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Achieve

Spring 2017

The latest news from Cambridge Assessment, the University's international exams group.

www.cambridgeassessment.org.uk

Study offers unique insight into English writing in exams

Research that offers a unique insight into how school students' writing in UK exams has changed since 1980 has been published at a conference in London.

Cambridge Assessment has published its *Variations in Aspects of Writing* study approximately every 10 years, initially using a sample from 1980. The latest phase focuses on scripts from 2014. Key findings of the study include:

- The percentage of spelling errors at the lowest level of attainment is higher in 2014 than in most years. The incidence of spelling errors has changed very little amongst the mid and higher attaining students.
- There is some evidence that use of 'other' punctuation marks such as semicolons has increased among higher attaining students but decreased sharply amongst the lowest attainers.

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Research Officer Filio Constantinou presents some of the findings from the *Variations in Aspects of Writing* study.



News in brief

Top marks for maths events

More than 300 teachers have taken part in conferences about the key reforms to A Level Maths in the UK.

The main changes include linear assessment, teaching mechanics and statistics – involving large data sets – for the first time, and the use of technology.

The free conferences were held by OCR, which is the only UK exam board to provide schools and colleges with a choice of new maths suites in what is now the most popular subject at A Level in Britain.

OCR's new AS/A Level Maths A builds upon its current syllabus, providing a clear and coherent course of study based on what works well in the classroom, with strong subject progression and teacher support.

The new OCR AS/A Level Maths B (MEI) has been developed with longstanding partners, Mathematics in Education and Industry, and is designed to prepare students to use mathematics in a variety of contexts. Both qualifications were the first to be accredited by the exams regulator for England.

English teachers win a place at major conference

Two English teachers have been awarded scholarships to one of the key events in the world of English language learning.

Erica Sofia Carignano from Villa Nueva, Argentina and Bogar Vallejo Martínez from Durango, Mexico will be funded to go to the IATEFL conference in Glasgow, Scotland, which is attended by thousands of language teaching professionals from around the world. Erica won the Cambridge English Language Assessment scholarship by writing an essay on the effectiveness of English language tests, while Bogar caught the eye of the judging panel by describing how he creatively introduced podcasts and QR codes in the classroom to help students improve their speaking skills.

Join a meeting of minds

An exam board is holding three teacher conferences this year in order to make the events more accessible to teachers around the world.

The Cambridge Schools Conference brings together a community of teachers representing schools from many different countries and contexts, to consider approaches to common challenges.

The first conference will be held at the University of Hong Kong from 2 to 3 May. If you would like to be notified when other dates, venues and booking information is available, you can register your interest on the Cambridge International Examinations website.

Cambridge International Examinations has also recently announced that its Customer Services team is available 24 hours a day, six days a week. It includes Sundays, which are a working day for many schools in the Middle East and elsewhere.



From the Editor: introducing our new Group brand

You may have noticed a change with this edition – it is the first under our new Group brand.

We have been listening to learners, parents, schools, partners and colleagues who all told us just how important our connection with the University of Cambridge is to them. It's a source of pride and recognition the world over. We are now demonstrating this link more explicitly – making it a more visible part of our new Group brand identity, and ensuring our customers and learners benefit from this association.

Our Group is built on unique strengths: our 160-year heritage and connection with the University, the global recognition afforded our qualifications, our

research capability, our global distribution, our leading approach to assessment and curriculum development, and the culture, values and expertise of our people. These combined capabilities create the foundation for our commitment to delivering a confident future for learners around the world.

Crucially, this is not just a visual change – it's a strategic move to transform the way we work and ultimately, to offer a more integrated customer experience across the Cambridge Assessment Group.

The full roll-out will take time and the plan is to phase in the change over the next 18 to 24 months.

One big and very physical manifestation of the new Group brand will be our new purpose-built global headquarters – The Triangle – opening in Cambridge in early 2018. Equipped with all the latest technology, our new home will help us to attract the best talent from around the world and support the effective, inspired collaboration required to better support you.

As a values-driven organisation with collaboration at our core, we look forward to working together with our customers to make a real and lasting difference to the lives of millions of learners around the world.

