Network on Education Quality Monitoring in the Asia-Pacific

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

Please visit: https://neqmap.bangkok.unesco.org/
NEQMAP’s 2020-2024 Programme Areas

System Alignment: Curriculum, Pedagogy & Assessment

Competency-based learning outcomes

Figure: Transversal Competencies
‘An Introduction to Alignment Analysis and Strategic Planning’

- To support countries to develop a strategic plan for 21st 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
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 (Jan 2021 launch)

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?
“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
Skills in the Framework is like Tree with Different Parts

<table>
<thead>
<tr>
<th>Core Skills</th>
<th>Guiding skills</th>
<th>Performing Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>the most important and necessary skill set require to be successful in life and livelihood in a given context</td>
<td>Each core skill is unfolded into several guiding skills that guide to acquire that core skill</td>
<td>set of observable and measurable behavioral or cognitive abilities/actions/performances to visualize a guiding skill</td>
</tr>
</tbody>
</table>
Knowledge Content Subject Teaching Prescriptive Receiver Standardization Institution-based Academic Certificate Abstract

Experience Concept Interdisciplinary Facilitating Inquiry-based Creator Diversification Any where Life & livelihood Performance record Application

National Curriculum Framework - PPE to Grade XII

Changed focus

• Equity
• Diversity

Competency-based Education Experiential learning pedagogy

Interdisciplinary approach Formative assessment

• Connectivit y
• Humanity

Values
Knowledge Competency Attributes Skills
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 the dam-tsug ley gju-drey.

NEAF in the context of 21st Century Skill

National Education Assessment Framework (NEAF)
NEAF in the context of 21st Century Skill
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
25th November 2020

Identification of the competencies (21st century skills)

<table>
<thead>
<tr>
<th>THE SHIFT</th>
<th>THE CHALLENGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country 1</strong></td>
<td><strong>Country 2</strong></td>
</tr>
<tr>
<td>Intercultural understanding</td>
<td>Communication and collaboration</td>
</tr>
<tr>
<td>Ethical understanding</td>
<td>Self-efficacy</td>
</tr>
<tr>
<td>Personal and social capability</td>
<td>Critical thinking and problem solving</td>
</tr>
<tr>
<td>Critical and creative thinking</td>
<td>Creativity and imagination</td>
</tr>
<tr>
<td>ICT capability</td>
<td>Digital literacy</td>
</tr>
<tr>
<td>Literacy</td>
<td>Citizenship</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Learning to learn</td>
</tr>
</tbody>
</table>
Curriculum implementation: competency-based learning and the alignment of curriculum, pedagogy and assessment

Alignment

THE SHIFT

THE CHALLENGE

<table>
<thead>
<tr>
<th>Countries</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspiration</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Pedagogical support</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>Curriculum reform</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Assessment - classroom</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>?</td>
</tr>
<tr>
<td>Assessment - LSA</td>
<td>?</td>
<td>☑</td>
<td>☑</td>
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<td>☑</td>
</tr>
</tbody>
</table>

Is there a conundrum?

- Frameworks from multilaterals
- Economic and workplace forecasts
- Mission statements from national education systems
- Varied approaches to integrate 21st 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?
Curriculum implementation: competency-based learning and the alignment of curriculum, pedagogy and assessment

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

Challenging the use of norm-referenced assessment

"The most visible aspect of assessment in most countries lies in examination results"
### How to reconcile traditional practices with new values

#### Final examinations
- Competency-based formative assessment

### Downward pressure: examples

<table>
<thead>
<tr>
<th>Country</th>
<th>Reform and innovation</th>
<th>Issues</th>
<th>Downward pressure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>Moving from what students know to what they can do</td>
<td>- concerns about academic standards</td>
<td>University entrance exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- reliance on MCQ which prioritise knowledge</td>
<td></td>
</tr>
<tr>
<td>Philippines</td>
<td>Adoption of curricular reforms including 21CS</td>
<td>- continuing reporting of assessment results using norm-referenced</td>
<td>Rankings lists</td>
</tr>
<tr>
<td></td>
<td></td>
<td>concepts</td>
<td></td>
</tr>
<tr>
<td>Singapore</td>
<td>‘Teach less, learn more’ Decrease in assessments</td>
<td>- parent concerns about lack of examination-based feedback</td>
<td>Assessments that stream students from primary</td>
</tr>
<tr>
<td></td>
<td>Integration of 21CS and SEL</td>
<td>- concern about content mastery</td>
<td>University entrance</td>
</tr>
<tr>
<td>Republic of Korea</td>
<td>Curriculum reform with humanist and civic perspective</td>
<td>- continued reliance on rote learning</td>
<td>University entrance</td>
</tr>
</tbody>
</table>
School organisation and opportunities to learn

Does the system, school, and classroom teacher provide opportunities for students to develop 21st century skills?

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?

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

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References


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