

NEQMAP Webinar

Introducing NEQMAP Strategy in Strengthening the Quality of Education in Asia-Pacific

Tuesday, 30 June 2020 | 14:00 – 15:30hrs. Bangkok Time

NEQMAP's 2020-2024 Strategy

Presented by

NEQMAP Secretariat, UNESCO Bangkok

Agenda

Time	Sessions	Presenters
14:00-14:05	Introduction to webinar	Ms. Maki Hayashikawa , Chief IQE, UNESCO BKK
14:05-14:20	Presentation – NEQMAP Strategy Document	Mr. Mark Manns , NEQMAP Secretariat/ UNESCO BKK
14:20-14:30	Commentary by NEQMAP Steering Group Members	Ms. Ursula Schwantner , ACER Australia and Mr. Syeed Ahamed , IID Bangladesh
14:30-15:10	Presentations – NEQMAP Member Institute Updates: 1. Success stories 2. Challenges	Dr. Abelardo Medes , Bureau of Education Assessment, DepEd, Philippines Mr. Asliddin Odilov , State Inspectorate for Supervision of Quality in Education, Uzbekistan
15:10-15:20	Presentation – NEQMAP Activity Update	Ms. Phenwilai Chaiyaporn (Um) , NEQMAP Secretariat/ UNESCO BKK
15:20-15:30	Feedback on NEQMAP activities (exit survey) and closing	NEQMAP Secretariat/ UNESCO Bangkok



Thank you to our former NEQMAP SG members



Dr. Suman Bhattacharjea
Research Director
ASER Centre/Pratham
New Delhi, India



Dr. Jimin Cho
Vice President
Division of Global Education
Korea Institute for
Curriculum and Evaluation
Republic of Korea



Mr. Ivan Nikitin
Executive Secretary
Euroasian Association for
Educational Assessment
Moscow, Russia



Xiao-ting Huang (Ph.D.)
Director – Examinations,
Assessment and Research,
Hong Kong Examinations and
Assessment Authority (HKEAA),
Hong Kong



Syeed Ahamed
Public policy analyst and
founder CEO of Institute
of Informatics and
Development (IID),
Bangladesh

NEQMAP Vision and Mission

‘Strong education systems in Asia-Pacific where collaborative efforts continue to improve the quality of education’



- strengthening evidence-based education policy
- strengthening learning assessment systems



SDG4: Quality Education

‘quality education includes the skills, values, attitudes and knowledge that enable citizens to lead healthy and fulfilled lives, make informed decisions and respond to local and global challenges’

- Incheon Declaration and Framework For Action



NEQMAP's 2020-2024 Strategy

Background:

Challenges still remain to ensure that all people in the region:-

- ✓ *have access to quality primary and secondary education, and*
- ✓ *achieve relevant learning outcomes.*

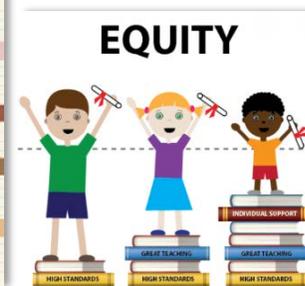
What do we mean by Education Quality?

Education Systems' Perspective:

- ✓ Equitable
- ✓ Efficient
- ✓ Relevant
- ✓ Effective
- ✓ Pertinent

Learners' Perspective:-

- ✓ foundational skills of literacy and numeracy
 - ✓ key competencies, analytical, problem-solving, cognitive, interpersonal and social skills
- ⇒ ***Balance of acquired & relevant competencies and skills for future paths***





NEQMAP's 2020-2024 Strategy

Programmatic areas:

