

Using Learning Assessment Data to Monitor SDG 4 progress (2024)

27 March – 28 May 2024



COURSE OVERVIEW



DATES

27 March – 28 May 2024 (9 weeks)
13 – 26 March 2024 (2 weeks)
Orientation phase



AIM

Provide participants with knowledge and skills to analyse the quality of, and equality in, education, so as to monitor the progress of Sustainable Development Goal (SDG 4)



PARTICIPANTS

- Staff working in the field of educational planning
- NGO and development partner staff, including consultants
- Regional or local level officials working in the field of educational planning and using large-scale surveys to plan and implement policies to improve the quality of education



KEY COMPONENTS

- Steps in educational planning cycle and the concept of quality of education
- Learning assessments as approaches for monitoring learning and quality of education
- Use of learning assessment data for policy and planning
- Aligning and reporting on the indicator SG4.1.1: Education proficiency levels



PRACTICAL INFORMATION

Languages:
English and French

Volume of learning:
100 hours (8–10 hours per week)

Fee:
USD 1,600

Registration deadline:
29 February 2024

IIEP credit points earned:
4 IIEP credits

Introduction

Recognizing that education provides a competitive edge for countries, many governments have become increasingly inclined to view the performance of their education systems as a key strategic element for improving national economic development. This trend, coupled with the enormous expenditures devoted to education, has amplified demands for enhanced scrutiny and accountability concerning the quality of education.

Following the two previous major educational conventions in Jomtien in 1990 and Dakar in 2000, the adoption of the Sustainable Development Goals (SDGs) at the 2015 UN Sustainable Development Summit in New York has refocused attention on the importance of learning and quality education to end poverty, fight inequality, and tackle climate change. SDG 4 aims to 'ensure inclusive and quality education for all and promote lifelong learning'. To help enable this, it stresses the measurement of relevant and effective learning outcomes, the achievement of proficiency in literacy and numeracy, and the elimination of gender disparities in education. Monitoring and evaluation (M&E) in support of informed decision-making, and based on reliable educational statistics, has been identified as a key strategy to achieve the internationally agreed goal of quality education for all.

Educational planners face a number of important questions as they work towards improving the quality and equality of their education systems through enhanced M&E. Some of these questions are best addressed using qualitative 'anthropological' methods, which could include in-depth studies of education processes or of the dynamics of interactions between individual students and teachers within particular schools. Other questions are best addressed using empirical methods, including focusing on measuring key educational outcomes and looking for generalizable relationships between such outcomes and various factors related to the composition, organization, and functioning of schools.

Given the increased importance attached to measuring learning outcomes in line with SDG 4, this course is of fundamental importance for ministries of education.

The Course

The IIEP-UNESCO online course on Using Learning Assessment Data to Monitor SDG 4 progress will focus on monitoring and evaluating the progress on SDG 4 by using learning assessment data from various sources, as part of the educational planning cycle.

Intended Learning Outcomes


At the end of the course, participants should be able to:

- Explain concepts, terms and indicators that are associated with the educational policy discourse around the monitoring and evaluation of the quality of education.
- Evaluate the feasibility of carrying out learning assessments for participants' country context, taking into consideration the purposes, target population, subject tested and test frameworks.
- Develop the analytical skills needed to process and interpret data about the quality of, and equality in, education, in order to translate results into policy and planning.

Participants' profiles

This course is designed for:

- Staff working in the field of educational planning.
- NGO and development partner staff, including consultants.
- Regional or local level officials working in the field of educational planning and using large-scale surveys to plan and implement policies to improve the quality of education.

-  Please note that participants must have reliable access to the internet and meet the requirements described in the Annex 'Technology requirements'.

Course structure and content

This course is organized around four modules, as described below.