UNESCO praises Mongolia education reforms

The United Nations organisation responsible for education, science and culture has praised work done to advance education reform in Mongolia.

The Mongolian Ministry of Education, Culture and Science (MECS) has been working with Cambridge International Examinations since 2011 on the development of new primary and secondary curricula in selected subjects, training of teachers in new skills to deliver the new curricula, and the introduction of formative assessment practices and support to improve national assessments.

In a recent evaluation report UNESCO noted how Cambridge has been providing significant support to the education reform process and in the assessment of educational outcomes. It said the exam board had been providing extensive capacity-building support,



UNESCO has praised the work done to advance education reform in Mongolia.

programmatic planning, formative and summative assessment support, and various other activities that have "significantly and positively influenced the advance of education reform in the country".

"Undoubtedly, the support and efforts provided have had an invaluable positive influence in advancing the quality of education reform in Mongolia, and in providing more efficient and successful methodologies for teaching practice, implementation of the new curriculum, and very good quality formative assessment practice", the report concluded.

Continued from page 1

- There is a tentative indication of generally improved use of commas.
- There is a marked increase in the use of simple sentences among higher attaining students. The researchers observe that these students tended to use simple sentences for literary effect.
- There was almost no evidence of candidates using 'text-speak' abbreviations in their work.

Professor Debra Myhill, Pro-Vice-Chancellor of the University of Exeter, who reviewed the study, said it will be valuable to teachers, policymakers and researchers.

"The study gives teachers some real insights into their own students' work. They can look at the findings – say for example how children's punctuation use has changed – and think 'is this true for the children that I teach' and that helps them identify what they might focus on or draw attention to in their own teaching.

"It's important to note that apart from spelling which relates to absolute accuracy, the other findings are value-neutral and need interpreting in the context of actual children's writing. So for example, an increase in other punctuation marks could reflect greater subtlety and sophistication in children's punctuation, or it could

"The study gives teachers some real insights into their own students' work."

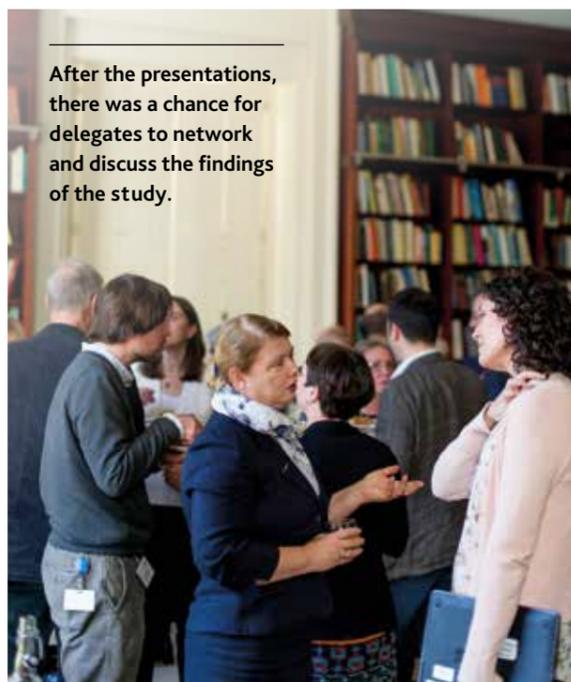
Questioning questions

Good assessment is about helping students to learn, the world's largest gathering of education and skills ministers has been told.

Michael O'Sullivan, Chief Executive of Cambridge International Examinations, told the Education World Forum (EWF) in London that good assessment should not be just about measuring what students know. "Good assessment is at the heart of a good education," said Michael. "And for assessment to work well, the questions used to test students' understanding need to have been designed well. This is true for both formative assessment – the questions that teachers ask every day in the classroom – and for summative assessment – the end-of-year tests and public exams."

He went on to say that "at Cambridge, we have been working on this for more than 150 years, and [good assessment is] quite complicated." He said when questions were designed well, they provided valuable data, both at the micro level of the classroom and the macro level of systems and countries.

He also spoke about some of the research that is helping ensure that assessments work well and ask the



After the presentations, there was a chance for delegates to network and discuss the findings of the study.

reflect over-liberal use of punctuation in response to a greater curriculum emphasis on other punctuation marks. The key thing is, it is drawing attention to patterns that teachers may not otherwise notice in their students' writing.

