# GPE's top-up trigger on learning outcomes data (4.1.1.a)

February 2025



### Expected Strategic Results and rationale

#### Rationale

- Low levels of learning at the foundational levels translate into low learning outcomes at later stages.
- Many countries are not capturing adequate 4.1.1a data.
- The inability to report on basic data, and to demonstrate progress, undermines the sector's ability to raise resources.
- Reporting to UIS on 4.1.1a is a proxy of quality learning assessment systems.

#### **Impact**

GPE partner countries improve learning outcomes at all levels (SDG 4.1.1) and for all children.

#### **Outcome**

Quality learning data at the foundational levels are available and used in GPE partner countries

#### **Outputs**

Countries make realistic progress by meeting learning assessment-related triggers

Countries report at least once on SDG 4.1.1.a to UIS Countries are able to measure learning improvements over time

- 1. # & % of countries meeting 4.1.1.a learning data-related triggers
- 2. # & % of countries reporting on SDG 4.1.1.a
- 3. # & % of countries making progress in learning outcomes

## Purpose and Principles for Operationalization

- > The ultimate goal is to **improve availability and quality of learning outcomes data** that are:
  - > Temporarily comparable (at least 2 data points for each country between now and 2030)
  - Used by countries as part of a national system
- The trigger will be **operationalized through a maturity model** that incentivizes progress and supports strategic pathways that meet the needs to:
  - report on learning data as quickly as possible.
  - ensure sustainability of national learning assessments in the medium/long run.
- Countries can identify the most adequate pathways to ensure the availability of quality of learning data, acknowledging reporting is not a goal in and of itself.

# Approaches/Steps to define the Maturity model

1 2 3 4

Assess and categorize GPE partner countries based on reporting capability.

Define the **maturity levels** (5 max) of GPE
partner countries based
on **their reporting capability**, to meet
countries where they
are.

Develop prototypes of **pathways** for each maturity level as examples that determine how countries will move from one level to another.

Tie the top-up trigger to the design and implementation of these pathways

# Pathways and incentives across maturity levels

#### Initial

# 1.Join a regional or implement an approved stand-alone assessment, while.

2.Developing a sustainability plan to build the foundations of a national learning assessment system.

#### Developing

- 1.Administer a second round of a similar learning assessment that was previously implemented in the past 5 years, while
- 2.Developing a sustainability plan to build the foundations of a national learning assessment system.

#### Emerging

- 1.Develop a sustainability plan to strengthen and align national assessment with global standards (AMPL)
- 2. OR Implement another stand alone assessment, OR participate in a regional or global assessment.

#### Established

1.Support to develop a plan to administer a second nationally representative large scale learning

#### Advanced

Clear pathways already exist (no incentives needed) but commitment to reporting should be documented.

## Progress to date & next steps

- 1. Internal socialization and dialogue
- 2. Partner consultations (Coalition partners and UNESCO Institute of Statistics), including at GAML meeting
- 3. Ongoing mapping of partner interventions to support countries
- 4. Inventory of assessments that countries are implementing/ will implement
- 5. Engagement of consultant to develop guidance

# THANK YOU

