Partner focus
Assessment in India

Regional focus
Pacific

Policy
Educational progress for all

Collaboration
Education in Asia
The Australian Council for Educational Research (ACER) is one of the world’s leading educational research centres.

For 80 years ACER has developed a solid reputation as a provider of reliable support to education policy makers and professional practitioners. ACER’s extensive research capacity is conducted across nine research programs:

- Assessment and Reporting (Humanities and Social Sciences)
- Assessment and Reporting (Mathematics and Science)
- National Surveys
- International Surveys
- Systemwide Testing
- Teaching, Learning and Transitions
- Policy Analysis and Program Evaluation
- Higher Education
- Psychometrics and Methodology

As a not-for-profit organisation independent of government, ACER receives no direct financial support and generates its entire income through contracted research and development projects and by developing and distributing products and services. The organisation has offices throughout Australia, as well as branches in Dubai and New Delhi.

**International influence**

ACER works in an increasingly international context, providing research and assessment services, consultancy, support and professional development programs to governments and educational organisations in numerous countries. In addition, ACER develops, implements and evaluates regional, national and international assessment programs for a broad range of international clients.

ACER has been engaged in significant collaborative work with the Organisation for Economic Co-operation and Development (OECD) as the leading partner in a consortium responsible for the Programme for International Student Assessment (PISA). More recently, ACER led an international consortium in the development and implementation of the OECD’s Assessment of Higher Educational Learning Outcomes (AHELO) feasibility study.

ACER also collaborates on a number of international development projects with organisations such as the World Bank, AusAID and the United Kingdom Department for International Development (DFID), contributing to educational evaluation and reform in a number of countries.

Further, ACER is the International Study Centre responsible for the IEA International Civic and Citizenship Education Study (ICCS) and jointly conducts the IEA Teacher Education Development Study (TEDS) with Michigan State University.
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Supporting educational progress for all learners
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.
ACER is working with social enterprise Gray Matters to deliver strong student assessments for school improvement in India. Richa Jain reports.

ACER is working closely in India with Gray Matters, a social enterprise focused on improving quality of education in low-cost private schools in Hyderabad, Bangalore, Delhi, Warangal and Jaipur.

The monitoring and evaluation program maintained by Gray Matters includes school assessments, educational analytics and evidence-based school improvement advisory services.

ACER’s work with the social enterprise currently focuses on school assessments and analyses, with potential to deliver school improvement services on the basis of data and analysis from those assessments over time.

While ACER is developing technically strong student assessments for Grades 3 to 10 in English, mathematics, science and logical reasoning, the purpose of the partnership is also to develop the skills of the Gray Matters team in terms of the analysis of data as well as reporting so that Gray Matters can train school leaders and teachers on using the data to improve teaching and learning.

The new tests are being developed in three phases so that ACER test developers and psychometricians can evaluate their reliability and validity, to ensure the development of robust test items which are suitable to the target schools. The phased approach also means that ACER and Gray
Matters can develop and deliver the tests according to the most efficient process, particularly in terms of technological efficiencies.

ACER began foundational work to ensure the reliability and validity of the assessments in 2010, developing descriptive measures for student achievement and growth from Grade 3 to Grade 10 for India. These measures enable reporting based on local norms, which are being revised for the target schools through a norming study.

The resulting reports provide teachers with diagnostic information for individual students and groups of students. This research aims to provide the Indian educational system with information on student achievement and growth throughout primary and secondary schools in a way that has never been done before.

ACER’s work includes the development of a test item framework, as well as the development and field trial of a test item bank based on India’s National Curriculum Framework.

A report framework developed by ACER enables school principals to generate a school-level report to review overall school performance and enables teachers to generate class-level reports to review student outcomes by class and subject, and by student and subject.

By developing a more sophisticated reporting system that goes to the level of individual students, ACER is significantly improving the capability of Gray Matters to support school principals and teachers in evaluating their effectiveness at the school, class and individual student levels, in order to identify the best next steps for teaching and learning, and appropriate interventions where necessary.