"But this study is also important for policy makers in the UK. The patterns of change or absence of change over time can indicate issues for curriculum development, or evaluate the success of policy interventions."

Sylvia Green, Director of Cambridge Assessment's Research Division, said: "We hope the findings will provide a stimulus for discussion and extended research."



Michael O'Sullivan, Chief Executive of Cambridge International Examinations, addresses the Education World Forum.

right questions. He mentioned how sister exam board Cambridge English Language Assessment has been researching how tests can encourage young students of English to develop their writing skills at an earlier stage, using a technique known as scaffolding. And he noted how research for the *Cambridge Approach to Textbooks* is now helping inform textbook design.

Michael ended by saying educators should always ask themselves "How do I know that the questions my students are being asked are helping them learn?" Under the over-arching Cambridge brand, Cambridge International Examinations, Cambridge English Language Assessment and Cambridge University Press were Platinum Partners for EWF, which was held in January on the theme of teaching, testing, talent and technology.

A view from...

Laura Motta Migliaro

New approach opens doors



Uruguay is developing a new language policy which, combined with the country's digital agenda, reduces the digital divide and enables students to reach good levels of English as a foreign language. For this reason, an agreement with Cambridge English Language Assessment was signed in 2014 by the educational national authorities.

During the past 20 years, there has been an effort made to offer a second language to every student in the country. Since 1996, the English language has been mandatory in secondary and vocational schools. It was not until the design and implementation of a national language policy that the English language started on the path of universalisation in primary schools.

During the last decade, Uruguay has experienced economic and social growth. In addition, there has been an improvement in access to technology based on the principles of inclusion and equity that has reduced the digital divide and produced a democratisation of services. In the educational field, Plan Ceibal has provided equipment and connectivity to every student and teacher, and to every school in the country.

These two policies merged into the universalisation of English as a second language from 4th grade in primary schools to the end of secondary and vocational schools.

The language policy referred to as foreign and second language acquisition determines that students will reach the following Common European Framework of Reference for Languages levels by the year 2030: a B2 level by the end of secondary and vocational school, a B1 level by the end of basic education, and an A2 level by the end of primary level. This language policy plans for an intermediate step by the year 2020.

As there is a shortage of teachers in the country, a b-learning system has been implemented which consists of a combination of classroom teacher, platform, and videoconference lessons.

Through the agreement signed in 2014, the Uruguayan Ministry of Education became a centre for Cambridge English exams in order to ensure the quality of instruction and the levels achieved by learners. The result is that Uruguayan students from the public sector achieve Young Learners English levels in primary school and Cambridge English: Key, Preliminary and First at secondary level.

Those who succeed in these exams broaden their cultural and linguistic capacity and, at a practical level, have multiple opportunities for study or work.

Councillor Laura Motta Migliaro, Central Management Council, National Administration for Public Education in Uruguay.

New mock exam service asks all the right questions

A new mock exam paper service to support UK students taking GCSE and A Level Sciences, Maths and Computer Science has been launched at a major education technology event.

UK exam board OCR has worked with Hodder Education and teachers to develop an online 'ExamBuilder' service which will give users the chance to create unique exam papers for their students, free of charge.