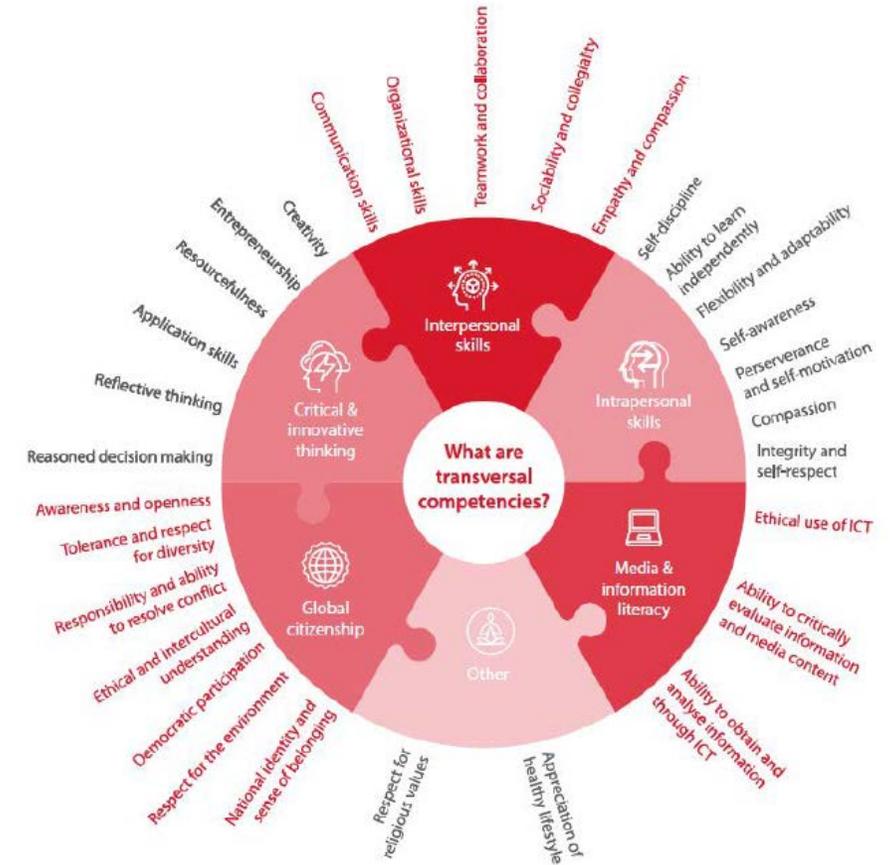


Figure: Transversal Competencies



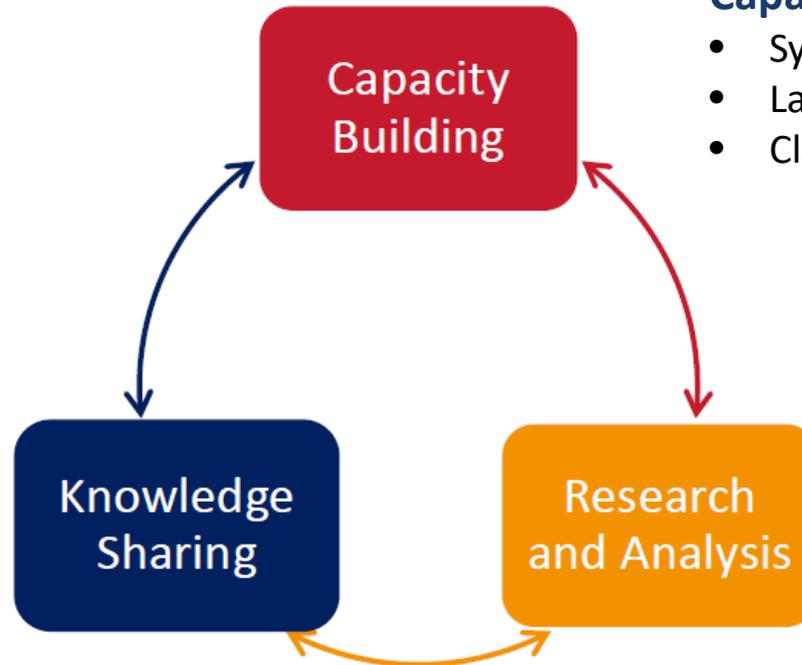
NEQMAP's 2020-2024 Strategy

Implementation:

✓ 3 Core Pillars

Knowledge Sharing:

- NEQMAP Knowledge Portal
- Network meetings
- Seminars/webinars



Capacity Development:

- System alignment
- Large-scale learning assessments
- Class-based/formative assessments

Research and Analysis:

