



MINISTÈRE
DE L'ÉDUCATION
NATIONALE,
DE L'ENSEIGNEMENT
SUPÉRIEUR
ET DE LA RECHERCHE

*Liberté
Égalité
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International Conference of the French
Scientific Council for Education

International surveys

(Pisa, Timss, Pirls...):

what lessons for education
in France?

Wednesday 5th March 2025

9.15 am – 6 pm



Lycée Pierre-Gilles de Gennes

Auditorium

11, rue Pirandello, Paris 13^e

- Open to everyone,
subject to booking
(only for attending
in person: [click here](#))

- Also transmitted live
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**AGIR POUR
L'ÉDUCATION**

— UN ENJEU SCIENTIFIQUE
POUR LA SOCIÉTÉ —



Presentation

Many international surveys (Pisa, Timms, Pirls...) highlight the major challenges French education system faces, from the decline in mathematical skills over the past thirty years to the growing learning gap between children from disadvantaged backgrounds and their more privileged peers. What are these surveys and what do they tell us about the reading, maths and science levels of French students, their well-being and that of their teachers? What can be done to improve the situation in France, in the light of experiences abroad?

The conference is organized by the French Scientific Council for Education (CSEN) and Acting for Education initiative. Attached to the French Ministry of National Education, the [Scientific Council for Education](#) aims to facilitate the appropriation of scientific research, experimentation and international comparison results into educational policies and practices. [Acting for Education](#) initiative brings together professors from the *Collège de France* to take stock of the state of education in France, and put all dimensions of scientific knowledge to work for students.

Scientific Coordination:

- **Nuno Crato**, Research Professor at the University of Lisbon and former Minister of Education and Science of Portugal (coordinator)
- **Camille Terrier**, Senior Lecturer at Queen Mary University of London (coordinator)
- **Ariane Baye**, Professor and Director of the AIDE Research center at the University of Liège
- **Liliane Sprenger-Charolles**, Research Director emeritus at CNRS, linguist and psycholinguist at Aix-Marseille University

Program

8.30 am Reception of the public

9.15 am Introduction

- **Stanislas Dehaene**, Chair of the French Scientific Council for Education, Professor at the *Collège de France*

Morning **What are the different International Surveys and what do they tell us about France's Results?**

9.30 am What Role do International Surveys play?

- **Nuno Crato**, Research professor at the University of Lisbon and former Minister of Education and Science of Portugal
- **Camille Terrier**, Senior Lecturer at Queen Mary University of London

9.50 am Pisa: General Assessment of 15-year-old Students

- **Francesco Avvisati**, Analyst at OECD

10.10 am Timss: Assessment in Mathematics and Science (10-11-year-olds)
Pirls: Assessment in Reading (10-11-year-olds)

- **Thierry Rocher**, Former IEA Chair and Director for Evaluation at DEPP at the French Ministry of National Education, Higher Education and Research

10.40 am Questions and discussion

11 am Coffee-break

11.30 am What can we learn from France's Results?

Chair: **Dominique Lafontaine**, Emeritus Professor at the University of Liège

- **Elise Huillery**, Professor at the University Paris-Dauphine

12.10 am 1st round-table discussion – How can International Surveys enrich Teaching Practices?

Chair: **Ariane Baye**, Professor at the University of Liège

- **Marine André**, Lecturer and researcher at the University of Liège
- **Matthieu Lahaye**, Head of the Department of Public Instruction and Pedagogical Action at the French Ministry of National Education, Higher Education and Research
- **Juliette Renaud**, Senior Lecturer at Orléans University

1 pm Break

Afternoon What can we do to improve results in France?

2.20 pm When International Surveys influence Education Policies: examples from England, Scotland, Finland, Estonia, Morocco, and Portugal

Chair: Nuno Crato, former Minister of Education and Science of Portugal

- **Tim Oates**, Group Director of Assessment Research & Development (ARD) at Cambridge University Press and Assessment: Cases in England, Scotland and Finland
- **Gunda Tire**, Head of International Assessments on the Estonian Ministry of Education and Research's Education and Youth Board: Estonia
- **Youssef El Azhari**, Director General of Pedagogical Action at the Moroccan Ministry of National Education, Preschool and Sports: Morocco
- **João Marôco**, Professor at ISPA-Instituto Universitário: Portugal

4.10 pm Coffee-break

4.30 pm 2nd round-table discussion – How can Education Policies in France be enriched by International Surveys?