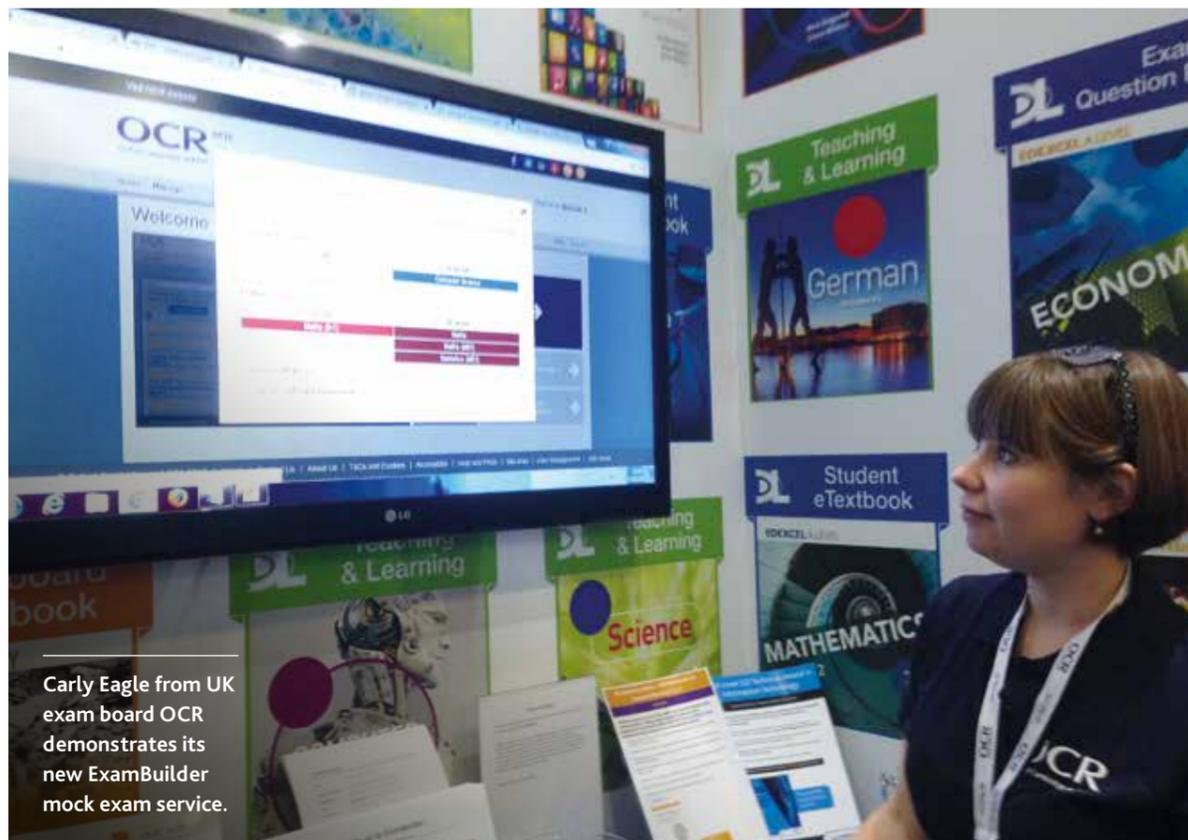
A distinctive feature of the new service – unveiled at BETT 2017 – is that teachers can select individual parts of questions from an archive to build bespoke tests on key topics, tailored to meet student need. ExamBuilder is designed to provide mock exams for both the UK's 'old' and reformed GCSEs and A Levels in the Sciences, Maths and Computer Science.

Since February, when ExamBuilder was officially launched to all schools around the UK, thousands of teachers have signed up. There is no limit to the number of staff at one school who can access ExamBuilder.

Nadine Malcolm, Head of Chemistry at Comberton Village College, Cambridgeshire, commented: "I think one of the best features is the dynamic cover page; it gives each exam paper a formal feel and also gives the students the opportunity to see what their exam paper will look like – a very worthwhile experience!"

For more information and to sign up, go to www.ocr.org.uk/exambuilder.

"I think one of the best features is the dynamic cover page; it gives each exam paper a formal feel..."



Carly Eagle from UK exam board OCR demonstrates its new ExamBuilder mock exam service.

Funding boost for future English teachers

People planning to teach English as a foreign language can now apply for a loan to help with the costs of training at a college or training provider in England.

The Certificate in Teaching English to Speakers of Other Languages (CELTA) qualification is now eligible for funding under the Advanced Learner Loan scheme. Eligible individuals can apply for funding of up to £1,417, and loans do not have to be repaid until the course has been completed and the person is earning a specified amount.

"It's popular with recent graduates, people changing their career and teachers who want to gain a formal qualification."

"Teaching English remains a really rewarding career choice and this funding boost will help even more people gain an internationally recognised teaching qualification."

CELTA is taken by thousands of people each year and is recognised by employers of English teachers all over the world. It covers essential knowledge, offers hands-on practical experience teaching real language learners and boosts classroom confidence.

