

# Network on Education Quality Monitoring in the Asia-Pacific

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

*NEQMAP has 57 members*

*49 institutions & 8 Individuals from 31 countries/jurisdictions*

- *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



UNESCO

Subject



# NEQMAP's 2020-2024 Programme Areas

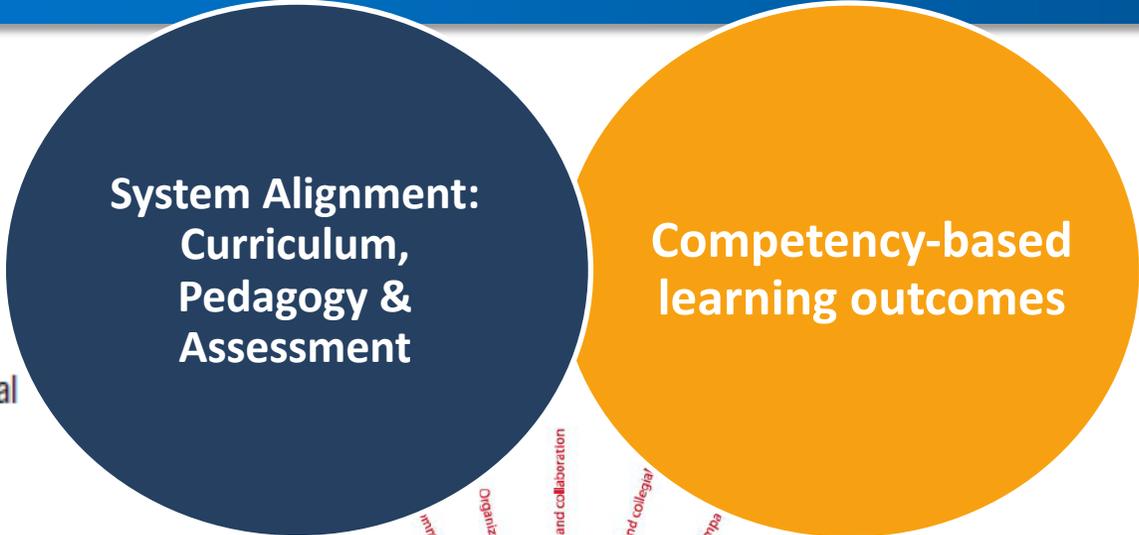


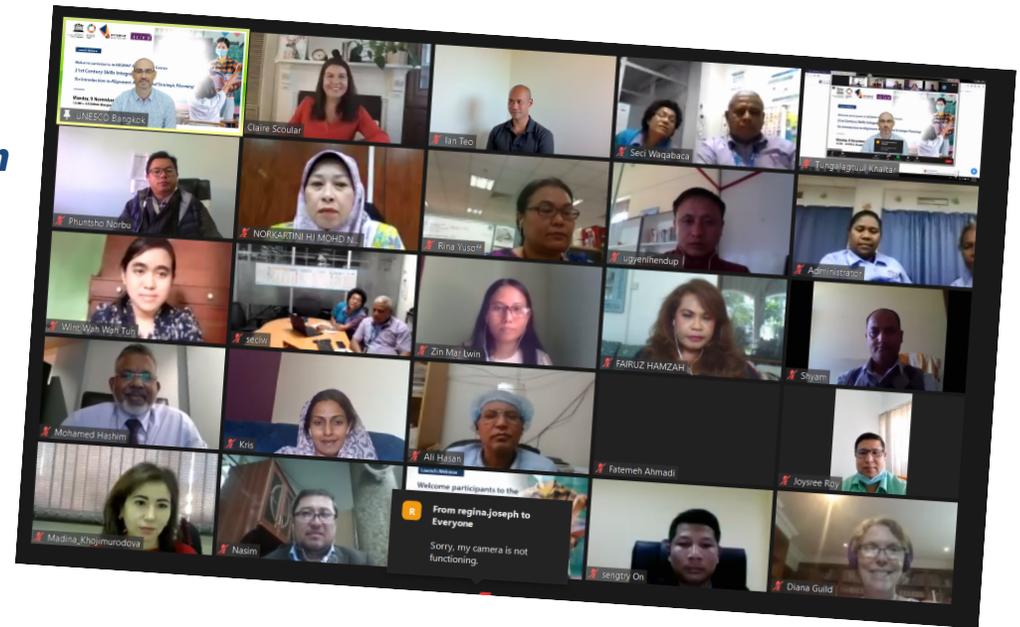
Figure: Transversal Competencies

# NEQMAP-ACER GEM Online Course on 21<sup>st</sup> Century Skills Integration

## ‘An Introduction to Alignment Analysis and Strategic Planning’

- To support countries to develop a strategic plan for 21<sup>st</sup> Century Skills Integration
  - Review and identify skills/competency frameworks
  - Conduct needs analysis for alignment
- To provide resources to aid the plan and to build capacity
  - Engage, learn and share with other countries

