

GLOBAL PARTNERSHIP *for* EDUCATION

GPE Strategy Options

Board Pre-Read

BOD-2020-03 DOC 01

“A quality education for all is the #1 priority for a better future. And the priority within the priority is educating girls.”

- UN Secretary General Guterres, February 2020

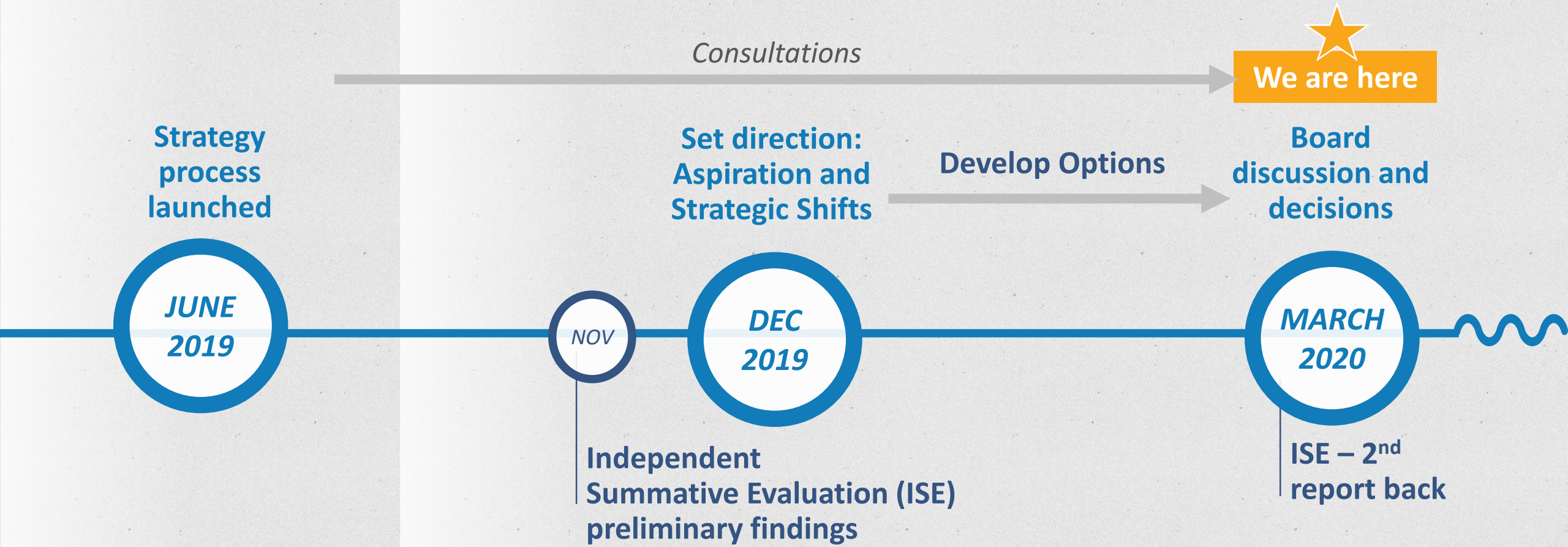
GLOBAL PARTNERSHIP for EDUCATION

Table of Contents

	Page
Section 1: Strategic Aspiration	7
• Vision • Mission • Goals • Partnership Indicator	
Section 2: Ways of Working	16
• Objectives • Funding Model Options	
Section 3: Financing and Funding	40
Section 4: In Practice	47
Section 5: Next Steps	53

GLOBAL PARTNERSHIP *for* EDUCATION

Timeline: June 2019-Now



2019 2020

GLOBAL PARTNERSHIP for EDUCATION

Methodology

- **Evidence** pulled from Results Report, country-level evaluations, Independent Summative Evaluation preliminary findings, etc.
- **Strategic shifts** endorsed by the Board in December 2019
- **Consultations** on key issues with Board and constituencies
- **Advice** from partners and thought leaders on approaches to achieving system-wide impact
- **Experience and expertise** of Secretariat staff

Consultations undertaken December through March

Pulse questions shared with Board constituencies weekly

Developing Country Partner meeting, focused Strategy discussion

Ministerial Advisory Group phone call and meeting

Gender Equality in and through systems workshop held with Brookings

Partnership-wide webinars in English and French on systems transformation

Grant Agent Workshop- *planned for March 19-20*

GLOBAL PARTNERSHIP *for* EDUCATION

Section 1:
Strategic Aspiration

GLOBAL PARTNERSHIP *for* EDUCATION

“Unprecedented and disruptive action”

“innovate and think unconventionally”

“be bold and aspirational”

- Ministerial Aide memoire

Strategic Plan: The Board of Directors:

Recognizes the scale of the education challenge, the urgent need to respond, and the key role GPE plays within the education architecture.

Strategic aspiration

- Re-affirms GPE’s commitment to SDG 4.
- Re-affirms our commitment to equity, inclusion, and learning, including the central role of quality teachers and teaching, and the importance of gender equality;
- Recognizing the majority of education financing comes from domestic resources, GPE will support national governments in the planning, sustainable financing, monitoring and reviewing of holistic education systems for system-wide impact based on the principle of leave no one behind.
- Recognizing that the detailed use of GPE resources will be determined by country level data, evidence, inclusive dialogue, and country context, noting the importance of building strong foundations from the early years, GPE implementation financing focuses on the poor and the most marginalized, and prioritizes at least one year of pre-primary education and 12 years of education and training…
- Requests the Secretariat to develop draft language on proposed vision, mission, goals, and objectives of GPE 2025 **BOD/2019/12-12**

What is the aim of the Vision, Mission, Principles, and Goals?



Vision: what we want to see happen



Mission: what we do to achieve our vision



Principles: what we believe in, what guides our work



Goal: where we will focus our efforts (strategy)

** **What to avoid**: repetition, easily forgettable, failure to speak to external audiences, impossible to measure progress, not based on evidence.

Proposal: Vision and Mission



Vision

A world that invests in quality education for every child as the foundation for a peaceful, prosperous and sustainable future.



