STRATEGIC PLAN: REPORT OF THE WORKING GROUP

For Decision

1. PURPOSE

The purpose of this paper is to seek a decision of the Board of Directors approving the remaining elements of the Strategic Plan contained in **Annex 1** to this paper.

2. REQUESTED DECISION

Recalling the decisions of the Board of Directors approving the Vision, Mission, Strategic Goals, How the Partnership will Work and Objectives for 2012-2015, the Strategic Plan Working Group further recommends that the Board of Directors approves the following decision:

> **BOD/2012/07-XX – Final Strategic Plan:** The Board of Directors:
>
> a. approves the indicators and actions described in the Global Partnership for Education Strategic Plan as presented in Annex 1 to BOD/2012/07 DOC 03; and
>
> b. requests the Secretariat to:
>
> i. finalize the Strategic Plan, based on the comments made by the Board of Directors at the audio-conference on 31 July 2012, for publication in conjunction with the launching of the United Nations Secretary General's Education Initiative; and
>
> ii. provide to the Board of Directors at its next face-to-face meeting, a revised monitoring and evaluation strategy that is aligned to the Strategic Plan (in addition to the other documents requested in decision BOD/2012/06-02).

3. BACKGROUND

3.1 Following its retreat on 6 June 2012, the Board of Directors approved the following decisions at its meeting on 7-8 June 2012 with regard to the Strategic Plan:

> **BOD/2012/06-01 — Strategic Plan:** The Board of Directors approves the following with regard to the Strategic Plan:
>
> 1. **Vision:** A good quality education for all children, everywhere, so they fulfill their potential and contribute to their societies.
>
> 2. **Mission:** To galvanize and coordinate a global effort to deliver a good quality education to all girls and boys, prioritizing the poorest and most vulnerable.
>
> 3. **Strategic Goals:**
>
> (i) **Access for All**: All children have access to a safe, adequately equipped space to receive an education, with a skilled teacher.
>
> (ii) **Learning for All**: All children master basic literacy and numeracy skills by the early grades.
>
> (iii) **Reaching Every Child**: Resources are focused on the most marginalized children and those in fragile and conflict-affected states.
>
> (iv) **Building for the Future**: National systems have the capacity and integrity to deliver, support and assess quality education for all.
>
> 4. **How the Partnership will Work**: The Global Partnership for Education will leverage the skills, leadership and resources of its partners by:
>
> - Increasing the visibility of education as a key strategy for the health, wealth and stability of nations;
> - Supporting countries to develop and implement good education plans which are sustainable and country-led;
> - Strengthening the quality, effectiveness and efficiency of government systems;
> - Continuously improving through innovation and by promoting best practice;
> - Developing and promoting harmonized education goals and metrics; and
> - Improving development effectiveness.
>
> 5. **Objectives 2012-2015**:
>
> **Objective 1**: Fragile and conflict-affected states able to develop and implement their education plans.
>
> **Objective 2:** All girls in GPE-endorsed countries successfully complete primary school and go to secondary school in a safe, supportive learning environment.
>
> **Objective 3:** Dramatic increase in the number of children learning and demonstrating mastery of basic literacy and numeracy skills by Grade 3.

Objective 4: Improve teacher effectiveness by training, recruiting and retaining teachers and supporting them to provide a good quality education.

Objective 5: Expand the volume, effectiveness, efficiency and equitable allocation of external and domestic funding and support to education in GPE-endorsed countries.

BOD/2012/06-02 — <u>Finalization of the Strategic Plan</u>:

The Board of Directors requests:

1. The Strategic Plan Working Group to revise and finalize the draft Strategic Plan, based on input received at the Retreat and meeting of the Board of Directors in June 2012, and present it no later than mid- July 2012 for consideration by the Board of Directors at an audio-conference to be scheduled in late July 2012.

2. The Secretariat to submit to the Board of Directors for its approval, following approval of the Strategic Plan, an implementation plan, budget considerations, risk management plan, and communications strategy for the Strategic Plan.

