



UNIVERSITY
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ANNUAL REPORT 2024

Centre for Research on Equality in Education (CREATE)



Norwegian
Centre of
Excellence



The Research
Council of Norway

CREATE at a Glance

Education can change lives, yet educational inequalities pose a significant global challenge. The Centre for Research on Equality in Education (CREATE) aims to develop a comprehensive understanding of how to ensure that all children and young people can reach their full potential.

CREATE was established in 2023 as a Centre for Excellence funded by The Research Council of Norway and hosted by the Faculty of Educational Science at the University of Oslo. The centre's objective is to generate new knowledge about reducing educational inequalities. Leveraging interdisciplinary expertise and high-quality global data, CREATE will produce groundbreaking insights into learning environments that enable all children, regardless of background, to realize their potential.

CREATE's interdisciplinary research program bridges initially scattered fields by focusing on: (a) Identifying barriers to equality in education, (b) intervening on barriers to equality in education, and (c) addressing key methodological challenges of studying equality.



CREATE directors and co-directors (left to right): Ronny Scherer, Arne Lervåg, Henrik Daae Zachrisson, Monica Melby-Lervåg.
Photo: Shane Colvin

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Centre Director Professor Arne Lervåg at the opening ceremony of CREATE. Photo: Shane Colvin

From the Director

Education is immensely important to human lives and does, to a large degree, decide life opportunities, careers, income, security, and how humans perceive the world. However, educational opportunities are not equal for all. Both in Norway and worldwide, we find inequalities at all levels of the educational system. Inequalities are based on several factors: socioeconomic family backgrounds like parents' income and education, with student gender, with school quality, with immigration background and with learning disabilities. A consequence of these inequalities is that many children do not get the chance of realizing their full potential. The detrimental effects of such inequalities are cumulative, putting many children at risk for school dropout, criminality, or unemployment. In an internationally unprecedented manner, CREATE's primary objectives during its ten-year existence are to produce groundbreaking knowledge to promote equality in education. This we will do by identifying barriers to achieving equality in education and to intervene on these barriers.

Even though we know a lot about both individual and contextual factors that are associated with inequality in education, much of the knowledge is fragmented and we are lacking a causal understanding. To achieve a more holistic understanding and an insight into the causes of inequalities in education, CREATE has brought together a highly competent and interdisciplinary team that will be able to go beyond earlier research. We have researchers that are experts on teasing out causal information from register data, we have experts on large-scale randomized interventions as well as experts on theoretical experiments searching for mechanisms behind effects in interventions. In addition, we have experts developing statistical methods that make the centre capable of analyzing complex data and pursuing its goals.

So, how have our first one and a half years as a centre been? For me and my leadership group, the first year has been much about building up structures for the centre, employing people, and starting to construct a functional and positive centre culture. We have managed to establish both a Scientific Advisory Committee consisting of internationally highly distinguished researchers within their fields and a functional and competent board consisting of unit leaders from The Faculty of Educational Sciences, representative from the employees, and two highly and experienced external members Karl Ove Moene and Gunn Elisabeth Birkelund. We have further employed two new associate professors, Esther Ulitzsch and Maria Psyridou, we have employed Anne Line Bjarke as our administrative coordinator and several postdocs and PhD fellows. During the summer, we moved into our new and functional premises provided to us by the Estate Department at the University of Oslo.

Several of our planned research projects have already started, and the results are, as can be seen below, starting to show and shine. We are looking forward to the exiting years to come. I want to thank The Research Council of Norway and its Centre of Excellence scheme for the funding and support and The University of Oslo for its strong focus on and support to these kinds of research centers. Lastly, I also want to thank the Faculty of Educational Sciences with its deanery and unit leaders for their strong support and a collaborative atmosphere. CREATE is looking forward to continuing its collaboration with you in the future.



Arne Lervåg
Director of CREATE

From the Chair of the CREATE Board

In 2024, the board of the Centre for Research in Equality in Education (CREATE) held three meetings, in January, May, and September. The main agenda for these meetings was to lay the ground for the centre to establish itself as a leading research facility at both national and international levels.

The main theme in the board in the first year and a half of operation was to hire highly qualified personnel, primarily for recruitment positions at the PhD and postdoc levels within the strands. The recruitment plan has been successfully carried out, with only minor adjustments. This means that the centre has been set up very well for a successful research mission in the years to come.

Another theme characterizing the early phase was the strategy for communication and dissemination in the short term, such as exploring channels to increase CREATE's visibility, but also in the longer term. The board has discussed how to best collaborate with diverse stakeholders with varied needs, and how to meet these needs through dissemination and collaboration, while also keeping a keen eye on the centre's research objectives and values. This is important in an area of strong political interest and diverse needs, and amid international turmoil in the centre's research area.

Given that the centre is placed at the faculty level, which adds some organizational complexity, another important task for the board was to support a good flow of communication and decision making between the Faculty of Educational Sciences and the centre. The cooperation between the host institution, the units and the center is in a good place. A hosting agreement has been made prior to the start of the centre that regulates the collaboration, which has only been fine-tuned on minor issues during this first year. Seen from the perspective of the board, collaboration and communication at the center work very well. Becoming co-located at Kristine Bonnevie's Hus has been important in shaping a shared identity as a research community. The administrative personnel at CREATE did an excellent and important job in enabling the centre to reach its goals. And yet there is a need to follow up on whether more administrative resources are necessary in the future.



Erik Knain

Chair of the CREATE Board, 2023-2024

It has been a privilege to serve as the chair of the board in the first phase of the centre's life. I wish to express my gratitude to the entire CREATE and members of the board for their dedication and strong will to make CREATE a success, in a field of research with high and increasing importance in these times of critical societal challenges.



Centre Director Professor Arne Lervåg receives the Centre of Excellence plaque from Executive Director Benedicte Løseth from The Research Council of Norway. Photo: Shane Colvin

A Grand Opening

CREATE was officially launched on the 4th of September 2024 in an opening ceremony at the Faculty of Educational Sciences, University of Oslo. CREATE was highlighted as the first Centre of Excellence funded by the Research Council of Norway in the field of education. Centre Director Professor Arne Lervåg launched the event, explaining that CREATE will generate groundbreaking knowledge about equality in education.

The centre's opening was greatly supported by insightful talks from [Sindre Lysø](#) (State Secretary for the Minister of Education), [Åse Gornitzka](#) (Pro Rector, University of Oslo), [Rita Hvistendahl](#) (Dean of the Faculty of Educational Sciences, University of Oslo), [Benedicte Løseth](#) (Executive Director, The Research Council of Norway), [Marte Gerhardsen](#) (Director for Schools and Education, Oslo Municipality), and [Richard J. Murnane](#) (Harvard University). The Jazz band "[Tov a Vot](#)" provided us with a wonderful musical experience.

CREATE Opening Ceremony Program: Wednesday, September 4

11:15 – 11:30	Welcome by The Centre Director Arne Lervåg
11:30 – 11:40	The Rector of the University of Oslo Svein Stølen
11:40 – 11:50	The Dean of the Faculty of Educational Sciences Rita Hvistendahl
11:50 – 12:00	The Deputy Minister of Education and Research Synnøve M. Skaar
12:00 – 12:10	Awarding of Plaque by the Executive Director of Research Council Benedicte Løseth
12:10 – 12:20	The Director of Schools and Education in Oslo Municipality Marte Gerhardsen
12:20 – 12:35	Musical journey with Tov a Vot Jazz band Vetle Nærø on pino/keys, Ole Marius Grindbakken on drums, and Theis Høisæter on bass
12:35 – 13:00	Break with coffee and tea
13:00 – 13:10	Henrik Zachrisson, CREATE: Social Inequalities in Norwegian Education
13:10 – 13:35	Richard Murnane, Harvard University: Do Schools Increase or Decrease Equality in Education
13:35 – 13:40	Final Words by The Centre Director Arne Lervåg

Program of the CREATE opening ceremony. Source: Anne Line Bjarke

State Secretary for the Minister of Education, Sindre Lysø, spoke about the importance of the centre and its research aims. Marthe Gerhardsen, Director for Schools and Education in Oslo Municipality, welcomed the centre and discussed potential collaboration with the municipality's Section for Schools and Education. Professor Henrik Daae Zachrisson, Centre Director for the next five years, discussed equality in Norwegian education and introduced the keynote speaker, Professor Richard Murnane from Harvard University. Professor Murnane's [keynote address](#), "Can Schools Make Equality of Opportunity a Reality? The Massachusetts Experience", explored relative intergenerational mobility and the role of education and schools in promoting or hindering equal opportunity.



Richard Murnane holding his lecture at CREATE's opening seminar. Photo: Shane Colvin

Awards and Honors

This year has also been a year of great achievements. In addition to its official opening, CREATE boasted several awards and honors the centre's members have received. While this report cannot list and describe them all, we are proud of each achievement, however big or small it may appear.



Professor Eric Dearing, Boston College. Photo: Caitlin Cunningham

Honorary Doctorate Awarded to Eric Dearing

On September 2nd, 2024, Professor Eric Dearing was awarded an honorary doctorate from the University of Oslo, together with 16 other outstanding scholars from around the world. The degree was awarded as part of the university's annual celebration in the university aula. Earlier that day, Professor Dearing gave the annual Helga Eng lecture at the Faculty of Educational Sciences, entitled "[Developmental obstacles and opportunities for children growing up poor in wealthy societies](#)". His talk summarized his academic journey into the development and life chances of children growing up in poverty and minority children.

Professor Dearing made significant contributions to the development of CREATE, drawing on his extensive contributions to understanding the role of education (both early education and school), the family, and the wider context (schools and neighborhoods) for a wide variety of educational and developmental outcomes. Moreover, he has studied the outcomes of the interplay between these contexts. A hallmark of Dr. Dearing's research has been both substantive and theoretical knowledge of the subject matter, combined with a rigorous methodological approach. In particular, he has been among

the leaders in combining the study of change over time (i.e., a developmental psychology approach) with one of thoughtful causal modeling and interpretation (i.e., an econometric approach). Through his work, Professor Dearing has maintained a clear focus on improvements in policy and practice.

Through his work in Norway, he has demonstrated causal effects of the universal early education program in Norway on early language development and on school achievement for children from low-income families and families with low parental education. Through several publications, he has also shown that there are no negative consequences of early education for children's behavioral development, but rather a protective effect for children from low-income families. A significant contribution of his work in Norway has been the creative design of quasi experiments in existing datasets.

Professor Dearing is professor at Boston College, Lynch School of Education and Human Development, and director for Mary E. Walsh Center for Thriving Children, Boston College. His current Professor II position in CREATE is a hitherto culmination of long-lasting work in Norway.

Jason Millman Promising Measurement Scholar Award to Esther Ulitzsch

During their annual meeting in Philadelphia this year, the National Council on Measurement in Education (NCME) presented the Jason Millman Promising Measurement Scholar Award to Esther Ulitzsch. This prestigious award recognizes a scholar at the early career stages “whose research has the potential to make a major contribution to the applied measurement field” (see the NCME's description of the award).



Photo: Shane Colvin

Identifying Barriers to Equality in Education

Research Mission

CREATE investigates barriers to educational equality, aiming to understand for whom, how, and why these barriers exist. We examine individual and contextual influences on crucial skills like language, reading, math, and problem-solving across the life course, time, and countries. Our unique strength lies in combining diverse expertise (education, economics, health education, psychology, sociology, genetics, and psychometrics) with access to high-quality data, including international large-scale assessments, Norwegian register data, meta-analytic data, and the [Norwegian Mother, Father and Child Cohort Study \(MoBa\)](#) database. These data allow us to approximate causal inferences and address the current fragmented research landscape.