*Over 85 participants from 16+ countries in the Asia-Pacific region*



United Nations  
Educational, Scientific and  
Cultural Organization



Sustainable  
Development  
Goals



NEQMAP  
Network on Education Quality  
Monitoring in the Asia-Pacific



UNESCO

Subject



# Learning Frameworks in **South Asia**

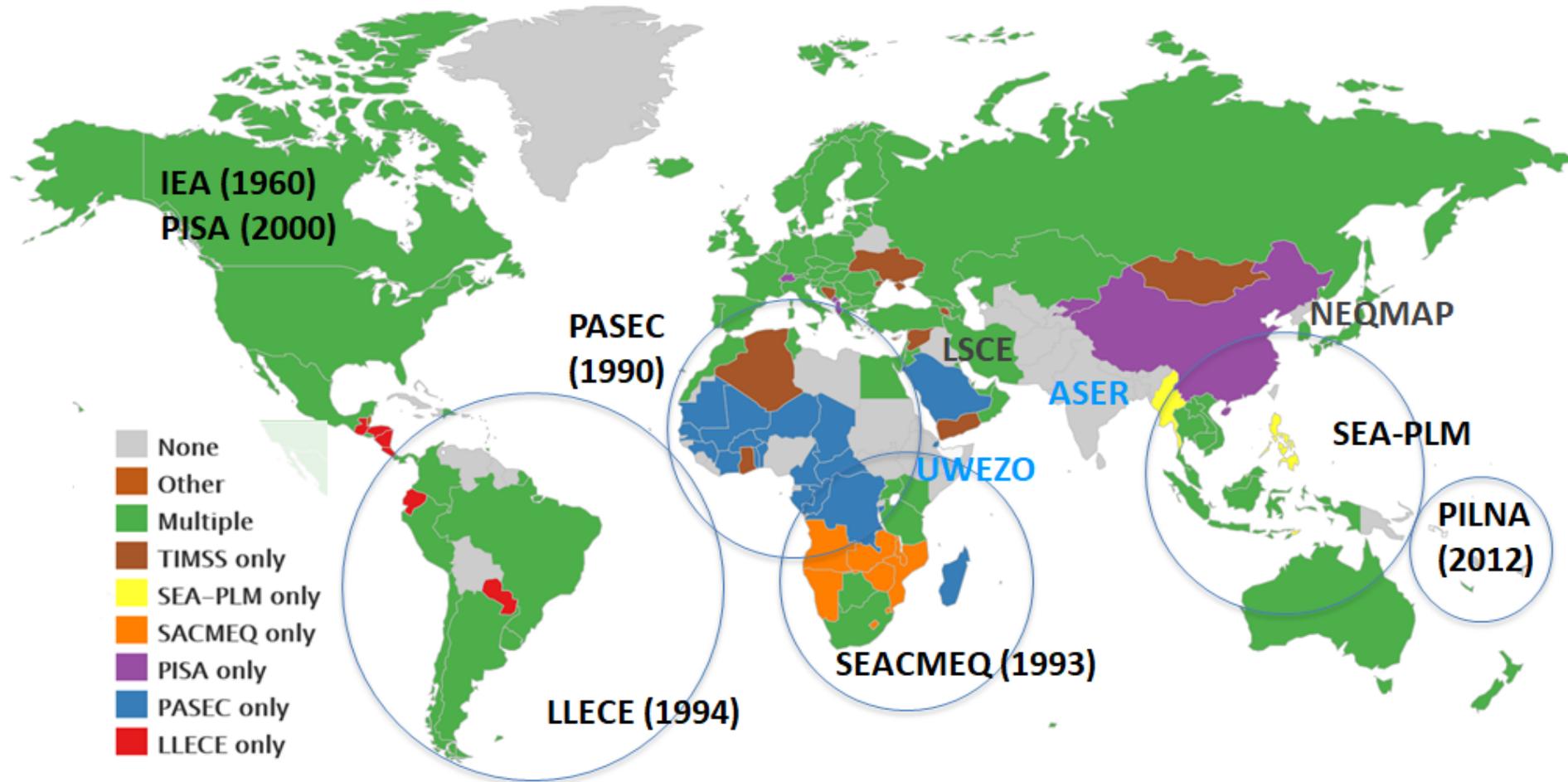
---

- **Presenters:**
  - **Iqbal Hossain**, Education sector specialist, UNICEF Bangladesh
  - **Arjun Kumar Gurung**, Educational Assessment Specialist, Council for School Examinations and Assessment, Bhutan
- **Moderator:**
  - **Frank van Cappelle**, Education Specialist, UNICEF ROSA



# Participation in Cross-National Assessments

1960-2019



# All Children Learning Assessment Platform (ACLAP)

[allchildrenlearning.org](https://allchildrenlearning.org) (Jan 2021 launch)



RESOURCES

ASSESSMENT WHEEL

COMMUNITY

TOOLS

STORIES

ACCOUNT

Our children and youth have enormous potential. But millions of children fail to master basic literacy and numeracy. How can we leverage assessment to get all children learning?