Chair: Camille Terrier, Senior Lecturer at Queen Mary University of London

- **Matthieu Lahaye**, Head of the Department of Public Instruction and Pedagogical Action at the French Ministry of National Education, Higher Education and Research
- **Noémie Le Donné**, Head of the Socio-Emotional Skills Unit at the OECD
- **Francesco Avvisati**, Analyst at OECD

5.30 pm Final perspectives

- **Nuno Crato**, Research Professor at the University of Lisbon
- **Camille Terrier**, Senior Lecturer at Queen Mary University of London

5.45 pm Closing remarks

- **Élisabeth Borne**, Minister of State, Minister of National Education, Higher Education and Research

6 pm End of the conference

Speakers



Marine André

Lecturer et researcher of Science of Education at the University of Liège (Belgium)

Marine André is the Director of the Analysis and Support of Teacher Professional Development Department (ADPE) at the University of Liège.

Her research focuses on the professional development of teachers and support in the field of literacy, notably through the design of training tools. She has also contributed to publications and collective works exploring effective teaching practices and training systems, highlighting the importance of teaching the cognitive processes involved in reading-writing interactions and collaboration in this learning process.



Francesco Avvisati

Analyst at OECD's Directorate for Education and Skills

Francesco Avvisati has been working as an analyst for the OECD's Education and Skills Directorate since 2011. In the Pisa (15-year-olds in school) and PIAAC (skills in adults 16-65) surveys, he is involved in survey methods, research and development,

data quality and analysis. He is the author of numerous OECD research papers and reports.

In 2021-22, he worked (on temporary assignment) for the European office Abdul Latif Jameel Poverty Action Lab (J-PAL) as Director of the Innovations, Data and Experiments in Education (IDEE) program. Francesco Avvisati holds a PhD in economics from the Ecole d'économie de Paris, a bachelor's degree in economics from the Scuola Superiore Sant'Anna (Pisa, Italy) and is a former student of the *École normale supérieure* in Paris.



Ariane Baye

Professor and Director of the AIDE (Analysis and Intervention in the fields of Dropout and Exclusion) Research Center at the University of Liège (Belgium) and CSEN member

Ariane Baye is a Professor and Director of the AIDE (Analysis and Intervention in the fields of Dropout and Exclusion) Research Center at the University of Liège, Belgium. She is also Co-Director of the Center for Analysis of Teaching Systems and Practices (aSPe).

Specialized in the analysis of educational policies, with a particular interest in the efficiency and equity of education systems from a comparative perspective, she has contributed to developing the first equity indicators for European education systems. Her research focuses on the systematic synthesis of best evidence in the areas of reading, repetition, and student well-being, and the implementation of educational interventions and their evaluation.



Nuno Crato

Research Professor of Mathematics and Statistics at the University of Lisbon, former Minister of Education and Science (Portugal) and CSEN member

Nuno Crato is Professor of Mathematics and Statistics at the University of Lisbon, current President of Iniciativa Educação, a nonprofit organization for fostering student qualification, and member of the Scientific Council (CSEN) of the French Ministry of National Education.

His academic research focus on stochastic models with applications on economic and social problems, and statistical data-based evaluation of policy measures, namely in education. He has published extensively on econometrics and statistical journals and worked on education policy analysis, namely on Pisa and Timss country analyses.

Education and Science Minister of Portugal from 2011 to 2015, took office as an independent minister after a scientific and educational career. A prolific writer, his most recent books are his co-directed *Data-Driven Policy Impact Evaluation* (Springer, 2019) and his recently edited *Improving a Country's Education: PISA 2018 Results in 10 Countries* (Springer, 2021). He has been consulting for education policy groups and think tanks. He is founding organizer of Lisbon Economics and Statistics of Education.



Stanislas Dehaene

**Professor of Experimental Cognitive Psychology
at the Collège de France and CSEN Chair**

Stanislas Dehaene is a graduate of the *École normale supérieure* and holds the chair of Experimental Cognitive Psychology at the *Collège de France*. He is also Director of the NeuroSpin center in Saclay, where he heads the Cognitive Neuroimaging Laboratory (Inserm-Université Paris Sud-CEA). He is Chair of the Scientific Council (CSEN) of the French Ministry of National Education.