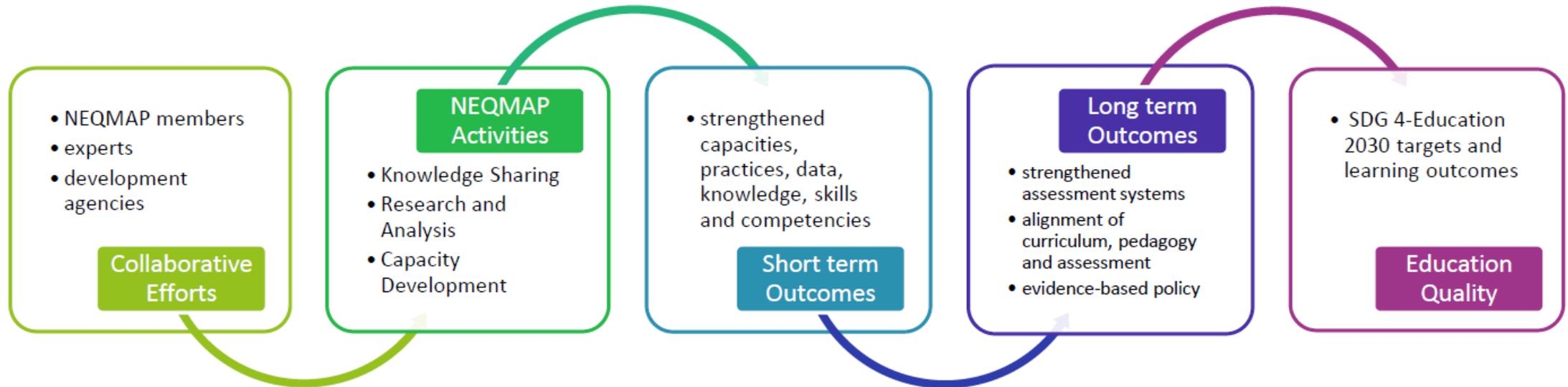
- **Annual Thematic Reviews**
- **Case studies** – utilizing learning assessments for evidence-based policy
- **Regional research** – action research
- **Flagship Research** – Survey on Education Quality in Asia-Pacific

Figure: NEQMAP's Core Pillars



NEQMAP's 2020-2024 Strategy

NEQMAP's Theory of Change



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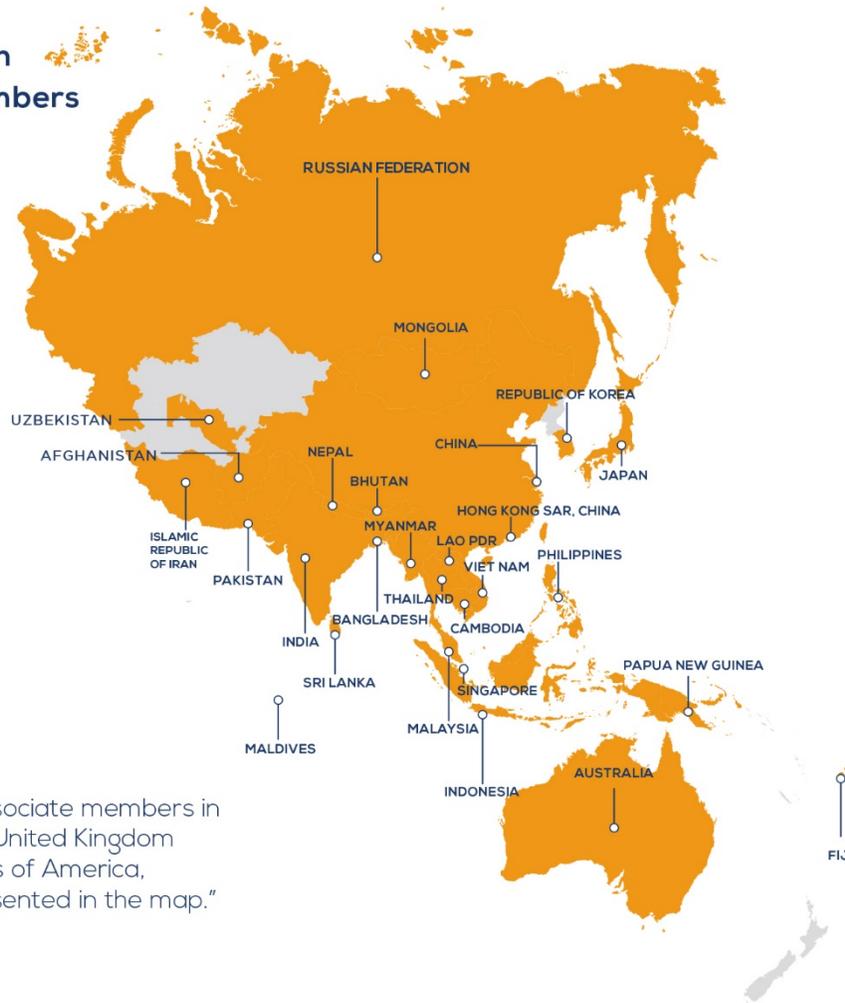
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NEQMAP's 2020 Updates



Countries with NEQMAP members



"NEQMAP has associate members in the Netherlands, United Kingdom and United States of America, though not represented in the map."