Afghanistan



Bangladesh



Bhutan



India



Maldives



Nepal



Pakistan



Sri Lanka

# “Integrating Skills in to curriculum” Skill Framework to National Curriculum Framework- PPE to grade XII

25 November 2020

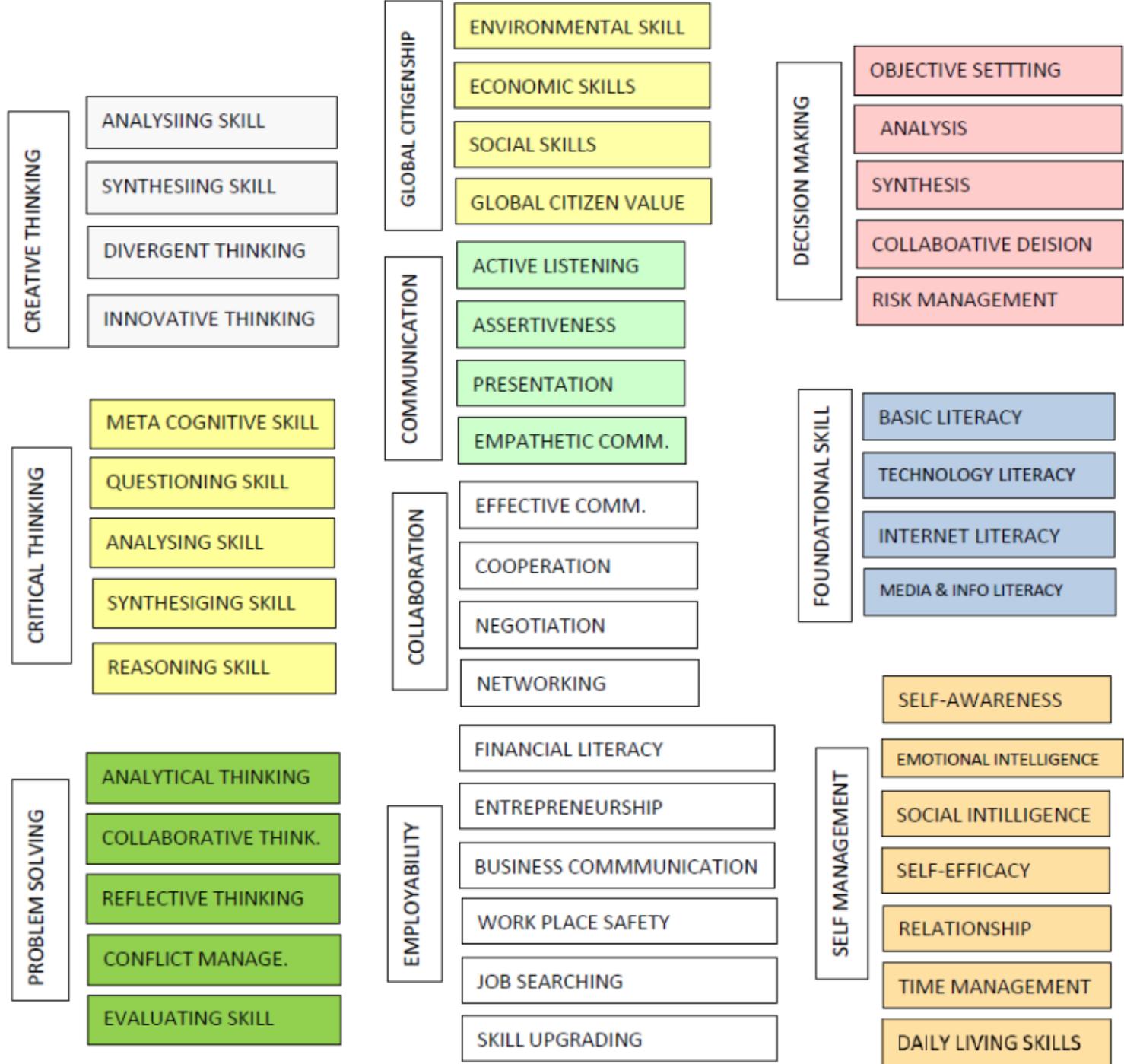
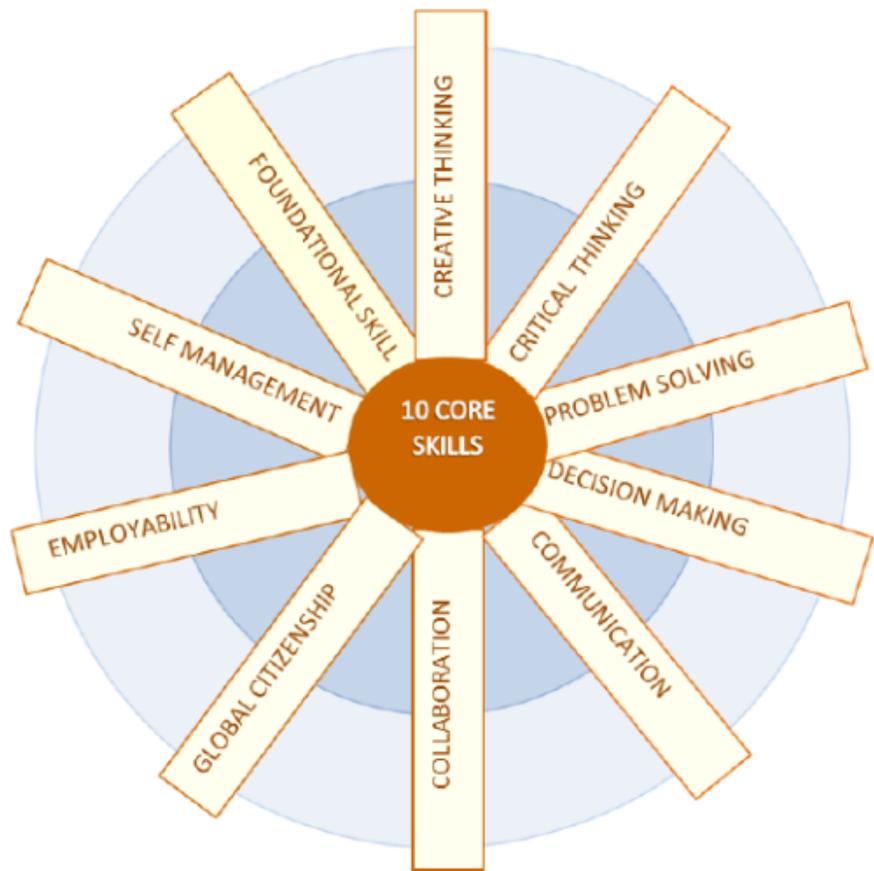
Iqbal Hossain  
Education Specialist, UNICEF