Mission

To end the learning crisis by mobilizing partnerships and investments that transform education systems in developing countries, leaving no one behind

Notes: 1) Proposed Vision and Mission go beyond five year Strategy timeline
2) Strategic Plan narrative would make explicit statement about connection to SDGs and SDG4

GLOBAL PARTNERSHIP *for* EDUCATION

Principles – still valid

1. Education is a public good, a **human right** and an enabler of other rights
2. Resources focused on the **most marginalized** and those affected by fragility and conflict
3. **Gender equality**
4. Inclusive, evidence-based **policy dialogue**
5. **Country ownership** & nationally identified priorities
6. **Development effectiveness**
7. **Mutual accountability** & increased transparency
8. Inclusive **partnership**

GLOBAL PARTNERSHIP *for* EDUCATION

Proposal: Goal

Goal

To accelerate learning outcomes through equitable and inclusive education systems fit for the 21st century

- ✓ Learning/early learning
- ✓ Access
- ✓ Gender equality and inclusion
- ✓ Quality teaching
- ✓ Strong organizational capacity
- ✓ Equity and efficiency of education spending

★ ***ONE headline and rallying cry partnership indicator – potentially on girls' education- that takes the pulse of this goal***

Notes: Proposed goal is specific to the strategy period

GLOBAL PARTNERSHIP *for* EDUCATION

Goal: Areas of measurement

The following areas of measurement will be used to assess progress toward the goal:

Goal: To accelerate learning outcomes through equitable and inclusive education systems fit for the 21st century

- **Learning:** learning data disaggregated by sex and other available variables (e.g., location and disability (where available)), consistent with SDG 4.1.1
- **Access:** Select UIS indicators such as completion and out of school by gender, location, and disability (when such data become available) at the primary and secondary levels
- **Quality teaching**
- **Strong organizational capacity** (e.g., gender responsiveness, inclusiveness, data systems, teachers)
- **Equity and efficiency of education financing**

Precise set of indicators will be proposed in consultation with partners, but will cover GPE's major areas of focus, e.g., gender equality, equity and teachers.

GLOBAL PARTNERSHIP for EDUCATION

One headline, rallying cry partnership indicator?

- Does GPE need one headline indicator to serve as **rallying cry and key proxy measure**?
- This could be comparable to the 2 degree temperature rise for climate or under-5 mortality for health
- This indicator would provide a "pulse" on the general health of the education system. It would capture in a simple way the principle of leaving no one behind, gender equality, learning, and effective education systems. It would be compelling, easy to communicate, and measurable.
- Current proposals include the following options:
  "Lift poor girls out of learning poverty" or
  "More poor girls learn" or
  "More girls complete lower secondary education"
- The calculation of this indicator would be based on available data.

GLOBAL PARTNERSHIP *for* EDUCATION

Questions for discussion

1. Does the draft vision express our collective vision for what we would like the future to look like?
2. Does the draft mission capture what GPE will do to achieve our mission?
3. Does the draft goal adequately signal what we hope to achieve through our efforts?
4. Are the areas of measurement sufficient to measure progress towards the goal and intermediate goal while minimizing the data collection burden?
5. Do we want a partnership rallying cry indicator? Does the proposal signal what we are working towards?



Section 2:
Ways of Working

GLOBAL PARTNERSHIP *for* EDUCATION

“We see an opportunity to **accelerate impact** so that all children and youth can receive a quality education……In the face of a very real crisis, we envision **a shift from business as usual** so that our collective efforts **transform the teaching and learning experience**.”

- Ministerial Aide memoire

Strategic Plan:

The Board of Directors:

- Recognizes that how GPE operates ... will need to adapt to context and ensure alignment and coordination at global and national levels with other actors in the education sector;
- Agrees with the broad direction proposed by the strategic shifts on ways of working; specifically to explore how to better focus on delivery, leverage the power of inclusive partnership, and be a learning organization.
- Requests the GPE Secretariat to prepare for the March Board retreat options to operationalize them.

BOD/2019/12-12

Proposals aim to build on progress and solve challenges

(country-level evaluation synthesis and preliminary independent evaluation findings)

Progress

- Improved overall quality of education plans
- Variable tranche promising for sector dialogue and priorities
- Increased inclusiveness of local education groups
- Notable ESPIG contributions to specific sub-sector and thematic areas
- More GPE specific focus on gender, teachers, and data
- GPE helped elevate the importance of domestic financing for education (although country-level factors, such as economic growth, strongly affect whether financing increases or decreases)
- High GPE grant support for fragile and conflict affected countries
- GPE's M&E strategy provided publicly available evidence on GPE effectiveness

Challenges

- Uneven operational relevance and achievability of sector plans
  - Overambitious plan objectives and lack of prioritization
  - Gaps in Ministries' and local agencies' capacity for implementation
- Weaknesses in sector plan implementation and monitoring
  - Resource and capacity gaps in the sector
  - Weak data, tools, and approaches for effective management
- Weak mutual accountability
  - Lack of comprehensive GPE approach to mutual accountability
  - Local education groups overlapping with or less relevant than other dialogue/decision-making body
  - Loss of momentum during implementation
- GPE's approach and requirements insufficiently flexible and nuanced to operate nimbly in diverse contexts
  - Sector planning seen as inflexible, needing innovation
  - Domestic financing requirement viewed as being too blunt
  - Little alignment to national systems
- M&E primarily served accountability and learning at the global level

GLOBAL PARTNERSHIP *for* EDUCATION

Strategic Shifts ⟶ Transformational Approach

Evidence → **Ministerial Advisory Group** → **Strategic Shifts** → **Transformation Framework**

Collected through:

- Country level evaluations
- Results Report
- Independent summative evaluation
- Additional streams of evidence

Calls for: "A **shift from business as usua**l so that our collective efforts transform the learning experience and drive nations forward"

Board discussion focused on **strategic shifts** including: strategic aspiration, focus on delivery, leveraging the power of inclusive partnership, and being a learning partnership

Strategic shifts brought together into **transformation framework** to define coherent approach

GLOBAL PARTNERSHIP for EDUCATION

A transformation framework to support system-wide impact

Sourcing: how can we strengthen problem diagnosis, identify potential leapfrog solutions, and organize our engagement around priority sector reforms and/or scalable solutions?

