Foras Taighde ar Oideachas
Educational Research Centre

Research Strategy

2026 to 2030

Foreword

I am very pleased to present this Research Strategy, which sets out the Educational Research Centre's (ERC) research priorities and the goals that will guide us over the coming years. This strategy reflects both our longstanding commitment to excellence in educational research and assessment, and our readiness to adapt and respond to emerging research needs and opportunities. Over the course of this strategy, we will aim to deliver high-quality and efficient research and assessment services that provide timely insights, advance knowledge, support innovation, and uphold our reputation as a leading authority in the field.

This strategy comes at a time of significant change for the ERC and, as the organisation expands and research needs evolve, it is essential that our procedures and processes continue to also evolve. Through targeted training, skills development and opportunities for collaboration we will ensure that the ERC remains at the forefront of educational research and assessment.

I would like to express my sincere thanks to our CEO, John Regan, to all the staff across the organisation, to the ERC Board and to colleagues in the Department of Education and Youth for their valuable contributions which informed and helped shape this strategy.

Rachel Perkins
Dr Rachel Perkins, Head of Research

Introduction

The Educational Research Centre (ERC) was founded in 1966 and established as a designated statutory body of the Department of Education and Youth under section 54 of the Education Act (1998) in 2015.

The ERC's Establishment Order (SI 392/2015) outlines the purpose of the organisation as follows:

- Provide an assessment support service to schools and centres for education that will enable them to fulfil their obligations under Section 9 of the Education Act 1998;
  and
- Conduct independent research on all aspects of education and at all levels of the education system including educational research that will inform policy making and the improvement of educational standards.

The ERC currently fulfils this purpose through a number of activities, namely the administration of **large-scale studies of achievement**, the assessment of programme outcomes through **monitoring and evaluation studies**, the provision of **data analysis and research support** for specific programmes of the Department of Education and Youth, as well as other education bodies, and the **development of standardised and criterion-referenced tests** for use with students in primary and post-primary schools in Ireland. Further information on these activities is set out in the ERC's Strategic Plan 2025-2030 https://www.erc.ie/about/about-the-erc/strategic-plan/.

Guiding Principles

The ERC's strategic plan 2025 – 2030 outlines our values, which serve as the foundation for the principles which will guide our work during this period.

Values	Research strategy - Guiding principles
Quality - We are committed to excellence. We ensure that our research is thorough, accurate, and reliable.	We will strive to meet the highest data quality standards in all of our studies.
	We will use methodologies and analyses aligned with best practices.
	We will provide staff with relevant training and learning opportunities.
Impact - We aim to make a real difference with our research. We want our work to support policy makers and inform public debate.	We will publish findings in accessible formats for policy makers and stakeholders in a timely manner.
	We will enhance our engagement with stakeholders and our research dissemination efforts to maximise the reach of our research including through conferences, media and stakeholder engagement.
	We will make study data accessible in line with the Open Data Directive and Data Governance Act.
Independence - We conduct research and report findings with integrity, impartiality, and without undue influence, ensuring the credibility and trustworthiness of our work.	We will conduct and disseminate our work with integrity, honesty, and transparency.
	We will establish clear Terms of Reference for all of our research projects, ensuring researchers' independence.
	We will support ERC researchers in sharing their research work through ERC events, academic journals, conferences and other outlets.
Respect - We value different perspectives, cultures and backgrounds, and treat everyone with dignity, kindness and consideration in an inclusive and respectful environment.	We will provide participants with clear and appropriate information to support informed decision making about their participation in our research.
	We will ensure ethical conduct in our research and will minimise and mitigate potential harm to research participants while treating their information with the strictest confidentiality.
	We will embed and apply principles of inclusivity in our research processes.
Teamwork - We collaborate with others, fostering a culture of open communication and mutual support in our work.	We will encourage collaboration within and across teams in the ERC as well as with external stakeholders and researchers.

