

Capacity Development Workshop – Introduction to Large-Scale Assessments of Learning

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Overview of learning assessments – Part 2

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Reflections

- ◆ What are the different steps/phases in conducting a large-scale learning assessment (e.g. planning including assessment and sample design, data collection, data analysis, reporting and dissemination)?
- ◆ What are the policy and institutional dimensions/factors regarding large-scale learning assessment?
- ◆ Who are the different stakeholders involved in conducting a large-scale learning assessment?

Policy Cycle



Source: Saito (1999)



Identify general policy concerns

- ◆ Series of consultations /interviews with senior policy makers (Minister, Permanent Secretary, regional directors, senior planners, etc.)
- ◆ Ranking of policy concerns → list of priorities



Develop specific research questions

- ◆ Translate general concerns into a set of specific research questions.
- ◆ Provide clear guidance concerning:
 - What indicators
 - Which units of analysis
 - What target population
 - What reference points



Collect and analyze data

◆ Data collection

- Population and sample
- Construct instruments
- Training of data collectors
- Manuals for data collection
- Inform schools

◆ Data preparation

- Data structure
- Data entry
- Data cleaning

◆ Data analyses

- Data tables with statistics



Interpretation and reporting of the research results

- ◆ Drafting the educational policy reports
- ◆ Results are summarized.
- ◆ Relevant information in tables



Generate policy suggestions

- ◆ Policy suggestions with information on:
 - The concerned and/or responsible services (department or unit)
 - Estimation of required time
 - Costs to be procured



Consultation, discussion and debate

- ◆ Before the publication of the reports
 - Researchers consult policy makers and senior officers, present the results, and discuss the policy suggestions
 - Public debate



Policy reform and agenda for action

◆ Can take the form of:

- (1) Consultations with the personnel, the community, experts
- (2) review of exiting planning procedures
- (3) new data collection
- (4) investment in the infrastructure and the human resources



Programme implementation

- ◆ Based on the previous stages, a new programme can be implemented.
- ◆ A new cycle starts with the identification of policy concerns within the new programme.



Who are the information users (consumers)?

- ◆ Decision makers
- ◆ Regional education officers
- ◆ Planners
- ◆ Managers
- ◆ School heads
- ◆ Parents
- ◆ Teachers
- ◆ International Organizations
- ◆ General public



Classroom level (Teacher and Parents)

- Identify pupils' successes or difficulties and the teaching responses
- ⇒ Results itemized by subject and pupil


Example teachers' question: What are my students' achievement on the specific sub-dimension of mathematics?



School level (School principals)

- Monitor progress of learning in each class
- ⇒ Outcomes by class, compared to those of previous years and of similar schools

Example school principals' question:
On which subjects is my school doing well compared to similar schools in the district?



State and provincial level (Local education officer)

- Make short-term diagnosis about problems and warrant provincial resources
- ⇒ Information appropriate to employ planning approaches to a large group of schools

Example provincial officer's question:
Which schools in my province are performing well?



Central level (National officials)

- Make a broad policy decisions concerning past and present programmes, interventions, plans, resources, etc.
- ⇒ Information on long-term trends of education system

Example national official's question:
What are the major factors associated with the differences between schools in my country?



Main messages to Ministries (2004 IIEP Policy Forum)

- ◆ Planning the Measurement Design
- ◆ Planning the Sample Designs
- ◆ Planning the Logistical Design
- ◆ Managing the Impact
- ◆ Capacity Building Needs and Modalities



Measurement Design

- ◆ MoE's involvement in constructing test frameworks
- ◆ Justification for monitoring school systems vs. measuring change in individuals
- ◆ MoE to negotiate for testing teacher competencies
- ◆ Choosing between an international study and a regional study
- ◆ Mechanism for monitoring the acquisition of sustainable development skills



Sample Designs

- ◆ MoE to be aware of adv. & disadv. Of choosing between age-based and grade-based target populations
- ◆ Research team to estimate and apply required sample size
- ◆ Research team to understand and use sampling weights and sampling errors



Logistical Design

- ◆ MoE to engage in building and keeping an in-house research team
- ◆ MoE's fully support in preparing detailed logistical plans



Managing the Impact

- ◆ Framing the important policy questions for the decision makers
- ◆ Working with Ministers and senior decision-makers to build ownership
- ◆ MoE to explore reporting mechanisms of the research results
- ◆ MoE to broaden participation of stakeholders in the discussion of research results
- ◆ MoE to understand factors to avoid time lags



Capacity Building Needs and Modalities

- ◆ Research team to receive training in advanced technical methodologies
- ◆ Research team to receive training in information brokerage skills
- ◆ Participating Ministries to apply effective training modalities (i.e., learning by doing cooperative mode)



For your country...

- ◆ For each of the assessment initiatives, describe the process taken.
- ◆ Who are involved in each process?
- ◆ What are the challenges?
- ◆ What might be the areas which require capacity building (for whom)?



- ◆ To apply for the IIEP's Advanced Training Programme for Educational Planning and Management: tep@iiep.unesco.org
- ◆ To apply for the IIEP's Specialized Course on Quantitative Methods for Monitoring and Evaluating the Quality of Education: m.saito@iiep.unesco.org