**As of June 2020, NEQMAP has 57 members
49 institutions & 8 Individuals from 31 countries/jurisdictions**

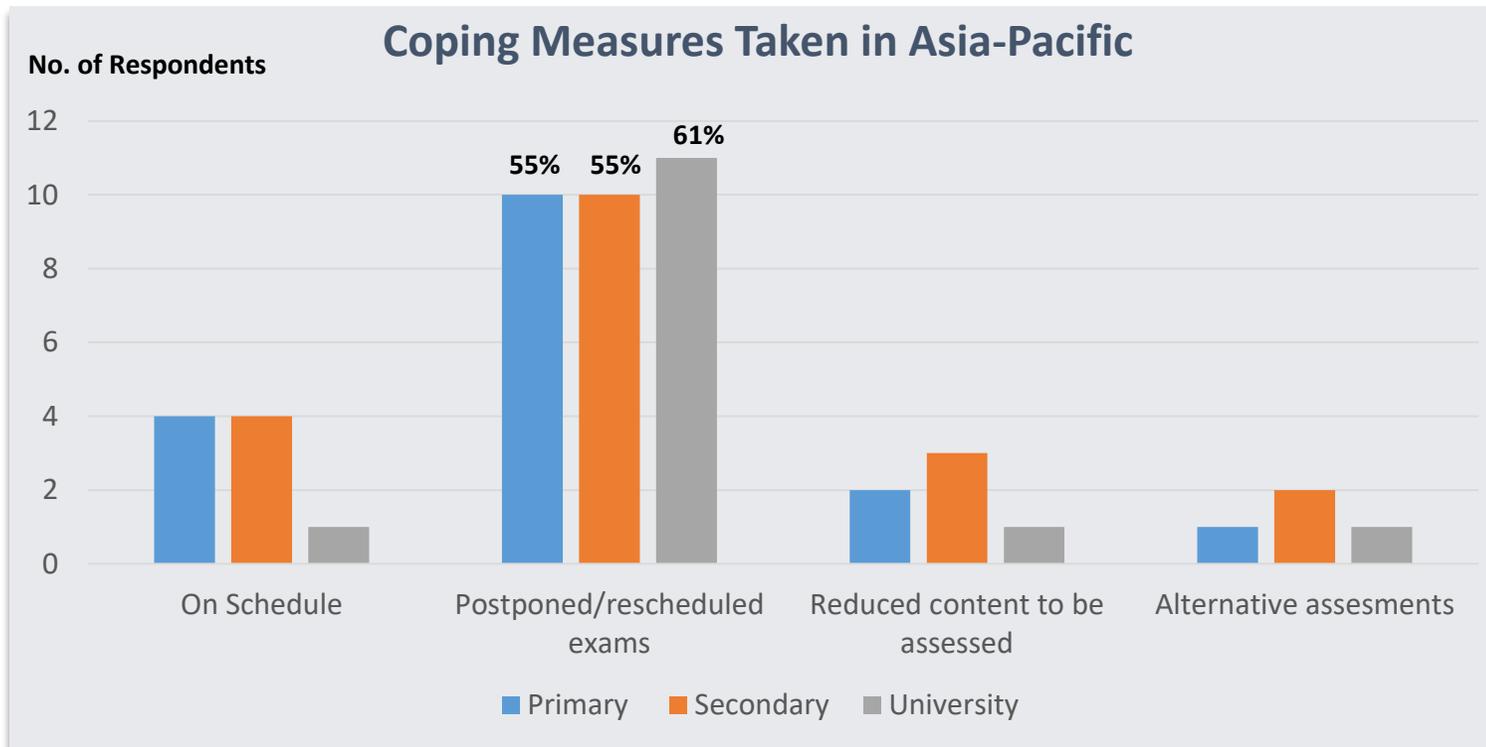
Ministry of Education	Assessment Authority	Universities and Higher Education Research Institutes	NGO, CSO, foundation, association	Sub-regional/ regional organization	Private sector	Individual
EMIS, Afghanistan	ACARA, Australia	HKCISA, (HK SAR) China	ACER, Australia	EQAP, Fiji	JT Education, Australia	Vyjayanthi, India**
REC*, Bhutan	BCSEA, Bhutan	HKU, (HK SAR) China	IID, Bangladesh	SEAMEO QITEP, Indonesia	Inno-Change, Philippines	Masoud Kabiri, Iran**
EQAD, Cambodia	HKEAA, (HK SAR) China	IIE, India	ACER, India	SEAMEO RECSAM, Malaysia	GRACE, Philippines	Esther Care, Australia, Myanmar, USA**
EQAC, Lao PDR	NCERT, India	U of Tokyo, Japan	ASER Centre, India	EAOKO, Russia		Zhu Xiaohu, (Shanghai) China **
RIES, Lao PDR	KICE, Korea	USM, Malaysia	EQFI, India	SEAMEO Secretariat, Thailand		Kanageswari, Malaysia**
EPRD, Malaysia	EEC, Mongolia	NIE-NTU, Singapore	CCLP, India			
QAD, Maldives	ERO, Nepal	U of Colombo, Sri Lanka	MAES, Mongolia			
MIER* Mongolia	Cito, Netherlands**	VNIES, Vietnam	EDSC, Nepal			
ITPD* Mongolia	NEAS, Pakistan		ITA, Pakistan			
DME, Myanmar	NIETS, Thailand		GL Education, UK**			
CDC, Nepal			IAEA**			
Department of Education, PNG						
BEA, Philippines						
SISQE, Uzbekistan						
CEQE, Vietnam						

