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GPE Strategic Plan

Launching GPE's next strategic planning process

“How can GPE best leverage our model and resources to get every child in school and learning?”

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Education is key to achievement of the SDGs



- **SDG 4** contributes to achievement of every other SDG
- The world is **not on track** to reach targets set for SDG4

***Lack of data has been a major obstacle to monitoring progress*

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Working towards 2030

2019

2030

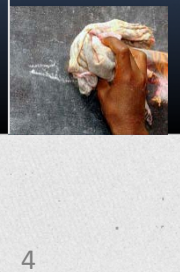
- GPE New Funding Model
- GPE 2020 Approved
- Strategy Discussion *June 2019*
- ISE preliminary findings (Nov)
- ISE final report (May)
- Strategy approval
- Replenishment Conference

Collecting evidence

2015 2016 2017 2018 2019 **2020** 2021 2022 2023 2024 **2025** 2026 2027 2028 2029 **2030**

EXTERNAL EVENTS

- *SDGs adopted*
- *ECW established*
- *The Learning Generation*
- *• World Development Report*
  • Facing Forward
- *Human Capital Project*
- *IFFEd launched*
- *UNESCO flagship publication on education*



Should we extend the timeframe of the next strategic plan to align with SDG4?

GPE 2020 vision is taken from SDG4

Vision

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

Mission

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

Do the GPE 2020 vision and mission, goals, and objectives remain relevant?



Theory of change includes goals and objectives

Global-Level Outputs

OBJECTIVE 4
Mobilize more and better financing

OBJECTIVE 5
Build a stronger partnership

Country-Level Outputs

OBJECTIVE 1
Strengthen sector planning and policy implementation

OBJECTIVE 2
Support mutual accountability through inclusive policy dialogue and monitoring

OBJECTIVE 3
Ensure efficient and effective delivery of GPE financing

Intermediate Outcomes

GOAL 3
Effective and Efficient education systems

Impact

GOAL 1
Improved and more equitable learning outcomes

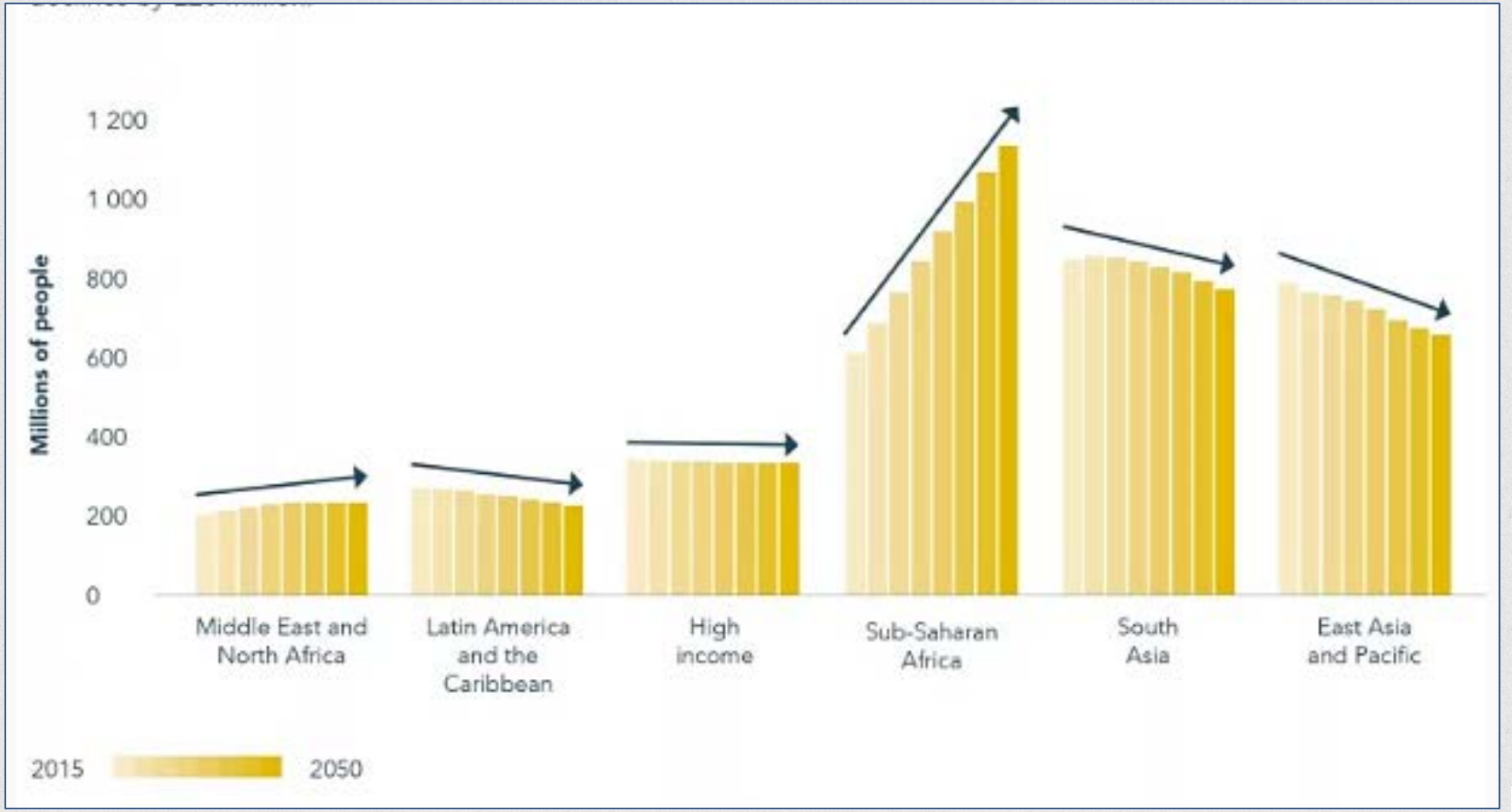
GOAL 2
Increased equity, gender equality and inclusion