Research priorities

In conducting our research, we engage with key policy and strategy documents to ensure our work aligns with and responds to high-priority public policy issues. Strategy and policy documents that have been consulted in the preparation of this research strategy include:

- Department of Education and Youth Statement of Strategy 2025 – 2028.
- Department of Education and Youth Education Plan 2025.
- Literacy, Numeracy and Digital Literacy Strategy 2024 – 2033.
- STEM Education Policy Statement 2017 – 2026.
- Digital Strategy for Schools to 2027.
- Wellbeing Policy Statement and Framework for Practice 2018 – 2023.
- Traveller and Roma Education Strategy 2024 – 2030.
- DEIS Plan 2017.
- Policy for Irish-Medium Education outside of the Gaeltacht.
- Action Plan for Irish in English-Medium Schools 2025 – 2027.
- 20-year Strategy for the Irish language 2010 – 2030.
- Programme for Government 2025 – Securing Ireland's Future.

Drawing on these documents, the priorities for ERC research and test development activities in the 2026 to 2030 period will be to provide instruments, data and insights to:

- Enhance literacy, numeracy, digital literacy and STEM outcomes, as well as broader outcomes, including student and teacher wellbeing;
- Support the teaching, learning and assessment of Irish for both Irish- and English-medium schools;
- Enhance the learning experiences of all learners including those experiencing educational disadvantage and migrant students, as well as children and young people with additional support needs or special educational needs; and
- Support parents/guardians in their children's learning.

New research activities to be undertaken by the ERC and its researchers will be aligned with the research priorities outlined above and undertaken in line with the

ERC Research Strategy 2026-2030 and ERC Strategic Plan 2025-2030. It is also recognised and valued by the ERC that researchers may engage in research-related work outside the scope of ERC activities in their own time.

The ERC will also remain attentive to emerging themes in education and how these can be best addressed thorough educational research. Ongoing awareness of national and international developments will help ensure the Centre's work remains relevant to the evolving educational context and the ERC will consider these in shaping its research priorities.

The important role of youth work and youth services in the development and education of children and young people is also recognised, as well as the need for a strong evidence base to inform policy in this area. The ERC will engage with the Department of Education and Youth over the course of this strategy on its research and evaluation needs in this area.

Our work over the 2026 to 2030 period

This research strategy outlines the research priorities for the ERC over the 2026 to 2030 period. During this period, the ERC will engage in a number of large-scale international and national assessments, a test development programme, and other data analysis and research support activities. This section outlines the main areas of work for the ERC over the term of this strategy.

Large-scale assessments of achievement

The ERC will administer four large-scale studies of achievement on behalf of the Department of Education and Youth in the 2026 to 2030 period. These are outlined below.

- **Progress in International Reading Literacy Study (PIRLS)** is a study of the International Association for the Evaluation of Educational Achievement (IEA) that assesses reading among pupils in fourth grade (Fourth Class in Ireland). It has been conducted every five years since 2001 and 61 education systems will take part in the study in 2026, which will be a fully digital assessment. The ERC implemented PIRLS in Ireland in the 2011, 2016 and 2021 cycles of the

study and will collect data for the next cycle in a representative sample of Fourth Class pupils in spring 2026. As Ireland transitions to the digital assessment in 2026, we will also take part in a national comparison study that will compare outcomes between the digital and paper formats.

- **Trends in International Mathematics and Science Study (TIMSS)** is a study of the IEA that assesses mathematics and science at fourth and eighth grades (Fourth Class and Second Year, in Ireland). The study was first carried out in 1995 and has been repeated every four years since. The ERC implemented the study in Ireland in 1995 and in each cycle since 2011. We will administer the next cycle of the study in spring 2027 in representative samples of Fourth Class and Second Year students.

- **National Assessment of Mathematics and English Reading (NAMER)** will assess both these domains in representative samples of Second and Sixth Class pupils in spring 2028. National assessments of English reading and mathematics have been carried out by the ERC in schools in Ireland since 1972 and 1977, respectively, and were combined into one assessment programme (i.e., NAMER) in 2009. Since then, the ERC has conducted NAMER in 2014 and 2021. It is expected that NAMER will continue on a five-year frequency going forward.

