



KIX Europe | Asia | Pacific Hub

# Thematic Priorities in 21 GPE Partner Countries of the Europe | Asia | Pacific Region

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## I. Caucasus, Central Asia and Mongolia

## Kyrgyzstan

## Evaluation of Thematic Priorities

		Source ABC12
<b>Existing GPE Thematic Priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>• EDS 2040 priorities: education management, education financing, monitoring and evaluation of the education system.</li> <li>• Development of strategic planning and management system in the education sector based on techniques of data collection and analysis, including gender disaggregated statistical data.</li> <li>• Efficient policy of human resource management. Launching the monitoring and evaluation system to systematically improve the education system.</li> </ul>	GOV01
Early Childhood Care & Education	<ul style="list-style-type: none"> <li>• Regulatory and legal provision of the operation of the network of preschool educational organizations</li> <li>• Increased coverage of children of age 5-7,5 years (including children with special needs) by school preparation program through the existing network of general education institutions. Provisional forecast by 2023 90%, by 2020 95%.</li> </ul>	GOV01

	<ul style="list-style-type: none"> <li>Increased coverage of children of age 5-7,5 years in rural areas. Provisional forecast 40% by 2040.</li> </ul>	
Teachers & Learning	<ul style="list-style-type: none"> <li>Modernization of teaching instruction, grading, and teaching materials considering the competence-based approach and educational standards.</li> <li>Improve teacher training and education.</li> <li>Low prestige of teacher's occupation and, as a result, the recruitment of potentially weak personnel in the education system.</li> </ul>	GOV01
Equity and Inclusion	<ul style="list-style-type: none"> <li>Access to high quality basic general and secondary education for everyone, irrespectively of one's age, gender, ethnic and religious background, residence, intellectual and physical development, social-economic status.</li> <li>Provide conditions for inclusive education for children with special needs on the basis of general education and special schools.</li> <li>Non-attendance by migrant children remains a problem in the country.</li> </ul>	GOV01
Gender equality	<ul style="list-style-type: none"> <li>The dropout of boys from the school system occurs on average 2 times more often than girls.</li> </ul>	GOV01
Learning Assessment Systems	<ul style="list-style-type: none"> <li>Building a holistic system for assessing learning outcomes at the student, class, school, and education system-level to track learning progress and decision-making based on real data.</li> <li>The Ministry of Education and Science (MOES) is committed to participate in the next round of PISA in 2024.</li> </ul>	GOV01

Reform Objectives		
Equity	<ul style="list-style-type: none"> <li>• Coverage of majority of preschool children by development programs and training</li> <li>• Access to high quality basic general and secondary education for everyone, irrespectively of one's age, gender, ethnic and religious background, residence, intellectual and physical development, social-economic status, etc.</li> <li>• Preservation of cultural and linguistic diversity and tolerance in multilingual educational environment. Ensure the development of multicultural and multilingual education.</li> </ul>	GOV01
Learning Outcomes	<ul style="list-style-type: none"> <li>• Introduction of competence-based learning approach aimed to improve the ability to learn, to orientate oneself in uncertainty and make decisions based on the analysis of information, development of communication skills, analytical skills and critical thinking.</li> <li>• Development of working skills in compliance with current requirements of the labor market and population needs in satisfying own interests and needs.</li> <li>• Motivation and encouragement of teachers and schools who/that systematically improve the achievements of students.</li> </ul>	GOV01
Efficiency	<ul style="list-style-type: none"> <li>• Increase the efficiency of financial management system in education.</li> <li>• Implement the united strategy of public financing in the education system.</li> </ul>	GOV01

	<ul style="list-style-type: none"> <li>• Develop an optimal model of monitoring and evaluation of education system KR as an information basis for management and forecasting of education development.</li> <li>• Improve the decision-making system in the education sector based on the monitoring and strategic planning.</li> <li>• Create conditions for the development of ICT infrastructure in schools (equipment, technical support, in-service teacher training, etc).</li> </ul>	
<b>International Cooperation and Project Management Modalities</b>		
Results-based aid mechanisms	<ul style="list-style-type: none"> <li>• IDA eligible country, no information of results-based financing by development actors in the education sector;</li> <li>• ADB and WB do not currently implement RBA schemes in Kyrgyzstan in the area of education;</li> <li>• Previous experience through GPE</li> </ul>	
Other cooperation and management modalities, please list:	<ul style="list-style-type: none"> <li>• UN, ADB, WB, EU focusing on technical assistance projects</li> <li>• World Bank - Learning for the Future Project, → enhance school readiness and teacher effectiveness in pre-school through secondary education in targeted communities.</li> <li>• ADB support sector-wide policies, while its investment project will focus on science, technology, engineering and mathematics (STEM)</li> <li>• UNICEF supports the Ministry of Education and Science of the Kyrgyz Republic not only in terms of improving access and quality of</li> </ul>	

	<p>education as well as enhancing the effectiveness of education system, but also ensuring the social and emotional development of children and improving the global citizenship skills.</p>	
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### Main observations

- The Kyrgyz government has undertaken several efforts to improve education quality over the last decade. Improvements in school curricula, textbooks, development of educational standards, and strengthening of national assessments are accomplished.
- The country has made limited progress to date in systematically tracking and using sector data. An institutionalization of monitoring and evaluation processes is needed, in order to inform decision-making process.
- The government needs to deepen reforms in key areas. The main challenge for the next decade is a comprehensive implementation process of educational standards. To ensure the implementation of educational standards teachers need to be familiar with the standards and must have knowledge to adhere them. Teacher quality and instruction can lead to higher achievement and equity.
- However, the low prestige of teacher's occupation and, as a result, the recruitment of potentially weak personnel in the education system is a significant risk. Effective professional development is key.
- Access to high quality basic and secondary education for everyone is a priority. Educational assessments showed repeatedly low results among rural and minority populations.
- The equal distribution of educational resources in all regions, especially in the context of low educational results in the south of Kyrgyzstan need to receive attention.
- Development of multilingual education, including harmonized, high quality teaching material in Uzbek, Kyrgyz and Russian languages is a high priority.
- Schools and education remain outside of academic research. Strengthening of the link between teacher training and educational research.

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## Uzbekistan

## Evaluation of Thematic Priorities

		Source ABC12
<b>Existing GPE Thematic Priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>• In order to ensure easy data accessibility and reliability, a comprehensive education management information system (EMIS) and a unified database of schools will be established, covering particulars of learners, parents, teachers and other staff associated with systems and databases of pre-school, secondary and higher education, health, as well as financial and law enforcement agencies.</li> <li>• The Presidential Resolution #PP-3304 explicitly calls for a “systematic monitoring of implementation of state educational standards and requirements for institutions of general secondary and out-of-school education”.</li> </ul>	GOV01 GOV02
Early Childhood Care & Education	<ul style="list-style-type: none"> <li>• Pre-school enrolment rates below 30% over the past 10 years</li> <li>• Increase availability by constructing new preschools</li> <li>• Establish/Strengthen &amp; implement strategies to engage private sector in preschool expansion/ construction/ maintenance</li> <li>• Provide preschool children with an enhanced curriculum based on Early Learning Development Standards (ELDS)</li> </ul>	GOV01
Teachers & Learning	<ul style="list-style-type: none"> <li>• Development of educational standards, curricula, teaching materials</li> <li>• Modernization of secondary education considering the competence-based approach and educational standards.</li> <li>• Review of student evaluation system transitioning from learning-by-heart to competency-based knowledge</li> <li>• Provision of internet access to all secondary schools.</li> </ul>	GOV01

	<ul style="list-style-type: none"> <li>• The professional status of teachers and educational staff will be increased through legal measures and by means of constant professional upgrading.</li> <li>• Professional and pedagogical training programs on various subject matters for 3,000 teachers</li> </ul>	
Equity and Inclusion	<ul style="list-style-type: none"> <li>• Modernization of special education, providing for the full coverage of all children in need with special psychological and pedagogical assistance and the mandatory inclusion of parents in the learning process.</li> <li>• Provide conditions for inclusive education for children with special needs.</li> <li>• Improvement of learning resources in remote rural areas.</li> <li>• Ensuring the access of minorities to education in the native language, preservation of cultural and linguistic diversity in the educational environment.</li> </ul>	GOV01 GOV02
Gender equality	<ul style="list-style-type: none"> <li>• Gender dimension in education outcomes or processes is an area that have got limited attention in Uzbekistan, mainly due to the belief that since the Constitution has guaranteed equal rights to all, irrespective of gender, it is not really an issue.</li> </ul>	GOV01
Learning Assessment Systems	<ul style="list-style-type: none"> <li>• Creation of a national learning assessment system for secondary education, using the framework of PISA.</li> </ul>	GOV01
<b>Reform Objectives</b>		
Equity	<ul style="list-style-type: none"> <li>• Creation of an inclusive education system</li> <li>• Establishment of 30 ethnic and cultural centers (on tradition, customs, handicraft, hospitality, history)</li> </ul>	GOV01
Learning Outcomes	<ul style="list-style-type: none"> <li>• Establishment of specialized training programs and schools, with a view to in-depth foreign language learning, information technologies, mathematics, physics and biology.</li> <li>• Ensuring participation of Uzbekistan in international evaluation programs such as PISA, TIMSS and PIRLS</li> </ul>	GOV01
Efficiency	<ul style="list-style-type: none"> <li>• Systemic Reforms and Management, facilitation of inter-ministerial cooperation, school principals/directors</li> <li>• Reform wage system in the field of public education, using incentive allowances for teachers and</li> </ul>	GOV01

	<p>managers, taking into account the effectiveness of their activities and the efficiency of using modern educational technologies.</p> <ul style="list-style-type: none"> <li>• Introduction of public-private partnerships (PPPs) in education to study the labor market.</li> <li>• Extension of private schools and educational institutions, as well as educational institutions functioning as part of a public-private partnership.</li> <li>• Introduction of fees for school admission to school children outside of the municipal area.</li> <li>• Seeking membership of leading international associations on accreditation of educational institutions and programs</li> <li>• Establishing conditions for employers to contribute to evaluating professional qualifications of students in the 11<sup>th</sup> grade.</li> <li>• Improving methodological aspects, content and orthographic quality of learning materials by way of introducing actual authorship competition and diversity.</li> <li>• Reforming 4860 general educational institutions into “Modern Schools” in accordance with established evaluation criteria</li> <li>• Adopt the Law “On the Status of Teachers”.</li> <li>• Introduce incentive allowances for teachers and educational managers, taking into account the effectiveness of their activities and the effectiveness of the use of modern educational technologies</li> </ul>	
<b>International Cooperation and Project Management Modalities</b>		
Results-based aid mechanisms	<ul style="list-style-type: none"> <li>• Overall limited share of current development bank projects on results-based financing mechanics in currently active education related projects; World Bank grant on early child-hood education has co-financing scheme/subsidy funding with GPE and Global Partnership for Results-Based Approaches: previous experience on RBF through GPE</li> <li>• Limited information available on other donor project modalities in regard to RBF</li> </ul>	
Baseline/target-setting	<ul style="list-style-type: none"> <li>• EPS includes detailed section on M&amp;E, setting detailed indicators until 2023</li> </ul>	

	<ul style="list-style-type: none"> <li>• Indicators streamlined with SDG indicators, providing for strong framework for grounding policy goals in other project evaluations</li> <li>• Vocational training particularly detailed</li> </ul>	
Other cooperation and management modalities, please list:	<ul style="list-style-type: none"> <li>• ODA dedicated to education at similarly low absolute levels compared to previous years, however, share of it rising due to overall decrease of ODA.</li> <li>• World Bank and ADB portfolio with active education-projects: <ul style="list-style-type: none"> <li>○ increase access to early childhood education, improve the quality of learning environments in project-supported public preschools, and enable a systematic measurement of education quality for informed decision-making.</li> <li>○ Tertiary education</li> <li>○ Skills development and vocational training</li> </ul> </li> <li>• Current training activities with a focus on improving the national capacity are provided with significant support from international institutions, who implement their projects in Uzbekistan (UNDP, UNESCO, UNICEF, WB, ADB, and others)</li> </ul>	WB, ADB, OECD

### Main observations

- Need for acquiring the knowledge on the latest international standards, practices and experience in the field of financial and program management, and on developing the monitoring and evaluation system including the design of a comprehensive and harmonized EMIS for the entire education sector.
- Absence of evidence-based decision making, and data culture has to be challenged.
- Data is not being used for planning and decision making at regional and local levels –data does not flow back to regional and district departments.
- Moreover, the available data is not analyzed beyond lead tables on enrollments. Capacity for data analysis at all levels is limited. In order to further build upon existing capacities, further training, in particular management training for government officials, school directors and administrative personnel at national and regional levels, will be required.
- Donor focus on early childhood education (in particular access dimension), tertiary education and vocational education;
- Indicator framework linked with SDG indicator framework
- Also, in the context of the competence-based approach and educational standards, and participation in international assessments.

- Mandatory professional development is inadequate and offer limited collaboration opportunities among teachers.
- Teacher shortages and limited capacity for training identified as main challenge

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## Tajikistan

## Evaluation of Thematic Priorities

		Source ABC12
<b>Existing GPE Thematic Priorities</b>		
Early Childhood Care & Education	<ul style="list-style-type: none"> <li>• Early childhood care and education as a general priority identified in the policy framework</li> <li>• Pre-school education should contribute to the early development of children, be affordable for the general public.</li> </ul>	GOV1
Teachers & Learning	<ul style="list-style-type: none"> <li>• Main priority identified is improving the quality of education at all levels through enhancing financial sustainability and efficiency in the education sector;</li> <li>• Linked with the goal to ensure availability of technological equipment including ensuring broadband access to the internet in all schools and improving availability of computers in classrooms; as well as providing online content of most of the subjects, and the widespread introduction of interactive learning by using information and telecommunication technologies;</li> <li>• Strong focus on vocational education permeates policy documents and tightly linked with the hope of such education leading to economic growth; focus on organizing a system of supplementary vocational education, retraining and professional development for all age groups through the support of public-private partnership in the field of non-formal-education</li> <li>• Development of teaching staff certification and accreditation of educational institutions</li> </ul>	GOV1
Equity and Inclusion	<ul style="list-style-type: none"> <li>• Equal access to education red line in policy documents, with ample focus on disadvantaged groups in society (PwD, girls</li> </ul>	GOV1

	<p>and women, and to a lesser extent ethnic minorities)</p> <ul style="list-style-type: none"> <li>• Stimulating the development of inclusive education support system, including the development of a barrier-free infrastructure, preparing appropriate teaching materials and developing personnel training systems;</li> <li>• Development of incentives package and social welfare capabilities, including through the provision of food (to primary grades students) and updated textbooks, targeted assistance system aimed at provision of assistance to poor households in order to stimulate education of children;</li> </ul>	
Gender equality	<ul style="list-style-type: none"> <li>• Access to education for girls and women as a problem identified being part of the general discussion on access to education but no distinct priority discernable.</li> </ul>	GOV1
Learning Assessment Systems	<ul style="list-style-type: none"> <li>• Specific commitment to quality standards in education</li> <li>• Prioritizing development of unified system of students' knowledge testing, including for the purpose of international comparisons;</li> <li>• Development of mechanisms to evaluate the quality of education at the institutional level (social and professional expertise, the system of self-assessment of institutions and continuous monitoring of the state and trends in education development with regard to the criteria of inclusiveness and competitiveness)</li> </ul>	GOV1
<b>Reform objectives</b>		
Equity	<ul style="list-style-type: none"> <li>• Ensured growth of enrollment in and completion of preschools and schools, regardless of place of residence and the level of household income;</li> <li>• Reduced gap in the level of professional education of men and women, rural and urban population</li> <li>• Ensured participation of at least 30% of working age population in the continued learning</li> </ul>	GOV1

	<ul style="list-style-type: none"> <li>• Provided better access and quality of education for children with disabilities and special needs</li> <li>• Reduction of social disparities, including the development of a system to ensure inclusive development and reduce inequalities, gender inequality and ensure the welfare of children.</li> <li>• Development of sustainable package of actions /incentives towards ensuring access to quality professional education for people with disabilities</li> </ul>	
Learning Outcomes	<ul style="list-style-type: none"> <li>• Distinct focus of shift towards competencies</li> <li>• Aims at introducing independent evaluation of the quality of education</li> </ul>	GOV1
Efficiency	<ul style="list-style-type: none"> <li>• 20% increase in the number of qualified teachers, including through international cooperation in the framework of training of teachers by 2030;</li> <li>• Improved qualifications of teachers and ensured better motivation for the teaching staff, especially in rural areas</li> <li>• Strengthened and improved school infrastructure, laboratories and other teaching equipment</li> <li>• Ensured more effective use of public funds for education</li> <li>• The quality and scope of vocational education should ensure competitiveness of the country's economy</li> <li>• Ensuring the effectiveness of the system of professional development and retraining of teaching staff, promoting the attractiveness and efficiency of educational activities;</li> <li>• Development of stable regulatory framework and practice of <b>public-private partnerships</b> in education sector;</li> <li>• Introduction of management based on results mechanism, i.e., enable procedures to ensure performance-based education development programs, financed by the budget;</li> <li>• Ensuring transparency of financial - economic management processes in educational</li> </ul>	GOV1

	institutions, including through the introduction of mechanisms and forms of public reporting on performance of institutions.	
<b>International Cooperation and Project Management Modalities</b>		
Results-based aid mechanisms	<ul style="list-style-type: none"> <li>• IDA eligible country, no information of results-based financing by development actors in the education sector;</li> <li>• 8% total ODA education related, ADB and IDA largest issuers; (2017-2018 OECD)</li> <li>• No complete donor mapping available publicly, suggested to request from Donor Coordination Council in Tajikistan</li> </ul>	WB, ADB, EU
Measuring impact	<ul style="list-style-type: none"> <li>• No reference on the relation between M&amp;E and international cooperation in National Development Strategy 2030 or sector strategies.</li> </ul>	GOV1
Other cooperation and management modalities, please list:	<ul style="list-style-type: none"> <li>• 7% of WB funding has been education related. One project on tertiary education funded by the World Bank (2019)</li> <li>• 2.5% of ADB funding education-related; concessional loans and technical assistance</li> <li>• UN, USAID, EU, JICA focusing on technical assistance projects, limited information on sectoral support</li> <li>• Large early childhood development project launched beginning of May 2020 funded by the World Bank</li> </ul>	WB, ADB, EU

### Main observations

- Most recent document outlining educational policy is the National Strategy 2030 (streamlined for SDG attainment). **New national education sector strategy** in the process of development and scheduled to be adopted in mid-2020 (delays seem likely due to COVID-2019). Information about draft ideas and priorities on new strategy to be obtained by UNICEF or European Union.
- No significant deviation from current national sector strategy on education and general outline in SDG strategy 2030 notable, and seemingly goals of current strategy largely unattained.

- **Early childhood development and education** and **vocational education** identifiable as recurring priorities also reflected by current and future programming of WB and ADB.
- Main issue in policy documents about financing education in Tajikistan - focus on **public private partnership** / limited international financing for education.

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## Mongolia

## Evaluation of Thematic Priorities

		Source ABC12
<b>Existing GPE Thematic Priorities</b>		
Early Childhood Care & Education	<ul style="list-style-type: none"> <li>• Enrollment in <b>pre-school education facilities</b>, meeting the standard requirements and providing the basis for learning the Mongolian language and culture.               <ul style="list-style-type: none"> <li>○ Expand the types and forms of the pre-school education system, improve their quality, and build an environment in which 70 percent of all pre-school age children are enrolled at pre-school education facilities.</li> <li>○ Further advance the pre-school education system, improve the quality of the system, decrease the number of children per pre-school teacher to 25, and build an environment in which 80 percent of all pre-school age children are enrolled at pre-school education facilities.</li> <li>○ Decrease the number of children per pre-school teacher to 20 and build an environment in which 90 percent of all pre-school age children are enrolled at pre-school education facilities.</li> </ul> </li> </ul>	GOV1
Teachers & Learning	<ul style="list-style-type: none"> <li>• Improve <b>vocational education</b> and training system in conjunction with development priorities and equip the graduates with strong professional skills.               <ul style="list-style-type: none"> <li>○ Strengthen the teaching capacity of the vocational education and training system on the basis of social partnership, expand its technical capacity, and increase the number of students to 60 thousand.</li> </ul> </li> </ul>	GOV1

	<ul style="list-style-type: none"> <li>○ Improve the vocational education and training system based on demand and increase the number of students in this line of training.</li> <li>○ Meet the national workforce demand fully from the national pool of skilled and professionally trained persons.</li> <li>● Advance the tertiary education system to meet the sustainable development goals and improve the lifelong education system. <ul style="list-style-type: none"> <li>○ Establish a tertiary education system matching international standards built on a 'training-research-industry' cooperation model, which would provide equal, inclusive and quality tertiary educational services.</li> <li>○ Build a science and technology cluster and park in accordance with priority development areas and ensure that no less than four Mongolian universities are ranked among Asian top universities.</li> <li>○ Establish a tertiary education system capable of turning out educated and skilled graduates, capable of competing in the international labor markets.</li> </ul> </li> </ul>	
Equity and Inclusion	<ul style="list-style-type: none"> <li>● No specific focus in regard to education but inclusive growth, social justice and other core concepts are mainstreamed in policy documents.</li> </ul>	GOV1
Learning Assessment Systems	<ul style="list-style-type: none"> <li>● Focus on overall quality improvements by participating in international assessments and improving technological preparedness of educational institutions <ul style="list-style-type: none"> <li>○ Evaluation carried out by the PISA, decrease the number of general education schools having two shifts by up to 30 percent, and decrease the national average of students in a class to no more than 25 per class.</li> </ul> </li> </ul>	GOV1

	<ul style="list-style-type: none"> <li>○ Improve the rank in the PISA score by five places, supply all schools with laboratories, equipment and technical facilities, decrease the number of general education schools having two shifts by up to 50 percent, and decrease the national average of students in a class to no more than 20 per class.</li> </ul>	
<b>Reform objectives</b>		
Efficiency	<ul style="list-style-type: none"> <li>● Ensure the coordination and coherence of science and industry and develop a knowledge-based society. <ul style="list-style-type: none"> <li>○ Expand the cooperation for science organizations and industry to promote and adopt innovation, and increase the expenditures for financing of science, technology and research to 2 percent of the Gross domestic Product.</li> <li>○ Further increase the expenditures for financing of science, technology and research to 2.5 percent of the Gross domestic Product.</li> <li>○ Continue increasing the expenditures for financing of science, technology and research to 3 percent of the Gross domestic Product.</li> </ul> </li> </ul>	GOV1
<b>International Cooperation and Project Management Modalities</b>		
Results-based aid mechanisms	<ul style="list-style-type: none"> <li>● No current WB/ADB programming in the education sector is results-contingent;</li> </ul>	ADB, WB, OECD
Other cooperation and management modalities, please list:	<ul style="list-style-type: none"> <li>● 11% of ODA education related with ADB, IDA and Japan as leading donors</li> <li>● Significant ADB and WB education portfolios in the country, with the country having benefitted from non-conditioned grant schemes until 2010</li> <li>● Various loan-products instituted afterwards by ADB; IBRD</li> </ul>	ADB, WB, OECD

	<ul style="list-style-type: none"> <li>• Current WB project on Education Quality Reform for primary school children with particular emphasis on improving native language and mathematical skills</li> <li>• Focus of ADB on promotion of science and research</li> </ul>	
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### Main observations

- No current Education Sector Master Plan available. ADB currently supporting Mongolia in drafting new Education Sector Master Plan 2020-2030 (technical assistance grant) and draft was presented in February 2020. However, no public version available. [request through ADB]
- Education priorities are integrated in the Mongolian Sustainable Development Vision 2015-2030, an early attempt at SDG nationalization.
- Vocational training/education identified as overarching priority to bridge economic difficulties and spur economic growth. Priority noted not only in education but spanning across numerous government portfolios (such as Ministry of Labor)
- International donors supporting vocational training priorities (esp. ADB)
- Particular focus on early childhood education, reflected also by donor financing, on primary school education (loan products)
- Focus on quality and measurement (international assessment)

