

Discover ACER India



Transforming learning systems so everyone can succeed

The Australian Council for Educational Research (ACER) is an independent, not-for-profit research organisation that has been improving learning for more than 90 years. We help transform learning through research and development projects, and educational products and services.

Supporting evidence-based policies and practices in South Asia

Established in 2005, ACER India is a wholly owned subsidiary of ACER that operates in South Asia and neighbouring regions. Informed by ACER's evidence-based approaches, we support policy reform and the development of innovative resources and tools to enable ongoing learning progress.



Working towards the Sustainable Development Goals

Our work supports global efforts to meet the United Nations Sustainable Development Goals (SDGs) by 2030, in particular goal 4: to ensure quality education for all.

- Official partner of UNESCO
- Recognised large-scale assessment partner of UNICEF for countries in the Asia-Pacific
- Partner of UNICEF across countries around the globe
- Partner of the Global Alliance to Monitor Learning (GAML)
- A member of UNESCO's Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP)



Winner of the India Australia Business & Community Alliance Awards 2023 for Excellence in Partnership

ACER India

Millions of children not learning

South Asia still accounts for the largest number of out-of-school children, with

3.8 million children

not attending school. Far too many children in this region are:

- unable to achieve the minimum standards of numeracy and literacy skills
- not prepared to succeed in life and work after completing school.

Recent reforms in education

Countries in South Asia recognise these urgent issues and are working hard to tackle learning losses and disparities. For instance, India, the largest economy in South Asia, introduced the National Education Policy, 2020, and the ensuing national curricular frameworks for school education and the foundational stage. Key focus areas of all these reforms include:

- delivering competency-based education
- reducing disparities in learning outcomes.

Solutions through collaboration

ACER India partners with national and sub-national governments, international development agencies, schools, and non-profit organisations to improve learning. Our partners include:

- Asian Development Bank (ADB)
- Bhutan Council for School Examinations and Assessment, Royal Government of Bhutan
- Central Board of Secondary Education (CBSE)
- Directorate of Education, Government of National Capital Territory of Delhi, India
- Directorate of Primary Education (DPE), Ministry of Primary and Mass Education, Bangladesh
- DLF Foundation, India
- Khan Academy
- National Council of Educational Research and Training (NCERT)
- *Rajya Shiksha Kendra*, Government of Madhya Pradesh
- *Samagra Shiksha*, Government of Chhattisgarh
- Sri Aurobindo Society
- United Nations Children's Fund (UNICEF)
- The World Bank
- School Education Department, Government of West Bengal



Helping all learners succeed

We undertake research and provide technical assistance to support the building of effective learning systems that help learners in achieving expected numeracy and literacy skills and the competencies required for work and life.

System reform

We work with education systems to ensure that every learner learns successfully.



Curriculum development



Teaching strategies and assessments



Use of evidence in learning

Assessment services

Our evidence-driven assessments identify where students are in their learning journey, and what they need to progress.



International
Benchmark Tests



Professional development

We support systemic transformations in curriculum, instruction, and assessment through the professional development of stakeholders.



Workshops with government officials



School leader and teacher
professional development

Monitoring and evaluation

We undertake evaluation research using contemporary methodologies to understand the effectiveness of interventions and advise further action.



Baseline and endline surveys



Impact evaluations

Publications and resources

We publish and distribute evidence-based resources in the context of South Asia that support teaching and learning.

- ACER research repository
- Discover
- Teacher

Project highlights

Management of large-scale projects

We support the management of the recently established Delhi Board of School Education (DBSE), providing technical advice on building a strong curriculum and assessment system to integrate the teaching and learning of competencies across subjects. In 2023, 1,594 year 10 students and 672 grade 12 students took the inaugural DBSE certificate assessments, which were the first ever Indian board assessments to be entirely competency-based and criterion-referenced.

In Chhattisgarh, we are the project managers for the World Bank-funded 'Chhattisgarh: Accelerated Learning for a Knowledge-Economy Operation (CHALK)' programme. This includes providing crucial technical and implementation expertise and playing a pivotal role in project planning and associated strategy development; project management and programme monitoring; and procurement, contract administration, and financial management.

National assessment reform

We have provided technical support for student learning assessments in Bangladesh, Bhutan, and Nepal. Evidence from large-scale learning assessments is critical in supporting educational policy and practice reform that helps improve student learning outcomes.

54,232 grades 3 and 5 students

assessed in NSA 2022, Bangladesh's National Student Assessment

4,685 grade 3 students

assessed in NEA 2021, Bhutan's National Education Assessment

'The technical expertise of ACER has been instrumental in the development, analysis and reporting of the National Education Assessment (NEA) 2021. From this cycle onwards, the performance of students in future cycles of NEA can be monitored against the minimum standards set in NEA 2021.

This will help to understand the learning progress of students over the years enabling Bhutan to undertake appropriate measures to improve learning.' – **Bhutan Council for School Examinations and Assessment**



Interventions in Indian states

In Madhya Pradesh, India, we are supporting the development of a student assessment system for schools that meet the qualifying criteria for the government's certification programme.

600,000 students

will be assessed over a period of three years in Madhya Pradesh

We have worked with State Councils of Education Research and Training (SCERT) staff in Bihar, Chhattisgarh, Jammu & Kashmir, Jharkhand, and Uttar Pradesh to build capacity on systematic assessments and their use.

Programme reviews and quality assurance

We supported the refining of the world's first micro scholarship programme – AuroScholar – implemented by the Sri Aurobindo Society. Our team helped improve the assessment quiz used to award micro scholarships to students in grades 1 to 12 through the development of a reliable quality assurance system.

We have worked with the Khan Academy to review videos and practice exercises from their Science Essentials Course for grades 11 and 12.

Learning framework development

We worked with the Sri Aurobindo Society to develop competency-based learning frameworks for the Central Board of Secondary Education (CBSE). The curriculum-aligned frameworks and accompanying practice assessment items for English, mathematics, and science for grades 6 to 10 draw on ACER's extensive expertise in developing large-scale assessments such as the 2025 Programme for International Student Assessment (PISA).



Teacher and student assessments

We have worked directly with schools across India to measure the learning progress of students in grades 3 to 10 using the International Benchmark Tests (IBT). Teachers can use the interactive IBT data explorer to identify questions and concepts that are challenging for individual students and groups, and plan next steps for learning.

We also developed a teacher assessment tool to identify areas where elementary school teachers need additional professional development support. The tool assesses teachers on four domains: subject and pedagogical knowledge, socio-emotional learning, problem-solving and reasoning, foundational literacy and numeracy.

Teacher professional learning and exchanges

We conduct workshops across India to support teachers in enhancing their knowledge and skills on competency-based assessments. We also facilitate professional learning exchanges for Indian school principals that include Australian school visits and interaction with policymakers and ACER experts.

Beyond South Asia

We undertook evaluation studies in Sudan and Zambia to support the work of development partners in improving learning of refugee students and girls.

In Rwanda, we conducted a baseline study for a learning through play programme for 2,900 primary schools in the country.

In Jordan, we supported the licensing of over 80,000 public in-service teachers and reviewed the School Networks Programme.



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