Context



School Age population growing

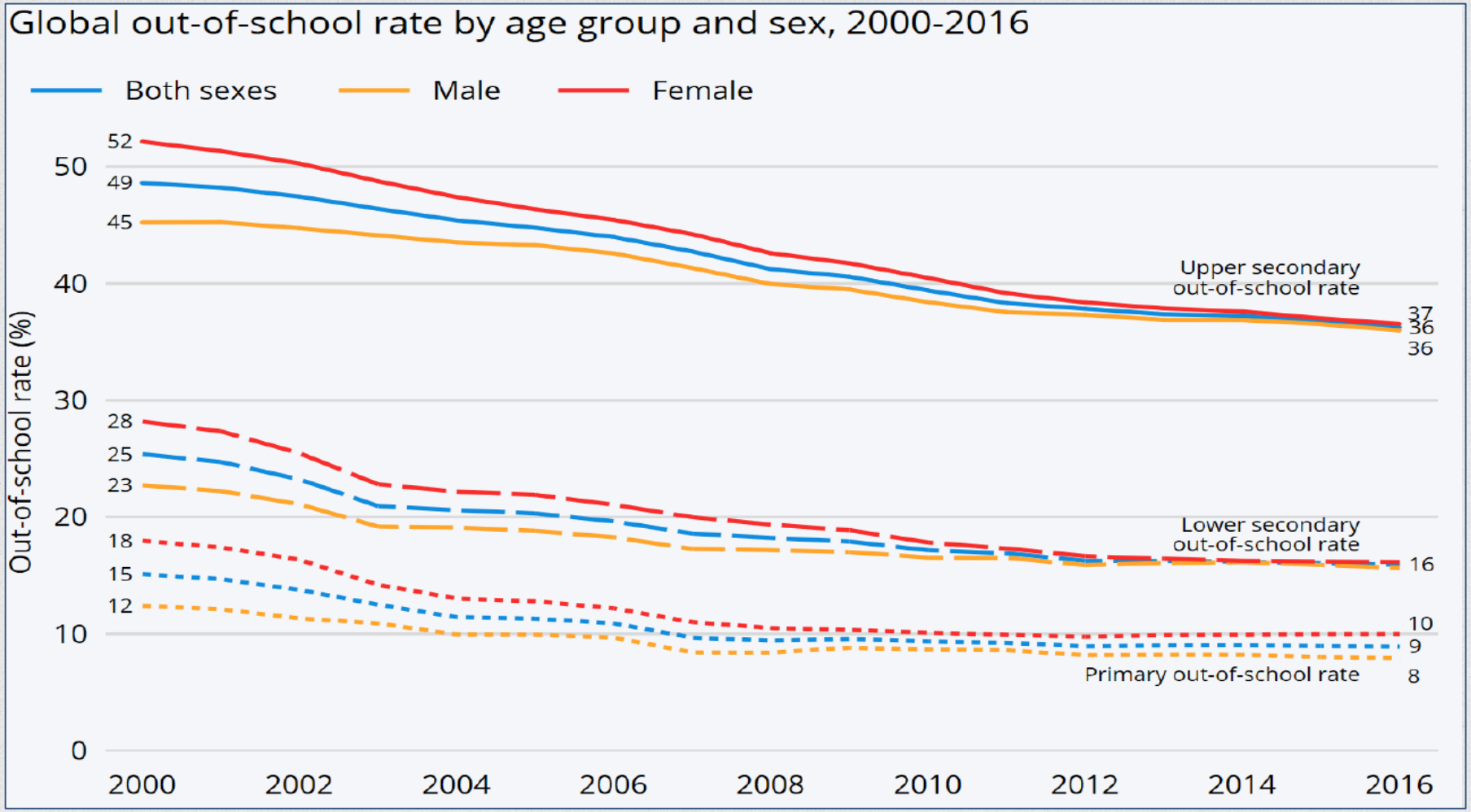
By 2050 - 33% of global youth will live in Sub-Saharan Africa



Source: Brookings.edu based on U.N. World Population Prospects 2017 Revision, Medium Variant projections. Youth defined as 0-24 years old

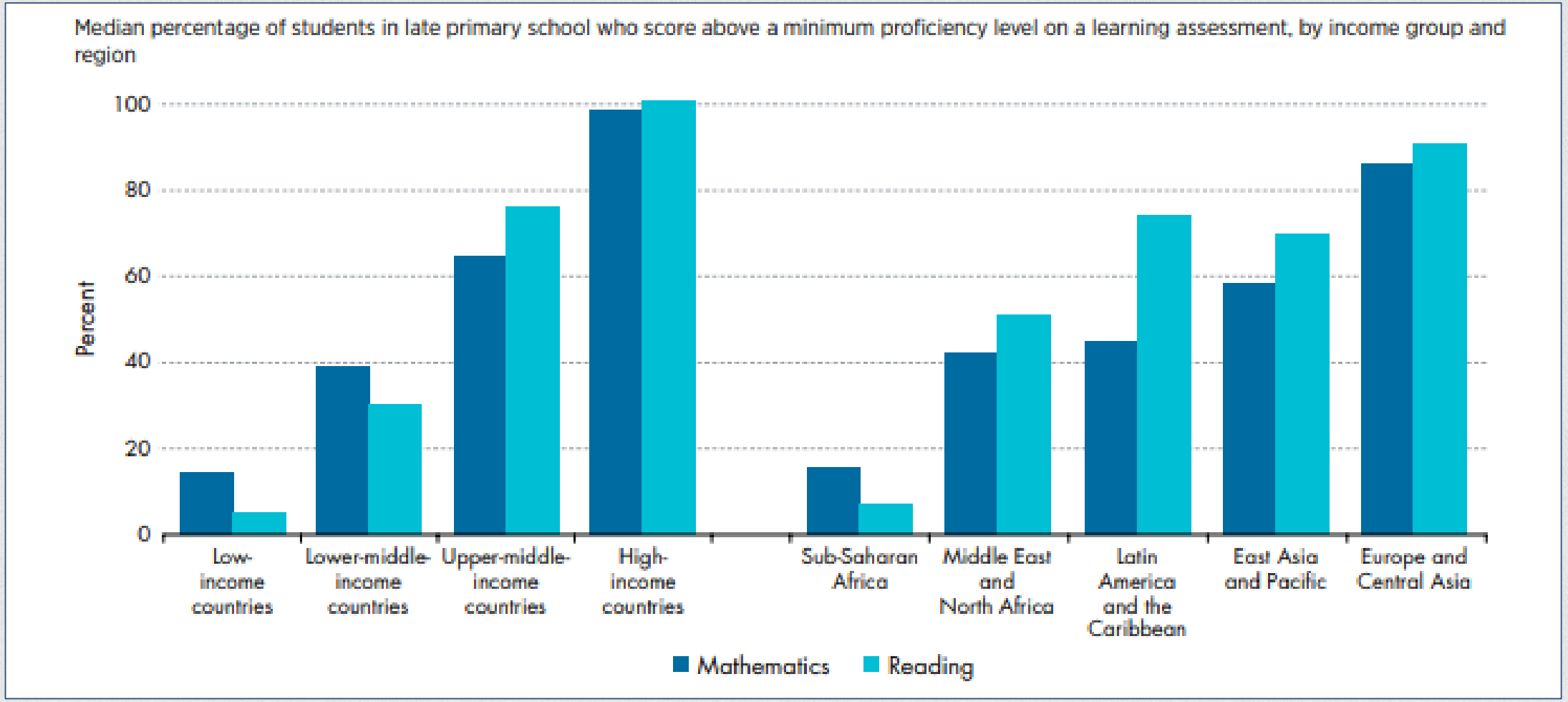
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Rate of OOSC has stagnated since 2012