### Sources

Asian Development Bank. (2020). *Sustaining Access to and Quality of Education during Economic Difficulties Project: Environmental Monitoring Report*. Retrieved from <https://www.adb.org/projects/documents/mon-50091-002-emr>

Government of Mongolia. (2016). *Mongolia Sustainable Development Vision 2030*. Retrieved from <https://www.greengrowthknowledge.org/national-documents/mongolia-sustainable-development-vision-2030>

Government of Mongolia. (2006). *Master Plan to Develop Education of Mongolia 2006-2015*. Retrieved from <https://www.globalpartnership.org/content/master-plan-develop-education-mongolia-2006-2015>

World Bank. *Education Quality Reform Project*. Retrieved from <https://projects.worldbank.org/en/projects-operations/project-detail/P148110>

## Georgia

## Evaluation of Thematic Priorities

		List: Source ABC12
<b>Existing GPE thematic priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>Georgia needs to develop a comprehensive school evaluation framework that will systematically monitor schools and link their results with formative consequences. Regular national assessments should also be developed to provide more data for the evaluation framework to use, which would make school oversight more robust and relevant.</li> <li>The Ministry of Education and Science will develop monitoring and evaluation tools for preschool education and school readiness programs.</li> <li>Embedding the use of evidence into all levels of educational decision-making.</li> <li>Achieving coherence across the evaluation and assessment system.</li> <li>Mechanisms for evaluation, professional development and promotion of school directors and administrative-technical staff will be developed.</li> </ul>	GOV1 OECD1
Early Childhood Care & Education	<ul style="list-style-type: none"> <li>Increase the access to high quality pre-school education and prepare children of school age for school.</li> <li>Development early and pre-school education state standards</li> <li>Development of methodological materials - guidelines and modules for teachers and caregivers and promote raising awareness of a parent/guardian.</li> </ul>	GOV1
Teachers & Learning	<ul style="list-style-type: none"> <li>The priority of teaching and learning will be a student-oriented educational process and</li> </ul>	GOV1 OECD1

	<p>the use of active teaching (research and project-oriented) methods.</p> <ul style="list-style-type: none"> <li>• Special attention will be paid to the promotion of national and universal values, teaching and perception of human rights, teaching STEM disciplines and science, global and digital citizenship, literacy (including media literacy), as well as formation of competences related to sustainable development, intercultural education, development of entrepreneurial and basic labor skills.</li> <li>• Ensure access to high quality secondary education and educational results relevant to national and international standards in order to prepare students for future life.</li> <li>• Increase the number of professional students to support socio-economic development of the country, ensure their competitiveness by developing professional and general skills.</li> <li>• Modernizing and professionalizing teaching. Teachers in Georgia participate in professional development much less than teachers across OECD countries.</li> <li>• Minimum standards for teachers should be set and enforced to ensure that all teachers have the basic skills needed to help students learn.</li> </ul>	
Equity and Inclusion	<ul style="list-style-type: none"> <li>• Ensuring equal universal access to high quality general education.</li> <li>• Gaps in outcomes between student groups in Georgia in PISA 2015 have actually widened compared to the same gaps in PISA 2009.</li> </ul>	GOV1 OECD1
Gender equality	<ul style="list-style-type: none"> <li>• No specific information.</li> </ul>	
Learning Assessment Systems	<ul style="list-style-type: none"> <li>• National assessment data are limited in Georgia but results from international surveys can be used to analyze student outcomes.</li> <li>• In PISA 2015, Georgian students scored over 80 score points less than the OECD average</li> </ul>	GOV1 OECD1

	<p>in science, equivalent to over two years of schooling. Georgia's share of low achievers in science (51%), while decreasing, is still one of the highest among PISA participating economies and is much larger than the OECD average (21%).</p> <ul style="list-style-type: none"> <li>• Improving learning outcomes and equity through student assessment.</li> <li>• Enhancing the educational value and use of teachers' classroom assessment.</li> <li>• Provide teachers with assessment resources to improve student learning.</li> <li>• Reviewing the modes of examination for graduation and tertiary selection at the end of upper secondary education.</li> <li>• Assuring quality schooling through external evaluation and school-led improvements.</li> </ul>	
<b>Reform objectives</b>		
Equity	<ul style="list-style-type: none"> <li>• Ensuring equal universal access to high quality general education.</li> <li>• Closing educational outcome gaps.</li> </ul>	GOV1 OECD1
Learning Outcomes	<ul style="list-style-type: none"> <li>• Setting clear standards for what is expected nationally of students, teachers, schools and the system overall.</li> <li>• Collecting data and information on current learning and education performance.</li> <li>• Improving learning outcomes and equity through student assessment.</li> </ul>	GOV1 OECD1
Efficiency	<ul style="list-style-type: none"> <li>• Development of effective management system at all levels of general education.</li> <li>• Dedicated unit should be created that is responsible for overseeing education research and evaluation and for convening policy meetings that are centered on reviewing the available evidence.</li> <li>• Georgia's data systems should be enhanced to include analytical tools that allow persons to easily process, manipulate and view data to inform high-level policymaking as well as classroom-level instruction.</li> </ul>	GOV1 OECD1

	<ul style="list-style-type: none"> <li>• Development of monitoring and evaluation tools for preschool education and school readiness programs.</li> <li>• The supporting role of educational resource centers for schools will be enhanced and their functions will be increased in the direction of evaluation of school activities.</li> <li>• Increase the efficiency of motivation of school administration and teachers</li> <li>• The schools will support the development of collaborative relationships and the best practice of sharing the experiences of teachers with the aim of ensuring better academic achievements of the students.</li> </ul>	
<b>International cooperation and project management modalities</b>		
Results-based aid mechanisms	<ul style="list-style-type: none"> <li>• IBRD eligible country, no information of results-based financing by development actors in the education sector</li> </ul>	
Areas of inter-country exchange/collaboration	<ul style="list-style-type: none"> <li>• In partnership with the Government of Estonia and Poland, UNICEF supports the Government of Georgia in strengthening the quality and inclusiveness of Georgia's national education system. This partnership aims at designing and introducing Bachelor and Master programs in nine Georgian state universities for pre-service training of pre-school and secondary school teachers.</li> </ul>	
Other cooperation and management modalities, please list:	<ul style="list-style-type: none"> <li>• ADB - The Modern Skills for Better Jobs Sector Development Program will support the governments VET program to promote job creation.</li> <li>• World Bank - The development objective of the Innovation, Inclusion and Quality Project for Georgia.</li> </ul>	

### Main observations

- Georgia's data systems should be enhanced to include analytical tools that allow persons to easily process, manipulate and view data to inform high-level policymaking as well as classroom-level instruction.

- Development of an evidence-based decision making, framework to systematically monitor schools and link their results with formative consequences.
- Introduction of new internal and external mechanisms for school quality assurance and the support and accountability system will be upgraded at all levels of general education.
- Conduction of regular national assessments.
- Introduction of Bachelor and Master programs in nine Georgian state universities for pre-service training of pre-school and secondary school teachers, supported by UNICEF.
- Expansion of access to preschool education.
- ADB supports the improvement of vocational education and training. Including improvement of quality and relevance, private participation, and inclusiveness of vocational education and training.

### Sources

Ministry of Education, Science, Culture and Sport. (2017). *Unified Strategy for Education and Science for 2017-2021*. Retrieved from <https://planipolis.iiep.unesco.org/en/2017/unified-strategy-education-and-science-2017-2021-6503>

OECD. (2019). *OECD Reviews of Evaluation and Assessment in Education: Georgia*. Retrieved from <https://www.oecd.org/countries/georgia/oecd-reviews-of-evaluation-and-assessment-in-education-georgia-94dc370e-en.htm>

### Sub-regional Overview - Caucasus, Central Asia and Mongolia

#### Data systems

- Common priority is the development of strategic planning and management system in education. In some countries, EMIS and educational assessments are established, as Kyrgyzstan and Georgia. Yet, the decision-making system in the education sector based on the monitoring and strategic planning is still under development.
- The integration of evidence into all levels of educational decision-making and an effective feedback regarding the quality of education on regional-, district-, and school-level is needed.
- Therefore, capacity building to use monitoring results efficiently and data-based decision making on all levels of the education system. The available data is often not analyzed beyond lead tables on enrolments, with a lack of an analytic approach. The capacity for data communication and data insights need improvement.
- Strengthening of *local* research to inform decisionmakers in education. Limited research and data on the education sector remains a challenge. Not mentioned in the EDP, but reform of teacher training at the universities would be an asset, to implement innovations for future teachers.

#### Early Childhood Care & Education

- Equity, access and quality of early childhood education remain a challenge in all countries. Therefore, a main objective is to increase the coverage of children by

preschool education. To enhance the quality of pre-school education the development and implementation of state standards remains an objective.

- Uzbekistan aims to engage private sector in preschool education.

#### Teachers & Learning

- Implementation of educational standards and competence-based approach. Uzbekistan objective to develop educational standards, could benefit of Kyrgyzstan's experience.
- Strengthening of vocational education and training. Improvement of professional orientation and preparation.
- Shortage of teachers remains a challenge, due to low salaries for teachers and low prestige of the profession.

#### Equity and Inclusion

- In all countries educational assessments repeatedly showed significant discrepancies between students in remote rural areas, minority background and language. Closing the educational gap between most disadvantaged and marginalized children remains a challenge. However, international organizations have prioritized inclusive education in all countries.

#### Gender Equality

- In all countries gender equality is mentioned in the documents, however there it is not an explicit priority. It should be noted that in several instances gender equality is included in section under equity and inclusion, but not as a stand-alone topic. Some documents note the higher educational achievement of girls in standardized assessments.

#### Efficiency

- Implementation of EMIS and capacity building in results-based management.
- Increase the efficiency of financial management systems in education.
- Create conditions for the development of ICT infrastructure in schools (equipment, technical support, in-service teacher training, etc).

#### Learning Outcomes

- All the countries are introducing educational standards and a competence-based learning approach.
- Most of the countries aim to participate in ILSA as PISA, TIMSS and PIRLS. So far Tajikistan is the only country that never participated in ILSA.

#### International cooperation and project management modalities

- Limited current exposure to results-based financing schemes, with smaller current programming on RBF in Uzbekistan and Moldova. WB employing performance-based financing in other sectors (such as health) but limited usage in the education sector. Most countries have some experience with results-based financing through previous GPE engagement.

## II. East Asia & Pacific Region

## Cambodia

## Evaluation of Thematic Priorities

		Source ABC12
<b>Existing GPE Thematic Priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>• EMIS challenges: Lack of capacities for data analysis in the Ministry of Education, Youth and Sports (MoEYS); Lack of coordination of other information management systems; Lack of sub-national capacities to enter and use data</li> <li>• The capacity to analyze and translate statistical data at the subnational level is not yet sufficiently developed. A common bottleneck is related to ICT skills at sub-national level, despite significant ICT training inputs in the past years</li> <li>• Shortage of technical officers and education officers specialized in ICT to update personnel and teacher trainee data management system in teacher training institutions for the purposes of management, planning, and deployment and re-deployment of new teachers</li> <li>• Shortage of officers with expertise in curriculum, development, planning, and management of basic textbook data</li> </ul>	GPE01 UNI GOV02
Early Childhood Care & Education	<ul style="list-style-type: none"> <li>• Challenges remain for disadvantaged and younger</li> </ul>	ESP GOV01 GOV02

	<p>children, children in remote and rural areas, or migrant children</p> <ul style="list-style-type: none"> <li>• There is a lack of appropriately trained and qualified pre-school teachers for expanding ECE services, and where there are pre-school teachers, many are not sufficiently trained.</li> <li>• Teacher recruitment has not kept pace with enrolment, which has put pressure on the pupil teacher ratio</li> <li>• Infrastructure is not sufficient to meet the needs for ECE service expansion</li> <li>• Not enough resources to implement M&amp;E system, which leads to inadequate monitoring, and limited regulation and monitoring of institutional and staff capacities in various ECCE settings</li> <li>• Lack of consistency in the implementation of multi-sectoral ECCD, poor coordination among the various sectors and lack of multi-sector facilitating institutions</li> <li>• School-based management implementation at pre-school level does not address the quality of learning and teaching.</li> <li>• Lack of adequate learning materials</li> </ul>	
Teachers & Learning	<p><u>Teacher recruitment, retention and selection</u></p> <ul style="list-style-type: none"> <li>• Insufficient teacher numbers to cover workload</li> <li>• Most secondary schools do not have enough subject teachers, technical education teachers, life</li> </ul>	GPE01 GPE02 ESP

	<p>skill teachers, career counselor teachers</p> <p><u>Teacher preparation and professional learning</u></p> <ul style="list-style-type: none"> <li>• Lack of capacity to support teachers' career development and low teaching competencies</li> <li>• teacher capacity development must be improved</li> </ul> <p><u>Teacher accountability, incentives, and rewards</u></p> <ul style="list-style-type: none"> <li>• Low job satisfaction and low motivation due to low social status of the job and lack of professional support</li> <li>• Teachers' salaries have increased but lag behind those of other professionals</li> </ul> <p><u>Curriculum and teaching practice</u></p> <ul style="list-style-type: none"> <li>• Important shifts in pedagogical approaches are required at classroom level</li> <li>• Teachers are not following their lesson plans and are not using inquiry-based learning activities</li> <li>• Lack of teaching and learning materials for teachers and students, in particular at secondary level</li> <li>• Classroom management and teaching and learning processes need to be strengthened</li> <li>• Technical capacity on teaching methodologies of secondary school teachers is not on par with new curriculum requirements.</li> </ul>	
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	<p>GPE funded Strengthening Teacher Education Programs in Cambodia (<a href="#">STEPCam</a>) is an initiative that supports the efforts of the MoEYS in improving the quality of teaching in order to improve student learning. It aims to enhance the competencies (knowledge, skills and attitudes) of early grade teachers by strengthening and introducing new pedagogical approaches to improve learning in early years, thereby laying a strong foundation for the overall quality of education in the subsequent years.</p>	
Equity and Inclusion	<ul style="list-style-type: none"> <li>• The main factor contributing to unequal access and student drop-out is <u>poverty</u></li> <li>• Those who are not in schools are <u>children with disabilities</u>, children from <u>poor families</u> and <u>ethnic minority children</u>. The primary completion rate is much lower in the <u>north-western districts</u> (70% or so)</li> <li>• Challenge in the identification of <u>children with disabilities</u>, specifically in the lack of a comprehensive, harmonized screening tool with accompanying guidelines</li> <li>• There is an <u>urban-rural divide</u> in education management and delivery, in terms of both quality and quantity of staff assigned to and deployed in different regions, and there are many challenges in remote districts that require special attention</li> <li>• <u>Language</u> is also a barrier to inclusion (see Cambodia</li> </ul>	GOV01 GPE01 UN

	Multilingual Education National Action Plan)	
Gender equality	<ul style="list-style-type: none"> <li>Boys are less likely to complete primary education than girls.</li> </ul>	GOV01
Learning Assessment Systems		
<b>Reform Objectives</b>		
Equity	<ul style="list-style-type: none"> <li>Existing scholarship program to reduce the primary dropout rate needs to be strengthened through the development of a new primary scholarship framework, which will ensure that the most vulnerable children are targeted</li> </ul>	ESP
Learning Outcomes	<ul style="list-style-type: none"> <li>To improve the quality of education, MoEYS needs to strengthen early grade reading, writing and mathematics</li> <li>Learning assessments show that those who are in school are not learning sufficiently due to: teacher absenteeism, excessive official holidays, lessened contact hours during teaching days, weak school management and leadership capacities</li> <li>Poor learning achievement poses even more serious challenge at secondary level.</li> </ul>	ESP GOV01
Efficiency	<p>System level</p> <ul style="list-style-type: none"> <li>At the provincial level, there are challenges to aligning budgets and plans</li> <li>Local level structures face considerable staffing and budget constraints vis-à-vis the functions assigned to them</li> </ul> <p>School level</p>	GOV01 UNI ESP

	<ul style="list-style-type: none"> <li>• High dropout rates (poverty-driven), in particular of over-age children, including in the secondary and Technical Education Sub-sector</li> <li>• Dropout poses a particular challenge at the lower secondary level.</li> <li>• Almost one in two male students in rural areas drop out before completing the last grade of upper secondary education.</li> </ul>	
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### Main observations

There is a strong political commitment to improving education quality with a particular focus on teaching and teachers' training, which is at the core of GPE support. The high dropout rate is a concern at all levels, in particular from lower secondary onwards. Another priority of the MoE is to improve learning outcomes which are not satisfactory, already in the early grades.

Equity and inclusion are considered priorities, in particular related to socioeconomic status and location (but gender equality is not very present). Multilingual education is part of the proposed solutions to a more inclusive education system.

As universal primary education has nearly been achieved, secondary level, TVET and higher education are considered priorities, not least to respond to the needs of a growing economy.

Early childhood education is also a sub-sector that is expanding quickly, but quality is still very low because of a lack of qualified teachers.

In terms of education management, strengthening capacities for data analysis at subnational level and in general improving ICT competencies is key for the government.

### Sources

ESP: Education sector plan 2019-2023

GOV01: [Cambodia's Education 2030 Roadmap](#)

GOV02: [Education Congress Report 2018](#)

GPE01: [Summative GPE Country Program Evaluation](#) :

GPE02: [GPE submission](#)

UNI: UNICEF. 2018. [Outcome evaluation of the education capacity development partnership fund \(CDPF\) – PHASE I AND II](#)

*(if no source is mentioned, the data is taken from the ESP)*

Lao PDR

Evaluation of Thematic Priorities

		Source ABC12
<b>Existing GPE Thematic Priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>• Priority to strengthen the use of evidence for policy development and decision-making to ensure effective utilization of the sector’s limited resources:               <ul style="list-style-type: none"> <li>○ whilst Management Information Systems are in place, they do not inform planning due to delays in the release of data</li> <li>○ while a significant number of research studies are undertaken, there is limited analyses and syntheses of these studies to inform planning</li> <li>○ vital and measurable Key Performance Indicators (KPIs) have not been established to regularly and efficiently monitor sector performance</li> <li>○ findings from annual Joint Sector Reviews do not adequately inform planning</li> <li>○ annual budget decisions do not reflect performance against desired outcomes</li> <li>○ ESDP formulation has not been evidence based.</li> </ul> </li> </ul>	ESP

	<ul style="list-style-type: none"> <li>• Need to expand policies and strategies of research and evaluation from central to local levels and use the results of research and evaluation in developing education planning.</li> <li>• <u>Non-formal education</u> data collection system is not integrated in the MoES EMIS and analysis on issues has not been conducted to explore their causes and diverse forms of problem-solving approach to suit the real context are not available</li> </ul>	
Early Childhood Care & Education	<ul style="list-style-type: none"> <li>• Enrolment in ECCE has increased but there is still a strong social demand for expansion of such programs</li> <li>• ECE will need to focus on providing the necessary quality of preparation for primary school enrolment</li> <li>• Expansion of ECE occurs in urban areas: limited access to and wide gap of ECE development between urban and rural (and remote) areas</li> <li>• Important to ensure that all students will be able to enroll in community-based readiness programs for early childhood education</li> <li>• Some teachers lack understanding of ECE new curriculum while others do not pay attention to their teaching task causing insufficiency in teaching</li> <li>• The principals of some primary schools with pre-primary classes do not do enough to protect school playground equipment</li> <li>• There are no standards for school building such as damage, old, bad</li> </ul>	ESP GOV01

	<p>condition, lack of play-ground equipment, lack of teaching-learning equipment</p> <ul style="list-style-type: none"> <li>• Academic management faces some difficulties due to remote location of kindergarten schools; most of the schools do not have principals and are under primary school management; the principals of some primary schools with pre-primary classes lack understanding of ECE and monitoring of teaching classes; some administrators of different levels have not done the monitoring and inspection task sufficiently and have not focus on community participation.</li> <li>• Expansion of the one-year pre-primary program for five-year olds is prioritized for improving quality in rural areas.</li> </ul>	
Teachers & Learning	<ul style="list-style-type: none"> <li>• MoES has prioritized the need to improve the quality of learning outcomes through improved teaching across the whole curriculum</li> <li>• Objective of ESP: <u>Improve the quality and relevance</u> of education so that the learners can be equipped with the knowledge necessary for socio-economic development and provide skills and basic knowledge so that they can run family businesses, particularly in remote areas.</li> </ul> <p>Teacher recruitment, retention and selection</p> <ul style="list-style-type: none"> <li>• Lack of teachers in some remote areas so that many schools have to provide multi-grade teaching classes and teachers are</li> </ul>	ESP GOV01

	<p>inexperienced, especially Grade1 (GOV01)</p> <ul style="list-style-type: none"> <li>• Insufficient numbers of secondary teachers to cover all subjects of the curriculum,</li> <li>• There is a need to improve the efficiency of teacher deployment within all provinces especially in rural and remote primary schools.</li> </ul> <p>Teacher preparation and professional learning</p> <ul style="list-style-type: none"> <li>• Pre-service and in-service teacher education programs for all levels of schools are not fully aligned with current school curriculum requirements</li> <li>• Personnel involved in pre-service and in-service teacher education do not have the required knowledge, experience of teaching and pedagogical skills to effectively deliver the curricula</li> <li>• Inadequate teacher trainee practicum during pre-service training</li> <li>• Teachers in small schools require professional development, including specialized training in using multi-grade teaching methodologies</li> <li>• Insufficient quality support mechanisms for teachers, particularly from pedagogical advisors</li> <li>• The workforce needs to be developed and trained in accordance with the needs of a growing society and economy (GOV01)</li> </ul> <p>Teacher accountability, incentives, and rewards</p>	
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	<ul style="list-style-type: none"> <li>Indicators of teacher performance evaluation do not focus on the students' learning outcomes (GOV01)</li> </ul> <p>Curriculum and teaching practice</p> <ul style="list-style-type: none"> <li>Some teachers do not pay attention to teaching, do not prepare teaching plans and do not follow instructional steps; some teachers at remote areas skip classes</li> <li>Many primary schools are not delivering the complete curriculum requirements largely due to insufficient time</li> <li>Provision of good quality learning and teaching materials is a challenge</li> <li>A priority is to promote learning-teaching of basic vocational skills in secondary education,</li> </ul>	
Equity and Inclusion	<ul style="list-style-type: none"> <li>Limited awareness and acceptance of the rights of all children, adolescents and young people to access education. There will need to be system-wide attention to the needs of out-of-school children, adolescents and young people, including <u>those with disabilities</u>, <u>child laborers</u> and others presently unable to access education.</li> <li>There remain serious access barriers for <u>poor children</u>, especially <u>ethnic minority children</u>, those <u>with disabilities</u>, and those in <u>remote areas</u></li> <li>The number of <u>children with disabilities</u> remains unknown, particularly among out-of-school children and the frequency of each</li> </ul>	GOV01 ESP WB01

	<p>disability type is also not recorded in EMIS</p> <ul style="list-style-type: none"> <li>• More needs to be done by taking into account the existing <u>language barriers of the different ethnic minorities</u>: the ethnically diverse population adds an additional set of challenges around literacy with <u>many children not speaking Lao at home</u></li> <li>• Shortage of primary teachers in <u>rural and remote schools</u> where <u>ethnic and low-income</u> populations live; moreover, students cannot walk to the schools every day and have a high risk of walking alone</li> <li>• Some families move around for seasonal agricultural purposes and take their children to the fields so that they have problems catching up with regular teaching curriculum and are at risk of dropping out</li> </ul>	
Gender equality	<ul style="list-style-type: none"> <li>• While gender parity has almost been achieved in ECE and primary education, the gap remains in post-primary levels which rises as education levels increase,</li> <li>• Special support in increasing opportunities and claiming women's rights as important issues that need to be addressed</li> </ul>	ESP
Learning Assessment Systems	<ul style="list-style-type: none"> <li>• The only national standardized student assessment is the general education upper secondary-level graduation exam at the end of grade 12. No other national standardized exams are given, only exams that are prepared at the provincial and district levels</li> <li>• Schools do not have suitable tools for monitoring the acquisition of basic learning outcomes by</li> </ul>	ESP WB01

	<p>learners at primary and lower secondary levels</p> <ul style="list-style-type: none"> <li>• Student learning outcomes are to be measured every two years (ECE and primary)</li> </ul>	
<b>Reform Objectives</b>		
Equity	<ul style="list-style-type: none"> <li>• Lack of a systemic implementation of inclusive education policies.</li> <li>• MoES has prioritized the need to reduce disparities in access to quality education due to factors such as gender, ethnicity, disability, location and so on</li> </ul>	ESP
Learning Outcomes	<ul style="list-style-type: none"> <li>• Skills acquired and other learning outcomes, particularly literacy and numeracy, of primary and lower secondary levels do not meet current demands of the labor market,</li> <li>• Remedial classes for low performance students are not conducted well and continuously</li> <li>• Only about 20% of students reached the stage where they can cope with the level of Lao language at lower secondary level, with significant regional disparities.</li> <li>• Outcomes for mathematics are also critically low, partly linked to poor language skills related to the basic vocabulary required for mathematics. Teachers need further support to assist students who do not have Lao as their mother tongue, in learning Lao, particularly in multi-grade classes.</li> <li>• Current levels of functional literacy and numeracy skills are not sufficient to support quality learning in higher grades of primary and lower secondary education;</li> </ul>	ESP WB01

	<p>they are attributed to the struggle that teachers face to complete the full curriculum during the school year.</p> <ul style="list-style-type: none"> <li>• The <u>Progressive Promotion Policy</u> was developed to address poor student learning, specifically to reduce repetition. The successful implementation of the policy requires schools to provide these students with remedial support and additional lessons during the vacation period.</li> </ul>	
Efficiency	<ul style="list-style-type: none"> <li>• Dropout and repetition rates in Grade 1 have remained high due among others to long distances between agricultural land plots and the village school, lack of ECE opportunities, incomplete primary schools, of multi-grade classes.</li> <li>• A priority is to improve education administration and management with an emphasis on capacity development of education administrators and managers at all levels.</li> <li>• Need to improve the efficiency of spending and to increase the share of the budget that goes to non-salary operational spending</li> <li>• Decentralization policies are beginning to be put into place at the local level. To improve their implementation, it will be necessary to continue to improve local compliance of MoES policy directions and further strengthen staff skills-sets.</li> <li>• Allocation of teachers and educational staff to suit some positions does not match their</li> </ul>	GOV01 WB01 ESP

	<p>academic qualification and actual jobs requirement (GOV01)</p> <ul style="list-style-type: none"> <li>The coordination between the central and local levels is not efficiently carried out, especially data delivery, report writing, and planning is still slow.</li> </ul>	
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### Main observations

The ESDP 2016-2020 puts emphasis on the expansion of early childhood education, primary education, lower secondary and TVET and the need to raise education quality. The objective is to improve the quality of education in both formal and non-formal systems "to make learners have the morality, knowledge and ability to continue studying at vocational and higher education levels". By improving the quality and relevance of education, the goal is to respond to the needs of society and the economy. There is also a focus on literacy and lifelong learning and the importance of equity is stressed out, in particular for ethnic minorities, rural population and children with disabilities. ECCE is very unequally developed across the country and is characterized by a low quality, but there is a strong social demand which has made it a priority for the government.