**National Curriculum and Textbook Board**  
Supported by: UNICEF



# CORE SKILLS AND GUIDING SKILLS OF ADOLESCENT SKILL FRAMEWORK



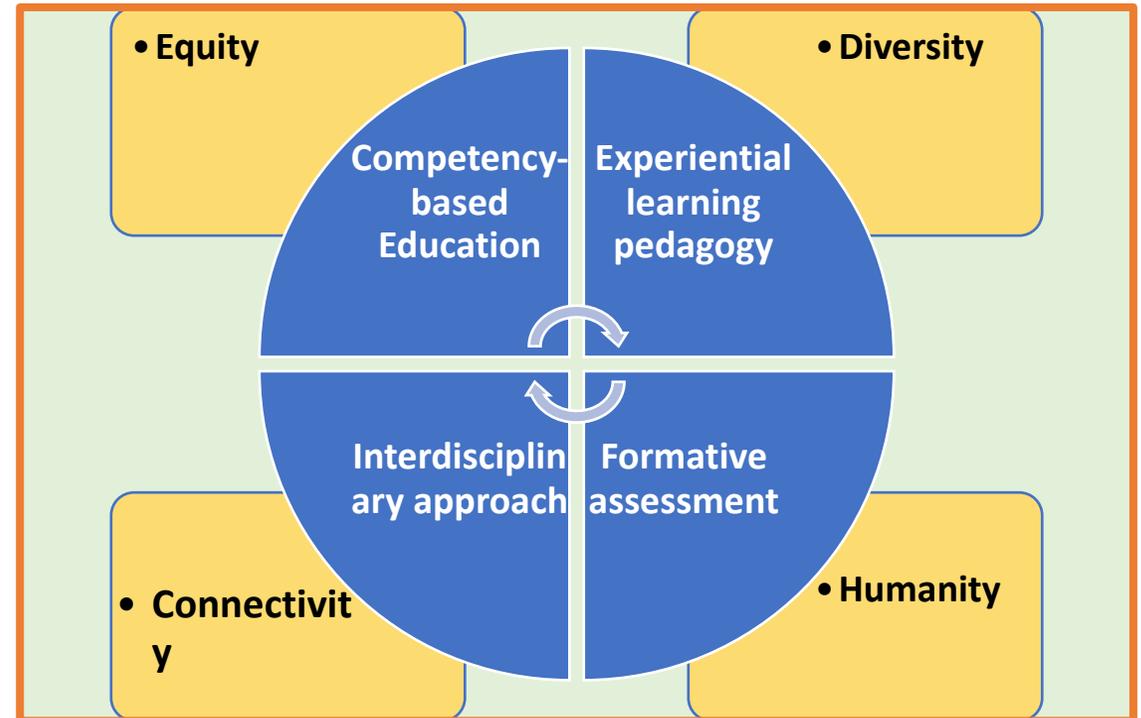
