CAPACITY DEVELOPMENT WORKSHOP

Introduction to Large-Scale Assessments of Learning

Overview of regional and international trends and initiatives in regard to large-scale learning assessments

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CAPACITY DEVELOPMENT WORKSHOP
Introduction to Large-Scale Assessments of Learning
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Outline

• International trends & initiatives
• Regional trends & initiatives
• Who is NEQMAP?
• What is NEQMAP?
• Capacity development under NEQMAP
International trends & initiatives

• Increasing interest and participation in international LSLAs (PISA, TIMSS, PIRLS, etc.)

• Expressed need to understand and monitor other kinds of learning beyond the so-called “cognitive” domain

• Existence of regional LSLAs and metrics in some parts of the world (e.g. SACMEQ and PASEC in Sub-Saharan Africa, LLECE in Latin America)

• Prominence of learning outcomes in the post-2015 education agenda (5 out of 7 proposed targets make reference to outcomes in some way)

• Global initiatives to define common learning domains and measures (e.g. Learning Metrics Task Force)

• UIS Observatory of Learning Outcomes (OLO): a catalogue of learning assessments (public examinations + international and national LSLAs administered in primary and secondary)

• World Bank’s SABER initiative: an effort to document and analyze student assessment systems in different countries vis-à-vis certain criteria (enabling context, system alignment, assessment quality)
Regional trends & initiatives

• Strong tradition of public examinations, yet much concern about these examinations
• Increasing participation in international LSLAs
• A flourishing landscape regarding national LSLAs – almost all countries have done at least one if not many!
• Reforms towards school- and classroom-based assessment in some countries
• Increasing regionalization and cooperation within and among sub-regions (e.g. Southeast Asia via ASEAN and SEAMEO, South Asia via SAARC, Pacific via SPBEA)
• Efforts to develop LSLAs and metrics in certain sub-regions (e.g. PILNA in the Pacific, SEA-PLM in SE Asia) → Camila
Regional trends & initiatives ➔ the birth of NEQMAP

- Concern over whether countries have the policies, structures, practices and tools needed to constitute effective student assessment systems

- Expressed desire for deepening our understanding, knowledge sharing and capitalizing on the rich expertise which exists in the region and developing national capacity

- UNESCO mandate (research, knowledge sharing, capacity building) and convening ability
NEQMAP: launched 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 focusing 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 reliability 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 contextualized 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 engines 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.

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.unesco-kk.org/education/neqmap
Who is NEQMAP?

As of August 2014, NEQMAP has **22 members**, including **21 institutions and 1 individual**.
Who is NEQMAP? (cont’d)

• Membership is open to all institutions/organizations/associations based on the following criteria:
  • Mandate of the unit/department/institution/organization/association is strongly linked to monitoring the quality of education,
  • Track record of activities linked to monitoring the quality of education
  • Submission of membership form and endorsement letter by head of organization
  • Approval by a simple majority of the Steering Group
Who is NEQMAP? (cont’d)
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 (EAOKO) - 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 is NEQMAP?

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. Research / analytical work
  2. Knowledge sharing
  3. Capacity development
What is NEQMAP? (cont’d)

What do and will we do?

Research/analytical work
• Usage of assessment results and their impact on policy and practice
• Mapping on existing policies and research on monitoring learning outcomes
• Assessment of transversal or 21st century skills

Knowledge sharing
• Knowledge portal on student learning assessment in the region, with linkage to OLO
• Annual network meetings
• E-discussions
• Newsletter
• Study visits & exchanges, pending resources
What is NEQMAP? (cont’d)

What do and will we do?

*Capacity development*

- September 2014 workshop focused on an introduction to LSLAs
- Additional workshops on other topics (e.g. particular LSLA models, school-based assessment, technical topics such as sample design, data analysis, etc.)...could be at regional, sub-regional or national levels
- Targeted technical assistance based on member/country requests

Your input and guidance needed!
Thank you! For more information...

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