

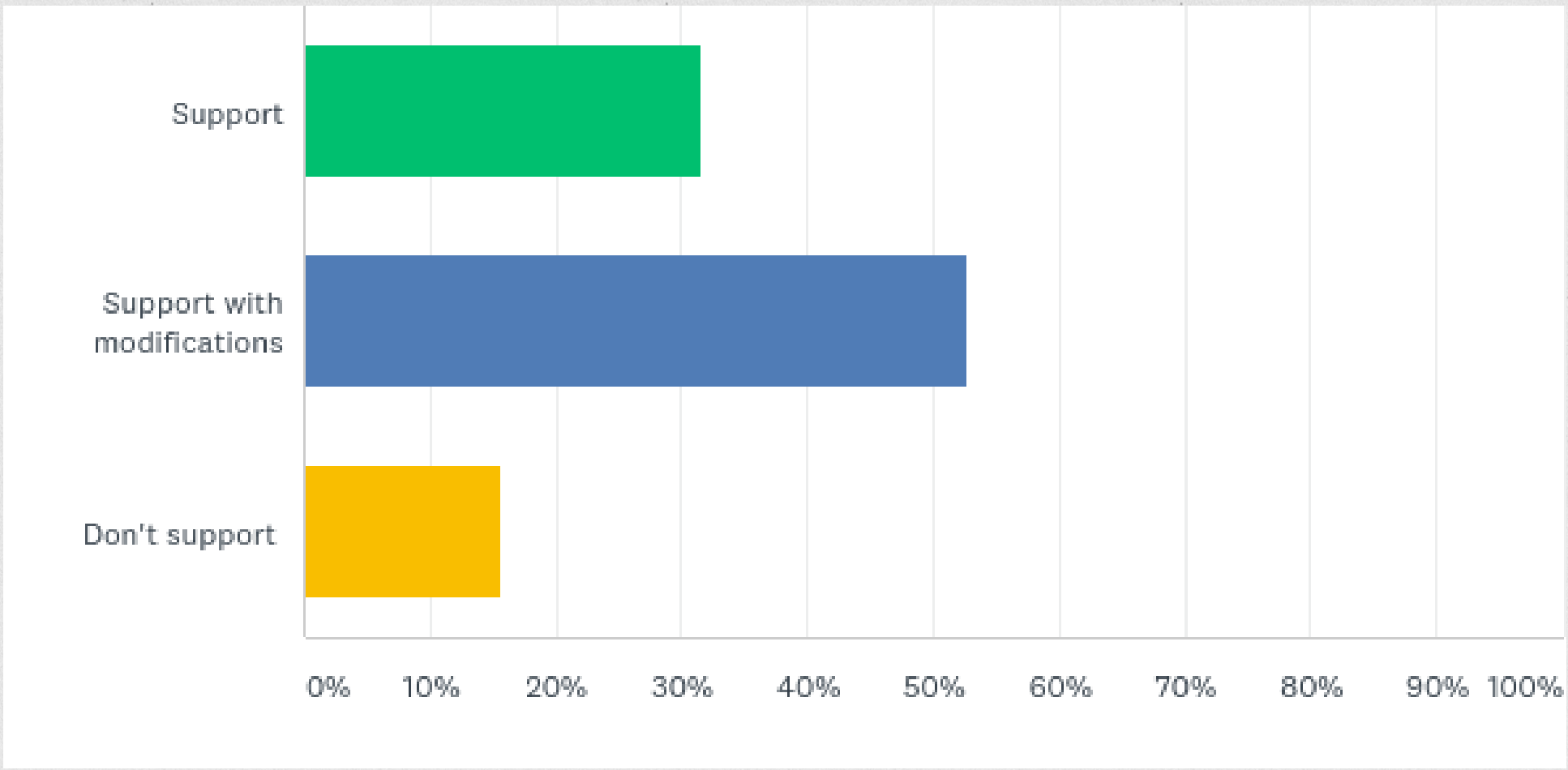
Objectives

Survey Response

Background

- Survey opened on April 24, closed on May 11
- Supporting materials included three presentations and two podcasts on the proposed objectives and transformative approach
- All constituencies except Asia and the Pacific provided input through the survey

Does your constituency support the proposed country-level objectives for GPE's next strategy?



Support

Africa 3

Africa 1

Africa 2

EEMECA

MLA 3

LAC

GLOBAL PARTNERSHIP *for* EDUCATION

Comments: **Support with modifications**

Donor 5: We would like to see the objective of stronger implementation of ESPs reflected among the three proposed objectives. Reflecting the findings of the GPE evaluation, we need to shift focus from ESP as a product, to ESP as a meaningful part of the implementation cycle. We would maintain ESP as an essential part of GPE grant management, and see its wider role in enabling coordination, complementarity etc. However, we would strengthen the link between the planning process and the actual implementation, and strengthen GPE's role in supporting the latter. Concerning objective 3, we would like to include the dimension of 'capacity building' as follows: "Build capacities", adapt and learn to drive results at scale.