3. Noting that Objective 4 of the Strategic Plan is to improve teacher effectiveness by training, recruiting and retaining teachers and supporting them to provide a good quality education, the Secretariat to deliver a paper regarding a strategy for its implementation by the next face-face meeting of the Board of Directors.

Work Completed Since the Board Meeting

3.2 Following the meeting of the Board of Directors on 7-8 June 2012, the Secretariat amended the Strategic Plan in line with the comments made at the meeting.

3.3 The Strategic Plan Working Group met on 10 July 2012 to discuss the revised draft. A summary of the discussion was delivered to the Board of Directors on 12 July 2012.

3.4 The final draft, presented in Annex 1, incorporates further refinements requested by the Strategic Plan Working Group.

3.5 The key changes and additions to the document include:

- The **Framework** (on the second page of the Strategic Plan) reflects the decisions taken at the Board meeting on 7-8 June 2012. The Framework will be amended to incorporate the remaining elements of the Strategic Plan that were not previously approved.

- The **indicators,** including:

- Indicators currently collected and reported;
- Indicators where data mostly exists and are planned to be collected by partners in the near future; and
- Indicators where significant effort will be required to capture very important data, especially on learning and equity indicators.

Work on the third category of indicators will be elaborated in the implementation plan. It will take time to begin monitoring these indicators; they are aspirational. A briefing conference call on indicators has been offered, occurring a few days prior to the audio-conference meeting for all interested Board members.

- There is now greater clarity between the section on "How the Partnership Works" and "Enabling Approaches". The Enabling Approaches have been simplified and re-named "Strengthening the Partnership". Text in the Plan itself explains the relationship more clearly.

- The linkage between the Strategic Plan and existing GPE documents has been made more explicit (e.g. Charter, Results Framework).

- The document has been edited to be more reader-friendly, sharper and with simpler language. This will be further enhanced by a professional edit for publication once it is approved.

Finally, it is important to note that the Strategic Plan does not detail the division of labour and roles and responsibilities of different partners in its delivery. This will be covered in the implementation plan.

Critical Timing

3.6 The education debate is at a critical juncture, with the launching of the UN Secretary General's Education Initiative in September 2012 and the ongoing discussion of the post-MDG agenda. The Global Partnership needs to actively engage and influence this debate by means of presenting the Strategic Plan. Therefore timing is very tight to have the Strategic Plan ready for publication and dissemination in conjunction with these discussions.

4. NEXT STEPS

4.1 Following its approval by the Board of Directors, the Strategic Plan will be professionally edited and published. It will be launched at the United Nations General Assembly events in September 2012, in particular in relation the UN Secretary General's Education Initiative, and disseminated widely to the partnership and to the general public on the GPE website.

4.2 Over the next few months, the work of the Strategic Plan Working Group will continue in order to oversee the preparation of the implementation plan, budget considerations, risk management plan, communications strategy and monitoring and evaluation strategy. These documents will be presented for approval of the Board of Directors at its next face-to-face meeting.

ANNEX 1: GLOBAL PARTNERSHIP FOR EDUCATION STRATEGIC PLAN 2012-2015

EXECUTIVE SUMMARY

The Global Partnership for Education (the "Global Partnership" or "GPE") believes that education is a fundamental right for all children and is essential to achieving all of the Millennium Development Goals. Investing in education is the single most effective means of reducing poverty: if all children in low-income countries could read, it is estimated that poverty would drop by 12 percent.[1] In addition, educating girls and women is the most effective investment for achieving long-term health benefits for a nation, saving the lives of mothers and babies and creating healthier, stronger families.

Since its inception in 2002, the Global Partnership has been devoted to getting all children everywhere into school for a good education. It has achieved impressive results since 2002, including an additional 19 million children in school, 413,000 teachers trained, over 37,000 classrooms constructed, 218 million textbooks provided and higher school completion rates for boys and girls.

This Strategic Plan builds on these achievements and sets out the long-term vision, mission, strategic goals and core strategies of the Global Partnership. The vision is "a good quality education for all children, everywhere, so they fulfill their potential and contribute to their societies" and the mission is "to galvanize and coordinate a global effort to deliver a good quality education to all girls and boys, prioritizing the poorest and most vulnerable."