We analyze how individual and context characteristics impact skill development and contribute to inequalities, including the effects of the COVID-19 pandemic. Using advanced statistical methods and research syntheses, we identify vulnerable student groups and explore how resilient students overcome barriers. We also test the generalizability of our findings across countries and time, examining skill development and inequalities since the 1960s. Finally, we explore the long-term impact of education on life outcomes like income and health. Our research will establish a new standard for identifying and addressing educational inequality.



Photo: Shane Colvin

Overall, our research on identifying barriers to equality in education research strand is at the cutting edge of research on educational equality. Through linked register data and international large-scale surveys, coupled with advanced methodologies, we can investigate these barriers across countries and over time. Our mission is to provide students, educators, and policymakers with the knowledge to build more equitable learning environments for all students.

This research strand is led by [Trude Nilsen](#).

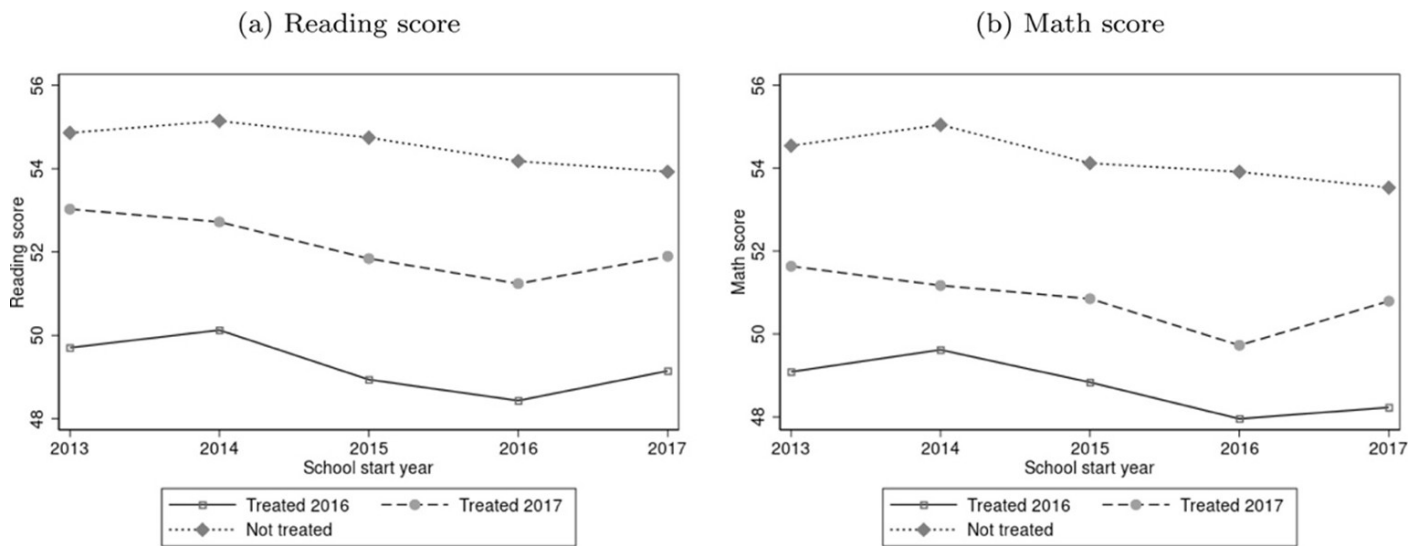
Research Highlights

Our research in 2024 represented a large span of type of data, methods, and the type of barriers to equality in education investigated. Moreover, the factors investigated as barriers to equality belong to different levels, spanning from the student level (e.g., gender gaps in academic achievements), to the teacher and school level (e.g., teaching quality, school climate), to the system level (e.g., after-school program, early childhood education, education expenditure). We will integrate these findings into a framework to inform policy, practice, and research on malleable factors that promote equality in education.

The effects of after-school program on academic outcomes

Drange, N., & Sandsør, A. M. J. (2024). The effects of a free universal after-school program on child academic outcomes. *Economics of Education Review*, 98, 102504. <https://doi.org/10.1016/j.econedurev.2023.102504>

After-school programs provide structured care throughout the academic year. In Norway, after-school programs are an integrated part of school, used to extend the school day to a full working day. Participation is voluntary and is subject to fees paid by parents. In 2016/17, the municipality of Oslo gradually introduced and expanded an offer of free part-time participation in its after-school program, starting with city districts with a high share of children with an immigrant background who were underrepresented in the program at the time. We utilize the staggered rollout of this policy to investigate the effects on enrollment and learning outcomes and conduct an exploratory analysis of student welfare and maternal labor supply. We find that the take-up was substantial, raising enrollment rates from about 70 to 95% in the first wave of affected schools. Despite this, our difference-in-differences estimates show no overall effect of the program on academic performance, neither on average nor across subgroups. There is also little evidence that the program enhanced student well-being or decreased bullying. Heterogeneity analysis does, however, suggest that the program increased earnings for mothers with an immigrant background by about 10 percent.

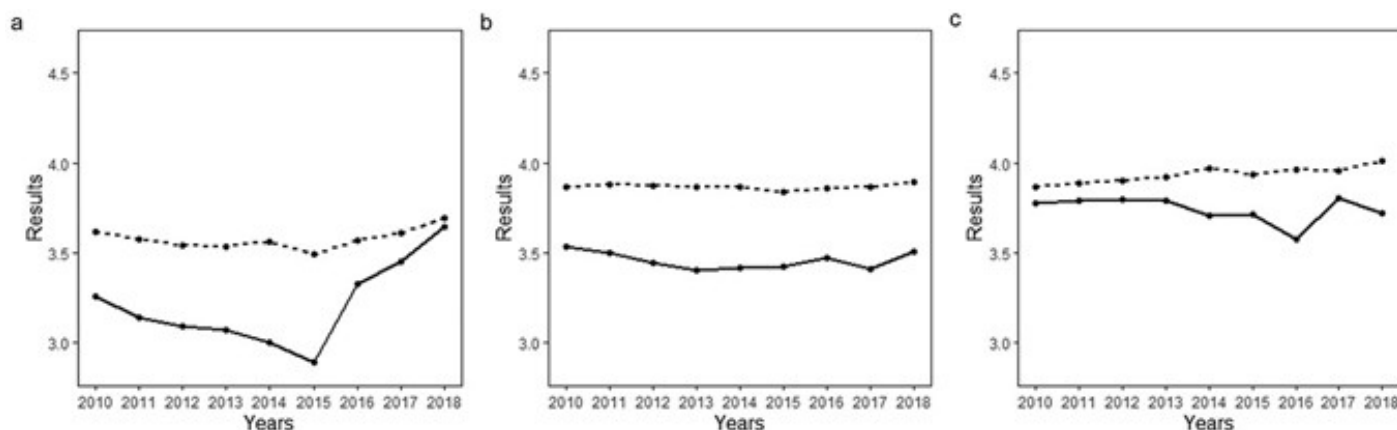


Trend in national test scores, all students. Source: Drange & Sandsør (2024)

How reliable are teacher-assigned grades?

Arencibia Alemán, J. M., Sandsør, A. M. J., Zachrisson, H. D., & Blömeke, S. (2024). Teacher-assigned grades and external exams: sources of discrepancy. *Assessment in Education: Principles, Policy & Practice*, 31(2), 94–115. <https://doi.org/10.1080/0969594X.2024.2338764>

Modest correlations between teacher-assigned grades and external assessments of academic achievement ($r = .40\text{--}.60$) have led many educational stakeholders to deem grades subjective and unreliable. However, theoretical and methodological challenges, such as construct misalignment, data unavailability and sample unrepresentativeness, limit the generalizability of previous findings. We overcome these challenges by exploiting rich, population-wide data from the National Registries in Norway ($n = 511,858$), where state regulations require close construct alignment between grades and external exams. Correlations between lower-secondary education final grades and external exam results ($r = .64\text{--}.86$) suggest that grades are better measures of academic achievement than previously acknowledged. Dominance analyses and multivariate regression analyses indicate that external exam results are the best predictor of grades in the same subject. However, our results also indicate that state regulations and quality assurance systems cannot completely eradicate potential sources of discrepancy.

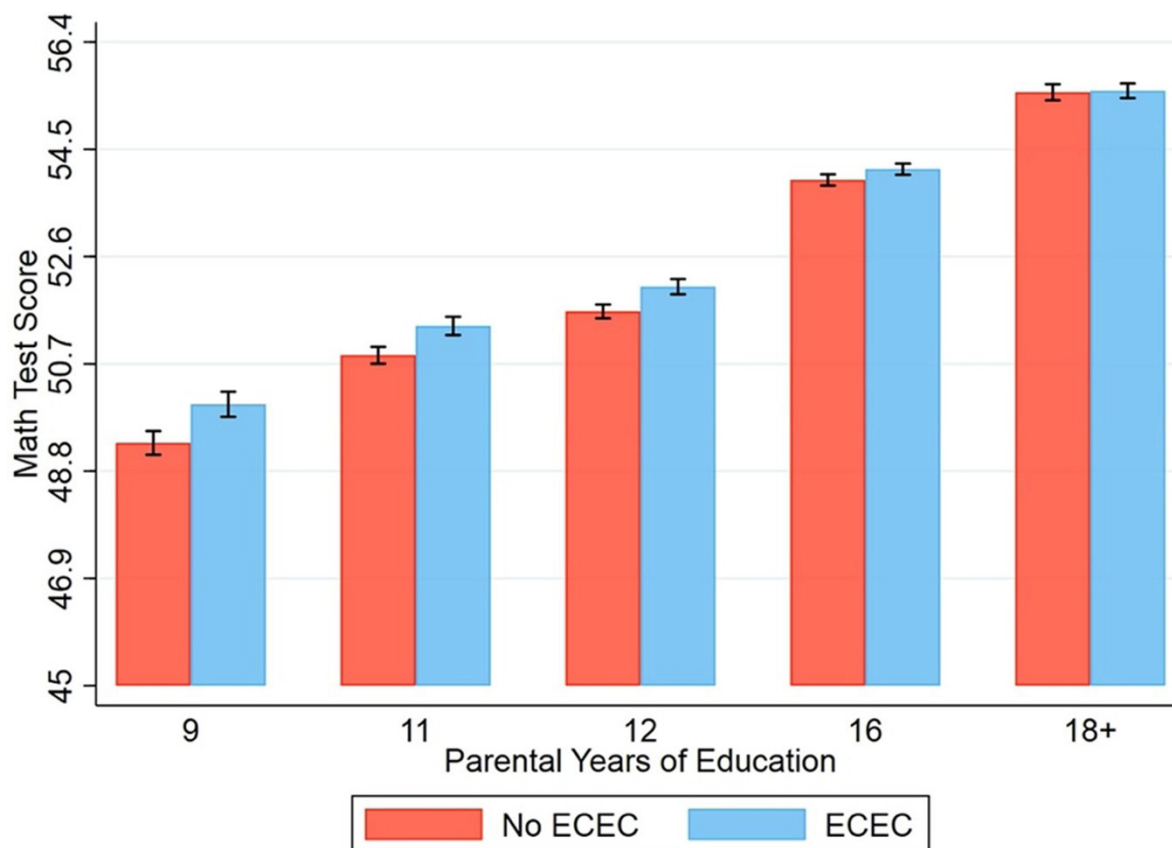


Average grades and written exam results across years. Note: Dotted lines represent average grades. Continuous lines represent average written exam results. (A) Mathematics grades and written exam results. (B) Norwegian grades and written exam results. (C) English grades and written exam results. Source: Arencibia Alemán et al. (2024)

Early childhood education reducing achievement inequality

Zachrisson, H. D., Dearing, E., Borgen, N. T., Sandsør, A. M. J., & Karoly, L. A. (2024). Universal early childhood education and care for toddlers and achievement outcomes in middle childhood. *Journal of Research on Educational Effectiveness*, 17(2), 259-287. <https://doi.org/10.1080/19345747.2023.2187325>

We estimated the effects of Norway’s universal ECEC program—expanding access to 1- and 2-year-olds starting in the early 2000s—on standardized math and achievement tests in 5th grade (age 10) using a population-based survey sample (Norwegian Mother, Father, and Child Cohort Study, MoBa, $n = 102,352$), linked with national administrative records of child achievement test scores. We used two methods to test the effects of attending ECEC: fixed-effects and instrumental variable regressions. Although both approaches found small and mostly insignificant main effects, the effect of ECEC is consistently stronger for children from families with low parental education. The fixed-effects analyses showed that ECEC reduced inequalities in achievement across levels of parental education by about 10% while the instrumental variable analyses, using variation in ECEC induced by the expansion, showed reduction of about 50%. These results suggest that expanding access to ECEC for toddlers has the potential to reduce achievement inequality.