His research focuses on elucidating the cerebral bases of the human brain's most fundamental operations such as reading, calculation, reasoning, and awareness. He is the author of numerous discoveries on the circuits in the human brain that control arithmetic, reading, spoken language, and access to consciousness. Member of the French Academy of Sciences and the Pontifical Academy of Sciences and a Foreign Associate of the National Academy of Sciences, his work has been recognized by several awards and grants, including the Grand Prix Louis-D. from the Fondation de France (2003), the Dr A.H. Heineken Prize for Cognitive Science (2008) and the Brain Prize (2014).



Youssef El Azhari

**Director General of Pedagogical Action
at the Ministry of National Education,
Preschool and Sports (Morocco)**

Youssef El Azhari is Head of Pedagogical Action at the Ministry of National Education, Preschool and Sports (MNEPS) of the Kingdom of Morocco. At the same time, he manages the *Centre national des examens scolaires et de l'évaluation des*

apprentissages, coordinating Timss, Pirls and Pisa international evaluation studies in which Morocco participates. Previously, he worked in the MNEPS central service as Head of the *Centre national d'innovations pédagogiques et d'expérimentation*.

An alumnus of the *École normale supérieure*, Youssef El Azhari holds a degree in physics and a doctorate in the physical sciences. He teaches at the *Centre de préparation à l'agrégation* affiliated to the *Centre régional des métiers d'éducation et de formation* in the Marrakech-Safi region, and is an associate member of the *Laboratoire de physique des hautes énergies et astrophysique* at Cadi Ayyad University.



Élise Huillery

**Professor of Economics at the University
Paris-Dauphine (France)**

Professor at Paris-Dauphine University, Élise Huillery is a researcher affiliated with the Abdul Latif Jameel Poverty Action Lab (J-PAL), the Interdisciplinary Laboratory for Public Policy Evaluation (LIEPP) and the European Development Network (EUDN).

She obtained her PhD in economics from the Paris School of Economics, then spent a year as a post-doctoral fellow at J-PAL. She then became an Assistant Professor in the Economics Department at *Sciences Po*. She is a regular guest on economics programs for *France Culture*. Her research focuses on the determinants of poverty and inequality, particularly in Africa and France, and on the public policies needed to mitigate them. Working closely with public authorities in many countries, her work aims to assess the impact of social policies in the fields of employment, health and education that target disadvantaged groups.



Dominique Lafontaine

**Professor Emeritus of Educational Sciences
at the University of Liège (Belgium)**

Dominique Lafontaine is Professor Emeritus of Education at the University of Liège and a member of the Evaluation and Quality in Education (EQUALE) research unit.

Her research focuses on a number of areas: reading literacy and assessment, efficiency and equity in education systems, education policy and large-scale international surveys.

Dominique was a member of Pisa-Reading's international experts group from 1999 to 2018 and participated in the experts group for Pisa's 2018 questionnaires. She was a member of the steering commission on compulsory education in the French Community of Belgium and is regularly consulted for her expertise on educational policy issues and international comparison.



Matthieu Lahaye

Head of the Department of Public Instruction and Pedagogical Action at the Ministry of National Education, Higher Education and Research (France)

Matthieu Lahaye was previously Deputy Director of Core Knowledge and Academic Pathways at the General Directorate for School Education (Dgesco) of the French Ministry of National Education, Higher Education and Research.

He is also Inspector General of Education, Sport and Research, and holds an *agrégation* in history and a doctorate in modern history.



Noémie Le Donné

Head of the Socio-Emotional Skills Unit at the OECD

Noémie Le Donné is Head of the Socio-Emotional Skills Unit at the OECD. She is a graduate of INSEE and holds a doctorate in sociology from *Sciences Po* Paris.

She has made significant contributions to large-scale international assessments, notably the Programme for International Student Assessment (Pisa) and the Teaching and Learning International Survey (Talis), which have influenced education policies worldwide. She is currently responsible for the OECD's International Survey of Socio-Emotional Competencies, and is also leading a research and development project to create a digital game to measure socio-emotional competencies in action.

Noémie Le Donné has published several OECD reports and articles in media such as *Le Monde*, covering topics related to education and students' socio-emotional skills.



João Marôco

Professor at Institute of Applied Psychology (ISPA)-Instituto Universitário (Portugal)

João Marôco, Ph.D. from Washington State University, is a distinguished full professor at ISPA-Instituto Universitário, with expertise in Statistical Analysis, Research Methods, and

Advanced Data Analysis Techniques. He has consulted for the World Bank and the Teresa and Alexandre Soares dos Santos Education Initiative, specializing in Education Statistics. From 2014 to 2018, he served on the board of directors of Instituto de Avaliação Educativa, I.P., spearheading large-scale assessment studies and e-Assessment. João Marôco has delivered workshops and lectures worldwide on Statistical Analysis, Psychometrics, Structural Equation Modeling, and Large-Scale Assessments in Education.

