



NEQMAP Activities in 2022

NEQMAP 2022 Annual Meeting, 15th December 2022





NEQMAP

Network on Education Quality
Monitoring in the Asia-Pacific

NEQMAP's contributions to the 2nd Asia-Pacific Regional Education Ministers Conference (APREMC-II)

The overall aim of APREMC-II was to:

- **Discuss and make recommendations** on how to:
- **Achieve learning recovery** as an immediate step post-COVID 19
- **Strengthen and transform education systems** to become more equitable, inclusive, responsive, relevant and resilient with the overall objective to accelerate SDG4 implementation.

The specific objectives were to:

- **Take stock and reflect** on the first 7 years of progress towards SDG4-Education 2030 in Asia and the Pacific;
- **Identify challenges** in progressing towards SDG4 in the region, with a focus on the impact of COVID-19 and COVID-19 responses;
- **Share and learn** from effective policies, practices and innovations for education recovery and system transformation;
- **Identify, and agree on priority areas of action and strategies**, and key steps going forward for education/learning recovery and system transformation beyond COVID-19 to accelerate SDG4 implementation in the region and generate recommendations for action.

2nd Asia-Pacific Regional Education Minister's Conference on SDG4-Education 2030 (APREMC-II)



- 23 Ministers/Vice-Ministers (23 in-person and 6 online)
- 170+ delegates from 32 countries
- 521 participants (360+ in-person)

Government Officials	201
Intergovernmental organizations	16
CSOs/NGOs	38
Education Network and Partnerships/Foundations	34
Private Sector	8
Institutes and Academia	29
Youth	12
Multilaterals/Embassies/UN Agencies	183

One thematic paper and one policy brief

Authors :