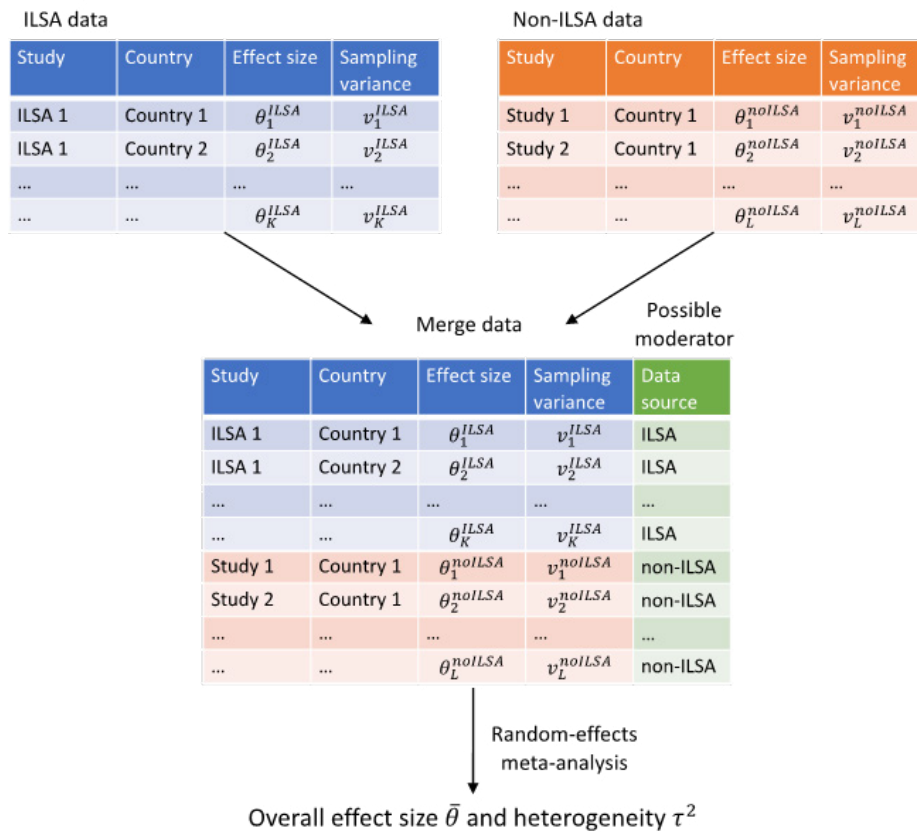
Test scores for math for children attending and not attending ECEC by levels of parental education. Source: Zachrisson et al. (2024)

Meta-analyses of international large-scale assessments: The case of gender and socio-economic gaps

Scherer, R., Siddiq, F. & Nilsen, T. (2024). The potential of international large-scale assessments for meta-analyses in education. *Large-scale Assessment in Education*, 12, 4. <https://doi.org/10.1186/s40536-024-00191-1>

Meta-analyses and large-scale international assessments (such as PISA, TIMSS, and ICILS) are both essential tools for informing and shaping educational policy, research, and practice. Combining these two resources could answer critical research questions about educational equality. However, these resources are rarely integrated, and there is a lack of clear guidance on how to do so effectively.

In this review, we described, discussed, and illustrated the best practices for including data from international large-scale assessments in meta-analyses. Specifically, we: (a) explored four different ways to incorporate this assessment data into meta-analyses, outlining the necessary steps, their potential, and the challenges involved; (b) analyzed how existing meta-analyses have used this data; and (c) provided a practical example demonstrating how to implement these four approaches. Focusing on the important issue of educational equality, we used gender differences and socioeconomic gaps in student achievement as a concrete illustration.

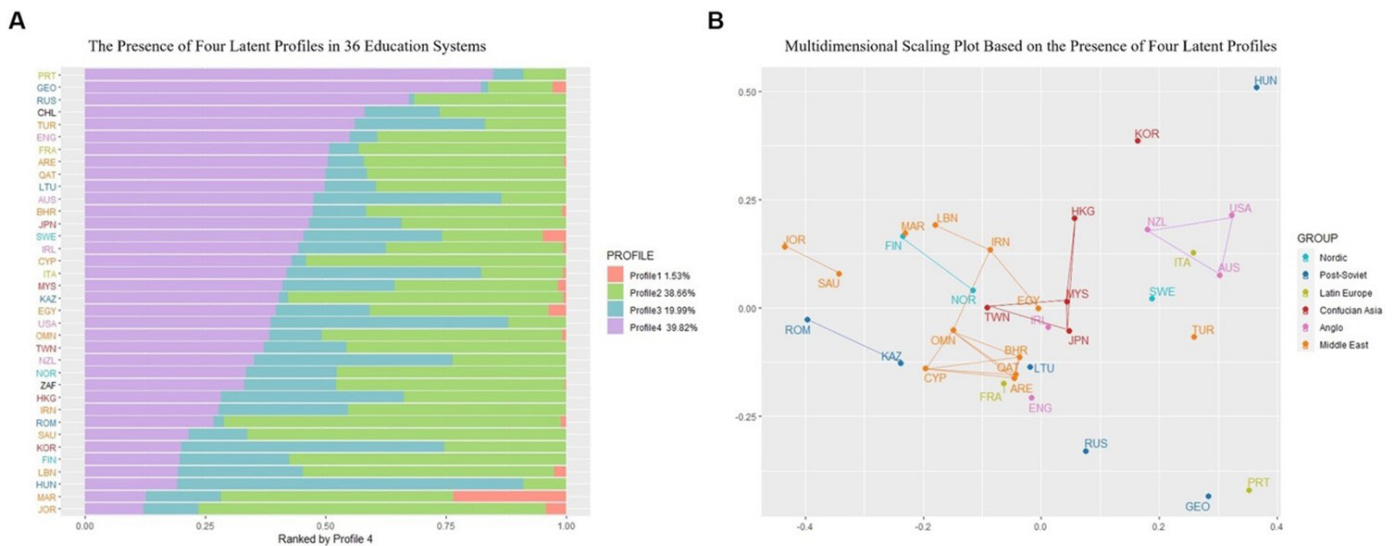


Overview of the one-stage direct inclusion approach of international large-scale assessment (ILSA) data in meta-analyses.
Source: Scherer et al. (2024)

Resources and school factors promoting academic resilience

Ye, W., Olsen, R. V., & Blömeke, S. (2024). More money does not necessarily help: Relations of education expenditure, school characteristics, and academic resilience across 36 education systems. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1368642>

Teacher quality, teaching quality, school resources, and school climate are commonly identified as protective factors in the academic resilience literature. Variables reflecting these four concepts were applied in a latent profile analysis across 36 education systems participating in the Trends in International Mathematics and Science Study 2019. The best-fitting model suggested four different latent profiles of protective factors. A three-step BCH method with an auxiliary regression model was adopted to investigate the influence of education expenditure on academic resilience across the profiles. Education expenditure promoted academic resilience in a profile characterized by low mathematics resources and another profile with low teaching quality and school climate. Education expenditure had no significant influence in the remaining two profiles characterized by very low and high levels of classroom and school protective factors, respectively. Moreover, countries were classified into six cultural groups representing education systems sharing similarities in language, history, or geography. Within each group, there was a certain degree of consistency in the distribution of profiles. Conclusions are drawn for strategies to promote academic resilience.

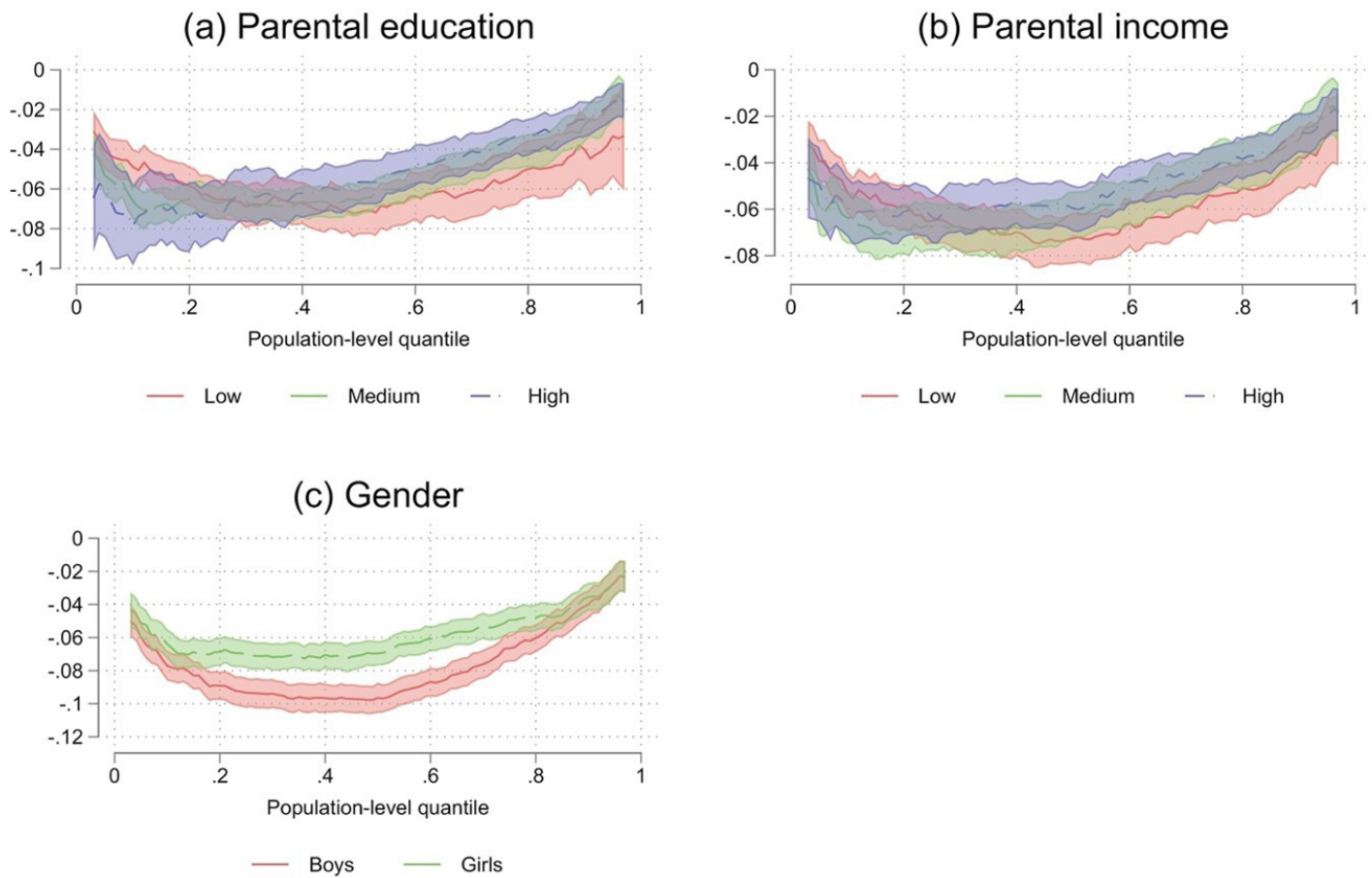


(A) The presence of four latent profiles in 36 education systems. (B) Multidimensional scaling plot based on the presence of four latent profiles. In plot (B), lines between economies indicate no statistically significant difference. Source: Ye et al. (2024)

Neighborhood effects matter more to disadvantaged students

Borgen, N.T., & Zachrisson, H. D. (2024). How neighbourhood effects vary by achievement level. *European Sociological Review*. <https://doi.org/10.1093/esr/jcae034>

After long-standing calls for research into ‘for whom’ neighborhood matters, the literature has recently gained traction, focusing on background characteristics such as gender, race, and socioeconomic background. However, there is still scarce and only indirect evidence on whether neighborhood effects vary by children’s academic ability. In this paper, we combine the Neighborhood Choice Model with quantile regressions to investigate whether neighborhood effects vary by children’s academic proneness. Using Norwegian register data, we demonstrate heterogeneity in the effects of neighborhood deprivation as a function of students’ proneness to academic achievement. Students with the very lowest and highest academic potential are the least affected by neighborhood disadvantage, while those with below average—but not at the lowest end—are most strongly affected. Moreover, while girls are less affected than boys, and children from less educated and affluent families are more affected by neighborhood disadvantage than their more privileged peers, the effects of these observed moderators are considerably smaller than the heterogeneity observed as a function of academic proneness. Overall, our use of quantile regressions opens new venues for understanding ‘for whom’ neighborhoods matter, with individual-level academic vulnerability and strengths being an influential source of neighborhood effects variation.