Supporting: how can we strengthen the "backbone" of the partnership, especially at the country level, by supporting intermediation, financial mobilization, and peer learning linked to targeted changes, and by focusing on implementation as well as planning?

Sustaining: how can we support alignment between leapfrog solutions/transformative change opportunities and international aid, and capture and codify learning?

Enabling Environment: global - how can we support countries to put in place key enabling factors required to transform systems?

GLOBAL PARTNERSHIP for EDUCATION

GPE's proposed objectives align with transformation framework

Country Level Objectives

Objective 1: Strengthen planning for system-wide impact

Objective 2: Mobilize coordinated action and financing to enable transformative change

Objective 3 Adapt and learn to drive results at scale



Sourcing



Supporting



Sustaining

Enabling Objective

Mobilize global partners and resources for results

GLOBAL PARTNERSHIP *for* EDUCATION

Objective 1: Strengthen planning for system-wide impact

Illustrative actions to implement objective:

- Support government-led identification of **specific reform areas that have the potential to result in sustained transformational change**
- Support government to identify **implementation bottlenecks of priority** reform/investment areas
- Identify and source partnership **solutions** to support government to alleviate bottlenecks

Areas to maintain and strengthen:

- Country-led model
- Focus on inclusive and effective policy dialogue
- Grant funding available to support and build capacity for sector analysis and sector planning
- Improving access to and use of evidence and data

GLOBAL PARTNERSHIP for EDUCATION

Objective 2: Mobilize coordinated action and financing to enable transformative change

Illustrative actions to implement objective:

- Use context based incentives (instead of hard requirements) and results-based financing to drive key enablers (plans, financing, data)
- Identify **potential assets partners willing to commit to support transformation** at scale in identified priority areas
- Mobilize **new and existing domestic and external financing** to support the implementation of prioritized reforms.
- Support **government leadership** to consult and engage with key stakeholders critical to the delivery of reform

Areas to maintain and strengthen:

- Focus on working in effective partnership based on mutual accountability
- Use of incentives (such as results-based financing) where potential for impact
- Support to enhanced civil society engagement in policy cycle
- Focus on more and better resources
- Aim to facilitate greater technical and financial alignment

GLOBAL PARTNERSHIP *for* EDUCATION

Objective 3: Adapt and learn to drive results at scale

Illustrative actions to implement objective:

- Provide support for **capacity building to enable reform implementation** across the policy process.
- Promote and support **adaptive management by joint monitoring performance, gathering evidence, and course correcting** based on evidence.

Areas to maintain and strengthen:

- Implementation grant funding
- Reliance on Grant Agents for transfer of funds and, where appropriate, implementation with a focus on capacity building
- Reporting on GPE results and strategic evaluations
- Access to evidence and learning, facilitate peer-to-peer learning

Invest in an enabling environment for transformative change

Enabling Objective

Mobilize global partners and resources for results

Components build on the Partnership's strengths and leverage GPE's global role to influence country outcomes:

- **Mutual accountability—**
  Prioritized country-led partnership
- **Learning partnership—**
  Country- centered learning
- **Advocacy—**
  Stronger targeted advocacy
- **Strategic capabilities—**
  Capacity and technical support to address obstacles
- **Finance—**
  New or upgraded tools to crowd-in resources

GLOBAL PARTNERSHIP *for* EDUCATION

Components: Enabling Objective

Mutual Accountability

EPR important step but needs to go further

- **Clarify and strengthen role of government** in coordination at country level
- Increase and **incentivize greater alignment** to government systems
- Deepen links between headquarters and country offices so that **commitments made at global level are carried out at country level and commitments made at country-level are honored at global level**
- Consider introduction of **transparent partnership behavior monitoring system** to display how well partnership is functioning at country level.
- Consider how to incentivize governments to **engage effectively with their citizens** including to build national constituency for change

Components: Enabling Objective

Learning Partnership

Identified as **key strategic shift** in December 2019

Evolve GPE's approach to monitoring and evaluation in order to:

- Rebalance our approach with an increased **focus on country-level learning** including:
  - Country-led monitoring, evaluations, and lesson learning for adaptive reform management;
  - Learning on effectiveness of GPE grants/processes through systematic assessment (progress and completion);
  - Assessment of strength of coordination and mutual accountability by country-level partnership
- Enable **learning more systematically across the engagement cycle**
- Establish country leadership **peer learning and collaboration networks** to support decision making in core areas, building on existing knowledge sharing platforms
- Use **capacities of global partners** to monitor impact-level results and reduce duplication

Components: Enabling Objective

Strategic Capabilities

Build capacity to remove obstacles to transformation through:

- Supporting Peer-to-Peer Exchange
- Facilitating **access to capabilities** and expertise in the Partnership – examples include on data, innovation etc.
- **Engaging across sectors** to address common constraints and opportunities
- Continuing to **strengthen knowledge sharing**
- Investing in other **global goods** to address critical gaps

Advocacy

Continue to strengthen advocacy capacity at country level

Coalesce Partnership around **key strategic issues** where **combined global advocacy will influence outcomes at country level**

Issues could include:

- Girls education
- Importance of teachers and teaching
- Increased social sector spending – joint opportunity with health