Assessment programs, of themselves, do not improve learning outcomes, but they do provide information so that policy makers, school principals, teachers and other stakeholders can develop appropriate policies and programs to improve students’ learning. They also enable policy makers to better identify the kinds of professional learning and resources needed by school principals and teachers.

ACER’s partnership with Gray Matters in India is ensuring that all stakeholders, especially school principals and teachers, are making better use of data both to measure student achievement and growth, and to evaluate the effectiveness of teachers’ methods and school programs.

This research aims to provide the Indian educational system with information on student achievement and growth throughout primary and secondary schools in a way that has never been done before.
Regional focus

Pacific

ACER is working with Ministries of Education in the Pacific to develop institutional capacity to deliver comprehensive assessment systems at the national and school levels, as Elizabeth Cassity reports.

ACER’s institutional capacity analyses in 2013 were a collaboration with staff in the Ministries of Education of Solomon Islands, Samoa and Papua New Guinea. The analyses were part of a regional pilot initiated by the South Pacific Board for Educational Assessment (SPBEA).

The regional pilot aims to support Pacific Ministries of Education in developing policies and procedures to improve the quality of education as part of the Pacific Benchmarking for Educational Results (PABER) initiative. The institutional capacity analyses support the policy and system assessment component of PABER. Each capacity analysis contributes to an evidence base that will ultimately inform policy and establish interventions to improve learning.

Practical strategies and approaches for comprehensive assessment

ACER’s work has supported the governments of Solomon Islands, Samoa and Papua New Guinea to explore practical strategies and approaches on how to develop institutional capacity to deliver comprehensive assessment systems at the national and school levels. Each capacity analysis has also included a review of quality assurance measures to ensure the validity and reliability of each country’s processes and procedures in their assessment systems.

The work has also addressed the technical knowledge and skills of staff in the assessment and examinations units of each country. ACER researchers used the Institutional Capacity Analysis Tool (ICAT), developed by project director Chris Freeman, to assist in data collection. ICAT enables analysis of the readiness and proficiency of assessment staff to satisfy the national policy on assessment. The tool was developed for the institutional capacity analysis in Solomon Islands, and was subsequently adapted in Samoa and Papua New Guinea.

The instruments for the tool included surveys and observation checklists to audit: the task demands associated with each assessment program; a survey of management staff members; a survey of all assessment staff members; a survey of staff technical capacity; a compilation of task demands within the assessment unit; and a compilation of all assessment deadlines.

In addition to adapting the tool to each country’s context, the researchers

Elizabeth Cassity is a Research Fellow in the Policy Analysis and Program Evaluation research program at ACER.
reviewed existing documentation related to assessment and curriculum policies and procedures produced by the Ministries of Education. They also conducted interviews with all assessment and examinations staff as well as staff in other relevant divisions of each country’s Ministry of Education.

Key outcomes

The three key outcomes of the institutional capacity analyses have been:

- to develop and adapt an institutional capacity analysis tool in consultation with the relevant assessment unit, tailored to the needs of that unit;
- to identify policy and capacity gaps in relation to the overall mission and functioning of the unit, human resources, and system structure and infrastructure; and
- to provide a report of the institutional capacity analysis that includes a three-year national assessment plan with a detailed budget.

The data collected through ICAT, relevant policy documents and interviews with key stakeholders have been synthesised and analysed to develop a profile of the institutional capacity and current processes, and identify capacity gaps.

A further and important outcome of the three institutional capacity analyses is the development of long-term collaborative relationships between ACER and the Ministries of Education in Solomon Islands, Samoa and Papua New Guinea. These relationships include, for example, the design of workshops, work attachments and other professional development activities to improve the capacity of assessment staff over a three-year period. Such collaboration is expanding the profile of ACER in the Pacific region in terms of education assessment and policy analysis.
ACER’s ongoing work in global educational monitoring is supporting educational progress for all learners, worldwide, as Ray Adams explains.

Educational monitoring at the national and international level tracks progress in the provision and quality of schooling. By identifying effective policy reforms implemented by governments, non-government organisations and multilateral agencies like the United Nations Development Programme and the World Bank, monitoring also supports improved practice in education and ultimately improved student outcomes.