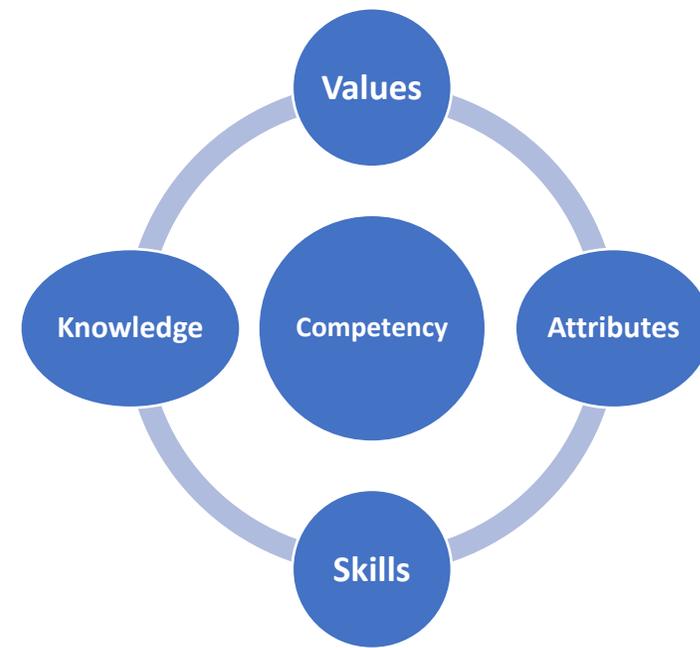
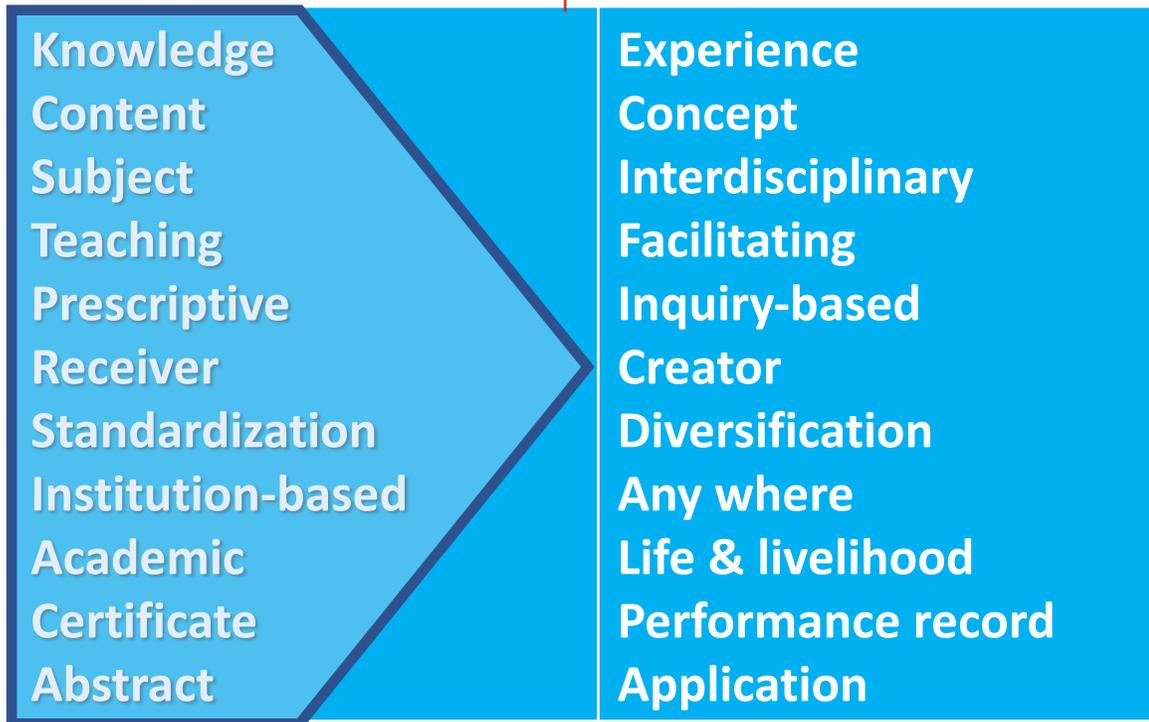
## Skills in the Framework is like Tree with Different Parts