- **Programme for International Student Assessment (PISA)** is a study of the Organisation for Economic Cooperation and Development (OECD) that assesses reading, mathematics and science among 15-year-old students. The study has been carried out every three years since 2000, with the exception of the 2021 cycle which was delayed due to the COVID-19 pandemic. In each cycle, one domain is the main focus of the assessment while the other two receive less emphasis in reporting outcomes. Each cycle also includes an innovative domain that assesses elements of students' 21st century skills. The Irish results for PISA 2025 will be published by the ERC in September 2026 and will focus on science as the main assessment domain, including a new scale assessing environmental science. The ERC will also publish the Irish results of the innovative domain, Learning in the Digital World, which assesses students' computational thinking and self-regulated learning. PISA will move to a four-year frequency after the 2025 cycle, with

the next cycle taking place in spring 2029 with a representative sample of 15-year-olds in Ireland. In addition to assessing reading, mathematics and science, the 2029 cycle will include an assessment of students' Media and AI Literacy.

NAMER provides insights into the English reading and mathematics skills of students in Ireland as they relate to the Irish primary school curriculum. PIRLS and TIMSS provide international benchmarks for reading and mathematics, respectively, at primary level, as well as for science in the case of TIMSS. While TIMSS and PISA both provide international benchmarks in these domains at post-primary level, PISA is particularly focused on how students can apply their knowledge and skills to 'real-life' tasks. Together, these studies provide valuable data on the skills and knowledge of students across primary and post-primary level that can inform policy and curriculum development.

The large-scale studies of achievement aim to generate data which allow for valid national and cross-national inferences to be made and, as such, their administrations are guided by rigorous technical standards. They generally occur on a four- or five-year cycle and it typically takes five years to complete a cycle of these studies, including framework and item development, pilot and field trial testing, main data collection, reporting of initial outcomes and detailed follow-up reporting. The timelines for the active cycles of these studies over the course of this strategy are as follows:

	2026	2027	2028	2029	2030
PISA 2025	Initial reporting	Thematic reporting			
PIRLS 2026	Main data collection	Initial reporting	Thematic reporting		
TIMSS 2027	Field trial	Main data collection	Initial reporting	Thematic reporting	
NAMER 2028	Survey preparation	Field trial	Main data collection	Initial reporting	Thematic reporting
PISA 2029	Development and planning	Survey preparation	Field trial	Main data collection	Initial reporting

For each of the large-scale studies that the ERC administers, initial outcomes, which focus on describing achievement levels in the assessed domains, are generally

reported in the year after data collection. For the international studies, the publication of initial national reports coincides with international reporting. Initial reporting commonly examines achievement outcomes across various subgroups, including by gender, school DEIS status and student socioeconomic background.

In each year from 2026 to 2030, the ERC will publish new outcomes in the areas of English reading, mathematics and/or science achievement:

Reporting year	Study	Age/class group	Assessment areas
2026	PISA 2025	15-year-olds	Reading, Mathematics, Science (including, environmental science), Learning in the Digital World
2027	PIRLS 2026	Fourth Class	Reading
2028	TIMSS 2027	Fourth Class and Second Year	Mathematics and Science (including environmental knowledge)
2029	NAMER 2028	Second Class and Sixth Class	Reading and Mathematics
2030	PISA 2029	15-year-olds	Reading, Mathematics, Science, Media and AI Literacy*

* Media and AI Literacy outcomes may be reported later than for the other domains

These large-scale studies of achievement also collect large volumes of data through student, parent, teacher and/or school questionnaires. Follow-up reporting of these studies draws on these data and often includes examination of student, home, classroom and/or school factors that are associated with achievement in the assessed domains. These additional thematic reports are often prepared and published while preparation for the next cycle of a study is ongoing. Reporting plans for each study are developed and agreed with the National Advisory Committee that guides the implementation of each study.

Test development activities

The ERC is committed to providing reliable, valid and equitable measures of student learning for all schools in Ireland and will continue to work with the Department of Education and Youth and our stakeholders to ensure that our test development

programme meets the needs of schools, students and parents/guardians. To maintain a fair representation of student learning and to ensure that schools have access to recent norms, it is essential that tests are reviewed and updated regularly.

