

PARTICIPANT'S GUIDE

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GENERAL FEATURES OF THE COURSE

1. DESCRIPTION

Countries in Latin America and the Caribbean have set out to achieve that all children and young people in the region are able to acquire the knowledge and the skills needed to develop fully and productively contribute to society. This course summarizes the main theoretical studies and practices that underpin evidence-based educational policies and elaborates on the main advancements and challenges of Latin American and Caribbean educational systems.

- A. The need to define high learning goals for students, governing all the activities of the educational system.
- B. Ensuring access to high-quality early childhood development and preschool programs so that all students can enter school ready to learn.
- C. Relying on effective teachers who can improve and reduce learning gaps.
- D. Ensuring that all schools have adequate resources and are able to use them effectively to support student learning.
- E. Ensuring that all young people acquire the necessary skills to achieve their full potential in the labor market and contribute to society.

The aim of the Inter-American Development Bank (IDB) in teaching this course, is to provide a space for educational leaders in the region to study and discuss academic literature and gain in-depth knowledge of successful educational policies in the region and the rest of the world, as well as to strengthen their negotiation and leadership capabilities.

2. PARTICIPANT PROFILE

The course What Works in Education: Evidence-Based Educational Policies is aimed at:

- Directors and teachers of infant, primary and secondary education establishments.
- Parents of children attending primary and secondary education in Latin America and the Caribbean.
- Students of pedagogy, public administration, economy and related fields, interested in knowing what measures are effective to improve the quality of education in Latin America and the Caribbean

The course is provided free of charge for all students.

3. COURSE'S REGISTER MODES

The course is free, consists of 6 content modules plus introduction and closure and is composed of animated videos, instructional readings, exercises, activities and questionnaires. Remember that you can take the course under one of the following modalities:

- **Audit track:** Having limited and free access to the course material. With this option you will not get a verified certification at the end of the course and you will not have access to the graded assessment questionnaires.
- **Verified Certificate:** in this option you can obtain an official certificate issued by the IDB and edX that you can share on your CV and on LinkedIn.

Throughout the course, you will be informed when your access expires. Take the opportunity to review or download the materials of your interest before that day. Remember to check the personalized schedule in this [link](#).

To obtain the verified certificate of the course, you must meet three conditions:

1. Pass the course, obtaining at least 65% of the total points.
2. Pay \$ 25 dollars, which is the minimum cost of issuing certificates that edX establishes 3. Complete identity verification in edX
3. Undergo [identity verification in edX](#).

If you wish to obtain the certificate of the course, you must opt for the verified certificate mode.

Also, if you registered yourself as an audit track without a certificate and decide to obtain it, you can change the modality by making the respective payment. Review the dates and complete the graded assignments required to earn the certificate. Edx has [financial assistance](#) for students who need it. If you opt for this alternative, you can download [the tutorial with the steps to obtain the verified certificate](#).

4. DURATION AND COURSE DEDICATION

This course is "self-paced", we estimate that you should dedicate around 4 hours per week to complete all the course's activities, including the graded evaluation activities (considering a 10 weeks total).

- If you opt for the Audit track, you can complete the course during 10 weeks from the day you subscribed.
- If you opt for the Verified mode, you can access the course until the closing date, (March 17th, 2023) and will have unlimited access to the course content.

4.1 IMPORTANT DATES

The most important dates you should keep in mind are the following

- March 17, 2022: course becomes available
- Peer review activity:
Last day to deliver activity: March 12, 2023
Last day to evaluate your colleagues: March 17, 2023
- March 08, 2023: deadline to apply for the verified certificate
- March 17, 2023: end of the available period and the course becomes archived

Remember to check the personalized schedule in the [first page](#) of the course or the right or in the tab ["dates"](#).