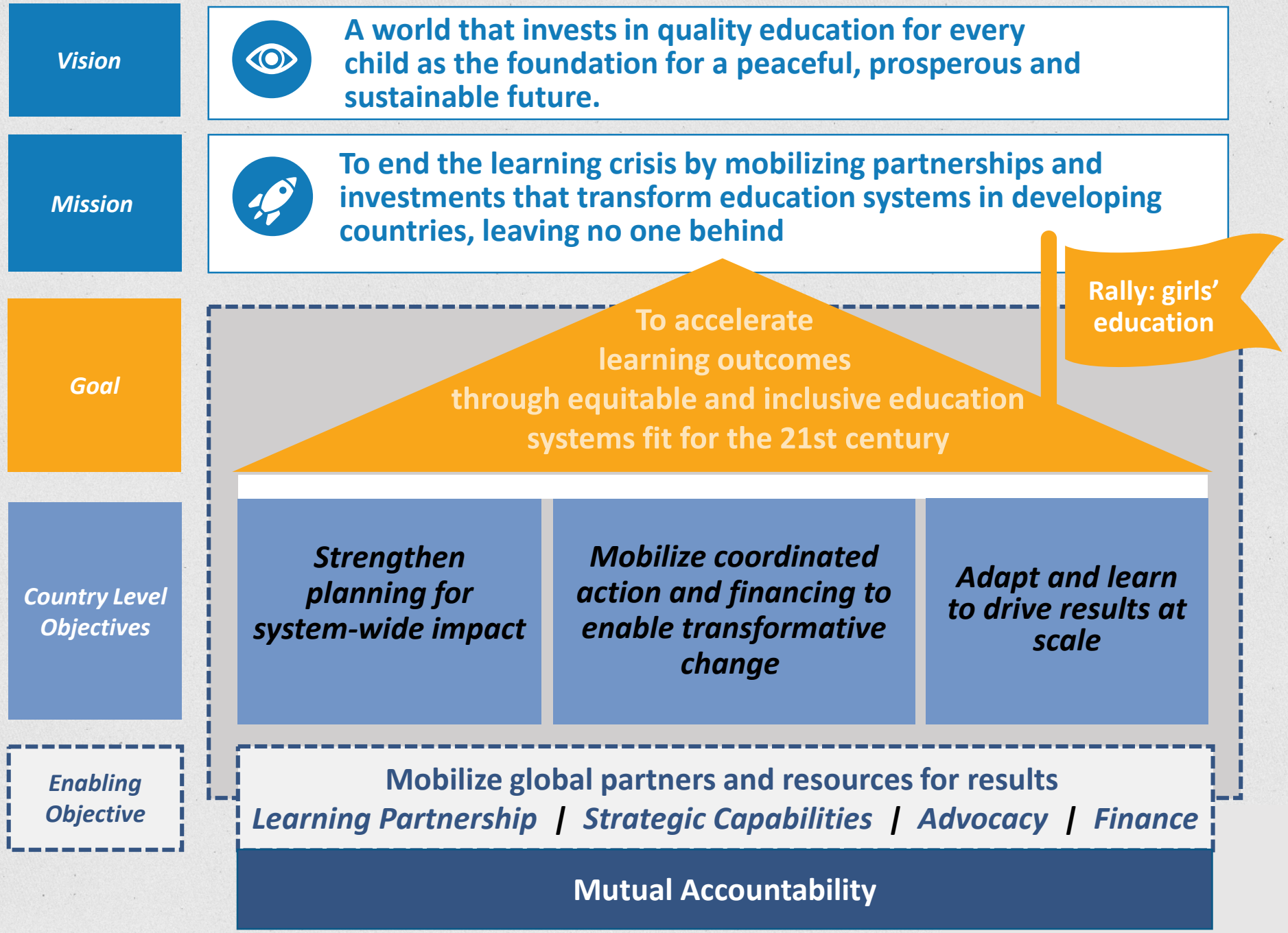
Components: Enabling Objective

Finance

Transformational change requires transformational resources:

- Leverage GPE's convening power to focus **resource mobilization efforts** on specific countries based on demand
- Unlock **new types of co-financing** such as debt forgiveness and blended finance
- **Update the GPE Multiplier** to modify parameters like eligibility and allocations, and introduce differentiated requirements to incentivize non-traditional donors (foundations, the business community, philanthropy)
- Invest in **new, cross-sectoral partnerships** for technical assistance and raising and targeting funds for thematic, lynchpin priorities. Could include: gender, support for innovative approaches such as better resilience against disasters and new results-based financing instruments

All Together: GPE 2025



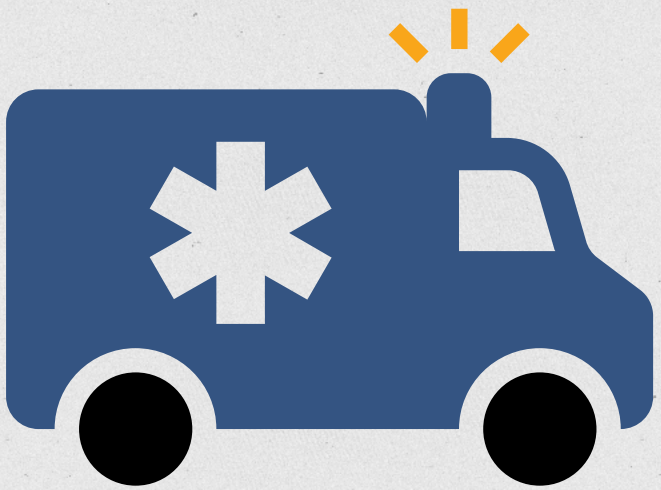
Questions for discussion

1. Do the draft objectives represent what GPE should do during the next strategic period?
2. Will the illustrative actions build on GPE's existing work to better support countries to transform their education systems?
3. Does the enabling objective include the essential components?
4. Are there particular areas where GPE should do more to focus its efforts?



Putting Objectives into Operation: Funding Model Options

“In the current model it is as if an ambulance is coming to pick up someone quite sick but can’t take her/him until the administrative formalities are done.”