CSO 1: Points 1 we are fine with. Point 2 we're okay with 'mobilize coordinated action and financing', but what does 'enable transformative change' mean? What transformative change? This needs to be unpacked. On point 3 we need to be precise on what we are talking about. It sounds like buzzwords with very little content. If we had the Mission and Vision in place and agreed on, it would be easier to agree on this. These objectives need to refer to the direction set by the Mission and Vision. The language on 'results' makes us slightly uncomfortable, considering the draft language in the Mission that talked about 'learning crisis', which we didn't agree with. We need to define what results we are looking for. That's the aim of the strategy. This does not make that clear.

Donor 3: Strengthen gender-responsive planning and implementation for education system-wide impact Mobilize coordinated action and financing, and deliver GPE investments effectively and efficiently to enable transformative change Adapt and learn to drive results in investments, and at scale

Comments: **Support with modifications**

CSO 3: The Teaching Profession supports with modifications the current proposal for country level objectives. We are concerned with the narrow focus on planning. A good sector plan (we believe planning must lead to a plan) is important but needs to be connected to other crucial elements for successful public policy: monitoring and evaluation. Our experience reviewing sector plans in DCPs shows that education sector plans can be unrealistic, fail to match problems or sector diagnosis with proposed interventions and do not always match system needs with human and financial resources. Plans should be designed to meet the real needs of the education sector in a country, and not primarily be designed to attract grants. We also believe that it is important to emphasize that coordinated action and financing should enable change as defined at national level, through quality policy dialogue. Because education policy is what happens in the field, every day, far away from the head offices of the ministry of education and donors, we propose the following: Strengthen planning, (add: monitoring and evaluation) for system-wide impact. Because country ownership is fundamental and should be unequivocally stated , we propose the following: Mobilize coordinated action and financing to enable (add: the achievement of nationally defined priorities/goals/ambitions). (delete: transformative change)

Donor 2: Objective 1: ok Objective 2: ok Objective 3: Suggested rephrasing: Adapt and learn (to ensure efficient and effective delivery of GPE) results

Donor 6: -- Strengthen planning for system-wide impact -- [GPE investments] mobilize coordinated action and financing to enable transformative change [of national education systems] -- Adapt and learn to drive results [in investments, and] at scale

Comments: **Support with modifications**

MLA 1: 1. Strengthen the education system through sector planning and policy implementation; 2. Agree. 3. Adapt innovations to scale up results.

In general terms, it is difficult to see a logical relation between the proposed Objectives and the proposed Goal if the former is to define how GPE will work to realize the latter. For example, “accelerate learning outcomes” and “21st century” in the proposed Goal are not reflected at all on the Objectives. More fundamentally, it is difficult to comment on the proposed Objectives conceived in the pre-COVID time before the ISE findings are made available and especially, before the final Strategic Aspiration language is approved by the Board. It is important for GPE to maintain its commitment to the entire SDG 4-Educaiton 2030 agenda and its focus on education system-wide strengthening. Effective ESP, its visionary aspect, its capacity to bring stakeholders together, the government leadership and ownership, its sector-wide character, is the key instrument to GPE’s system-wide approach. “Strengthen the education system” would also imply DCPs’ capacity development as well as resilience building in the current COVID-19 context. On the other hand, the proposed formulation aims to strengthen only planning and not implementation. The definition given to “sourcing” (problem diagnosis and identification of leapfrog solutions), however, does not project a sector-wide approach and care should be taken to avoid a project-oriented approach. “3. Adapt and learn to results at scale” is vague and not inspiring. The idea of learning from pilot reforms/innovations for adaption/system-wide change is commendable, but nothing new. On the other hand, this objective seems to be more about “scaling” than “sustaining” results.

Comments: **Support with modifications**

MLA 2: Several rounds of feedback have been provided on the strategy components since the Board Retreat pre-read was developed (pulse surveys, ISE, survey on vision, mission, goal etc.). As the current circumstances do not allow for all the components of the strategy to be reviewed in one sitting, following which all components would be revised, it requires that the process for reviewing the strategy components is also revised. For this to be an effective (rather than a circular) process, it is recommended that each component is revised based on feedback provided before the next is put forward to constituencies for consultation. As such, the objectives should be reworked based on feedback already provided on the vision, mission and goals.

The concepts of sourcing, supporting and sustaining are not new. For example, sourcing or doing a diagnostic is what we do in the education sector analysis already. If the intention is to reduce the planning burden on countries, this formulation will not reduce the burden. The issue raised with planning is not that it of itself is not useful, it is the heavy processes attached to planning that is onerous for countries. The latter needs fixing to reduce the burden of planning on countries so that the focus can shift to implementation.