GEM CENTER

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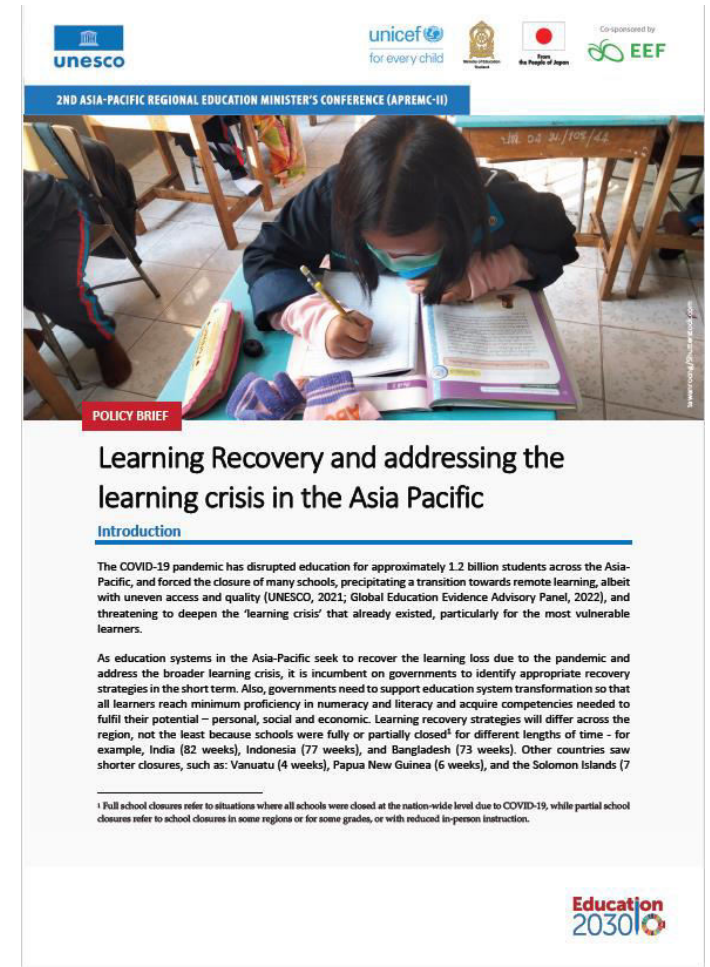
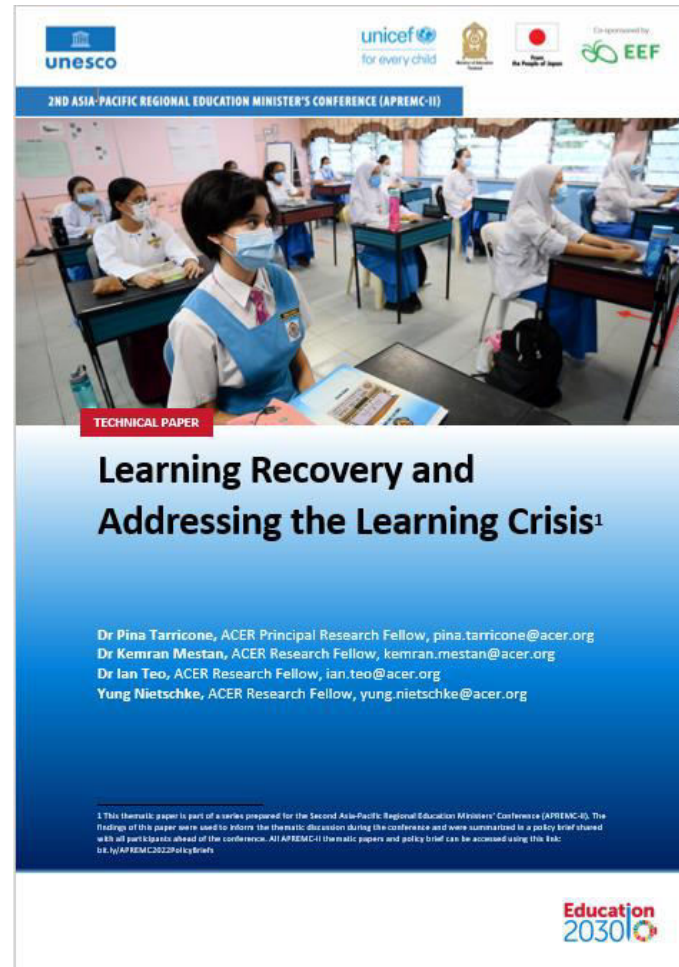
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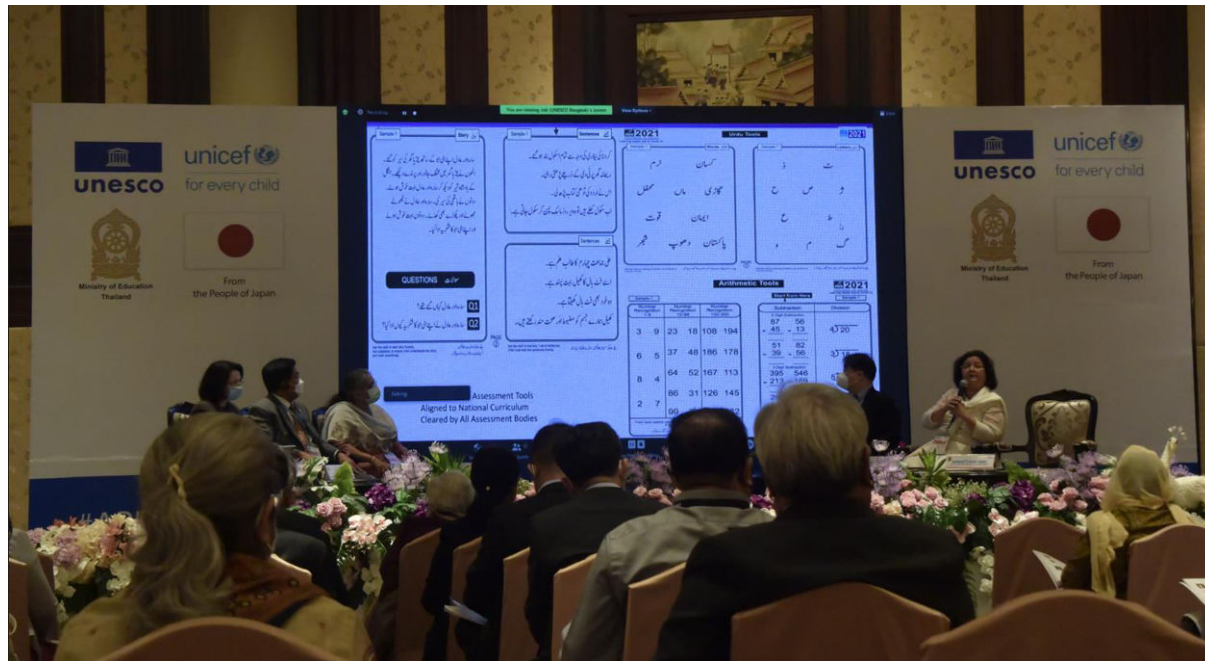
Purpose:

- Identify priority areas and policy pointers for an effective learning recovery and addressing the learning crisis
- Inform the APREMC-II thematic panel on the same topic