-Developing Country Partner

GLOBAL PARTNERSHIP for EDUCATION

Aligning GPE financing to a system transformation approach: Evidence

Standardized and requirements-based model (status quo)

Country-level evaluations find:

- Requirements are associated with lengthy processes and high transaction costs
- Limited flexibility to adapt financing approach to the diversity of contexts in which GPE operates
- Mixed evidence on the effectiveness of requirements
- No progress on alignment and harmonization
- Rigid application of funding model requirements can distort country processes and create perverse incentives

Differentiated and incentives-based model

- Evidence shows that incentives-based models can drive results when results-based financing is combined with aligned modalities (e.g. budget support)
- Early evidence on GPE's variable part finds that incentives linked to sector results can strengthen sector dialogue, promote better prioritization at the sector-level, and improve sector monitoring

Other considerations:

- Limited ability to match the amount of GPE financing to implementation capacity
- Evaluations point to a lack of comprehensive approach to capacity development
- Need for greater flexibility to operate in fragile and conflict affected states and for building resilience to shocks

Options for GPE financing

Standardized and requirements-based approach (status quo)

- GPE engagement and processes are standardized across all contexts based on a standard financing approach
- Small funding windows available to separately support plan development and monitoring
- Uniform requirements for accessing fixed allocations are the levers for change for enabling conditions (e.g. education sector plans (ESPs), domestic financing and data)
- GPE financing supports a broad range of activities within sector plans with RBF focusing on learning outcomes, equity and efficiency

Differentiated and incentives-based approach

- GPE engagement and processes are differentiated based on government-led country dialogue, informed by data, evidence and system diagnostics
- Expanded flexible, on-going, and demand-driven funding window for capacity building in sector diagnostics, data, analysis, planning, monitoring and evaluation.
- Context-specific incentives linked to flexible allocations are the levers for change for enabling conditions (e.g. ESP, domestic financing and data)
- Evidence on system bottlenecks is used to focus GPE financing (fixed and results based) on transformative interventions for impact at scale

Aligning GPE financing to a system transformation approach

Financing approaches	Strengthen planning for system-wide impact	Mobilize coordinated action and financing to enable transformative change	Adapt and learn to drive results at scale
Standardized and requirements-based model (status quo)	• Comprehensive sector analysis and sector planning as a pre-requisite for GPE financing • GPE support for sector plan preparation	• Implementation funding within a fixed allocation for a broad range of activities within sector plans	• Results based financing for sector-level results in equity, efficiency, and learning
Differentiated and incentives-based model	• Government-led country dialogue, informed by data, evidence and system diagnostics that identify bottlenecks to system transformation • GPE support for sector planning	• Flexible allocation model with incentives to drive enabling conditions for system transformation (e.g. domestic financing, data) • Focused implementation financing to address the most critical system bottlenecks	• Results-based financing for sector-level results addressing critical system bottlenecks for system transformation • Ongoing capacity building support for sector diagnostics, analysis, planning, monitoring and evaluation

Differentiated and incentives based model

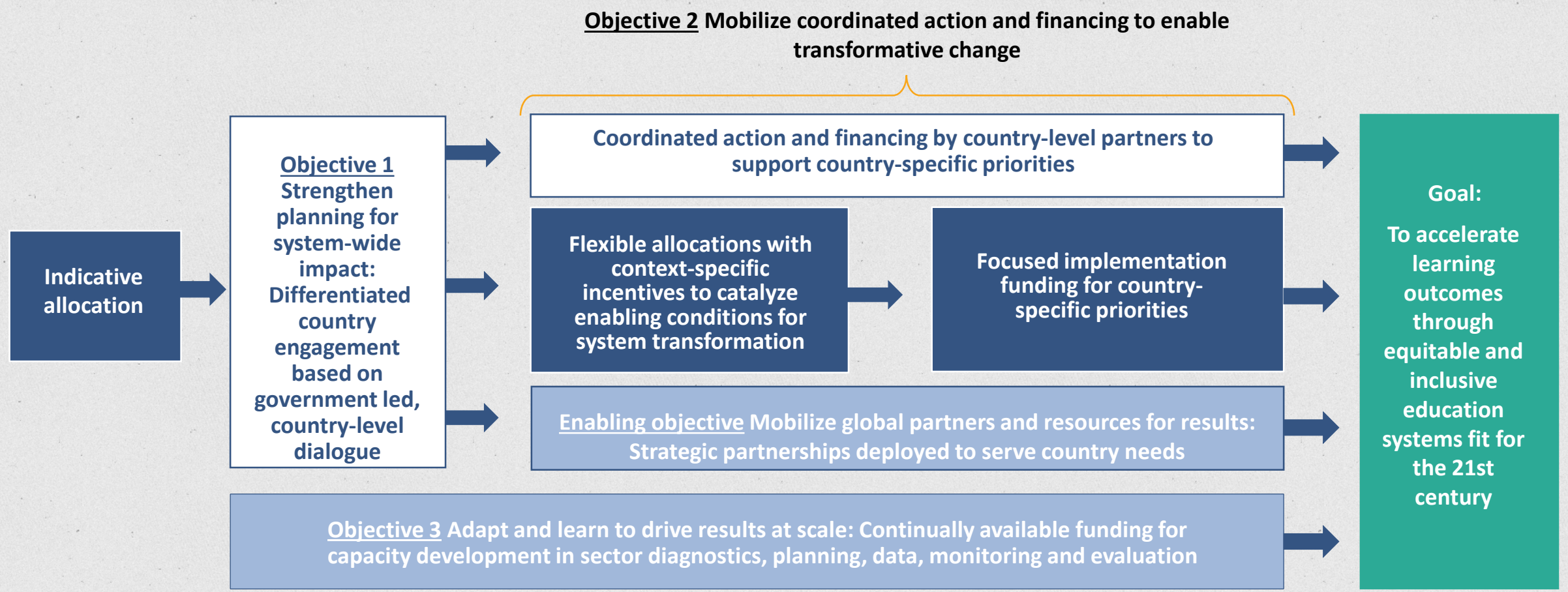
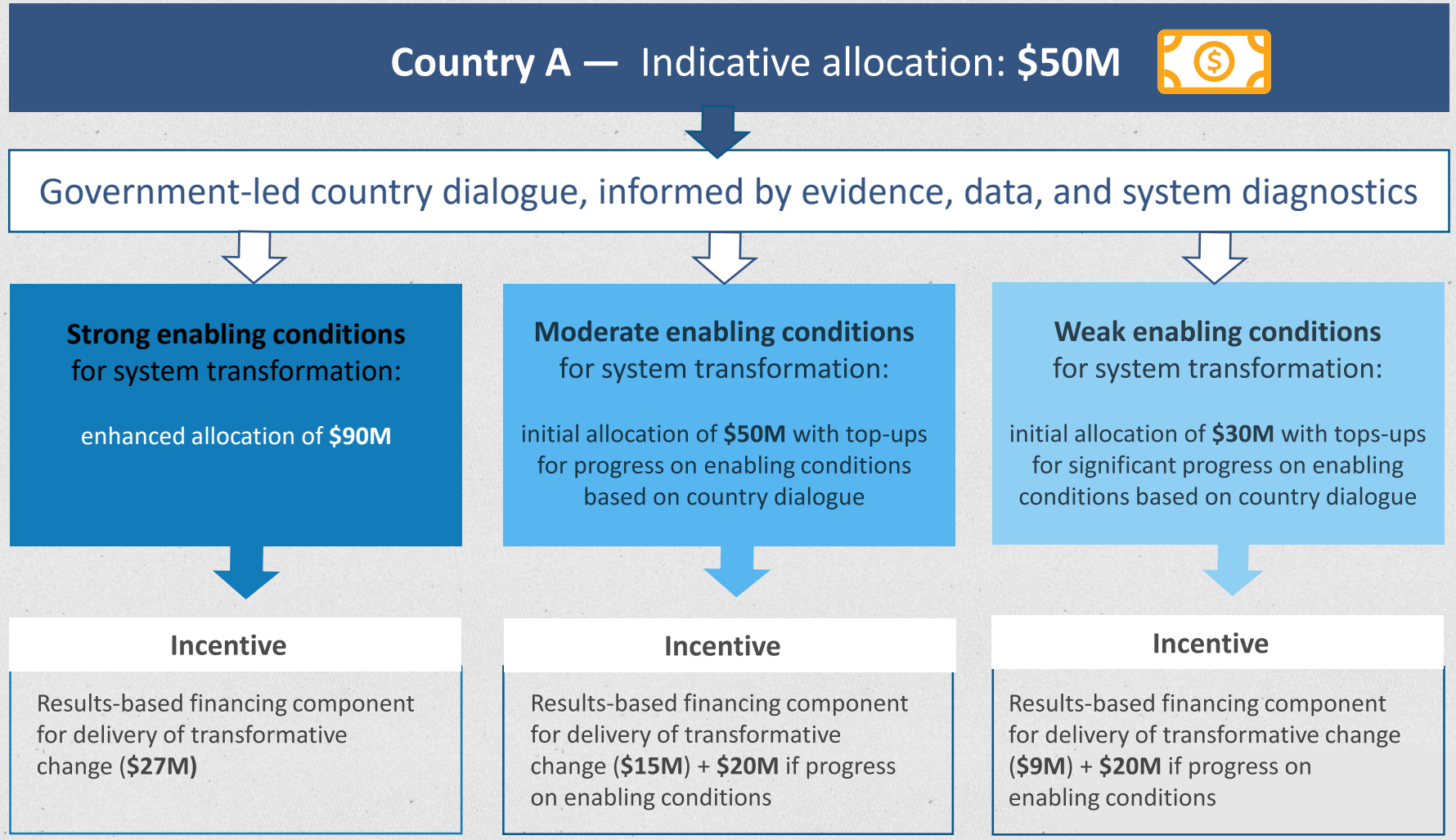