David Charnaud from CELTA developer Cambridge English Language Assessment said: "Teaching English remains a really rewarding career choice and this funding boost will help even more people gain an internationally recognised teaching qualification. Each year thousands of people take CELTA as it gives them the chance to really demonstrate to employers their commitment to becoming quality English language teachers. It's popular with recent graduates, people changing their career and teachers who want to gain a formal qualification."

Cambridge English named in top 100

Cambridge English Language Assessment has been named as one of the top 100 education brands in India.

The leading daily business newspaper The Economic Times has awarded the exam board the distinction of being one of the 'Best Education Brands 2017'.

The award is part of a new initiative aimed at acknowledging the successful organisations that are keeping up with the changing educational landscape. Cambridge English was given the award at a ceremony in February in New Delhi. Manish Puri from the exam board received a trophy from the chief guest, Manish Sisodia, Deputy Chief Minister of Delhi.



Manish Puri from Cambridge English Language Assessment (left) and Manish Sisodia, Deputy Chief Minister of Delhi (right).

New grading system in England

This summer all students in England will receive results graded in numbers ranging from 9 to 1 (with 9 being the highest) instead of A to G, for their performance in reformed English Literature, English Language and Maths GCSEs.*

A key feature of the government's reform of qualifications, the 9 to 1 grading system will be applied more extensively next year for the grading of reformed GCSE qualifications in subjects including biology, chemistry, physics, computer science, religious studies, music, geography and history, the courses for which started last September. Exams in a third round of GCSE subjects, which will start teaching in 2017, will be graded 9 to 1 for the first time in August 2019. Up until 2019 therefore, students may receive their GCSE results in a mix of new 9 to 1 grades and the current A* to G system, depending on the subjects they study. UK exam board OCR has produced this handy explainer:

How do 9 to 1 and A* to G equate?

There isn't a one-to-one mapping between the new numeric grades and the current A* to G grades, but the two systems will be aligned at key grades:

- Grade 1 (lowest grade) will be aligned to the bottom of the current grade G, so that approximately the same number of students who currently get grade G or better will get a grade 1 or better.
- The bottom of grade 4 will be aligned to the bottom of grade C, so approximately the same number of students who currently get a grade C or above will get a grade 4 or above.
- The bottom of grade 7 is aligned to the bottom of grade A.



The top grade 9 will be awarded using a different method, devised by Cambridge Assessment researcher Tom Benton. The 'tailored approach' will mean that across all subjects (when all GCSEs are graded 9 to 1) about 20 per cent of those students achieving grade 7 or above will be awarded a grade 9. The bottom of grade 8 will be set on the mark halfway between the grade 7 and grade 9 boundaries. This new structure means that there are fewer grades for the lower ability ranges: grades 1, 2 and 3, compared to grades G, F, E and D. For the mid to high ability range, the new grading structure has more grades available, so that it will be possible to differentiate better between the most able students. As a rule of thumb, fewer students will get the new grade 9 than currently get the A*.

What's a pass in the new 9 to 1 grading system?

Broadly the same proportion of students will receive a grade 4 and above on the new grading system as currently achieve a grade C and above. Grade C – which is the measure currently used in accountability and performance tables – straddles all of grade 4 and the lower part of the new grade 5.

What are the standards for the new 9 to 1 grading system?

While many teachers in the UK are keen to know how well their students will perform on the new syllabuses, exam boards will not set grade boundaries until students have sat the first exams. The exams regulator for England has also provided some outline grade descriptions for the new GCSEs but these only provide the broadest of indicators. Sample exam papers give teachers a feel for how the new assessment will look.

Grade boundaries will be set by examiners after the exams have taken place, mainly on the basis of statistical information. The use of statistical information is part of a method of UK awarding known as 'comparable outcomes', which aims to ensure that students of similar ability get the same grade in one year (such as the first year of a new qualification) as they would have received had they sat an equivalent examination in a previous year. The England exams regulator Ofqual is using this approach "to provide some certainty about what to expect at this time of significant change".