- Wed, Mar 16, 2022
Course starts
- Fri, Apr 1, 2022 Due next
 - Questionario: [1.1 Diagnosis of Education in Latin America and the Caribbean](#) due 10:20 AM PDT
 - Questionario: [1.2 Evidence-Based Reform](#) due 10:20 AM PDT
 - Questionario: [1.3 What Works in Education?](#) due 10:20 AM PDT
- Sat, Apr 9, 2022
 - Questionario: [2.1 The Importance of High Learning Goals to Ensure Quality](#) due 5:00 AM PDT
 - Questionario: [2.2 Preparing the educational system for success](#) due 5:00 AM PDT
 - Questionario: [2.3 Measuring what matters and using the data to improve Education](#) due 5:00 AM PDT
- Sat, Apr 16, 2022
 - Questionario: [3.1 Importance of Early Childhood Development \(ECD\)](#) due 11:40 PM PDT
 - Questionario: [3.2 Quality and Teachers Care](#) due 11:40 PM PDT
 - Questionario: [3.3 Family Matters](#) due 11:40 PM PDT
- Sun, Apr 24, 2022
 - Questionario: [4.1 Teachers: the crucial factor of learning](#) due 6:20 PM PDT
 - Questionario: [4.2 Recruiting and Selecting the Best Teachers](#) due 6:20 PM PDT
 - Questionario: [4.3 Preparing Excellent Teachers](#) due 6:20 PM PDT
 - Questionario: [4.4 Motivating the Good Performance of Teachers](#) due 6:20 PM PDT
 - Questionario: [4.5 Navigating the Teaching Reform](#) due 6:20 PM PDT
- Tue, May 10, 2022
 - Questionario: [5.1 Resources to Promote Better Learning](#) due 7:40 AM PDT
 - Questionario: [5.2 Financial Resources, School Facilities and Learning Environments](#) due 7:40 AM PDT
 - Questionario: [5.3 The Use of Technology to Support Learning](#) due 7:40 AM PDT
 - Questionario: [5.4 More and Better Resources for the Most Vulnerable](#) due 7:40 AM PDT

In the dates tab you will find a suggested schedule according to the modality you have chosen and the date on which you have registered.

Course Progress **Dates** Participant's Guide Glossary Discussion General FAQ Technical FAQ Participant Support Notes Instructor

What Works in Education: Evidence-Based Education Policies

If you are enrolled in the verified certificate track, the edX platform will show you in this space a suggested schedule, these are customized dates to help you plan and control the pace of your studies.

If you can't send a quiz, notice that an assignment is overdue, or read a message that you haven't met the suggested deadline, don't worry as you can change the suggested dates at any time until the course closes (March, 17th, 2023).

You can change the due dates by clicking on the button "Shift due dates" to update the calendar.

Important Dates

It looks like you missed some important deadlines based on our suggested schedule. To keep yourself on track, you can update this schedule and shift the past due assignments into the future. Don't worry—you won't lose any of the progress you've made when you shift your due dates.

Shift due dates

This process will not affect the progress you have made in the course so far.

Keep in mind that this button will not be activated when the suggested date has not expired, also it will not be possible to change the expiration date of any open response evaluation and the end of course date is not modifiable.

5. IMPORTANT CONSIDERATIONS

To complete the course, you will need:

- A computer with Internet access. We also recommend having updated versions of one of the following browsers: Chrome, Firefox, Safari or Internet Explorer (version 9 onwards).
- You can also access the course through your mobile device or tablet, downloading the edX application from Google Play or Apple Store.

If this is your first edX course, we recommend that you start by viewing the [demo course](#)¹ before you start, to learn how to navigate the platform. If you are already familiar with edX, you can review the first section of the course, "Start here", where you will find all the information you need to successfully complete this MOOC.

This MOOC does not have tutors. Therefore, the forums will not be moderated by the course team. However, we will be monitoring and intervening to highlight contributions and take action if the [participation criteria in the forums](#) is not complied with.

6. LEARNING GOALS

After completion of the course, participants will be able to:

Identify the impact of a country's educational policies on the daily lives of citizens, focusing on 5 areas that have proven effective in improving the quality of education.

To successfully achieve this overall goal, participants must fulfill specific tasks in each module.

7. CONTENT STRUCTURE AND SPECIFIC LEARNING GOALS

The course content is structured around 6 modules, plus an introductory one and a closing one; and it's composed of animated videos, instructional readings, exercises, activities and summative questionnaires.