In 2025, we opened a dedicated Irish language test development unit. While we recognise that it will not be possible to make all our tests available in Irish during the life cycle of this strategy, it is our aim to build our Irish language test development capacity to ensure that the provision of Irish language tests is accounted for in all test development projects going forward. The ERC will also continue to make tests available through our online testing platform, where online testing is suitable for the target population.

Over the period of this strategy, the ERC will progress a number of test development workstreams. A strategic and sustainable approach to test development will ensure that our tests remain relevant, meet the needs of our stakeholders and that we can meet our obligations as set out in our Establishment Order (SI 392/2015) and the Programme for Government 2025. To enable this, the following principles will apply to ongoing and future test development activities:

Principles for test development	
1	Test development projects must be sustainable, with tests reviewed regularly to ensure they accurately assess contemporary standards of achievement and reflect changes in curricula and the evolving needs of stakeholders.
2	Standardised and criterion-referenced tests are developed with a view to maximising validity and reliability.
3	We will develop and release tests in both Irish and English, with versions for each language updated with a similar frequency or, where tests contain the same content, development will occur simultaneously.
4	Where appropriate, we will develop tests for both online and paper formats.
5	We will develop standardised tests that are culturally appropriate and tailored to the diverse lives and interests of the student population in Ireland.
6	We will engage with stakeholders and experts on test development priorities as well as the design and content of tests.

Screening and diagnostic tests

The ERC is currently undertaking development work on a number of screening and diagnostic tests. Work has begun on the redevelopment of the **Drumcondra Tests of Early Literacy (DTEL) and Early Numeracy (DTEN)**. These screening tests, which were first available in 2010, assess literacy and numeracy skills among pupils at the end of Senior Infants and the beginning of First Class. Follow-up tests are individually administered to pupils who do not reach a threshold score on the screening element of the test. Paper versions of the tests will be available in English and Irish in spring 2028.

Working with the National Educational Psychological Service (NEPS), the ERC is also extending the **Post-Primary Assessment and Diagnosis – English (PPAD-E)** test to include Third Year students. The test, which assesses English literacy in paper format, has been available for use with First Year students since 2019 and will be available at Third Year in autumn 2026. The Irish language equivalent of the test – **Measúnú agus Diagnóisic Litearthachta don Iarbhunscoil Ghaeilge (MDLI-G)** – has been available for use at First and Third Years since 2025.

Primary-level standardised tests

The ERC is also redeveloping our primary-level Irish literacy standardised tests. The new version of the **Triail Ghaeilge Dhroim Conrach do Scoileanna Gaeltachta agus Lán Ghaeilge (TGD-G)** will be available for Irish-medium schools, and the new **Triail Ghaeilge Dhroim Conrach do Scoileanna Rialta (TGD-R)** will be available for English-medium schools, in early 2028 in paper format, and online one year later. These tests assess reading and listening for pupils from Second to Sixth Class.

The ERC will begin the process of redeveloping and renorming the **Drumcondra Primary Reading (DPRT)** and **Drumcondra Primary Mathematics (DPMT)** tests during the period of this strategy. These tests, which were last normed in 2018, will be revised to further reflect the current primary level language and mathematics curricula. Development work on the **Drumcondra Spelling Test (DST)**, including a version for Irish-medium schools, will also occur during the period of this strategy.

ERC test development activities in the 2026 to 2030 time period will be as follows:

Test	English-medium schools	Irish-medium schools
Post-Primary Assessment and Diagnostic tests	Paper release Q4 2026	MDLI-G released in Q4 2025
Drumcondra Tests of Early Literacy	Paper release Q1 2028	Paper release Q1 2028
Drumcondra Test of Early Numeracy	Paper release Q1 2028	Paper release Q1 2028
Trialacha Ghaeilge Dhroim Conrach	Paper release in 2028 Online release in 2029	Paper release in 2028 Online release in 2029
Drumcondra Primary Reading Test	Begin development in 2026	NA
Drumcondra Primary Mathematics Test	Begin development in 2027	Begin development in 2027
Drumcondra Spelling tests	Begin item development in 2026	Begin item development in 2026

Other research activities

In addition to the abovementioned work, the ERC also has a longstanding history of supporting the Department of Education and Youth through evaluation and monitoring activities, as well as the provision of analytical and methodological support for specific programmes. In more recent years, this has included the evaluation of the DEIS programme and the Gaeltacht Schools Recognition Scheme, as well the ongoing work on the computation of the Special Education Teacher (SET) Allocation Model for primary and post-primary schools.