Other identified challenges include the difficult management of multi-grade classes at primary level, low levels of functional literacy and numeracy and low enrolment rate in upper secondary. Finally, system strengthening is considered a high priority, with a focus on development of capacities at the local level.

### Sources

ESP: Education and Sports Sector Development Plan (2016-2020)

GOV01: [Education and Sports Sector Performance Annual Report 2018-2019 And Development Plan for 2019-2020](#)

WB01: [SABER Report 2016](#)

## Papua New Guinea

## Evaluation of Thematic Priorities

		Source ABC12
<b>Existing GPE Thematic Priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>• A key objective is to improve communication and access to information across MoE and all levels of education, including:               <ul style="list-style-type: none"> <li>○ Link national, regional, provincial and district education offices and post-primary schools using ICT</li> <li>○ Upgrade regional and provincial ICT infrastructures</li> <li>○ Establish and/or convert current data systems to ensure one fully integrated digital information system</li> <li>○ Replace paper-based records with integrated electronic records management system to improve access to information</li> <li>○ Improve information management and archiving</li> </ul> </li> <li>• <u>System strengthening</u>: National, provincial and district systems will improve their planning and operations to support schools to focus on improving student learning. Technology will be used to improve systems and access to information.</li> </ul>	ESP
Early Childhood Care & Education	<ul style="list-style-type: none"> <li>• The challenge is to introduce a formal early childhood care and education sector, as there was</li> </ul>	ESP GOV01

	<p>none before the National Education Plan 2015-2019</p> <ul style="list-style-type: none"> <li>• The public provision of ECCD is virtually non-existent. There are schools being run in urban areas largely for a profit motive as well as a number of one-off initiatives in rural parts of the country. There is no single body regulating these schools or any framework to guide the development of further establishments.</li> <li>• During the period of this plan ECE will have been accepted as being important for the development of the child but not, necessarily, as an integral part of the formal education system. It has to be recognized that some parents will not want to send their children to school before the age of six years</li> </ul>	
Teachers & Learning	<ul style="list-style-type: none"> <li>• Teachers and teaching is one of the main priorities</li> <li>• A challenge is to ensure that the teachers and the schools have the tools with which to effectively teach this reform curriculum. Teachers must be appropriately trained and inducted into the system. At present there are insufficient textbooks and many teachers are inadequately prepared to take on the task</li> <li>• Quality teachers with an understanding of relevant pedagogy are critical to achieving quality learning for students.</li> <li>• Teachers must be well-trained with relevant qualification, have ongoing training and properly resourced and supported to undertake their important role in</li> </ul>	ESP GOV01

	<p>the teaching and learning process. Teachers must be well informed and supported in understanding any changes to the curriculum as associated learning assessment practices.</p> <ul style="list-style-type: none"> <li>• Teachers' contributions to a more child-friendly learning environment are critical to achieving improved learning. Increased numbers undertaking pre-service training must be offered high-quality programs meeting standards.</li> <li>• The need for current teachers to undergo professional development to upgrade their knowledge and skills requires a system of professional learning.</li> <li>• To cater for the complete, 14-year education strategy, secondary teachers must be able to teach multiple subjects while primary teachers should be equipped to teach multi-grade classes.</li> <li>• The rapid expansion at the upper secondary level has meant that there are insufficient numbers of appropriately qualified teachers and many classes are being taught in poor quality buildings without the necessary textbooks and curriculum materials.</li> <li>• Along with improved teacher quality, factors such as the provision of suitable housing and the better administration of teacher registration, appointments, pay and leave fares will all significantly contribute to teachers' professionalism and improvements in the learning environment for students.</li> </ul>	
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Equity and Inclusion	<ul style="list-style-type: none"> <li>• Access to 14 years of education and training should be irrespective of <u>economic circumstances</u>, <u>location and gender</u> and in a positive learning environment which is safe and hygienic</li> <li>• Although there is significant variation between provinces, many still have schools without enough suitable classrooms or clean water and sanitation facilities to provide students with a suitable learning environment that is inclusive, catering for all children's needs</li> <li>• The system capacity needs to be expanded in line with population growth to ensure learning for all</li> <li>• Some children and youths are currently being excluded from the system or are marginalized and almost invisible in society, including <u>girls, children with disabilities, those in remote villages and the very poor</u></li> <li>• <u>Remoteness</u> of some area and <u>complexity</u> of the society are particularly important challenges to inclusion</li> </ul>	ESP
Gender equality	<ul style="list-style-type: none"> <li>• There is some evidence that girls' participation rates have generally improved over the last 10 years, yet significant barriers need removing to boost girls' access to and participation in education</li> <li>• Gender equality is also a cross-cutting theme reflected across the entire plan and its implementation.</li> <li>• Schools will become safe areas free from gender-based violence.</li> <li>• Gender equity will remain a cross-cutting issue and should be</li> </ul>	ESP

	considered in all activities to ensure girls' outcomes are equal to boys'	
Learning Assessment Systems	<ul style="list-style-type: none"> <li>• A change to examinations will be considered to ensure that students are not prevented from progressing through education, along with the introduction of an assessment system to measure student progress and engage students in appropriate quality learning. Any changes will involve curriculum developers, to ensure assessment aligns with and supports the curriculum while reflecting good international practice.</li> <li>• Improve access to data by implementing electronic national learning assessment system, to allow progress monitoring</li> </ul>	ESP
<b>Reform Objectives</b>		
Equity	<ul style="list-style-type: none"> <li>• Education will not be made compulsory, but system barriers restricting students from remaining in education will be removed, enabling access by choice</li> <li>• A more innovative approach to providing access to a complete education should take account of the challenges facing <u>rural and remote students</u>.</li> <li>• Considerable forward planning for building schools will be required at provincial and district levels to <u>reflect local context and to ensure that community needs are met</u></li> <li>• Efforts will be intensified to ensure that as many children with <u>learning impediments</u> as is possible are able to participate in what will increasingly be seen as being a</li> </ul>	ESP GOV01

	<p>truly inclusive education system (ESSP)</p> <ul style="list-style-type: none"> <li>• There remain large differentials between the <u>urban and the rural</u> areas and in particular the <u>remote regions of the country</u>. There are a few very remote schools in virtually every province and separate strategies will be dealt with to ensure that all children have equal opportunity for a basic education. In particular there will be efforts put into enticing teachers to those remote schools.</li> <li>• The Tuition Fee Free (TFF) strategy will continue to be the cornerstone of universally accessible education by subsidizing school fees for students, payable direct to schools</li> </ul>	
Learning Outcomes	<ul style="list-style-type: none"> <li>• Priority is to put in place a relevant curriculum for learners to acquire skills and knowledge for a happy and healthy life.</li> <li>• Improving learning requires a focus on the learner. There will be a greater emphasis on considering students holistically and appreciating the differences between individuals, as well as understanding learning both inside and outside of school. Strategies employed under the learner focus will combine with those to improve access, to provide relevant teaching and learning experiences. This focus includes formal, informal and non-formal learning.</li> <li>• As a major component of learning, the curriculum will provide coherent pathways for learners to acquire skills and knowledge seen</li> </ul>	ESP WB01

	<p>by policymakers as essential for life in Papua New Guinea.</p> <ul style="list-style-type: none"> <li>• Character and values education will be introduced as part of the curriculum so that students will develop a sense of respect for nature and for others. They will learn to promote and preserve their culture, practice conflict resolution and become caring, conscientious and responsible citizens.</li> <li>• Climate change adaptation and disaster risk reduction, including mock earthquake drills, will be part of the curriculum</li> <li>• It is expected that over the period of this plan the secondary schools will increasingly begin to offer the skills development pathway of the lower secondary curriculum</li> </ul>	
Efficiency	<ul style="list-style-type: none"> <li>• There is a poor coordination between national and sub-national levels</li> <li>• Need to improve efficiency of teacher employment, and of establishment and registration of schools</li> <li>• Improved efficiency through local management: Schools will be led by strong educational leadership and are well managed to achieve maximum student learning while being accountable to the community. Parents and wider communities are encouraged to actively support schools.</li> <li>• One efficient early strategy in secondary education will be to introduce shift teaching into schools where it is deemed appropriate which will clearly be those that are in the urban areas.</li> </ul>	GOV01 ESP

	<ul style="list-style-type: none"> <li>• 2050 Goal That all education institutions are managed effectively, transparently, with great autonomy and are accountable to their local communities</li> </ul>	
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### Main observations

Papua New Guinea being one of the most culturally diverse countries in the world (with over 800 known languages), one of the main challenges seems to be the inclusion of all learners. Compared to the other countries, there is little focus on ECCE and on post-basic but a strong focus on the expansion of quality UBE to 9 years. As part of this, improving teachers' competencies is high on the list of priorities for the MoE, in particular with regards to the implementation of learner-centered approaches and their contribution to child-friendly learning environments. Promoting alternate pathways (including TVET) is also at the core of the MoE's policy.

Finally, it should be noted that strong emphasis is placed on relevance of learning and on living a happy and healthy life. It includes issues of nature, culture, traditions, conflict resolution community needs, climate, among others.

### Sources

ESP: National Education Plan 2015-2019 (extended to 2020)

GOV01: [Education Sector Strategic Plan 2010-2030](#)

Timor Leste

## Evaluation of Thematic Priorities

		Source ABC12
<b>Existing GPE Thematic Priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>• <u>GPE funded program</u>: Strengthen effective and timely monitoring and evaluation through providing technical support to strengthen the EMIS, extend its coverage, and train offices in its use.</li> <li>• The EMIS is not working as efficiently as it might; its information is not as up-to-date and accurate as it might be, and the operation of the system is still largely dependent on international personnel. Very few Directors know about its contents and the usability of the system is still poor.</li> <li>• All efforts to achieve reliable and complete data for our EMIS systems has only been concentrated in Dili</li> <li>• Although the EMIS data has improved in quality, the corrected information still takes too long to be digitally available (about a full school year).</li> <li>• The expansion of the EMIS to the whole of the educational sector (Early Childhood, Secondary, Recurrent, and Higher) will require the design of effective mechanisms to provide the Ministry with critical, timely available, information high quality that will be needed to orient the implementation of the</li> </ul>	ESP GOV01

	<p>Strategic Plan and the achievement of results.</p> <ul style="list-style-type: none"> <li>• One of the most significant current inhibitors to effective planning and management is the lack of information and reliable data. Extending EMIS to all educational areas and linking it with all the other internal sources of information (such as, human resources, infrastructure development, financial) will be essential</li> <li>• Lack of data on NFE and literacy: there are no regular data collection mechanism on the literacy in Timor-Leste so far. It is important to have time-series data on the detailed literacy information by conducting sampling surveys and analyze the situation to plan cost effective strategy by focusing on the specific target or location etc. to raise the whole literacy rate in the future.</li> </ul>	
Early Childhood Care & Education	<ul style="list-style-type: none"> <li>• Data gathered in 2013 showed that only 15.5% of 3-5-year-old children were enrolled in pre-school</li> <li>• The whole system of ECE is still at a very early stage of development and so far, only the initial definitions of the strategies and plans for the further development of the sector have been made</li> <li>• Enrolment rates are much higher in urban areas, than they are in rural and the Highland regions.</li> <li>• Parent education is very limited, hence parents have little or no understanding of the importance of cognitive stimulation in the first 3 years of life and nor is there a</li> </ul>	ESP GOV01

	<p>strong appreciation of the possible value of pre-school learning</p> <ul style="list-style-type: none"> <li>• There is currently insufficient data to make an appropriate evaluation of the quality of the education delivered</li> <li>• lack of learning / play materials available in the appropriate languages of instruction.</li> <li>• need to further develop and reform the present curriculum and prepare and approve learning guides.</li> <li>• lack of infrastructure facilities</li> <li>• The quality of the teaching and learning is very poor; untrained teachers using inappropriate teaching practices</li> <li>• Teaching and learning materials are very limited</li> </ul>	
Teachers & Learning	<ul style="list-style-type: none"> <li>• The lack of quality teacher training has resulted in poor instructional quality in the classrooms; the majority of teachers throughout the country do not meet the minimum qualifications to be teachers.</li> <li>• Preservice training is poor, insufficient and outdated and until two years ago, short-term in-service training interventions have been of limited impact.</li> <li>• Many teachers have poor subject knowledge, weak pedagogical skills and do not have full working competency in the two official languages of instruction.</li> <li>• The challenges of changing from an Indonesian curriculum taught in Bahasa to a curriculum more appropriate for the new nation of Timor-Leste were enormous as not only content but also teaching</li> </ul>	ESP GOV01

	<p>approach and language of instruction needed to change.</p> <ul style="list-style-type: none"> <li>• The situation with regard to quality of teacher training has its roots in historical events of recent years. In the period after the 1999 referendum, four out of five teachers left the country. During this emergency period, many teachers with limited academic backgrounds were taken on to fill the gap, resulting in serious issues of quality, which remain to this day</li> <li>• the vast majority of teachers remain unqualified with significant variations between gender (more women than men unqualified) and between regions</li> <li>• lack of capacity in learner-centered methodologies with teachers speaking for well over 90% of the time in class.</li> <li>• Professionalism is an issue with high levels of absenteeism and violence in schools</li> <li>• In primary, pre-secondary and secondary education, the PTR will continue to increase in the near future if the increase of number of teachers remains the same</li> <li>• GPE funded program: Strengthen teacher management through implementing and monitoring the pre- and in-service training program, supporting the management activities of the National Institute of Training of Teachers and Professionals of Education, developing evidence-based teacher policy planning systems, and supporting the</li> </ul>	
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	implementation and monitoring of teacher training	
Equity and Inclusion	<ul style="list-style-type: none"> <li>• “Social Inclusion Policy” is an ESP priority program: The aim is to support Education for All, with special emphasis on removing barriers to participation and learning for <u>girls and women</u>, the <u>disadvantaged, disabled and out-of-school children</u> <ul style="list-style-type: none"> <li>○ <u>Children with Special Needs</u>.</li> <li>○ <u>Reinsertion of displaced populations</u>. Recent peace and stability have made it possible for a large number of internally displaced persons to return to their places of origin and restart a normal life. The definitive relocation of these returnees who tend to be economically disadvantaged poses an important challenge for our intention of ensuring access for all</li> <li>○ <u>Socio-economic conditions</u>. The poverty indices for Timor-Leste are high, particularly in rural areas. Families living below the poverty line use their children as an integral part of their economy of subsistence. These children who are forced to work should be protected, and their rights to education and other basic services be met by designing measures that allow families to send them to school.</li> </ul> </li> </ul>	ESP

	<ul style="list-style-type: none"> <li>• Many other factors might be operating to hinder enrolment and retention, such as: <ul style="list-style-type: none"> <li>○ education hidden costs</li> <li>○ distance to schools,</li> <li>○ inadequacy of school buildings</li> <li>○ violence in schools</li> <li>○ the perception that families have about the quality and use of the education that children receive.</li> </ul> </li> <li>• <u>language</u> is also an obstacle to learning and to success at school. This should enable a more active participation by students and provide a systematic transition towards the learning of the official languages, Portuguese and Tetum.</li> <li>• Introduction of the recommendations of the “Multilanguage Education policy based on the maternal languages of Timor-leste”, in order to facilitate the acquisition of minimum literacy and numeracy skills while bridging the transition to learning in the official languages.</li> </ul>	
Gender equality	<ul style="list-style-type: none"> <li>• Gender is an important component of the Social Inclusion Policy: <ul style="list-style-type: none"> <li>○ Ensure that girls have the same right to access all levels of education as boys. So far, the main gaps begin to show in Secondary Education and are more evident in Higher Education.</li> </ul> </li> <li>• The gender gap of net enrolment has been increasing. This is understandable when the female NER is higher in both primary and pre-secondary education and both</li> </ul>	ESP GOV01

	<p>male RR and DR are higher than female in the primary and pre-secondary level. Due to the above situation of PR and DR, the gender gap has been increasing by educational level</p> <ul style="list-style-type: none"> <li>• Among the illiterates, the most vulnerable population is adult female living in the rural area (60% illiterates as year of 2010). In order to reach this population, the Timorese government will consider utilizing the other stakeholders such as NGO or international agencies, which has their own networking in the remote area.</li> </ul>	
Learning Assessment Systems	<ul style="list-style-type: none"> <li>•</li> </ul>	ESP
<b>Reform Objectives</b>		
Equity	<ul style="list-style-type: none"> <li>• Equity in secondary education is a challenge: The participation of the public sector in the future expansion of secondary education is a critical issue to ensure equal opportunities for all in Timor Leste. So far, the lack of a well-articulated public system to provide relevant quality education has been covered by private, non-for-profit institutions. Their role in ensuring access has been very important. However, the public sector network is the only one responsible for ensuring free access to education for all and there are very important supply and demand issues to resolve here</li> </ul>	ESP
Learning Outcomes		

Efficiency	<ul style="list-style-type: none"> <li>• Basic education is considered inefficient and costly for the following reasons: <ul style="list-style-type: none"> <li>○ <i>we are not enrolling enough children of the right age</i> we are enrolling only 49% of 6-year old children, which is the right age to start basic education.</li> <li>○ <i>we are losing far too many children during the educational process:</i> the number of children who enroll in G9 is approximately 27% of the original number of children entering G1.</li> <li>○ <i>It takes too long for children to complete their education,</i> making education very costly for the government. If the education system was efficient, students would graduate primary school in six years.</li> </ul> </li> <li>• GPE program: Strengthen senior and general management systems in core management directorates to support the implementation of the ESP.</li> <li>• GPE program: Strengthen public financial management and evidence-based planning capacity through providing technical support to strengthen policy and planning systems capacity, quality and transparent financial management systems, procurement and contract management functions, and monitoring and evaluation</li> <li>• Priority Program of ESP: Achieving Planning and Budgeting</li> </ul>	GOV01 ESP
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	<p>Excellence: By 2012 the Ministry will be capable of producing quality plans based on real evidence and precise information which will be integrated in transparent and well-defined budgets by programs that will sustain the process of management by results</p>	
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### Main observations

The education system in Timor-Leste is faced with a lot of challenges which are consequences of the political changes that happened in the 1990s and 2000s. Furthermore, rapid population growth has created significant demand for more teachers, classrooms and education spending. Enrolment and completion rates are lower than in other countries of the region, and teaching is a priority area. Equity issues are also high on the agenda with the reinsertion of displaced populations being an inclusion challenge that is very specific to Timor Leste in the region. While considered important, ECCE is still at a very early stage. System's strengthening is a priority, and EMIS improvement is at the core of Timor-Leste's strategy (and is the focus of the GPE grant) Timor Leste is the only country with a whole section of the ESP (Priority Program Thirteen: Achieving Effective Donor Coordination) dedicated to international cooperation and donor coordination.