Neighborhood effects by background characteristics and students' academic proneness with 95% confidence intervals.
Source: Borgen & Zachrisson (2024)

Research Projects

To identify barriers to equality in education, several projects are conducted with the generous funding from The Research Council of Norway and European Commission, in which CREATE members are principal investigators of near all of them.

ArcEd: The Choice Architecture of Admission to Education

CREATE participants: Astrid Marie Jorde Sandsør (PI), Henrik Daae Zachrisson, Monica Melby-Lervåg, Eivind Ystrøm (Funded by The Research Council of Norway)

In this researcher project for young talents, we investigate the determinants, constraints and consequences of admission to education. We bring together an interdisciplinary team with a background in economics of education, behavioral economics, psychology, and genetic epidemiology to provide knowledge of great use for researchers, policy makers and practitioners.

Objectives:

- Metrics: Identify the contextual determinants of measures of academic achievement used to allocate students in admission systems.
- Choice: Understand how students' abilities, preferences and perceptions affect the actual admission choices they make.
- Institutions: Investigate short- and long-term effects of admission systems on individual and societal outcomes, including educational inequality.
- Choice architecture: Systematically review the state-of-the-art literature on the organization and consequences of admission to education.

More information about the project: www.uv.uio.no/isp/english/research/projects/arcad-the-choice-architecture-of-admission-to-educ/

EQOP: Socioeconomic gaps in language development and school achievement: Mechanisms of inequality and opportunity

CREATE participants: Henrik Daae Zachrisson (PI), Eivind Ystrøm, Astrid Marie Jorde Sandsør, Eric Dearing, Tarjei Widding-Havernaas, Nicolai Topstad Borgen (Funded by the European Commission)

In this ERC project, we investigate causes of social inequality in children's language development and school achievement. We also examine whether early childhood education and care (ECEC) improves opportunities for disadvantaged children, and whether the benefits of ECEC for one- and two- year-olds are greater than the costs.

Objectives:

- To identify how and why socioeconomic disadvantage, in neighborhoods and in the family, undermines children's language skills and school achievement.
- To investigate whether ECEC can improve opportunities for disadvantaged children to excel.
- To clarify the policy relevance of these inquiries, we will estimate costs of socioeconomic achievement gaps and the economic benefits of ECEC at scale.

More information about the project: <https://www.uv.uio.no/isp/english/research/projects/eqop-socioeconomic-gaps-in-language-development-and-school-achievement-mechanisms-of-inequality-and-opportunity/>

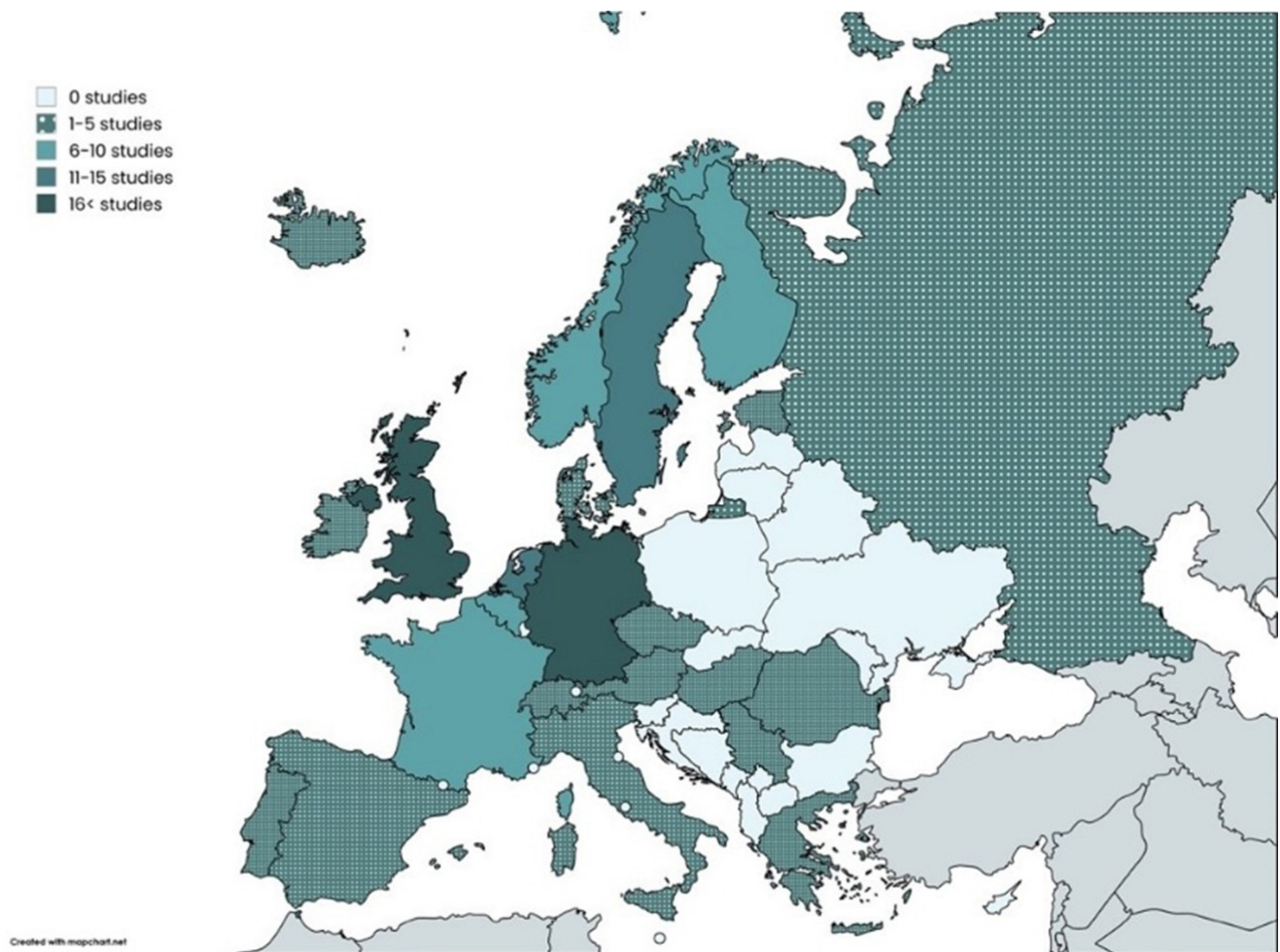
MapIE: Mapping of Longitudinal data of Inequalities in Education

CREATE participants: Rolf Vegar Olsen (PI), Diego Gonzalez Campos, Ronny Scherer

Funded by the European Commission

Imagine if we could close the gap in educational inequalities and ensure that every student has a fair chance at success. That is exactly what our team is working towards. Through a systematic review of longitudinal studies, we will uncover the most effective mechanisms and interventions to promote achievement and well-being in different educational contexts. We will also create a public metadata

database to map existing longitudinal data, conduct analyses of public datasets to identify the best policies and interventions to address educational inequalities, and create a public framework for studying educational inequalities longitudinally in future studies, acknowledging the role of local contexts but aiming for comparability at the European level. The Norwegian group has the main responsibility for WP2: A systematic literature review.



Geographic Distribution of Primary Studies with Longitudinal Designs Across Europe. Figure created by Diego G. Campos.

More information about the project: <https://www.uv.uio.no/cemo/english/research/projects/mapping-of-longitudinal-data-of-inequalities-in-ed/>

SEGOP: Segregation of Opportunities: Pathways to Marginalization through Neighborhoods and Peers

CREATE participants: Nicolai Topstad Borgen (PI), Henrik Daae Zachrisson
(Funded by the European Commission)

This ERC project probes factors shaping early adulthood marginalization, emphasizing interplay among individual traits, family background, and school and neighborhood environments. The SEGOP project will leverage uniquely rich population register data, combined with comprehensive survey data on developmental mechanisms and outcomes, as well as molecular genetic data.

Together, we will:

- Investigate stability and persistence across different aspects of marginalization, and forecast which children and youth are most at risk of experiencing persistent long-term marginalization.
- Discover for whom neighborhood and school dynamics are most decisive in exacerbating or compensating for the risks of marginalization and pinpoint the critical periods during childhood and adolescence when these factors have the greatest influence.
- Examine the role of segregated opportunities in explaining intergenerational transmission of disadvantage.

More information about the project: <https://www.uv.uio.no/isp/english/research/projects/segregation-of-opportunities-pathways-to-marginali/index.html>

ELiSE: Early Life SocioEconomic status, mental health, and educational performance: An evaluation of sensitivity to the environment

CREATE participants: Eivind Ystrøm (PI), Henrik Daae Zachrisson
(Funded by The Research Council of Norway)

The ELiSE project provides an innovative framework that combines temporal, geographical, social, genetic, and individual level of understanding of the link between social inequality and mental health. By studying people with a similar genetic makeup, we can uncover how time periods, places of residence, schools, and families affect connections. This will give us the opportunity to simultaneously investigate hypotheses about direct and indirect pathways into poor mental health and school difficulties.

ELiSE will provide completely new ways of studying how the risk of mental health problems and school difficulties is transferred from parents to children, why early mental health problems increase the risk of later school difficulties, how genes and environment interact to provide protective contexts and what characterizes places where children have the best psychological development.

More information about the project: www.sv.uio.no/psi/english/research/projects/elise/index.html

ARISE: Academic resilience in mathematics and science among disadvantaged students

Principal investigator: Nani Teig

CREATE participants: Trude Nilsen, Ronny Scherer (Funded by The Research Council of Norway)

Despite having limited educational resources, some students rise to the challenge and succeed. These students demonstrate remarkable academic resilience. They show what is possible and provide valuable insights into supporting other vulnerable students. But how and what makes these students perform so well? Why are some students able to succeed against the odds while so many others with

similar backgrounds struggle? In a world where the gap between the privileged and the underprivileged is widening, understanding and promoting academic resilience is more crucial than ever.

The ARISE project is an endeavor to bridge these educational gaps. We aim to generate new knowledge for developing academic resilience among young learners, with a focus on mathematics and science learning. Such knowledge can contribute to the essential societal goal of ensuring the active participation of all children and young people in education and further social life.