The objectives are meant to operationalize the goal and are intended to be measurable. The current formulation of the goal is specific, yet the objectives are broad in their focus. These should be reversed. In their current formulation, the objectives read more as strategies to achieve the goal. More specifically, clarity is needed on how the proposed objectives operationalize the focus on 21st century skills included in the new formulation of the goal and in particular resiliency as a core emerging priority from COVID-19.

Comments: **Support with modifications**

MLA 2 continued:

Objective 1: The ISE and several other consultations have indicated that GPEs focus must shift from planning to policy implementation and strengthening capacity of systems on implementation. The word planning in the current formulation of the objective while well intentioned, is a red herring to partners. In order to demonstrate responsiveness to the feedback of partners and DCPs, recommendation is to rephrase objective 1 with the focus on system strengthening and policy implementation. Suggest that planning becomes a sub-component of this objective.

Objective 2: Clarity is needed on the difference between this objective and the enabling objective; both are focused on mobilizing partners, and on better financing. While objective 2 is focused at country level and the enabling objective at global levels, these are trying to achieve the same things, just at different levels. Suggest combining and defining roles and responsibilities for the different levels of the system.

Objective 3: Again, there is overlap between this objective and the enabling objective, both are focused on learning and adapting from learning. See recommendation for Objective 2.

Private sector: Strengthen [planning for] system-wide impact. (We believe the first objective should read "Strengthen system-wide impact.") "[Deliver] transformative change." "[Learn and Adapt] to drive results at scale."

Comments: **Support with modifications**

Donor 1: "Strengthen policy planning and implementation for system-wide impact on the education sector." (This addition allows for inclusion of the idea that GPE must adjust its requirements while ensuring better alignment with existing national plans and channel resources toward implementation assistance. Provisions should be made for technical assistance in the planning and implementation phases). "Coordinated action and financing to support transformative change to achieve quality education for all." (It would be helpful to bring the main objective into focus by indicating the desire to ensure quality education for all). "Learn and adapt to gain efficiency and drive results at scale." (Reversal of the terms "adapt" and "learn" better reflects the idea that learning drives adaptation (rather than the other way around). Here, it would be helpful to reintroduce the efficiency component, which is covered in the current objective, to emphasize the ongoing need to readjust processes so as to better meet expectations, expedite allocation procedures, and obtain better results over the long term.

Comments: **Don't support**

Private Foundations: In the absence of a full Board dialogue, we find it difficult to support the proposed objectives, specifically - we do not agree that the education sector plan should no longer be a requirement. ESP's are a core part of GPE's operating model and have brought many benefits (which DCP's echo), from mobilizing a broader set of partners, to galvanizing finances. It is also important to note that KIX and EOL mechanisms were to be based on ESP processes. While there are challenges to be addressed with the ESP process, these should be discussed more deeply, and solutions addressed before removing them as a core part of country level objectives. If those plans are "unrealistic", then GPE's requirement of "credible education sector plans" should ensure that they are realistic and are aiming to bring out system-wide impact.

If this particular change will do away with ESP as a requirement in the GPE funding model, then we caution against this, and would want to see how proposed alternatives adequately address the objectives of a sector plan: (i) stakeholder engagement, national dialogue, and a shared broad vision for the role of education and how it needs to be transformed to serve the country's needs and aspirations (a social contract for education if you like). (ii) a longer-term vision for the sector as a whole (not only for basic education), with realistically considered capacity development and increased financing requirements, to move from one phase to another, and to strengthen interconnections between different levels of the education system.

Therefore, for Objective 1, we reiterate previous input around the critical importance of maintaining national sector planning, as an inclusive process that engages all stakeholders and produces a negotiated and broadly supported vision for education, with its underlying analyses and reviews which are fundamental to building stronger and more equitable education systems.

Comments: **Don’t support**

Private Foundations continued:

The implementation plan for Objective 2 (Mobilize coordinated action and financing to enable transformative change) should clearly address:

(i) what structures at the country level allow such coordinated action (to date, this has been the Local Education Group, defined as the broad and inclusive national platform for education sector dialogue and coordination). It is disappointing that the new country-level objectives omit any clear mention (and, consequently, emphasis) of higher levels of transparency and mutual accountability, as per the “ERP on steroids”. We feel that a stronger, more inclusive and more substantive LEG mechanism, with higher levels of mutual accountability across the board (government, GA, donors, civil society, private sector), could also be conducive to strengthening how GPE requirements are not taken as externally imposed but as jointly agreed values, that include attention to strengthening the right to education in the concrete country context as well

(ii) how enhanced coordinated action and financing can be strengthened and facilitated by non-traditional donors. This would include reflecting on the learning from missed opportunities in the past so that GPE can more effectively identify, truly understand, and fully leverage the full set of assets available through its unique partnership model. The rollout of KIX, designed with heavy input from Foundations and for Foundations engagement to support GPE thematic and regional goals, is a timely example of lost opportunities (and therefore country impact and wasted application development time) when members are not engaged.