### Sources

ESP: NATIONAL EDUCATION STRATEGIC PLAN 2011 – 2030

[GOV01: EFA review \(2015\)](#)

## Vietnam

## Evaluation of Thematic Priorities

		Source ABC12
<b>Existing GPE Thematic Priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>Developing relevant organizational structures and management capacities for continuous education reform is an ESP priority: the challenge is to establish management systems and capacity, particularly at provincial level, capable of underpinning the reform process in the framework of decentralization</li> <li>Strengthening information-based decision-making processes: design and implementation of a national, computer-based and networked system of education data collection and analysis would substantially improve the quality of monitoring and analysis of resource utilization and education outcomes. This would in turn contribute to improved planning, management and performance of the sector. The challenge lies in developing and putting such a system into effect down to the level of the school.</li> </ul>	ESP
Early Childhood Care & Education	<ul style="list-style-type: none"> <li>The quality of ECCE for 5-year-olds is low in rural and disadvantaged areas. Most ethnic minority children living in remote, isolated villages have insufficient levels of Vietnamese language skills to be able to acquire knowledge at general schools, where Vietnamese is the language of instruction.</li> </ul>	ESP GOV01

	<ul style="list-style-type: none"> <li>• The greatest challenge facing pre-school education over the past decade has been the low level of educational and professional qualifications of teachers in rural and disadvantaged areas.</li> <li>• Another key challenge is the lack of appropriate infrastructure and facilities in pre-school institutions, many of which do not meet the required level of education quality, especially those located in disadvantaged areas</li> <li>• Some teachers, especially teachers in the mountainous areas, have limited professional skills and therefore have shortcomings in terms of implementing the new ECCE curriculum.</li> <li>• Recruitment mechanisms and appointment, promotion and evaluation policies for teachers and managers are inadequate and do not motivate teachers to engage in training to improve their capacity in early childhood care and education.</li> <li>• The ESP ECCE objective is to “Achieve universal early childhood and care education to ensure that all children have the proper intellectual, emotional, and physical development necessary to enter primary school”</li> </ul>	
Teachers & Learning	<ul style="list-style-type: none"> <li>• The quality of teaching and learning outcomes has not kept pace with the increase in access. Quality is constrained by inadequate teaching-learning methods, insufficiently trained teachers, and low quality of facilities and materials</li> </ul>	ESP GOV01

	<ul style="list-style-type: none"> <li>• The learning contact time for basic education is short by international standards, limiting the quality of learning outcomes</li> <li>• Teachers are limited in quantity and quality due to: <ul style="list-style-type: none"> <li>○ low salary levels</li> <li>○ inefficient teacher deployment</li> <li>○ inadequate quality of pre-service and insufficient and low-quality in-service training</li> </ul> </li> <li>• Quality improvement represents the major challenge, including: <ul style="list-style-type: none"> <li>○ Effective implementation of curricula reform: curricula reform represents a major shift in the way learning is conducted</li> <li>○ Need to significantly increase the duration of school contact time for pupils and make progress towards full-day schooling</li> <li>○ Need to achieve a minimum level of learning quality in order to reduce current regional variations in learning outcomes and reverse the widening learning gap between urban and rural areas, and in particular remote and mountainous areas</li> </ul> </li> </ul>	
Equity and Inclusion	<ul style="list-style-type: none"> <li>• Many children are not in school or do not complete the basic primary cycle. Most of them live in regions or belong to population groups that experience different types of disadvantage: <u>economic, social, ethnic, health.</u></li> </ul>	ESP GOV01

	<ul style="list-style-type: none"> <li>• Reaching these children (last 20%) requires a special set of targeted and probably more costly measures to ensure equal opportunities. It requires emphasis on inclusive approaches to learning and on bridging programs to reintegrate school dropouts</li> <li>• Particular focus on children in ethnic minority areas: <u>poverty, remoteness, language, opportunity costs</u></li> <li>• Out-of-school children are concentrated amongst groups that are <u>hardest-to-reach in terms of geographic access and learning needs</u></li> <li>• The direct costs associated with basic education are high for children from poor families. Exemption mechanisms are not adequate or not consistently applied to ensure affordable and quality basic education for all</li> <li>• Access to education for <u>disabled children</u> is a significant challenge and requires more attention from the State, local authorities, unions, organizations and agencies. Particular emphasis should be put on training teachers, improving school infrastructure to enable access by disabled children and supporting policies for disabled pupils and their teachers.</li> <li>• Strengthen <u>ethnic minority</u> boarding schools and provide inclusive education at all levels (ESP objective)</li> <li>• Access and quality are concerns for lower secondary education and quality is limited in <u>remote areas</u>.</li> </ul>	
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	<p>Accessing and completing education is a greater challenge for female students and ethnic minorities.</p> <ul style="list-style-type: none"> <li>• Improve and maintain the quality of universal lower secondary education and pursue universal upper secondary education in <u>economically disadvantaged localities</u> (ESP objective)</li> <li>• Extending non-formal education opportunities for adults, out-of-school youth and young children. The challenge facing the non-formal sector lies in the formulation of a coherent strategy and implementation plan.</li> <li>• Reducing the costs of non-formal education for the poor, as current levels of basic education provision depend to a large extent on parental and community contributions</li> <li>• Increased provision of inputs will not have the desired impact unless they are combined with special interventions that address the more complex learning needs of children in disadvantaged situations</li> <li>• In spite of great efforts in providing basic high-quality education services for all children in all regions of the country, there are still differences in the quality of lower-secondary education between regions that have differing socioeconomic condition</li> </ul>	
Gender equality	<ul style="list-style-type: none"> <li>• Gender gaps have largely disappeared, except in some areas dominated by ethnic minority groups, due to long-standing</li> </ul>	ESP GOV01

	<p>traditional customs in such locations</p> <ul style="list-style-type: none"> <li>• There is relative equity in gender participation in education, but the gender gap is highest among women and girls from certain ethnic minority group and as girls progress through the system</li> <li>• Gender gaps still exist in the literacy rates for adults, with the adult male literacy rate being higher than the adult female literacy rate.</li> </ul>	
Learning Assessment Systems	<ul style="list-style-type: none"> <li>• The focus on examinations, degrees and achievements still dominates teaching and assessment. The learning needs and demands of people require that there are increasing improvements in the quality of education and human resources, but the education sector's ability to respond and the socio-economic level of development of the country are very limited</li> <li>• Vietnam participated in PASEC 2011/12 and in PISA 2012 and 2018: The results of the PISA exam of 2012 ranked Viet Nam in the top 20 national and regional economic benchmark areas and above the OECD average</li> <li>• Another aim is to utilize evaluation results as part of the learning process; encourage evaluation of the training through learner self-assessment; evaluate the quality of education at the national level for grade 5 and grade 9 periodically, as a basis for policy proposals and strategies for improving the quality of education and training</li> </ul>	ESP

Reform Objectives		
Equity	•	
Learning Outcomes		
Efficiency	<ul style="list-style-type: none"> <li>• The coverage of basic and non-formal education programs is low in remote and mountainous areas. Completion rates and other internal efficiency indicators are lowest in these areas and for children in disadvantaged learning situation</li> <li>• Effective learning and efficient management of the education system are priorities in the ESP, with strategic goal being “Ensuring effective management and ever better resource utilization”</li> <li>• Another priority is to expand and improve the efficiency of international cooperation in education</li> <li>• Meeting the principal challenges of UPE and ULSE and of reaching international levels of quality and learning outcomes will require both better utilization of available resources as well as higher funding levels</li> </ul>	GOV01 ESP

### Main observations

As a preliminary remark, it needs to be pointed out that the ESP dates back to 2003 so that the challenges and priorities are based on achievements made in the 1990s (under the framework of EFA). A new plan is being developed at the moment but there apparently hasn't been any plan in the meantime. As for the EFA review, it is a bit more recent (2014) but is still structured around the MDGs. This means that the issues identified above might

not reflect the current situation of education in Vietnam, as it is a very dynamic and fast-evolving country.

In any case, Vietnam education systems seems to be one of the best performing in the sub-region. The overall objectives of the ESP are to renovate the education system, move closer to regional and international quality standards, and ensure social equity and lifelong learning opportunities. The ESP also covers nine strategic solutions focused on renovating education management, expanding the education institution network, developing human resources, and strengthening investment and training. One of the main policy priorities is the inclusion/reintegration of out-of-school children who are mostly ethnic minorities, disabled children and youth living in remote areas. There is also a strong focus on vocational skills development and higher education as well as links with the national and international labor market. ECCE emerges as key subsector which still suffers from a lack of quality. Finally, non-formal education and lifelong learning are emphasized as important modalities for inclusive learning.

### Sources

ESP: Education Sector Plan 2011-2015

GOV01: [Vietnam EFA National Review](#)

### Sub-regional Overview - East Asia & Pacific Region

All countries of the sub-region are lower-middle income countries, but they are very different in terms of geographical and cultural contexts, historical trajectories and population size, among others (Vietnam has 96 mio inhabitants, Cambodia 16 mio, Papua New Guinea 8.6 mio, Lao PDR 7 mio, Timor-Leste 1.3 mio). Their historic specificities in particular have had a very strong impact on their education systems, which can still be felt today. Timor-Leste for example became a sovereign state in 2002 after years of violence, Cambodia is still experiencing the consequences of the genocide, and Papua New Guinea has been characterized by political instability after its independence from Australia in 1975. As a result, their educational achievements are diverse and the education challenges they are faced with are multiple. However, there are common issues that emerge from the analysis of their Education Sector Plans and other government documents, the first one being that – at least on paper – they all give high priority to education and recognize it essential contribution to development.

Among other commonalities, the concern about equity and inclusion is shared by all countries, with a focus on similar target groups: disadvantaged and poor family, ethnic minorities and children with disabilities. Language is also an issue in Cambodia, Lao PDR, Papua New Guinea and Timor-Lest, and to a lesser extent Vietnam.

Gender equality seems to be achieved at most education levels in the sub-region (with the exception of Timor-Leste) and therefore doesn't appear as a policy priority even if it is considered an important issue for all countries.

Teachers are also central to all ESPs, with a focus on improving teacher training to increase learning outcomes. Teaching methods/pedagogy as well as curricula reforms are also highlighted in relation to the improvement of teaching-learning processes. As far as ECCE

is concerned, it's a priority in all countries except for PNG which considers important to develop the offer but doesn't place too much emphasis on this sub-sector. Beyond basic education, the issues of skills, TVET, life-long learning and higher education are mentioned by all countries with different levels of priority. An emphasis is put the necessary but often lacking adequation between skills and knowledge acquired in schools and the needs of the labor market and society at large. In terms of monitoring, data and system strengthening, most countries point out a lack of capacities at provincial/subnational/local level (and down to the level of the school), while national/central level seems to have the tools and capacities for effective planning and monitoring of the system. Strengthening of EMIS seems to be a priority in most countries.

Methodologically speaking, it is not easy to make comparisons across countries as most ESPs are structured around sub-sector whereas our grid is thematic. Furthermore, there is often overlap and it's difficult to capture the specific challenges of subsectors such as secondary education, TVET, etc. Finally, comparison is all the more difficult as the Plans and other documents do not cover the same periods, with most information being slightly (or highly) outdated and still referring to EFA and the MDGS.

### III. South Asia

#### Afghanistan

##### Evaluation of Thematic Priorities

		Source ABC12
<b>Existing GPE Thematic Priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>• Data collection systems are a target for capacitation – the Ministry of Education does not always have data on pre-primary education, teachers disaggregated by level of education</li> <li>• Focus is on capacity building at all levels, especially look to collect and use data at local levels in a push towards devolution.</li> <li>• To counter corruption, a system for transparent delivery of programs and reporting through public dissemination of budgets, project</li> </ul>	GOV01 GPE 01

	<p>results, plans, policies and standards are envisioned.</p> <ul style="list-style-type: none"> <li>• Third-party verification and monitoring of data systems is projected to improve transparency along with checks at the provincial level to cross-check the accuracy of collected data on educational system initiatives.</li> <li>• Focus on locally driven planning to inform TVET, schools and literacy center functioning as well as establishment of community-based and accelerated learning centers.</li> <li>• Monitoring and evaluation functions are viewed as a key means to improve implementation, set targets and track progress. Implementation reports are a key mechanism to track progress against targets.</li> <li>• At the local level, there is a focus on capacitation at the micro-level (school) to improve reporting on targets and improving project management.</li> </ul>	
Early Childhood Care & Education	<ul style="list-style-type: none"> <li>• A little over 10% of Afghan children participate in Early Childhood and Pre-School programs.</li> <li>• While not a high priority compared to basic education and TVET, the focus is on providing distance learning for children and mothers of young children.</li> <li>• Updated certification program for teachers in ECC&amp;E is envisioned.</li> </ul>	GOV01 GPE 01
Teachers & Learning	<ul style="list-style-type: none"> <li>• Strong focus on building schools.</li> <li>• Employing and building the capacity of teachers continuously over their careers through</li> </ul>	GOV01 GPE 01

	<p>professional development programs.</p> <ol style="list-style-type: none"> <li>a. The focus is especially on female teachers who can serve in rural areas where enrolment rates for girls are low.</li> </ol> <ul style="list-style-type: none"> <li>• School management, particularly principals are also prioritized to improve school quality vis-à-vis supervision.</li> <li>• Updating criteria for teacher evaluations in the national credentials programs.</li> <li>• Updating curriculum to be more relevant to societal and economic needs.</li> <li>• Focus on TVET in addition to basic education to be responsive to private sector needs and achieve aims of integrating a responsive educational system.</li> <li>•</li> </ul>	
Equity and Inclusion	<ul style="list-style-type: none"> <li>• Focus is on closing gaps in educational access between urban and rural divides and for females. <ol style="list-style-type: none"> <li>a. Focus is on increasing access to “relevant, safe and quality learning opportunities” for all age-groups, especially girls and women.</li> </ol> </li> <li>• Promoting gender equality in enrolment and completion is a requirement for both boys and girls in a societal context that has systematically excluded girls. In rural areas only 21% of girls and 43% of boys attend schools.</li> <li>• There is also a focus on IDPs and returnee children from Pakistan – there is a mention of, no concrete</li> </ul>	GOV01 GPE 01

	plans to integrate multilingual education.	
Gender equality (done)	<ul style="list-style-type: none"> <li>Promoting gender equality in enrolment and completion is a requirement for both males and females of all age groups in a societal context that has systematically excluded girls. In rural areas only 21% of girls and 43% of boys attend schools.</li> <li>The ESP intends to increase the Gender Parity Index from a baseline of 0.67 in 2015 to 0.96 in 2030.</li> <li>It also intends to increase the number of female teachers from 33.3% to 46% and female literacy from 53.9% to 62.5%</li> </ul>	GOV01 GPE 01
Learning Assessment Systems	<ul style="list-style-type: none"> <li>Developing an appraisal system to measure student learning outcomes in the country.</li> </ul>	GOV01
<b>Reform Objectives</b>		
Equity	<ul style="list-style-type: none"> <li>Recognition of gender gaps in educational access, completion and literacy rates.</li> <li>Focus on access to education to all societal members, across all age groups (including adults, disabled individuals, mothers and young children, IDPs and refugees)</li> </ul>	GOV01 GPE01

Learning Outcomes	<ul style="list-style-type: none"> <li>• Increasing the number of teachers available; reducing teacher to student ratios.</li> <li>• Increasing capacity of teachers to deliver quality education and principals to effectively manage schools</li> <li>• Revising curriculum and developing innovative approaches for delivery in sectors such as early childhood education, and.</li> <li>• Development of assessment system to measure student learning outcomes in the country.</li> <li>• Developing TVET programs that are aligned with private sector needs.</li> </ul>	GOV01
Efficiency	<ul style="list-style-type: none"> <li>• Dropout remains high and school life expectancy stands at approximately 10 years, with highest dropouts in the third grade. Basic educational enrollment is rather low.</li> <li>• Teacher recruitment and deployment is marred by nepotism</li> <li>• Corruption also mars other aspects of educational delivery that include textbook dispersal, teacher salaries and construction</li> <li>• Focus is on capacity building at all levels, especially look to collect and use data at local levels in a push towards devolution.</li> <li>• To counter corruption, a system for transparent delivery of programs and reporting through public dissemination of budgets, project results, plans, policies and standards are envisioned.</li> <li>• Third-party verification and monitoring of data systems is projected to improve transparency</li> </ul>	GOV01 GPE 01

	along with checks at the provincial level to cross-check the accuracy of collected data on educational system initiatives.	
<b>International Cooperation and Project Management Modalities</b>		
Results-based aid mechanisms	<p>From a group of international donors:</p> <ul style="list-style-type: none"> <li>• 5 million USD for development of teacher policy and hiring of teachers against it</li> <li>• 10 million USD are tied to better EMIS data</li> <li>• 20 million USD are tied to development and dispersal of teaching and learning materials (including curriculum)</li> <li>• Under the ESPIG, four DLIs pertaining to improving teaching quality, the creation of a staff database, development of annual results-based reports and management and budget cycle operational plan development and reporting of results are integrated.</li> </ul>	GPE 01
Baseline/target-setting	<ul style="list-style-type: none"> <li>• National targets to be achieved within the aforementioned GPE thematic priority and reform objective areas within the plan framework.</li> </ul>	GPE01
Measuring impact	<ul style="list-style-type: none"> <li>• The focus is on measuring progress at output and outcome levels, not impact levels – DLIs are also tied to output level.</li> </ul>	GOV 01 GPE 01
Other cooperation and management modalities, please list: Transparent Management	<ul style="list-style-type: none"> <li>• There is a strong focus on transparent reporting through decentralization and consideration and mitigation of corruption in budget use.</li> <li>• Enhanced M&amp;E systems are developed</li> </ul>	GOV01 GPE01

	<ul style="list-style-type: none"> <li>• Evidence decision-making system promoted through enhanced M&amp;E capacities</li> <li>• Systems to manage resources are transparent while principles of accountability and anti-corruption practices are integrated.</li> <li>• Partnerships developed with private sectors, civil society organizations and related partners</li> <li>• Power of private sector is leveraged for example, in textbook publishing.</li> <li>• Corruption is fought through transparent reporting and resource management systems to ensure donor trust in country operations.</li> <li>• Decentralization of budgets and planning and capacity building of staff at the provincial and local levels.</li> </ul>	
Other cooperation and management modalities, please list:		
Other cooperation and management modalities, please list:		

### Main observations

- The overall focus of Afghanistan's ESP is on developing an educational system that is equitable, provides equal access to education for all members of society from the early childhood to the higher education and TVET/literacy program level so that citizens are created who are equipped with the skills and knowledge to contribute to their communities and participate in national and international labor markets. In a context that suffers from socio-political unrest and historically low enrolment rates, especially for girls, **gender equality** is emphasized.
- In terms of existing GPE Thematic Priorities, specific emphasis is made on strengthening data collection systems, which includes enhancing the EMIS function and building capacities to collect and use data at local levels, collect data on marginalized populations as well as reducing the potential for corruption and enhancing informed planning and decision-making.

- In teams of Early Childhood Care and Education the focus is on innovating programs that deliver education to mother and children at home and developing a certification program for teachers at this level.
- The main focus on teaching and learning is on constructing new schools, attracting teacher, especially females who can serve in rural areas and building their capacities over their careers. There is also a strong emphasis on curriculum revision here, particularly tied to the development and dispersal of textbooks.
- Equity and Inclusion pertains to promoting **gender equality** in educational participation and increasing female teachers in the system as well as closing educational enrolment gaps between provinces and within urban/rural areas. There is a recognition on increasing access and completion of education at all levels for all members of society, including women and girls, the disabled, IDPs, refugees, disabled individuals as well as IDPs and refugees.
- Under the umbrella of **GPE Reform Objectives**, to improve learning outcomes, in addition to increasing the number of, and capacity of teachers as well as revising curriculum and integrating assessment systems, there is a focus on developing TVET programs that are responsive to private sector needs. Internal efficiency in the system is marred by high dropout rates, nepotism in teacher employment and corruption in other levels too, for example construction contracts and textbook dispersal.
- In terms of efficiency, there is a strong focus on developing capacities at all levels, including schools, to collect data and M&E functions are viewed as a key means to improve implementation, set targets and track progress. Implementation reports are a key mechanism to track progress against targets. Transparency in management and budget dispersals is highlighted. Results-based aid is being delivered through the ESPIG with various DLIs related to EMIS capacity, teacher policies, and acquisition and dispersal of teaching and learning materials.

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## Bangladesh

## Evaluation of Thematic Priorities

		Source ABC12
<b>Existing GPE Thematic Priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>• Decentralization of educational governance.</li> <li>• Integration of ICT in education at all schools, at all levels through integration in T&amp;L including curriculum and teachers specializing in delivering computer literacy</li> </ul>	
Early Childhood Care & Education	<ul style="list-style-type: none"> <li>• Focus on expanding access to ECE to marginalized ethnic and tribal populations and those in distant areas</li> <li>• Multilingual educational provision</li> <li>• Training teachers to deliver ECE effectively.</li> </ul>	GOV01
Teachers & Learning	<ul style="list-style-type: none"> <li>• Limited teacher capacities, absenteeism and diverging curriculum across the various educational providers in the country.</li> <li>• Increased hiring of teachers (primary level) and training for teachers and principals; institution of core curriculum for various educational streams; improved teacher trainings; introduction of ICT in T&amp;L (all educational streams and levels), textbook provision.</li> <li>• Focus on math and science at secondary and higher educational school level.</li> </ul>	GOV01 CSO 01 GOV 02

	<ul style="list-style-type: none"> <li>• Focus on TVET with the introduction of Skills Quality Assurance System covering TVET institutions to standardize T&amp;L standards. Increasing quotas for females.</li> <li>• Madrasahs – providing core curriculum and ICT to improve quality of education in Madrasahs and align them with additional educational streams.</li> <li>• Expansion of school-feeding component and health care access to children.</li> </ul>	
Equity and Inclusion	<ul style="list-style-type: none"> <li>• Low levels of educational transition, grade repetition and high dropout rates, especially for poor children and girls. For girls, access to education constrained at all levels, and special attention is paid to low levels of educational enrollment for girls at the higher educational level.</li> <li>• Universal enrollment of marginalized children and youth at primary and secondary school level; provision of stipends to motivate and prevent dropouts of poor students and girls.</li> <li>• Provision of access to education to all students (male/female; across all age groups, socio-economic backgrounds, disability or health status (HIV), type of schools they are enrolled in).</li> <li>• In TVET sector, emphasis on enrolling women as returns are higher for them in both rural and urban areas.</li> </ul>	GOV01 CSO 01
Gender equality	<ul style="list-style-type: none"> <li>• Equal access to education at all levels for women and girls. Special programs to provide stipends to</li> </ul>	GOV01 CSO 01

	students at all educational levels to prevent dropouts.	
Learning Assessment Systems	<ul style="list-style-type: none"> <li>• National assessment focusing on analytical skills rather than memorization of syllabus content.</li> <li>• Introduction of “creative question paper” in final examinations for students in Grade 5</li> </ul>	GOV01
<b>Reform Objectives</b>		
Equity	<ul style="list-style-type: none"> <li>• Universal enrollment of marginalized children and youth at primary and secondary level; provision of stipends to motivate and prevent dropouts of poor students and girls.</li> <li>• Provision of access to education to all students (male/female; across all age groups, socio-economic backgrounds, disability or health status (HIV), type of schools they are enrolled in).</li> <li>• In TVET sector, emphasis on enrolling women as returns are higher for them in both rural and urban areas.</li> <li>• Provision of multilingual education for early grades.</li> </ul>	GOV01 CSO 01
Learning Outcomes	<ul style="list-style-type: none"> <li>• Provision of skills and technical training to promote gainful employment, especially for women.</li> <li>• Shifting away from memorization focused learning to the promotion of T&amp;L that enables critical thinking.</li> <li>• Provision of a core curriculum within all educational streams to improve learning outcomes for students regardless of</li> </ul>	GOV01

	socioeconomic background and location.	
Efficiency	<ul style="list-style-type: none"> <li>• Decentralization of educational governance.</li> <li>• At the primary educational governance level, the focus is on informing T&amp;L practices through school and community involvement.</li> <li>• Integration of ICT in education at all schools, at all levels through integration in T&amp;L including curriculum and teachers specializing in delivering computer literacy.</li> <li>• Significant portion of financing (ADP) directed towards human resources.</li> </ul>	GOV01 GOV02
<b>International Cooperation and Project Management Modalities</b>		
Results-based aid mechanisms		
Baseline/target-setting		
Measuring impact		
Other cooperation and management modalities, please list:		
Other cooperation and management modalities, please list:		
Other cooperation and management modalities, please list:		

## Main observations

- Bangladesh in line with other countries in the sub-region, endeavors to develop human capital to raise economic development in the country, viewing education as a key means of doing so. There is a strong prioritization on inclusive growth, ending gender discrimination in education and improving the quality of education while reducing dropouts and enhancing access, transition and completion rates.
- Priorities retain a strong focus on ICT compared to other countries in the region to the extent that there is an accompanying master plan for ICT integration in education between 2012 and 2021 – the year coinciding with the country’s golden jubilee.
- In terms of Existing GPE Thematic Priorities, there is a focus on integrating science and mathematics in the curriculum, forwarding a core curriculum that advances common learning amongst all educational streams (including Madrasahs).
- There is a concerted focus on integrating equity, especially gender equality, at all levels of education through the provision of financial incentives to females and poor students. The provision of improved quality of education, to overcome high dropout rates between the primary and secondary level is recognized, and increased recruitment and capacitation of teachers as well as the integration of ICT and core curriculum is prioritized. The core curriculum refers to common elements to be delivered to varying school streams in the country.
- For GPE reform objectives, in terms of equity, in addition to a focus on gender equality, the need to ensure the enrollment and achievement of poor children is prioritized. Upgrading and improving the quality and relevance of TVET education is strongly prioritized, with a focus on gender equality, as a means to promote economic development. Learning outcomes prioritized pertain to the provision of skills and technical training to promote gainful employment, especially for women and shifting away from memorization focused learning to the promotion of T&L that enables critical thinking. In terms of efficiency decentralization of management and educational governance is prioritized and at the primary level, educational governance and the focus on school and community informed T&L. A large proportion of financing driven towards human development activities –namely teacher salaries. An approach to improve efficiency is the integration of ICT in education (at all schools, at all levels through integration in T&L including curriculum and teachers specializing in delivering computer literacy).