The Global Partnership has four strategic goals to achieve this vision, focused on the key building blocks of access, quality, equity, and strong national education systems.

Following from these goals, the Global Partnership has set five targeted objectives for the period 2012-2015 to address the major and immediate barriers to achieving our longer term goals. The objectives articulate what the Global Partnership will do over the next three years, focusing on fragile states, girls' education, early grade reading, education resourcing and the improvement of teaching. Progress against the strategic goals and five objectives will be tracked and assessed.

[1] UNESCO, 2010. "Global Monitoring Report: Reaching the Marginalized.

Draft Framework of the Strategic Plan 2012-2015

VISION A good quality education for all children, everywhere, so they fulfill their potential and contribute to their societies

MISSION To galvanize and coordinate a global effort to deliver a good quality education to all girls and boys, prioritizing the poorest and most vulnerable

STRATEGIC GOALS	1 **ACCESS FOR ALL** *All children have access to a safe, adequately equipped space to receive an education with a skilled teacher*	2 **LEARNING FOR ALL** *All children master basic literacy and numeracy skills by the early grades*	3 **REACHING EVERY CHILD** *Resources are focused on the most marginalized children and those in fragile and conflict-affected states*	4 **BUILDING FOR THE FUTURE** *National systems have the capacity and integrity to deliver, support and assess quality education for all*

OBJECTIVES OF THE PARTNERSHIP 2012 – 2015

1. Fragile and conflict affected states able to develop and implement their education plans	**2. All girls in GPE-endorsed countries successfully complete primary school and go to secondary school in a safe, supportive learning environment**	**3. Dramatic increase in the number of children learning and demonstrating mastery of basic literacy and numeracy skills by Grade 3**	**4. Improve teacher effectiveness by training, recruiting and retaining teachers and supporting them to provide a good quality education**	**5. Expand the volume, effectiveness, efficiency and equitable allocation of external and domestic funding and support to education in GPE-endorsed countries**

How the Partnership Will Work

The Global Partnership will leverage the reach, skills, leadership and resources of its partners by:

- Increasing the visibility of education as a key strategy for the health, wealth and stability of nations
- Supporting countries to develop and implement good education plans which are sustainable and country-led
- Strengthening the quality, effectiveness and efficiency of government systems
- Continuously improving through innovation and by promoting best practice
- Developing and promoting harmonized education goals and metrics
- Improving development effectiveness