The ERC expects to continue its engagement with the Department of Education and Youth on the development of the SET Allocation Model as well as on emerging evaluation and monitoring needs. The Centre will also continue to provide research and analytical support to the Department, contributing to the enhancement of its internal research capacity and processes, including through active participation in and support for the Research, Policy and Practice Steering Group. Through these combined efforts, the ERC aims to strengthen the evidence base for decision-making and promote the effective use of research in educational policy and practice.

Alongside a Programme of Work agreed with the Department of Education and Youth, the ERC also supports its staff in engaging in independently initiated research work, including undertaking post-graduate research studies, as well as engaging with the broader research community through contributions to academic journals, conferences and collaborations with other researchers. Such work fosters staff professional development, promotes critical discourse in the field of education and contributes to advancing the broader educational research knowledge base. The ERC will also continue to engage with education stakeholders on their research needs and, subject to resources and within an agreed work plan, may consider proposals for new research initiatives that are in line with staff expertise and the Centre's research priorities.

The ERC also publishes the Irish Journal of Education (IJE), which is an open access peer-reviewed journal that provides a platform for disseminating high-quality educational research and promoting academic dialogue. The Editorial Board of the IJE is made up of ERC staff. ERC researchers also regularly act as reviewers for IJE submissions, as well as contributing their own work for consideration in the journal.

Engagement with national and international partners

Through our involvement in international large-scale studies of achievement and the broader assessment, research and analysis community, ERC staff participate in various national and international groups related to education, assessment, research and analysis. This involvement ensures that ERC staff have access, and can contribute, to expertise and best practice in education, assessment and research methodology and analysis. The ERC expects that staff will continue their involvement with the following groups over the course of this strategy:

- The IEA's General Assembly (IEA).
- The PIRLS Reading Development Group (IEA).
- The TIMSS Science and Mathematics International Research Committee (IEA).
- The PISA Governing Board (OECD).
- The PIAAC Board of Participating Countries (OECD).
- The FLIP+ e-assessment community.
- The National Data Analysts Network.

Research Operations

Much of the ERC's research and test development activities involve collecting data from large, nationally representative samples of students within education settings. Students or class groups are randomly selected from a mixture of schools which are often selected according to their size, location, type, and/or gender and socioeconomic composition. ERC studies typically collect data from at least 4,000 students across 150 to 200 schools according to defined timelines and include a smaller-scale pilot or field trial in the year preceding main data collection. ERC studies are increasingly moving towards the digital collection of assessment and questionnaire data and, where necessary, the ERC provides digital devices as well as technical support personnel to facilitate digital testing.

All ERC studies require a high level of support and cooperation with education providers and external partners. To ensure that the ERC meets its legal and regulatory obligations and that data collection procedures run smoothly and in line with projects' technical standards, we will continue to strengthen these relationships through continuous process improvement. In 2025, the ERC established a new Research Operations Unit to oversee common operational elements across projects, including data protection and project coordination with external service partners. This unit will work collaboratively with the Head of Research, research teams and corporate functions to streamline research operational processes and optimise resource planning.

Data management and Open Data

Data management is an integral component of all our research and test development activities. During the period of this strategy, we will establish a Data Management Unit that will streamline data management and cleaning processes across all research and test development projects. This will include standardising data cleaning processes and documentation to facilitate the sharing of ERC data with external partners.

