



GLOBAL PARTNERSHIP
for EDUCATION

Quality and learning

Meeting of the Board of Directors

Berlin, Germany, 7-8 June 2012

For Information

[Implementing quality points in Strategy]

Quality mandate

1. Strategic vision paper Nov 2011:
 - Use reading, maths to kick-start quality
2. Results Framework as approved Nov 2011
3. Strategic plan discussions
4. Replenishment: reduce non-readers 50%, 20 countries, 5 years

Focus on early reading and maths

- Entry point only
- Two reasons for specific entry point:
 1. Actually improve learning via better foundations
 2. Provide object lesson in how to improve all other aspects
- Work on quality in general also

What will it take?

1. Clarify goals
2. Improve measurement of goals
3. Provide useful knowledge on how to achieve the goals
4. Promote community of practice to sustain
5. Kick-start interest and action

1. Clarify goals

- Similar to current EFA goal 6, but measured, specific, time-bound
- GPE's goal, strategic objective
- Countries, donors have set or are setting theirs (e.g., DfID, AUSAID, USAID, ADB, Liberia, The Gambia, Ethiopia, etc.)
- Solidify: work on post 2015 goal-setting: UNESCO, Brookings, etc.

Table 1: MDG Indicators

MDG	MDG Indicator
MDG1: Eradicate extreme poverty and hunger	Proportion of population below \$1 (PPP) per day
	Prevalence of underweight children under-five years of age
	Growth rate of GDP per person employed
	Employment to population ratio
MDG2: Achieve universal primary education	Net enrolment ratio in primary education
	Proportion of pupils starting grade 1 who reach last grade of primary
	Literacy rate of 15-24 year-olds, women and men
	Proportion of children that can read with sufficient fluency for comprehension in early grades ¹
MDG3: Promote gender equality and er women	Ratios of girls to boys in primary, secondary and tertiary education
MDG4: Reduce mortality	

Pillars for Australia's investment in education	Indicators for education outcomes	Indicators for education outputs
Pillar 1. Improving access to basic education opportunities for all so that all children and youth complete a basic education	Number of additional children and youth enrolled in basic education	Number of (a) additional classrooms and (b) rehabilitated classrooms
	Number of additional children and youth completing a cycle of basic education	Number of children and youth benefiting from initiatives that reduce financial and fee barriers to schooling (stipends, local scholarships, conditional cash transfers)
	Number of out-of-school children	Number of children and youth benefiting from facilities improving access (toilets, facilities for children and youth with disability, school equipment including information and communication technology)
Pillar 2. Improving learning outcomes so that children and youth achieve the basic skills necessary for productive lives	Scores on literacy and numeracy assessments	Number of children benefiting from pre-primary preparation for schooling
	Youth literacy rate for 15-24 year olds	Number of (a) teachers trained and (b) TVET providers trained
	Number of additional youth attaining national, regional or internationally valued qualifications	Number of textbooks and materials provided
		Support provided to develop and/or improve quality assurance systems and standards frameworks

