



# Assessment for Learning (A4L) Initiative

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# What is the Global Partnership for Education?

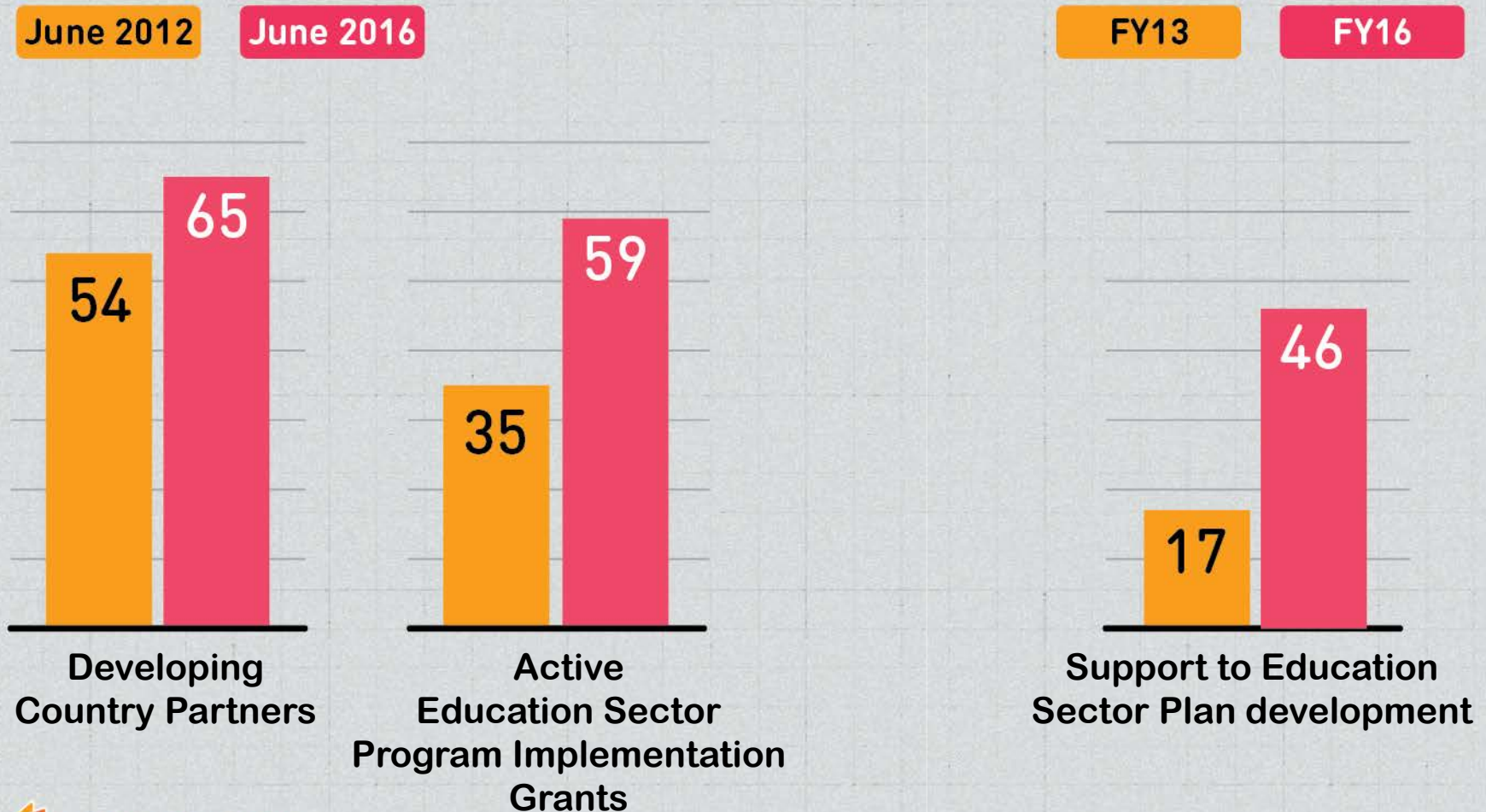


Multi-stakeholder partnership  
& funding platform to:

- expand inclusive, equitable quality learning
- improve return on investment in education
- strengthen education systems
- promote government leadership & donor harmonization


# GPE in 2016:

## Growth in partners, grants, technical support





# GPE 2020

A young girl in a white hijab and green skirt stands in the foreground, looking towards the camera. In the background, another child in similar attire is visible, and the classroom setting includes alphabet letters and a chalkboard.