ACER’s work in global educational monitoring includes the international management of the OECD’s Programme for International Student Assessment (PISA) over its first five administrations from 2000 to 2012, the IEA’s Teacher Education and Development Study and the International Civic and Citizenship Education Study, as well as the management of Australia’s participation in PISA, the Trends in International Mathematics and Science Study and the Progress in International Reading Literacy Study.

The Centre for Global Education Monitoring will consolidate and build ACER’s work in this area through the monitoring of educational outcomes worldwide, so that 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.

That ongoing work is addressing five strategic priorities to:

• shape international learning goals
• develop and maintain indicators
• strengthen educational systems
• monitor trends in educational growth, and
• report on and provide analysis of international educational outcomes.

It is also informing development policy, particularly in relation to the proposed Education for All Global Monitoring Report post-2015 development goals for education. Those proposed goals aim to ensure that, among other things, by 2030, all children and adolescents have equal access to, and complete their education, with that education supporting learning in terms of recognised and measurable learning outcomes, especially in literacy and numeracy; and that government spending covers education needs, and that international aid is targeted at countries and groups that need it most.

Critically, ACER’s global educational monitoring work is informing the development of appropriate standards and indicators for measurement in support of the post-2015 focus on recognised and measurable learning outcomes.

ACER’s recent global educational monitoring activities have included advice on test development and development of national monitoring.
The proposed Education for All Global Monitoring Report post-2015 development goals for education can be found at http://unesdoc.unesco.org/images/0022/002200/220033E.pdf systems in Pakistan, Bangladesh, Spain, Mexico, Colombia, Saudi Arabia, Ethiopia, India, Armenia and the United Arab Emirates (UAE). ACER’s further work on the UAE National Assessment Program 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.

Current global educational monitoring activities also include reviews of national assessments in Chile and Portugal, while in Afghanistan ACER is also developing assessment frameworks, assessment items, sampling procedures and analysis tools to enable education systems to monitor the educational growth of groups of students in the early and middle years of schooling and to benchmark that growth internationally.

In the Asia-Pacific region, ACER works with the Australian Aid Program to support literacy and numeracy monitoring work in the Pacific and has contributed to the work of the Learning Metrics Task Force to develop global learning metrics.

The review focused on the impact of large-scale assessment programs on education policy making, particularly policies regarding resource allocation and teaching and learning, in developing countries. It also sought to address the following sub-questions:

- What are the characteristics of the large-scale assessment programs that have informed education policy making in developing countries?
- How are the data from assessment programs used to inform education policy making in developing countries?
- At what stages of the policy process are data from assessment programs being used in developing countries?
- What educational policies in developing countries have resulted from the use of assessment data?
- What are the facilitators and barriers to the use of assessment data in education policy making?

Fifty-four existing studies were included in the review, representing 73 countries that fall under the review’s definition of an economically developing country.

**Program types**

Half of the included studies about the impact of assessment programs referred to national programs, followed by equal numbers of regional (involving neighbouring countries) and international programs, and only a small number of sub-national (state or provincial level) programs.

Most of the assessments involved a representative sample of students rather than a census approach. This is likely due to the financial and technical constraints that face developing countries, as census/population assessments are very costly to undertake.

Most programs assessed students in both primary and secondary school. The next most common assessments covered primary school only (up to Year 6). Assessments covering secondary school only (Year 7 and above) were the least common.
Program goals and uses

Almost all assessment programs in the included studies examined reported multiple goals and uses. The most frequently cited goal was to measure and ensure quality of education and its strengths and weaknesses by examining student achievement over time.

Less frequently mentioned goals were ensuring equity and accountability. To measure and ensure equity, programs were often intended to diagnose issues and target interventions in order to improve the educational outcomes for disadvantaged groups. To measure and ensure accountability, assessment programs were often used to report assessment results to relevant stakeholders.

Other goals of assessment programs included: informing future assessments and building technical capacity; enabling broad international comparisons; providing inputs to be used at the local level for teachers, parents and students; and, evaluating and examining the effects of pre-specified policies.