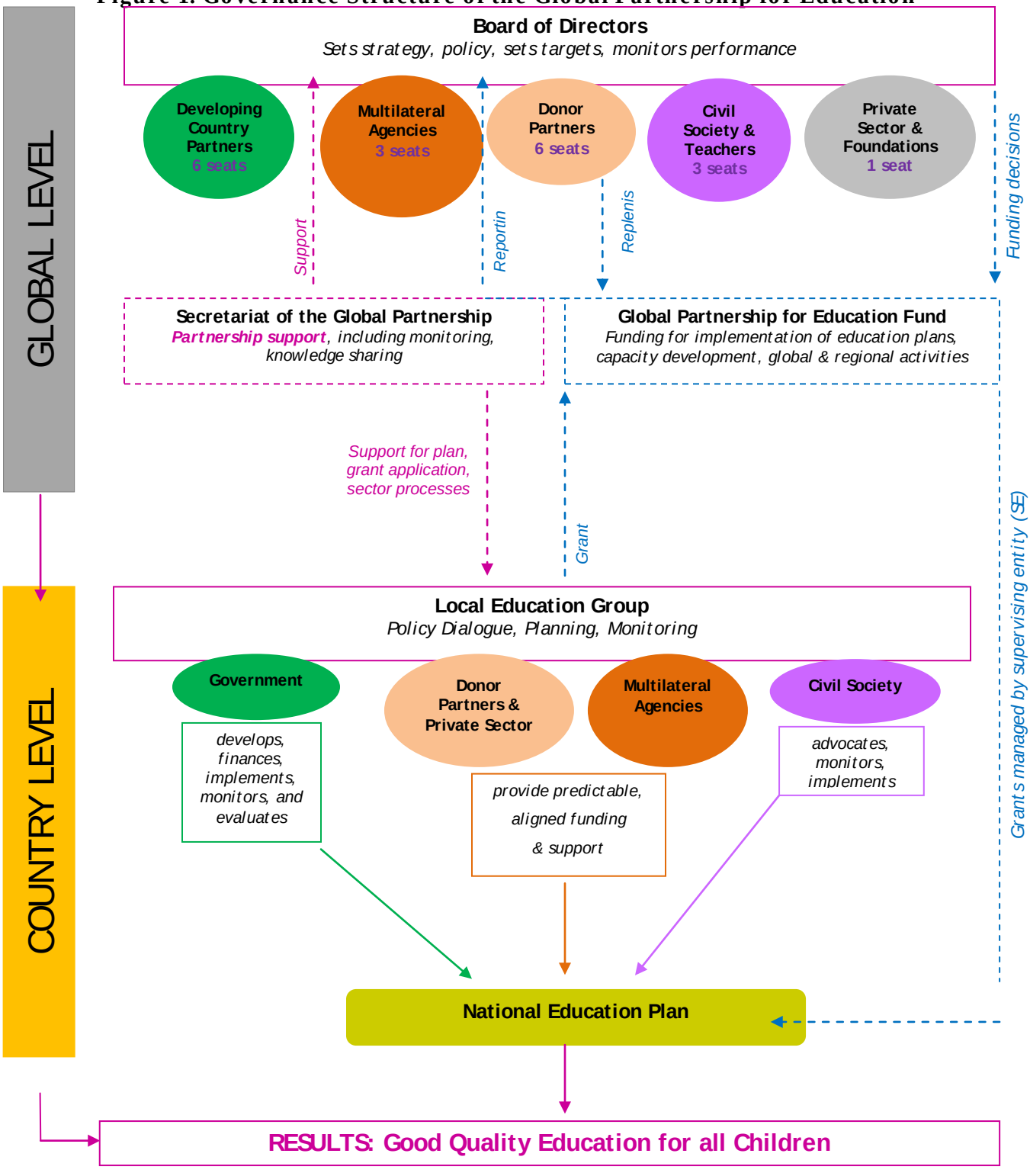
INTRODUCTION

The Global Partnership is unique. It is the only global partnership among governments, civil society, international institutions, teachers and the private sector devoted to getting all children, everywhere, into school for a good quality education. The Global Partnership comprises close to 50 developing countries and more than 25 bilateral, regional and multilateral agencies and organizations. These diverse interests work together: coordinating their efforts to achieve countries' own education strategies, mobilizing technical and financial resources and using those resources efficiently to achieve results.

Since 2002, the Global Partnership (formerly the Education for All Fast Track Initiative) has transformed international cooperation in education in developing countries. It has made impressive achievements in the quality of national education plans in the poorest countries, and helped to ensure donor coordination around those plans. It has also mobilized significant additional resources to train teachers, build classrooms and provide books and other education services; such resources amount to over US$3.5 billion, as well as approximately six percent annual average increases in domestic financing in Sub-Saharan Africa over the past decade.

The Global Partnership operates at both the country level and the global level. At the country level, the Local Education Group ("LEG") forms the foundation of the partnership's governance. It comprises the government of the developing country partner, donors present in the country, multilateral agencies, CSOs, the private sector and private foundations supporting the education sector. At the global level, the Global Partnership is directed by a constituency-based Board of Directors, supported by a professional Secretariat based in Washington, DC. See Figure 1 below for an illustration of the Global Partnership's governance structure.

Figure 1: Governance Structure of the Global Partnership for Education



Color Code

Global Partnership for Education Fund - Flow of funds

Partnership activities and accountability for results

The work of the Global Partnership is guided by six principles: country ownership, support linked to performance, lower transaction costs, transparency, development results and value-for-money, and mutual accountability. These principles and the details of the governance arrangements of the Global Partnership are contained in its Charter.[2]

All members of the Global Partnership have a shared commitment to accelerating progress toward the achievement of the Education for All goals by 2015.