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## Bhutan

### Evaluation of Thematic Priorities

		Source ABC12
<b>Existing GPE Thematic Priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>• Improve the capacity of the existing EMIS system; add a Student Achievement Tracking System (SATS) to support policymaking and delivery.</li> <li>• Integrate gender-disaggregated data collection systems</li> <li>• Budget release is related to learning outcomes to increase the quality of education.</li> <li>• Baselines identified and targets set for all levels of formal education pertaining to teachers, student enrollment, infrastructure and enrollment</li> </ul>	GOV01
Early Childhood Care & Education	<ul style="list-style-type: none"> <li>• Increase enrollment of students in rural areas and those from lower socioeconomic status.</li> <li>• Goal of 100 NER by 2024 at this level.</li> <li>• This level of education prioritizes infrastructure.</li> </ul>	GOV01 GOV 02
Teachers & Learning	<ul style="list-style-type: none"> <li>• Enhance remuneration and performance-based rewards and recognition, improve the working environment, integrate continuous professional development and training opportunities to attract and</li> </ul>	GOV01 GOV 02

	<p>induct and retain motivate and well-qualified teachers.</p> <ul style="list-style-type: none"> <li>• Increase total number of teachers at the school level from 8,657 in 2014 to 9,683 in 2024 and 662 in 2014 to 1,105 at the tertiary level.</li> <li>• Well-qualified teachers are available across the country to ensure equity in learning opportunities of students</li> <li>• Well-qualified principals are deployed equitably.</li> <li>• Curriculum is periodically revised and reformed to include elective and technical/vocational courses and flexibility for lateral education</li> <li>• Integration of ICT in learning and curriculum development.</li> </ul>	
Equity and Inclusion	<ul style="list-style-type: none"> <li>• Access to quality education at all levels (Early Childhood to higher secondary and tertiary, TVET, Non-formal education and Community Education programs) for individuals regardless of socioeconomic background, gender, area of residence and type of school of attendance.</li> <li>• NER is projected at 100% from the early childhood to the higher secondary level</li> <li>• 10 school in the country are available for disabled students – there are social constraints pertaining to opinions related to capabilities of disabled children that this effort sought to overcome.</li> </ul>	GOV01 GOV02
Gender equality	<ul style="list-style-type: none"> <li>• Recognition that participation by girls is obstructed beyond the</li> </ul>	GOV01

	primary school level – call for collection of gender-disaggregated data and working with educational development partners to overcome participation related gaps.	
Learning Assessment Systems	<ul style="list-style-type: none"> <li>• Introduction of international testing systems (TIMSS/PISA)</li> <li>• Shifting from a memorization/content reproduction testing system to a competency-based system that in addition to cognitive abilities tests socio-emotional and psycho-social competencies.</li> </ul>	GOV01
<b>Reform Objectives</b>		
Equity	<ul style="list-style-type: none"> <li>• Access to quality education at all levels (Early Childhood to higher secondary and tertiary, TVET, Non-formal education and Community Education programs) for individuals regardless of socioeconomic background, gender, area of residence and type of school of attendance.</li> </ul>	GOV01
Learning Outcomes	<ul style="list-style-type: none"> <li>• Introduction of competence-based learning approach aimed to improve the ability to learn, to orientate oneself in uncertainty and make decisions based on the analysis of information, development of communication skills, analytical skills and critical thinking.</li> <li>• Development of working skills in compliance with current requirements of the labor market and population needs in satisfying own interests and needs.</li> </ul>	GOV01

	<ul style="list-style-type: none"> <li>• Motivation and encouragement of teachers and schools who/that systematically improve the achievements of students.</li> </ul>	
Efficiency	<ul style="list-style-type: none"> <li>• Moving towards autonomous school management (decentralization) supported by School Management bodies and Ministry of Education as needed.</li> <li>• Integration of measures to enhance efficiency through the introduction of “cycle cost – expenditure per graduate of level or cycle of schooling and by type”</li> <li>• Introduce the cycle cost (expenditure per graduate of level or “cycle” of schooling and by “type”) as a measure to improve school quality or efficiency dimension. Funding per student should reflect information on learning outcomes to increase the quality of education.</li> <li>• Responding to weaknesses in the enabling environment pertaining to the delivery of quality education such as inadequate HR management and uneven budget allocations across the</li> <li>• Integrating ICT in the delivery of education.</li> <li>• Restructure and reorganize roles and functions at the Ministry, local and school level to streamline educational and related service deliveries and formalize coordination with non-state stakeholders (i.e. CSOs).</li> </ul>	GOV01 GOV 02
<b>International Cooperation and Project Management Modalities</b>		

Results-based aid mechanisms		
Baseline/target-setting		
Measuring impact		
Other cooperation and management modalities, please list:		
Other cooperation and management modalities, please list:		
Other cooperation and management modalities, please list:		

### Main observations

- Bhutan aims to produce a generation of students who can participate nationally and globally in the economy. The country aims to achieve access, quality, equity in education and system efficiency. However, there is a strong focus on creating a Bhutanese identity systematically through the educational system. In terms of GPE Thematic Priorities, there is a strong focus on enhancing available capacities at the early childhood educational level, where enrolment, especially by poorer families and those living in rural areas is limited. Gender concerns pertaining to maintaining girl's enrolment in adolescence are a priority, with a call for the collection of gender-disaggregated data. The country further envisions its participation in TIMSS/PISA and the reform of current testing approaches to be competency based
- In terms of **GPE Thematic Priorities**, there is a strong focus on enhancing available capacities at the early childhood educational level, where enrolment, especially by poorer families and those living in rural areas is limited.
- **Gender equality** concerns pertaining to maintaining girl's enrolment in adolescence are a priority, with a call for the collection of gender-disaggregated data.
- In terms of **equity and inclusion**, it seeks to provide to quality education at all levels (Early Childhood to higher secondary and tertiary, TVET, Non-formal education and Community Education programs) for individuals regardless of socioeconomic background, gender, area of residence and type of school of attendance.
- In terms of gender equality, the country recognizes specific obstructions to girls' education and seeks to rectify access issues, with a specific focus on collecting gender-disaggregated data.

- In terms of learning assessments, this is the only country in the region that is actively seeking the introduction of international testing systems (TIMSS/PISA) and the reform of current testing approaches to be competency based.
- In terms of **GPE Reform Objectives**, for the improvement of systemic efficiencies, major overhauls in the structure and functions at the national, local and school levels are considered to streamline coordination and effective educational and related service delivery – this includes liaison with non-state actors. There is a move towards autonomous school management (decentralization) supported by School Management bodies and Ministry of Education.
- It seeks to incorporate a results-based budget release approach by tying in learning outcomes to budget release and incorporating ICT in the delivery of education, indicating its openness to international aid and cooperation modalities employing results-based financing approaches.

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## Maldives

## Evaluation of Thematic Priorities

		Source ABC12
<b>Existing GPE Thematic Priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>• Strengthening of a centralized data collection processes - EMIS (that was rolled out in 2017) and Quality Assurance Accountability Framework (produced and tracked by the Quality Assurance Department) operationalized to inform policy formulation and to ensure accountability – this includes tracking of students with disabilities.</li> <li>• Robust system of M&amp;E (routine, periodic reviews, annual reviews, mid-term evaluation, summative evaluations) applied to track educational system functioning through qualitative and quantitative approaches. Joint Steering Committee dedicated to this task (amongst others)</li> <li>• Evaluation of “input and output efficiency” as well as a public expenditure.</li> <li>• Robust M&amp;E system and comprehensive Key Performance Indicators (KPIs) set to achieve targets identified in the ESP at the school, higher educational and TVET level, including those pertaining to teachers, curriculum, testing and management and implementation of reforms.</li> </ul>	GOV01 GOV02

Early Childhood Care & Education	<ul style="list-style-type: none"> <li>• Full enrollment and retention in early childhood education for excluded populations prioritized</li> </ul>	GOV01
Teachers & Learning	<ul style="list-style-type: none"> <li>• Focus on improving quality of education and enhancing learning outcomes for lowest performing students.</li> <li>• A document outlining professional standards for teachers is produced and applied.</li> <li>• Reduce gaps in learning outcomes at all levels of education.</li> <li>• Target of 65% GER to be met by equitably by 2023 at higher educational level (for girls and boys, and residents of areas with historically low levels of enrollment) and graduates engage in gainful employment.</li> <li>• ICT/modern facilities and standards provided in schools.</li> <li>• Curriculum reform is bolstered through improved teaching and learning approaches and materials such as multi-grade teaching approaches.</li> <li>• Teachers capacitated to deliver education effectively.</li> <li>• Schools encouraged to and supported to apply school improvement plans with the goal of enhancing learning outcomes.</li> <li>• TVET and higher educational sector expansion and quality assurance through various modalities such as distance learning, increasing offering of disciplines and courses and private sector collaborations.</li> </ul>	GOV01
Equity and Inclusion	<ul style="list-style-type: none"> <li>• Full enrollment and retention from early childhood to grade 12 envisioned to overcome dropouts between the lower and higher</li> </ul>	GOV01 GOV02

	<p>secondary educational levels, a phenomenon primarily affecting boys.</p> <ul style="list-style-type: none"> <li>• Increased access to education at the higher and TVET level for girls and boys and their absorption in the job market is increased through this.</li> <li>• Improved capacities of teachers and schools to provide education for disabled children.</li> <li>• Improved student performance on national assessments in which geographic and gender-related gaps persist.</li> </ul>	
Gender equality	<ul style="list-style-type: none"> <li>• Girls performance exceeds boys in national assessments; gender parity is already rather consistent at the schooling level. Boys are more at risk of not being enrolled in higher educational levels.</li> </ul>	GOV01 GOV 02
Learning Assessment Systems	<ul style="list-style-type: none"> <li>• National Assessment of Learning Outcomes (NALO) focusing on student performance in Dhivehi, English, and Mathematics supported and utilized to track outcomes of learning – results show mixed results, in general, girls performing better than boys and students generally not able to respond adequately to questions requiring “higher order thinking”</li> <li>• Consideration of “International Learning Assessments”</li> <li>• Integration of measures to assess socio-emotional values and skills attained.</li> <li>• Teachers to focus on cognitive development, formative assessments and feedback.</li> </ul>	GOV01 GOV02
<ul style="list-style-type: none"> <li>• Reform Objectives</li> </ul>		

Equity	<ul style="list-style-type: none"> <li>• Full enrollment and retention from early childhood to grade 12, overcoming dropouts at between lower and higher secondary level is envisioned</li> <li>• Increased access to education at the higher and TVET level for girls and boys and their absorption in job market is increased through this.</li> <li>• Improved capacities for teachers and schools to provide education for disabled children.</li> <li>• Joint Steering Committee to collect data disaggregated along dimensions of equity (gender, economic status, residence)</li> </ul>	GOV01 GOV 02
Learning Outcomes	<ul style="list-style-type: none"> <li>• T&amp;L processes to be improved in order improve the quality of education as memorization focused learning is found even though technology and more innovative approaches have been pursued.</li> <li>• Teachers are to be supported in improved T&amp;L processes to improve gaps in learning outcomes – particularly affecting math and English performance which lags notably behind other nation-states.</li> <li>• Focus on “socio-emotional” competencies in addition to language and mathematics</li> <li>• Reorientation of higher educational and TVET delivery to ensure employability of graduates.</li> </ul>	GOV01 GOV02
Efficiency	<ul style="list-style-type: none"> <li>• Decentralization, ICT and streamlining of operations by the Ministry to improve efficiency</li> <li>• Partner engagement in M&amp;E processes to improve transparency and M&amp;E planning process will</li> </ul>	-

	<p>occur with stakeholder involvement.</p> <ul style="list-style-type: none"> <li>• Reporting, planning and management responsibilities is conducted at the educational institutional, local/regional and federal level</li> <li>• Regular meetings, assessment results and monitoring of schools via External School Reviews to track system performance</li> <li>• Robust evaluation and research approaches applied</li> <li>• Higher drop-out rates from the lower secondary to higher secondary level, disproportionately affecting boys to be addressed.</li> </ul>	
International Cooperation and Project Management Modalities		
Results-based aid mechanisms		
Baseline/target-setting		
Measuring impact		
Other cooperation and management modalities, please list:		
Other cooperation and management modalities, please list:		
Other cooperation and management modalities, please list:		

## Main observations

- In Maldives, key educational priorities pertain to ensuring and expanding quality and equitable educational provision, at the higher secondary level, higher education and TVET level to deal with issues of learning gap and student achievements.
- While rooted in providing skills to students to participation in a global economy, there is a focus on creating Islamic and national identities through the educational system. The higher education and TVET sector are prioritized as a means to provide gainful employment to students upon graduation. Like other countries in the sub-region, the logic of human capital underlies the Sectoral Plan
- In terms of the **GPE Thematic Priorities**, overall in the Maldives, at the school level, there is gender parity in enrolment, with higher levels of enrolment for girls in the higher secondary school levels.
- The country prioritizes the capacity building of its data systems, especially with regards to strengthening the EMIS system and collecting data that is disaggregated along measures of equity (i.e. location of residence, gender, economic status).
- In terms of Teachers and Learning, there is a strong focus on improving the quality of education and equity in terms of the learning gap in education (the country lags behind others in the region in English and Math), and higher incidents of dropouts following the completion of the lower secondary school level ,by improving educational delivery by teachers, investing in teacher development, applying innovative T&L approaches and teachers engaging in formative assessments, giving students feedback and contributing to improved performance on national assessments.
- In terms of equity, whereas girls outperform boys in assessments, gaps in achievement based on the location of residence of students persist and delivering education adequately to students with disabilities is prioritized. Full enrolment and retention from Early Childhood to Grade 12 is sought.
- In terms of **GPE Reform Objectives**, in terms of efficiency the role of ICT and its integration is considered as a means to improve quality of education, as is the strengthening of schools, local, regional and federal capacities to manage and deliver education and related services adequately. There is a strong focus on M&E as a means to enhance efficiency of the system on the supply side.
- In terms of learning outcomes, there is a focus on the improvement of T&L processes and provision of socioemotional competencies in addition to math and science with teachers to focus on cognitive development, formative assessments and feedback to students during the school year to improve performance on tests.

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Myanmar

## Evaluation of Thematic Priorities

		Source ABC12
<b>Existing GPE Thematic Priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>• ECC&amp;E Level – database on preschools required to facilitate planning and management</li> <li>• All levels of education - coordination between various levels of educational governance (national, sub-national) and stakeholders (including NGOs) required to manage quality issues with the educational system.</li> <li>• Ministry and school staff capacitated to effectively undertake reforms.</li> <li>• Improving “policy, legislation and systems” pertaining to basic education with a focus on school level (principals and PTAs) and EMIS systems (including collection of baseline data on school infrastructure)</li> <li>• Improved management and coordination of schools and TVET institutions</li> <li>• Curriculum and T&amp;L reforms for the higher educational sector and shift towards neoliberal approaches to management at this level as opposed to centralized approaches.</li> <li>• Outcome- level targets have been set for the achievement of the Education Sector Plan</li> </ul>	GOV01 GPE 01

Early Childhood Care & Education	<ul style="list-style-type: none"> <li>• Limited access for children situated in rural areas and distant regions, poor quality of services.</li> <li>• Creation and roll-out of responsive curriculum, increased access for poor students to enhance entry into Grade 1.</li> </ul>	GOV01
Teachers & Learning	<ul style="list-style-type: none"> <li>• Enhancing student learning experiences by incentivizing schools through school quality grants – “school improvement planning against the School Quality Standard Assurance Framework.”</li> <li>• Curriculum reforms required at the basic educational level to ensure provision of “21<sup>st</sup> century skills” – this includes capacitating schools and teachers to apply the curriculum (which requires an interactive approach) and improving M&amp;E functions to ensure effective curriculum dissemination.</li> <li>• At the basic educational level, a series of reforms pertaining to teacher management that pertain to improved processes relating to teacher employment and deployment, professional development, monitoring, retention and career progress.</li> <li>• Training prior to formal induction in the system via pre-existing teacher educational institutions (TEIs) is streamlined (via curriculum revision) so that teachers are delivering interactive teaching approaches.</li> <li>• Development of a policy, standards and coordination for alternative educational pathways provided by public, private and civil society members catering to varying learning needs.</li> </ul>	GOV01

Equity and Inclusion	<ul style="list-style-type: none"> <li>• Focus on increasing access and completion of formal basic education for children and youth in rural and far-flung regions; re-enrolment of dropouts.</li> <li>• Access to higher education for marginalized students and also TVET for individuals with disabilities and marginalized populations (along ethnic and poverty lines, those with residence in rural areas).</li> </ul>	GOV01 GPE 01
Gender equality	<ul style="list-style-type: none"> <li>• No explicit discussion on gender equality or imbalances in the educational systems</li> </ul>	GOV01 GPE 01
Learning Assessment Systems	<ul style="list-style-type: none"> <li>• Comprehensive national assessment policy created and implemented</li> <li>• Shifting away from a memorization-focused system of assessment and updating “formative and summative assessments” that compare student achievements to “national learning standards.”</li> <li>• Provision of capacity building services to support pilot assessment of programs, application of assessment results to improve T&amp;L and strengthening MOE assessment services; leveraging ICT to deliver exams and streamline operations</li> <li>• Under the National Assessment Policy, implement school, class assessments (formative and summative)</li> <li>• Reliance on exams held in Grade 5 and 9 to exemplify “student achievement.”</li> </ul>	GOV01
<b>Reform Objectives</b>		
Equity	<ul style="list-style-type: none"> <li>• Focus on increasing access and completion of formal basic</li> </ul>	GOV01 GPE 01

	<p>education (including early childhood education) for children and youth in rural and far-flung regions; re-enrolment of dropouts.</p> <ul style="list-style-type: none"> <li>• Access to higher education for marginalized students and also TVET for individuals with disabilities and marginalized populations (along ethnic and poverty lines, those with residence in rural areas).</li> </ul>	
Learning Outcomes	<ul style="list-style-type: none"> <li>• Comprehensive assessment policy is created and implemented- a shift away from memorization focused learning is undertaken through curriculum revisions, teacher trainings, and improvements in the classroom amongst other reforms pertaining to the enabling environment.</li> <li>• TVET graduates acquire skills and knowledge that are in demand in the market.</li> <li>• Student learning outcomes improve due to T&amp;L reforms targeting teacher and school management capacities and learning conditions.</li> <li>• Revision of assessment approaches and utilization of assessment results to improve T&amp;L.</li> </ul>	GOV01
Efficiency	<ul style="list-style-type: none"> <li>• Reducing dropouts is prioritized</li> <li>• Centralized quality assurance system implemented nationally for all schools.</li> <li>• Coordination from the national to sub-national level to deliver reforms.</li> <li>• Macro-level data on educational quality collected to inform decision-making</li> <li>• Capacity development of staff (ministry and institutional) to</li> </ul>	GOV01 GPE 01

	<p>facilitate implementation of the plan and accompanying management advancements.</p> <ul style="list-style-type: none"> <li>• Decision-making informed by data and evidence to enhance T&amp;L.</li> <li>• Revision of assessment approaches and utilization of assessment results to improve T&amp;L.</li> </ul>	
<b>International Cooperation and Project Management Modalities</b>		
Results-based aid mechanisms		
Baseline/target-setting		
Measuring impact		
Other cooperation and management modalities, please list:		
Other cooperation and management modalities, please list:		
Other cooperation and management modalities, please list:		

### Main observations

- In Myanmar, there is a concerted prioritization of nine themes (early childhood education, teacher education and management, student assessment and examinations, basic education curriculum, management capacity development, higher education, TVET and alternative education) to ensure equity and access to education.
- The educational level focus is at basic, higher education, TVET levels and there is an emphasis on improving the educational quality through revised curriculum and teaching and learning practices, that focus on capacitating teachers, while promoting evidence-based decision-making.
- Under the **existing GPE thematic areas**, in terms of establishing and strengthening data systems, the increasing of capacities at the ministerial and school levels to

strengthen and utilize data system to promote service delivery is prioritized. T&L reforms focus on curriculum to provide “21<sup>st</sup> century skills”, translation of curriculum in local dialects for the first three grades, and interactive teaching approaches as well as coordination amongst non-state educational providers.

- Equity and inclusion priorities pertain to the inclusion of disabled and marginalized populations (along ethnic, rural and poverty lines).
- In the context of shifting away from a memorization focused system of learning, Learning Assessment Systems priorities pertain to formative and summative assessments in classrooms that would permit teachers to benchmark performance against standards at the national level.
- In terms of the **GPE Reform Objectives**, priorities relating to learning outcomes relate to establishing a centralized quality assurance system. There is a push towards moving away from memorization focused learning and instituting a coherent national approach to assessments and providing education that makes students competitive in the national and international knowledge economy. To enhance learning, the focus is largely on reforms targeting teacher and school management capacities and learning conditions. The creation of a comprehensive assessment policy nation-wide and the provision of skills and knowledge demanded by the market for TVET enrollees is also prioritized.
- In terms of efficiency, reducing the dropout rate is prioritized and the focus is on instituting a quality assurance system implemented nationally for all schools, ensuring improved coordination from the national to sub-national level to deliver reforms, the collection of macro-level data/school level data on educational quality to inform evidence-based decision-making and capacity development of staff (ministry and institutional).

