



Evidence for
Excellence in
Education

IELS methodology

OECD International Early Learning and Child Well-being Study

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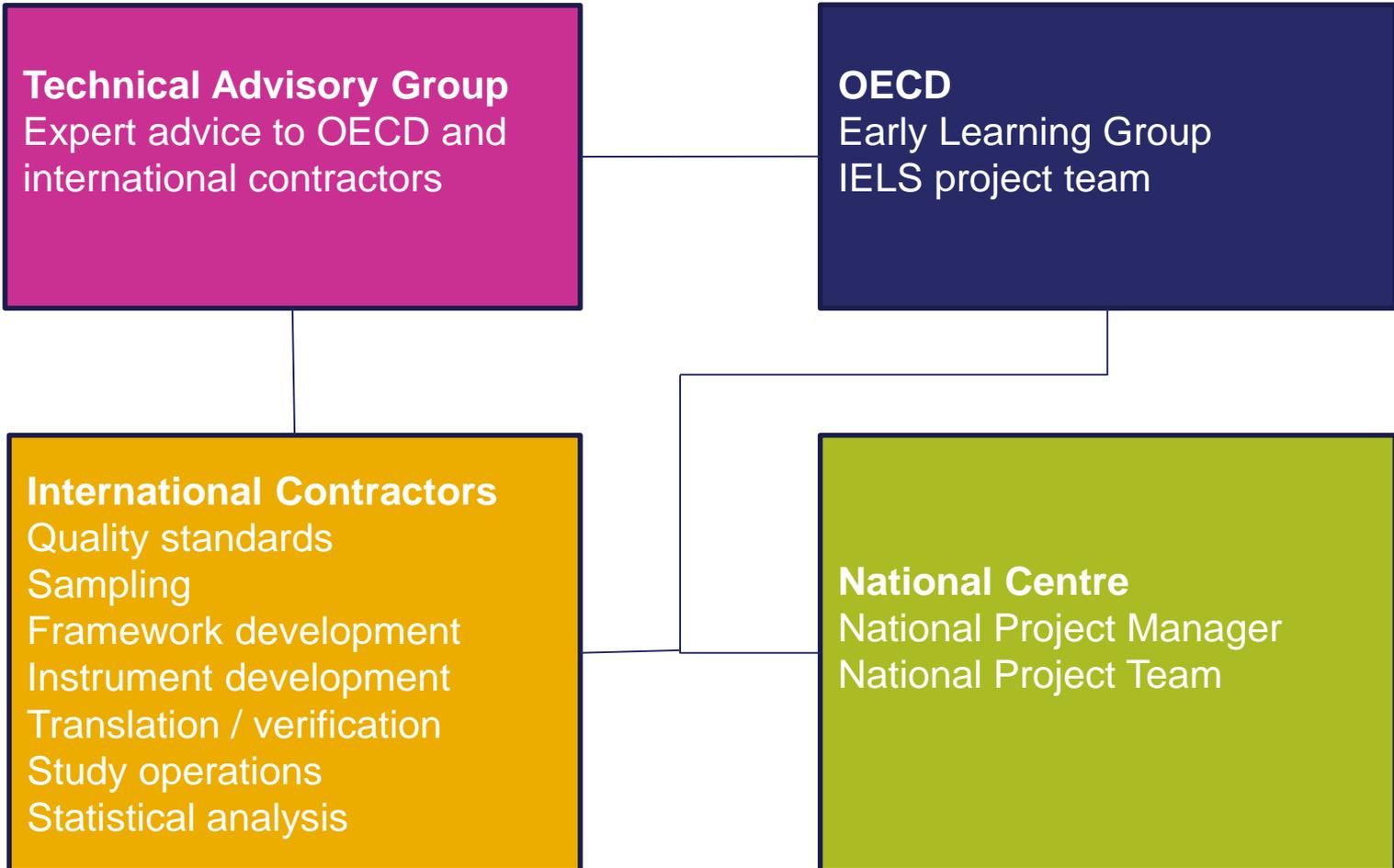
Public

● independent ● insights ● breadth ● connections ● outcomes



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National study centres work closely with the international contractors, ministries and OECD



Public

● independent ● insights ● breadth ● connections ● outcomes



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IELS has a robust research design to collect high quality data and enable international comparisons

- Framework developed by international expert collaboration
- Materials developed by international research team with input from expert groups
- International standards, for instance:
 - adaptation and translation of materials
 - sampling
 - school and child participation
 - administration in centres (schools in England).