Illustration of context-specific incentives in action

Key features:

- Context-specific incentives linked to flexible allocations catalyze commitment to establishing enabling conditions (e.g. on domestic financing, planning, etc.)
- GPE resources deployed where they will be most effective



Questions for Discussion

1. Should we continue to develop options for a differentiated, incentives based model? Why or why not?

2. The main funding related implications of the model change are:

   a. Moving from uniform requirements (e.g. ESP, domestic financing and data) for accessing fixed allocations to context-specific incentives linked to flexible allocations to catalyze enabling conditions for system transformation. Are you supportive of this change? Why or why not?

   b. Moving from small funding windows to support plan development and monitoring, to an expanded and continually available funding window for capacity building in sector diagnostics, data, analysis, planning, monitoring and evaluation. Are you supportive of this change? Why or why not?



Section 3:
Additional considerations: Financing and Funding

GLOBAL PARTNERSHIP *for* EDUCATION

Context

- Clarity on GPE's **vision, mission, goal, and objectives** is the critical input to decisions about how to use funds.
- There are **key implications** on financing and funding associated with moving to the differentiated, incentives based model (included on slides 34-39).
- Additional adjustments to GPE's financing and funding approach including on eligibility, allocation, and the types of funding mechanisms will be developed to implement the strategic plan. **Initial thinking on options is included here**.
- Detailed work to take place **following the March discussions** based on direction received

Key implications: Differentiated, incentives based model

Implications inherent in proposed model (see slides 34-39):

- **Expanded flexible, on-going, and demand-driven funding window** for capacity building in sector diagnostics, data, analysis, planning, monitoring and evaluation.

- **Context-specific incentives** linked to flexible allocations are the levers for change for enabling conditions (e.g. ESP, domestic financing and data)

GLOBAL PARTNERSHIP for EDUCATION

Additional Options: Financing and Funding

Accelerated Funding:

- Amended by the Board in December 2019 to provide additional funding to incentivize investing in education in crisis.
- Future options could include:
  - Continue with **current approach**
  - **Expand eligibility** for accelerated funding beyond OCHA education appeal countries
  - **Incorporate as an incentive** under the differentiated, incentives based model to be utilized based on context related factors such as integration of refugees and support for host communities. Incentive could be expanded and made available for countries before a crisis to build resilience to prepare for impact of climate change

GLOBAL PARTNERSHIP for EDUCATION

Additional Options: Financing and Funding

Mobilizing funds and deploying GPE resources in new ways:

- Work alongside other types of **co-financing** such as debt forgiveness by donors
- Explore **blended finance** alongside development loans
- Invest in **cross-sectoral partnerships**
- Support specific instruments **such as better resilience against disasters** or Development **Impact Bonds**
- Raise finance and target funding **on thematic priorities** – e.g. gender

Additional Options: Financing and Funding

Allocation:

Methodology must be updated to reflect "strategic aspiration" set by the Board (**12 years of education + 1 year pre-primary).** Further options to consider:

- **Adjust allocation methodology** to better reflect aspiration (e.g. consider total school-age population and learning quality), and introduce qualitative elements to adjust amount for context (e.g. readiness, absorption capacity)
- **Allow for greater predictability of funding-** e.g. maximum 25% decrease in allocation from one period to the next, and consider more nuanced adjustments to grant floors and caps.
- Consider use of a "demand driven" pool of funding **competitively allocated for countries** as an alternative for those that have made progress resulting in lower allocations but still with high needs
- **Add funds** if available to well performing / high need countries over the lifetime of the strategic plan

Questions for Discussion

1. Is there a specific option that should be pursued for accelerated funding?

2. Are there any options included here on allocation or deploying GPE's funds that should not be pursued for further discussion?

