

# 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

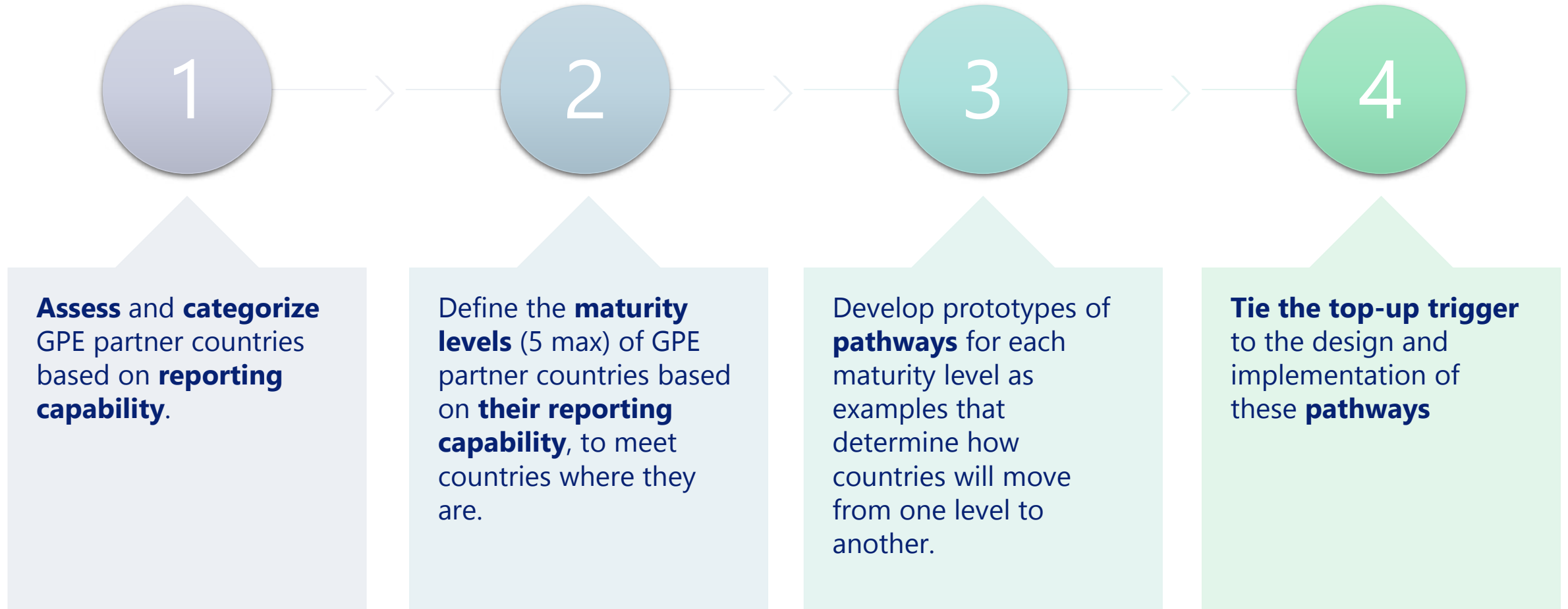
Countries are able to measure learning improvements over time

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

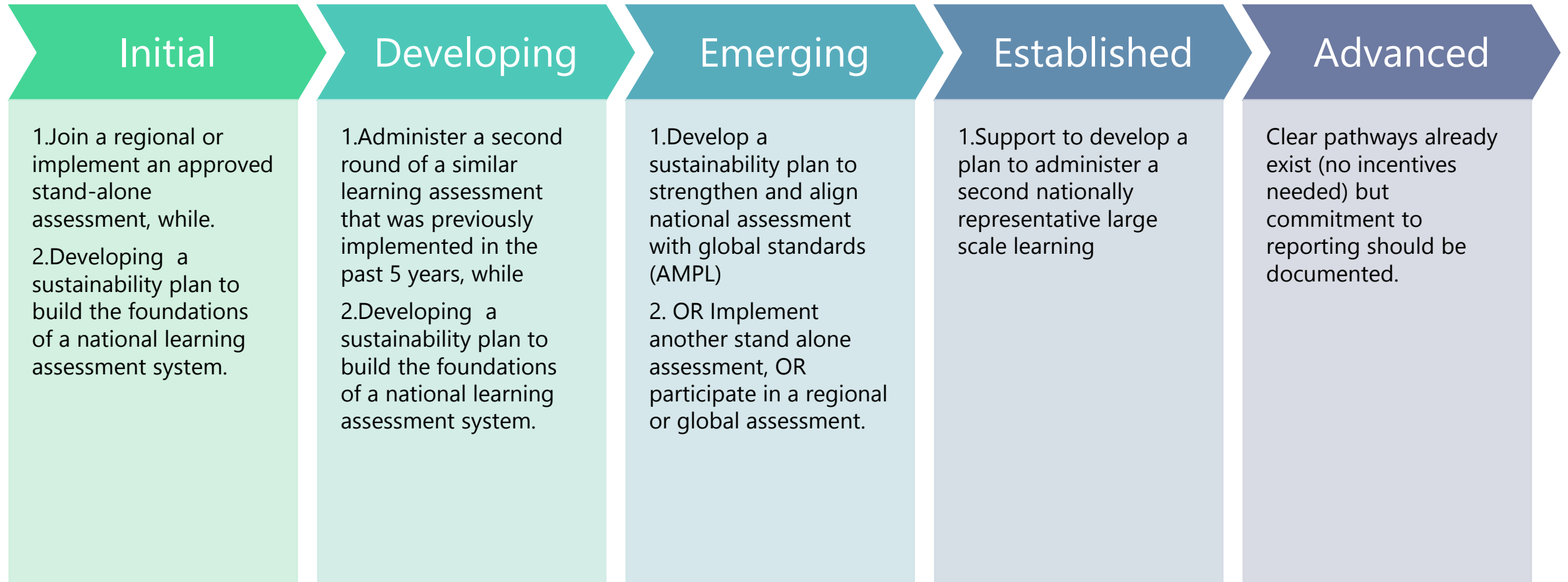
# Purpose and Principles for Operationalization

- 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



# Pathways and incentives across maturity levels



# 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