Comments: **Don’t support**

Donor 4: We find it difficult to understand what the focus will be under the different objectives. It would have been useful if illustrative indicators were included. This will become clearer over the next weeks as we look further into issues of operationalisation. We therefore do not have concrete suggestions on change of language at this stage, and wish to wait until we fully comprehend what is intended with these proposed objectives. In general, the language in the current ones is more concrete, and we would like a stronger emphasis on the most marginalised and partnership.

The proposed new country level objectives give less emphasis to partnership and more to results. In creating and building partnerships there is more room for building capacity and learning from one another. How does GPE intend to measure partnership and mutual accountability under the new country level objectives? We would like some further clarification on this, and whether this is something that might be covered under the enabling objectives. Many of the illustrative actions require significant government capacity, both human and organizational, if involvement and leadership is to be ensured. There is little evidence in the enabling objectives on how GPE is intending to support this in partnership countries. This is particularly important in LDCs and LICs where capacity may be low.

Comments: **Don’t support**

CSO 2: CSO doesn’t support the current proposition. Below, we have pointed out which elements we recommend be retained from the current language, as well as other elements that we believe should be added. Overall, we prefer the current language and believe it should be the point of departure. In this sense, please find below some comments and considerations based on the current language.

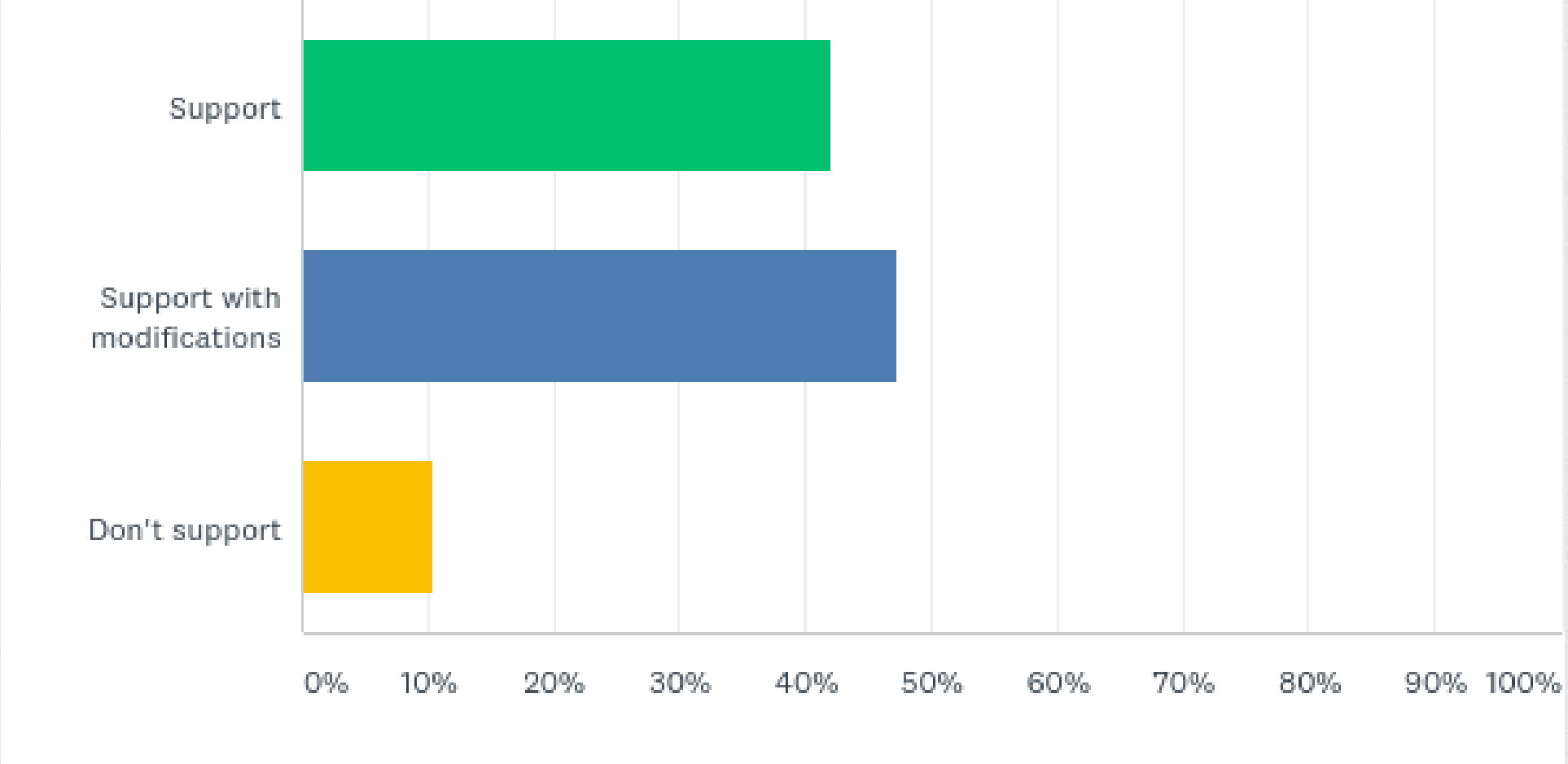
1. “Strengthen education sector planning and policy implementation”. We think it's vital to retain reference to "education sector planning and policy implementation", as the education sector plan development must continue to be a cornerstone and a requirement of GPE. As pointed out in the ISE, many DCPs have produced high-quality ESPs with participation of local stakeholders in LEGs, which is an element pointed as fundamental in our December Board meeting. GPE should build on its current strengths, and this is one. If some national planning is still not at its best in all cases, GPE should work to improve the process. Furthermore, it is in the education sector plan where SDG4 can be spelt out. Also, we strongly recommend that the word “PUBLIC” be added, as it is a fundamental orientation of what GPE needs to focus on. As well as “COUNTRY LED”, which was reiterated especially by DCPs in the December Board meeting.