After successfully developing over 70 new AS, A Levels and GCSEs in 2015 and 2016, UK exam board OCR is working on a further 30 reformed qualifications that will be introduced into classrooms in the UK this autumn. This final wave of new qualifications covers a wide range of subjects, from additions to OCR's Classics range such as Ancient History and Classical Civilisation, to Design and Technology and from Geology to Law.



Why practice makes perfect in education

'Traditional' approaches to learning should not be abandoned, as they are based on key findings from cognitive science, a seminar has heard.

Rote learning, homework, textbooks, times tables and phonics all ensure children acquire fluency and 'automaticity' in basic skills. These are the prerequisites for higher order, 'analytic' thinking, Dr Helen Abadzi, an expert in cognitive psychology and neuroscience with 27 years' experience at the World Bank, told a Cambridge Assessment Network seminar.

Dr Abadzi argued that all people are "basically prisoners to their working memory", which contains what is in their minds at any given moment. It lasts only a few seconds, so information must go through it very rapidly or it gets lost. If people read or calculate slowly, they cannot remember what they saw and cannot make good decisions, she said. When people practise a task like mental arithmetic, it becomes automatic and unconscious, freeing up space in the working memory for more complex calculations.

Dr Abadzi, who was speaking at a seminar which was part of the Cambridge Festival of Ideas, criticised calls by some in progressive education to ban homework, textbooks and times tables. She said there was a reason that some elements of traditional methods of teaching had stood the test of time – they help the brain remember and make correct decisions.

"People may not like methods like direct instruction – 'repeat after me' – but they help students remember over the long term."

"'Traditional' means we've been doing it for two, three, five centuries – it's actually a good indication that it works because our memory system can do this stuff," she said.

"People may not like methods like direct instruction – 'repeat after me' – but they help students remember over the long term. A class of children sitting and listening is viewed as a negative thing, yet lecturing is highly effective for brief periods."

Dr Abadzi went on to criticise education adviser and author Sir Ken Robinson – whose TED talk *Do Schools Kill Creativity?* is the most watched of all time – for advising children in a media interview to "go out and play".

"Go out and play, well sure – but is that going to teach me mental math so I can go to a store and instantly make a decision about what is the best offer to buy?," she said.

Dr Helen Abadzi argued traditional approaches to learning should not be abandoned.



New measures to boost examiner capacity in the UK

Each year, 34,000 examiners – the majority of whom are teachers – set and mark millions of GCSEs and A Levels in England, Wales and Northern Ireland.

With qualification reform in the UK creating a more intense demand for markers in the summer, as well as current teacher workloads, all exam boards are working hard to attract and retain examiners.

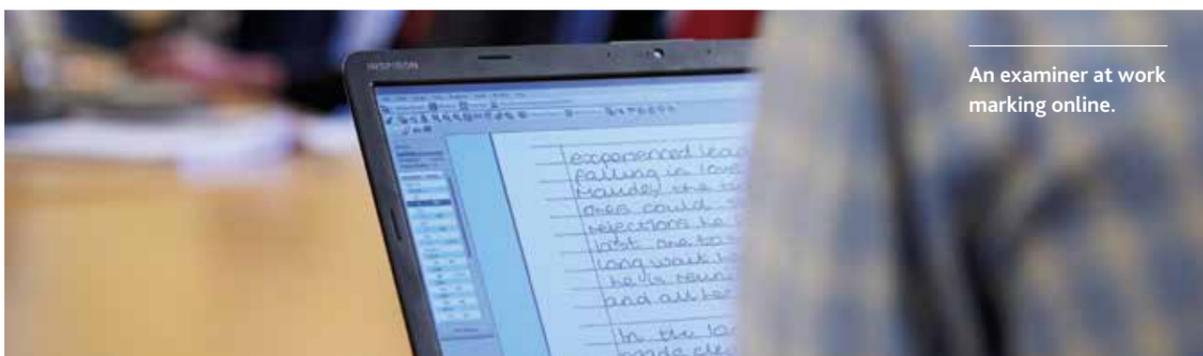
UK exam board OCR has played an important role in raising the industry-wide issue of examiner capacity in recent years, and helped form a new Working Group to identify the challenges and best ways to promote examining.

In January the Working Group, which consists of UK school and college heads' associations (including ASCL, the NAHT and HMC), the Joint Council for Qualifications and major exam boards, released the findings of its initial research and announced two new measures to boost examining.