We will also develop an Open Data and Data Sharing policy which will outline how the ERC will meet its responsibilities under the Open Data Directive and the EU Data

Governance Act 2022 (DGA). This policy will outline how the ERC will identify, share, publish and make accessible relevant datasets. Our data protection obligations will be at the core of these management and sharing processes. In 2026 we will make data from various large-scale assessments available via https://data.gov.ie.
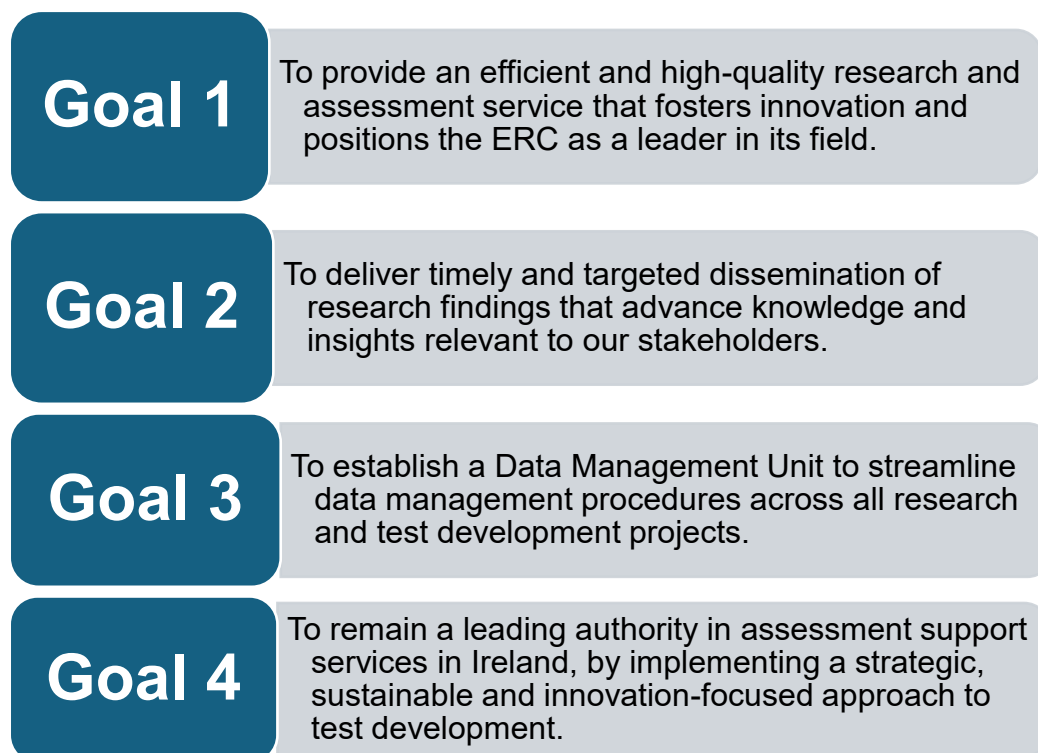
Research for policy and practice

To have a meaningful impact, research should aim to inform both policy and practice. ERC researchers regularly engage with policy makers through our national advisory committees, as well as through our involvement with the following Department of Education and Youth groups:

ERC membership of Department of Education and Youth groups
DEIS Advisory Group
DEIS Technical Group
Gaeltacht Education Policy Advisory Committee
Literacy, Numeracy and Digital Literacy Implementation Steering Group
Research, Policy and Practice Steering Group
Working Group on Outcomes for Children and Young People with Special Educational Needs
National Educational Psychological Service (NEPS) Ethics Committee

ERC researchers will continue to engage with policymakers, as well with other stakeholders, when planning research outputs, to ensure that the Centre's research provides actionable guidance relevant for policy. To maximise the reach of our research, and to foster a better understanding of our work among schools, students and parents/guardians, we will ensure that our work is disseminated in an accessible and understandable format through our website as well as through traditional and social media channels. We will also encourage ERC researchers to publicise our work through teacher, school leader and academic conferences and journals.