## VISION

“To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

## MISSION

“To mobilize **global and national efforts** to contribute to the achievement of **equitable quality education and learning for all**, through inclusive partnership, a focus on efficient and effective education systems, and increased financing.”

# Strategic Goals

1

Improved and more equitable learning outcomes

2

Increased equity, gender equality and inclusion

3

Effective and efficient education systems



# The challenge of improving learning outcomes

- 617 million children and adolescents worldwide are not reaching minimum proficiency levels in reading and mathematics
- About 387 million children of primary school age (56%) did not reach the minimum proficiency level in reading. Of the 387 million primary school-age children unable to read proficiently, 262 million (or 68%) are in school.
- Guestimates => lack of comparable and reliable learning data
  - Of 65 DCPs only 20 have at least two data points allowing the monitoring of learning over time (RF indicator #1)
  - But how can we improve learning without reliable learning data?



## Indicator 15 of GPE Results Framework:

***Proportion of DCPs with a learning assessment system within the basic education cycle that meets quality standards***



# How does GPE work to strengthen LA systems?

## Country level

- More than 2/3 (67%) of the Partnership's current grants (ESPIGs) have a component focused on LA e.g.
  - **Bangladesh** – support for the development and implementation of classroom-based and national LA
  - **Cambodia** – nation-wide application of EGRA/EGMA as well as engagement in PISA for Development
  - **DRC** – establishment of an independent agency in charge of national assessments (CIEAS)

## Global/regional level

- GRA program
  - **UNESCO Institute for Statistics (UIS)** – Catalogue on Learning Assessments
  - **UNESCO Bangkok** – Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP)
- KGPE/KIX → Assessment for Learning (A4L) initiative



# Assessment for Learning (A4L)

## What is the aim?

*To build capacity for national learning assessment systems to measure and improve learning*

## How it works:

- Country level: Ensures that investments in learning assessment systems are based on needs analysis, linked to policy process, and integrated into ESPs
- Global/regional level: Promotes capacity building and knowledge exchange at the regional level and the development of new assessment tools and research

## Origins and consultation process:

- Learning Metrics Task Force- (June 2014-December 2015)
- Widely consulted across 80 organizations and 71 countries

**Budget:** Currently about 3 million USD, provided by two foundations





# Three core activities of A4L

## Activities

**1. Developing a diagnostic tool and piloting in 3 DCPs**

**2. Support for regional assessment networks in the Asia-Pacific & SSA**

**3. Landscape review and development of tools for measurement of 21<sup>st</sup> century skills (with Brookings)**



## Outcomes

- Strengthened capacity of DCPs to develop sound national LA strategies and strengthened LA systems
- Increased availability of quality learning data
- Knowledge and good practice exchange to strengthen LA systems
- Holistic measurements of learning, particularly around 21<sup>st</sup> century skills



# Diagnostic tool and piloting

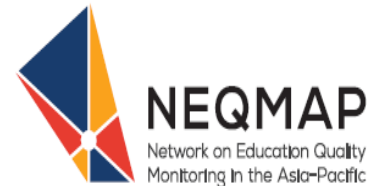
The diagnostics will:

- build on existing tools and cover both policy intent and implementation
- identify bottlenecks in the use of learning data by investigating links to EMIS and flow of information to different parts of the education system
- outline recommendations to strengthen the learning assessment system in a coherent and cost-effective way
- facilitate the development of a strategy for learning assessment systems
- be conducted with a national team and supported by experts to build capacity.
- be piloted to refine the methodology and implementation process in collaboration with partners, then shared as a public good and scaled to other countries.