More information about the project: www.uv.uio.no/ils/english/research/projects/arise/index.html

DiDiRes: Digital Divide in Education Research Hub

CREATE participants: Ronny Scherer (PI), Diego Campos Gonzalez (PI), Rolf Vegar Olsen
(Funded by the University of Oslo)

Unequal access to technology in education presents a significant and ongoing challenge. This project investigates the causes, mechanisms, and consequences of these “digital inequalities”, which represent gaps between people in their ability to access and effectively use information and communication technology. These gaps encompass several dimensions: access to physical devices and internet connections, motivation to engage with technology, the necessary skills to use it effectively, and actual usage patterns.

Critically, these digital inequalities are often deeply intertwined with existing social inequalities, such as those based on gender, age, experience, or socioeconomic background. Currently, reliable and up-to-date information on the nature and extent of these disparities, and on potential solutions, is scarce and fragmented.

The DiDiRes Hub aims to address this gap by generating new, widely applicable, and robust evidence. Specifically, it investigates the scope, nature, and significance of digital inequalities in education, identify the barriers that create and maintain them, and advance both our theoretical understanding and the research methods used to study this critical issue.

More information about the project: www.uv.uio.no/chem/english/research/projects/digital-divide-in-education-research-hub/index.html



Photo: Shane Colvin

Intervening on Barriers to Equality in Education

Research Mission

CREATE's research on Intervening on Barriers to Equality in Education focuses on developing and testing educational interventions that address the underlying factors contributing to inequalities in skill development. These inequalities can be associated with students' socio-economic backgrounds, individual learning needs, and access to quality instruction. Our research in this area seeks to identify evidence-based solutions that support students at risk of educational underachievement, particularly in the domains of oral language, literacy (reading and writing), and mathematics.

By integrating longitudinal data, experimental interventions, and cutting-edge technology, our research provides insights into how content, volume, timing, and delivery of interventions can be optimized. The goal is to create sustainable, scalable, and effective interventions that can be implemented in diverse educational settings.

We are also aimed at moving beyond short-term intervention effects by investigating their long-term impact on students' educational and life trajectories. By leveraging process data such as eye-tracking and digital learning analytics, we seek to tailor interventions to the individual learning needs of children, ensuring that every student, regardless of their background, gets the opportunity to develop key academic skills and reach their learning potential.

Overall, this research area is at the forefront of educational innovation, translating cutting-edge cognitive science into actionable solutions for reducing educational disparities. Through longitudinal studies, experimental research, and scalable interventions, we aim to equip students, educators, and policymakers with the knowledge needed to ensure equitable learning opportunities for all children and adolescents.

This research strand is led by [Janne von Koss Torkildsen](#).

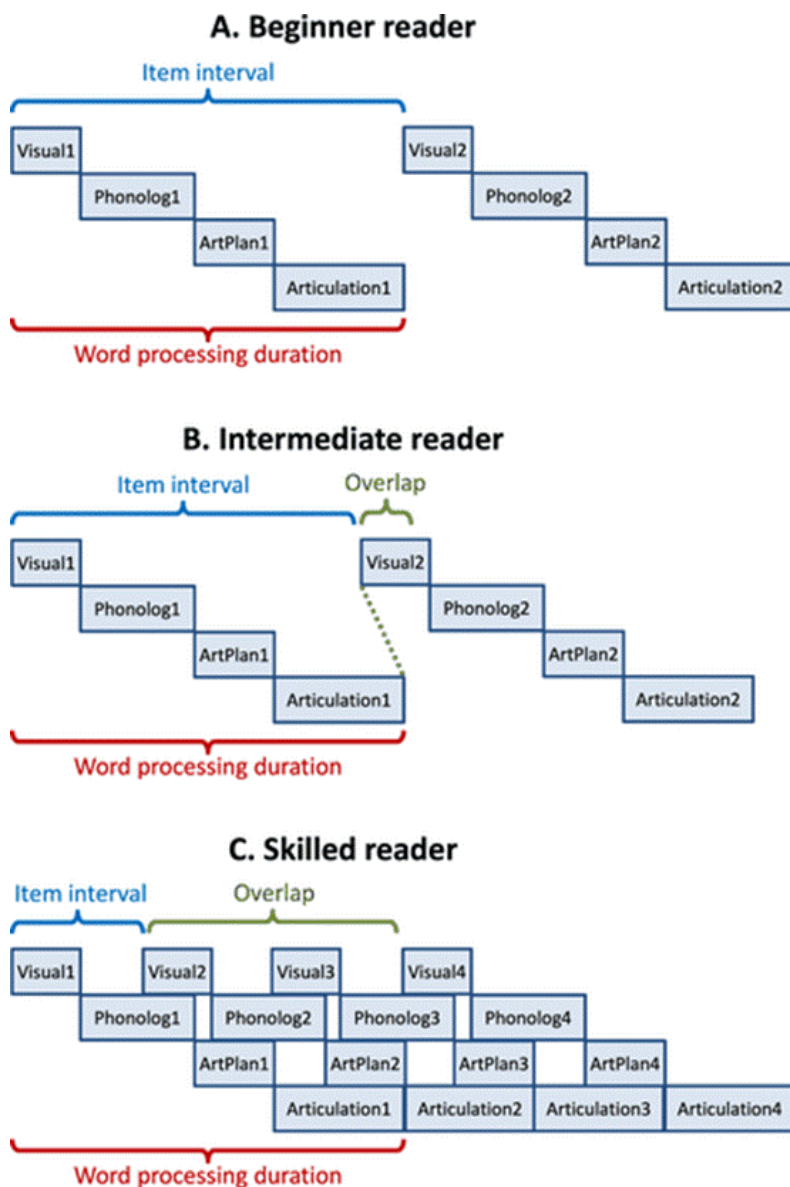
Research Highlights

CREATE researchers focusing on the above-described mission have conducted groundbreaking studies that provide critical insights into learning processes and intervention effectiveness.

Understanding the Cognitive Mechanisms of Reading Fluency

Protopapas, A., Katopodi, K., Altani, A., Kolotoura, I., Ziaka, L., & Georgiou, G. K. (2024). A process-oriented analysis of speech and silent intervals in responses to serial naming tasks. *Journal of Educational Psychology*, 116(8), 1500–1528. <https://doi.org/10.1037/edu0000900>

Reading fluency is a key to academic success. This study examines serial naming, a core skill associated with reading fluency. Analyzing data from a large sample of Greek children in grades 1, 3, and 5, the research demonstrates how cognitive scheduling efficiency influences reading development. Conceptualizing fluency as not only about the automaticity of reading individual words, but also as a problem of scheduling and organizing cognitive processes, can inform our approaches to reading instruction and assessment.

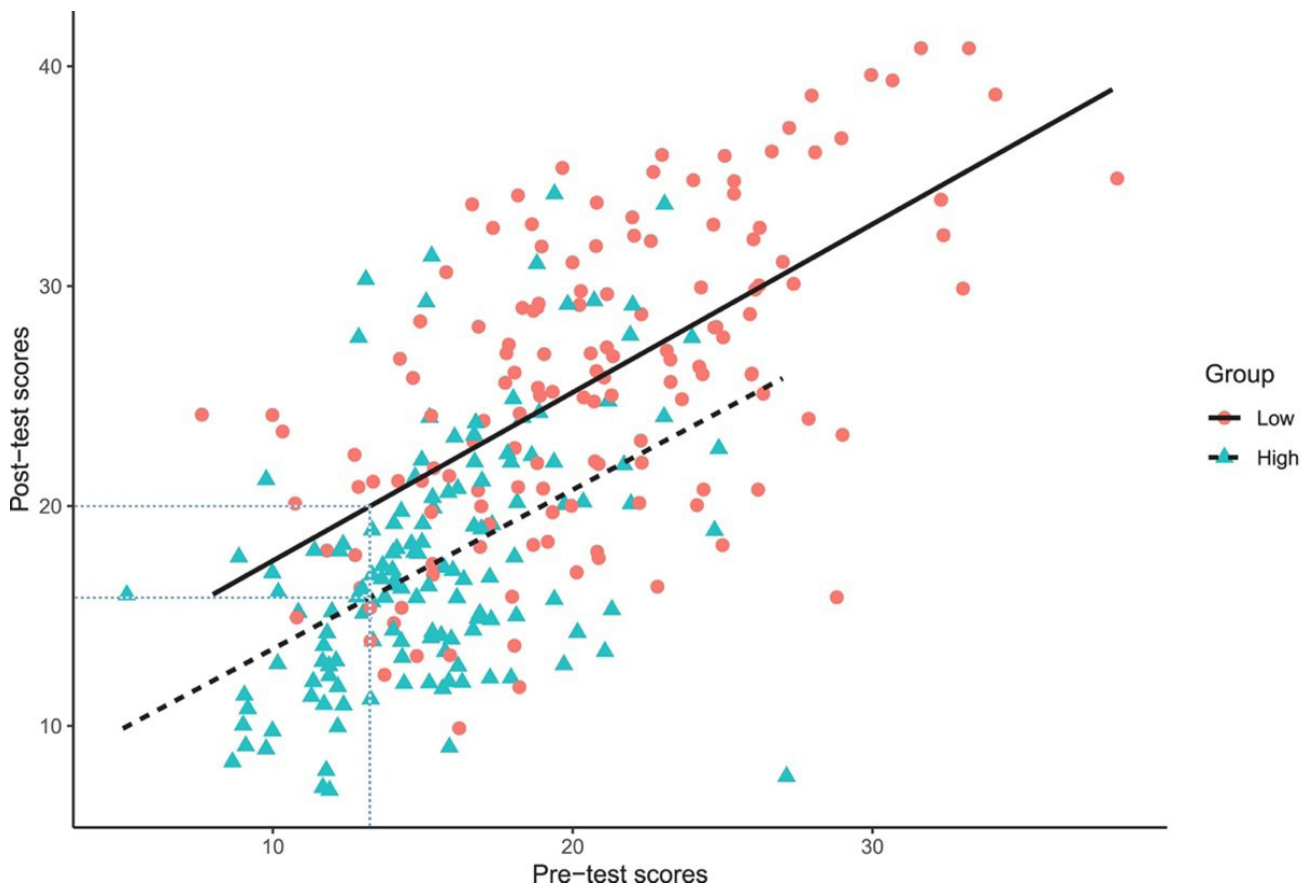


Scheduling of reading subprocesses by skill level. Source: Protopapas et al. (2024)

The Effect of Home Learning Environments on Literacy in Low-Income Contexts

Nag, S., Vagh, S. B., Dulay, K. M., Snowling, M., Donolato, E., & Melby-Lervåg, M. (2024). Home learning environments and children's language and literacy skills: A meta-analytic review of studies conducted in low- and middle-income countries. *Psychological Bulletin*, 150(2), 132–153. <https://doi.org/10.1037/bul0000417>

This meta-analysis challenges assumptions about home literacy environments in low- and middle-income countries. Unlike in high-income countries, the correlation between home literacy activities and language development is weak. The study highlights the need for context-specific assessment tools and intervention strategies that are culturally and linguistically appropriate.



Association between pre-test and post-test scores for students with high and low propensity groups. Low group (circles and solid line) = children with mean repeated mistakes in the lower 50% of the sample. High group (triangles and dotted line) = children in the upper 50%. Vertical/horizontal lines show expected post-test values given pre-test values for each group. Source: Kristensen et al. (2024).

Digital Learning and Mistake Persistence

Kristensen, J. K., von Koss Torkildsen, J., & Andersson, B. (2024). Repeated mistakes in app-based language learning: Persistence and relation to learning gains. *Computers & Education*, 210, 104966. <https://doi.org/10.1016/j.compedu.2023.104966>

Over the past decade, there has been an enormous upsurge in the use of educational apps in primary schools. However, few studies have examined how children interact with these apps and how their interaction patterns relate to learning outcomes. This study investigates the impact of repeated mistakes in digital learning environments. Findings from a randomized controlled trial with 363 Norwegian second graders reveal that students who repeatedly make the same mistakes show lower learning gains. This suggests that educational apps should integrate adaptive feedback to prevent students from reinforcing errors and optimize learning outcomes.