Source: UNESCO GEMR Policy Paper 36

There is a learning crisis

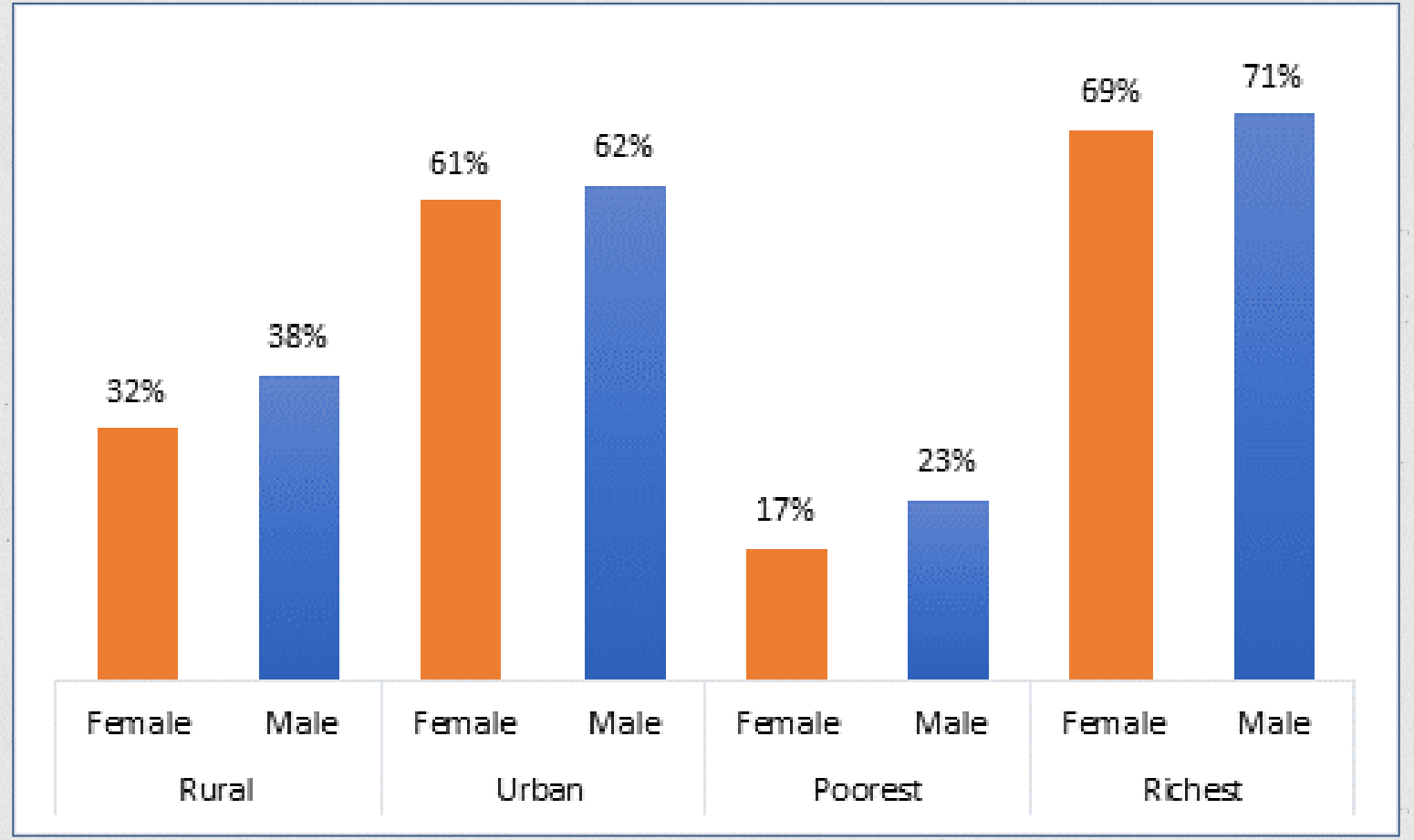


Source: WDR 2018

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Equity affects who is in school and learning

Lower secondary completion rates by location and socioeconomic status, disaggregated by gender



