



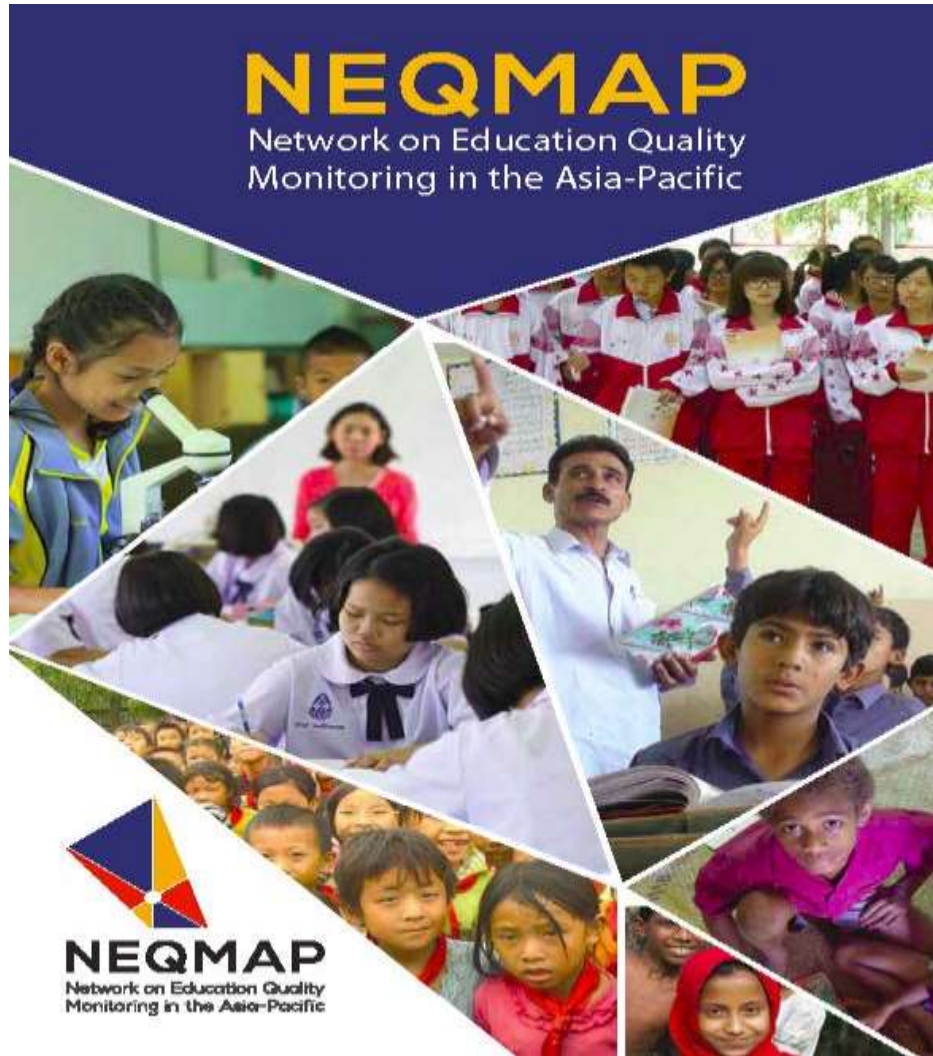
UNESCO Bangkok
Asia and Pacific Regional Bureau
for Education

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**.

Other (1)
United Kingdom
GL Education

South & West Asia (12)

Afghanistan MoE (EMIS)	Nepal MoE (ERO)
Bhutan BCSEA	Pakistan ITA
India ASER Centre CCLP Worldwide EQFI IIE Vyjayanthi Sankar	Sri Lanka NEREC

Central Asia (3)

Mongolia MoES (EEC) IOE MIER	Russian Federation EAOKO
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Southeast Asia (11)

Indonesia SEAMEO QITEP	Philippines GRACE
Lao PDR MoE (EQAC) MoE (RIES)	Singapore NIE
Malaysia MOE (EPRD) SEAMEO RECSAM Nordin Abd Razak	Thailand NIETS
	Viet Nam VNIES

North East Asia (4)

Hong Kong, China HKEAA HKPISA Centre
Japan U of Tokyo (GSE)
Republic of Korea KICE

