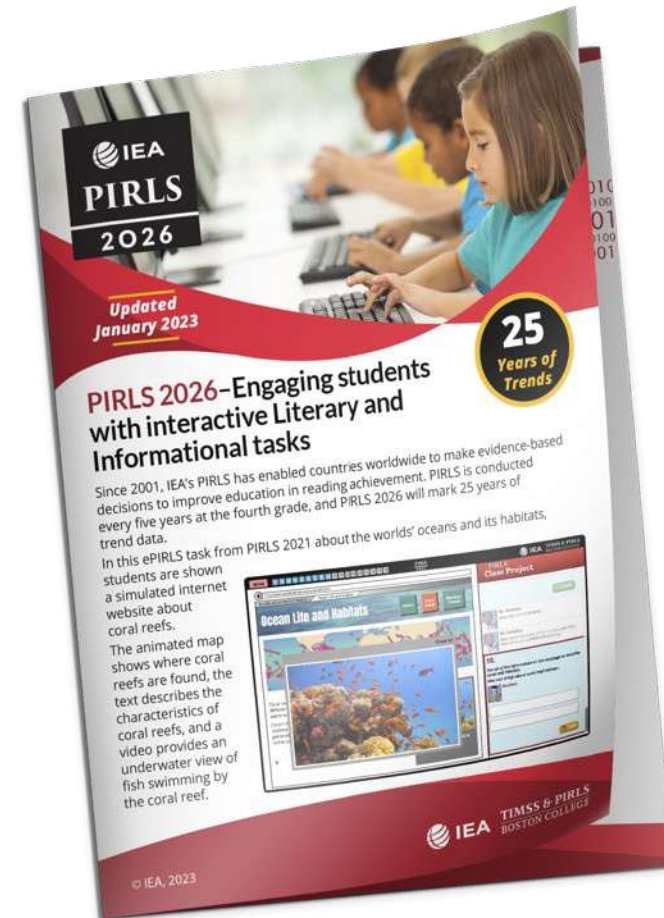
New Developments for PIRLS 2026

<https://www.iea.nl/studies/iea/pirls/2026>

Key Features of PIRLS 2026

PIRLS 2026 completes the transition to fully digital assessment

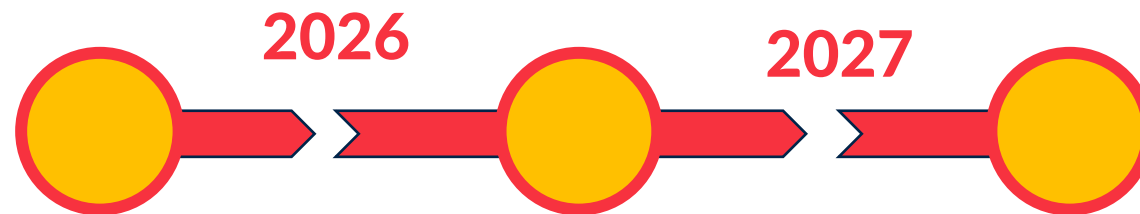
- Further use of digital features
- More potential for interactive response types
- Increased reliance on automated scoring checks, quality assurance
- Capturing process information
— Passage specific and general (timing, navigation)
- Continues the Group Adaptive Design
- Evolving context questionnaires



Optional Longitudinal Module

Opportunity to investigate learning gains over the span of one year

- Re-assess the same students one year after the PIRLS 2026 assessment
- Investigate students' learning gains over one year of schooling
- Compare degree of increases across instructional goals
- Examine differences across subgroups of students



Current Status of PIRLS 2026

Enrollment currently open for countries!

- Early 2025: Field Trial
- Early to mid 2026: Main survey data collection in Northern Hemisphere countries
- End 2026: Main survey data collection in Southern Hemisphere countries
- December 2027: Publication of the results
- Early 2028: Launch of public-use database and documentation





Thank you! Any questions?

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