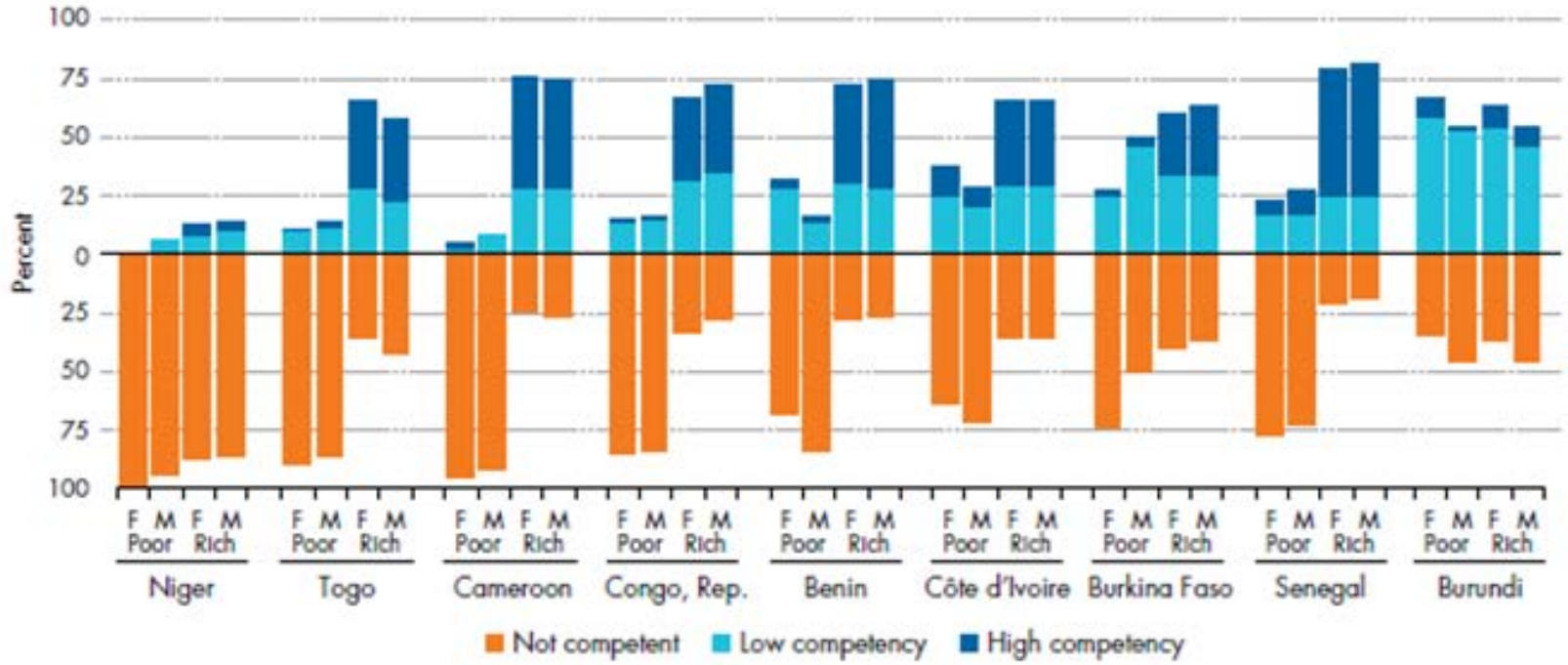
Source: UIS & UNESCO WIDE; Most recent data available between 2013 and 2017

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Multiple exclusions compound disadvantages

Figure O.3 Children from poor households in Africa typically learn much less

Percentage of grade 6 PASEC test takers in 2014 who scored above (blue) and below (orange) the sufficiency level on reading achievement: poorest and richest quintiles by gender, selected countries



Source: WDR 2018 team, using data from World Bank (2016b). Data at http://bit.do/WDR2018-Fig_O-3.

Note: Socioeconomic quintiles are defined nationally. "Not competent" refers to levels 0–2 in the original coding and is considered below the sufficiency level for school continuation; "low competency" refers to level 3; and "high competency" refers to level 4. F = female; M = male; PASEC = Programme d'Analyse des Systèmes Éducatifs de la Confemen.

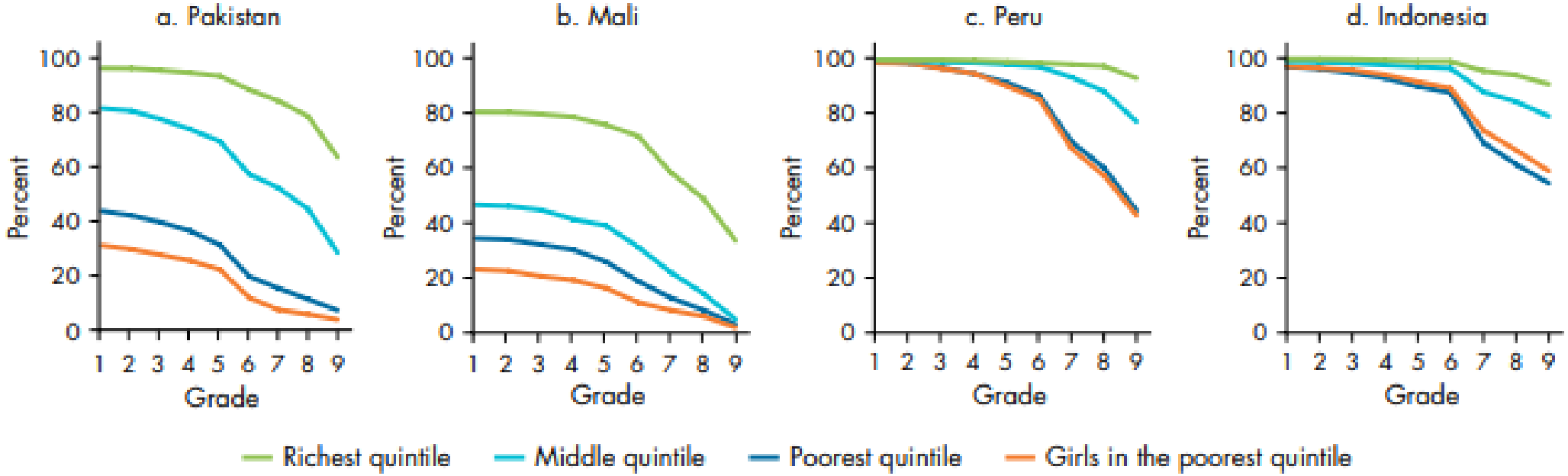
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Source: WDR 2018