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Adaptation and translation of materials

- National materials must be appropriate to England context, whilst maintaining international comparability
- In England, we adapt rather than translate:
 - Appropriate vocabulary for 5-year-olds in England
 - Appropriate terms in questionnaires
- Possible to add new national questions
- All changes signed off by international research team.

Sampling and participation

- All children in education or care setting are in scope.

Stage 1

- Centres selected to be nationally representative, stratified by school type, deprivation and region

Stage 2

- Children randomly selected from each centre

- Stringent participation rates must be met to be confident that the final data for each country is unbiased and representative.



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Administration of the study

- Administration processes agreed internationally and National Project Managers trained.
- Administered one-to-one by Study Administrators.
- International versions of Centre Coordinator and Study Administrator manuals adapted to local context, international team informed of any changes to administration processes.
- Study Administrators, who administer the direct assessment, attend face-to-face training run by the national centre.



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What data does IELS collect, and how?

- **Direct assessment of four early learning domains**
 - Tablet-based interactive activities with children using stories and games, overseen one-to-one by a trained study administrator.
 - 15-20 minutes per domain, with two domains administered per day.
- **Indirect assessment of cognitive and socio-emotional skills**
 - Online and paper-based parent and two staff questionnaires to provide more information on:
 - children's emerging cognitive and social and emotional skills
 - behaviours observed at home and school
 - Parent questionnaire also collects information on child's history of ECEC, individual characteristics, and home learning environment.



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IELS assessments: ensuring well-being of participants

- Assessments are:
 - Age-appropriate, based on stories, games and puzzles
 - Voluntary
 - Administered by fully trained professionals who liaise with staff in the child's school
- Data collection follows data protection regulations.



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One-to-one administration





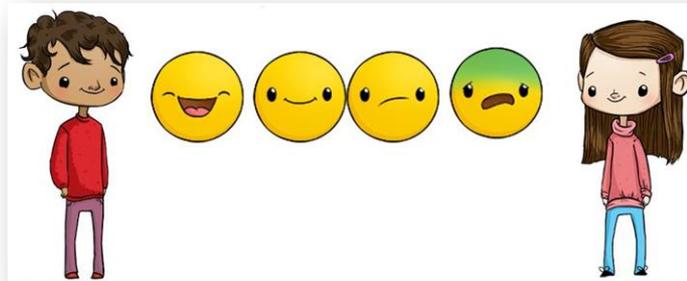
*Mia and Tom: consistent characters
across all four domains
(characters' appearances can be
customised to reflect diversity of
participating countries)*

Tablet-based assessment images (2)

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- After completing each domain, children are invited to rate their enjoyment of the activities
 - Helps to ensure children's well-being
 - Provides valuable feedback about the tasks and procedures.





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IELS in England – field trial, autumn 2017

- 32 schools and over 450 children took part in the field trial
- Schools were sampled to be nationally representative
- Schools and parents were informed about the study via letters, leaflets and an IELS England website.
- Most children were from Year 1, with a minority from Reception classes.
- Good engagement from schools, children and parents. High response rates to direct assessments, teacher questionnaires and parent questionnaires



IELS in England – field trial response rates

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- 32 schools participated and 477 children were sampled to take part.
- Very high engagement from all participant groups.

Schools	Child direct assessment		Parent questionnaire	Teacher questionnaire	
	Day 1	Day 2		A	B
100%	95%	92%	60%	100%	97%

Learning lessons from the field trial

- Positive results from the field trial
 - Very good response rates and Study Administrators reported that children enjoyed taking part.

The children were excited to be chosen and felt special.

The children enjoyed working individually and the novelty of something different.

Even those who were not familiar with a tablet got the hang of the process very quickly and operated the device competently and confidently.



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Learning lessons from the field trial

- Refinements for the main study:
 - International researchers will review how questionnaire and direct assessment items have functioned, from field trial data and country feedback
 - Review of placing / size of buttons, any items which were problematic in app
 - Review of operational processes



IELS main study in England

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- October to December 2018
- 200 schools, 3,000 pupils
- 200 schools representative of primary schools in England, stratified by school type, pupil deprivation and region
- 15 five-year-olds randomly sampled in each school

What next?

Field trial in autumn 2017



Field trial lessons learned (England and internationally)



Preparations for main study



Main study in autumn 2018



International report and national reports expected to be published in autumn 2019



Summary

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- The study measures a wide range of dimensions of children's learning and wellbeing.
- The field trial gives us confidence that the materials are suitable for England's context.
- Parents, teachers and children are engaged by the study.
- There are good mechanisms for countries to provide feedback and make refinements in advance of the main study.



NFER provides evidence for excellence through its independence and insights, the breadth of its work, its connections, and a focus on outcomes.

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