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## Nepal

## Evaluation of Thematic Priorities

		Source ABC12
<b>Existing GPE Thematic Priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>• Focus on enhancing institutional capacity in line with constitutional and educational management changes that involved a shift to federal governance and (re)construction following natural disasters.</li> <li>• Performance based management and budget allocation for schools to be introduced – system to undertake school assessment on criteria of learning outcomes, governance and services/facilities to be developed and implemented. Results-based M&amp;E of educational system as opposed to testing should inform planning processes</li> <li>• School based integrated EMIS system strengthen data collection by reducing inflation; focus on improving quality of EMIS data.</li> </ul>	GOV01 GPE 01
Early Childhood Care & Education	<ul style="list-style-type: none"> <li>• One year of early childhood education added as part of compulsory basic education.</li> <li>• T&amp;L materials development.</li> <li>• Accompanying investments in educational materials and early childhood education and development and pre-primary education.</li> </ul>	GOV01
Teachers & Learning	<ul style="list-style-type: none"> <li>• Clean-up and reconstruction of disaster affected institutions at all levels of education</li> </ul>	GOV01 GPE 01

	<ul style="list-style-type: none"> <li>• Development of “safe schools” equipped with teachers who are capacitated and committed to their roles.</li> <li>• Developing and enhancing school disaster management and resilience mechanisms to “build back better” on the basis of challenges suffered in the aftermath of natural disasters</li> <li>• Reconstruction and maintenance of damaged schools</li> <li>• Increased quality of education through improved quality and relevance of T&amp;L materials. This includes curriculum, textbooks and institution of tolerant classroom environments.</li> <li>• Teachers are core investment (70% of budget) and source of quality education – they will receive professional development and will be managed on the basis of performance.</li> <li>• Strengthening teacher capacities to deliver multilingual education and promoting use of mother tongues as the medium of instruction.</li> <li>• Community learning centers for educational acquisition by youth and adults to meet challenge of low educational level in populations and disconnect between the schooling system and market as returns to education remain low.</li> </ul>	
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Equity and Inclusion	<ul style="list-style-type: none"> <li>• Focus on developing education systems that provides equitable access, learning outcomes and participation of children who are disabled, arise from marginalized castes and socioeconomic groups, are out of school and residing in regions that are hard to access (mountain areas)</li> <li>• For disabled populations (vision and hearing), identification of disabilities and collaboration with health ministry and shift away from separate educational delivery for disabled students; providing special schools for hearing-impaired students.</li> <li>• Non-Formal Educational programs for adults and children who are older than the age limit for formal schooling</li> <li>• Provision of WASH for all students and teachers, including girls, disabled students and teachers.</li> </ul>	GOV01 GPE 01
Gender equality (done)	<ul style="list-style-type: none"> <li>• Gender parity has been attained (GP in NER -basic education) – the goal is to maintain it.</li> </ul>	GOV01
Learning Assessment Systems (done)	<ul style="list-style-type: none"> <li>• For grades 10 &amp; 12, for standardized assessments, focus on “assessments for learning” that involves less lecturing and memorization to promote the acquisition of skills, critical thinking and creativity and improving learning outcomes.</li> <li>• Regularly administering national assessments of learning outcomes for Grade 3,5 and 8.</li> </ul>	GOV01 GPE 01
<b>Reform Objectives</b>		
Equity	<ul style="list-style-type: none"> <li>• Focus on developing education systems that provide equitable access, learning outcomes and participation of children who are disabled, arise from</li> </ul>	GOV01 GPE 01

	<p>marginalized castes, are out of school and residing in regions that are hard to access (mountain areas).</p> <ul style="list-style-type: none"> <li>• For disabled populations (vision and hearing), early identification of disabilities in collaboration with health ministry and shift effort to integrate educational delivery for disabled students in mainstream schools; providing special schools for hearing-impaired students.</li> <li>• Non-Formal Educational programs for adults and children who are older than the age limit for formal schooling.</li> <li>• Provision of WASH for all students and teachers, including girls, disabled students and teachers to prevent dropouts.</li> </ul>	
Learning Outcomes	<ul style="list-style-type: none"> <li>• Improving reading outcomes in primary educational level through national early grade reading program.</li> <li>• Enhanced relevance and quality of assessments to tackle challenge of limited literacy and numeracy skills.</li> <li>• Provision of schooling that is skills focused and responsive to the labor market, and learning focused on developing critical thinking, promoting creativity as opposed to content focused.</li> <li>• Integration of curriculum that is responsive and relevant to the corresponding student capacities as gauged through assessments for grades 3,5 and 8 (national assessments of student achievements).</li> <li>• Focus on math and science at secondary school level, as well as skills provision and mobility between applied and academic education</li> </ul>	GOV01 GPE 01

	according to individual and educational needs.	
Efficiency	<ul style="list-style-type: none"> <li>• Shift from assessment of education (student testing) to assessment for education (results-based planning).</li> <li>• Reducing dropouts and repetition between grades 8 and 10 and along lines of equity.</li> <li>• Developing standards for T&amp;L and learning environments and integrating ICT in education</li> <li>• Robust governance and management systems developed; accountability to local governments.</li> <li>• Facilitate political and administrative reorientation of educational system in line with federal management.</li> <li>• Promotion of strong financial management and sustainability; roll-out of “cost-sharing modality” amongst local, provincial and central governments.</li> <li>• Majority of funding (70%) tied to teacher salaries – capacitating them to better deliver education.</li> <li>• Funding gaps for (re)construction of schools remain.</li> <li>• Need for education financing to be flexible to account for decreasing</li> </ul>	GOV01 GPE 01

	enrollment in primary level and increasing enrollment at secondary.	
<b>International Cooperation and Project Management Modalities</b>		
Results-based aid mechanisms		
Baseline/target-setting	Results identified in the SSDP are crux of monitoring activities – mid-term evaluations will be conducted by a third party and annually, the MoE and partners will assess progress through annual reviews. Funding to be disbursed on bases of DLIs by key multilateral donors including GPE, ADB and bilaterals such as the Finnish government.	GOV 01
Measuring impact		
Other cooperation and management modalities, please list:		
Other cooperation and management modalities, please list:		
Other cooperation and management modalities, please list:		

### Main observations

- In terms of existing **GPE Thematic Priorities**, due to the institution of federal governance in the educational sector, there is a focus on strengthening institutional

capacities for management. Priorities pertain to enhancing EMIS capacities including collection of data on equity-related dimensions, promoting results-based management and budgeting for schools.

- In terms of equity and inclusion the focus is on integrated socio-economically marginalized and disabled populations and improving their learning outcomes, rolling out non-form educational programs for adults and provision of WASH facilities for students and teachers. The Provision of multilingual education is also understood as a means to overcoming learning priorities and the establishment of lifelong learning approaches is deemed important.
- In terms of gender equality, the country is focused on maintaining equity in participation and improving it in regions with imbalances.
- In terms of learning assessments, enhanced relevance and quality of assessments to tackle limited literacy and numeracy skills and skills and Integration of curriculum that is responsive and relevant to the corresponding student capacities as gauged through assessments for grades 3,5 and 8 (national assessments of student achievement) is also prioritized.
- In terms of **GPE Reform Objectives**, for learning outcomes on enhanced relevance and quality of assessments to tackle challenge of limited literacy and numeracy skills, provision of schooling that is skills focused and responsive to the labor market, and learning focused on developing critical thinking, promoting creativity as opposed to content focused.
- In terms of efficiency, there is a priority on reducing dropouts and repetition between grades 8 and 10, and a focus on assessment for education to promote results-based planning, developing standards for T&L and integrating ICT in education. Robust governance and management systems are prioritized as the educational system is reoriented under federal management. Flexible financial management and sustainability as well as the roll-out of “cost-sharing modality” amongst local, provincial and central governments is also a concern.
- In terms of **International Cooperation Modalities**, results identified in the School Sector Development Plan form the crux of monitoring activities. Funding from international donors (multilateral and bilateral) for the plan relies on DLIs tied to targets in the thematic areas. Domestically, the plan is being funded through cost-sharing amongst the local, provincial and central governments.

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Pakistan

## Evaluation of Thematic Priorities

		Source ABC12
<b>Existing GPE Thematic Priorities</b>		
Strengthening Data Systems	<p>KP:</p> <ul style="list-style-type: none"> <li>Strengthening the capacity of provincial department staff to manage/report on data and manage/report on budgets/financing</li> </ul> <p>Sindh:</p> <ul style="list-style-type: none"> <li>Strategic planning, monitoring capacities</li> <li>Strengthening collection of data on students who are out of school and those who are enrolled; capacitating public sector staff to gather and maintain data collection system.</li> <li>To monitor outcomes of programs implemented under the plan (pertaining to TVET, adult literacy)</li> </ul> <p>Punjab:</p> <ul style="list-style-type: none"> <li>Coordination between provincial departments and providers including private sector and local level; promoting local level public officials and communities "to improve schooling inputs, outputs and outcomes"</li> <li>Strengthen M&amp;E capacities to promote decision-making that is evidence-based</li> <li>Strengthened capacity to engage in "financial planning and management"</li> </ul> <p>Baluchistan</p>	<p>GOV01 GOV02 GOV03 GOV04</p>

	<ul style="list-style-type: none"> <li>Development of an M&amp;E system and capacity building on data use for decision-making –monitoring capacities and evidence-based decision-making abilities developed and strengthened.</li> </ul>	
Early Childhood Care & Education	<p>Sindh:</p> <ul style="list-style-type: none"> <li>ECC&amp;E pursued as a priority program – the focus is on implementing the ECE provincial policy. The focus will be on developing facilities and training teachers</li> </ul> <p>Balochistan:</p> <ul style="list-style-type: none"> <li>Introduce ECE via teacher induction and provision in at least 30% of schools</li> </ul> <p>Punjab:</p> <ul style="list-style-type: none"> <li>Strengthening already established ECE program and ensuring financing for the system.</li> </ul>	GOV01 GOV 02 GOV 03 GOV 04
Teachers & Learning	<p>KP:</p> <ul style="list-style-type: none"> <li>Attracting, employing (on a merit-based criteria) and deploying teachers equitably in distant areas by offering financial</li> </ul>	GOV01 GOV02 GOV03 GOV04

	<p>and other perks. Providing continuous professional development and trainings; addressing teacher absenteeism</p> <ul style="list-style-type: none"> <li>• Improving infrastructure (school buildings)</li> <li>• Developing a policy focusing on revising learning assessment, T&amp;L materials and school curriculum – actual efforts to be pursued in the next Educational Plan.</li> </ul> <p>Sindh:</p> <ul style="list-style-type: none"> <li>• Upgradation of curriculum to be gender-sensitive, responsive to a globalization world and creation of national citizenship; and school facilities to enable girl’s participation; offering higher levels of education at girl’s schools.</li> <li>• Hiring teachers on merit-based criteria, provide textbooks in local languages and promote learning in local dialects.</li> </ul> <p>Punjab:</p> <ul style="list-style-type: none"> <li>• Improvement of acquisition and distribution of T&amp;L materials especially to rural areas; promotion of Urdu as the medium of instruction in schools and integration of global values in curriculum (i.e. gender equality, global citizenship. Democratic values, sustainable development and human rights)</li> <li>• Training of teachers and managers,</li> <li>• Focus on STEM and Arts middle school onwards and promotion of critical thinking.</li> <li>• Creation of system to provide equivalency (to local formal</li> </ul>	
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	<p>education) to out-of-school children who engage in non-formal literacy program.</p> <ul style="list-style-type: none"> <li>• Focus on TVET, particularly the integration of women and girls</li> </ul> <p>Baluchistan:</p> <ul style="list-style-type: none"> <li>• Construction and upgradation of existing schools; utilization of ICT</li> <li>• Teachers are hired and their continuous capacity development through the creation of teacher professional development program.</li> <li>• Curricular review</li> <li>• Development of a policy for adult literacy</li> <li>• Review and creation of textbook standards through an improved school environment that has libraries and laboratories</li> <li>• Language policy development (local dialect used to teach only for 3 years at the primary level – onwards, instruction is carried out in official languages).</li> <li>• Harnessing private sector capacities to meet T&amp;L improvement needs.</li> </ul>	
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Equity and Inclusion	<p>KP:</p> <ul style="list-style-type: none"> <li>• The major focus is on preventing the dropout of girls</li> <li>• Integration of all children – especially poor, and those in conflict and distant rural areas – in the educational system.</li> <li>• Voucher schemes for out of school children (PPP) and additional benefits to prevent dropouts, maintain enrollment levels.</li> </ul> <p>Sindh:</p> <ul style="list-style-type: none"> <li>• Low enrollment rate of girls due to opportunity costs and cultural reasons, exclusion of disabled populations; out of school children</li> </ul> <p>Punjab</p> <ul style="list-style-type: none"> <li>• Prioritize student retention at the primary and secondary level with a focus on gender, socioeconomic and area of residence</li> <li>• Integrated disabled, impoverished and rural children in education</li> <li>• Provision of safe learning environments which are clean and integrate the needs of disabled children.</li> </ul> <p>Baluchistan</p> <ul style="list-style-type: none"> <li>• Increasing access and retention of children, including girls, in schools</li> </ul>	GOV01 GOV02 GOV03 GOV04
Gender equality	<p>KP:</p> <ul style="list-style-type: none"> <li>• Preventing school dropouts- especially of girls</li> <li>• Integration of all children – especially poor, and those in conflict and distant rural areas – in the educational system.</li> <li>• Voucher schemes for out of school children (PPP) and additional</li> </ul>	GOV01 GOV02 GOV03 GOV04

	<p>benefits to prevent dropouts, maintain enrollment levels.</p> <p>Sindh:</p> <ul style="list-style-type: none"> <li>- Gender parity prioritized in a context which holds exceptionally low rates of female enrollment and retentions (as low as 6% at secondary school level)</li> </ul> <p>Punjab:</p> <ul style="list-style-type: none"> <li>• Girls access and retention, especially beyond the secondary level</li> </ul> <p>Balochistan</p> <ul style="list-style-type: none"> <li>• Access and retention of girls in schools</li> </ul>	
Learning Assessment Systems	<p>KP</p> <ul style="list-style-type: none"> <li>• Stipends to depend on review of receiving children’s notebooks by field monitors.</li> </ul> <p>Sindh</p> <ul style="list-style-type: none"> <li>• Improve capacities of provincial providers to assess quality of education being disseminated in classrooms</li> <li>• Development of student assessment systems at the school level, with a focus on assessing quality in the fifth and eighth grades.</li> <li>• Rolling out a province level formative assessment system (Sindh Education Student Learning Outcome Assessment Framework).</li> </ul> <p>Punjab</p> <ul style="list-style-type: none"> <li>• “Strengthen formative assessments at all levels”</li> <li>• Revision of assessment mechanisms, to promote “higher order thinking” and shifting away from memorization-based learning.</li> </ul>	GOV01 GOV02 GOV03 GOV04

	<p>Baluchistan</p> <ul style="list-style-type: none"> <li>• Shifting away from memorization focused assessments to critical thinking-oriented assessments.</li> <li>• Elimination of cheating during exams.</li> </ul>	
<b>Reform Objectives</b>		
Equity	<ul style="list-style-type: none"> <li>• Access and retention of girls, children from poor families and residing in slums, rural areas and remote locations, disabled children at all levels of education; participation incentivized through stipends in KP; focus on providing education to girls nationally, especially at secondary and higher educational level and the creation of an enabling environment and adoption of ICT to this end.</li> <li>• Development of language policy (Baluchistan) to support effective provision of multilingual education.</li> </ul>	GOV01 GOV02 GOV03 GOV04
Learning Outcomes	<ul style="list-style-type: none"> <li>• Orientation towards critical thinking, rather than memorization focused learning</li> <li>• Provision of schooling that improves employment opportunities for students.</li> <li>• Multilingual education; limitations in providing education in official languages considered in Baluchistan and Sindh.</li> </ul>	GOV01 GOV02 GOV03 GOV04
Efficiency	<ul style="list-style-type: none"> <li>• Dropouts, repetition reduced across the country; improved</li> </ul>	GOV01 GOV02 GOV03

	<p>transition and completion of schooling at all levels.</p> <ul style="list-style-type: none"> <li>• Development (Balochistan) and strengthening of management (including financial management) capacities and engage in evidence based-decision-making, transparency and accountability</li> </ul>	GOV04
<b>International Cooperation and Project Management Modalities</b>		
Results-based aid mechanisms		
Baseline/target-setting	All provinces set specific targets to be achieved within the aforementioned priority areas within the plan framework.	
Measuring impact		
Other cooperation and management modalities, please list:		
Other cooperation and management modalities, please list:		
Other cooperation and management modalities, please list:		

### Main observations

- In Pakistan, there is a consistent focus on improving the quality of education, preventing dropouts, and increasing access, retention and completion rates at all level of education, while ensuring equity (for women and girls, poor students, rural students and those living in distant rural areas) in education. One of the major challenges in Pakistan pertains to the delivery of low-quality education that impedes the development of student’s literacy and arithmetic skills.
- In terms of **gender equality and equity**, the priority remains on integrating girls across all levels of the educational system. Girls’ limited enrolment, transition and

completion rates, high numbers of out-of-school children, a lack of comprehensive data collection systems tracking their location and high drop-out rates are a barrier to this end. With the exception of Baluchistan, all provinces prioritize the need to integrate disabled students in learning opportunities. However, Punjab is the only province to more flesh out specific approaches to this end.

- For **data systems and strengthening**, in provinces like Baluchistan, the development of an M&E system and systems to track out of school children (in Sindh and Baluchistan) was a priority whereas Punjab which is in a more advanced stages of data systems establishment prioritized the need to strengthen existing EMIS systems and streamline results-based decision-making.
- In terms of **teachers and learning**, priorities are related to merit-based selection of teacher, continuous capacity-building, curriculum reforms and amendment of T&L approaches to analytical, rather than memorization oriented.
- **ECE&C** is not considered as a priority in KP, whereas Balochistan sought to establish ECE in the public educational system for the first time. Sindh and Punjab were in more advanced stages of integrating ECE in the formal educational system
- **Learning assessment** frameworks vary but there is are commonalities in terms of streamlining approaches by focusing on critical thinking.
- Under the **reform objectives framework** of GPE, in terms of efficiency, in addition to prioritizing the need to strengthen management, financial decision-making and tracking through the use of evidence-based approaches, the aim has also been on reducing dropouts, and increasing retention and completion rates at, and beyond the primary school level.
- Learning outcomes pertain to improving student performance on assessments as in provinces such as Sindh and improving learning approaches through improved infrastructure, teachers' trainings, curriculum revisions and ICT integration in T&L.

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## Sub-regional Analysis – South Asia

### GPE Reform Objectives

#### Data System:

- In terms of data-system strengthening, countries have baseline targets set to achieve targets identified including equity, quality, achievement, enrollment and retention rates.
- They are veering towards the use of ICT to improve management (financial and operational) capacities and to streamline operations

#### Early Childhood Care & Education

- There are variations in priorities in ECE. Balochistan and Nepal have/are seeking to add a year of ECE as part of compulsory basic education where other countries are further ahead in implementation due to which priorities vary accordingly. Bhutan and Bangladesh seeking expansion and access in rural areas, Maldives is seeking full enrolment and retention to develop and capacitate teachers to deliver ECE more effectively. Sindh has no mention of ECE, whereas Punjab and KP seek to expand access and strengthen delivery.

#### Teachers & Learning

- There is a common focus in terms of teaching and learning in reforming the curriculum to promote critical thinking.
- In the context of **teaching and learning**, countries are veering towards the integration of ICT to improve quality and equity in education, improve student achievement and outcomes.
- Topics such as global citizenship are prioritized integrated in the curriculum of Bhutan, Nepal and Afghanistan. Afghanistan, Bhutan and Maldives and Bangladesh further focus on integrating religious/spiritual identities through the educational system, creating national identities (Maldives and Bhutan) or attempting to streamline the educational system through the introduction of core curriculums for example in all schooling streams (Bangladesh).
- Teachers, and their capacitation, are viewed as the main means to enhance educational quality.

#### Equity and Inclusion

- In terms of equity, countries largely prioritize the integration of marginalized populations including girls, disabled, impoverished and rural populations in the educational system at all levels.

#### Gender Equality

- Gender equality is being pursued as a priority in the region – with the exception, of Maldives, where gender equality is rather consistent at the school level, and boys are more at risk of dropping out at the higher educational level. Yet, Myanmar and Balochistan do not present a specific gender strategy and in Maldives, there are more concerns pertaining to school completion by boys, rather than girls. Countries such as Bangladesh and Pakistan are operationalizing efforts to promote gender equality at schools, by for example, focusing on the provision of WASH facilities to prevent dropouts during adolescence.

#### Learning Assessment:

- Some countries such as Afghanistan are seeking to develop a national assessment system, whereas most other countries are seeking to revise the system to test students for critical, “higher-order thinking” and socio-emotional skills and shifting away from the memorization focused assessments in place. Bhutan is the only country in the sub-region seeking to

#### GPE Reform Objectives

- In terms of learning outcomes, the focus is on streamlining T&L processes through capacity building of teachers, infrastructural investments, integration of ICT in T&L, curriculum revisions, assessment revisions and teaching modalities that shift from memorization and lecture-based orientation to interactive and critical thinking approaches, textbook provisions and delivery of safe learning environments.
- In terms of efficiency, with the exception of Nepal that is moving towards federal governance, analyzed countries engage in decentralization, ICT and streamlining of operations by the Ministry to improve efficiency. There is a focus on evidence-based decision-making and planning and a coherent focus on reducing dropouts and increasing transition and completion rates across countries.

#### International Cooperation Modalities

- With the exception of Nepal which has a pool of donors funding the educational sectoral plan on the basis of Disbursement Linked Indicators, in general, there is scant mention of results-based financing approaches in the sectoral plans and strategies. This does not mean that countries are not engaging in this modality through bilateral and multilateral programming.

## IV. Central and Eastern Europe

## Albania

		List: Source ABC12
<b>Existing GPE thematic priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>The importance of a functioning EMIS system is recognized and MoESY is finalizing the piloting of the Education Management Information System (EMIS) at different levels.</li> <li>Strengthening capacities for monitoring and evaluation of educational reforms.</li> <li>The implementation of the curriculum, and the collection of student achievement data, should be guided by effective monitoring and evaluation procedures.</li> <li>School administrators are seen as weak links in the system. The need is to strengthen and improve the education management system with particular emphasis on building the systems to include building monitoring and professional support services.</li> </ul>	UNO1 UNI1 GOV1
Early Childhood Care & Education	<ul style="list-style-type: none"> <li>Increasing the number of rural and urban kindergartens and the need to improve the quality and expand equitable access to reach all children.</li> <li>UNICEF (2017) note that compared to other education programs, the returns in ECD are the highest particularly for children from disadvantaged backgrounds.</li> </ul>	UNI1 GOV1
Teachers & Learning	<ul style="list-style-type: none"> <li>The implementation process for a major curriculum reform is critical to the success of the reform.</li> <li>Initial teacher preparation should support Albania's education reform efforts and prepare teachers for the realities of classrooms and schools.</li> <li>Teachers need to be better supported to implement the new curriculum.</li> </ul>	UNO1 GOV1

	<ul style="list-style-type: none"> <li>Albania needs an effective process to assess teachers' performance, promote improvement, and recognize good teaching.</li> <li>There is a need to raise the status and increase the attractiveness of the teaching profession, while making strategic financial investments to improve the education system as a whole.</li> <li>The lack of a stable, responsive and widely available infrastructure and digital learning resources hinders the use of ICT in schools.</li> <li>Teachers need stronger basic pedagogical ICT skills.</li> </ul>	
Equity and Inclusion	<ul style="list-style-type: none"> <li>By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.</li> <li>Inclusion is a key function of the curriculum in which the curriculum design helps to ensure that appropriate learning experiences are available to all students including those who have different abilities and challenges (physical, behavioral, and cognitive), those from linguistic and ethnic minorities and those who may not previously have attended school.</li> </ul>	UNO1 GOV1
Gender equality	<ul style="list-style-type: none"> <li>By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.</li> <li>By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.</li> </ul>	UNO1 GOV1
Learning Assessment Systems	<ul style="list-style-type: none"> <li>Organization of national tests according to curricular ties on study purposes</li> </ul>	GOV1

	<ul style="list-style-type: none"> <li>Albania participated in PISA 2012, 2015, and 2018 with comparatively low results on all dimensions. Girls perform better than boys with a statistically significant difference.</li> <li>Albania participated in TIMSS 2019. Currently no results available.</li> </ul>	
<b>Reform objectives</b>		
Equity	<ul style="list-style-type: none"> <li>Albania has made increased investments in supporting inclusiveness as a key policy issue in pursuance of the national goals. The data though indicates that there remain groups excluded from education.</li> <li>Enhance inclusion in preschool education.</li> </ul>	UNI1
Learning Outcomes	<ul style="list-style-type: none"> <li>In reading literacy, the main topic of PISA 2018, 15-year-olds in Albania score 405 points compared to an average of 487 points in OECD countries. Girls perform better than boys with a statistically significant difference of 38 points</li> <li>On average, 15-year-olds score 437 points in mathematics compared to an average of 489 points in OECD countries. Girls perform better than boys with a statistically significant difference of 5 points.</li> </ul>	UNO1
Efficiency	<ul style="list-style-type: none"> <li>The importance of a functioning EMIS system is recognized and MoESY is finalizing the piloting of the Education Management Information System (EMIS) at different levels.</li> <li>EMIS is still not fully operational, whereas national education performance indicators have not been clearly defined.</li> <li>Education institution building and putting decentralization in place remains a major challenge.</li> <li>School administrators are seen as weak links in the system. The need is to strengthen and improve the education management system with particular emphasis on building the systems to include building monitoring and professional support services.</li> </ul>	UNI1 GOV1

	<ul style="list-style-type: none"> <li>Partner and government coordination need improvement. The 2017 Education Policy Review (UNESCO, 2017) hinted the irregularity of inter-agency consultation in Albania, often resulting in duplication of efforts and leaving gaps in implementation.</li> </ul>	
<b>International cooperation and project management modalities</b>		
Results-based aid mechanisms	<ul style="list-style-type: none"> <li>Country has current experience with results-based Development Policy Financing (DFP) of the World Bank on gender equality (only cross cutting relation to education).</li> <li>Limited information on other results-based aid mechanisms on Albania - no previous GPE grant awarded to Albania.</li> </ul>	
Other cooperation and management modalities, please list:	<ul style="list-style-type: none"> <li>Albania is hoping to begin negotiations with the EU regarding the start of accession talks, and the reforms should support a stable transition to EU membership. There are 35 different chapters of the EU acquis (Appendix 5), and in July 2017 it was accepted in Albania that there is no conflict between the implementation of the SDGs and the EU acquis. Chapter 26 of the EU acquis states that although the area of education is a competence of the member state, there must be a protection of cultural diversity and the implementation of the infrastructure to support the administrative and financial framework to ensure the efficiency and efficacy of education, training and youth community programs.</li> </ul>	UNO1

### Main observations

- Robust systems of monitoring and evaluation are needed at all levels.
- Curricular reforms aim to improve educational outcomes, a focus on social inclusion is of equal importance for ensuring that all students receive a quality education. This requires a commitment to a holistic approach to social inclusion in line with the theme of "Leave No One Behind" in Albania. Attention to Albania's historically marginalized populations, namely individuals with disabilities, Roma, and Egyptians, as well as to gender equality will help to prioritize the goal of inclusion.