# Regional assessment networks

- **NEQMAP** (managed by UNESCO Bangkok) in the Asia-Pacific and **TALENT** (managed by UNESCO Dakar) in Sub-Saharan Africa, in collaboration with NALA
- The support aims to:
  - establish a robust network of practitioners at the regional and country levels
  - foster dissemination of knowledge, peer learning, and knowledge exchange between members
  - build national capacity to strengthen learning assessment systems.
  - play a critical role in enhancing coordination of learning assessment initiatives regionally, such as GAML and the OAA initiative of Brookings (focused on 21<sup>st</sup> century skills)



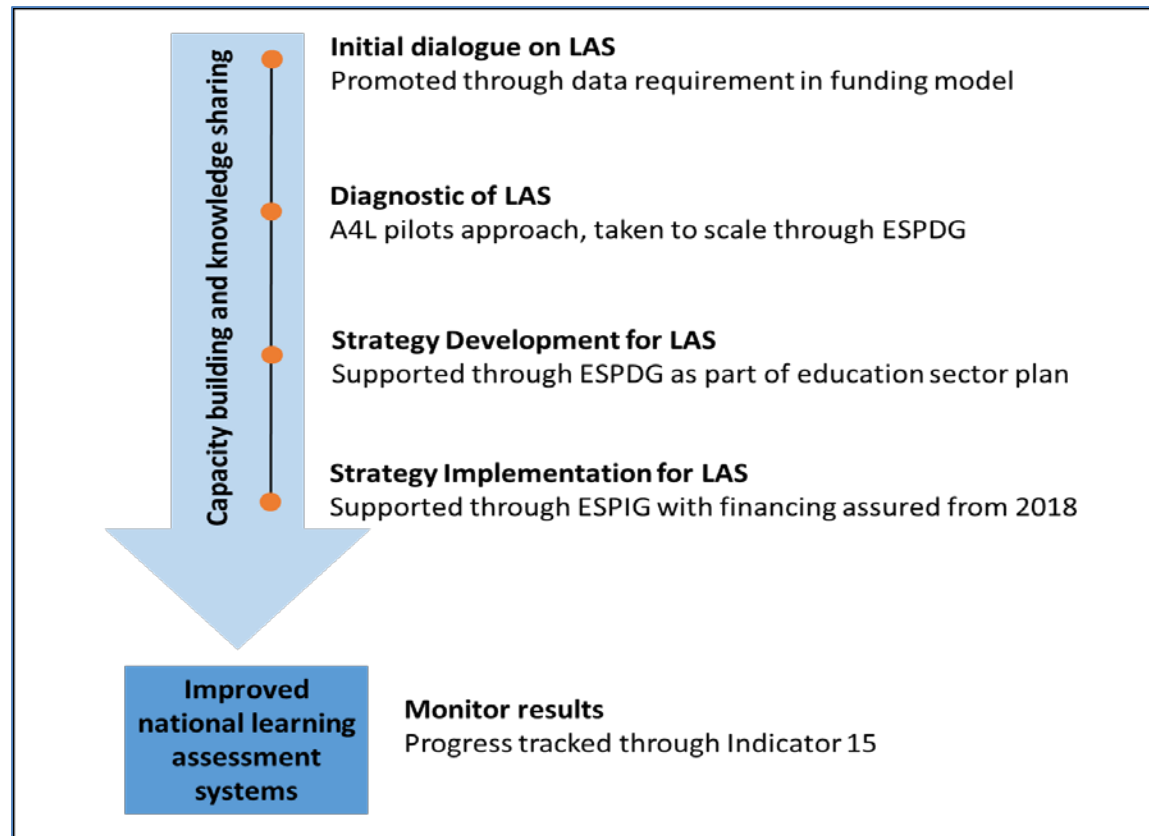
# Measurement of 21<sup>st</sup> century skills

- 21CS (also referred to as soft skills, socio-emotional skills, transversal competencies, non-cognitive skills, etc.) are increasingly on the agenda of policymakers worldwide.
- Examples of 21CS: collaboration, critical thinking, communication, appreciation for diversity
- A4L work (in collaboration with the Brookings Institution):
  - A global landscape review of relevant existing studies, initiatives and tools in the area, which will inform what role GPE can play in this domain
  - Development of tools to measure these skills



# Linking the pieces

The GPE funding model, GPE grants and the A4L initiative work together across the policy process to strengthen learning assessment systems in GPE countries:





# What's next? The KIX Factor

- SIC recommended learning assessment as a KIX priority area, pending Board decision this week!
- In our view, some of the priority areas could be around:
  - 1) developing country capacity to build and sustain strong LA systems;
  - 2) supporting regional assessment programs to expand coverage, build capacity and improve their operations;
  - 3) linking regional assessment results to international benchmarks of achievement
  - 4) developing tools to support alignment of existing assessments under the auspices of GAML.



**Thank you! Merci! Jerejef!**

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