Next, you will see the objectives of each module, the learning resources they contain, their time of dedication and the weighting of the graded activities:

START HERE

- Become familiar with the edX platform and identify how to access the learning resources.
- Identify the rules of participation and the guidance and help resources contained in the course.
- Identify the evaluations of each module and distinguish the types of questions that you will find in the questionnaires.
- Identify the general objective of the course and the tasks that you will need to complete to pass it.

¹ Until December 2020, the demo course is only available in English with Spanish subtitles.

"Start Here" module's purpose is to guide you throughout the course.

MODULE 1: EDUCATION IN LATIN AMERICA AND THE CARIBBEAN: SEARCHING FOR EVIDENCE

Learning goals

- A. Identifying the strengths and weaknesses of education systems in Latin America and the Caribbean (LAC).
- B. Demonstrating the importance of empirical evidence in the implementation of educational policies.
- C. Identifying areas that are currently being studied to improve the quality of education.
- D. Identifying interventions aimed at parents, children, teachers, classrooms and schools; and those targeting the entire school system and their main examples.
- E. Identifying the 5 primary areas of action in education as defined by the IDB.

In the following table you can see the learning resources of module 1, the approximate time commitment and the weighting of the graded activities.

Subsection	Learning resource	Time (minutes)	Weighting
1.0 Module 1 description & objectives	1.0.1 Module description & objectives	10	
	1.0.2 Initial exercise	5	
1.1 Diagnosis of Education in Latin America and the Caribbean	1.1.1 Video: The educational systems of Latin America and the Caribbean: advances and challenges	9	
	1.1.2 Class notes: Diagnosis of education in LAC by IDB's Education Division	35	
	1.1.3 Assessment questionnaire	20	3.6%
1.2 Evidence-based reform	1.2.1 Video: Evidence-based educational reform	9	
	1.2.2 Reading: Evidence-based educational reform	20	
	1.2.3 Assessment questionnaire	20	3.4%
1.3 What works in education?	1.3.1 Video: What works in education? by Paul Glewwe	6	
	1.3.2 Reading: Educational problems in developing countries	25	
	1.3.3 Video: What works in education? by Patrick McEwan	5	
	1.3.4 Video: Will it work for me? By Patrick McEwan	9	
	1.3.5 Reading: What are the lessons from the rigorous impact evaluations of educational policies for Latin America?	45	
	1.3.6 Reading: Measurement of Quality.	45	
	1.3.7 Assessment questionnaire	20	3.4%
1.4 Exercise and forum	1.4.1 Notes: My school journal	20	
	1.4.2 Forum: My school journal	30	
1.5 Conclusions of the module	1.5.1 Text: Main lessons of the module	5	
	1.5.2 Additional resources	5	

MODULE 2: HIGH GOALS

Learning objectives

- A. Recognizing the importance of setting high and precise goals to achieve higher learning.
- B. Recognizing the difference between school attendance/enrollment and quality of education.
- C. Identifying good institutional support practices for schools.
- D. Identifying the characteristics of the educational curriculum, as well as the importance of including every actor of the educational ecosystem in its development.
- E. Recognizing the importance of assessments for identifying improvement needs and as feedback for the educational system.
- F. Interpreting national, regional and international tests to improve learning.
- G. Identifying the areas of knowledge that are measured by the PISA test and the results obtained by LAC countries in its latest edition.

In the following table you can see the learning resources of module 2, its approximate time commitment and the weighting of the graded activities.

Subsection	Learning resource	Time (minutes)	Weighting
2.0 Module description & objectives 2	2.0.1 Module description & objectives	10	
	2.0.2 Initial exercise	5	
2.1 The importance of high learning goals to ensure quality	2.1.1 Video: The importance of high goals	9	
	2.1.2 Class notes: High Goals	30	
	2.1.3 Video: The importance of quality in learning	9	
	2.1.4 Reading: The rebirth of education	20	
	2.1.5 Assessment questionnaire	20	3.4%
2.2 Preparing the educational for success	2.2.1 Video: Successful management systems	9	
	2.2.2 Video: The curricular agenda of the 21st century	7	
	2.2.3 Reading: Institutional architecture for school improvement	20	
	2.2.4 Assessment questionnaire	20	3.4%
2.3 Measuring what matters and using data for improvement	2.3.1 Reading: How to choose instruments to measure learning? Formative vs. summative evaluation	25	
	2.3.2 Video: Example Colombia	8	
	2.3.3 Reading: Educational evaluation in Latin America	10	
	2.3.4 Video: Example State of Miranda, Venezuela	10	
	2.3.5 Video: Example Uruguay: Online assessments	9	
	2.3.6 Reading: What is TERCE	25	
	2.3.7 Video: Learning in Latin America and the Caribbean	10	
	2.3.8 Reading: Latin America in PISA 2015: How Did the Region Perform?	10	
	2.3.9 Video: What is CIMA?	9	