This document sets out the Global Partnership's vision, mission, goals and objectives to 2015 and beyond, and articulates how the partnership will work to achieve its objectives. It provides direction for the partnership as a whole in an inclusive plan. It is not intended to be prescriptive, but captures the diversity of the GPE partners while providing a focus for collective effort.

Education for All Goals

1. Expand early childhood education
2. Provide free and compulsory basic education for all
3. Promote learning and life skills for young people and adults
4. Increase adult literacy
5. Achieve gender parity and gender equality
6. Improve the quality of education

The Plan is divided into two parts. **Part 1** contains the longer-term vision, mission and strategic goals, and a description of how the partnership works. It provides a longer-term depiction of what the Global Partnership is, what it ultimately seeks to achieve and how it functions. The longer term goals provide a critical path, ensuring that the international education agenda is more ambitious and goes beyond simply enrollment and completion of primary school. The actions that the Global Partnership takes over the next three years will help us achieve our longer term vision and goals.

Part 2 focuses on the five objectives that will be the focus of effort between 2012 and 2015. These objectives include indicators to measure progress and are supported by measures to strengthen how the partnership works.

While this Plan is for a period of three years, to the end of 2015, the Board of Directors will review progress against it annually and amend it if required. An implementation plan will set out how this Strategic Plan will be made operational and also expand on the

[2] http://www.globalpartnership.org/media/docs/publications/Charter_of_GPE_English.pdf

relative roles and responsibilities of GPE partners in its delivery. This Plan has been prepared while the post-2015 Millennium Development Goal agenda is under early consideration by the international community. Education needs to be central to that agenda and the Global Partnership intends that its Vision, Mission and Goals will contribute to international thinking and decision-making. The Board of Directors will also review this Plan in the light of international consensus on the post-2015 agenda.

THE IMPORTANCE OF EDUCATION AND PARTNERSHIP

All children have a right to a good education. Education is also essential to achieving the Millennium Development Goals and is one of the underlying linkages between each of the goals. There is a growing and overwhelming body of evidence that documents the positive impact of education, including in the areas of maternal and child health, poverty reduction and economic growth and social stability, all of which are key elements of the MDGs.

Millennium Development Goals:

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender parity and empower women
4. Reduce child mortality rates
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

Educated women are more likely to seek out health care for themselves and their families. For instance, while almost half of women with no education in South and West Asia go without any pre-natal care at all, the number drops to fewer than one in ten for women with a secondary education.[3] In addition, it is estimated that of 8.2 million fewer deaths in children younger than five years between 1970 and 2009, 4.2 million (51.2 percent) can be attributed in part to increased educational attainment in women of reproductive age.[4] Another study finds that maternal mortality rates in Bangladesh dropped from 724 deaths per 100,000 live births in 1990 to 338 per 100,000 in 2008, a figure that can be explained largely by the increased availability of free primary and secondary education for girls.[5]

Education is also a significant factor in improving economic benefits and decreasing poverty levels at both the individual and the national level. For example, for each additional year that an individual in a developing country is in school, their income increases by approximately 10 percent. At a national level, the Gross Domestic Product (GDP) increases by one percent more per annum for every additional year of schooling.[6]

[3] UNESCO, 2010. "Global Monitoring Report: Reaching the Marginalized."
[4] Gakidou et al, The Lancet, 18 September 2010, "Increased educational attainment and its effect on child mortality in 175 countries between 1970 and 2009"
[5] Hogan et al, Lancet, May 8, 2010. "Maternal mortality for 181 countries, 1980—2008: a systematic analysis of progress towards Millennium Development Goal 5"
[6] World Bank, 2007. "World Development Report."

The quality of education is also important to achieving many of these outcomes. Learning to read has a significant impact on poverty rates—if all children in low-income countries could read, it is estimated that poverty would drop by 12 percent.[7] The powerful impact of learning quality on GDP has been documented: an increase of just one standard deviation in student scores on international assessments correlates to about a two percent increase in GDP per capita.[8]

"If all children in low-income countries could read, it is estimated that poverty would drop by 12 percent."