In terms of education policy-making, across all types of programs, data from assessments were most often used at the agenda setting, implementation and evaluation stages of the policy cycle. They were less frequently used during the policy formulation stage.

Impacts on policy

The most frequently occurring resource allocation policies that resulted from the use of assessment data were those intended to improve the quality of teachers and teaching materials used in schools, and those that made changes in education funding.

Assessment programs most frequently impacted education policies aimed at increasing teacher quality through in-service professional development and improved teacher preparation.

System-level policies regarding curriculum standards and reform, performance standards and assessment were also often affected by the use of assessment data.

A notable pattern was that three-quarters of the included studies on international assessments reported an impact on curriculum standards. Conversely, little has been reported on the impact of assessment programs on teaching and learning practices. From the limited available studies, the most commonly occurring impact on teaching and learning practices focused on reforms towards student-oriented pedagogy and the development of in-class learning strategies.

Changes to education funding were intended to improve educational outcomes by providing: funds for interventions and programs for low-performing and low-socioeconomic status schools; performance-based financial incentives for schools and teachers; and changed funding allocation between public and private schooling sectors.

Facilitators and barriers

This review also sought to identify the facilitators and barriers to the use of assessment data to inform policy making in developing countries.

The most frequently cited facilitators to the use of assessment data were media and public opinion and the dissemination of appropriate results to stakeholders, followed by the soundness of the assessment program itself and how well the program was integrated into policy processes.

The most frequently reported barriers to the use of assessment data to inform policy were: low technical quality of the assessment program and associated analyses; financial constraints to maintain the program; weaknesses of the body responsible for conducting the assessment, particularly in influencing policymakers; and low technical capacity and experience in interpreting, disseminating and using the results of the program.

Implications of this review

The findings of this review have a number of implications for those agencies involved in the design, implementation and analysis of assessments in developing countries, as well as for education policy and decision makers seeking information on the quality and equity of the education system through assessment programs.

Generally speaking, the closer the link between an assessment program and education policy makers, especially in the design phase, the greater the impact of assessment on educational policy making.

The findings highlight the need to further increase opportunities for cross-fertilisation and cooperation between policymakers and those involved in large-scale assessment. Further, in-depth research can help stakeholders to better understand the obstacles to collaboration.

The findings also suggest that elements outside of the nature of the assessments themselves, such as the effectiveness of the education system, political sensitivities and conflict, the strength of civil society and public discourse, play a critical role in facilitating or impeding the usefulness of assessment programs. More research is needed in exploring how such system-level factors impact on the use of assessment programs in developing countries.

Finally, it would be of great interest to do the same study for developed countries. While some studies have been commissioned by the organisations that are undertaking large-scale assessments, an independent systematic review would provide stronger evidence of the existence or absence of links between large-scale assessments and education policy making.

The impact of national and international assessment programmes on education policy, particularly policies regarding resource allocation and teaching and learning practices in developing countries, by Maura Best, Pat Knight, Petra Lietz, Craig Lockwood, Dita Nugroho and Mollie Tobin, is available from the EPPI Centre website at http://eppi.ioe.ac.uk
Dr Sarah Richardson is a Senior Research Fellow in ACER’s Higher Education research program.

Sarah Richardson reports on ACER’s recent collaborative work with institutions in South East Asia to support higher education.

In the Asian Century it is vital that Australian organisations invest in building respectful, sustainable relationships with their regional counterparts to provide mutual benefits into the future. After all, South East Asia is on Australia’s doorstep and is home to a number of fast growing economies.

There has been growing collaboration between higher education stakeholders in Australia and South East Asia in recent years, but these tend to focus on research collaborations and student mobility. Collaborations around teaching, learning and assessment remain relatively rare.

To address that, ACER delivered symposia in Bangkok, Jakarta and Kuala Lumpur and presented at a conference in Singapore in August 2013. Under the umbrella term ‘Smarter Learning’ the aim was to share insights, stimulate conversations and build new relationships around a number of initiatives.