Especially for Girls

Figure 2.6 Multiple exclusions: Girls from poor households often have the lowest rates of education attainment

Percentage of youth (ages 15–19) who have completed each grade, by wealth quintile and gender, selected countries (2012)

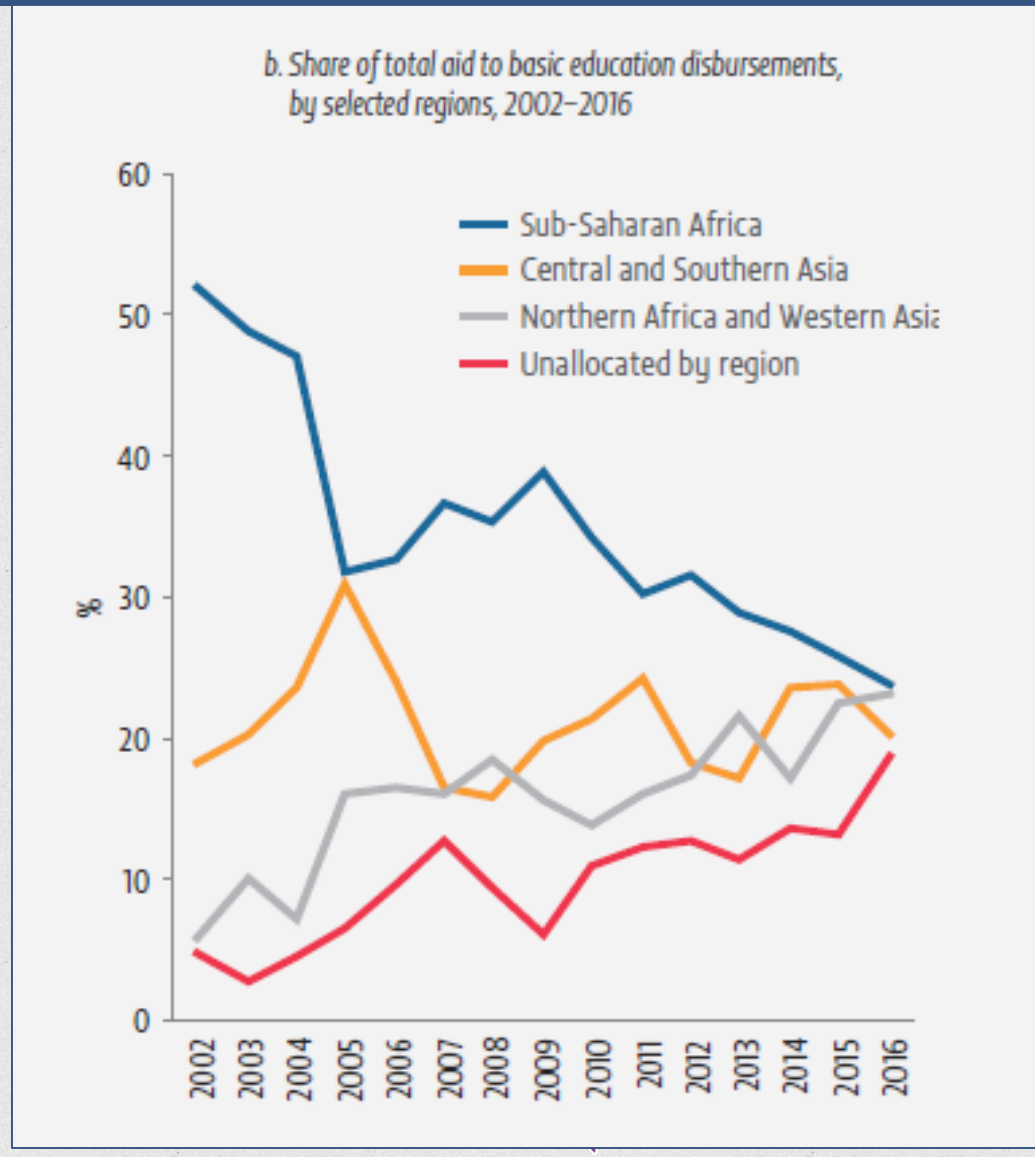


Source: WDR 2018

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More and Better Financing is needed