His research focuses on psychometric scale validation, student burnout and engagement and large-scale student assessments. Authoring over 450 articles and four books, he boasts more than 50,000 citations, ranking in the top 2% of Portuguese academics and among Stanford/Elsevier's top 2% world scientists. Beyond academia, his contributions to Portuguese newspapers and media programs establish him as a prominent voice in educational discourse.



Tim Oates

Group Director of Assessment Research & Development (ARD) at Cambridge University Press and Assessment (United Kingdom)

Tim Oates CBE is Group Director of Assessment Research and Development at Cambridge University Press and Assessment,

focusing on national and international research on assessment and measurement, including comparative analysis of curriculum policy and system performance. In 2010, he published *Could do better* which laid down the principles for the review of the National Curriculum in England. He was chair of the Expert Panel for Review of the National Curriculum in England 2010-14. Emerging from this review, subsequent research on the quality and function of textbooks and other resources has been taken up around the world and discussed at two international summits on learning resources. He has chaired various curriculum groups for the Department for Education in England.

He has published widely on assessment and curriculum issues, and routinely provides briefings and advice to UK and other governments. He has worked with OECD on curriculum matters, has provided support on curriculum reform to a range of nations including New Zealand, Kazakhstan, Sweden, Kenya and Kuwait. He is Fellow of Churchill College Cambridge and in 2015 received a CBE for services to education.



Juliette Renaud

**Senior Lecturer in Educational Sciences
at Orléans University (France)**

Juliette Renaud is a professor researcher in educational and training sciences at French National Higher Institute for Teaching and Education Centre-Val de Loire. A teacher in her first life, she was a school principal and then an educational consultant for some fifteen years. She is a member of the ERCAE research laboratory, as well as of the ADPE department at the University of Liège (Belgium) as a scientific collaborator.

Her research lies at the crossroads of French language didactics and ergonomic design. Her collaborative research has led her to explore the methodological approaches capable of producing knowledge and resources that engage with the field, in the area of school literacy.



Thierry Rocher

**Director for Evaluation at the Directorate
for Evaluation, Foresight and Performance
(Depp) at the French Ministry of National
Education, Higher Education and Research
(France)**

Thierry Rocher is a trained statistician (Insee) and doctor in psychology, specializing in measurement issues in education and psychometrics. He has contributed to the development of many standardized assessment programs for student skills in France.

Thierry Rocher also held various positions in the field of international comparisons: from 2018 to 2024, he was president of the International Association for the Evaluation of Educational Achievement (IEA) oversees the conduct of large-scale international assessments (Timss, Pirls, etc.).



Camille Terrier

Senior Lecturer in Economy at Queen Mary University of London (United Kingdom) and CSEN member

Camille Terrier is a Senior Lecturer in Economics at Queen Mary University of London. She completed her PhD at the Paris School of Economics and a postdoc at the Massachusetts Institute of Technology (MIT). She is affiliated with various European and American institutions such as Blueprint Labs (MIT), CESifo, CEPR, and CEP (LSE).

Her research work in educational economics strives to understand the origins of inequalities in educational success (based on students' social background and gender) and what solutions can combat these inequalities. These questions have led her to focus on issues such as the unequal distribution of experienced teachers among schools, students' self-censorship in their choice of a university, parents' (often strategic) choice of schools, teachers' grading practices, and the effects of the Covid-19 pandemic on students' non-cognitive skills.



Gunda Tire

Head of International Assessments on the Ministry of Education and Research's Education and Youth Board (Estonia)

Gunda Tire is the national project manager for OECD Pisa and Talis surveys at the Education and Youth Board (Harno) which is a government agency of the Ministry of Education and Research that deals with the implementation of Estonian education and youth policy. Her responsibilities include preparation, implementation, and dissemination of these large-scale assessments in Estonia. She has also participated as a national expert in different European Union funded education projects such as ATS, CRT Slovakia, eTwinning.

Gunda Tire has been the editor for five national Pisa reports and written multiple articles about different aspects of Estonian education. She has been a frequent speaker at educational events in Estonia and abroad. She has also received numerous delegations from all over the world and shared insights about Estonian education system. She holds a Master of Science degree in Educational Sciences from KU Leuven University in Belgium.

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