<p>Module 1</p> <p>Steps in educational planning cycle and the concept of 'quality of education'</p>	<p>Some of the key questions in the first module include: What are the key steps, in the educational policy planning cycle, to address the concerns of senior policy makers regarding the process of monitoring and evaluating education quality? What do we mean by the quality of education? And how is this concept interpreted in participants' countries? What are some of the indicators of the quality of education, and how can we measure them?</p>
<p>Module 2</p> <p>Learning assessments as approaches to monitoring learning and quality of education</p>	<p>The second module will help participants understand how various existing (international, regional, and national) assessments measure the educational achievements of students, as well as the conditions of schooling. Learning assessments enable planners and policymakers to monitor progress towards SDG 4 and their own national goals. Key questions here include: What are the differences between various types of assessments? What conditions are required to participate in a regional or international assessment? Which is the best assessment for your country? How can we make assessments more inclusive for all students?</p>
<p>Module 3</p> <p>Use of learning assessment data for policy and planning</p>	<p>The third module covers the construction and interpretation of data tabulations and graphical displays, which will summarize data (focused on education quality) selected from an archive. The idea is to address concerns about education quality with policy suggestions clearly supported by assessment results, so that stakeholders can confidently shape agendas for action. Educational planners need to develop their capacities in this area as it forms the main interface between the process of evidence building and informed decision-making concerning the quality of education. In addition, it enables planners to monitor progress towards SDG 4 by equipping them with the tools to extract and generate meaningful data on achievement levels and parity indices.</p>
<p>Module 4</p> <p>Aligning and reporting on the indicator SDG4.1.1: Education proficiency levels</p>	<p>The final module will help participants understand the UIS Global Initiatives for Comparable Data 2030 with a focus on the global framework of indicator SDG 4.1.1. The module aims to examine opportunities and challenges relating to the alignment, measurement, and use of indicator SDG 4.1.1 from the perspective of participating countries.</p>

CONTACT

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Course calendar

The course will run from 27 March to 28 May 2024 (9 weeks), following a two-week Orientation phase (13–26 March) for testing communications on the course e-learning platform and meeting other participants and the IIEP instructors.



Learning modalities

The course will use an interactive and practice-oriented learning approach.

Throughout the course, participants will be asked to prepare practical exercises that will allow them to directly apply the skills acquired.

The training will be conducted via three learning modalities:

- **Individual study** of reading materials, videos, interactive presentations, and completion of quizzes.
- **Participation in weekly 90 minute online ‘live’ sessions**, such as webinars and group work sessions, during which participants will be able to lead presentations as well as debates and collectively work on group activities based on their reflections and discussions.
- **Interaction with international experts and participants** from other institutions and countries through direct collaboration in group work and sharing of experience through a discussion forum.



Assessment and certification

Participant performance will be marked on a scale of 0 to 20 with 60 percent (12 out of 20) considered a pass grade.

It will be assessed through:

- Two group assignments
- Two online individual assignments

Participants who successfully meet the evaluation requirements of this course will obtain a certificate of completion with 4 IIEP credits.



Participation fees

USD 1,600 per participant (or USD 1,400 per participant if participants register as a group of at least four participants per country).

Under certain conditions, a limited number of scholarships are available for country groups of a maximum 4 participants per group.



Entry requirements

All candidates must meet the following requirements:

- **Professional experience:** have relevant professional work experience as practitioner, trainer or researcher in fields related to education planning and management.
- **Language proficiency:** read, write, and speak fluently in one of the two languages: English or French.
- **Computer literacy:** possess good computer skills in MS Word and Excel.



Registration

The deadline for application is:
Thursday 29 February 2024.

Individual applications must be completed online by clicking on the following URL:
<https://training.iiep.unesco.org/faces/CreationCompte.xhtml>



Selection procedure

Candidates will be informed of their selection within three weeks of their application submission.

Geographical and gender balance will be taken into consideration in the selection procedure. Particular consideration will be given to applications received from low-income and middle-income countries.



Technology requirements

The IIEP-UNESCO Global Campus platform is based on the Moodle learning management system. In order to apply to this Seminar, participants must make sure they meet the following technical requirements.

Accessibility	For information on how IIEP-UNESCO strives to continuously improve the accessibility of its online training, and its accessibility policies, please click on https://campus.iiep.unesco.org/ , and then click on the Accessibility link at the bottom of the page.
Browser	<p>The IIEP-UNESCO platform (Moodle) is compatible with the majority of browsers:</p> <p>Desktop or laptop computer</p> <ul style="list-style-type: none"> – Chrome – Firefox – Safari – Edge <p>NOTE: All versions of Internet Explorer should be avoided, as should older versions of Safari (7 and older).</p> <p>To ensure optimal security and user experience, it is recommended that you use the most recent version of your browser.</p>
Sound card, headset, speakers	In order to watch videos etc., you must have a sound card in your computer and will need a headset, earphones, or speakers.
Microsoft Word and Excel	Several courses require you to download Word or Excel documents. If you do not have MS Office, you can download Open Office , a free suite of software, which allows to open and edit MS Office files.
Adobe Reader	Participants will need a PDF viewer to open and view PDF files. You can download Adobe Reader for free at https://get.adobe.com/reader/
Internet connection	Having a high-speed Internet connection will allow participants to benefit from all available resources. Minimum recommended connection speed: 500 Kbps.
Mobile devices	Although IIEP-UNESCO's courses are primarily designed to be followed on a personal computer, the design of site and course pages is responsive, meaning that participants can also use their smartphone or other mobile device to access courses, view videos, read and reply to forum messages, and so on.