2. Support mutual accountability through inclusive policy dialogue and monitoring. We consider "inclusive policy dialogue and monitoring" to be a vital element moving forward, as it values one of the essences of the GPE as a Partnership, which is meant to fosters inclusive and meaningful dialogue among all constituencies, including CSOs. We recommend being more explicit regarding “PARTICIPATORY” dialogue, apart from “inclusive”. And placing more emphasis in stronger monitoring systems for the actual implementation of the sector plan.

Comments: **Don’t support**

CSO 2 continued: 3. Ensure efficient and effective delivery of GPE support. We think that “efficient and effective” delivery is important, but which need to be informed by the underlining principle of “EQUITY” and “LEAVING NO ONE BEHIND”. A requirement here is to further foster domestic financing, thus the importance of retaining the minimum financing benchmark to education in GPE’s upcoming Strategic Plan.

Does your constituency support the proposed enabling objective for GPE's next strategy?



GLOBAL PARTNERSHIP for EDUCATION

Support

Africa 3

Africa 2

Donor 3

Africa 1

Donor 2

EEMECA

MLA 3

LAC

GLOBAL PARTNERSHIP for EDUCATION

Comments: **Support with modifications**

Donor 5: We would like the section on learning partnership to clearly spell out 'fostering evidence'

Private Foundations: Under the Enabling Objective for Finance – given the lengthy and extensive consultations and discussions that have taken place with the PF constituency over the past 1-2 years – the role and concrete ways that non-traditional donors can support the partnership should be clearly outlined in the final strategy document – informed by the PS strategy and other discussions that have taken place to date.

CSO 1: We don't disagree with this, but what 'results' are we talking about? We have not yet agreed on the Mission and Vision, which makes the direction very unclear. We need to set a direction for which results we desire and his needs to be unpacked further.

CSO 3: The Teaching Profession supports the proposed enabling objective with modifications. We believe that the proposed focus on mobilizing " global partners" is too narrow, given that as global partners we need to connect to and mobilize national and local level partners to achieve change. Because we believe that education systems will only be sustainable when national actors take the lead, we propose the following modifications: Mobilize global (add: and local) partners (add: for increased) resources (add: and sustainable, delete: for) results

Comments: **Support with modifications**

MLA 1: Suggested formulation: "Mobilize global partners' expertise and resources for results". COMPONENTS: 1) Put "Finance" first; 2) "Strategic capabilities" is unclear; whose capabilities? Suggest Capacity development/building instead.

MLA 2: We agree with the concept of the enabling objective but in its current formulation, there is significant overlap with objectives 2 and 3. This needs to be revised.

Donor 6: Mobilize global partners and resources [to deliver] results [in improved learning outcomes for children in GPE partner countries]

Private Sector: "[Enable] global partners [to achieve] results."

Donor 1: Mobilize global and national partners and resources to achieve results." (This addition allows for inclusion of the contextual dimension and for reference to the mutual accountability/advocacy/domestic financing components, with the latter component being critical to sustainable education systems). Components: (1) Mutual accountability (2) Strategic capacities (3) A learning partnership (4) Advocacy (5) Financing. DONOR 1 also thinks that the priority accorded to these components could be reviewed. To obtain better results, GPE should make technical assistance (which we think is covered under "strategic capacities") one of its key priorities of the next strategy. Furthermore, while advocacy is an important phase in the mobilization of financing, the resources allocated to this component should not be overestimated. GPE's main actions should prioritize the first three components.