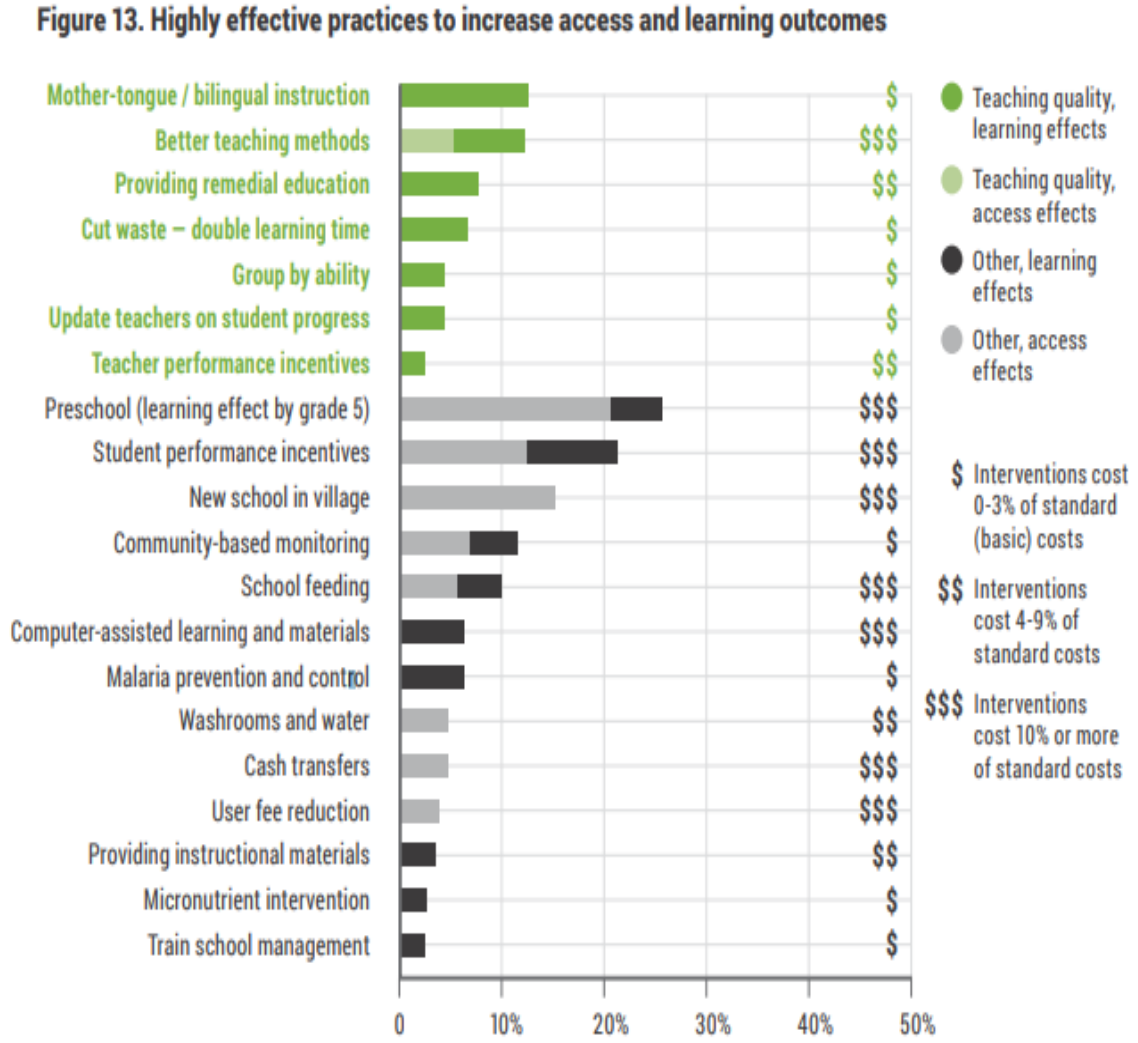
- Increase in domestic financing but not all countries meeting needs identified in ESPs
- Gains to be made on efficiency
- ODA to education has stagnated, often not directed to where it matters most
- Burden continues to fall on families in poor countries to make up shortfall



Source: UNESCO GEMR Policy Paper 36

New evidence has emerged during the last 5 years

- Highly effective **practices**
- Importance of strong, well aligned **education systems** focused on learning RISE
- Invest early to narrow equity and learning gaps later on- **progressive universalism**
- Innovation - including technology - potential to secure learning gains, **successful innovation** often small scale, not system wide