	2.3.10 Reading: Webpage: CIMA - Information Center for the improvement of learning	15	
	2.3.11 Assessment questionnaire	20	3.4%
2.4 Exercise and forum	2.4.1 Notes: My school journal	20	
	2.4.2 Forum: Journal of my School	10	
2.5 Module 2 Conclusions	2.5.1 Main Lessons Module	30	
	2.5.2 Optional readings and Other Resources	5	
2.6 Additional Resources	2.6.1 Video: The Private Sector and the Provision of Education Services in LAC by Gregory Elacqua	6	
	2.6.2 Video: Example from Brasilia by Chico Soares	8	
	2.6.3 Reading: PISA 2015: Basic facts about PISA	10	
	2.6.4 Reading: Latin America in PISA 2015: How much did the region Improve?	10	
	2.6.5 Reading: Latin America in PISA 2015: How Many Students are Low Performers?	10	
	2.6.6 Video: Importance of the Curriculum for Improvement in Learning by Renato Opertti	5	
	2.6.7 Reading: The Common Curricular Core in Brazil	20	
	2.6.8 Video: Brazil: National Base Curriculum by Alice Ribeiro	9	
	2.6.9 Reading: The curriculum in debates and in Education Reforms to 2030.	45	

MODULE 3: EARLY EDUCATION

Learning objectives

- A. Recognizing the impact of access to high-quality Early Childhood Development (ECD) programs and preschool education on education and throughout people's lives.
- B. Assessing the state of ECD programs in the region.
- C. Identifying ECD measuring tools.
- D. Analyzing the common characteristics of successful integrated ECD systems.
- E. Recognizing the importance of teachers for the quality of ECD.
- F. Recognizing the importance of family, caregivers, care and preschool education centers in ECD.

In the following table you can see the learning resources for module 3, its approximate time commitment and the weighting of the graded activities.

Subsection	Learning resource	Time (minutes)	Weighting
3.0 Module description & objectives	3.0.1 Module description & objectives	10	
	3.0.2 Initial exercise	5	
	3.1.1 Video: Early education	9	
	3.1.2 Class notes: Early education	30	
	3.1.3 Video: Investments in DIT pay well	4	

3.1 The importance of Early Childhood Development (ECD)	3.1.4 Reading: Investment in early childhood development: Reducing deficits and strengthening the economy	15	
	3.1.5 Video: The science of early childhood development	5	
	3.1.6 Reading: The science of early childhood development	15	
	3.1.7 Video: Panorama of DIT in Latin America and the Caribbean	7	
	3.1.8 Video: Early education policies	10	
	3.1.9 Assessment questionnaire	20	3.4%
3.2 Quality and teachers matter	3.2.1 Video: DIT Successful programs	8	
	3.2.2 Reading: PRIDI. Urgency and Possibility Chapter 10	20	
	3.2.3 Video: Example Colombia	21	
	3.2.4 Video: The role of teachers in ECD	11	
	3.2.5 Assessment questionnaire	20	3.4%
3.3 Family matters	3.3.1 Video: Example Jamaica	4	
	3.3.2 Class notes: Example Jamaica	25	
	3.3.3 Video: Use of childcare institutions in LAC	8	
	3.3.4 Class Notes: Use of Child care institutions in LAC, by Mercedes Mateo	25	
	3.3.5 Assessment questionnaire	20	3.4%
3.4 Exercise and forum	3.4.1 Notes: My school journal	20	
	3.4.2 Forum: My school journal	30	
3.5 Conclusions Module 3	3.5.1 Text: Main lessons of the module	5	
	3.5.2 Optional Readings and Other Resources	5	
3.6 Additional Resources	3.6.1 Reading: Labor Market Returns to an Early Childhood stimulation intervention in Jamaica	45	
	3.6.2 Reading: Teacher Quality and Learning Outcomes in Kindergarten	45	
	3.6.3 Reading: Quality of Early Childhood Development Programs in Global Contexts	45	
	3.6.4 Reading: the early Years. Child Well-Being and the Role of Public Policy	45	
	3.6.5 Reading: Reading: Early interventions and the challenge of human resources.	45	
	3.6.6 Video: Importance of Early Science and Mathematics, by Emma Naslund- Hadley	45	

