

**25 November 2020: Curriculum implementation: competency-based learning and the alignment of curriculum, pedagogy and assessment**

Speakers and moderators biographical notes



**Moderator: Mark Manns** is Associate Programme Specialist at UNESCO Bangkok, the Asia-Pacific Regional Bureau for Education, where he works in the Section for Inclusive Quality Education. Mark serves as UNESCO Bangkok's focal point for education quality, learning assessments and curricula through the Network on Education Quality Monitoring in Asia-Pacific (NEQMAP) Secretariat. In addition, Mark is the focal point for SDG target 4.7, including Education for Sustainable Development (ESD) and Global Citizenship Education (GCED). Currently, his focus is on the quality of education, working with member states to integrate 'transversal competencies' (21<sup>st</sup> Century skills/non-cognitive/soft skills) and social and emotional learning into education policies and practices.



**Speaker: Mohammad Yasin Samim**, Senior Technical and Policy Advisor, Deputy Ministry of Education for Literacy (DMoEL), Ministry of Education, Afghanistan. He is currently the Director National Mobilization and Assessment at MoE. He has more than 10 years of work experience with national and international organizations in organizational reform, policy development and strategic planning. He worked as a senior technical and policy advisor for NFE at MoE from January 2019 to October 2020. Mr. Samim has been a core member of the Education Reform Committee that produced the National Education Reform Plan and the National Education Strategic Plan 2030. In addition, Samim has been coordinating the team that worked and produced the YABE Curriculum Framework.



**Speaker: Duong Thi Thu Huong** has worked with the Research Division on Educational Assessment in the Vietnam National Institute of Educational Sciences since 2012. She has experience with students' general capabilities assessment, teacher assessment, and classroom assessment, with particular expertise in competence-based assessment framework development, instrument development and data analysis. Currently, she is responsible for a MoET-level project on developing a students' general competencies and values assessment framework for classroom assessment purposes, and the project findings may be used to develop a new assessment policy for high school students in Vietnam from 2021.



**Moderator: Frank van Cappelle** is Regional Education Specialist at UNICEF's South Asia office. He is the focal person in the region on education/learning technology, assessment, education in emergencies, monitoring, and gender equality in education, and is a Steering Committee member of the UN Girls Education Initiative. He has worked with UNICEF country offices, Ministries of Education and development partners in the region on strengthening and modernizing national assessment systems, including support to the integration of 21st century skills in Bhutan's first National Assessment Framework.



**Speaker: Iqbal Hossain** is an education sector specialist with around 20 years of experience in different capacities with strong regional and international linkage. His expertise lies from Early Childhood Development and primary education to Secondary Education with special focus on Skill based education and alternative learning pathways for young people. He is currently maintaining the Secondary Education and skills for adolescent and youth portfolio of UNICEF Bangladesh Country office. He is working closely with ministry of Education and facilitating development of a national transferable (soft) skill framework, unified curriculum from PPE to Grade II, e learning and Project Based Learning as pedagogy in secondary education. On behalf of UNICEF, He is now coordinating the remote learning initiative with government and other partners, as part of education response due to COVID 19 crisis.



**Speaker: Arjun Kumar Gurung** is Educational Assessment Specialist at the Bhutan Council for School Examinations and Assessment. Currently Arjun is working on the National Education Assessment project in Bhutan supported by GPE under Education Sector Implementation Grant in the capacity of Project Manager. Has rich experience working in the national and international educational assessment programme. Worked as a Deputy National Project Manager for National Project Centre in PISA-D (2016-2019) implementation in Bhutan.



**Speaker: Esther Care** is Professorial Fellow at the University of Melbourne. She works to promote effective assessment practices that inform both policy and classroom practice. With the increasing focus globally on the need to promote generic skills, such as problem solving, critical thinking and collaboration, she researches how to incorporate these skills into the educational process. Esther has worked extensively in the Asia Pacific and Africa, and in the Philippines was the founding director of the Assessment Curriculum and Technology Research Centre, funded by Australia's DFAT. She currently leads the Optimizing Assessment for All project which is designed to develop classroom assessment tasks to inform teaching and learning of 21st century skills, as well as highlight the alignment between assessment in the classroom and assessment at national level. Esther publishes primarily in the field of assessment of 21<sup>st</sup> century skills.



**Moderator: Gita Steiner-Khamsi**, Professor of Education at Teachers College of Columbia University, USA and Professor in Interdisciplinary Programmes at the Graduate Institute of International and Development Studies, Switzerland and Director of NORRAG and the KIX EAP hub.



**Moderator:** Marina Dreux Frotté is Programme coordinator at NORRAG, and the KIX EAP Hub Monitoring, Evaluation and Learning Focal Point. Marina Dreux Frotté has extensive expertise in conducting research and applied policy research on the topic of innovative financing for education (IFE). She has recently co-authored a comprehensive literature review on the IFE sector and a case study on the Educate Girls Development Impact Bond.