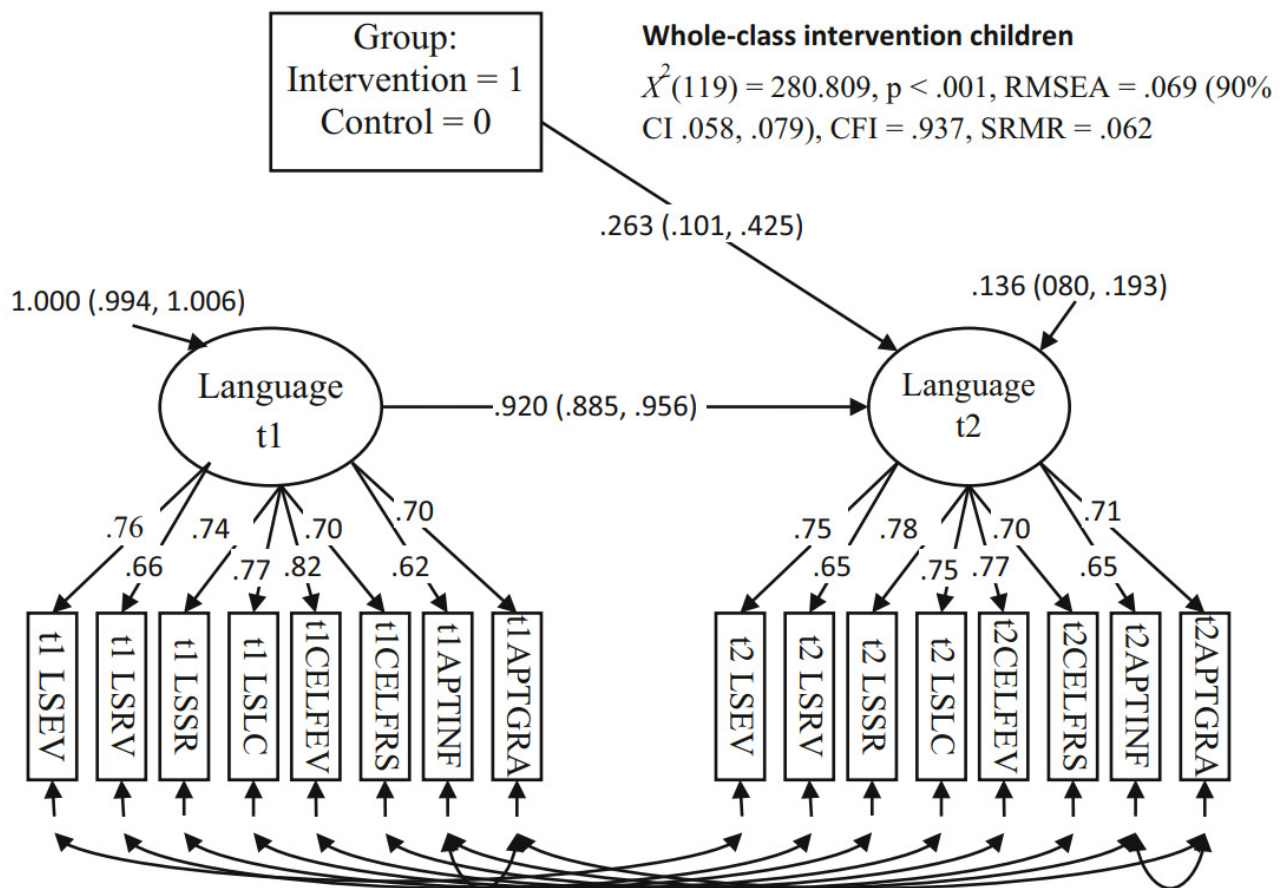
Improving children's language skills through oral language enrichment

West, G., Lervåg, A., Birchenough, J.M.H., Korell, C., Rios Diaz, M., Duta, M., Cripps, D., Gardner, R., Fairhurst, C., & Hulme, C. (2024)., Oral language enrichment in preschool improves children's language skills: a cluster randomised controlled trial. *Journal of Child Psychology and Psychiatry*, 65, 1087-1097. <https://doi.org/10.1111/jcpp.13947>

Oral language skills provide the foundation for formal education, yet many children enter school with language weaknesses. This study evaluated the efficacy of a language enrichment program, the Nuffield Early Language Intervention—Preschool, delivered to children in the year before they enter formal education. The program consists of a 20-week whole-class language enrichment program delivered by a teacher each day for 20 min. In addition, children with the weakest language skills in each class are allocated to receive additional targeted support delivered by classroom assistants (whole class + targeted).

To evaluate the efficacy, we conducted a preregistered cluster randomized controlled trial in 65 nursery schools in England. The language skills of all children ($n = 1,586$) in participating classrooms were assessed and the settings were then randomly allocated to an intervention or control group. The children with the weakest language in each class (whole-class + targeted children, $n = 438$), along with four randomly selected children in each class allocated to the whole-class only program ($n = 288$), were individually tested on a range of language measures.

The results showed that children receiving the intervention made larger gains than children in the control group on an oral language latent variable (whole-class children $d = .26$; whole-class + targeted children $d = .16$).



Path diagram for the trial showing the effect of the intervention on children who received whole-class enrichment.
Source: West et al. (2024)

This study provides good evidence that whole-class intervention delivered in preschool can produce educationally significant improvements in children's language skills. The intervention is scalable and relatively low cost. These findings have important implications for educational and social policy.

Oral language intervention in late primary school

Esposito, R., Lervåg, A., & Hulme, C. (2024). Oral language intervention in the late primary school years is effective: evidence from a randomised control trial. *Journal of Child Psychology and Psychiatry*. <https://doi.org/10.1111/jcpp.14084>

In this study, we describe the development and evaluation of the Oral Language for Literacy Intervention (OLLI) program which is designed to support children with weak language skills in the later primary school years.

We conducted a randomized controlled trial in 33 schools (50 classrooms). The language skills of all 8–9-year-old children in each participating classroom ($n = 1,423$) were assessed using an automated app (LanguageScreen). The six classrooms with the weakest LanguageScreen scores within each classroom ($n = 296$) were randomly allocated to the intervention ($n = 148$) or control group ($n = 148$). The children in the intervention group received the OLLI program in individual and small-group sessions over 20 weeks. Children in the control group received their typical teaching.

The results showed that children receiving the OLLI program made significantly larger gains than children in the control group on a preregistered latent variable reflecting standardized measures of oral language ability ($d = 0.38$) and on a measure of their written expression ($d = 0.42$).

These findings have important implications for improving educational attainment in children in the late primary school years. The OLLI program is designed to be deliverable at scale and is of relatively low cost.

These and many other studies advance our understanding of key cognitive and environmental factors affecting learning outcomes. Research on reading fluency, language instruction and digital learning interventions can lead to more effective instructional strategies tailored to individual learning needs. Meanwhile, findings on home learning environments emphasize the importance of contextually relevant educational interventions, particularly in diverse socio-economic settings. Together, these insights support CREATE's mission to develop evidence-based interventions that bridge learning gaps and foster equal educational opportunities.

Research Projects

Researchers focusing on Intervening on Barriers to Equality in Education lead several ongoing projects financed by The Research Council of Norway. Each of these projects aligns with our mission to develop, test, and refine educational interventions that reduce disparities in skill development.

Currently, we are designing two new intervention studies, one focusing on writing skills and the other on mathematical skills, which will be tested in large-scale randomized controlled trials with active control groups. These interventions target children in 6th and 7th grade, providing them with the necessary skills to navigate the increasing academic demands of lower secondary school.

Collectively, these projects will contribute to the creation of evidence-based, scalable interventions tailored to support students at risk of educational failure, thereby promoting equitable learning opportunities across various educational contexts.

BetterReading: Understanding Gains in Reading Fluency

CREATE participants: Athanasios Protopapas (PI), Monica Melby-Lervåg, and Dzan Zelihic
(Funded by The Research Council of Norway)

By analyzing eye-tracking data and reading measures, the research seeks to identify key predictors of successful reading acquisition, ultimately informing the design of effective interventions for struggling readers. This project aims to shed light on the cognitive skills and mechanisms of fluent reading, aiming to provide clues on how we can better support children who struggle to achieve sufficient reading skills.

More information about the project: <https://www.uv.uio.no/isp/english/research/projects/betterreading-understanding-gains-in-reading-fluen/index.html>

SpedAims ABC123

CREATE participants: Monica Melby-Lervåg (PI)
(Funded by The Research Council of Norway)

ABC123 focuses on understanding and supporting children who experience difficulties in both reading and mathematics. The project involves developing and assessing the effectiveness of targeted interventions for first graders at risk of developing learning challenges in these areas, aiming to enhance their academic outcomes.

More information about the project: www.uv.uio.no/spedaims/english/SpedAims%20ABC123/index.html

SpedAims SOS: Selection to and Outcomes of Special Needs Education

CREATE participants: Monica Melby-Lervåg, Astrid Marie Jorde Sandsør, and Henrik Daae Zachrisson
(Funded by The Research Council of Norway and project partners)

This project examines the characteristics of children receiving special needs education or additional support in kindergarten and school settings. By analyzing selection processes and educational outcomes, SOS seeks to identify factors that influence the effectiveness of special education services,

aiming to inform policies and practices that promote equitable learning opportunities.

More information about the project:

<https://www.uv.uio.no/spedaims/english/SpedAims-SOS/>

NumLit: Development of Numeracy and Literacy in Children

CREATE participants: Arne Lervåg, Monica Melby-Lervåg, Athanasios Protopapas, Tonje Amland
(Funded by The Research Council of Norway)

The NumLit project investigates the intertwined development of numeracy and literacy skills in children. By conducting longitudinal studies, the research aims to uncover how these foundational skills influence each other over time, providing insights that can guide the creation of integrated educational approaches to support balanced skill development.

More information about the project:

<https://www.uv.uio.no/iped/english/research/projects/numlit---development-of-numeracy-and-literacy-in-c/index.html>

Neurocognitive Dynamics of Word Learning in Developmental Language Disorder

CREATE participants: Janne von Koss Torkildsen (PI)
(Funded by The Research Council of Norway)

This research explores the neurocognitive processes involved in word learning among children with developmental language disorders (DLD). Utilizing app-based learning and electrophysiological methods, the project aims to identify the mechanisms that facilitate or hinder vocabulary acquisition in DLD, contributing to the development of more effective language intervention strategies.

More information about the project: <https://prosjektbanken.forskingsradet.no/project/FORISS/296664>



Addressing Key Methodological Challenges

Research Mission

To improve the methodology in research on equality in education we aim to develop innovative methods by combining perspectives from educational measurement, psychometrics, econometrics, and statistics. The primary challenges we seek to address are the lack of psychometric quality of scales and test, the computational expense of estimation methods in complex settings, the comparability of measures, and the integration of latent variables in modern methods for causal inference.

Modern psychometric test designs can address the challenge of obtaining high-quality data by utilizing computerized adaptive testing to create tailored tests and by applying designs where test-takers respond to subsets of items. The development of flexible, robust, and scalable estimation methods will address computational challenges. These new methods are especially useful for dependent categorical data from multiple groups of students and for the highly intensive longitudinal data in CREATE. The challenge of the comparability of measures will be addressed by developing Bayesian and likelihood-based algorithms for the evaluation of measurement invariance across groups and time. Measurement invariance can then be evaluated in a single step ensuring that statistical uncertainty is properly accommodated. We will also address the challenge of integrating latent variables and modern methods of causal inference by developing double-robust estimation, generalized method of moments, augmented marginal likelihood estimation, and mediation analysis with latent variables.

This research strand is led by [Björn Andersson](#).