3. Is there anything else that we haven't identified?



Section 4:
In Practice

Illustrations of how these proposals could work for key issues identified by the Board

GLOBAL PARTNERSHIP *for* EDUCATION

Focus on Gender

Goal: To accelerate learning outcomes through equitable and inclusive education systems fit for the 21st century

- Proposed rallying cry focused on girls' education; all goal level data disaggregated by sex, location, disability (as data becomes available
- Support government-led reforms to address the root causes of inequality in learning and access for girls and boys including through quality teaching; organization capacity (gender responsiveness, data, inclusiveness, teachers) efficient and equitable financing

Objective 1: Strengthen planning for systemwide impact

- Ensure a systematic gender lens in education system diagnostics and promote gender sensitive planning (GRESP)
- Strengthen government-led policy dialogue and use of data and evidence to identify bottlenecks to improving gender equality in and through education

Objective 2: Mobilize coordinated action and financing to enable transformative change

- Mobilise partner assets at country level to support gender transformative change
- Support government led consultation with critical stakeholders in policy dialogue on gender equality
- Explore options for ensuring financing is more accurately targeted towards achieving gender equality goals (domestic and GPE)
- Make removing barriers to gender/girls education an explicit focus in designing context specific results-based financing

Objective 3: Adapt and learn to drive results at scale

- Make gender disaggregated data available where possible to enable adaptive management/focus where appropriate

Enabling objective: Mobilize partners and resources for results

- Strengthen mutual accountability for girls' education and gender equality
- Consider opportunities for partnership-wide advocacy on key issues affecting girls in education
- Build strategic capabilities to address obstacles to gender equality in education e.g. peer-to-peer learning; facilitating access to capabilities within the partnership; cross-sectoral engagement to work jointly on issues affecting girls; evidence and global goods
- Incentive-based allocation approach includes context specific incentives for tackling gender inequality
- Consider whether GPE should raise finance against specific priorities such as girls' education

GLOBAL PARTNERSHIP for EDUCATION

Focus on Teachers and Teaching

Goal: To accelerate learning outcomes through equitable and inclusive education systems fit for the 21st century

- Support government-led reforms which improve the quality of teachers and teaching so that all girls and boys learn at expected levels

Objective 1: Strengthen planning for systemwide impact

- Identify system wide levers to deliver quality teaching and produce quality teachers
- Prioritize teacher and teaching quality as the drivers of learning and inclusion
- Use learning assessments and collect data on teaching quality
- Situate teacher and teaching reform within existing policy processes

Objective 2: Mobilize coordinated action and financing to enable transformative change

- Mobile and align partner assets at country level in support of quality teachers and teaching
- Ensure that teachers and school leaders participate effectively in sector policy dialogue
- Improve the efficiency of resources, generate data to maximize learning time
- Provide context specific incentives for efficient domestic financing of education, to adequately support teachers and teaching

Objective 3: Adapt and learn to drive results at scale

- Deliver focused reforms that improve teaching quality so that all children learn at expected levels
- Gather data to measure if teaching and learning standards are achieved
- Build system capacity to formulate and implement teacher policies
- Fund programs to improve teacher and teaching quality so all children learn at expected levels

Enabling objective: Mobilize global partners and resources for results

- Strengthen mutual accountability for partnership wide efforts to support the critical role of quality teachers and quality teaching, recognizing that the learning crisis is a teaching crisis
- Consider opportunities for partnership wide advocacy on key issues affecting quality teachers and teaching
- Build strategic capabilities to address key obstacles to improving quality teachers and teacher, e.g. strengthen access to and use of evidence to sharpen investments to improve teacher and teaching quality; peer to peer learning; facilitating strategic partnerships

GLOBAL PARTNERSHIP for EDUCATION

Focus on Fragile and Conflict Affected States

Goal: To accelerate learning outcomes through equitable and inclusive education systems fit for the 21st century

- Support government-led efforts to strengthen systems and equip them to prepare and face crises ensuring equitable access to quality education for those affected by crises.

Objective 1: Strengthen planning for systemwide impact

- Support for transition planning including resilience plans
- Support for government-led country dialogue, informed by evidence from targeted system diagnostics that identify key opportunities for risk and disaster preparedness, mitigation and adaptation, including for climate change

Objective 2: Mobilize coordinated action and financing to enable transformative change

- Enhanced coordination between education clusters and LEGs
- Focused implementation funding to address the most critical needs including those related to protracted crises
- Fast-disbursing funding for emergencies to support the transition to sustainable system transformation
- Mobilize additional funding for emergency or protracted crisis (e.g. Disaster Risk Reduction, matching fund)

Objective 3: Adapt and learn to drive results at scale

- Results-based financing adapted to environments affected by fragility and crisis
- Incentives related to the inclusion of refugees in national education systems
- Ongoing capacity building support for sector diagnostics, planning, monitoring and evaluation

Enabling objective: Mobilize global partners and resources for results

- Strategic partnerships with organizations dedicated to risk reduction (e.g. Center for Disaster Protection)
- Continued engagement with Education Cannot Wait

GLOBAL PARTNERSHIP for EDUCATION

Focus on Domestic Financing

Goal: To accelerate learning outcomes through equitable and inclusive education systems fit for the 21st century

- Incentivize increased and more efficient use of domestic financing for education

Objective 1: Strengthen planning for systemwide impact

- Support diagnostic of efficiency and equity of education spending

Objective 2: Mobilize coordinated action and financing to enable transformative change

- Strengthen country level dialogue on domestic financing through differentiated country engagement
- Develop capacity for inter-ministerial coordination between MoE and MoF

