ANALYZING NATIONAL LEARNING ASSESSMENT SYSTEMS FOR A POWERFUL EVIDENCE BASE ON STUDENT LEARNING:
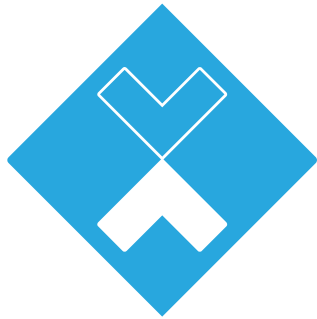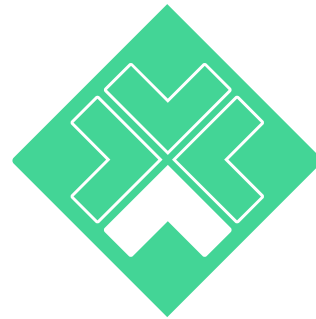# GPE PERSPECTIVE

NEQMAP Webinar
30 May 2023

GPE
Transforming Education

OUTLINE

INTRODUCTION TO Gpe

GPE SUPPORT TO LEARNING ASSESSMENT SYSTEMS

NEW OPPORTUNITIES THROUGH THE OPERATING MODEL

INTRODUCTION TO GPE

What is the Global Partnership for Education?

› GPE is the world's only **partnership and fund** entirely dedicated to education in lower-income countries.

› We leverage **global and national resources** to transform education and reach the most vulnerable children.

A 6th grade student at Kisiwandui Primary School in Zanzibar, Tanzania, April 2017. Credit: GPE/Chantal Rigaud

GPE Transforming Education

Our vision and mission

VISION ❯ A quality education for every child

MISSION ❯ To mobilize partnerships and investments that transform education systems in developing countries, leaving no one behind

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GPE partners

> Lower-income countries

> Youth

> Teachers organizations

> Donor countries

> Civil society organizations

> International organizations and development banks

> Private sector companies and philanthropic foundations

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How GPE transforms education systems

Financing at scale
- more and better funding
- domestic and external

Priority reforms
- Alignment behind partnership compact
- stronger political will

Accountable partnerships
- supporting national plans
- joint sector reviews

Private sector engagement
- expertise and supplies
- finance and advocacy

Knowledge & innovation
- south-south learning
- research and better data
- Innovations at scale

Bridging emergency & development
- accelerated emergency funding
- transitional planning

More children learning

GP**E** Transforming Education

GPE SUPPORT TO LEARNING ASSESSMENT SYSTEMS

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Support AT COUNTRY AND GLOBAL LEVELS

Country-level

In CY2022, over **60%** of active GPE implementation grants included support to learning assessment, amounting to USD 88 million:

- **Bangladesh** – institutionalization of national learning assessment
- **Bhutan** – development of national assessment framework and roll-out of national assessment
- **Lao PDR** – classroom-based assessment of early grade reading and capacity development in learning assessment

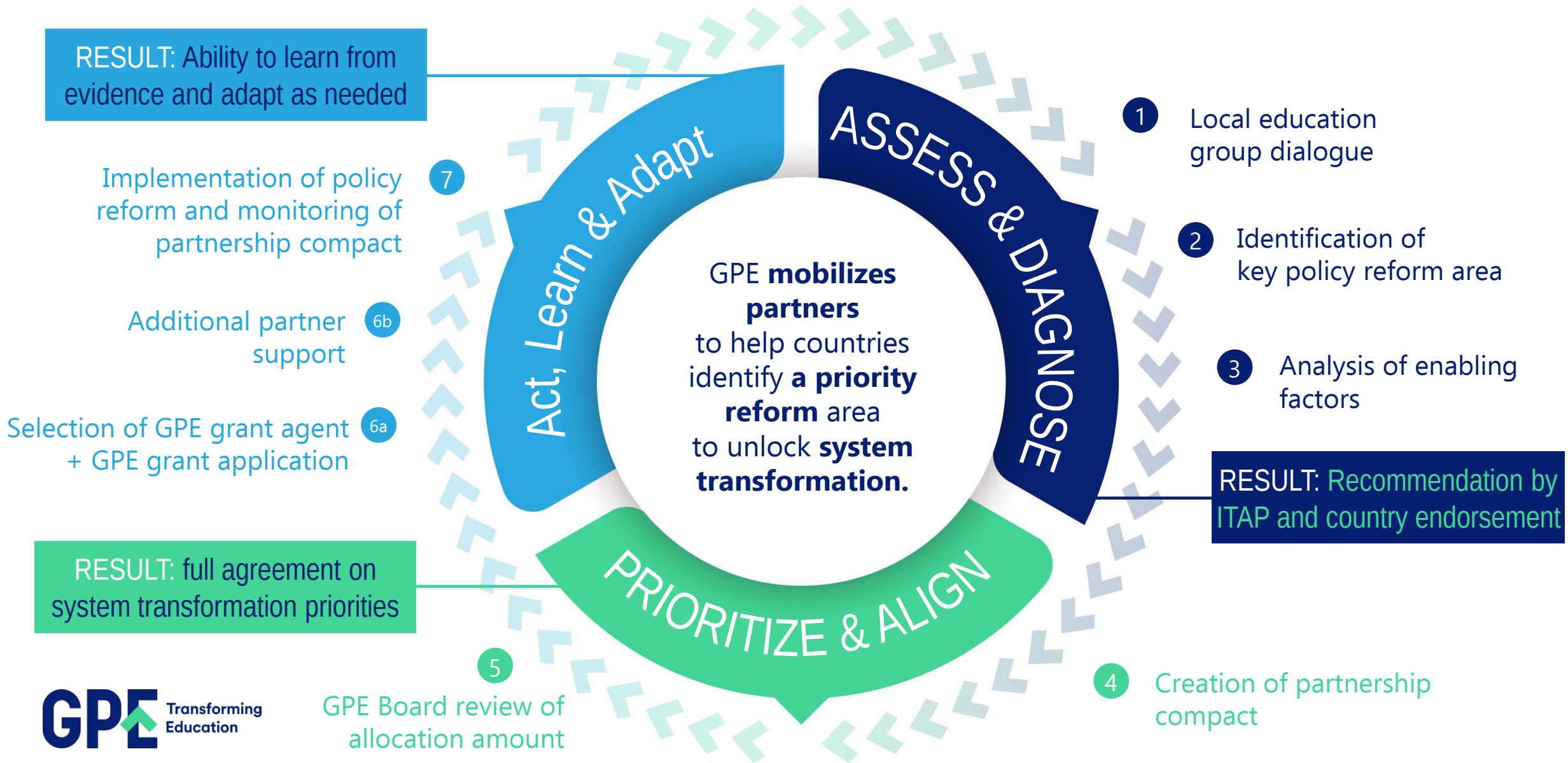## Assessment for Learning (A4L) – 2017-2020