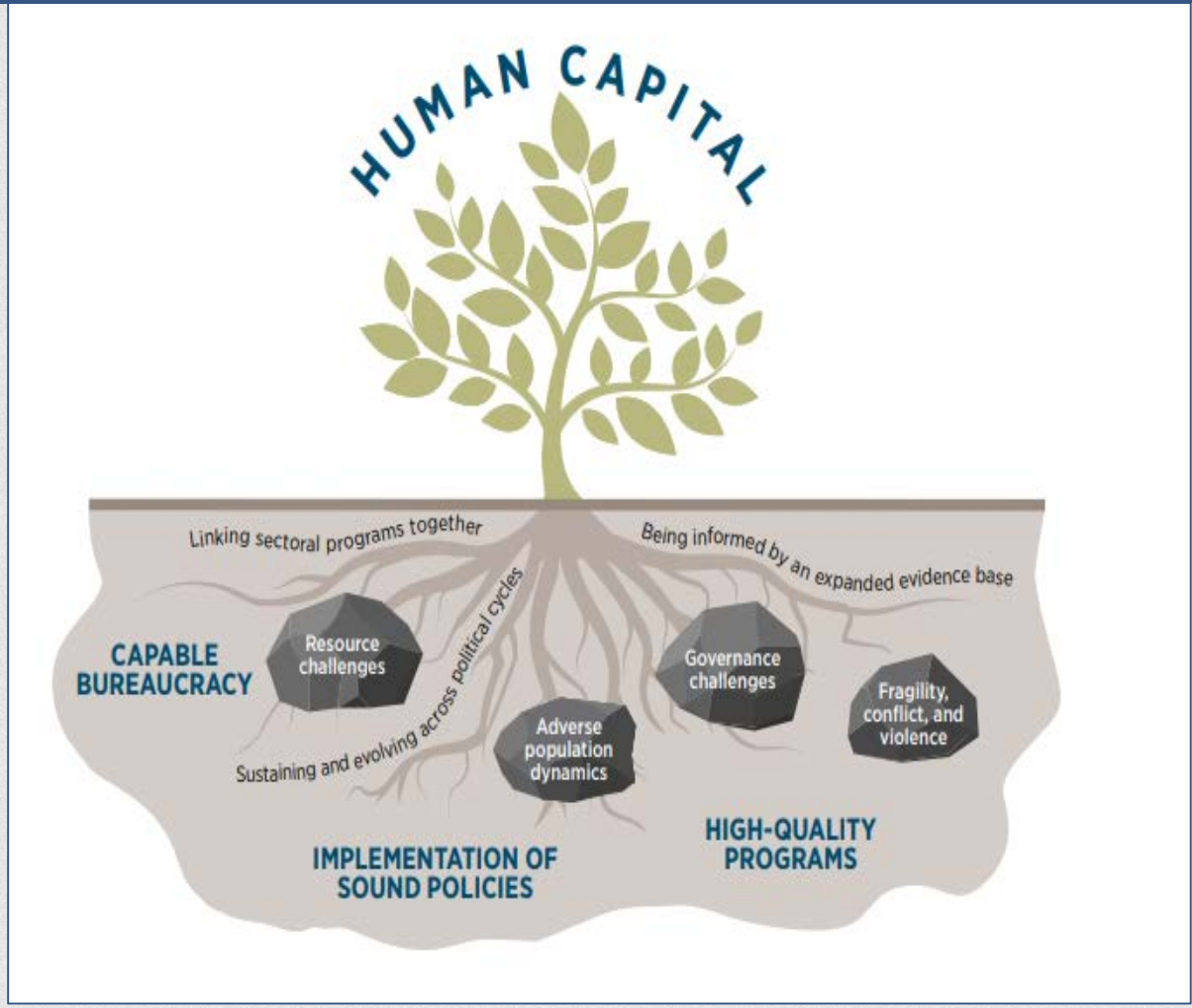


Source: The Learning Generation

Human Capital index shows reinforcing impact of investment across sectors

Three building blocks for human capital:

- **Survival:** Will children born today survive to school age?
- **School:** How much school will they complete and how much will they learn?
- **Health:** Will they leave school in good health, ready for further learning and work?



Source: The Human Capital Project Brief

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How is GPE doing?



Substantial evidence available



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What does the evidence tell us?

Global

- Learning is low, data are forthcoming in several DCPs.
- Improved completion, out of school rates still high
- Markers of inequity include: FCAC status, rural location, and girls
- Domestic financing has grown in real terms, countries still face financing gaps in plan implementation

GPE

- GPE model has emphasized upstream planning process, less focus on implementation
- Perception that GPE requirements are applied too rigidly, affects national ownership
- GPE is a well-managed organization, but improvements needed in: efficiency of disbursements; demonstration of results

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Key Propositions



Questions for Consideration

- **Should we extend the timeframe of the next strategic plan to align with SDG4?**
- **Should we reaffirm the vision, mission, goals, and objectives of GPE 2020 and bring them forward?**
- **Should we accelerate progress by introducing some key shifts in GPE's way of working including:**
  - Differentiate our approach based on country context
  - Focus on and finance priority areas
  - Invest to accelerate impact and create responsive education systems
  - Strengthen mutual accountability and build governance agility



Differentiate

Should we introduce greater flexibility?

For example:

- Vary **our approach** according to context and capability?
- Move from an allocation to **demand driven model** to incentivize efficiency in spending?
- Introduce **greater flexibility** into our funding model to better reflect country processes?

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Focus on and Finance Priority Areas

Should we elevate priority areas to leverage change and influence outcomes on equity and learning?

- **Incentivize** progress in these areas?
- Invest differently to **catalyze** greater impact?
- Use our funds to target **key challenges** at country level?



Accelerate impact

Should we invest to accelerate impact and create responsive education systems?



Better **leverage partnerships** for joint impact across sectors?



Acquire complementary **strategic capabilities** to address key needs evidenced in DCPs?



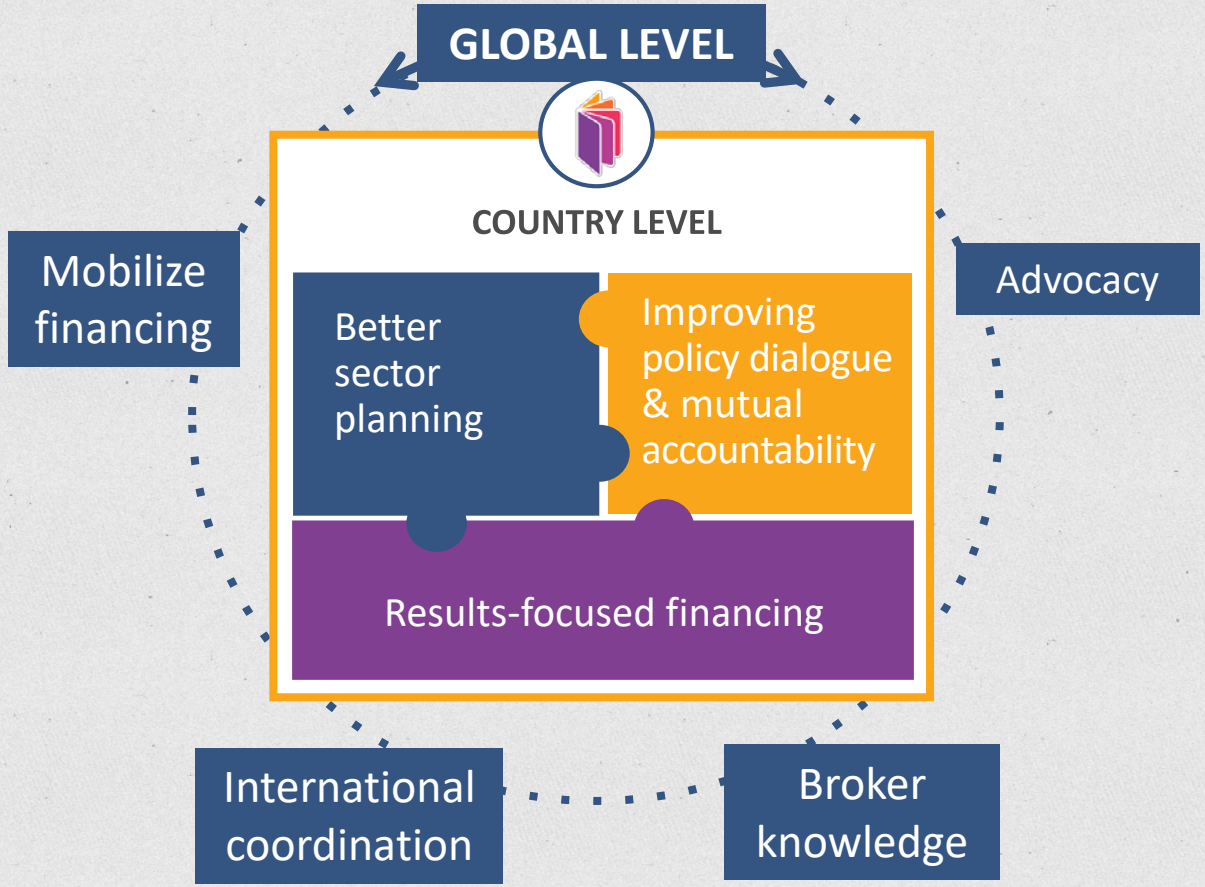
Bridge the “100 year” gap by investing in and **scaling innovation** to drive impact?