Fast estimation approaches of latent variable models

Zhang, M., Andersson, B., & Jin, S. (2024). Fast estimation of generalized linear latent variable models for performance and process data with ordinal, continuous, and count observed variables. *British Journal of Mathematical and Statistical Psychology*, 77(3), 477-507. <https://doi.org/10.1111/bmsp.12337>

Psychological and educational assessments often involve varied data types, including performance and process data like response times. Modeling these requires tailored approaches for each data type and considering complex dependencies between variables. Generalized linear latent variable models can model mixed data types but are computationally challenging. Laplace approximations offer fast estimation, but existing implementations are limited to ordinal and continuous data. This study presents an efficient method using first- or second-order Laplace approximations that supports ordinal, continuous, and count data. Simulations show second-order approximations provide higher convergence and accurate yet quickly obtained estimates.

Attention in Ecological Momentary Assessments

Vogelsmeier, L. V., Uglanova, I., Rein, M. T., & Ulitzsch, E. (2024). Investigating dynamics in attentive and inattentive responding together with their contextual correlates using a novel mixture IRT model for intensive longitudinal data. *British Journal of Mathematical and Statistical Psychology*. <https://doi.org/10.1111/bmsp.12373>

In ecological momentary assessment (EMA), respondents complete short questionnaires multiple times daily, capturing dynamic psychological constructs but increasing respondent burden. This can lead to careless and insufficient effort responding (C/IER), contaminating data. This study presents a new method to investigate C/IER in EMA data using a confirmatory mixture item response theory model and latent Markov factor analysis. This approach assesses C/IER occurrence and transitions in response behaviors. Empirical application highlights its efficacy in identifying C/IER and understanding its causes. It detects various response patterns but needs heterogeneous, negatively worded items to identify straight-lining. Robust against loading pattern heterogeneity, it struggles with factor structure heterogeneity, for which extensions are discussed.

Research Projects

The following two projects are aimed at (a) developing better tools for creating and validating tests that assess developmental progress in children, and (b) improving statistical methods for detecting inattentive survey responses, leading to stronger validity arguments in educational and psychological research.

SEALS: Screening Early and Adaptively for Language Skills

CREATE participants: Johan Braeken (PI), Jianan Chen
(Funded by The Research Council of Norway)

In this project, we aim to provide a solid methodological toolkit that allows to more systematically design and validate progressive tests (i.e., tests where items are administered in order of progressively increasing item difficulty) with the bigger goal of facilitating the important work of practitioners in the field of education, school psychology, and ortho-pedagogy that conduct diagnostic screenings for developmental delays with children.

More information about the project: <https://www.uv.uio.no/cemo/english/research/projects/screening-early-and-adaptively-for-language-skills>

Advancing and Evaluating the Applicability of Latent Response Models for Identifying Careless and Insufficient Effort Responding in Survey Data

CREATE participants: Esther Ulitzsch (PI)
(Funded by the Deutsche Forschungsgemeinschaft (DFG))

Careless and insufficient effort responding (C/IER) is a threat to questionnaire data quality. Latent response mixture modeling employs item-level data, such as response times, to identify C/IER on an item-by-respondent level while accounting for attentiveness. Despite its potential, the effectiveness of the modeling technique is not fully understood. This project aims to enhance the robustness of the approach against varying C/IER patterns, validate real-life applicability, and develop guidelines for use. It involves implementing maximum-likelihood estimation in statistical software and evaluating model performance against Bayesian estimation, ensuring reliable results under diverse conditions.

More information about the project: <https://gepris.dfg.de/gepris/projekt/508980636?language=en>

Outreach and Dissemination

One of the key goals at CREATE is to facilitate a research-based dissemination of findings generated from all three strands. In 2024, CREATE has launched several outreach and dissemination activities beyond scientific publications, including a seminar series, a PhD course, and a scholarship award. While these activities will be sustained throughout the next years, other notable activities highlighted the relevant and timely research of CREATE members in short media posts. These posts included, but were not limited to recorded podcast episodes, occurrences on national television, or featured newspaper articles.

CREATE Publications

In 2024, CREATE documents a total of 72 publications which were linked to the centre. These publications comprised some 31 peer-reviewed journal articles and 41 conference contributions. Please find the detailed list of publications in Cristin [here](#).

CREATE Seminars

CREATE offers several platforms for its members and visitors to share their research, discuss the respective findings, or develop important skills. These platforms include the CREATE seminar series, internal seminars, and the writing seminars.



Photo: Shane Colvin

CREATE Seminar Series

The CREATE seminar series provides a unique platform to disseminate the new knowledge we have gained from our research. In 2024, we held 15 open seminars, featuring presentations and discussions by our CREATE members and guest speakers.

Date	Speaker(s)	Title
08.02.2024	Athanasios Protopapas (CREATE)	Reading fluency – what is it and why does it matter?
15.02.2024	Henrik Daae Zachrisson (CREATE)	Socio-economic inequality in education
29.02.2024	Björn Andersson (CREATE)	Generalized linear latent variable models for mixed data in educational research
07.03.2024	Arne Lervåg, Monica Melby-Lervåg, & Janne von Koss Torkildsen (CREATE)	Language and literacy interventions: Past experiences and the way forward
04.04.2024	Hedvig Nordeng (UiO), Kristina Gervin (Oslo University Hospital), & Janne von Koss Torkildsen (CREATE)	Bridging disciplines to understand the impact of prenatal medication exposure on child development
25.04.2024	Esther Ulitzsch (CREATE)	Investigating the effect of experience sampling study design on careless and insufficient effort responding identified with a screen-time-based mixture model
30.05.2024	Johan Braeken (CREATE)	Are all individuals fit for measurement?
22.08.2024	Timo Seitz (University of Mannheim)	Modeling faking in high-stakes personality assessments: The importance of item desirability characteristics and qualitatively different faking tendencies
12.09.2024	Elsje van Bergen (University of Amsterdam)	Using genetic tools to study educational inequality
26.09.2024	Maria Psyridou (CREATE)	Reading and math skills development: Insights from Finnish data
10.10.2024	Monica Melby-Lervåg (CREATE)	Can we improve reading skills? Lessons learned from genetic designs and randomized trials
06.11.2024	Robert Savage (York University)	Intervening to improve outcomes: Some thoughts from 10 + years of reading RCTs and QEDs
07.11.2024	Kate Nation (University of Oxford)	Becoming a reader
05.12.2024	George Leckie (University of Bristol)	Intersectional MAIHDA: A new multilevel modelling-based approach for improved investigation of intersectional inequalities?
10.12.2024	Sean Reardon (Stanford University)	Educational inequality: Patterns, causes, and potential solutions

Internal Seminars

In 13 internal seminars throughout the academic year, CREATE members presented their ongoing or future research endeavors and sought feedback from their peers.

Writing Seminars

Our postdoctoral research fellow [Wangqiong Ye](#) organized six writing seminars in the spring semester of 2024, which created an open space for CREATE members to join shut-up-and-write sessions. In these sessions, participants focused on academic writing and advanced their research papers.

CREATE's PhD Course on Equity and Equality in Education

To support young scholars with their research on equality in education, CREATE offered a PhD course in autumn 2024. This course—named “[Equity and Equality in Education: Concepts, Methods, and Evidence \(UV9265\)](#)”—was organized by Trude Nilsen and Ronny Scherer, and several other CREATE members held selected sessions, including Arne Lervåg, Henrik Daae Zachrisson, Astrid Marie Jorde Sandsør, Diego Gonzalez Campos, and Eivind Ystrøm.

As part of the course, [Scientia Professor Andrew Martin](#), University of New South Wales, Australia, gave a talk about “Helping Diverse Students to Flourish at School—and Beyond: New Theory and Research Harnessing the Academic-Demands and Resources (AD-R) Framework”, in which he reviewed the utility of the AD-R framework in the context of educational equality.

The course consisted of three modules:

Module 1: Conceptualizations and Theories

The first part of this course describes relevant concepts and theories of equity and equality in education. The field of research on educational equality and equity is scattered and includes theories from many fields, such as sociology, psychology, economics, and education. In this module, we summarize and organize the different conceptualizations and theoretical frameworks.

Module 2: Methodology

Operationalizations and measures of educational equality and equity are presented in the second course module. Moreover, we demonstrate the impact of different study designs and methods of analysis on the indicators of equality and equity, research findings, and the respective inferences that can be drawn. We further provide an overview of the different data sources to make visible equality and equity and discuss the importance of reporting transparency and study quality.

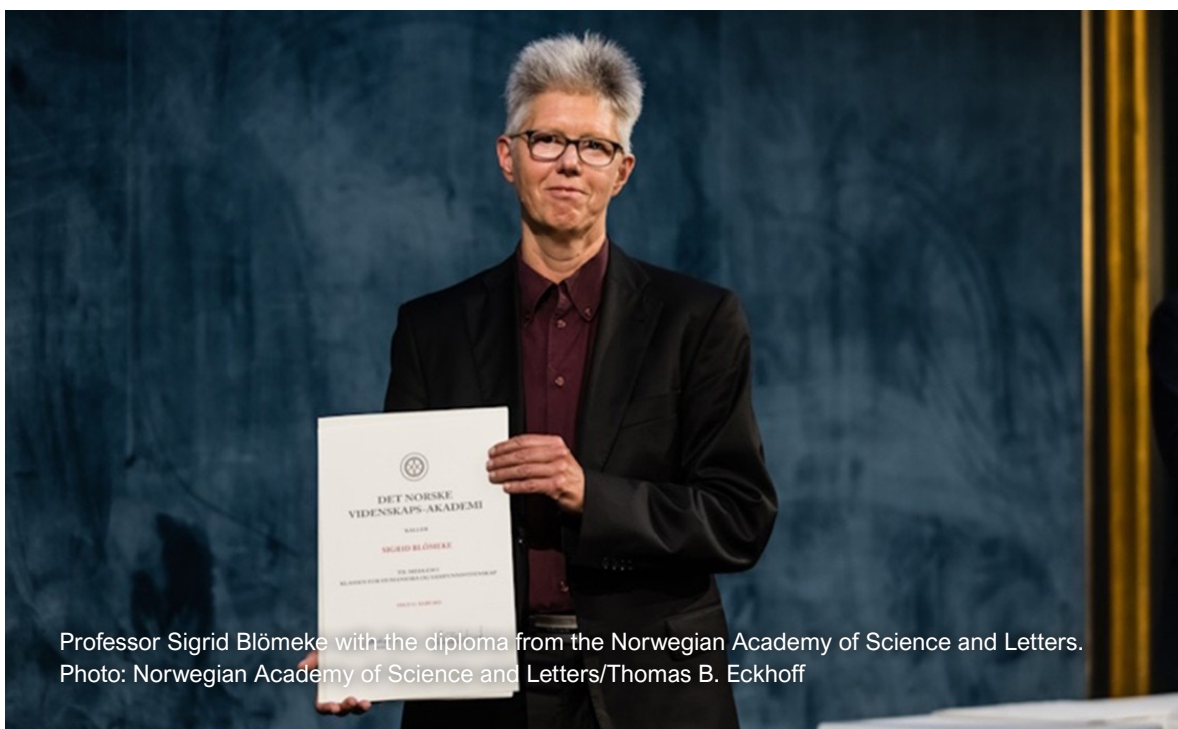
Module 3: Evidence

The last course module reviews evidence on socioeconomic, gender, immigrant, and other inequalities from several research fields, data sources, and study designs. Specifically, we present key research syntheses, national and international large-scale assessments, and other primary studies in education to highlight trends and patterns in the body of research evidence and existing research gaps.

This five-credits course is administered by CEMO and will be offered to PhD candidates and interested researchers every autumn.

CREATE's Scholarship Award

In 2024, CREATE established a scholarship award in honor of its first director, Professor Dr. Sigrid Blömeke. Sigrid Blömeke (1965-2023) initiated the application for the centre and founded it in 2023. She was a distinguished scholar in the fields of educational measurement, teacher competence, and equality of education, and directed the Centre for Educational Measurement at the University of Oslo (CEMO).