APREMC-II thematic panel

- Panelists: NEQMAP Members Pratham (India) and Idara e Taleem o Agahi (ITA) (Pakistan)
- Discussant: GEM Centre, ACER



Identified policy pointers

APREMC-II participants identified the following policy pointers as priority action areas to ensure learning recovery and transform teaching and learning to address the learning crisis:

Learning recovery

- Undertake an assessment of individual students' learning levels to identify both cognitive and socio-emotional learning gaps and put in place adequate differentiated instruction and remedial programmes.
- Adapt the curriculum to prioritize foundational and core competencies at each level, extending instructional time to catch up or adapt the school calendar as needed.
- Prepare and support teachers and non-formal educators to carry out learning recovery strategies. Also, provide them with professional capacity development in ICT-supported teaching and blended learning, accessible digital technology and content and ensure their well-being.
- Provide psycho-social support and ensure the wellbeing of all learners to enable recovery.

APREMC-II policy pointers: learning recovery and addressing the learning crisis

Addressing the learning crisis

- Re-design curricula to be competency-based and provide learners with foundational, digital and transferable/21st century competencies, social and emotional learning, including ESD, GCED and the world of work.
- Transform pedagogies so that they are learner-centred (whole-child approach) and facilitate learning across multiple domains (knowledge, skills, attitudes and values) and ensure they are based on the principles of cooperation and solidarity and enhance the capacity of learners to become lifelong learners.
- **Strengthen the effective use of assessments for learning and reduce the negative backwash of tests and high-stake examinations.**
- **Formulate clear competency-based learning achievement standards and strengthen national and regional large-scale assessments to monitor learning outcomes and inform reforms of teaching and learning policies and practices.**
- Provide blended teaching and learning for all learners and strengthen preparedness and resilience within schools and other learning institutions for future emergencies and outbreaks.
- Leverage and strengthen school, family and community partnerships and collaboration, granting more intervention to parents, teachers and learners and provide support and guidance for their collaboration.
- Address learning crisis and learning losses due to migration.


- **UNICEF-UNESCO Webinar Series on Learning Recovery Beyond COVID-19: Critical Role of Formative Assessment for Learning Recovery**
 - 25 January 2022
- **NEQMAP Steering Group Meeting**
 - Focus on preparations/plans for APREMC-II
 - 28 March 2022
- **Contribution to the UNESCO-KEDI 2022 Policy Seminar on Learning Recovery**
 - September 2022

WEBINAR SERIES ON LEARNING RECOVERY BEYOND COVID-19

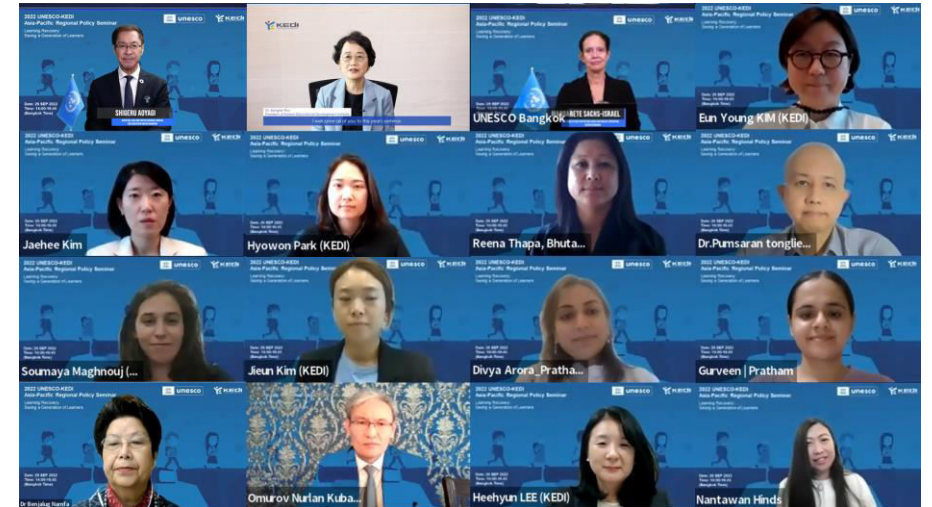
The Critical Importance of Formative Assessment for Learning Recovery Post-COVID-19

This introductory session will explore the critical role of formative assessment in addressing learning loss due to COVID-19 school closures and provide country examples of good practice from across the Asia-Pacific region. This is the first webinar in a LE2030+ Webinar Series on Learning Recovery Beyond COVID-19.

25 January 2022 | 15:30-17:00 (GMT+7)



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Thank you



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