Comments: **Don't support**

Donor 4: We find that the current objectives are clearer and easier to measure. Increased financing should be part of the enabling objectives, and it is unclear why the proposed enabling objective refers to global partners only. Furthermore, the focus should be on enabling factors, and it is therefore unclear why "results" is part of this statement. On the question of other components that should be included, donor 4 would suggest to include the following two components: Increased financing; GPEs role in the global aid architecture

CSO 2: CSO 2 finds it very worrying that the reference to the actual Partnership and its strengthening has been deleted. Equally, key benchmarks that emanate from the current objectives should be retained, namely: "Increased donor contributions to GPE"; and "GPE grants align with national systems". Furthermore, the reference to mobilizing "global partners" is problematic in two ways: firstly, it ignores linkages between the global, regional and national spheres; and secondly, it is unclear which global partners are to be mobilized. This is a political debate which should be discussed at Board level.

Additional Comments

GLOBAL PARTNERSHIP *for* EDUCATION

Are there other components that should be included?

Donor 5: Coordination, complementarity, and value added of GPE in the global education architecture

Africa 3: Sharing Data and Experiences

Private Foundations: Given that this part of the strategy is around *Ways of Working,* an annexed table of how this new way of working differs from what has been in place operationally, would be necessary (valuable), illustrating the overall change or evolution on how GPE would work under a new model, and allowing us to better judge the political and practical implications of those changes.

CSO 1: Equality, gender equality, inclusion, disability inclusion, and quality needs to be appear in this text, maybe in the components.

CSO 3: - Transparency - Democracy and participation - Social and policy dialogue - Responsiveness

Multilateral Agencies 1: Capacity development/building. Lack of capacities affects all the objectives and should be treated as a transversal priority.

CSO 2: Suggested components are included in above mentioned responses.

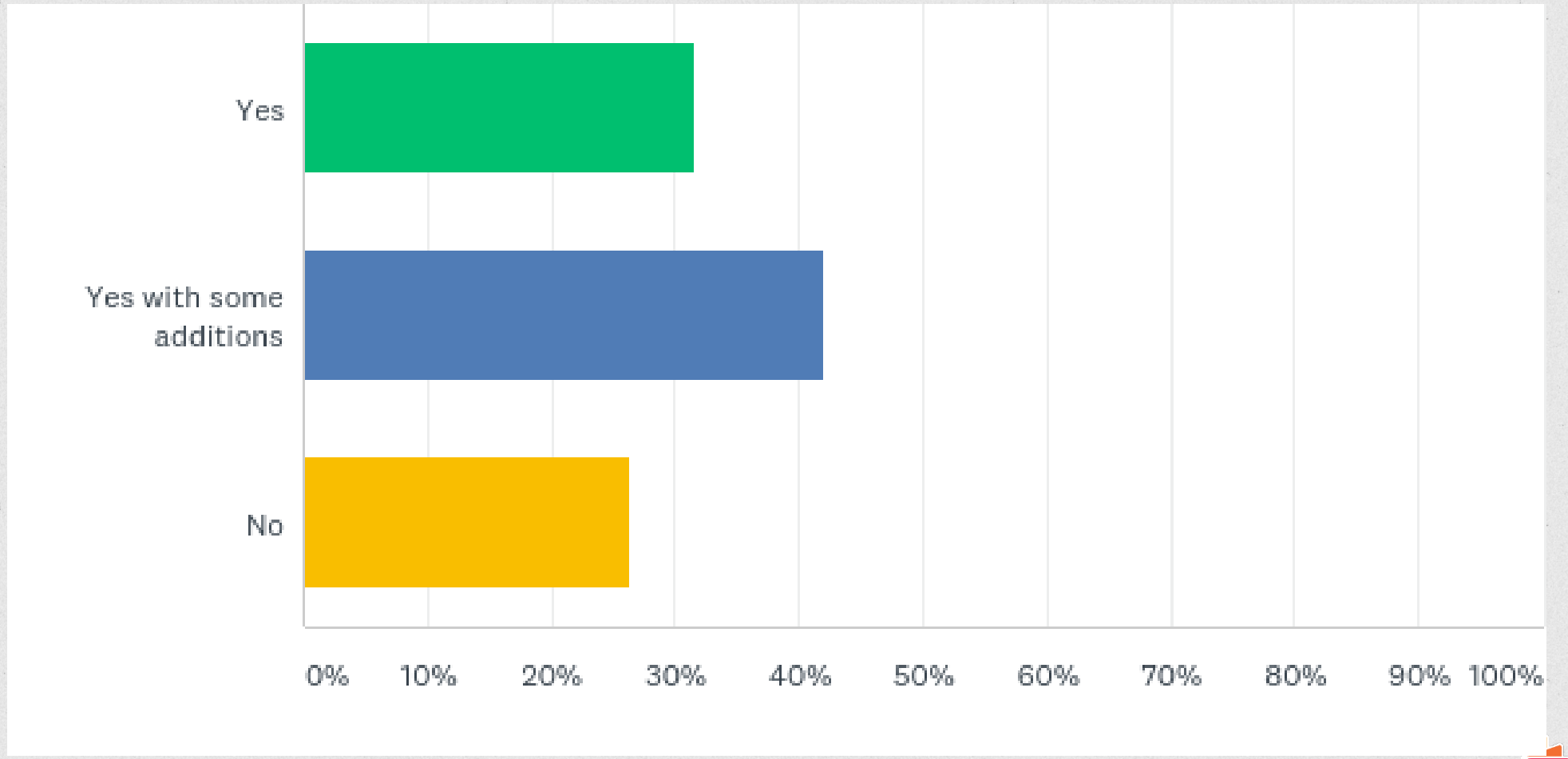
Are there other components that should be included?