Professor Sigrid Blömeke with the diploma from the Norwegian Academy of Science and Letters.
Photo: Norwegian Academy of Science and Letters/Thomas B. Eckhoff

The [Sigrid Blömeke Scholarship Award](#) supports postdoctoral researchers and assistant professors who are passionate about conducting research projects connected to one or more of the CREATE strands. The main objectives of this scholarship award are to (a) foster research on equality in

education, (b) initiate and strengthen collaboration with CREATE, and (c) provide young scholars with a unique research experience in an international and interdisciplinary Centre of Excellence in research. Awardees visit CREATE twice during their scholarship period, present at the CREATE seminars, and utilize the award's research funding. The first scholarship is awarded for the academic year 2025.

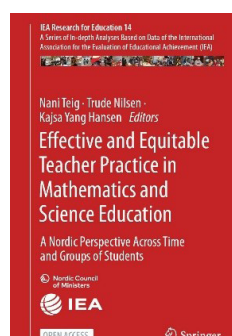
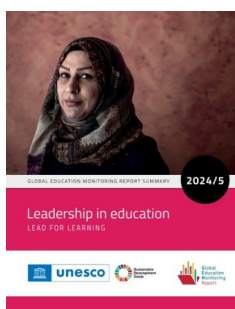
CREATE in the Media

The centre's research and expertise have gained significant media attention, contributing to the broader public discourse on educational equality. Our work has been featured podcasts, public talks, and training initiatives. By leveraging multiple media platforms, CREATE continues to enhance the visibility and impact of our research, ensuring that findings reach educators, policymakers, and the public.

- Aftenposten, "[Sosiale forskjeller blir sterkere utover i utdanningsløpet. Hva kan gjøres?](#)", 15.02.2024
- Virtual panel discussion, "[Helping Children Thrive in an Age of Uncertainty](#)", with Henrik Daae Zachrisson, 16.04.2024
- Aftenposten, "[Mer smågruppeundervisning kan øke guttenes læring](#)", 03.07.2024
- Morgenbladet, "[Hvem skal få studere det de har lyst til å studere?](#)", 05.07.2024
- forskning.no, "[Forskere ser nå hvorfor elevenes prestasjoner synker i klasserommene](#)", 08.07.2024
- VG, "[Syv ekspertråd for å lykkes med barnehagestart](#)", 05.08.2024
- Podcast "Universitetsplassen", episode "[Derfor trenger fattige barn gode barnehager](#)", with Eric Dearing and Henrik Daae Zachrisson, 17.09.2024
- VG, "[Guttastemning! Slår jentene in engelsk](#)", 08.12.2024
- Podcast "[Det virker](#)", initiated by Monica Melby-Lervåg and SpedAims, a podcast that ranks among the top-20 education podcasts in Norway and offers expert discussions on the latest research findings

Some Contributions to Policymaking

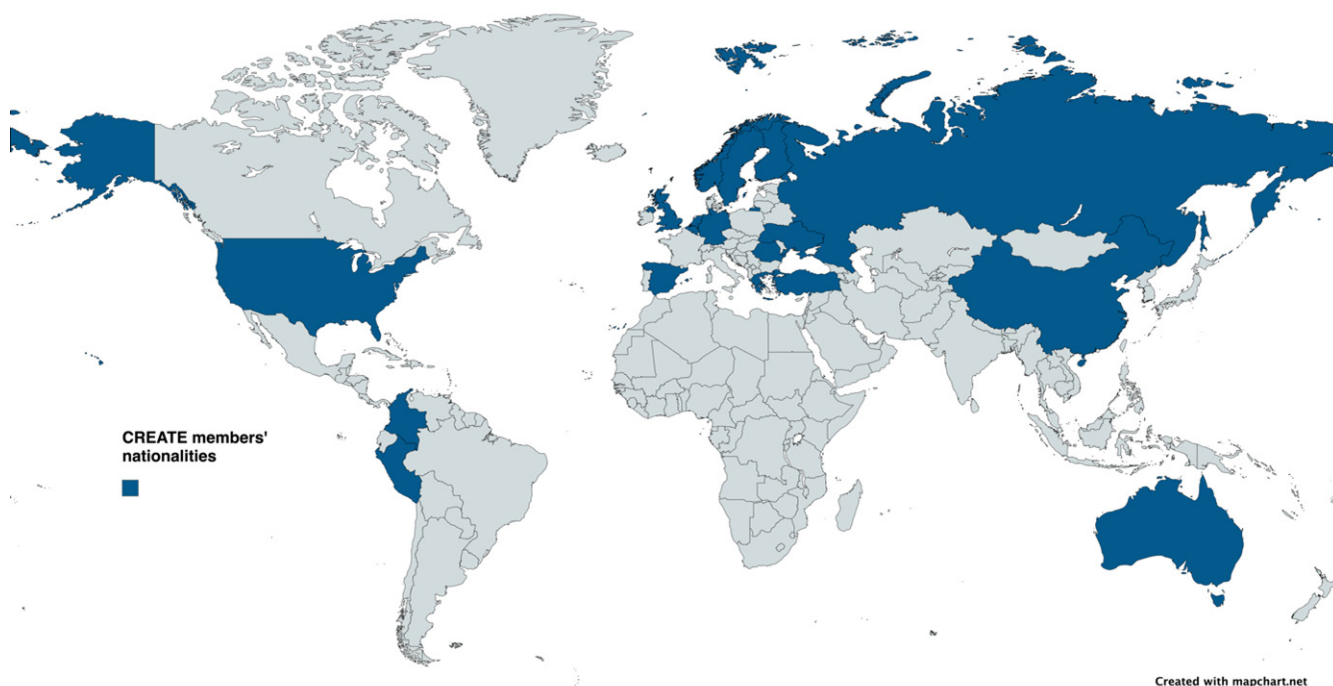
CREATE members contributed to several important policy reports:



Moreover, several members served in expert committees of international large-scale assessments, such as [ICILS](#), [PIAAC](#), [TALIS](#), [TALIS Starting Strong](#), and [TIMSS](#), which were administered by the Organisation for Economic Co-operation and Development (OECD) and the International Association for the Evaluation of Educational Achievement (IEA).

CREATE People

What makes CREATE a success are the people in this centre. As of 2024, CREATE has 46 members, including PhD candidates, postdoctoral researchers and researchers, associate and full professors, and one administrative senior advisor. We represent 18 nationalities.



Who is Who at CREATE

CREATE Management and Leadership



Arne Ola Lervåg
Director



Ronny Scherer
Deputy Director



Anne Line Bjarke
Senior Advisor



Trude Nilsen
Strand leader “Identifying barriers to
equality in education”



Janne von Koss Torkildsen
Strand leader “Intervening on barriers
to equality in education”



Björn Andersson
Strand leader “Addressing key
methodological challenges”

PhD Candidates



[Erika Jassuly Chalen Donayre](#)



[Jianan Chen](#)



[Silje Hagelund](#)



[Andrea Chanell Jønsberg](#)



[Lu Zhang](#)

Associated PhD Candidates



[José Manuel Arencibia Aleman](#)



[Fredrik Helland-Riise](#)



[Kseniia Marcq](#)



[Oleksandra Mittal](#)



[Bas Senden](#)



[Gülbin Sengal Inal](#)



[Yuriko Kirilovna Sosa Paredes](#)



[Tony Tan](#)



[Hedda Novang Wahl](#)



[Dzan Zelihic](#)

Postdoctoral Fellows and Researchers



[Tonje Amland](#)



[Andreas Falck](#)



[Diego Gonzalez Campos](#)



[Rebecca Knoph](#)



[Jarl Kleppe Kristensen](#)



[Lei Wang](#)



[Tarjei Widding-Havernås](#)



[Wangqiong Ye](#)

Principal Investigators, Professors and Associate Professors

In addition to the CREATE leadership team, the centre brings together an interdisciplinary group of senior researchers.



[Nicolai Topstad Borgen](#)



[Johan Braeken](#)



[Monica Melby-Lervåg](#)



[Rolf Vegar Olsen](#)



[Athanasios Protopapas](#)



[Maria Psyridou](#)



[Astrid Marie Jorde Sandsør](#)



[Esther Ulitzsch](#)



[Eivind Ystrøm](#)



[Henrik Daae Zachrisson](#)



[Anders Skrondal](#)



[Eric Dearing](#)

Associated Researchers and Postdoctoral Fellows



**Rose Catherine
Gillespie Cheesman**



**Torkild Hovde
Lyngstad**



**Courtenay Frazier
Norbury**



Nani Teig



Solveig Topstad Borgen

CREATE Board



Erik Knain

Chair of the Board
Vice Dean of Research, Faculty of Educational Sciences, University of Oslo



Rolf Vegar Olsen

Head of the Centre for Educational Measurement at the University of Oslo (CEMO)



Ona Bø Wie

Head of the Department of Special Needs Education (ISP), University of Oslo



Astrid Marie Jorde Sandsør

Department of Special Needs Education, University of Oslo



Gunn Elisabeth Birkelund

Department of Sociology and Human Geography, University of Oslo



Karl Ove Moene

Department of Economics, University of Oslo

A new board will be established in 2025.

Scientific Advisory Committee

CREATE has established a scientific advisory committee consisting of five internationally renowned scholars in the fields of equity and equality, randomized controlled trials, large-scale assessments in education, and psychometrics.

- [Irin Moustaki](#), London School of Economics, UK
- [Richard J. Murnane](#), Harvard University, USA
- [Henry Braun](#), Boston College, USA
- [Kate Nation](#), University of Oxford, UK
- [Robert Savage](#), York University, Canada

This committee is responsible for reviewing CREATE's research directions and agenda and providing input on the centre's overarching strategies. Committee members will conduct annual visits.

The World at CREATE

CREATE hosted numerous visitors this year, both for short and extended periods. These included established collaborators of CREATE members, as well as early-career researchers visiting the center for the first time. All visitors participated in research projects and other endeavors alongside CREATE members.

- [Sabrina Ecker](#), University of Kaiserslautern-Landau (RPTU), Germany
- [Irin Moustaki](#), London School of Economics, UK
- [Kate Nation](#), University of Oxford, UK
- [Muirne Paap](#), University of Groningen, The Netherlands
- [Steffi Pohl](#), Freie Universität Berlin, Germany
- [Sean Reardon](#), Stanford University, USA
- [Robert Savage](#), York University, Canada
- [Timo Seitz](#), University of Mannheim, Germany
- [Elsje van Bergen](#), Vrije Universiteit Amsterdam, The Netherlands
- [Zahra Hasani Yourdshahi](#), University of Gothenburg, Sweden
- [Lijin Zhang](#), Stanford University, USA



Photo: Shane Colvin

Prosjekt ID 104517
Prosjekt navn CREATE SFF - 331640
Prosjekttipe Bidrag
Eiersted 18001500 CREATE Senter for forskning på likhet i utdanning

Prosjektleder Lervåg, Arne Ola
Ansvarlig prosjektøkonom Labahå, Trine

Bestillingsperiode 202412 | Desember 2024

Delprosjekter

CREATE SFF Ekstern finansiert
CREATE SFF Intern finansiert

Personalkostnader
Innkjøp av FoU-tjenester (underleverandør)
Utstyr
Driftskostnader
Sum kostnader
Manuell kostnadsomveltning
Egenfinansiering
Beregnet ekstern finansiering
Inntekt
Evt. avvik mellom beregnet ekstern finansiering og regnskapsført inntekt

Kostnader inneværende år		
Årets budsjett	Regnskap H1A	Gjenv. budsjett H1A
14 879 758	13 052 138	1 827 621
0	0	0
0	0	0
500 000	183 090	316 910
15 379 758	13 235 228	2 144 530
0	0	0
-6 728 993	-4 942 912	-1 786 081
8 650 766	8 292 316	358 450
-8 650 766	-8 292 316	-358 450
0	0	0

CREATE