Objective 3: Adapt and learn to drive results at scale

- Deploy context specific incentives for increased and/or more efficient domestic financing identified through country level dialogue
- Improve monitoring and evaluation of policy implementation to foster adaptive learning and enhance efficiency

Enabling objective: Mobilize global partners and resources for results

- Leverage inter-sectoral partnership with global institutions from the social sector and IMF to improve domestic financing for social sectors

GLOBAL PARTNERSHIP for EDUCATION

Focus on GPE's role in the global education architecture



Under GPE 2025 GPE will remain:

- An **inclusive partnership**, with the capability to support and incentivize country level coordination and convening
- A **major financier** of education in LICs and LMICs, including FCAs with a **focus on equity, learning and efficiency**
- Focused on **strengthening education systems and supporting country led reform** including supporting systems in FCAs
- A significant contributor to **education dialogue, advocacy, data, knowledge, GPGs, and monitoring**

- In addition, adopting a differentiated, incentives-based model will:
  - Allow for a flexible process based on country context and more targeted finance to enable greater **complementarity with other funders**
  - Emphasis on coordination and incentives to facilitate alignment aimed at decreasing **fragmentation and increased use of country systems**
  - Greater focus **on mutual accountability** at country level and globally

GLOBAL PARTNERSHIP for EDUCATION

Section 5:
Next Steps

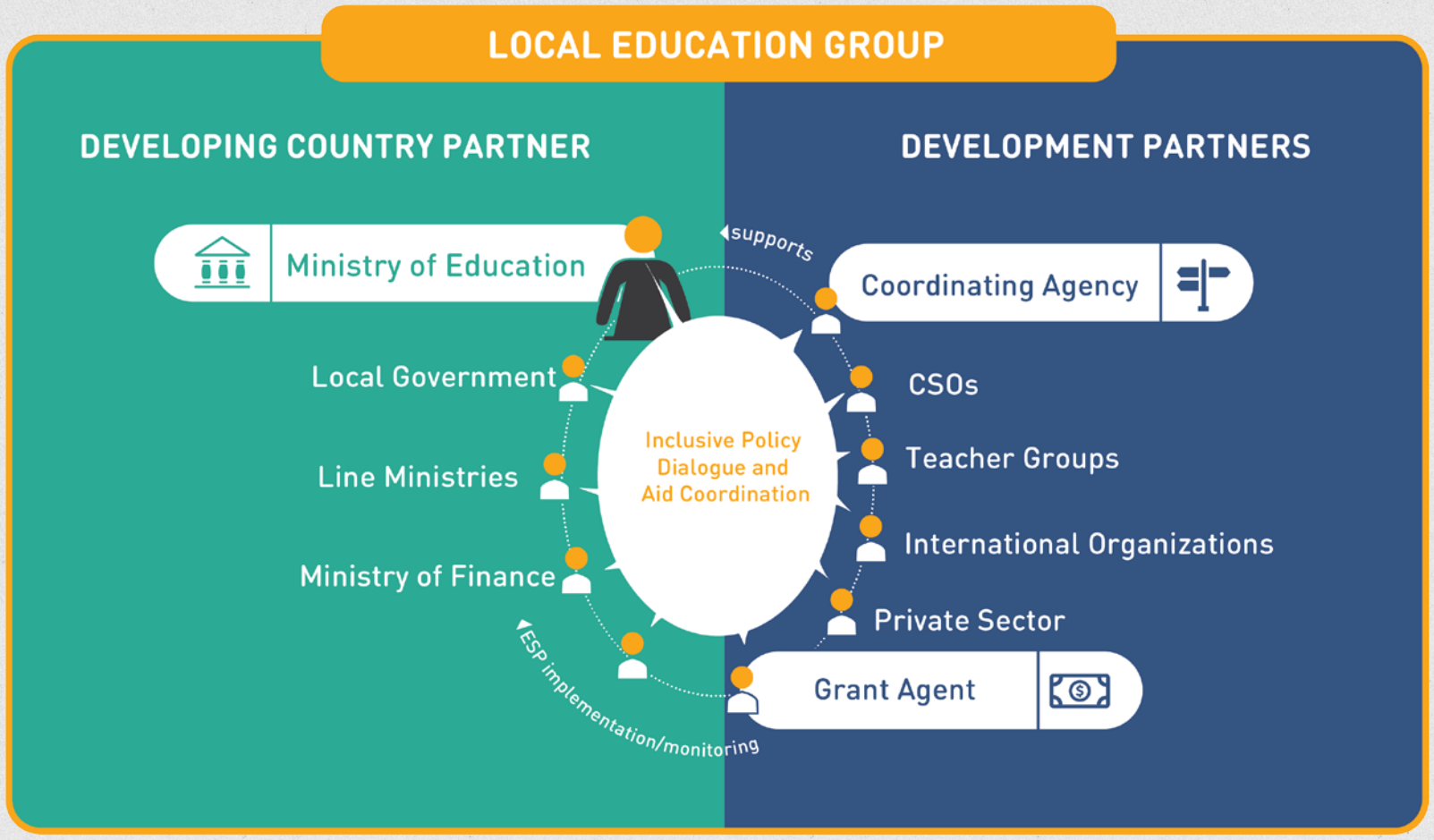
GLOBAL PARTNERSHIP *for* EDUCATION

How should GPE's governance evolve to implement the next strategy?



GLOBAL PARTNERSHIP for EDUCATION

How should GPE's governance at the country-level evolve to implement the next strategy?



GLOBAL PARTNERSHIP for EDUCATION

Roadmap

- Deeper dive on potential changes to financing and funding for consideration by the Finance and Risk Committee during the **April** Meeting
- Strategy outline and financing and funding options to be presented to the Board in **June** for decision and integrated into Case for Investment
- Final Strategic Plan launched by the Board in **September** 2020
- Final financing and funding options and operational plan for new strategic plan period to be agreed in **December** 2020

GLOBAL PARTNERSHIP *for* EDUCATION

Timeline to December



Thank you!

Visit our website
globalpartnership.org

GLOBAL PARTNERSHIP *for* EDUCATION