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Strengthen Mutual Accountability

GPE model is predicated on "**mutual accountability**"

- But, without weight of the Partnership, limited leverage
- EPR is considering this but more emphasis needed
- Governance review planned for 2020

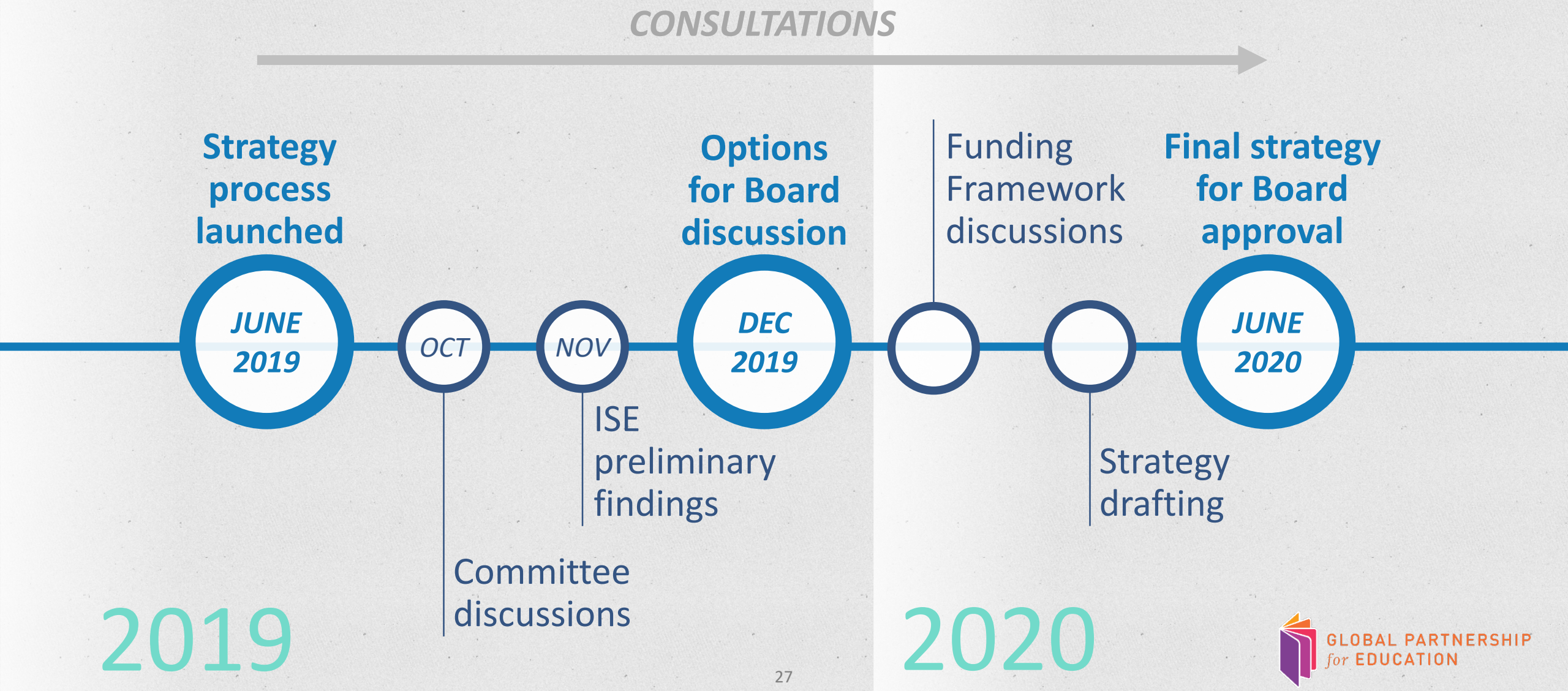


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Process



Strategy Development Timeline



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Consultation Process

- Consultations across the Partnership
  - SIC to review proposed process and package
  - Constituencies to host self-led consultations soliciting views from all members
  - Webinars hosted by Secretariat open to all actors
  - Specific outreach to DCPs

- Facilitated conversations with leaders from the education and development sectors

- Consultations most intense during the period immediately following June 2019 Board meeting, will continue over course of strategy development period to ensure substantive opportunities to provide feedback

Leadership & Governance

Coordinating Committee

Strategy Steering Group

Composition: Committee Chairs
Chaired by: Chair and Vice-Chair of the Board

FRC

- Eligibility and Allocation
- Incentives
- Gender

SIC

- Consultation process
- Priority Areas
- Gender

GPC

- Funding Model Requirements
- Partnership Expectations
- Gender

GEC

- Implications for GPE governance
- Gender

Key Questions for the Board

- Are we asking the right questions?
- Is there anything missing?
- Does the proposed governance and timeline for the process look right?



Board Decision:

BOD/2019/06-XX- : ***The Board of Directors:***

1. Launches the process to develop the next GPE Strategic Plan and associated Funding Framework
2. Approves the timeline and governance approach included in BOD/2019/06 DOC XX

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