MODULE 4: EFFECTIVE TEACHERS

Objectives

- A. Recognizing that teacher effectiveness is the most important factor in student learning and skill development.
- B. Defining the characteristics of effective teachers, as revealed by research.
- C. Examining different strategies for attracting the best students into the teaching career and the requirements of their initial training.

- D. Recognizing the importance and the main characteristics of successful in-service teacher training systems.
- E. Analyzing effective motivation and evaluation mechanisms to promote good performance in teachers.
- F. Recognizing the impact of the school principal as a leader and his/her influence on teacher motivation.
- G. Identifying policy and legislation aspects to consider when designing an educational reform.

In the following table you can see the learning resources for module 4, its approximate time commitment and the weighting of the graded activities.

Subsection	Learning resource	Time (minutes)	Weighting
4.0 Module description & objectives	4.0.1 Module description & objectives	10	
	4.0.2 Initial exercise	5	
4.1 Teachers: the crucial factor in learning	4.1.1 Video: Effective teachers	11	
	4.1.2 Class notes: Effective teachers	30	
	4.1.3 Video: The Quality of Teachers	5	
	4.1.4 Video: Features of a good teacher	8	
	4.1.5 Reading: Excellent Teachers Chapter 1	20	
	4.1.6 Assessment questionnaire	20	3.4%
4.2 Recruiting and selecting the best teachers	4.2.1 Video: How to recruit talent for teaching?	13	
	4.2.2 Video: Initial teacher training	8	
	4.2.3 Class notes: Initial teacher training	20	
	4.2.4 Video: Alternative forms of recruitment	7	
	4.2.5 Class Notes: The case of Enseñá por Argentina by Oscar Ghillione.	30	
	4.2.6 Assessment questionnaire	20	3.4%
4.3 Preparing excellent teachers	4.3.1 Reading: Great Teachers: Grooming Great Teachers		
	4.3.2 Video: Training Service	7	
	4.3.3: Class Notes: Teacher Professional Development	30	
	4.3.4 Video: Good Teaching Framework	5	

	4.3.5 Assessment questionnaire	20	3.4%
4.4 Motivating the Good Performance of Teachers	4.4.1 Video: What motivates teachers	9	
	4.4.2 Video: Example Washington, DC	11	
	4.4.3 Video: Characteristics of a good leader	10	
	4.4.4 Video: How to strengthen leadership in schools	7	
	4.4.5 Assessment questionnaire	20	3.4%
4.5 Navigating the Teaching Reform	4.5.1 Video: Creating consensus	9	
	4.5.2 Video: Example Peru	14	
	4.5.3 Video: Navigating the reform	10	
	4.5.4 Video: The role of civil society in Brazil	5	
	4.5.5 Assessment questionnaire	20	3.4%
4.6 Exercise and forum	4.6.1 Notes: My school journal	20	
	4.6.2 Forum: My school journal	30	
4.7 Conclusions Module 4	4.7.1 Text: Main lessons of the module	5	
	4.7.2 Optional Readings and other resources	5	
4.8. Additional Resources	4.8.1 Video: Alternative Recruitment Model: Peru/Argentina by Mariana Alfonso	7	
	4.8.2 Video: Teacher Professional Development by Heather Hill	9	
	4.8.3 Reading: Great Teachers – Chapter 4	90	
	4.8.4 Class Notes: Motivating Teachers	20	
	4.8.5 Class Notes: How to Navigate Teacher Reform by José Weinstein	35	

Between modules 4 and 5 you will find the [peer-review evaluation](#) activity, worth 25% of the final grade of the course.

