Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP)

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UNESCO Bangkok
At a glance...

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
Who is NEQMAP?

As of Nov 2015, NEQMAP has **33 members**, including **31 institutions** and **2 individuals**.

**Central Asia (3)**
- Mongolia
  - MoES (EEC)
  - IOE
  - MIER
- Russian Federation
  - EAOKO

**Southeast Asia (11)**
- Indonesia
  - SEAMEO QITEP
- Lao PDR
  - MoE (EQAC)
- Malaysia
  - MOE (EPRD)
  - SEAMEO RECSAM
  - Nordin Abd Razak

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

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

**Pacific (2)**
- Australia
  - ACER
  - ACARA
- Fiji
  - EQAP
What do we do?

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

1. Research & analytical work
2. Knowledge sharing
3. Capacity development
What do we do? - Research

**Research & analytical work**

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

Participation of AP countries/jurisdictions in international assessments

- **PISA**
  - Number of participating countries/jurisdictions:
    - 2000: 8
    - 2003: 11
    - 2006: 10
    - 2009: 16
    - 2012: 15
    - 2015: 15

- **TIMSS**
  - Number of participating countries/jurisdictions:
    - 2001: 11
    - 2003: 13
    - 2006: 14
    - 2009: 13
    - 2012: 12

- **PIRLS**
  - Number of participating countries/jurisdictions:
    - 2001: 6
    - 2006: 6
    - 2011: 7
**At a glance...**

National assessments in selected AP countries since 2005

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* Source: NEQMAP/LEAP questionnaire
### National assessments – what is tested?

*Source: NEQMAP/LEAP questionnaire*

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National assessments – what are the results used for?

Source: NEQMAP/LEAP questionnaire
Knowledge sharing

• Knowledge portal → http://neqmap.unescobkk.org

• Annual meetings – **10-11 December**

• Inter-network cooperation
What do we do? - continued

**Capacity development**

- Regional workshops

  - 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**

**LEAP programme**

- A lot of data have been collected through assessments, but the results are not utilized

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

- Capacity building workshop to be followed by country studies and an eventual regional synthesis
What do we do? - continued

**Capacity development**

- Country-level workshops and technical assistance (based on demand)
Why does it matter?

• Global monitoring/reporting – there is a strong focus on learning outcomes in the SDG 4 targets, in particular:
  • **Target 4.1:** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. 2 of the 6 proposed indicators for this target have key implications for learning assessment:
    • *Percentage of children/young people (i) at the end of primary and (ii) at end of lower secondary achieving at least a minimum proficiency level in (a) reading and (b) mathematics*
    • *Administration of a nationally representative learning assessment (i) during primary (ii) at the end of primary and (iii) at the end of lower secondary education*

• Enhancing and expanding knowledge on other aspects of assessment (e.g. transversal competencies, school-based assessment)

• **Building country capacity to implement and to use quality student learning assessment programmes in order to improve learning. At the end of the day this is why we’re here!**
Thank you!