Donor 6: The five proposed components are broad and encompass many facets under them. No one would disagree with these components, but greater clarity on the context and how they are eventually interpreted could be an issue if not clarified upfront. For example, on “Advocacy” we would likely have a different approach than others or on “Financing” we would suggest it is not always more financing but also the better use of current resources. The details for what these components actually imply is important and must be more descriptive so that everyone is on the same page/has the same understanding of their meaning.

Africa 1: Provision of user-friendly school infrastructure

Private Sector: Yes, we would like to include “Efficiency and urgency” as a additional components.

With reference to slide 4, do you think the proposed objectives will support GPE in advancing partnership priorities?



Answered “Yes”

Africa 3

Donor 2

EEMECA

MLA 3

LAC

Africa 2

GLOBAL PARTNERSHIP for EDUCATION

Answered “Yes with some additions”

Donor 5: The focus on gender should be as broad as possible. -The dimension of ‘inclusion’ needs to come out more clearly and strongly throughout the whole proposal, either by emphasizing inclusion in the different objectives or either as a specific priority area of the partnership. We need GPE to have a solid commitment towards those more marginalized, vulnerable, children with disabilities, at risk of being left behind. - Objective 1 should include supporting teacher policy development on a country level. -Concerning Objective 2, we need to have more background material on how “context specific results-based financing” and “incentives” will be used under the next strategy. This should also include evidence on RBF, blending and impact investing in education and what advantages this approach has for GPE’s key priorities.

Private Foundations: 1. On domestic financing: If the Secretariat is advocating for no longer having 20% of budget (and 45% of education budget to basic if UPE has not been achieved) as requirements, we think they need to justify this clearly and explain how the political commitment to progressively realize the right to education through increased spending as an important indicator, can be assessed, and how the equity concern [which the proxy indicator 45% to basic approximates] can be replaced by other indicators which better capture how the system addresses equity. The current formulations (on Slide 4 of PPT) are not clear about those concerns, whereas domestic financing has been designated as a priority in all the strategy discussions to date. We would like to see “country level dialogue on domestic financing through differentiated country engagement” and “differentiated approach” explained further. As they are formulated now they do not reinforce domestic financing as a crucial requirement for GPE support, and we cannot give our support to that.

Answered “Yes with some additions”

2. It’s important that the principle of teachers having a stronger voice at a country level comes through more clearly when expanding on what it means to “ *ensure teachers and school leaders participate effectively in policy dialogue*” within the Teachers and Teaching priority area.

3. We support a stronger focus and prioritization of Early Childhood Education in the next strategy. As such, consideration should be given to raising the current rate to 10% of GPE’s education financing in partner countries to ECE (as recently shared by the Theirworld campaign); consider a requirement that all new national sector plans include ECE; and consider a requirement that national governments prioritize domestic investment in ECE as part of sector plans and domestic financing commitments. Key to this will be guiding education systems to view learning as holistic, to implement child-centered approaches, and to focus on the full range of foundational competencies, including social and emotional skills, that young children need to develop, that serve as a springboard for later life and livelihood success.

4. We also support a more defined prioritization to advocate for life skills that include social and emotional skills and holistic learning outcomes.

5. Reducing the number of out of school children should not be lost as a priority. Country applications should include clear strategies to reduce out of school children.

Answered “Yes with some additions”

CSO 1: At the moment, all Board members receive a lot of emails from the GPE from various members of the Secretariat to deal with the strategy as well as other urgent issues. It would be very helpful if we did not have to search through emails to find the PP this survey refers to and the text was instead simply copied into the survey. We're missing gender equality, reaching the most marginalized, quality (which related to teachers and teaching) from the objectives. The proposed objectives are more generic and we're missing the connection to the language the Board agreed on and to the overall Mission and Vision.

