School-Based Assessment: Policies and Practices in the Asia Pacific

Introduction to NEQMAP, the study and the meeting

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UNESCO Bangkok
Introduction

Network on Education Quality Monitoring in the Asia-Pacific

Launched March 2013

Secretariat at UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok)

Funding from Global Partnership for Education (GRA programme) and Government of Malaysia, in-kind support from ACER and KICE
NEQMAP Profile

As of Feb 2016, NEQMAP has **35 members**, including **33 institutions** and **2 individuals**.

- **Central Asia (3)**
  - Mongolia
  - EEC, MoES
  - IOE
  - MIER

- **Russian Federation (1)**
  - EAOKO

- **North East Asia (4)**
  - Hong Kong, China
    - HKEAA
    - HKPISA
    - Centre
  - Japan
    - GSE, U of Tokyo
  - Republic of Korea
    - KICE

- **Pacific (2)**
  - Australia
    - ACER
    - ACARA
  - Fiji
    - EQAP

- **South & West Asia (12)**
  - Afghanistan
    - EMIS, MoE
  - Bhutan
    - BCSEA
  - India
    - ASER Centre
    - CCLP Worldwide
    - EQFI
    - IIE
    - Vyjayanthi Sankar
  - Nepal
    - EDSC
    - ERO, MoE
  - Pakistan
    - ITA
    - NEAS, MOE
  - Sri Lanka
    - NEREC

- **Southeast Asia (11)**
  - Indonesia
    - SEAMEO QITEP
  - Lao PDR
    - EQAC, MoE
    - RIES, MoE
  - Malaysia
    - SEAMEO RECSAM
    - EPRD, MOE
    - Nordin Abd Razak
  - Philippines
    - GRACE
    - NIE
  - Singapore
    - NIETS
  - Thailand
    - NIES
    - CEQE, MOE
  - Viet Nam
    - VNIES
    - CEQE, MOE

- **Other (1)**
  - United Kingdom
    - GL Education
Profile (cont’d)

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Objective

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

1. Research & analytical work
2. Knowledge sharing
3. Capacity development
Research & analytical work

- Impact of assessments on policy & practice
- Mapping study
- Assessment of transversal skills
- School-based assessment
Activities: Research & Analytical Work

Research & analytical work

- Impact of assessments on policy & practice
- Mapping study
- Assessment of transversal skills
- School-based assessment

The Use of Student Assessment for Policy and Learning Improvement

Education Policy and Reform Unit (EPR)
Education Policy Research Working Document No. 1

Using large-scale assessments of students' learning to inform education policy
Insights from the Asia-Pacific region

September 2011
Activities: Research & Analytical Work

Research & analytical work

- Impact of assessments on policy & practice
- Mapping study
- Assessment of transversal skills
- School-based assessment

Learning Assessment in the Asia-Pacific

The Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP) Secretariat at UNESCO Bangkok surveyed 12 countries in the region in order to learn more about their participation in national, regional and international assessments, the nature of these assessments, analysis of assessment data, and the policy environment. This infographic reflects the survey responses on matters of particular interest. The NEQMAP Secretariat is now working to collect this information for all countries in the region.

Countries with learning assessment policies

- Knowledge of curriculum
- Application of knowledge in practice
- Knowledge beyond curriculum
- Student interest & attitudes towards subject area
- Non-cognitive abilities of students

How assessment results are shared

- Education policy review and reform
- Professional development of teachers
- Student assessments
- Public information
- Other activities

Assessment results used for

- Professional development for principal/school leaders
- Interventions programs for specific groups of students
- Intervention programs on specific learning areas
- Curriculum review and reform

Is funding available for the assessment programmes?

- Yes, there is a single government funding
- Yes, there is regular government funding
- Other funding available

Purpose of quantitative analysis on assessment

- To identify the factors affecting student performance
- To understand the variations among students’ cognitive abilities with regard to literacy and numeracy from low socioeconomic, regional, and gender dimensions
- To monitor progress of implementation of policies/programmes related to student outcomes and curriculum quality
- To provide recommendations for improving the design/development of curriculum
- To support education policy development
- To provide recommendations for improving the teaching/learning environment

Learning assessments, 2005 - 2015

- International & regional assessments
- Grades tested

*Of the 12 countries surveyed as part of NEQMAP’s mapping study, only six countries have education policies that guide assessment programmes.

Subject tested:

- Social science
- Math
- Science
- Reading
- English
- History
- Biology
- Science
- Reading
- English

Impact of assessments on policy & practice

- Mapping study
- Assessment of transversal skills
- School-based assessment
Activities: Research & Analytical Work

Research & analytical work

• Impact of assessments on policy & practice
• Mapping study
• Assessment of transversal skills
• School-based assessment
Activities: Research & Analytical Work

Research & analytical work

- Impact of assessments on policy & practice
- Mapping study
- Assessment of transversal skills
- School-based assessment

This study!!!
Activities: Knowledge sharing

Knowledge sharing

• Knowledge portal → http://nespap.unescobkk.org/neqmap
• Annual meetings
• Inter-network cooperation
Activities: Capacity Development

• Introduction to large-scale assessments of learning (September 2014, Bangkok)

• Design and development of large-scale learning assessments (March 2015, Bangkok)

• Alignment between curriculum, teaching and assessment – with KICE (May 2015, Incheon/Seoul)

• Analyzing and understanding learning assessment for evidence-based policy making (September 2015, Bangkok) – LEAP programme

• PISA for Development (February-March 2016, Phnom Penh) – co-organized by MoEYS Cambodia & KICE, with NEQMAP support for selected country delegates
Activities: Capacity development

**Capacity development**

- Regional workshops

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**LEAP programme**

- A lot of data have been collected through assessments, including contextual information, but the results are generally not utilized.

- LEAP aims at building national capacity in assessment data analysis and evidence-based policy making.

- Capacity building workshop (September 2015) followed by country studies and a regional synthesis (in process)
Activities: Capacity Development

- Country-level workshops and technical assistance (based on demand)
Activities: Capacity Development

- Capacity development
  - Country-level workshops and technical assistance (based on demand)
SBA study

• SBA in different forms is increasingly practiced in the various countries/jurisdictions of the Asia-Pacific but not much is known about these practices.

• Objectives of the study: to look into the policy environment in relation to SBA, gather information on different practices as well as its usage in improving quality of teaching and learning, identify relevant issues and challenges and provide recommendations for future directions in this area.

• *Facilitator/Expert*: Dr. Christine Tom

• Funded by Government of Malaysia (Malaysian Funds-in-Trust)
Orientation meeting

- **Participating countries:** Australia, Bhutan, China (Hong Kong), China (Shanghai), India, Kyrgyz Republic, Malaysia, Nepal, Republic of Korea, Tajikistan, Thailand?, Uzbekistan

- Objective is to discuss and refine research framework and tools as well as to discuss the timeline and drafting of the country reports
Thank you!