- Albania has made increased investments in supporting inclusiveness as a key policy issue in pursuance of the national goals. The data though indicates that there remain groups excluded from education
- Emphasize the role of VET in improving national and economic development. Importantly, a focus on improving VET provisions can ensure alignment between training and skills required for work in Albania's current labor market. Related to this area are a focus on gender equality and rural development, as these are concerns not only in the general education system but also in VET.
- The ICT infrastructure has been one of the weakest areas of development throughout the last strategy. Despite understanding the necessity for improvement, there remains a significant amount of work to do in ensuring access for all students to computers for learning purposes and in ensuring that they develop appropriate skills in technology that will enhance national economic development.
- There is a need to raise the status and increase the attractiveness of the teaching profession, while making strategic financial investments to improve the education system as a whole.
- Initial teacher preparation should support Albania's education reform efforts and prepare teachers for the realities of classrooms and schools.
- Education institution building and putting decentralization in place remains a major challenge.
- Making implementation of educational standards happen is the biggest short-term challenge.
- Reinforcing teacher development at all levels must be a central activity
- Greater emphasis on pedagogic knowledge will better support competency-based education. While many teacher education curricula generally incorporate subject content (knowledge and understanding of the subject to be taught in school) and pedagogic content knowledge (knowledge of how to teach the subject), international research suggests pedagogic content knowledge is the most important component of the teacher education curriculum.

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## Moldova

		List: Source ABC12
<b>Existing GPE thematic priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>Lack of feedback regarding the quality of education.</li> </ul>	GOV1
Teachers & Learning	<ul style="list-style-type: none"> <li>Inadequate qualifications and lack of teachers.</li> <li>The education system does not provide sufficient conditions for maintaining and enhancing professional training.</li> <li>The current system of primary and continuing education does not provide necessary competences and skills.</li> </ul>	GOV1
Equity and Inclusion	<ul style="list-style-type: none"> <li>Discrepancy between preschool and primary enrollment levels.</li> <li>In particular the ethnic population of Roma, face lower levels of education than the general population, and lack of training and qualifications.</li> <li>Low level of education of persons with disabilities.</li> </ul>	GOV1 UNI1
Gender equality	<ul style="list-style-type: none"> <li>By 2030, the necessary conditions will be provided so that all girls and boys completed free primary and secondary education.</li> <li>Lack of integration of the principle of gender equality in sphere of education.</li> </ul>	GOV1

Learning Assessment Systems	<ul style="list-style-type: none"> <li>The education system does not provide adequate training and appropriate assessment of individual skills of children and adolescents.</li> </ul>	GOV1
<b>Reform objectives</b>		
Equity	<ul style="list-style-type: none"> <li>By 2030, the necessary conditions will be provided so that all girls and boys completed free primary and secondary.</li> <li>By 2030, access to all levels of education and training for vulnerable people, including persons with disabilities, vulnerable children and Roma children.</li> <li>Strengthening the cooperation between education and social health.</li> </ul>	GOV1 UNI1
Efficiency	<ul style="list-style-type: none"> <li>Establishment of public-private partnerships between companies and educational institutions.</li> <li>Strengthening of research to inform decisionmakers in education.</li> <li>Lack of feedback regarding the quality of education.</li> <li>Creation of an effective system of attraction and participation of parents, children, schoolchildren and students in the management process educational institutions and in the decision-making process, affecting their interests.</li> <li>Raising the prestige of the teaching profession, in particular by financial</li> </ul>	GOV1 UNI1

	<p>motivation, modernization of the initial and continuous training of teachers.</p> <ul style="list-style-type: none"> <li>Ensuring the transfer of data related to children from the target groups by the health and child protection system to the institution responsible for inclusive education.</li> </ul>	
<b>International cooperation and project management modalities</b>		
Results-based aid mechanisms	<p>World Bank - The project follows a results-based approach with disbursements linked to the attainment of measurable results, referred as Disbursement-linked Indicators (DLIs), and against eligible expenditures (eligible expenditure program – EEP), teacher salaries. Three of the project’s 16 DLIs include the implementation of school quality assurance standards which consist of targets covering various dimensions, including school infrastructure and equipment.</p>	WB1
Measuring impact	<p>No reference on the relation between M&amp;E and international cooperation in National Development Strategy 2030 or sector strategies.</p>	
Other cooperation and management modalities, please list:	<p>World Bank - The objective of the Education Reform Project for Moldova is to improve learning conditions in targeted receiving schools and strengthen the Recipient’s education monitoring systems, while promoting efficiency reforms in the education sector.</p>	

### Main observations

- Establishment of a monitoring and evaluation system in the education sector. EMIS covering primary and general secondary education in place and functional.

Preschool module developed but not yet fully operational. VET module to be developed.

- Expansion of electronic documents resulting in information-based management procedures and greater managerial transparency.
- Lack of feedback regarding the quality of education.
- Improvement of equity in education, including Roma population and children with disabilities.
- Provision of teaching/learning materials for students with disabilities and/or special educational needs
- Enhancement of the attendance of preschool institutions to match European levels.
- Complete secondary education will provide various specializations and individual programs will be designed for talented children.
- Strengthening of research to inform decisionmakers in education.

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## Sub- Regional Analysis – Central and Eastern Europe

### Data systems

- Common priority is the development of strategic planning and management system in education. In some countries, EMIS and educational assessments are established, as Kyrgyzstan and Georgia. Yet, the decision-making system in the education sector based on the monitoring and strategic planning is still under development.

### Early Childhood Care & Education

- Equity, access and quality of early childhood education remain a challenge in all countries. Therefore, a main objective is to increase the coverage of children by preschool education. To enhance the quality of pre-school education the development and implementation of state standards remains an objective.

### Teachers & Learning

- Implementation of educational standards and competence-based approach.
- Strengthening of vocational education and training. Improvement of professional orientation and preparation.

### Equity and Inclusion

- In all countries educational assessments repeatedly showed significant discrepancies between students in remote rural areas, minority background and language.

### Gender Equality

- In both countries gender equality is mentioned in the documents, however there it is not an explicit priority.

### Efficiency

- Implementation of EMIS and capacity building in results-based management.
- Create conditions for the development of ICT infrastructure in schools (equipment, technical support, in-service teacher training, etc.).

### Learning Outcomes

- All the countries are introducing educational standards and a competence-based learning approach.
- Both countries aim to participate in ILSA as PISA, TIMSS and PIRLS regularly.

## V. Middle-East

## Sudan

## Evaluation of Thematic Priorities

		List: Source ABC12
<b>Existing GPE thematic priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>• Federal Ministry of Education, 2018/19 – 2022-23 priorities: timely analysis and dissemination of basic education data and the wide dissemination of policy recommendations, made based upon educational data.</li> <li>• Implementation of a data management loop, including data collection, data processing, data validation, and data feedback as a form of Monitoring and Evaluation.</li> <li>• Improve the capacities of EMIS, so that data is produced more quickly and effectively.</li> <li>• Enhance capacity for the evidence – based management of education.</li> <li>• Implement timely data collection, processing and analysis.</li> <li>• Improve coverage of the Annual Schools Census, which will support the collection and processing of</li> </ul>	ESP01
Early Childhood Care & Education	<ul style="list-style-type: none"> <li>• Implementation of health programs to ensure that children in early childhood and basic education are on track, including the provision of nutritious food -</li> <li>• Increase access to pre – school and basic education for students. Increase</li> </ul>	ESP01

	<p>pre-school Gross Enrolment Rate from 43% to 52% by 2023.</p> <ul style="list-style-type: none"> <li>• Enhancing the quality of delivery of pre – school and basic education lessons. Ensure that 100% of grade 3 learners are able to read 30 words per minute by 2023.</li> <li>• Enhancing retention in basic education by expanding education opportunities from 51% in 2017 to 67% in 2023.</li> <li>• Increased Gross Enrolment Rate (GER) to reduce disparity between rural/urban education and boys/girls GER; support vulnerable groups including refugees.</li> </ul>	
Teachers & Learning	<ul style="list-style-type: none"> <li>• Modernize and update the curriculum, teaching materials and educational approaches by involving teachers in policy decision making processes.</li> <li>• Review and implement teacher preparation programs (including pre – service training), and in-service training.</li> <li>• Develop a national strategy for teachers in conflict and refugee areas.</li> </ul>	ESP01 EPR01
Equity and Inclusion	<ul style="list-style-type: none"> <li>• Construct and equip classrooms in schools that provide for all school grades.</li> <li>• Sensitize community to enroll eligible children, especially girls, to school.</li> <li>• Develop and implement a policy on school feeding and support to vulnerable children; provide water and sanitation facilities in basic schools.</li> <li>• Support the registration of community schools among foreign nationals.</li> <li>• Develop and implement approaches to support learners with learning difficulties.</li> <li>• Integrate non-formal education for primary – school – age children within the strategy for formal basic schooling.</li> </ul>	ESP01 EPR01

Gender equality	<ul style="list-style-type: none"> <li>• Increase the number of female teachers in educational facilities.</li> <li>• Systematically monitor the phasing out of co-education.</li> <li>• Raise the normative value of educating girls.</li> <li>• Promote arrangements for safe school commutes, as well as adequate hygiene facilities in schools.</li> </ul>	ESP01 EPR01
Learning Assessment Systems	<ul style="list-style-type: none"> <li>• Sudan has not participated in the recent large – scale international learning assessments but should build a holistic system for assessing learning outcomes at the student, class and education level, using international learning assessment systems.</li> <li>• The National Learning Assessment was the most recent assessment, conducted in 2014.</li> </ul>	ESP01 EPR01
<b>Reform objectives</b>		
Equity	<ul style="list-style-type: none"> <li>• Coverage of education for all for preschool and basic education.</li> <li>• Increase access to and equity in secondary education, in order to increase transition to secondary education from basic education.</li> <li>• Development of programs by which to support those who are not exposed to the language of instruction in the home. Ensure the acceptance of children from vulnerable groups into the educational system.</li> </ul>	ESP01
Learning Outcomes	<ul style="list-style-type: none"> <li>• Improve quality of learning at basic education level in order to improve learning outcomes.</li> <li>• Development of teachers' abilities and capacities</li> </ul>	ESP01

	should improve the quality of learning and education.	
Efficiency	<ul style="list-style-type: none"> <li>• Prepare a curriculum with careful selection of teachers to increase their efficiency; building on the existing technical capacity of the education system in order to improve this.</li> <li>• Strengthen coordination in the provision of pre-school programs, from which improved efficiency should be achieved.</li> <li>• Implement nutrition programs, which should increase efficiency of students and therefore improve learning outcomes.</li> <li>• Enhance the distribution of state resources in order to improve state education facilities. Ensure that these resources are being used.</li> <li>• Implement monitoring and education framework and activities. This includes enhancing human resource provision for monitoring and evaluation and capacity building and planning for monitoring pre-school services.</li> <li>• Enhance monitoring of new curriculum, so that the quality of education is assured.</li> <li>• Improve efficiency by increasing funding to reach international benchmarks, including for non-formal education.</li> </ul>	ESP01 EPR01

International cooperation and project management modalities		
Baseline/target-setting	<ul style="list-style-type: none"> <li>• Current statistics about education are based on the 2008 baseline report about education in Sudan. This will be with a baseline report on pre-school services in order to increase access to pre-school.</li> <li>• Conduct in- depth baseline literacy study, such as the Literacy Assessment and Monitoring Programme (LAMP), such as the one that has been successfully implemented in Morocco, Jordan and Palestine.</li> </ul>	ESP01 ESR01
Measuring impact	<ul style="list-style-type: none"> <li>• Undertake research and analytical work which will measure impact and service delivery improvements on beneficiaries, including school/household surveys, as well as analysis of administrative information to measure impact of interventions. By measuring impact, guidance to the improvement in the design of the education plan can be provided, as well as a review of the plan results framework.</li> </ul>	ESP01
Areas of inter-country exchange/collaboration	<ul style="list-style-type: none"> <li>• Establish boarding houses. Evidence from other countries in the Sahara Desert Belt has shown that establishing boarding facilities can improve attendance and access to education in these rural areas.</li> </ul>	ESR01
Other cooperation and management modalities, please list:	<ul style="list-style-type: none"> <li>• GPE, World Bank, UNICEF, UNESCO, UNHCR, Save the Children are amongst international development partners who support educational reform.</li> <li>• World Bank Group contributed the Basic Education Recovery Project,</li> </ul>	ESP01

	which developed two rounds of national learning assessments to assess the quality of education, and constructed 1, 182 classrooms.	
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### Main observations

- The Sudanese government has undertaken several efforts to improve educational quality and to provide an education system which is available to all in the Interim Constitution of 2005. The capacity of basic education has improved greatly over the recent years and the total GER in education has increased.
- Despite this, numerous problems within the education system continue to exist. A significant number of children are still excluded from a conducive learning environment, and factors such as a lack of access to water, a lack of access to electricity and a lack of educational materials remain prevalent.
- Providing everyone with access to pre-school and basic educational opportunities is one of the priorities of the Sudanese government. Although the GER is fairly high in Sudan, vulnerable children (including girls and refugees) living in rural areas struggle to access formal educational opportunities. The same trend can be seen at the secondary education level.
- The quality of education also needs to be improved, as educational materials often fail to arrive in rural areas or are not used adequately.
- Students' attainment remains low, and results from the National Learning Assessment have shown that students from grade 3 do not have adequate reading and mathematical comprehension, demonstrating a need to improve the overall quality of the education system.
- The government is in the process of implementing a new curriculum and aims to obtain the opinions of teachers about pedagogical methods, in order to improve the education system and prepare students for the workplace.
- The retention rate in secondary education is problematic, dropping from 67% in 2009 to 62% in 2017. There is a considerable disparity between rural and urban areas - by the end of basic education, the Completion Rate for urban schools is 77%, double that of rural schools (38%). Policies must address this and ensure that people are remaining in schools.

### Sources

Federal Ministry of Education. (2019). General Education Sector Strategic Plan 2018/19 – 2022/23. Retrieved from <https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/2019-01-sudan-general-education-sector-strategic-plan-2018-2023.pdf>

United Nations Educational, Scientific and Cultural Organization. (2018). Sudan Education Policy Review:

Paving the Road to 2030. Retrieved from

<https://sudan.un.org/sites/default/files/2019->

[10/Sudan%20Education%20Policy%20Review%20UNESCO.pdf](https://sudan.un.org/sites/default/files/2019-10/Sudan%20Education%20Policy%20Review%20UNESCO.pdf)

## Yemen

### Evaluation of Thematic Priorities

		List: Source ABC12
<b>Existing GPE thematic priorities</b>		
Strengthening Data Systems	<ul style="list-style-type: none"> <li>• Most recent data available in Yemen is from the school year 2010 – 2011, and most recent Education Sector Plan is from 2013 – 2015. Due to the ongoing conflict in Yemen, there is a lack of data available about education, including access, equity, quality and management.</li> <li>• Report data through MoE administrative units and governate and district levels. District levels to monitor reports through regular annual reports.</li> </ul>	ESP01 ESR01
Early Childhood Care & Education	<ul style="list-style-type: none"> <li>• Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.</li> <li>• Decrease the failure rate in basic education for males and females.</li> <li>• Coordinate education strategies on the national level and ensure that all stages of education have one vision: basic, secondary and higher education. This will enhance the efficiency of education systems.</li> </ul>	ESP01 ESR01

Teachers & Learning	<ul style="list-style-type: none"> <li>• Increase the number of teachers who are deployed to rural areas. There are difficulties in deploying teachers, especially female teachers, to rural areas, which negatively affects girls' enrolment.</li> <li>• Improve the training and qualification level of teachers in Yemen, as the general teaching force is large, predominantly male, and mostly unqualified. Only 35 percent of the grade 1–6 teachers meet the minimum qualification requirements of the MoE.</li> </ul>	ESP01
Equity and Inclusion	<ul style="list-style-type: none"> <li>• Close the social and gender gap disparities through an equitable education system able to give equal opportunities at the start to every child, so they can compete fairly in the labor market.</li> <li>• Improve access to education in rural areas where school is often difficult to access.</li> </ul>	ESP01
Gender equality	<ul style="list-style-type: none"> <li>• Eliminate gender disparities in primary and secondary education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.</li> <li>• Achieve a 50% improvement in levels of adult literacy by 2015, especially for women.</li> <li>• Decrease dropout rates for women in Ministry of Technical and Vocational Education and Training (TVET) programs.</li> </ul>	ESP01
Learning Assessment Systems	<ul style="list-style-type: none"> <li>• Improve educational curriculum including assessment tools and methods, in order to improve competencies of children.</li> <li>• Design impact and assessment studies about</li> </ul>	ESP01 ESR01

	<p>policies with partners and conduct these at the required frequency.</p> <ul style="list-style-type: none"> <li>Continue to measure the progress of education achievements at the national level and make comparisons with international levels, including TIMSS.</li> </ul>	
<b>Reform objectives</b>		
Equity	<ul style="list-style-type: none"> <li>Increase the gross and net enrolment rate for both adults and children.</li> <li>Provide educational services for out-of-school children, children with special needs, children having difficulties in accessing educational services.</li> </ul>	ESP01
Learning Outcomes	<ul style="list-style-type: none"> <li>Determine a set of learning outcomes for each grade and subject, improve textbooks and teacher manuals according to skills needed to compete in the twenty first century. This requires the development of an updated national education curricula.</li> </ul>	ESP01
Efficiency	<ul style="list-style-type: none"> <li>Improve management of human resources at MoE to improve efficiency of education services.</li> <li>Decrease high repetition and dropout rates to increase efficiency.</li> <li>Improve administration and coordination of education players to provide efficient educational services.</li> </ul>	ESP01 ESR01
Other reform objectives, please list:	<ul style="list-style-type: none"> <li>Create a critical and unified national vision for education, training, skills and development.</li> </ul>	ESP01

International cooperation and project management modalities		
Measuring impact	<ul style="list-style-type: none"> <li>Impact is currently measured at the MoE level. Research capacities and evidence – based policy formulation should be developed at this level, to enhance analysis of the situation, improve the designing of policies and programs, advance effective educational policies, and measure the impact of the implementation of reforms and the effectiveness of education services.</li> </ul>	ESP01
Other cooperation and management modalities, please list:	<ul style="list-style-type: none"> <li>The World Bank, KfW, GIZ, WFP, UNICEF, USAID, Care International, Save Children and CHF are amongst donors with active education projects in Yemen.</li> <li>USAID has played an important role in assessing student learning in the primary grades in Yemen and has conducted (alongside Research Triangle Institute (RTI)) an Early Grade Reading Assessment (EGRA).</li> <li>Yemen receives low Official Development Assistance (ODA) per capita recipient, although education receives a large share of external finance.</li> <li>In 2004, the governments of Yemen, France, Germany, Kingdom of the Netherlands, and United Kingdom, as well as IDA, ILO, Public Works Project, SFD, UNICEF, and WFP signed a Partnership Declaration to support education in Yemen.</li> <li>Since 2005, DfID, IDA, KfW, the German development bank, and the</li> </ul>	ESP01 ESR01

	Royal Netherlands Embassy financed the Basic Education Development Project (BEDP), which they renewed in 2008.	
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## Main Observations

- As one of the poorest countries in the Arab region, Yemen faces a range of developmental issues. Education is seen as a vital factor to eliminate poverty and ensure country development in Yemen, although the most recent Education Sector Plan was about the years 2013 to 2015.
- One of the main priorities should be that the quality of public education is improved through an increased investment in the teacher's role in the learning process. The national educational curricula must be updated, so that students are taught skills that will serve them in the twenty first century.
- Increased teacher training and deployment to rural areas must be implemented, as the majority of teachers remain unskilled and are concentrated in urban areas. In addition, there should be an increase in the recruitment of female teachers.
- Female attendance and retention rates in education remain very low due to the cultural belief that females do not need to be educated. A range of policies must be implemented in order to increase female attendance and participation in education.
- The capacities of the MoE must be strengthened, so that more efficient and high-quality education is provided. The educational strategy is divided into three sections: basic, secondary and higher education, and these should be combined, so that there is a more streamlined educational strategy.
- Female illiteracy remains high, and so range of literacy classes, as well as training centers and structures, should be implemented in order to target this problem.

## Sources

Yemen Ministry of Education. (2013). Yemen Education Sector Plan: Mid Term Results Framework 2013 – 2015. Retrieved from <https://www.globalpartnership.org/sites/default/files/2013-02-Yemen-Education-Sector-Plan.pdf> (ESP01)

World Bank. (2010). Republic of Yemen Education Status Report: Challenges and Opportunities. Retrieved from <http://documents.worldbank.org/curated/en/182051468154759836/pdf/571800WP0Yemen10Box353746B01PUBLIC1.pdf> (ESR01)

## Sub- Regional Analysis – Middle East

Early Childhood Care & Education

- Improving access, quality and equity with educational systems remains a priority for both countries. Vulnerable children, including girls and refugees, continue to lack access to education and have a higher drop-out rate than other groups. Furthermore, children living in rural areas are less likely to be able to access quality education in both countries.
- In both educational systems, students are not at the level that they should be: in Sudan, the National Learning Assessment showed that 40% of learners in grade 3 could not read familiar words; in Yemen, Grade 4 students ranked lowest among 36 countries participating in the Trends in Mathematics and Science Study (TIMSS) 2011.

#### Teachers and Learning

- In both countries, the quality of teaching must be improved. There is a lack of in – and pre-service training for teachers, meaning that they are not able to provide quality education. In both countries, the educational curriculum must be updated, with increased access to teaching materials and a modernized approach to education, in order to prepare students for the twenty first century. In Yemen, there is a particular lack of female teachers, thereby affecting female enrolment. A lack of teachers in rural areas can be seen in both countries.

#### Equity and Inclusion

- In both countries, vulnerable groups are less likely to be participate in education. Classroom and teachers must be equipped with the skills to interact with such children, including: children with learning difficulties, refugees, children who speak other languages and children living in poverty.

#### Gender Equality

- In both countries, female access to and participation in education is lower than males. A cultural attitude that females do not have the same need for education as their male counterparts can be seen in both countries. Furthermore, both countries have a lack of female teachers in educational facilities.
- Increasing female access to education through better infrastructure in schools, as well as the provision of safe transport to and from schools, must be implemented by governments.
- In Yemen, female adult illiteracy is a particular focus of the government.
- In both countries, females are more likely to drop out of education than their male counterparts.

