Monitoring Quality of Education:
Global and Regional Initiatives

NEQMAP Meeting
27 March 2013
Bangkok, Thailand
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
Global Initiatives

Observatory of Learning Outcomes, UNESCO Institute for Statistics (UIS)
Learning Metrics Task Force, UIS and Brookings
PISA for Development, OECD
Aim: Monitor global trends in student achievement

A global **database** of internationally comparable indicators of learning outcomes by the end of primary school, focusing on reading, writing and numeracy skills

A **catalogue** of measures that countries are using to understand the learning levels of their school children

Observatory of Learning Outcomes

Compilation of information about national and international assessments and examinations (Piloted 25 countries in 2012)

Create a web-based catalogue, including:
- **List of Assessments** (including national examination, regional and international assessment)
- **Assessment Attributes**
- **Assessment Results**
- **Description of Indicators**

Provide **technical documentation** to better understand the existing body of information
Investigate the feasibility of identifying common learning goals to improve learning opportunities and outcomes for children and youth.

Catalyze a shift in the global discourse from a focus on access to access plus learning.

http://www.brookings.edu/about/centers/universal-education/learning-metrics-task-force
Learning Metrics Task Force

What does the task force aim to accomplish?

1. Identify a set of **global learning goals**
2. Provide **concrete recommendations for measuring** these learning goals
3. Provide **guidance** on how measurement can improve learning opportunities and outcomes for children and youth
Project Timeline

2012

- **STANDARDS WORKING GROUP**
  - New York City
  - Sept. 27-28, 2012

2013

- **MEASURES WORKING GROUP**
  - Dubai, UAE
  - Feb. 2013

- **IMPLEMENTATION WORKING GROUP**
  - Bellagio, Italy
  - July 16-18, 2013

UNESCO and SEAMEO organised consultation meetings

UNESCO/UNICEF/SEAMEO jointly organised a regional consultation meeting

UNESCO Bangkok represented in the Working Group

**Launched**

- Montreal TBD

 ключевые точки:

- UNSECO and SEAMEO organised consultation meetings
- UNESCO/UNICEF/SEAMEO jointly organised a regional consultation meeting
- UNESCO Bangkok represented in the Working Group
Learning Metrics Task Force

Its first report *Toward Universal Learning: What Every Child Should Learn*, presents a framework for what every child and youth should learn and be able to do by the time they reach postprimary age.
PISA for Development
http://www.oecd.org/pisa/pisafordevelopment/

WHAT?
Enhanced PISA survey instruments that are more relevant to developing countries (while using scores on the same scales as the main PISA assessment).

HOW?
By offering developing countries more tailored and relevant policy analysis and insights.

WHEN?
The project’s objectives will be achieved over a 36 month period through a three-way partnership involving the OECD, concerned development partners (including UNESCO) and partner countries from the developing world.
The OECD aims to help establish a set of measurable, globally relevant education goals that are focused on learning, and that enable all countries to set meaningful targets that can be tracked over time.

A single reference point to gauge progress towards educational quality and equity.

A robust measure of progress allowing all countries to set targets for improvement.

Benefits to the global learning agenda

Credible and comparable results

Allows participating countries to improve their ability to assess learning.
Regional Initiatives

CONFEMEN
Africa
Latin America
Arab States
Asia-Pacific
CONFEMEN (PASEC)

Program on the Analysis of Education Systems in CONFEMEN

- Founded in 1991 by CONFEMEN (Francophone Ministries of Education)
- Members include Education Ministers of Cambodia, Lao PDR, Vanuatu and Viet Nam
CONFEMEN (PASEC)

Program on the Analysis of Education Systems in CONFEMEN

- PASEC aims to:
  - Identify contextual and school factors that impact learning outcomes
  - Develop national capacities in assessment
  - Produce regional comparisons
  - Disseminate analysis & data and methodological support

- [www.confemen.org/le-pasec/](http://www.confemen.org/le-pasec/)
Africa (SACMEQ)

- An international non-profit developmental organization of 15 Ministries of Education in Southern and Eastern Africa
- Aim to share experiences and expertise in developing the capacities of education planners to monitor and evaluate the conditions of schooling and the quality of education
- Technical assistance from UNESCO International Institute for Educational Planning (IIEP).
Latin America (LLECE)

Latin American Laboratory for Assessment of the Quality of Education (LLECE)

- Network of quality assessment systems for education in Latin America.
- Coordinated by UNESCO’s Regional Bureau for Education in Latin America and the Caribbean with headquarters in Santiago, Chile.
Latin America (LLECE)

Its objectives are to:

- **produce information** about students’ learning achievements and analyzing associated-factors that explain this progress;
- **support** and **advise** the measurement and assessment Units of the different countries; and
- **serve as a forum** for reflection, debate and exchange of new approaches and focuses on education evaluation.

http://www.llece.org/public/
Arab States

- Cooperation between UNESCO Beirut Office and the Australian Council for Educational Research (ACER)
- Collaboration in the following areas:
  - Development and implementation of the regional initiative for learning assessment in the Arab States
  - Educational research to support educational development in the region
Arab States

- Aim to:
  - Create regional mechanisms for continuous and sustainable technical assistance to develop and strengthen high-quality national systems in running learning assessments, analyzing assessment data
  - Offer regional contextual benchmarks for various aspects of educational quality.
Asia-Pacific:
IIEP Capacity Bldg Programme & Education Research Institutes Network

Central Asia:
Eurasian Association for Educational Assessment

Southeast Asia:
Primary Learning Metrics (UNICEF & SEAMEO)

South Asia:
Sub-regional Assessment Initiative

Pacific Islands:
Secretariat of the Pacific Board for Educational Assessment
IIEP worked with Ministries in South East Asia to assist with the provision of training opportunities for their educational planners and researchers in order to support them to improve their capacity to monitor and evaluate the quality of their own education systems.

These specialized training (involving some 300 educational planners and researchers from 10 Asian countries) included the following topics:

1. Research design for policy impact
2. Scientific sampling procedures
3. Test and questionnaire construction
4. Data entry, cleaning, & merging
5. Item calibration and test equating using classical and modern test theory
6. Data processing, analyses, and policy suggestions
Asia-Pacific ERI-NET
Education Research Institutes Network

- Established by UNESCO Bangkok in 2009

- Regional collaboration among education research institutions (including universities and think tanks) in education policy issues relevant to the region.

Research topic for 2013: Integrating Non-cognitive Skills in Education Policy and Practice (Phase I)

Phase I
- Focus on how non-cognitive skills are defined and integrated into education policies and curriculum framework

Phase II
- Further investigation based on emerging trends, current practices and challenges identified.

Contribute to national education reforms for enhancing education policy and practice towards improved learning and holistic development of individuals.
Research topic for 2013: Integrating Non-cognitive Skills in Education Policy and Practice (Phase I)

Facilitate experience-sharing and build a knowledge-base on the integration of non-cognitive skills in education to support evidence-based policy making and implementation.

- **March 2013**: Finalization of research framework
- **September 2013**: Draft country reports
- **October 2013**: ERI-Net Seminar
- **December 2013**: Finalization of country reports
- **February 2014**: Regional synthesis report
Quality of Education: UNESCO Bangkok

Analytical Work
(E.g. Comparative analysis of education policies)

Joint seminars / Policy Dialogue
(E.g. Korean Educational Development Institute (KEDI))

Education policy review & technical assistance
(E.g. Malaysia)

Setting up of Network for Education Quality Monitoring in Asia-Pacific (NEQMAP)
Thank you very much!