Core Skills	Guiding skills	Performing Skills
the most important and necessary skill set require to be successful in life and livelihood in a given context	Each core skill is unfolded into several guiding skills that guide to acquire that core skill	set of observable and measurable behavioral or cognitive abilities/ actions/ performances to visualize a guiding skill



# National Curriculum Framework - PPE to Grade XII

Changed **focus**



# Assessing 21st Century Competencies in the National Education Assessment through the lens of the Gross National Happiness in Bhutan

---

- **Arjun Kumar Gurung**, Educational Assessment Specialist, Council for School Examinations and Assessment, Bhutan





An educated and enlightened society of GNH, built and sustained on the unique Bhutanese values of tha dam-tsig ley gju-drey.



National Education Assessment Framework (NEAF)



# Synopsis: Coherence and structural responses to shifts in learning goals and pedagogy, assessment, curriculum

Esther Care

GPE KIX: EAP Hub

Curriculum implementation - competency-based learning and the alignment of curriculum, pedagogy and assessment

25<sup>th</sup> November 2020



1

## Identification of the competencies (21<sup>st</sup> century skills)

### THE SHIFT



### THE CHALLENGE

Country 1	Country 2	Country 3	Country 4
Intercultural understanding	Communication and collaboration	Thinking	'Noble character'
Ethical understanding	Self-efficacy	Intrapersonal	'Social collaboration'
Personal and social capability	Critical thinking and problem solving	Interpersonal	Creativity
Critical and creative thinking	Creativity and imagination	Multi-literacy	Independence in learning
ICT capability	Digital literacy	Citizenship	Critical reasoning
Literacy	Citizenship		Multiculturalism
Numeracy	Learning to learn		

2

## Alignment

**THE SHIFT**

**THE CHALLENGE**

Countries	1	2	3	4	5
Aspiration	✓	✓	✓	✓	✓
Pedagogical support	➡		➡		✓
Curriculum reform	✓	✓	✓	✓	✓
Assessment - classroom			➡		➡
Assessment - LSA	➡	✓	?	✓	✓

3

## Is there a conundrum ?

- Frameworks from multilaterals
- Economic and workplace forecasts
- Mission statements from national education systems
- Varied approaches to integrate 21<sup>st</sup> century skills
- Growing awareness of need for alignment

Notwithstanding the stimulus points in the chronology of focus on 21CS, are the gateways from basic education to work and further education open ?