Goals

Over the period of this research strategy, we will aim to achieve four research goals:

Goal 1	To provide an efficient and high-quality research and assessment service that fosters innovation and positions the ERC as a leader in its field.
Goal 2	To deliver timely and targeted dissemination of research findings that advance knowledge and insights relevant to our stakeholders.
Goal 3	To establish a Data Management Unit to streamline data management procedures across all research and test development projects.
Goal 4	To remain a leading authority in assessment support services in Ireland, by implementing a strategic, sustainable and innovation-focused approach to test development.

Goal 1 – To provide an efficient and high-quality research and assessment service that fosters innovation and positions the ERC as a leader in its field.

To achieve this aim, we will:

- Embed the newly established Research Operations Unit into our research projects to streamline our processes and systems with schools and partners.
- Develop a programme of continual in-house and external professional development to ensure all research staff have access to the relevant analytical, technical and research skills, including Irish language skills, to deliver impactful research and assessment support.
- Engage with national and international partners, including the OECD, the IEA, FLIP+ and relevant bodies and groups of the Department of Education and Youth, to ensure our research staff are informed about current developments and innovations in the educational policy, research and assessment landscape.

Goal 2 – To deliver timely and targeted dissemination of research findings that advance knowledge and insights relevant to our stakeholders.

To achieve this aim, we will:

- From the outset of a study, agree on a reporting strategy, with the sponsoring body and partners, that fits within the timeline of the study and addresses priorities in education policy.
- Provide training to research staff on data visualisation techniques, graphics, presentation and media skills to facilitate the dissemination of findings through traditional and social media as well as through school leader, teacher and academic conferences, magazines and journals.
- Provide targeted feedback to schools on the outcomes of our studies, while ensuring full compliance with data protection legislation and the data security policies of our partner organisations.

Goal 3 – To establish a Data Management Unit to streamline data management procedures across all research and test development projects.

To achieve this aim, we will:

- Develop a programme of standardised data management procedures that can be applied across all research and test development projects and will be reviewed regularly by data managers.
- Roll out data management training across research and test development projects, working in collaboration with our international partners. This will include training on data governance, data cleaning, AI literacy and study specific data management.
- Develop standardised data-cleaning operations across projects to facilitate the sharing of ERC data with external partners in line with data protection legislation.

Goal 4 – To remain a leading authority in assessment support services in Ireland, by implementing a strategic, sustainable and innovation-focused approach to test development.

To achieve this aim, we will:

- Implement a test development programme that prioritises the regular review of literacy and numeracy tests to ensure they continue to provide a fair and useful assessment of students' learning.
- Ensure that all test development projects include the provision of tests in the Irish language.
- Ensure that tests are available online, as appropriate.
- Provide accessible guidance to parents/guardians and schools on the use and interpretation of our tests, including the appropriate use of accommodations.

Communicating progress

All stakeholders will be able to assess our progress in achieving our strategic objectives, goals and outcomes. We will regularly monitor our performance in delivering on the abovementioned goals and updates will be provided as part of our Annual Report.