MODULE 5: ADEQUATE RESOURCES

Learning objectives

- A. Identifying key resources that are needed by schools for quality learning.
- B. Identifying financing sources for educational policies.
- C. Recognizing the importance of school infrastructure as a necessary aspect in the creation of conducive learning environments.
- D. Identifying the 4 aspects to consider for the effective incorporation of technology into the classroom.
- E. Recognizing the importance of assigning more and better resources to the most vulnerable students.

In the following table you can see the learning resources for module 5, its approximate time commitment and the weighting of the graded activities.

Subsection	Learning resource	Time (minutes)	Weighting
5.0 Module description & objectives	5.0.1 Module description & objectives	10	
	5.0.2 Initial exercise	5	

5.1 Resources to promote better learning	5.1.1 Video: Adequate resources	8	
	5.1.2 Class notes: Adequate resources	25	
	5.1.3 Reading: Latin America in PISA 2015: How does student learning respond to the resources that are invested in education?	20	
	5.1.4 Assessment questionnaire	20	3.4%
5.2 Financial resources, school infrastructure and learning environments	5.2.1 Video: How to finance education	9	
	5.2.2 Video: Infrastructure and learning	11	
	5.2.3 Video: Key factors for infrastructure decision making	8	
	5.2.4 Assessment questionnaire	20	3.4%
5.3 The use of technology to support learning	5.3.1 Video: Using technology for learning in LAC	9	
	5.3.2 Reading: The IDB and Technology to Enhance Learning: How to Promote Effective Programs?	25	
	5.3.3 Assessment questionnaire	20	3.4%
5.4 More and better resources for the most vulnerable	5.4.1 Video: Equity in Access to Resources	10	
	5.4.2 Class Notes: Equity in Access to Resources	20	
	5.4.3 PISA: Underperforming Students	30	
	5.4.4 Video: Example Colombia	5	
	5.4.5 Assessment questionnaire	20	3.4%
5.5 Exercise and forum	5.5.1 Notes: My school journal	20	
	5.5.2 Forum: My school journal	30	
5.6 Module conclusions	5.6.1 Text: Main lessons of the module	5	
	5.6.2 Additional resources	5	
5.7. Additional Resources	5.7.1 Reading: Executive Summary TERCE: Associated Factors 2015	5	
	5.7.2 Reading: When Education Expenditure Matters		
	5.7.3 Video: Access to Resources Among the Most Vulnerable Students by Felipe Barrera Osorio		
	5.7.4 Reading: The Challenge of Education and Learning in the Developing World		
	5.7.5 Video: P-900 in Chile by Patrick McEwan		
	5.7.6 Reading: Sufficiency, Equity, and Effectiveness of School Infrastructure in Latin America		
	5.7.7 Video: Infrastructure and Learning by Paul Glewwe		
	5.7.8 Class Notes: Infrastructure and Learning by Paul Glewwe		
	5.7.9 Class Notes: XXI Learning Environments by Peter Lippman		

MODULE 6: RELEVANT SKILLS

Learning objectives

- A. Recognizing the importance of all young people acquiring the necessary skills to achieve their full potential at work and in their contribution to society.
- B. Recognizing that education systems in the region do not produce graduates with relevant skills for the labor market.
- C. Analyzing the importance of social-emotional skills to productively participate in society.
- D. Recognizing the connection between skill disparity and income inequality.
- E. Identifying the characteristics of mechanical skills and their demand in the market.
- F. Identifying coordination strategies between the educational system and the labor system.
- G. Recognizing the relationship between the demands of the labor market and the training to be provided by the educational system.
- H. Identifying effective policies to combat school dropout.

In the following table you can see the learning resources for module 6, its approximate time commitment and the weighting of the graded activities.