1. Analysis of National Learning Assessment Systems (ANLAS) – piloted in **Ethiopia, Mauritania** and **Vietnam**
2. Support to regional assessment networks **NEQMAP** and **TALENT** (capacity development, research, knowledge sharing)
3. Landscape review on **21st century skills** and tools to support their measurement (with Brookings)

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DEEP DIVE ON ANLAS: PROCESS & CURRENT STATUS

- Analysis is meant to be led by a **national team of 8-12 officials** working on a part-time basis (though this is flexible).

- **Indicative timeframe for the analysis is 6 months** (also flexible), with a **budget of roughly US$ 16,000**, depending on the country context.

- Methodology for the analysis consists of **stakeholder consultation and document analysis**.

- ANLAS was **piloted in three GPE partner countries (Ethiopia, Mauritania and Vietnam).** Each country has a report and other dissemination products available.

- Since the time that ANLAS was launched, **two additional GPE partner countries (Armenia and Haiti)** used the tool, in inform sector analysis and/or as part of

- [Full ANLAS toolkit in English](#) is available as a global public good on the GPE website. **French and Spanish versions** are also available.

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NEW OPPORTUNITIES THROUGH THE OPERATING MODEL

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SYSTEM TRANSFORMATION: ACHIEVING QUALITY EDUCATION FOR EVERY CHILD

RESULT: Ability to learn from evidence and adapt as needed

7 Implementation of policy reform and monitoring of partnership compact

6b Additional partner support

6a Selection of GPE grant agent + GPE grant application

RESULT: full agreement on system transformation priorities

Act, Learn & Adapt

ASSESS & DIAGNOSE

PRIORITIZE & ALIGN

GPE **mobilizes partners** to help countries identify **a priority reform** area to unlock **system transformation.**

1 Local education group dialogue

2 Identification of key policy reform area

3 Analysis of enabling factors

RESULT: Recommendation by ITAP and country endorsement

4 Creation of partnership compact

5 GPE Board review of allocation amount

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FLEXIBLE FUNDING OPTIONS TO ADAPT TO COUNTRIES' CONTEXT

System capacity grant

To strengthen planning and policy development, improve data and diagnostics, enable coordination and boost government capacity to learn and adapt.

Program development grant

To finance the design of an education initiative central to the government's priority education reform.

System transformation grant

To support a priority reform that will catalyze far-reaching change across the education system.

Girls' Education Accelerator

To complement the system transformation grant to bolster initiatives to get girls learning.

Multiplier grants

To mobilize additional financing in support of education reforms ($1 from GPE for every $3 from external public sources, or $1 from GPE for $1 from private sector and philanthropic investments.

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overview of partnership compacts

Country	Priorities	Strategy areas proposed to strengthen teaching and learning
Cambodia	Improved learning outcomes	Quality learning, quality teaching (including ==classroom assessment==), gender equality, systems support
DRC	Teachers and quality teaching	Status of the teaching profession, teacher professional development, recruitment, teaching & learning environments (including ==assessment==)
El Salvador	Early childhood learning, with equality and inclusion	==Learning assessment== & learning environments, teacher training (largely in the context of early childhood/early learning & promoting gender equality)
Kenya	Improving learning outcomes	Curriculum, ==assessment==, remote learning, early grade literacy, teacher education/professional development (including coaching & school-based support), teacher supply
Nepal	Quality teaching, ECE, gender equality	Attracting better teachers, pre- & in-service training

Overview of partnership compacts

Country	Priorities	Strategy areas proposed to strengthen teaching and learning
Sierra Leone	Foundations of learning for all	Pre-primary education, data use, governance & management for FL, pre- & in-service teacher professional development, teacher management information system, teaching & learning materials
Tanzania (Mainland)	Teacher workforce planning & management; gender equality, inclusion	Teacher planning, teacher education & professional development, recruitment & deployment, motivation & accountability, learning environments
Tanzania (Zanzibar)	Improved foundational skills	Pre-primary & primary (CBC) including assessment, teacher management & development, gender equality, inclusion, system management
Uganda	Quality foundations for learning	Curriculum, school management, assessment, instructional materials, school feeding, school infrastructure, TPD, teacher recruitment & allocation, teacher terms of service, management of teachers & schools
Zimbabwe	Equitable access	Access intended to facilitate learning (supported by implementation of a catch-up strategy & NFE), assessment & inspection reform, teacher professionalism & school leadership

THANK YOU

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