4

## Categories of challenge

- Definitional
- Operational
- **Systemic**

- Focus on knowledge > content-based congestion of curricula
- Prioritisation of academic success > high stakes exams > downward pressure
- Discipline-based education structure > lack of opportunity for skills transfer



5

## Challenging the use of norm-referenced assessment

Competency-based teaching and learning

+

Emphasis on 21<sup>st</sup> century skills

→

Criterion-referenced assessment

“The most visible aspect of assessment in most countries lies in examination results”



Rank	Name	Score	Institution
1.	AZORIE, Marc Diane M.	89.0400%	Ateneo de Manila University (Ateneo)
2.	PARAHIMAN, Princess Fatima T.	88.8200%	University of the East
3.	BARANDA, Myra M.	88.8200%	University of the East (Luzon)
4.	BANDOLA, Dorena Fya O.	88.3300%	San Bede College of Alabang
5.	FABELLO, Jocelyn B.	88.2500%	Ateneo de Manila University
6.	MAMIEL, Kenneth Glenn L.	88.1700%	University of Santo Tomas
7.	BUENGA, Rhovino D.	87.8700%	San Bede College
8.	AVILA, Arton Luis A.	87.5200%	San Bede College
9.	ROJAS, Jun Dexter H.	87.5700%	Ateneo de Manila University
10.	MADERA, Bebelan A.	87.3700%	University of Santo Tomas

6

## How to reconcile traditional practices with new values

7

## Downward pressure: examples

Country	Reform and innovation	Issues	Downward pressure
Japan	Moving from what students know to what they can do	<ul style="list-style-type: none"> <li>➤ concerns about academic standards</li> <li>➤ reliance on MCQ which prioritise knowledge</li> </ul>	University entrance exam
Philippines	Adoption of curricular reforms including 21CS	<ul style="list-style-type: none"> <li>➤ continuing reporting of assessment results using norm-referenced concepts</li> </ul>	Rankings lists
Singapore	‘Teach less, learn more’ Decrease in assessments Integration of 21CS and SEL	<ul style="list-style-type: none"> <li>➤ parent concerns about lack of examination-based feedback</li> <li>➤ concern about content mastery</li> </ul>	Assessments that stream students from primary University entrance
Republic of Korea	Curriculum reform with humanist and civic perspective	<ul style="list-style-type: none"> <li>➤ continued reliance on rote learning</li> </ul>	University entrance

8

## School organisation and opportunities to learn

Does the system, **school**, and classroom teacher provide opportunities for students to develop 21<sup>st</sup> century skills ?



Languages	Social science	Physical education
Science	Life skills	Health science
Art	Maths	Music

### Teaching and Learning

- Does your school have Teacher Professional Development oriented towards supporting teachers in developing students' 21CS?

### Assessment and Accountability

- Does your school have a policy or guidance on using assessment data to improve students' 21CS progress?

### Enabling Environment

- Does your school provide opportunities for students to engage in extracurricular activities which would support the development of 21CS?

9



**SDG 4.7.6 BREADTH OF SKILLS INDICATOR  
INTERIM PILOT REPORT**

<http://tcg.uis.unesco.org/>



**21CS MAP**  
21<sup>ST</sup> CENTURY SKILLS MAPPING

<https://www.iea.nl/studies/iea/21csmap>

Esther Care [ecare@unimelb.edu.au](mailto:ecare@unimelb.edu.au)



@Care\_Esther

10

## References

- UNESCO (2018). The culture of testing: Sociocultural impacts on learning in Asia and the Pacific. Bangkok: UNESCO. <https://bangkok.unesco.org/content/culture-testing-sociocultural-impacts-learning-asia-and-pacific>
- UNESCO (2016). *Assessment of Transversal Competencies: Policy and Practice in the Asia-Pacific Region*. Bangkok and Paris: UNESCO. As authors: Care, E., & Luo, R. <https://negmap.bangkok.unesco.org/wp-content/uploads/2019/09/246590eng.pdf>
- UNESCO. 2015. Transversal Competencies in Education Policy and Practice (Phase I). Asia-Pacific Education Research Institutes Network (ERI-NET). Paris and Bangkok, UNESCO. <http://unesdoc.unesco.org/images/0023/002319/231907E.pdf>

Esther Care [ecare@unimelb.edu.au](mailto:ecare@unimelb.edu.au)



@Care\_Esther