* Organisations in charge of curriculum and teacher development and involved in school-based assessments.

** Associate members consist of both individual and institutional members, with strong focus on quality of education related to learning assessments, pedagogy and curriculum, from in and outside of the Asia-Pacific region.



NEQMAP Rapid Survey on Exams/Learning Assessments during COVID-19



19 respondents in Asia Pacific

- Bangladesh
- Bhutan
- Cambodia
- Hong Kong SAR China
- Iran
- Japan
- Kazakhstan
- Lao PDR
- Malaysia
- Mongolia
- Myanmar
- Nepal
- Pacific Islands*
- Philippines
- Republic of Korea
- Singapore
- Thailand
- Uzbekistan
- Vietnam

Data as of 22 April 2020

Note *: response was from SPC/EQAP representing 15 Pacific Islands

NEQMAP's 2020 Activity Updates:

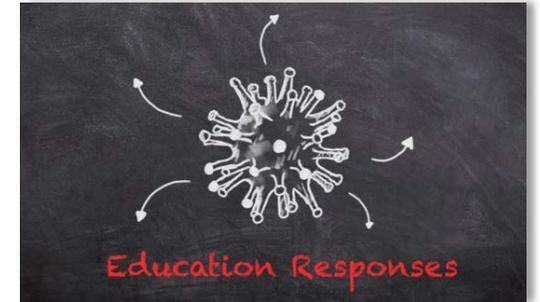
- **NEQMAP Rapid Survey on Large Scale Learning Assessments during COVID-19** - *data as of 22 April 2020*:
 - Data contributed to UNESCO global level documents:
 - ✓ **UNESCO COVID-19 Education Response/ Ed Sector Issue Note on Assessments/Exams:**
<https://unesdoc.unesco.org/ark:/48223/pf0000373387/PDF/373387eng.pdf.multi>
 - ✓ **UNESCO Working Document: Strategies for high-stakes exams:**
https://en.unesco.org/sites/default/files/unesco_review_of_high-stakes_exams_and_assessments_during_covid-19_en.pdf





NEQMAP's 2020 Activity Updates:

- **NEQMAP Thematic Reviews** on Learning Assessments in Time of Emergencies and Crisis:
 - 1. High-stakes examinations, standardized tests and large scale learning assessments**
 - Dr. Carlo Magno, Philippines
 - 2. Formative assessments and school based assessment (SBA)**
 - Dr. Jyoti Bawane, Associate professor CES, Indian Institute of Education, and
 - Dr. Ramesh Sharma, Instructional Design Professor, Ambedkar University, Delhi, India



NEQMAP Activity Update:

- **NEQMAP Knowledge Portal**
 - ✓ Online platform for dissemination of information and resources sharing
 - ✓ Call for Member contributions and engagement – news, articles, events, resources etc.
- **NEQMAP Social Media also available:**
<https://www.facebook.com/groups/neqmap>
- **NEQMAP Secretariat can be reached at**
neqmap@unesco.org



Please visit: <https://neqmap.bangkok.unesco.org/>



The screenshot shows the NEQMAP Knowledge Portal website. At the top left is the NEQMAP logo. Below it is a banner image of three children (two girls and one boy) sitting on a blue bench, reading books. Below the banner is the text "Call for member contributions – NEQMAP news, articles, events, resources". Below that is the heading "Welcome to NEQMAP Knowledge Portal" and a search bar with the placeholder text "What are you looking for?". At the bottom, there are four colored squares with icons: a red square with a lightbulb icon, a blue square with a document icon, a green square with a document icon, and an orange square with a speech bubble icon.

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THANK YOU!

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