A new award scheme, to be piloted this summer, will recognise exceptional individual and school and college contributions to examining. There is also a new 'Become an Examiner' website for teachers and school leaders interested in getting involved and sharing best practice.

While exam boards agreed to further steps including more training, schools and colleges represented by the Group also committed to encouraging schools to ensure that they recognise examining as valuable Continuing Professional Development and that examiners' expertise is used to greatest effect within schools.

Sylke Scheiner, OCR's Director of Assessment and its Working Group representative, commented: "It's great that exam boards and school and college leaders' associations are now working closely together to identify solutions to an industry-wide issue. Examiners play a key role in the education system and we all need to play our part in building capacity for the future."



An examiner at work marking online.

Comparable Outcomes: Scourge or Scapegoat?

According to research, an approach used to set GCSE and A Level grade boundaries in the UK does not prevent schools from demonstrating improvement to the government inspection service the Office for Standards in Education, Children's Services and Skills (Ofsted).

First implemented by the England exams regulator Ofqual in 2011, the 'comparable outcomes' approach is widely credited with tackling grade inflation in the UK. It works by pegging GCSE and A Level results to the performance of students in previous years. But teaching unions have argued that the approach comes at the expense of schools, which are required to demonstrate improvement year-on-year but are unable to do so under the 'yoke' of comparable outcomes.



Dr Tom Benton

"...the 'comparable outcomes' approach to grade boundary setting in fact has a very limited impact on individual schools."

However, Tom Benton, Principal Research Officer at Cambridge Assessment, found that comparable outcomes in fact has a very limited impact on individual schools.

In his paper *Comparable Outcomes: Scourge or Scapegoat?* Dr Benton acknowledges that the policy could mean that system improvement is not always recognised. However, individual schools and colleges are able to demonstrate improvement because in most cases actively controlling grade inflation using comparable outcomes leads to grade boundaries that are no more than one mark more severe than they would have been in any case. In the context of the usual amounts of year-on-year variation that are seen in schools' results, the effect of lowering grade boundaries by a single mark is very small.

In his analysis, Dr Benton also argues that Ofsted does not necessarily require schools to demonstrate improved exam performance year-on-year. In fact, one in four schools rated as 'good' by the schools inspectorate had decreased their performance in the run-up to the inspection, while almost half rated as 'requiring improvement' had improved their results.

Tim Oates, Group Director of Assessment Research and Development at Cambridge Assessment, said: "As an international organisation which uses a very wide range of statistical and other measures to monitor and maintain standards, we are agnostic about comparable outcomes. We recognise however that there are concerns about whether it prevents schools from demonstrating improvement, so we undertook the research to find out the real situation."

Dubai agreement set to open doors

Dubai's Knowledge and Human Development Authority (KHDA) has signed an agreement which promises to open up opportunities for people who hold Cambridge English certificates across the country.

Cambridge English Language Assessment is now a recognised international exam board in Dubai and students who hold selected exams will be able to receive a statement of recognition showing comparability with the UAE National Qualifications Framework (QFEmirates).

The KHDA supports schools, universities, parents, students, educators, investors and government partners



Dr Naji Al Mahdi, Chief, Qualifications and Awards in Dubai, and Saul Nassé, Chief Executive of Cambridge English Language Assessment.

to create a high-quality education sector focused on happiness and wellbeing.

The signing ceremony was attended by Saul Nassé, Chief Executive of Cambridge English Language Assessment, and Dr Naji Al Mahdi, Chief, Qualifications and Awards in Dubai.

Saul Nassé said: "I'm delighted our exams have now been recognised in Dubai. Students will be able to demonstrate their skills to schools, universities and employers – and those institutions will be able to find candidates they know can communicate well in English."

Macedonia reforms move up to secondary school

The government of Macedonia has signed an agreement to roll out new curricula in the country's secondary schools.

Its partnership with Cambridge International Examinations dates back to 2013, but work so far has been focused on primary, with the introduction of new curricula for maths and science from Grades 1 to 9. The new agreement will take the reform into secondary school, starting with Grade 1, and will cover both the Gymnasia – Macedonia's more academic secondary schools – and vocational schools.

