An Overview of NEQMAP

2nd Annual NEQMAP Meeting

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Outline

• Rationale & background

• What is NEQMAP?

• Who is NEQMAP?

• What do we do?
Rationale & background:
*Why a network on education quality monitoring in the Asia-Pacific region?*

**A focus on quality of education**

**Education for All**

**Goal 6:** Improving all aspects of the quality of education...

**World Bank Education Strategy 2020**

Ten-year agenda focused on the goal: Learning for all

**Global Education First Initiative**

Priority #2: Improve the quality of education

**Post-2015 Dialogue**

Quality education and learning should be one of the core constructs for future development policy priorities.
Rationale & background (cont’d):

Why a network on education quality monitoring in the Asia-Pacific region?

- Increasing interest and participation in international assessments
- Global initiatives to define common learning domains and measures (e.g. Learning Metrics Task Force)
- Strong tradition of public examinations, yet much concern about these examinations
- Increasing organization of national assessments for diagnostic and monitoring purposes
- Concern over whether countries have the policies, structures, practices and tools needed to constitute an effective student assessment system
- Expressed need to understand and monitor other kinds of learning beyond the cognitive domain
Rationale & background (cont’d):

Why a network on education quality monitoring in the Asia-Pacific region?

- Increasing regionalization and cooperation within and among sub-regions (e.g. Southeast Asia via ASEAN and SEAMEO)

- Expressed desire for knowledge sharing and capitalizing on the rich expertise which exists in the region

- UNESCO mandate (research, knowledge sharing, capacity building)

- Existence of similar initiatives/platforms in other regions (e.g. SACMEQ, PASEC, LLECE)
Rationale & background (cont’d):
Inaugural Meeting – 27-28 March 2013
Inaugural Statement
Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP)

With more children enrolled in school, the issues of quality and equity, together with the subsequent question of whether and how well students are learning have become increasingly pertinent, with several global and regional initiatives focussing on this issue.

Countries are looking to improve the way education systems evaluate the performance of students in an effort to closely monitor how well students are learning.

At the same time, policymakers, researchers and practitioners are concerned with the suitability of assessment systems, to ensure that they meet the needs of learners. In some cases, this includes concerns that excessive testing may cause education provision to be skewed towards undesirable side effects including “teaching to the test”.

Monitoring of learning outcomes can facilitate changes to the education system to improve learning, and is also important for accountability and for governments to justify investments in education.

Comprehensive monitoring of learning requires effective and contextualised policies, structures, practices and tools in order to produce a valid and reliable evidence base for improving the quality of learning.

In considering assessment as the key tool used in monitoring learning, it is also critical to maintain strong linkages with curriculum and pedagogy as the main enablers of learning in the classroom.

Countries/jurisdictions of the Asia-Pacific region, with diverse experiences from a wide range of perspectives, have tremendous potential to learn from each other and synergize efforts in improving the way learning is monitored and in using assessments to improve learning across the region.

Countries have been showing increasing interest in sharing of experiences and expertise, and also the desire to learn from others in issues related to assessment, including the use of assessment data to improve policy and learning.

Recognizing this demand, UNESCO’s Asia-Pacific Regional Bureau for Education (UNESCO Bangkok), has the mandate to facilitate a regional platform for networking and information exchange on monitoring learning to raise the quality of education in Member States. This regional platform, NEQMAP, is hereby established on 28 March 2013, in Bangkok, Thailand.
What is NEQMAP?

NEQMAP aims to improve the quality of learning in the Asia-Pacific by enhancing the use of student learning assessment to strengthen education systems.

www.unescobkk.org/education/neqmap
What is NEQMAP? (cont’d)

• A network which aims to improve the quality of learning in the Asia-Pacific by enhancing the use of student learning assessment to strengthen education systems

• Focused on three modalities:
  1. Knowledge sharing
  2. Research
  3. Capacity building
Who is NEQMAP?

Steering Group

Secretariat

Observers

Institutional Members
(Represented by ‘NEQMAP Focal Points’)

Individual Members

Activity Coordinators
Who is NEQMAP? (cont’d)

Membership is open to all institutions/organizations/associations based on the following criteria:

- Mandate of the institution/organization/association is strongly linked to quality of education, specifically assessment, curriculum and/or pedagogy
- Track record of activities linked to monitoring the quality of education
- Approval by a simple majority of the Steering Group

Membership form available on website
Who is NEQMAP? (cont’d)

17 institutional and 1 individual members

Other (1): GL Education

Central Asia (3):
- EAOKO (Eurasia)
- EEC, MoES (Mongolia)
- Mongolian Academy of Educational Sciences

North East Asia (3):
- Graduate School of Education, U of Tokyo (Japan)
- HKPISA Centre (Hong Kong, China)
- KICE (S. Korea)

South Asia (6):
- ASER Centre (India)
- CCLP Worldwide (India)
- EDSC (Nepal)
- EQFI (India)
- IIE (India)
- ITA (Pakistan)

SE Asia (3):
- Curriculum, Teaching & Learning Academic Group, NIE (Singapore)
- NIETS (Thailand)
- Paul Chua (Singapore)

Pacific (2):
- ACER (Australia)
- SPBEA (South Pacific)
Who is NEQMAP? (cont’d)

Steering Group

- Ana Raivoce
Director, Secretariat of the Pacific Board for Educational Assessment (SPBEA) - Fiji

- Ho Sui Chu Esther
Director, Hong Kong Centre for International Student Assessment - Hong Kong SAR (China)

- Ivan Nikitin
Executive Secretary, Eurasian Association for Educational Assessment - Russia

- Jimin Cho
Head, Office of Global Cooperation, Korea Institute for Curriculum & Evaluation (KICE) - Republic of Korea

- Suman Bhattacharjea
Research Director, ASER Centre/Pratham - India
What do/will we do?

- Regional/comparative research study on how the results of learning assessments are used and their impact on policy and practice

- Establishment of a knowledge base on student learning assessment in the region

- Organization of a regional capacity building workshop on issues and experiences in assessment in the Asia-Pacific region focused on overall assessment literacy

- Regional mapping study on existing policies and instruments for measuring/monitoring learning outcomes

- Regional/comparative research study on assessment of transversal or 21st century skills
What do/can we do? (cont’d)

• E-discussions
• Newsletter
• Study visits & exchanges
• National case studies
• More targeted capacity building workshops on specific topics, targeted at LDC countries
• Technical assistance activities

• And what else? Your ideas welcome!
For more information...

Please contact the NEQMAP Secretariat:

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