

# Using learning assessment data to monitor SDG 4 progress

1 March – 26 April 2023



## COURSE OVERVIEW



### DATES

**1 March – 26 April 2023 (8 weeks)**

Orientation phase  
15–28 February  
2023.



### OBJECTIVE

To analyse the quality of, and equality in, education, so as to monitor the progress of the fourth Sustainable Development Goal (SDG 4).



### PARTICIPANTS

This course is designed for staff of ministries of education and planners involved in large-scale surveys aimed at guiding education policies on the quality of education. The participation of female professionals is highly encouraged



### CONTENT

- Steps in the educational planning cycle
- The concept of the quality of education
- Learning assessments as approaches to monitoring learning
- Use of learning assessment data for policy and planning



### PRACTICAL INFORMATION

**Language:**  
English and French

**Workload:**  
8 hours per week

**Fees:**  
USD 1600 per participant (Or USD 1400 per participant if participants register as a group of at least four participants per country)

**Registration :**  
Deadline : 8 February 2023

# Introduction



Recognizing that education provides a competitive edge for nations, 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 that are 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 (SDG) 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. Indeed 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. Certain 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. But 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. This course is mostly concerned with the latter methods.

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

## Course objectives

This course aims to develop skills in monitoring and evaluating the progress on SDG 4 by using learning assessment data from various sources, as part of the educational planning cycle.


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 M&E of the quality of education;
- **Evaluate** the feasibility of carrying out learning assessments for your country context, taking into consideration the purposes, target population, subjects tested, test frameworks, etc.;
- **Develop** 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 of ministries of education and planners;
- NGO and development partner staff, including consultants; and
- Regional or local-level officials working in the field and using large-scale surveys to plan and implement policies to improve the quality of education.

 **Please note that participants must have a reliable access to the internet and meet the requirements described in the Annex “Technological requirements”.**

## Course structure and content

This online course is organized around three modules, as described below.

MODULE 1	<p><b>Module 1</b> Steps in the educational planning cycle and the concept of the quality of education</p>	<p>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? These are some of the questions covered in this first module.</p>
MODULE 2	<p><b>Module 2</b> 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 policy-makers to monitor progress towards both 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 of all the students?</p>
MODULE 3	<p><b>Module 3</b> Use of learning assessment data for policy and planning</p>	<p>The last 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>

## Course calendar

The course will run from **1 March to 26 April 2023** (8 weeks), following a 12-day orientation phase (15–28 February) for testing communications on the course e-learning platform and meeting other participants and the IIEP instructors. Participants should spend an average of **8 hours** per week on course-related work.



## Learning Modality

The course will rely on an online 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 based on three learning modalities:

- **Individual study** of reading materials, videos and interactive presentations, participation in online discussions, and completion of individual quizzes;
- **Participation** in group meetings (mostly virtual), during which teams will collectively prepare group activities based on their reflections and discussions;
- **Interaction** with international planning experts and participants from other institutions and countries through direct collaboration and experience sharing.



## Assessment and certification

Participant performance will be assessed through individual assignments, group work, quizzes, and participation. Performance is marked on a scale ranging from 0 to 20.

Participants who successfully meet the evaluation requirements of this course will receive an IIEP-UNESCO certificate of successful completion.



## Participation fees

USD 1600 per participant, or USD 1400 per participant if participants register as a group of at least four participants per country.



## Registration

The deadline for application is **8 February 2023**.

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

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

## CONTACT

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## Technology requirements

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

<p><b>Accessibility</b></p>	<p>For information on how IIEP strives to continuously improve the accessibility of its online training, and its accessibility policies, please click on <a href="https://campus.iiep.unesco.org/login/index.php">https://campus.iiep.unesco.org/login/index.php</a> and then on the Accessibility link at the bottom of the page.</p>
<p><b>Browser</b></p>	<p>The IIEP platform (Moodle) is compatible with the majority of browsers: Desktop or laptop computer.</p> <ul style="list-style-type: none"> <li>— Chrome</li> <li>— Firefox</li> <li>— Safari</li> <li>— Edge</li> </ul> <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 to use the most recent version of your browser.</p>
<p><b>Sound card, headset, speakers</b></p>	<p>In order to listen to videos, etc., you must have a sound card in your computer and will need a headset, earphones, or speakers.</p>
<p><b>Microsoft Word and Excel</b></p>	<p>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 you to open and edit MS Office files.</p>
<p><b>Adobe Reader</b></p>	<p>Participants will need a PDF viewer to open and view PDF files. You can download Adobe Reader for free at <a href="https://get.adobe.com/reader/">https://get.adobe.com/reader/</a></p>
<p><b>Internet connection</b></p>	<p>Having a high-speed internet connection will allow participants to benefit from all available resources.</p> <p>Minimum recommended connection speed: 500 Kbps</p>
<p><b>Mobile devices</b></p>	<p>Although IIEP's courses are primarily designed to be followed on a personal computer, the design of the 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.</p>