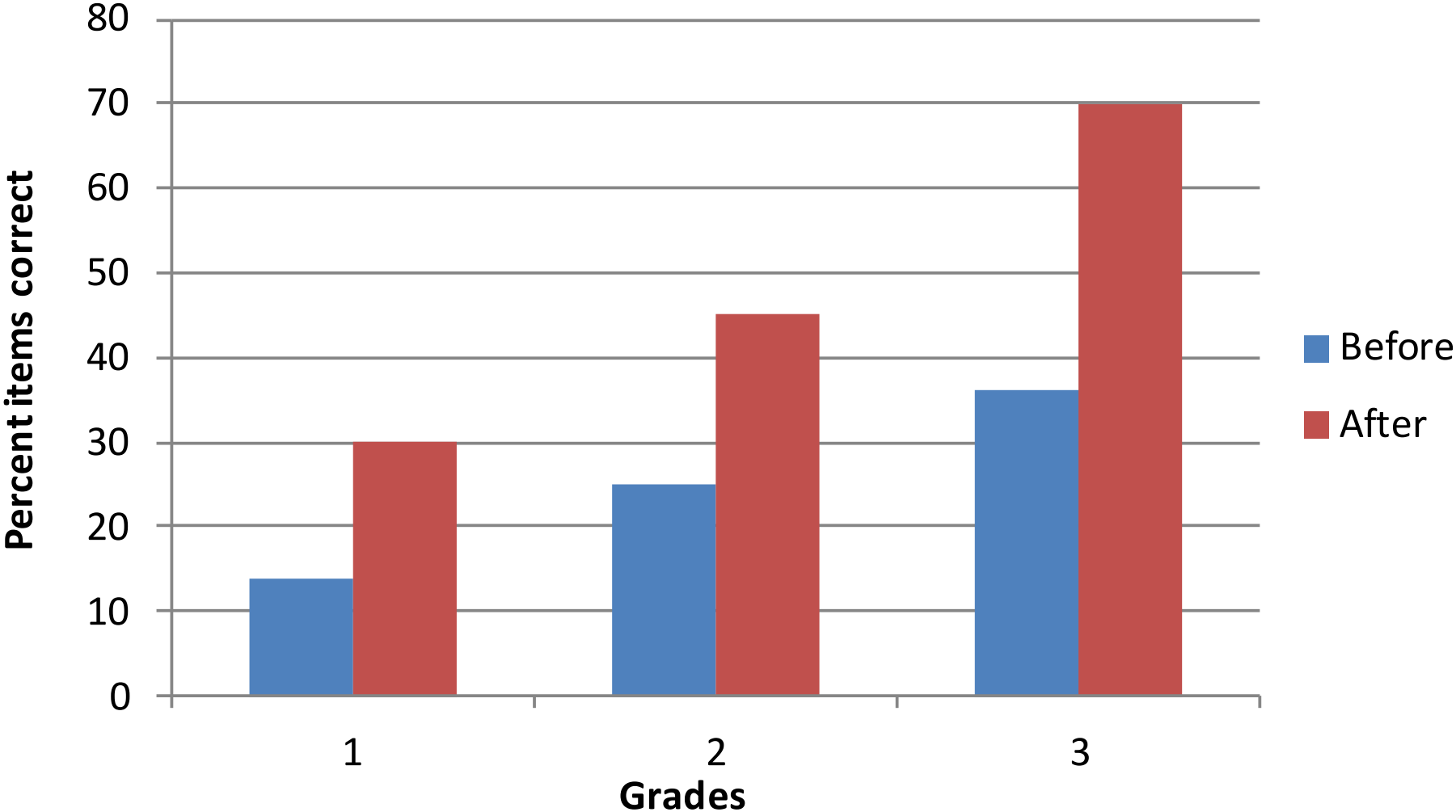
2. Improved measurement

- Support UIS, LLECE, SACMEQ, PASEC better
- Link written, end-cycle to oral, early, classroom measurements
- Improve / standardize practice in early assessments
- Clear link measurement - instruction
- Partners can fund individually or through GRA
- Measurement at country level should start now

3. Disseminate knowledge

- Knowledge to improve reading, maths accumulating quickly
 - Well-evaluated experiences exist
 - More in reading than maths, need more maths
- Put knowledge up on web sites in coordinated, simple fashion
 - Secretariat can do, but must coordinate (with others, e.g., IIEP)
- More knowledge on scale-up of reading: commission work

Cambodia Reading Improvement After 2 years



4. Foster community of practice

- Knowledge embodied in people, institutions
- Country and CSO performance has varied hugely
 - So, help share knowledge so all can perform
- Encourage semi-formal community of practice of key actors

5. Kick-start action

- Workshops: start or boost
- Countries, CSOs, donors: share, agree to act
- Strengthen community of practice:
 - Countries and CSOs show-case best evidence-based practice to each other
 - Africa, Asia/Pacific
- Use existing professional workshops to lower cost

Collective goal-setting



Cameroon

Objectif
Réduire d'ici à 2015 de 50% le nombre d'enfants qui ne savent pas lire.



Democratic Republic of Congo

Objectif
En 2015, 75 millions d'enfants scolarisés de 6e degré 1er 2. auront l'habileté de lire correctement 40 mots par minute.



Ethiopia

Objectif
All children at the end of grade three will read with fluency & comprehension by 2015.

Current status

- Much already under way through many partners
- Reading effort older than maths
- Maths can go faster:
 - learn from reading
- All can be improved:
 - Partners (donors, countries) can speed up with some funding
 - GPE catalize/coordinate

Broader quality issues

Links to poverty, health, whole-school issues: UNICEF, UNESCO, various CSOs

Links to teacher effectiveness and professional standing (EI, UNESCO)

General quality frameworks (WB SABER, UNESCO GEQAF)

Partnership: work in coordination