Bringing together representatives from ministries, quality agencies, peak bodies and higher education institutions, the symposia focused on methods to enhance the quality of teaching and learning in higher education. ACER staff discussed insights from the AHELO Feasibility Study, Australian Medical Assessment Collaboration, Australasian Survey...
there was significant emphasis on enhancing the employability of graduates. Achieving this outcome encompasses a whole range of activities from reviewing curricula and enhancing quality assurance to providing professional development for teaching staff and collecting data on the learning outcomes of students.

Particular areas of interest included the sharing of best practice in teaching and learning in different disciplines; building the skills of teaching and learning practitioners; and quality assurance of post-graduate education and benchmarking quality assurance practices.

ACER’s delegation was led by Senior Research Fellow Dr Sarah Richardson and included Peter McGuckian (Director of International Development) and Ralph Saubern (Director of Professional Resources).

Professor Leo Goedegebuure and Marion Schoen from the LH Martin Institute at the University of Melbourne joined the ACER team to present on methods to manage faculty and lead strategic change in higher education institutions.

In common with colleagues in the higher education sector in Australia, ACER aims to build on the initial connections made with higher education stakeholders in South East Asia through the delegation to develop initiatives to encourage collaborations and build synergies across countries in order to enhance the quality of higher education teaching and learning for the benefit of all.

The events were hosted by the Office of the Higher Education Commission in Thailand, the Malaysian Qualifications Agency, BINUS University in Indonesia and the Council for Private Education in Singapore. Educational counsellors at the Australian embassies in each country were instrumental in facilitating connections with these host organisations.
Improving learning in China

Research cooperation between Australia and China is providing insights into educational practices for researchers in both countries.

Pictured, Li Nan and Dr Hong Su, from China’s National Institute of Education Sciences, in the ACER Cunningham Library.
ACER and the National Institute of Education Sciences (NIES), Beijing, China, have signed a memorandum of understanding to share research, information and expertise.

The agreement paves the way for collaboration in programs and initiatives that apply international best practices in educational research and assessment to support educational development.

The research arm of the Chinese Ministry of Education, NIES is the only national-level comprehensive educational research institute in China. Its 11 research centres investigate all educational sectors from preschool education through to higher education in terms of education policy, curriculum and pedagogy, teacher development, education inspection and evaluation, psychology and special education, and international and comparative education.

Among the areas of cooperation facilitated by the agreement is the secondment of staff between ACER and NIES. ACER recently hosted two NIES researchers, Li Nan and Dr Hong Su for a period of three and five months respectively.

Dr Hong is working at NIES’s Research Center for International and Comparative Education. Her academic interests include education evaluation, teachers’ professional development and comparative education. Her work focuses on factors that influence students’ achievement, standards and evaluation, international comparative research on education policies, and practical guidance to local government and schools.

Dr Hong’s time at ACER has so far involved familiarising herself with the IEA International Civic and Citizenship Education Study (ICCS), OECD Programme for International Student Assessment (PISA) and the National School Improvement Tool. In addition to conducting background research, Dr Hong has been interviewing educators who have put the National School Improvement Tool into practice in schools.

‘The National School Improvement Tool is a highly effective tool enabling schools in using data to help students achieve better results,’ Dr Hong said. ‘Teachers are good at collecting data but sometimes they don’t know how to use the data to improve their teaching.’

Ms Li is a Research Fellow in the Research Center for Education Policy at NIES in Beijing. Her research field is education policy with a focus on disadvantaged children, particularly the children of migrant workers, children in rural areas and children from poverty-stricken communities who attend the country’s under-resourced boarding schools. While at ACER, she has been gaining an understanding of the educational issues for disadvantaged youth in Australia and national efforts to address that disadvantage.

‘With the huge resources of ACER’s Cunningham Library I can easily conduct a literature review on disadvantaged children in Australia and related policy, which will be very helpful when I continue my research in China,’ Ms Li said.

During her three months at ACER, Ms Li has familiarised herself with ACER’s evaluation of the Australian Government’s Empowering Local Schools initiative.