Subsection	Learning resource	Time (minutes)	Weighting
6.0 Module description & objectives	6.0.1 Module description & objectives	10	
	6.0.2 Initial exercise	5	
6.1 Relevant skills to maximize the potential of children and young people	6.1.1 Video: Relevant skills	8	
	6.1.2 Class notes: Relevant skills	25	
	6.1.3 Learn Better: Public Policies for the Development of Skills	20	
	6.1.4 Assessment questionnaire	20	3.4%
6.2 Skills to succeed in the Labor Market	6.2.1 Video: Universal basic skills: What do countries gain?	7	
	6.2.2 Class notes: Skills and the labor market	15	
	6.2.3 Video: Disconnecting skills	11	
	6.2.4 Video: Skills for the job market	4	
	6.2.5 Reading: Reading Skills, education, and the rising of wage inequality in the "other 99%"	45	
	6.2.6 Assessment questionnaire	20	3.4%
6.3 Linking the Educational System with the World of work.	6.3.1 Video: Importance of the Link Between the Education System and the Labor Market	6	
	6.3.2 Video: Systems Human Capital Formation that Successfully Linking Education and Work	10	
	6.3.3 Reading: Is Vocational Training Support Among Youth for Obtaining a (Good) Job?	25	
	6.3.4 Assessment questionnaire	20	3.4%
6.4 How to reduce dropout	6.4.1 Video: Drop out in LAC	9	
	6.4.2 Video: Future Graduates in Argentina	7	
	6.4.3 Assessment questionnaire	20	3.4%
6.5 Exercise and forum	6.5.1 Notes: My school journal	20	
	6.5.2 Forum: My school journal	30	

6.6 Conclusions of the module	6.6.1 Text: Main lessons of the module	5	
	6.6.2 Additional resources	5	
6.7 Additional Resources	6.7.1 Reading: Do Companies Benefit from Investments in Training?	15	
	6.7.2 Video: What Works to Keep Children in School? by Felipe Barrera	4	
	6.7.3 Reading: Disconnected	45	
	6.7.4 Reading: The Challenge of Mesoamerica: Education	20	

8. METHODOLOGY

The course is available in a virtual modality, where there is no tutor in charge of monitoring the participant's progress, but rather it is self-directed so that each participant should advance autonomously in the schedules and times that they decide.

In the design of the course, we have combined passive learning resources, such as videos and readings, with active learning resources, in which participation and commitment are the basis for learning.

The purpose of the active learning resources is to apply theoretical content to your country's reality through guided activities that incorporate social and collaborative learning principles.

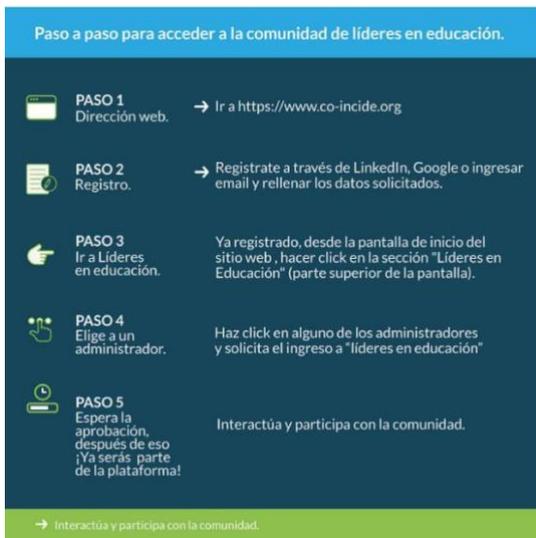
It is important to keep in mind that learning takes place through a conscious effort to investigate, analyze, reflect and share on topics of interest. We invite you to get the most out of the course by actively participating in it.

The first resource in each module consists of a page containing the description, learning goals, activities and assessments to be conducted. We recommend that you read this first page carefully to know which activities must be performed for the successful completion of the course, and the estimated time needed.

8.1 LEARNING RESOURCES

Each module is divided into sub-modules. Within them you will find various types of components or learning resources:

- **Contacts:** We invite you to enter your professional data to become part of Educational Leaders Practical Community, a space of collaborative learning and experience exchange in countries inside the Co+Incide platform, developed by Educational Division at IDB and SUMMA. In this space, more than 200 leaders from Latin America participate in an active network, where you can share and access relevant information, build a common work agenda and learn about the perspectives of different actors in the community of practice around educational policies in Latin America. Follow the steps bellow, in Spanish, to access the Community:



Paso a paso para acceder a la comunidad de líderes en educación.

