

4th Series of NEQMAP-ACER Topical Case Studies

in Using Assessment Data in Education Policy and Practice: Examples from the Asia-Pacific

Regional Report Launch Webinar

Citizen-led Assessments: A Model for Evidence-based Advocacy and Action to Improve Learning

Thursday 21 October 2021 | 13:00-14:30h Bangkok Time | Via Zoom

Background

The [Network on Education Quality Monitoring in the Asia-Pacific \(NEQMAP\)](#)¹, in partnership with the Australian Council for Educational Research (ACER) through the [Global Education Monitoring \(GEM\) Centre](#)², produces series of ‘**topical case studies**’ to strengthen the knowledge base in the quality of education through research and analysis related to learning assessments. The focus of the NEQMAP topical case studies has been on how countries in the Asia-Pacific use learning assessment data in education policy and practice. The first issue in 2015 examined the link between participation in [large-scale assessments of students’ learning and education policy in the Asia-Pacific region](#). In 2016, examples from the [Pacific Islands Literacy and Numeracy Assessment](#) were presented to further investigate how data were used and informed the policy in the Pacific community. The third issue was released in 2019 with the focus on the cross-national assessment in Southeast Asian countries: [the Southeast Asia Primary Learning Metrics Program: Thinking Globally in a Regional Context](#).

The fourth issue on [“Citizen-led Assessments: A Model for Evidence-based Advocacy and Action to Improve Learning”](#) was released in June 2021. It illustrates a range of ways to monitor and improve learning through civil action. The Citizen-led Assessments (CLAs) model is designed as a household-based assessment³ to monitor and identify the most vulnerable and marginalized children, families, and communities who are often left out of school education and common school-based assessments. As such, CLAs serve as a key component of robust education monitoring systems in many developing countries. Civil society organisations from four South Asian countries namely Bangladesh, India, Nepal and Pakistan have been implementing CLAs to assess and represent the learning levels of all children. In all four

¹ NEQMAP is a network of education stakeholders in Asia-Pacific and a programme under UNESCO’s Asia-Pacific Regional Bureau for Education mandated to monitor the quality of education and ensure alignment of education systems with the SDG 4-Education 2030.

² The GEM Centre is a long-term, strategic partnership between the ACER and the Australian Government’s Department of Foreign Affairs and Trade (DFAT). The GEM Centre drives improvements in learning by supporting the monitoring of education worldwide.

³ PALNetwork’s next generation tool ICAN (International Common Assessment for Numeracy) mapped to the Global Proficiency Framework, is a more versatile CLA; ICAN is both household based as well as school based (more details: <https://palnetwork.org/ican/>)

countries, the initiative is known as the Annual Status of Education Report, or ASER – a word that means ‘impact’ in three of these four countries. ASER was first implemented in India in 2005; in Pakistan in 2008; in Bangladesh in 2014; and in Nepal in 2016. CLAs engage parents and community members in discussions about learning and help foster understanding of the importance of ensuring quality education.

The COVID-19 pandemic has created the largest disruption of education systems in history. Closures of schools and other learning spaces have impacted 94 per cent of the world’s student population, up to 99 per cent in low and lower-middle income countries. The crisis is exacerbating pre-existing education and learning disparities by reducing the opportunities for many of the most vulnerable groups. These include, children, youth, and adults – those living in poor or rural areas, girls, refugees, persons with disabilities and forcibly displaced persons. Learning losses also threaten to extend beyond this generation and erase decades of progress, not least in support of girls and young women’s educational access and retention.

Considering the far-reaching economic and social impacts of the current pandemic that affect education systems, achieving Sustainable Development Goal 4 (SDG4) under the Education 2030 Agenda is at risk. More than ever, it is essential to understand where learners are at and how learning has progressed over the years before, during, and following the pandemic. In this respect, the role of citizen led assessments becomes even more relevant and timely to monitor learning and help mitigate the risks of learning loss in this uncertain period.

We need a better understanding of the role citizens can play to support learning assessments and monitor and track learning. Moreover, are citizens collecting data on learning outcomes amongst children and youth enrolled in formal education programmes or the non-formal/informal sectors as well? We need opportunities to learn from country experiences to improve the quality and robustness of assessment systems, how education stakeholders can participate in assessments, as well as the data needed to report on learning indicators included in the SDG 4 targets.

Objectives and Expected outcomes:

The NEQMAP webinar serves as a regional platform to launch the topical case studies to:

1. Highlight key findings and concrete examples of the CLA applications from Bangladesh, India, Nepal and Pakistan;
2. Enable knowledge exchange and informed decision-making amongst education stakeholders and policymakers on the potential of the CLA model to contribute to the evidence-base on learning and supporting the education strategy and addressing learning loss.

Tentative Agenda:

Session	Time	Programme Agenda
1.	13:00-13:05	<p>Opening Remarks</p> <ul style="list-style-type: none"> Ms Margarete Sachs-Israel, Chief Section for Inclusive Quality Education (IQE), UNESCO Bangkok
2.	13:05-13:10	<p>Overview presentation of NEQMAP-ACER: Topical case study</p> <ul style="list-style-type: none"> Dr Faryal Khan, Head of NEQMAP Secretariat
3.	13:10-13:50	<p>Key findings from South Asian Countries</p> <p>India</p> <ul style="list-style-type: none"> Dr Suman Bhattacharjea, Director of Research, ASER Centre, India <p>Pakistan</p> <ul style="list-style-type: none"> Sehar Saeed, Deputy Director Research, Idara-e-Taleem-o-Aagahi (ITA), ASER Pakistan <p>Nepal</p> <ul style="list-style-type: none"> Mr Rajib Timalsina, Tribhuvan University & ASER Nepal <p>Bangladesh</p> <ul style="list-style-type: none"> Mr Syeed Ahamed, Public Policy Analyst and Founder CEO Institute of Informatics and Development (IID)
5.	13:50-14:00	Q&A
4.	14:00-14:05	<p>Commentary from CLA co-editor</p> <ul style="list-style-type: none"> Dr Ursula Schwantner, Senior Research Fellow Education Policy and Practice; Coordinator, Global Education Monitoring (GEM) Centre, ACER
5.	14:05-14:25	<p>Discussion on “Implications and lessons learned from the CLA model for policy and practice”</p> <p>Representative from Pakistan:</p> <ul style="list-style-type: none"> Dr. Ayesha Razzaque, Technical Advisor, Ministry of Federal Education and Professional Training of Pakistan

		<p>Representative from Bangladesh:</p> <ul style="list-style-type: none">• Member of the Bangladesh Parliamentary Standing Committee on Primary and Mass Education (<i>tbc</i>) <p>Moderated by Mr Amit Kaushik, CEO ACER India</p>
6.	14:25-14:30	<p>Wrap-up and closing</p> <p>NEQMAP Secretariat</p>

Target Audience:

The webinar is aimed at

- members of NEQMAP network from the Asia-Pacific region and
- anyone with an interest in the CLA model, especially
 - policy makers, ministry officials,
 - curriculum developers,
 - assessment bodies,
 - civil society organizations,
 - development partners,
 - teachers, teacher trainers,
 - academic researchers

Modality: The webinar will be conducted via Zoom platform

Pre-registration: [CLICK LINK HERE // https://rgo.page.link/VQ39r](https://rgo.page.link/VQ39r)

Contact information: NEQMAP Secretariat: neqmap@unesco.org