‘Educational management is very important for all schools, not only in Australia but also in China,’ Ms Li said. ‘While the Empowering Local Schools program itself may not be transferable to China because the context is different, the evaluation methodology can be used to identify and develop successful local programs.’

Through Ms Li’s involvement in the judging of the NAB Schools First program, both of the NIES researchers have been able to visit several Melbourne schools. On these visits, both Ms Li and Dr Hong were impressed by some of the differences between Australian and Chinese classrooms.

‘Australian primary schools are very different to Chinese primary schools because in Australia the class has one teacher for all subjects, whereas in China students have different teachers for different subjects,’ Ms Li said.

For Dr Hong, working at ACER has also provided an opportunity to learn more about instrument development and data analysis, especially for developing survey items, and the use of various software.

Ms Li said her time at ACER has given her new insight into teaching and school management, especially on how to cultivate the creativity of students.

‘The most important gain is that I can keep in touch with the staff at ACER after I return to China’, Ms Li said. ‘I will be very glad to build bridges between the two institutes through collaborative programs and other activities.’
Measuring outcomes in Abu Dhabi

ACER is implementing the External Measurement of Student Achievement for the 2014 to 2016 assessment cycles for the Abu Dhabi Educational Council (ADEC). The work includes the development of English Reading, English Writing, Mathematics and Science instruments for Grades 3 to 12.

ACER is also conducting a graduate destination survey for ADEC as well as an assessment of generic learning outcomes in literacy and numeracy in teacher education colleges, both of which are the first of their kind in the region.

National assessment program in India

ACER in partnership with Cambridge Education is working with India’s National Council of Educational Research and Training on the design, implementation and reporting of data from a new National Achievement Survey of students in Year 10.

The National Achievement Survey – conducted under the auspices of the Rashtriya Madhyamik Shiksha Abhiyan program of the Ministry of Human Resource Development to enhance access to and improve the quality of secondary education – is monitoring student progress in terms of the National Curriculum Framework in India.

International Baccalaureate India

ACER will be undertaking a research study to explore and document enrolment patterns, persistence and performance of International Baccalaureate (IB) Diploma Program (DP) students who undertake undergraduate studies in India.

The IB Organisation (IBO), a non-profit educational foundation, offers international education programs to more than one million students in 144 countries. There are 98 IB world schools in India, 85 of which offer the DP, which is equivalent to Grade 12 in India and is accepted by the...
A mixed methods approach will be adopted, involving systematic collection of qualitative and quantitative data. ACER will collect enrolment, background and performance data from select colleges at the University of Mumbai. Based on the analysis of the data, a sample of students will be identified and interviewed. Analysis will investigate how the IB DP prepares students for undergraduate study.

ACER has started work on a brief feasibility study prior to the main research study to assess the availability of required data at the University of Mumbai.

ACER is also undertaking research for the IBO to compare and contrast IB DP outcomes achieved by students who complete their studies in the IB Middle Years Program with students who complete a state or national curriculum or other international curriculum.

National learning assessment in Afghanistan

ACER is developing a national learning assessment for students in the early and middle years of schooling in Afghanistan. The aim of the assessment is to provide relevant, sound and comparable data and indicators of essential life skills in mathematics, reading and writing to policy makers as a way of monitoring policies on educational progress and to help in targeting resources.

Workshop on test development in Armenia

ACER is contributing expertise for a World Bank-organised workshop on large-scale assessment in Armenia for assessment and education specialists, addressing the World Bank Institute publication, Developing Texts and Questionnaires for a National Assessment of Educational Achievement.
Australian Council for Educational Research

Melbourne
19 Prospect Hill Road
(Private Bag 55)
Camberwell VIC 3124
Australia
T +61 3 9277 5555
F +61 3 9277 5500

Dubai
Block 2B Office No G21
Knowledge Village
Dubai
UAE
T +971 4 366 4098
F +971 4 366 4097

New Delhi
1509, Chiranjeev Towers
43 Nehru Place
New Delhi
India
T +91 11 2646 4304

www.acer.edu.au