CSO 3: Teachers and teaching Objective 1, bullet point 3: "Use learning assessments and collect data on teaching quality" We strongly advise against indicating that learning assessments can provide direct and valid information on teaching quality. Both learning assessments and teacher quality are important, but learning assessments are not designed to assess teaching. In this context we would propose to just keep "collect data on teaching quality" as a priority area so that this can be done with adequate tools and methods. Objective 2, bullet point 1 "Ensure teachers and school leaders participate effectively in policy dialogue" GPE's role should be to make sure that teachers and school leaders are able to to take part in policy dialogue, not to evaluate how effectively they participate. To clarify we propose: "Ensure that teachers and school leaders can participate effectively in policy dialogue“

Donor 3: It is important not to lose sight of the investments that GPE itself makes, and ensuring these are targeted, specific, equitable, and results-driven. We'd also like to see a stronger focus on ensuring access for the most marginalized including refugee and displaced children.

Answered “Yes with some additions”

Africa 1: Highly prioritise safe learning environments for pupils

Private Sector: We agree that the proposed objectives will support GPE in advancing partnership priorities. However, we question why further details need to be worked out beyond the information already stated in slide 4.

Donor 1: In the view of DONOR 1, the three priorities envisioned by the Secretariat (gender, domestic financing, teaching and teachers) are sound and the proposals outlined in the table in slide 4 are promising. However, their actual implementation calls for further clarification and discussion in terms of resources and responsibilities. Pending this clarification, we would like to add and develop the points below covered in the strategic plan: - Gender equality: mention use of the relevant statistical tools to assess gender mainstreaming in education systems: (curricula, academic orientation, number of female teachers) and the inclusion of a partnership strategy with other actors (“Gender at the Center” to strengthen diagnostic processes; actors outside the education system working to combat early marriage and child labor). - Domestic financing: mention pooled funds as an effective financing tool for alignment with national financing. - Teachers and teaching: mention teacher training and remuneration as well as capacity building in pedagogical supervision and mentoring (including in crisis situations so as to improve the resilience of education systems) and an objective related to female teachers in rural areas. In this regard, we think that lessons should be learned from the COVID-19 health crisis in terms of the resilience of systems and that these lessons should be incorporated into the future strategy so as to ensure the continuity of quality education and to work more broadly on the resilience of education systems by investing in prevention and preparedness to address conflicts, health crises, and natural disasters.

Answered “No”

Multilateral Agencies 1: We can respond to this question only after the Objectives are agreed upon. In general terms, priorities should not be turned into GPE’s programmes or project-based funding scheme (ref. “Consider if GPE should raise finance for specific priorities such as girls”). GPE’s funding should be based on country-owned, country-led ESP and ESPIG implementation. Emphasis on data and evidence is welcome, but there seems to be too much emphasis on the collection and generation of data. More efforts have to be done to strengthen their use, in particular by teachers themselves. Under Enabling Objective, no action refers to actual strengthening of teacher skills, professionalism or incentives.

Donor 4: As referenced in our comments on the objectives, it is not quite clear how/if the ambitious objectives can be achieved, and we have therefore answered No. We are struggling to understand the linkages between the proposed objectives and the action points/bullet points, and we find that it is difficult to understand how the action points will be operationalised. We would furthermore suggest an even stronger focus on capacity building and leveraging the partnership to ensure that we make full use of the strengths of all partners.

Multilateral Agencies 2: It is difficult to answer this question. In order to assess the fit of the objectives against the priorities, both the feedback on the priorities (provided in the last round of the survey) and the objectives (provided in this round of the survey) need to be considered. When a new formulation of the priorities and objectives are provided, the question of fit can be answered effectively.

Answered “No”

CSO 2: We do not think the proposed objectives, both national and global, best respond to the fundamental challenges identified as partnership priorities, with which we agree, such as gender equality, domestic financing and teachers and teaching.

Donor 6: Initiatives proposed offer great opportunities to advance transformations, clearly integrating ideas from pulse surveys. What is missing in the objectives (and slide 4) is the focus on strengthening national systems. How does GPE operationalize its new strategy and not mention national education systems. Right now slide four is focusing on components at the expense of the whole. The role of national systems and how GPE will strengthen them needs to be explicitly shown. In addition, suggest additions on what are GPE-specific levers (i.e. its grants), and what are partners’ capabilities and roles in operationalizing the strategy. Ambiguity on this in the past has contributed to ambiguous impacts to date. Amend ‘girls education’ to ‘gender/girls education’: evidence-based changes to gender equality require flexibility to address boys’ challenges, under-performance and norms too.