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

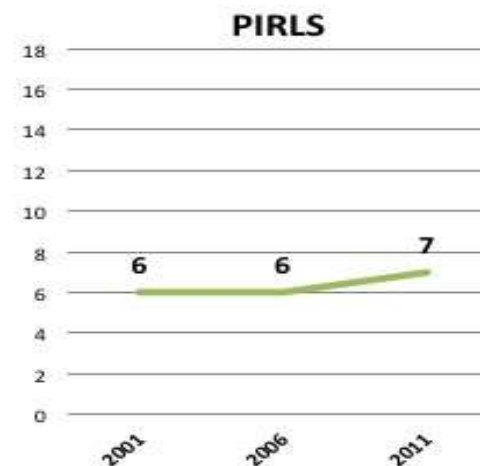
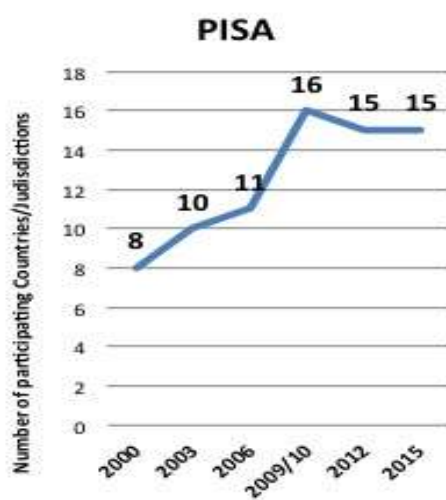
- Impact of assessments on policy & practice
- Mapping study
- Assessment of transversal skills
- School-based assessment





At a glance...

Participation of AP countries/ jurisdictions in international assessments





At a glance...

National assessments in selected AP countries since 2005

Source: NEQMAP/LEAP questionnaire

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Afghanistan									*		
Bhutan							*		*		
Cambodia								*	*	*	*
Lao PDR					*			*			*
Malaysia	*	*	*	*	*	*	*	*	*	*	
Maldives								*			*
Mongolia	*		*				*			*	*
Myanmar								*		*	
Pakistan	*	*	*	*						*	
Republic of Korea					*	*	*	*	*	*	*
Solomon Islands	*					*			*		*
Sri Lanka		*	*	*				*	*	*	
Timor-Leste											
Vietnam		*		*		*	*	*	*	*	



At a glance...

National assessments – what is tested?

Source: NEQMAP/

LEAP questionnaire

	Math	Language (ie., mother tongue, foreign language)	Science	Social Studies	Literacy/reading	Technology	Geography	History	Environmental studies	Accounting	Economics	World around us
Afghanistan	*				*							
Bhutan	*	*										
Cambodia	*		*		*							
Lao PDR	*	*										*
Malaysia	*	*	*									
Maldives	*	*	*	*					*			
Mongolia	*	*	*	*								
Myanmar	*	*										
Pakistan	*	*	*	*								
Republic of Korea	*	*	*		*	*						
Solomon Islands	*	*	*	*		*	*	*		*	*	
Sri Lanka	*	*	*									
Timor-Leste	*	*	*				*	*				
Vietnam	*	*	*									

