



Latest from ACER international offices

ACER INDONESIA

Baseline Study for the Modelling of Universal Pre-Primary Education

ACER is currently working on a baseline study on early childhood education, supported by UNICEF in Indonesia and the IKEA Foundation. Under this project, ACER surveyed 140 early childhood development centres with a total of 5600 respondents. The study aims to review the current state of early childhood development in the district and open the discussion about the future approach and development of UNICEF intervention programs in the Bogor District.

INOVASI

ACER, in partnership with the Regional Economic Development Institute (REDI), were selected to be part of the research panel for INOVASI (Innovation for Indonesian School Children). The first project for the consortium is the Education and Learning Innovation Survey (*Survey Inovasi Pendidikan Dan*

Pembelajaran Indonesia/SIPPI) in five districts in West Nusa Tenggara (NTB) and two districts in East Nusa Tenggara (NTT). The result of the survey will be used as the baseline for the pilot of upcoming INOVASI programs. The survey involved around 75 schools and 4600 respondents.

Support to the National Assessment Center

ACER, in partnership with Cambridge Education, was commissioned by Analytical and Capacity Development Partnership (ACDP) to support the national assessment center (Puspendik). ACER supported Puspendik to develop a world class assessment program, provided advice on national examination, national contextual questionnaire framework and many other documents, as well as organising capacity building activities such as workshops on item writing, civics and citizenship, and classroom based assessment. Other activities were to provide assistance

for Puspendik computer-based testing team and IT support for trial tests.

Curriculum Reform Project

The Ministry of Education and Culture developed *Kurikulum 2013* (Curriculum 2013) as a national response to the school-based curriculum introduced in 2006 that decentralised educational responsibilities for improvement. However, the curriculum has faced some challenges. ACER was commissioned by ACDP to provide tools and guidelines to build capacity among Indonesian teachers and educators to monitor, evaluate, and implement *Kurikulum 2013*. They helped to design, produce, and evaluate specimen lessons in core subjects at primary and junior secondary grade levels as models for K13 implementation, and assisted Puskurbuk staff to learn about curriculum implementation in Singapore, South Korea, India and the Philippines.



ACER INDIA

Evaluation of Scaling-Up Teacher Professional Development for Quality Education, Jordan

ACER India won an evaluation project in Jordan funded by the Department of Foreign Affairs, Trade and Development (DFATD), Canada. The work under this project entails conducting an external, independent, formative (mid-term) evaluation of DFATD-funded Scaling-Up Teacher Professional Development for Quality Education (TPD4QE) project. The evaluation will be carried out to conform with 'OECD/DAC (2010) Quality Standards for Development Evaluation', and best practices in evaluation.

Five regional workshops on learning assessment

ACER India, with support from UNICEF India, conducted five regional workshops, to build the capacities of approximately 170 state education officials who represent 17 UNICEF targeted states on robust learning

assessment. The five workshops in Guwahati, Hyderabad, Kolkata, Pune and New Delhi were designed to raise the skill levels of staff members on implementing learning assessments.

Evaluation of early-grade reading in five states in India

ACER India is conducting an evaluation for USAID-funded READ Alliance project implemented by Centre for Knowledge Societies (CKS). ACER India is developing and administering the early-grade reading assessment in the intervention areas of Maharashtra, Madhya Pradesh, New Delhi, Odisha and Tamil Nadu. Some elements of the evaluation include: developing early grade reading tools and adapting them to local languages; piloting; sampling; administering the study; monitoring and analysing the assessment data. The evaluation also involves developing contextual questionnaires to obtain information on the processes involved in the implementation of early-grade reading intervention.

Strengthening of learning assessment capacities

As a technical partner to UNICEF India, ACER India conducted a series of workshops to strengthen the capacities of the state and district level officials to implement rigorous student learning assessments in the state of Madhya Pradesh.

Components of technical support include the development of assessment framework and assessment items; capacity building workshops; technical standards; questionnaires to gather contextual information; field operation manual; sampling plan and sample; monitoring formats; data processing manual and test data codebook; reports and communication materials.

Technical assistance to Learning Assessment of Secondary Institutions (LASI)

ACER India supported the Monitoring and Evaluation Wing (MEW), Directorate of Secondary and Higher Education (DSHE), Ministry of Education, Bangladesh to implement LASI 2017 in the disciplines of English, Mathematics and Bangla for Grades 6, 8 and 10. ACER has supported the implementation of the learning assessment since 2012.

Components of the support include: review of assessment frameworks; test item development; review of survey questionnaires; review of sampling plan; review of the administration manual; support in administration of pilot; analysis of pilot study data; support in the training of test administrators; supervisors; test markers; and data entry staff; and creation of assessment tools for final survey.

ACER UAE

The PISA-Based Test for Schools

The OECD has introduced the PISA-Based Test for Schools to help schools to benchmark their performance in PISA. All Grade 10/Year 11 students from the UAE participated in the PISA-Based Test for Schools which was administered between April and May in 2017. ACER UAE was appointed as the national service provider to administer and manage the test in the UAE and to analyse the data. To ensure effective and smooth administration of the test, ACER UAE conducted workshops for school coordinators and test administrators.

Teaching and Learning International Survey (TALIS)

The Teaching and Learning International Survey (TALIS) is a research-based survey developed by the Organisation for Economic Co-operation and Development (OECD) and is the first international survey that focuses on the learning environment and the dynamics of teaching in schools across

a country. The purpose of the study is to investigate the characteristics of teachers and schools, teacher practices and classroom environment, the importance of school leadership as well as ways in which teaching is improved by using appraisal and feedback. The study offers an opportunity for teachers and principals to have an impact on education analysis and policy development. It is designed to provide data that help countries identify challenges and learn about policies and practices in other countries that face similar issues. ACER UAE is the agency appointed by the Knowledge and Human Development Authority to assist with the coordination and implementation of TALIS 2018 in Dubai.

ACER UK

Assessments to support research into evidence-based teaching and learning

ACER UK is working with RAND Europe on a study to evaluate the impact of a program that is designed to ensure teaching assistants' resources are appropriately targeted in the classroom and school. The intervention program has been developed by University College London. ACER's ELMs assessments are used as baseline and outcome measures in the study.

Scottish National Standardised Assessments provide diagnostic information to support teachers' professional judgment

Assessments in reading, writing and numeracy have been developed and delivered as part of the National Improvement Framework for Scottish education. The assessments were introduced in August 2017 and by May 2018 over 349 000 have been taken. There is no pass or fail. The results provide teachers with objective, comparable diagnostic information about progress, which will help improve outcomes for all children and young people.

Essential Learning Metrics help identify what pupils know, understand and can do

The ELMs assessment suite for mathematics, reading, vocabulary and writing match the new National Curriculum in England and help focus on progressive achievement over time. This ensures that high expectations can be held for every pupil's progress, regardless of their starting point.