	PASO 1 Dirección web.	→ Ir a https://www.co-incide.org
	PASO 2 Registro.	→ Regístrate a través de LinkedIn, Google o ingresar email y rellenar los datos solicitados.
	PASO 3 Ir a Líderes en educación.	Ya registrado, desde la pantalla de inicio del sitio web, hacer click en la sección "Líderes en Educación" (parte superior de la pantalla).
	PASO 4 Elige a un administrador.	Haz click en alguno de los administradores y solicita el ingreso a "líderes en educación"
	PASO 5 Espera la aprobación, después de eso ¡Ya serás parte de la plataforma!	Interactúa y participa con la comunidad.

→ Interactúa y participa con la comunidad.

- Videos: the main learning resource of this course. The videos are short and feature the participation of global experts in each subject.
- Readings: these contain the conceptual content of the course and are organized by topic.
- Class notes: summaries of videos or readings containing key ideas on the most important issues.
- Non-graded exercises: activities that do not influence the final grade of the course and are used to check the students' grasp of some of the most important concepts. They can be multiple choice questions, true or false, multiple answer or drag and drop.
- My school journal: space for reflection where participants can lay out the theoretical contents and compare them with their own experience in school.
- Forum "My school journal": space in which participants can share the analysis made in "My school journal" with other participants of the course.
- Assessment questionnaires: assessments of between 4 and 11 questions whose objective is to measure knowledge gains at the end of each subsection. For more information, check the [Evaluation Criteria](#) section.
- Additional resources: list of optional learning resources for a deeper understanding of different topics. The contents of these resources are not graded.

8.2 EVALUATION CRITERIA

The final grade of the course consists of a weighted average of the scores from the questionnaires and the peer review evaluation, with the following relative weights:

- 75% Assessment questionnaires
- 25% Peer review evaluation

8.2.1 ASSESSMENT QUESTIONNAIRES

Each module is divided into sub-modules. At the end of each one you will find a questionnaire that contains multiple choice questions, multiple answer and/or true or false questions. The purpose of these questions is to reinforce your knowledge and determine the achievement of learning goals. You will have two opportunities to complete each evaluation.

8.2.2 PEER REVIEW EVALUATION

For this activity we will ask you to explain and argue what would be the educational policy changes that you would implement in your country to improve the quality of teaching. This activity will be evaluated by your peers and you will also evaluate the work of at least 3 classmates.

To pass the course, you should obtain at least 65% of total points in the graded activities.

Only in the verified certificate mode you can see progress in the course, enter the "[Progress](#)" tab that you will find in the top menu of the platform.

9. INSTRUCTORS

The main instructor of this course is [Emiliana Vegas](#), former chief of the Education Division at the Inter-American Development Bank. More than 60 international education specialists have collaborated with their knowledge in the different topics covered in the course. To find out more about them, look up the [contributors](#) document which is available on the platform.

10. PARTICIPANT SUPPORT SERVICES

As the course unfolds, the following services will be available:

10.1 EDX HELP CENTER

In the edX Help Center, you will find answers to frequently asked questions about starting the course, basic edX information, certificates and other related topics.

10.2 PARTICIPANT SUPPORT

In the "[Participant support](#)" tab you will find a series of resources that you can use according to your needs:

- [General FAQ](#): here you will find answers to general course topics, such as deadlines or the format of assessment questionnaires.
- [Technical FAQ](#): here you will find answers to technical questions, such as the visualization of resources on computers or mobile devices.

- [Technical assistance form](#): if you do not find an answer to your question, at the end of the page you will find a form through which you can request personalized technical assistance. The response time is less than 24 hours from Monday to Friday and up to 48 hours on weekends.

11. GENERAL POLICIES

11.1 IDBX ACCESSIBILITY POLICY

Since we use the edX platform to deliver the course, we have adopted the edX [accessibility policy](#).

11.2 ACADEMIC INTEGRITY POLICY

Since the edX platform is used to deliver the course, academic integrity issues are addressed through the [edX honor code](#).

11.3 PRIVACY POLICY

Since the edX platform is used to deliver the course, privacy issues are addressed through the [edX privacy policy](#).

11.4 LATE DELIVERY POLICY

If you opt for the verified certificate, the deadline for completing all the graded activities is the last day of the course. After the deadline, assessment options will be disabled.