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Supporting educational progress for all learners





Peter McGuckian is the Director of International Development at the Australian Council for Educational Research.

ACER's work in global educational monitoring is helping to identify effective policies, strategies and practices, and collaborative approaches that support improved practice in education and ultimately improved student outcomes, as **Peter McGuckian explains.**

One way that ACER is supporting improved educational practices, and student outcomes, is through the Centre for Global Education Monitoring. The systematic and strategic collection of data on educational outcomes, and factors related to those outcomes, can be used to inform policy aimed at improving educational progress for all learners. It can also inform the development of appropriate standards and indicators for measurement as educational policy makers focus increasingly on the quality of education in support of improved learning outcomes.

ACER's recent work has addressed reviews of national assessments in Chile and Portugal, as well as the development of national monitoring systems in Pakistan, Bangladesh, Spain, Mexico, Colombia, Saudi Arabia, Ethiopia, India, Armenia and the United Arab Emirates (UAE).

Through its work on the UAE National Assessment Program, ACER is providing information on student progress so that teachers, school and system leaders, and policy makers can make decisions regarding future

directions for educational programs in the UAE.

Another major educational assessment, for the Abu Dhabi Educational Council's External Measurement of Student Achievement program, will provide information on student progress and appropriate teaching interventions to support further improvement in student learning outcomes.

In Afghanistan, ACER's monitoring work addressing the educational development of students in the early and middle years of schooling aims to inform policy makers about educational progress and help target resources.

With the support of the Australian Government, through its international aid program, ACER is working with policy makers and education systems in the Asia-Pacific region to support literacy and numeracy monitoring. That work includes support for the governments of Solomon Islands, Samoa and Papua New Guinea to develop institutional capacity to deliver comprehensive assessment systems at the national and school levels.

To support increased collaboration in the higher education sector, ACER has initiated symposia in South East Asia to share insights, stimulate conversations and build new relationships around a number of initiatives. Led by Senior Research Fellow Dr Sarah Richardson, speakers at the symposia included Director of International Development Peter McGuckian and Director of Professional Resources Ralph Saubern.

A memorandum of understanding between ACER and China's National Institute of Education Sciences (NIES) is also facilitating the sharing of research expertise through the secondment of staff between the two research organisations. ACER recently hosted two NIES researchers, Li Nan and Dr Hong Su for a period of three and five months respectively.

Working through the ACER Foundation, ACER is also making direct philanthropic contributions to schools through the provision of free resources, such as the ACER Foundation's 'Project Indochina' contribution of resources for use in classrooms in Vietnam.