



ESTHER CARE



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Australia



Professor (Hon)

University of Melbourne
Senior Fellow (Nonresident)
Brookings Institution,
Washington DC

SELECTED EDUCATION

- Doctor of Philosophy (Psychometrics), University of Melbourne 1988
- Graduate Diploma in Applied Psychology, Chisholm Institute of Technology 1983
- Bachelor of Education, University of Melbourne 1976
- Bachelor of Arts (Languages), University of Melbourne 1973

EXPERTISE

- Assessment of 21st century skills
- Education reform
- Research and evaluation design
- Assessment of literacy and numeracy
- Curriculum comparison
- Test and scale development
- Educational achievement standards
- Differential psychology

Esther Care works with government and non-government organisations on education reform, with a focus on 21st century skills and assessment. She is coordinator for pilot of a new indicator of SDG 4.7, and works with UNESCO on review of the substance of global citizenship in Asia. She is working with ReLi in East Africa on assessment of life skills through the ALiVE initiative, and is currently Team Leader for an Asian Development Bank study on EdTech Solutions for Last Mile Schools in the Philippines. Recently Esther has collaborated with UNICEF and Pusat Studi Pendidikan Dan Kebijakan, an Indonesian NGO, on student assessment of 'karakter' for the national assessments; has concluded work with Myanmar on their national assessment system; and with UNICEF on Sri Lanka's education reforms.

From a career in academia spanning 20 years at the University of Melbourne, Esther moved to Washington DC late in 2015 to work with the Brookings Institution as Senior Fellow to continue her exploration of the 21st century skills global shift in education. Her expertise lies in psycho-educational assessment, expanding to the mainstream education sector over the past decade. She is the author of several books focussed on 21st century skills, as well as writer of many academic articles on psycho-educational assessment, formative assessment, education system reform, and collaborative problem solving. In the last decade Esther has worked extensively with country partners in the Philippines, where she was founding director of a collaborative research centre designed to build capacity in education system reform; in Cambodia, Nepal and Mongolia; and in the Democratic Republic of Congo, The Gambia and Zambia.

Professor Esther Care maintains her links with the University of Melbourne as a professorial fellow, and with the Brookings Institution, Washington DC as nonresident senior fellow.

SELECTED RESEARCH GRANTS AND CONSULTANCIES

2020-2021 Technical Assistance, Sri Lanka NIE reform (UNICEF)
2020-2021 UIS Pilot Coordinator, SDG 4.7.6 (UNESCO)
2020 Measuring Non-Cognitive Learning in Indonesia (UNICEF)
2019-2021 Assessment and Education Reform (DFID, Myanmar)
2018-19 Life Skills and Citizenship Education - UNICEF (NFER)
2017-2020 Optimizing Assessment for All (Brookings)
2015-2018 Skills for a Changing World (Brookings)
2016-2017 Assessment of Generalisable Skills (Gov Norway)
2016-2018 LearnBEST Evaluation Study (Aust DFAT)
2015-2016 Assessment of transversal competencies (UNESCO)
2013-16 Longitudinal study of learning achievement in ARMM, Philippines (Aust DFAT)
2013-2015 Building early literacy assessments (Catholic Ed, Vic)
2010-2013 Assessment and Teaching of 21st Century Skills (CIM)

RESEARCH GROUPS

[NISSEM](#) Networking To Integrate Sdg Target 4.7 And Sel Skills Into Educational Materials
[MECCE](#) Monitoring and Evaluation of Climate Change Education

COUNTRIES

Philippines, Indonesia, Kenya
Mongolia, Nepal, Cambodia
Myanmar, India, Sri Lanka
Singapore, Vietnam, Pakistan
Zambia, South Africa, Finland
Democratic Republic of Congo
The Gambia, Costa Rica,
Mexico, Norway, Australia

LEADERSHIP

- Director, Assessment Research Centre, University of Melbourne 2014-2015
- Director, Assessment Curriculum and Technology Research Centre, UP Philippines 2013-2018
- Senior Fellow, Brookings 2015-2020, Skills for a Changing World, Optimizing Assessment for All

SUMMARY

Esther Care's career as a senior researcher and project leader has provided a substantial track record in applied research through government research grants, in international aid and development, and in innovative research funded by technology corporations; in graduate teaching and supervision in educational psychology, in leadership of graduate programs, and in directing local and international research centres.

SELECTED PUBLICATIONS

- Care, E. (2020). *Optimizing Assessment for All: Assessment as a stimulus for scaling 21st century skills in education systems*. Washington D.C.: The Brookings Institution.
- Care, E., Kim, H., Vista, A., & Anderson, K. (2019). *Education system alignment for 21st century skills: Focus on assessment*. Washington D.C.: The Brookings Institution.
- Care, E., Griffin, P., & Wilson, M. (Eds.) (2018). *Assessment and Teaching of 21st Century Skills: Research and Applications*. Cham: Springer.
- Care, E. (2018). Assessment in the Philippines' Formal Education System. In C. Magno and A. David (Eds.) *Philippine and Global Perspectives on Educational Assessment*. Manila: Philippine Educational Measurement and Evaluation Association.
- Care, E., & Kim, H. (2018). The explicit nature of educational goals for the 21st century. In C. Wyatt-Smith & L. Adie (Eds.) *Innovation and Accountability in Teacher Education: Setting Directions for New Cultures in Teacher Education*. Springer.
- Care, E., & Griffin, P. (2017). Collaborative Problem Solving Processes. In Csapó, B., & Funke, J. (eds.) *The nature of problem solving. Using research to inspire 21st century learning*. Paris: OECD Publishing.
- Kim, H., & Care, E. (2017). Considering authenticity of skills assessments. *Journal of Educational Assessment in Africa*, 12, 165-175.
- Care, E., & Beswick, B. (2016). Comparative approaches in education. In D. Wyse, L. Hayward, & J. Pandya (Eds.) *Handbook of Curriculum, Assessment, and Pedagogy*. SAGE.
- Care, E., Scoular, C., & Griffin, P. (2016). Assessment of collaborative problem solving in education environments. *Applied Measurement in Education*, 29(4), 250-264.

SELECTED PRESENTATIONS

- Care, E. (2020). *CPS assessment in ATC21S - learning from the past*. In Seminar: Assessing Collaborative Problem-Solving at Scale: The Status Quo and the Next? NCME, Virtual, 10-Sep.
- Care, E. (2020). *Promoting the breadth of learning opportunities for all students*. 64th Annual Conference of Comparative and International Education Society (CIES). Panel: School Health and Development: A Bridge to the Future. vCIES, 23-Apr.
- Care, E. (2019). Keynote. *Targeted Assessments Supporting Inclusion*. Sector Lekgotla: Department of Basic Education, Johannesburg, South Africa, 21-23 Jan.
- Care, E. (2018). Keynote. *Assessment - Context and Use*. International Conference, Philippine Educational Measurement and Evaluation Association, Manila, The Philippines, 23-25 Aug.
- Care, E. (2018). *Non-Cognitive Skills and Teaching of 21st Century Skills*. South Asia Conference Large Scale Assessments Improving Teaching & Learning. World Bank. Delhi, 25-27 Apr.
- Care, E. (2017). *Learning progression models that enhance support of learning at the BoP*. Learning at the bottom of the pyramid. University of Pennsylvania: USA. 2-3 Mar.
- Care, E. (2016). *Assessment of transversal competencies: Policies and Practices in Asia Pacific*. UNESCO: Bangkok. 15-16 Dec.