#### International Cooperation and Project Management Modalities

- Both countries have been exposed to international cooperation and project management modalities, although this is limited. There is limited exposure to results – based financing schemes. The education system of both countries have been extensively supported by external organisations, although neither has devoted a large proportion of its ODA to education. Both countries have experienced financing through GPE engagement.

## Appendix 2 – Survey (English version)

## Welcome

The Knowledge and Innovation Exchange (KIX) Hub Europe-Asia-Pacific (E-A-P) Team welcomes you and thanks you for agreeing to take part in our survey!

Your responses will be used to identify thematic priorities, challenges and innovations in your country.

The survey will take approximately 10 minutes to complete.

For more information on KIX Hub E-A-P, please will visit the following website:

<https://www.norrag.org/kix-europe-asia-pacific-hub/>

The deadline for survey completion is May 30, 2020 at 5 pm (CET).

## Survey of the KIX Europe | Asia | Pacific Hub

## Respondent Information

\* Name of Respondent (Optional)

\* Email (Optional)

\* Organization (Optional)

\* 4. Organization type. Please select one of the following

Government/Developing country partners

Bilateral donors/Donor partners

- Private sector
- Private foundations
- Multilateral agencies/Multilateral donors
- Research Institutions/Think Tanks
- Other (please specify)

\* 5. Country of Residence

\* 6. Country for which you are filling out this survey. Please select one of the following:

Afghanistan, Albania, Bangladesh, Bhutan, Cambodia, Georgia, Kyrgyz Republic, Lao People's Democratic Republic (PDR), Maldives, Moldova, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Sudan, Tajikistan, Timor Leste, Uzbekistan, Vietnam or Yemen.

### Innovations in Education

7. Can you identify **innovative** best practices implemented in the country recently in the following areas? Please provide the name of the specific project or innovation that you recommend for further study, review or dissemination.

- Teaching and learning
- Early childhood care and education
- Equity and inclusion
- Gender equality
- Data systems
- Learning assessment systems
- Other

## Overview

\* 8. What are the **three greatest educational challenges** affecting the country?

- Inadequacy of data collection and analytical systems
- Limited quality or coverage of Early Childhood Education & Care
- Poor quality of teaching and learning
- Equity and inclusion
- Gender inequalities
- Inadequate learning assessment systems
- Other (please specify)

## Data Systems

\* 9. Is the Educational Management Information System (EMIS) in the country collecting data adequately?

- Yes
- To a certain extent
- No

10. At what levels is EMIS being used for planning and monitoring?

- At one level - Central/federal level
- At two levels - District/provincial level and central/federal level
- At three levels - School level, district/provincial level and central/federal level

\* 11. What are the **top three limitations** of EMIS in the country?

- Limited capacity to use EMIS
- EMIS is not integrated with the budget
- Used for reporting to donors only
- Inadequately considered for internal planning or decision-making
- Schools do not receive feedback based on findings
- Findings are not made public
- Lack of data collection that is disaggregated by ethnicity, gender, disability and/or poverty status
- Does not identify out-of-school children
- Other (please specify)

### Results-Based Management and Financing

12. Is results-based management and financing implemented in the country?

Yes

No

### Results-Based Management and Financing

13. In your opinion, how should results-based management and financing be improved:



## Early Childhood Education &amp; Care

- 14. What is the extent of Early Childhood Education and Care coverage in the country?

- Low
- Moderate
- High

- \* 15. How do you rate the quality of Early Childhood Education and Care?

- Low
- Moderate
- High

16. What are the **top three challenges** related to Early Childhood Education and Care?

- Lack of access
- Quality of teaching and learning
- Limited facilities and infrastructure
- Limited planning, implementation and monitoring of projects
- Lack of qualified Early Childhood Education and Care staff
- Not applicable
- Other (please specify)

## Teaching and Learning

\* 17. What are the **top three challenges** related to teaching and learning in the country?

- Lack of infrastructure
- Inadequate teaching and learning materials
- Language of instruction
- Low student educational outcomes
- Inadequate management capacities
- Different elements of the system, such as curriculum, textbooks and teacher

capacity-building, are not aligned Other (please specify)

## Teaching and Learning

\* 18. What are the **top three challenges** related to teachers in the country?

- Limited retention rate
- Low wages
- Absenteeism
- Teacher shortages in select subjects or regions
- Low qualification levels
- Lack of career progress or unclear promotion criteria
- Lack of continuous professional development
- Other (please specify)

19. What are the **top three strategies** to attract and support teachers?

- Increasing wages and benefits
- Providing professional development and career advancement opportunities
- Increasing mentoring
- Not applicable
- Other (please specify)

## Competency and Standards-Based Curriculum

20. Is the introduction or implementation of a competency or standards-based curriculum a **priority** in the country?

Yes

No

21. To what extent has a competency or standards-based curriculum been implemented in actual practice/in the classroom?

Not at all

Moderately

Advanced

Other (please specify)

22. What are **challenges** to the introduction of a competency or standards-based curriculum?

### Vocational Education

23. What is the extent to which the delivery of vocational preparation is recognised as a **priority in the country**?

Low

Moderate

High

24. What are the **top three challenges** related to vocational preparation?

- Limited budgets
- Inadequate curriculum
- Lack of qualified teachers
- Limited infrastructure and tools required to deliver vocational education
- Not applicable
- Other (please specify)

25. Please explain your response

### Equity and Inclusion

26. Which of the following groups should be prioritised to strengthen equity and inclusion in education?

- Girls
- Boys
- Poor students
- Ethnic minorities
- Students with special needs or disabilities
- Refugees
- Other (please specify)

27. What are the **top three priorities** for equity and inclusion in education?

- Reducing drop-outs
- Increasing access completion
- Improving the quality of education
- Improving educational outcomes
- Enhancing access to non-formal educational opportunities
- Increasing vocational skills development opportunities
- Provision of education in community languages

#### Gender Equality

\* 28. What are **key priorities** related to gender equality in education in the country?

- Improving girls' access, retention and completion of education
- Improving boys' access, retention and completion of education
- Both

\* 29. Please explain at what level (primary and/or secondary) and aspect (access, retention and/or completion) priorities are highest

30. What are the **key challenges** affecting girls' education?

- Access
- High drop-outs
- Low completion rates
- Lack of female teachers
- Susceptibility to violence while traveling to and from school
- Unsafe school environment
- Long distance to nearest school
- Child labor
- Early marriages
- Participation in criminal activities
- Drug addiction
- Lack of employment opportunities following school completion
- Not applicable
- Other (please specify)

31. What are the **key challenges** affecting boys' education?

- Access
- High drop-outs
- Low completion rates
- Lack of male teachers
- Unsafe school environment
- Long distance to nearest school

- Susceptibility to violence while traveling to and from school
- Child labor
- Early marriages
- Participation in criminal activities
- Drug addiction
- Lack of employment opportunities following school completion
- Not applicable
- Other (please specify)

## Learning assessment systems

32. What are the **top three priorities** related to learning assessments in the country?

- Strengthening national-level assessment systems
- To provide formative evaluation/feedback to students for improving their learning
- Utilising assessment results for planning and monitoring
- Reducing achievement gaps in marginalized student populations
- Improving student access to learning resources such as textbooks
- Adequately preparing students to participate in international large scale assessments
- To have a fair and transparent testing system for admission decisions (secondary school, university, etc.)
- To inform school reforms
- Other (please specify)

## Language of Instruction in Schools

\* 33. Is teaching in several community languages, or multilingual education, a challenge in the country?

- Yes
- No

## Language of Instruction in Schools

34. What are **challenges** related to the introduction or expansion of community languages or multilingual education in the country?

Feedback

35. In your opinion, what topics — addressed or not addressed in this survey — deserve greater attention?

Thank you for your time!

We appreciate your valuable time! If you have any additional feedback on your survey experience, please feel free to contact us at [norrag.kix@graduateinstitute.ch](mailto:norrag.kix@graduateinstitute.ch)

## Appendix 3 – Survey (Russian version)

Добро пожаловать

Команда Центра обмена знаниями и инновациями (KIX) Европа-Азиатско-Тихоокеанский регион (Е-А-Т) приветствует вас и благодарит за согласие принять участие в нашем опросе!

Ваши ответы будут использованы для определения тематических приоритетов, задач и инноваций в Вашей стране. Прохождение данного опроса займет около 10 минут.

Для получения дополнительной информации о KIX Хаб Е-А-Т посетите следующий веб-сайт:  
<https://www.norrag.org/kix-europe-asia-pacific-hub/>

Крайний срок для завершения опроса - 28 мая 2020 года в 17:00 (СЕТ).

Тематический опрос KIX Европа-Азиатско-Тихоокеанский Хаб

Данные респондента

- \* Имя ответчика (необязательное поле)
  
- \* Электронная почта (необязательное поле)
  
- \* Организация (необязательное поле)
  
- \* 4. Тип организации
  - Правительство / Партнеры из развивающихся стран
  - Двусторонние доноры / донорские партнеры
  - Частный сектор

- Частные фонды
- Многосторонние агентства / Многосторонние доноры
- Научно-исследовательские учреждения / аналитические центры
- Прочее (уточните)

- Страна проживания

\* 6. Страна, от лица которой вы заполняете данный опрос. Выберите одну из следующих:

- |  |   |
|--|---|
| <input type="checkbox"/> Афганистан            | <input type="checkbox"/> Мьянма             |
| <input type="checkbox"/> Албания               | <input type="checkbox"/> Непал              |
| <input type="checkbox"/> Бангладеш             | <input type="checkbox"/> Пакистан           |
| <input type="checkbox"/> Бутан                 | <input type="checkbox"/> Папуа-Новая Гвинея |
| <input type="checkbox"/> Камбоджа              | <input type="checkbox"/> Судан              |
| <input type="checkbox"/> Грузия                | <input type="checkbox"/> Таджикистан        |
| <input type="checkbox"/> Республика Кыргызстан | <input type="checkbox"/> Тимор-Лешти        |
| <input type="checkbox"/> Лаос                  | <input type="checkbox"/> Узбекистан         |
| <input type="checkbox"/> Мальдивы              | <input type="checkbox"/> Вьетнам            |
| <input type="checkbox"/> Молдова               | <input type="checkbox"/> Йемен              |
| <input type="checkbox"/> Монголия              |   |

Тематический опрос КИХ Европа-Азиатско-Тихоокеанский Хаб

#### Инновации в образовании

- \* Можете ли вы определить **инновационные лучшие практики**, внедренные в стране в последнее время в следующих областях? Пожалуйста, укажите название конкретного проекта или инновации, которые вы рекомендуете для дальнейшего изучения, обзора или распространения.
- \* Преподавание и обучение
- \* Дошкольное образование и уход за детьми младшего возраста
- \* Равенство и инклюзивность
- \* Система сбора и анализа данных

- \* Система оценки обучения
- \* Другой

Обзор

8. Что из нижеперечисленного являются **основными проблемами** в области образования (и, как следствие, приоритетными областями развития)?

- Неадекватность систем сбора и анализа данных (т.е. ИСУО)
- Ограниченное качество, эффективность и охват системы дошкольного образования и ухода за детьми
- Низкое качество преподавания и обучения
- Недостаточная справедливость и инклюзивность
- Гендерное неравенство
- Неадекватные системы оценки успеваемости
- Прочее (уточните)

Тематический опрос КИХ Европа-Азиатско-Тихоокеанский Хаб

Информационные системы

9. Адекватно ли собирает данные информационная система управления образованием (ИСУО) в стране?

- Да
- В некоторой степени
- Нет

10. На каких уровнях система ИСУО используется для целей планирования и мониторинга

- Один уровень - центральный/федеральный уровень
- Два уровня - от районного/провинциального до центрального/федерального
- Три уровня - от школьного до районного/провинциального и центрального/федерального

\* 11. Каковы **три основных ограничения** системы ИСУО?

- Ограниченная способность использовать ИСУО
- ИСУО не интегрирована с бюджетом
- Используется главным образом для отчетности перед международными донорами Не учитывается при принятии решений по внутреннему планированию Школы не получают
- обратную связь на основе результатов
- Отсутствие прозрачности (результаты не доводятся до сведения заинтересованных сторон)
- Не собирает данные в разбивке по этническому происхождению, полу, ограниченным возможностям здоровья и/или уровню бедности
- Не идентифицирует детей, не посещающих школу
- Прочее (уточните)

#### Управление на основе результатов и финансирование

\* 12 . Осуществляется ли управление и финансирование на основе результатов в стране?

Да

Нет

Дошкольное образование и уход за детьми (ДОУД)

Управление на основе результатов и финансирование

13. По вашему мнению, как улучшить управление и финансирование на основе результатов:

\* 14. Какова степень охвата ДОУД?

- Низкий уровень
- Умеренный
- Высокий

\* 15. Как вы оцениваете качество ДОУД?

- Низкий уровень
- Умеренный
- Высокий

16. Каковы **три основные проблемы**, связанные с охватом и качеством ДОУД?

- Доступ и распространение
- Качество преподавания и обучения
- Ограниченные возможности и инфраструктура
- Ограниченное планирование, реализация и мониторинг проектов
- Нехватка квалифицированного персонала по образованию и уходу за детьми младшего возраста
- Непригодный
- Прочее (уточните)

## Преподавание и обучение

\* 17. Какие **три основные проблемы** связаны с преподаванием и обучением в стране?

- Недостаток инфраструктуры
- Неадекватные учебно-методические материалы
- Язык обучения
- Слабые результаты обучения
- Неадекватные управленческие возможности
- Различные элементы системы, такие как учебная программа, учебники и наращивание потенциала учителей, не согласованы
- Прочее (уточните)

## Тематический опрос КИХ Европа-Азиатско-Тихоокеанский Хаб

## Преподавание и обучение

\* 18. Какие **три главных вызовов** связаны с учителями в стране?

- Высокая текучесть персонала
- Низкая заработная плата
- Абсентеизм
- Нехватка учителей в отдельных предметах или регионах
- Низкие уровни квалификации
- Отсутствие карьерного роста или неясные критерии продвижения
- Отсутствие постоянного профессионального развития
- Прочее (уточните)

19. Каковы **три основные стратегии** привлечения и поддержки учителей?

- Увеличение заработной платы и пособий
- Предоставление возможностей профессионального развития и карьерного роста
- Увеличение наставничества
- Непригодный
- Прочее (уточните)

**Учебный план, основанный на компетенциях и стандартах**

20. Стремится ли ваша страна внедрить учебный план, основанный на компетенциях и стандартах?

- Да
- Нет

Учебный план, основанный на компетенциях и стандартах

21. Какова **степень внедрения** учебного плана, основанного на компетенциях и стандартах в практике?

- Отсутствует
- Умеренно
- Продвинутый
- Прочее (уточните)

Тематический опрос КИХ Европа-Азиатско-Тихоокеанский Хаб

Учебный план, основанный на компетенциях и стандартах

22. Каковы **основные проблемы** с введением программы ориентированной на компетентности и стандарты?

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Профессиональное образование

23. В какой степени обеспечение профессиональной подготовки является **приоритетом**?

- Низкий уровень
- Умеренный
- Высокий

24. Каковы **три основные проблемы** связаны с профессиональной подготовкой ?

- Ограниченный бюджет
- Неадекватный учебный план
- Нехватка квалифицированных учителей
- Отсутствие инфраструктуры и инструментов, необходимых для обеспечения профессионального образования
-

Непригодный

Прочее (уточните)

25. Предоставьте, пожалуйста, дополнительную информацию, касающуюся вашего ответа.

#### Равенство и инклюзивность

26. Укажите, какие следующие целевые группы приоритезированы по продвижению равенства и инклюзивности:

- Девочки
- Мальчики
- Малоимущие учащиеся
- Этнические меньшинства
- Учащиеся с ограниченными возможностями здоровья
- Беженцы
- Прочее (уточните)

27. Каковы **три основных приоритета** способствующие продвижению равенства и инклюзивности?

- Сокращения процента учащихся, бросающих школу
- Увеличение доступа
- Улучшение качества образования
- Улучшение образовательных результатов
- Расширение доступа к неформальным образовательным

возможностям Расширение возможностей развития

профессиональных навыков Предоставление

образования на местных языках

#### Гендерное равенство

\* 28. Каковы **основные приоритеты**, связанные с гендерным равенством в образовании в стране?

- Улучшение доступа и завершения образования девочек
- Улучшение доступа и завершения образования мальчиков
- Обе

29. Пожалуйста, объясните, на каком уровне (первичном и / или вторичном) и аспектом (доступ, сохранение и / или завершение) приоритеты являются самыми высокими

30. Каковы **основные проблемы**, влияющие на образование девочек?

- Доступ
- Высокое число отсева
- Низкие показатели завершения
- Недостаток учителей-женщин
- Восприимчивость к насилию во время поездок в школу и из школы
- Небезопасная школьная среда
- Большое расстояние до ближайшей школы
- Детский труд
- Ранние браки
- Участие в преступной деятельности
- Наркотическая зависимость
- Отсутствие возможностей трудоустройства после окончания школы
- Непригодный
- Другое (укажите)

31. Каковы **основные проблемы**, влияющие на образование мальчиков?

- Доступ
- Высокое число отсева
- Низкие показатели завершения
- Недостаток учителей-мужчин
- Восприимчивость к насилию во время поездок в школу и из школы
- Небезопасная школьная среда
- Большое расстояние до ближайшей школы
- Детский труд
- Ранние браки
- Участие в преступной деятельности
- Наркотическая зависимость
- Отсутствие возможностей трудоустройства после окончания школы
- Непригодный
- Прочее (уточните)

Системы оценки результатов обучения

32. Какие **три основных приоритета** связаны с системой оценки результатов обучения в стране?

- Укрепление систем оценки на национальном уровне
- Обеспечить обратную связь ученикам для улучшения их

обучения Использование результатов оценки для

планирования и мониторинга Сокращение разрыва в

успеваемости в маргинальных группах студентов

- Улучшение доступа учащихся к учебным ресурсам, таким
- 
- как учебники
- Адекватная подготовка учеников к участию в международных крупномасштабных оценок успеваемости
- Иметь справедливую и прозрачную систему тестирования для принятия решений о поступлении (средняя школа, университет и т. Д.)
- Информировать школьные реформы
- Прочее (уточните)

Язык обучения в школах

- \* 33. Является ли преподавание на нескольких местных языках или многоязычное образование проблемой в стране?

- Да
- Нет

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Язык обучения в школах

34. Какие проблемы связаны с внедрением или расширением местных языков или многоязычного образования в стране?

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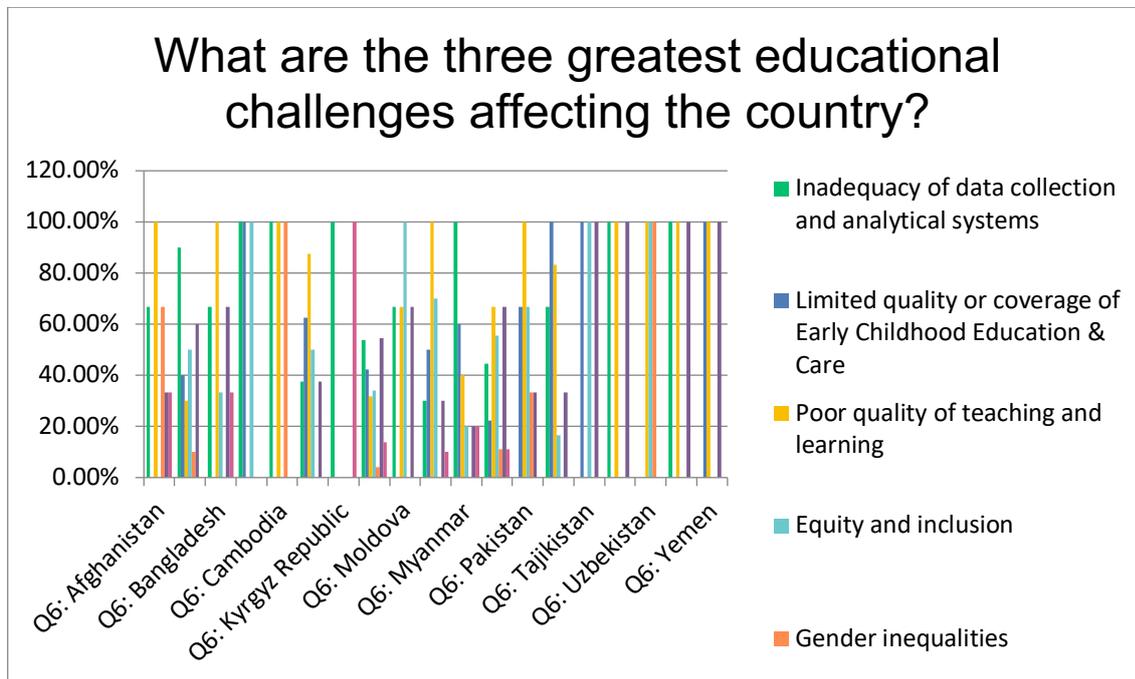
Обратная связь

35. По вашему мнению, какие темы, затронутые или не затронутые в этом опросе, заслуживают большего внимания?

Спасибо за ваше время!

**Мы ценим ваше драгоценное время! Если у вас есть какие-либо дополнительные отзывы пожалуйста свяжитесь с нами по адресу [norrag.kix@graduateinstitute.ch](mailto:norrag.kix@graduateinstitute.ch)**

Appendix 4 – Raw Data (Whole Survey)



## Appendix 5 – Raw Data (All countries except Maldives)

## Survey of the KIX Europe | Asia | Pacific Hub

## Name of Respondent (Optional)

	Name of Respondent (Optional)		Total	
Q6: Afghanistan	100.00%	2	3.70%	2
Q6: Albania	100.00%	7	12.96%	7
Q6: Bangladesh	100.00%	3	5.56%	3
Q6: Bhutan	100.00%	1	1.85%	1
Q6: Cambodia	0.00%	0	0.00%	0
Q6: Georgia	100.00%	8	14.81%	8
Q6: Kyrgyz Republic	100.00%	1	1.85%	1
Q6: Moldova	100.00%	2	3.70%	2
Q6: Mongolia	100.00%	8	14.81%	8
Q6: Myanmar	100.00%	5	9.26%	5
Q6: Nepal	100.00%	5	9.26%	5
Q6: Pakistan	100.00%	4	7.41%	4
Q6: Sudan	100.00%	5	9.26%	5
Q6: Tajikistan	0.00%	0	0.00%	0
Q6: Timor Leste	100.00%	1	1.85%	1
Q6: Uzbekistan	0.00%	0	0.00%	0
Q6: Vietnam	100.00%	1	1.85%	1
Q6: Yemen	100.00%	1	1.85%	1
<b>Total</b>	<b>100.00%</b>	<b>54</b>	<b>100.00%</b>	<b>54</b>
			<b>Answered</b>	<b>54</b>
			<b>Skipped</b>	<b>20</b>

## Appendix 6 – Raw Data (Maldives)

## Survey of the KIX Europe | Asia | Pacific Hub

In your opinion, what topics — addressed or not addressed in this survey — deserve greater attention?				Total	
Q6: Maldives	100.00%	32	100.00%	32	
Total	100.00%	32	100.00%	32	
				<b>Answered</b>	<b>32</b>
				<b>Skipped</b>	<b>103</b>

## Appendix 7 – Raw Data (Kyrgyzstan)

## Тематический опрос КИХ Европа-Азиатско-Тихоокеанский Хаб

## Имя ответчика (необязательное поле)

	Имя ответчика (необязательное поле)		Total	
Q6: Республика Кыргызстан	100.00%	37	100.00%	37
Total	100.00%	37	100.00%	37
			<b>Answered</b>	<b>37</b>
			<b>Skipped</b>	<b>24</b>