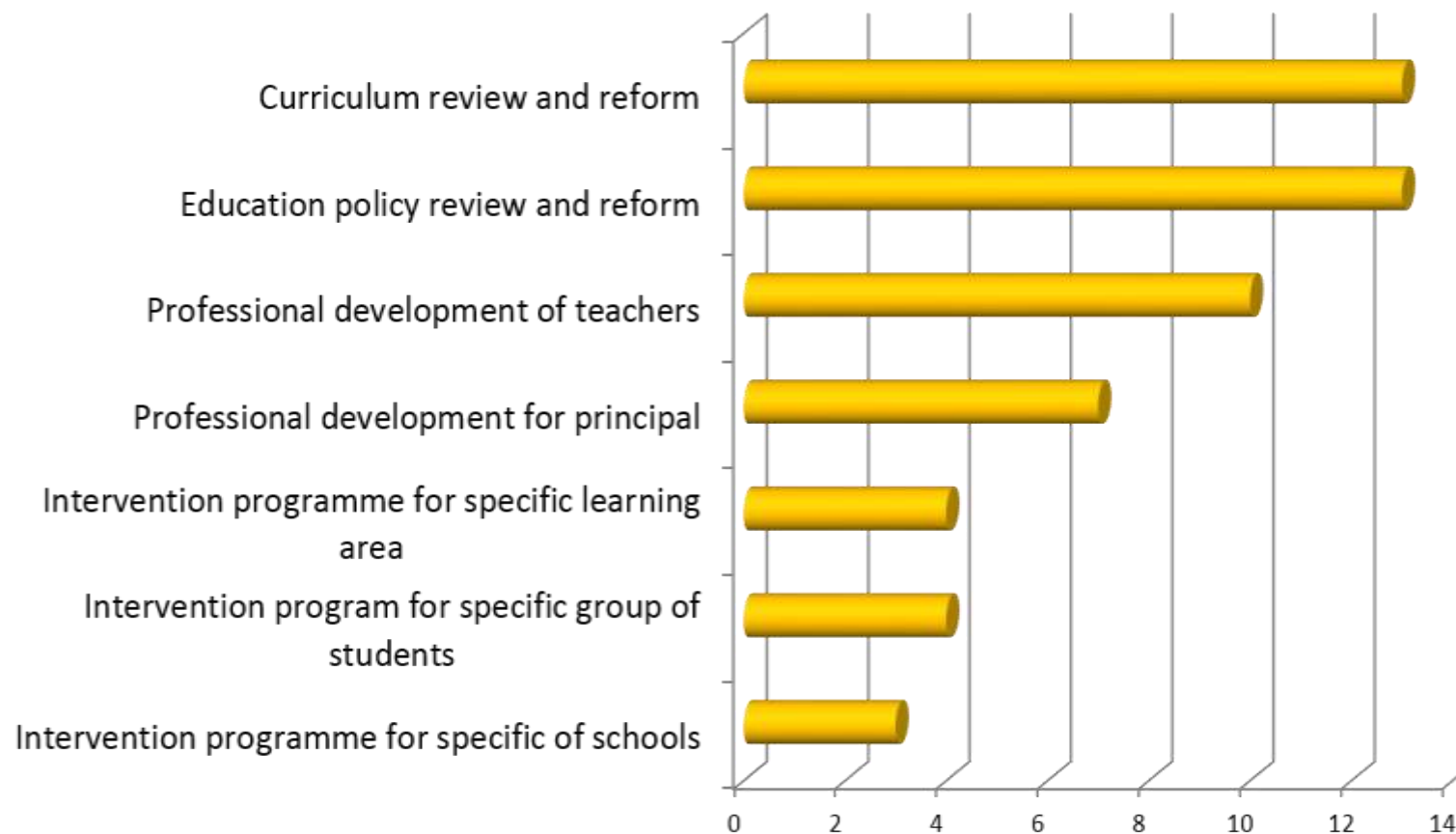


At a glance...

National assessments – what are the results used for?

Source: NEQMAP/

LEAP questionnaire





What do we do? – Knowledge sharing

Knowledge sharing

- Knowledge portal → <http://negmap.unescobkk.org>
- Annual meetings – **10-11 December**
- Inter-network cooperation

The screenshot displays the NEQMAP Knowledge Portal interface. At the top, it features the logos for the United Nations Educational, Scientific and Cultural Organization (UNESCO), NEQMAP, and the Ministry of Education, Youth and Sports of Malaysia. The main heading is "NEQMAP Knowledge Portal" with the subtitle "Network on Education Quality Monitoring in the Asia-Pacific". Below this, there is a section for "eResources" with a search prompt: "Search eResources below. You can also post a new document and view all your postings. Please note that by using eResources you agree to the eResources Terms of Use." A search filter form is provided with the following fields: Keywords, Tag, Publication year, Institutional affiliation, Region, Country, Category, Language, Author, Document type, and Sub-region. To the right, a "Recent Post" section lists three articles: "Malaysia and Singaporean students' affective characteristics and mathematics performance: evidence from PISA 2012" (October 16, 2015), "Affective characteristics and mathematics performance in Indonesia, Malaysia, and Thailand: what can PISA 2012 data tell us?" (October 16, 2015), and "Policy and Practice in Education Reform in Mongolia and Uzbekistan during the First Two Decades of the Post-Soviet Era" (September 21, 2015). At the bottom, there are links for "Contact us", "Disclaimer of use / Terms of use / Privacy policy", and a "UNESCO SEARCH" box.