Education is also a powerful force for reducing the likelihood of conflict and improving the environment. Investing in the institutions of a fragile or conflict-affected country, in particular those for education, improves the resilience of the country to corruption or further conflict. For example, one study found that increasing the school enrollment rate by at least 10 percent, the likelihood of a country experiencing a situation of conflict fell by three percent. In addition, the duration of conflict declines significantly as male enrollment rates increased.[9]

For these reasons, increasing access to a good education is an urgent priority. While the developing world and international community have made good progress on improving access to education, momentum has slowed in recent years. Further, these figures mask an alarming crisis in education globally. UNICEF estimates that over 50 million children who are enrolled in school do not actually attend school.[10] Even more worrying, over 50 percent of children in the poorest countries cannot read anything by the end of Grade 3. Underlying these stark statistics are significant issues of inequity and marginalization. Access and learning outcomes are notably worse among poorer, rural children, with pockets of disadvantage among girls, particularly in accessing secondary education.

Over 40 percent of the world's out-of-school children live in fragile and conflict-affected states (and the percentage is increasing). Reading and other education quality indicators remain stubbornly low in these countries.

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[7] UNESCO, 2010. "Global Monitoring Report: Reaching the Marginalized."
[8] Hanushek, E. and L. Wößmann, 2007. "The Role of Education Quality in Economic Growth, Working Paper 4122, World Bank."; and OECD, 2010. "The High Cost of Low Educational Performance: The Long-run Economic Impact of Improving PISA Outcomes." Paris, France, OECD Publishing.
[9] Paul Collier and Anke Hoeffler, "Greed and Grievance in Civil War," *Oxford Economic Papers* 56, no. 4 (2004): 563–95.
[10] UNICEF, 2011. "State of the World's Children."

Much remains to be done. The Global Partnership offers a unique opportunity for coordinated, concerted action.

The Global Partnership is more than a fund. Its uniqueness lies in its ability to mobilize the efforts of diverse interests to achieve a common goal – the education of children. It does so in two important ways: by mobilizing resources, both domestic and external, and by helping developing countries work with donors, civil society and the private sector to ensure that education assistance is better coordinated and more effective, based on countries' own education strategies, with all resources being used more efficiently.

The Global Partnership model recognizes that countries determine their own national education goals. By joining the Global Partnership, developing country partners also commit to focusing on shared priorities.

The Global Partnership model works. GPE developing country partners display consistently better outcomes than non-partner countries. Moreover, developing country partners have for the most part increased their levels of domestic financing over the past decade, and in sub-Saharan Africa by some six percent per annum.

However, the prospects for increased external financing are more sobering. After some significant increases in donor funding for basic education in the decade from 2000 to 2010, a renewed commitment, momentum and more predictable financing are required to bridge the gap in funding for education globally. This Plan aims to address some of the challenges to get more children in the poorest countries into school, for longer and for a better education. The power of the Global Partnership underlying the plan can make a very real difference.

PART 1: LONG TERM

While this Plan is for the period of 2012 to 2015, the Global Partnership's Vision, Mission and Strategic Goals (set out below) will extend further into the future and will contribute to any international commitment to development beyond the 2015 Millennium Development Goals.

VISION:

A good quality education for all children, everywhere, so they fulfill their potential and contribute to their societies

MISSION:

To galvanize and coordinate a global effort to deliver a good quality education to all girls and boys, prioritizing the poorest and most vulnerable

STRATEGIC GOALS:

Access for All	Learning for All	Reaching Every Child	Building for the Future

STRATEGIC GOALS

The Global Partnership has identified four core strategic goals that will guide the concerted efforts of all of its partners into the future. The focus of the education community globally over the past 15 years or so has been to increase the number of

children with access to basic education. Much greater consideration needs to be given to education quality, equity, reaching marginalized populations and to building strong national education systems. These issues are as vital as is increasing access to ensure that all children receive a good education. Therefore, it is essential that concerted action is also focused on quality, equity and systems.