Cambridge will work with Macedonia's Bureau for Development of Education to develop new curricula for mathematics, biology, chemistry and physics based on Cambridge IGCSE and Cambridge International AS and A Level. Cambridge will also develop schemes of work to help Macedonian teachers as they implement the new curricula and provide training. The final part of the contract will focus on monitoring the progress of the learners who started in September 2016 on Grades 7 to 9, and on setting a baseline for the students who will start with Grade 1 of secondary in September 2017.

"I'm delighted our exams have now been recognised in Dubai. Students will be able to demonstrate their skills to schools, universities and employers..."

How technology can help refugees learn English

A conference has explored how technology can help refugees learn English. Investors, technology experts and education specialists came together at an event hosted by non-profit social enterprise Techfugees and exam board Cambridge English Language Assessment to work on language learning solutions that will make a difference to the lives of refugees and asylum seekers.

Juliet Wilson from Cambridge English opened by highlighting the enthusiasm in the language teaching profession for wanting to help. She said: "We have a great bank of skills and support to offer. We're seeing lots of really good initiatives but there is much more we can do through voluntary teaching, free language and teaching resources, and other language learning programmes. Technology will obviously play a huge role in helping migrants and refugees to learn English. At Cambridge English we are creating more and more digital content, lots of which can be offered for free. We could reach many more people if we can work out how to get this content to them."

Gillian Ragsdale spoke of her experiences teaching in a former refugee camp in Calais, France, while Fiona Pape (British Council) and Tony Capstick (University of Reading), delivered a discussion on a recent report, *Language for Resilience*, and facilitated a Skype call with former refugees now living in the Kurdistan region of Iraq.

Ahmad Al-Rashid, a Syrian refugee currently studying for an MSc in Violence, Conflict and Development at the University of London, spoke about his experiences of fleeing Aleppo, studying English online, and winning scholarships at four universities.



Afternoon workshops involved all guests in problem solving that was geared towards presenting a 'lightning pitch' at the end of the day. Challenges included innovative approaches to teacher training, offline digital content, and establishing vital learner needs. Guests were offered the opportunity to pledge their time, resources, contacts or investment to the projects that they deemed most viable.

Reflecting on the event, Tom Hayton from Techfugees said: "We were delighted to work with Cambridge English on this high quality event. Education is one of our core areas of focus at Techfugees, and the English language is vital to help refugees integrate and find jobs, wherever they are. We will continue to move forward with Cambridge English to deliver language solutions on the ground, at scale."

The Techfugees conference explored how technology can help refugees learn English.

Enhanced leadership for assessment directors

Senior education leaders from India, Indonesia, Portugal, Pakistan, Malaysia, Thailand, Lesotho, Brunei and Vietnam came together in Cambridge for the second year of the Leadership in National Assessment course at Cambridge University.



Senior education leaders from across the world came together in Cambridge.

The week-long residential programme at the University's Møller Centre was designed by the Cambridge Assessment Network to help delegates gain a better understanding of assessment, education and society from a global perspective.

Professor João Marôco, a member of the Board of Directors of IAVE (the Portuguese National Assessment Institute) and Associate Professor of Statistics at ISPA-IU (the oldest Psychology College in Portugal) said: "The main thing I concluded from this course was that I should

have taken it when I started working with the Portuguese National Assessment Institute. This course is a great overview of assessment around the world, its problems, challenges, trends and future directions. This type of knowledge is fundamental for someone leading a modern and open assessment agency."

The 2017 course takes place from 18 to 22 September. For more information go to: www.canetwork.org.uk/leadership

Visit 'Cleverlands' this autumn



Education explorer and international education consultant Lucy Crehan will be talking about her research into top-performing education systems at a Cambridge Assessment Network seminar on 12 October this year. Lucy's travels are the basis for her new

book, *Cleverlands: The Secrets Behind the Success of the World's Education Superpowers*, which proved so popular the first edition sold out within days of publication.

For more information and to book a place go to: www.canetwork.org.uk/seminars

Watch this space

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Design: H2 Associates, Cambridge

Editorial: Hilary Fletcher