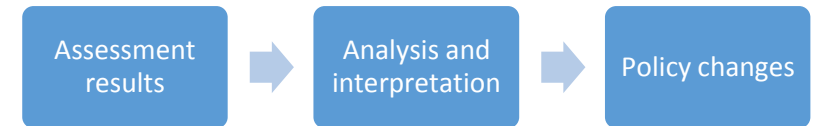
What do we do? - continued

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



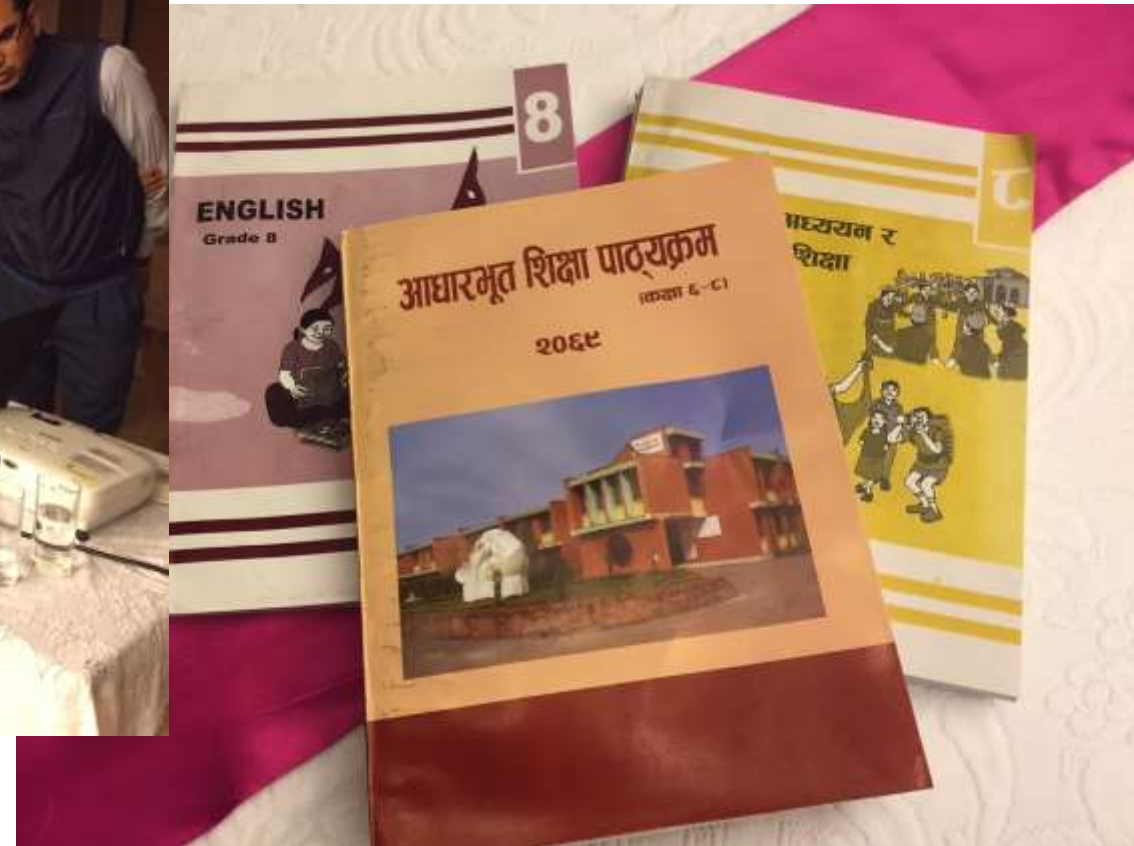
- A lot of data have been collected through assessments, but the results are not utilized
- LEAP aims at building national capacity in assessment data analysis and evidence-based policy making
- Capacity building workshop to be followed by country studies and an eventual regional synthesis



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!