"Much greater consideration needs to be given to education quality, equity, reaching marginalized populations and to building strong national education systems."

Each of the four strategic goals will be monitored with specific indicators to measure progress. The education sector demands, produces and uses fewer indicators to mark progress than other sectors such as health. Moreover, education indicators mostly measure access to schooling and completion not whether children learn anything or are well cared for. Health and family planning sectors have benefitted from decades of repeated household surveys, using consistent frameworks over time. The Global Partnership does not believe that health issues are significantly more inherently measurable: the education sector measures far less than is possible or desirable. This Plan includes both existing indicators relating to access as well as more innovative ones pertaining to literacy, numeracy and equity. The Plan also contains some indicators of whether schools and education ministries are well managed.

GOAL I: Access for All: All children have access to a safe, adequately equipped space to receive an education, with a skilled teacher

Access remains central, with some 61 million children still not enrolled in primary school and tens of millions of children who are enrolled not attending school regularly. The most recent trends show the reduction in "out of school" numbers slowing. The global goal of universal access is far from achieved. While MDG 2 has been focused on enrollment and completion of primary education, the Global Partnership believes that improved access is not only about getting more children enrolled.

The Global Partnership's efforts will aim to ensure that children not only enrol in primary school, but are able to access pre-primary education and complete a basic education of at least 10 years with the necessary knowledge and skills to thrive. This will require the provision of quality learning environments with reasonable class sizes, in

schools or education spaces that offer a safe environment, with adequate child-friendly buildings, facilities and equipment. It also means that children have access to a skilled teacher.

The indicators which will be used to measure progress on this goal are:

- Gross Enrollment Ratio (GER) or equivalent in early childhood education;
- Primary Completion Ratio (PCR);
- Ratio of transition to lower secondary;
- Number or proportion of children of primary school age who are out of school;
- Pupil teacher ratio (PTR) in primary school; and
- Safety and condition of schools.

GOAL II: Learning for All: All children master basic literacy and numeracy skills by the early grades

In order for children to learn, fulfil their potential and contribute positively to their societies as adults, they must be able to read, comprehend, write and be numerate. The Global Partnership will focus on each of these aspects of a child's education. This goal is critical in the coming decade as the global youth bulge moves through the primary school system. Other aspects of quality will also be important to the achievement of a country's education plan.

The Global Partnership supports a holistic approach to quality, addressing all learning outcomes. It recognizes that many of its partners are providing strong leadership in areas such as the quality of the learning environment and the protection of child rights, as well as addressing broader learning outcomes such as adult literacy, technical and vocational training, schools as centers of community, etc. The Global Partnership's efforts will support and complement this work, and in the period of this Strategic Plan will focus specifically on the foundations of learning, including early acquisition of literacy, numeracy and other foundational skills.

The indicators that will be used to measure progress on this goal are:

- The proportion of students in the early grades who demonstrate against credible national systems that they can read and understand the meaning of grade level text according to national curricula; and

- The proportion of students in the early grades that have numerical conceptual understanding and procedural fluency with basic operations.

GOAL III: <u>Reaching Every Child</u>: Resources are focused on the most marginalized children and those in fragile and conflict-affected states

Issues of inequity and marginalization in education require targeted action. The Global Partnership cannot achieve its goals if the poorest and most marginalized children are not reached.

All children have a right to a good quality education. The GPE partners will address inequity by income or wealth (given that poverty is the major cause of poor education outcomes), gender, urban-rural, child labour, disability, ethnic/tribal minorities and fragile and conflict-affected states. In the period covered by this Strategic Plan, the Global Partnership will focus primarily on fragile and conflict-affected states and gender inequity to get more children into school for a longer and a better education. However, it acknowledges that efforts to reach all marginalized groups must be taken. Effective action on inequity and marginalization requires a focus at both the country level and the sub national level in policy setting, planning, financing, implementation and monitoring.

The indicators that will be used to measure progress on this goal are the ”Access for All” indicators broken down by:

- Income or wealth quintile;
- Gender;
- Disability factors;
- Sub-national levels of governance;
- Fragile and conflict-affected regions/countries; and
- Inequality of pupil teacher ratio (PTR) in primary school.