Acronyms and abbreviations

AI	Artificial Intelligence
DEIS	Delivering Equality of Opportunity in Schools
DGA	Data Governance Act
DPMT	Drumcondra Primary Mathematics Test
DPRT	Drumcondra Primary Reading Test
DST	Drumcondra Spelling Test
DTEL	Drumcondra Test of Early Literacy
DTEN	Drumcondra Test of Early Numeracy
ERC	Educational Research Centre
FLIP	France-Luxembourg-Italy-Portugal
IEA	International Association for the Evaluation of Educational Achievement
MDLI-G	Measúnú agus Diagnóisic Litearthachta don Iarbhunscoil Ghaeilge
NAMER	National Assessments of Mathematics and English Reading
NEPS	National Educational Psychological Service
OECD	Organisation for Economic Cooperation and Development
PIRLS	Progress in Reading Literacy Study
PISA	Programme for International Student Assessment
PPAD-E	Post-Primary Assessment and Diagnosis – English
SET	Special Education Teacher
SI	Statutory Instrument
STEM	Science, Technology, Engineering and Mathematics
TGD-G	Triail Ghaeilge Dhroim Conrach do Scoileanna Gaeltachta agus Lán Ghaeilge
TGD-R	Triail Ghaeilge Dhroim Conrach do Scoileanna Rialta
TIMSS	Trends in International Mathematics and Science Study
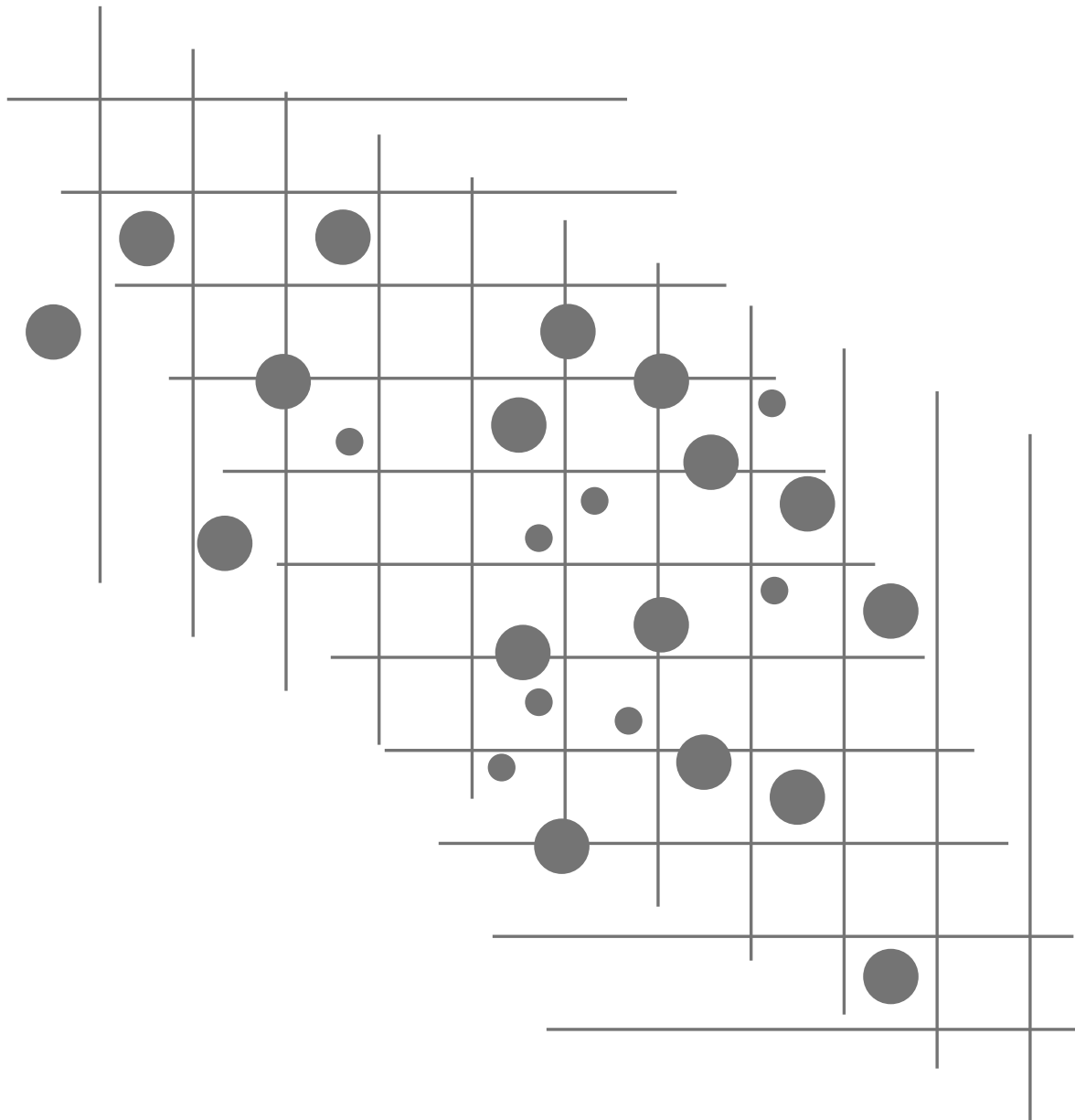
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