GOAL IV: <u>Building for the Future</u>: National systems have the capacity and integrity to deliver, support and assess good quality education for all

The cornerstone of the Global Partnership is building good national education systems. A good education system is one which strives for education excellence at all levels, assures standards and is responsive and accountable to the public. Education policies are

based on global best practice and evidence, informed by reliable local data, and country led. Schools are well led, managed and governed, have adequate numbers of trained staff, supported by functioning decentralized and national institutions. Resources (government and external) are transparently allocated against national plans and budgets, give priority to where the need is greatest, and translate into educational outcomes without waste or inefficiency. There are strong checks and balances within the system to identify and address corruption at all levels. The Global Partnership believes it important to assess how well education systems are run and all GPE partners will support such assessments, thereby demonstrating strong adherence to the principles of development effectiveness.

The indicators that will be used to measure progress on this goal are:

- Quality assurance or benchmarking systems in place linked to information systems and being actively used at regular intervals;[11]
- Educational sector is supported according to aid effectiveness principles by GPE partners; and
- Credible national student and teacher assessment systems for multiple learning outcomes in use.

It should be noted that the indicators against this goal are systems-based. Rather than impose a long list of possibly inappropriate indicators of whether all the different aspects of an education system is well managed and functional, the Global Partnership will monitor whether a ministry uses a credible quality-assurance indicator framework.

[11] Standards include the World Bank's SABER and UNESCO's GEQAF, among others.

HOW THE PARTNERSHIP WILL WORK

The Global Partnership has grown and evolved rapidly in the past three years. Partners, the Board of Directors and the Secretariat are doing many things differently, to a larger scale and with increased scrutiny and accountability. This Plan envisages taking the Global Partnership to a new level, providing leadership in the education sector, galvanizing actors to work more cohesively, taking an objective and active approach to knowledge sharing and innovation, and addressing head-on the factors contributing to the current global learning crisis in education.

The Global Partnership will leverage the reach, skills, leadership and resources of our partners by:

- ***Increasing the visibility of education as a key strategy for the health, wealth and stability of nations***

The global dialogue on development must acknowledge the essential contribution of education to wider development objectives, its enduring impact on countries and their citizens, and the importance of sustained investments to achieve results in all sectors. The GPE partners believe that education is a fundamental right for all children but is not an end in itself. Education is essential to the achievement of all of the Millennium Development Goals. Investing in education is the single most effective means of reducing poverty. Educating girls and women is the most effective investment for achieving long-term health benefits for a nation. The Global Partnership will be a strong advocate for a good education for all children, everywhere, with GPE partners demonstrating leadership to ensure education is rightfully placed high on political and development agendas. As discussed earlier in this Plan, education matters and arguably has the greatest impact on national development.

- ***Supporting countries to develop and implement good education plans which are sustainable and country-led***

The central tenet of the Global Partnership is country-led development of education plans and their effective implementation. The GPE model is built around the Local Education Group and its inclusion of all the key actors in the education sector in a country. Education plans will vary from one country to another to respond to local needs and circumstances, and will include their own goals and indicators. However, there are

also agreed standards elaborated in the GPE Charter that are expected from all GPE partners. The Global Partnership has a catalytic role in promoting better education sector plans, their financing and implementation. It also has a catalytic role in focusing on concrete results and outcomes driving policy and decision-making. The Global Partnership recognizes that in the most fragile and conflict-affected environments a more flexible, transitional approach to education planning is necessary.

- ***Strengthening the quality, effectiveness and efficiency of government systems***

The collective effort of the Global Partnership will be harnessed to strengthen government systems in order that more children will receive a better education, for longer. An education system needs to function effectively, deliver the services expected of it and do so efficiently. GPE partners are committed to working together in all of the poorest countries in order to achieve this. GPE donor partners are also committed to providing external financing, where possible, through support to a country's own budgeting processes. In fragile and conflict-affected contexts, government systems are normally weak and in some cases barely functional. While the Global Partnership will seek to use a wider array of partners on the ground in these circumstances to ensure the most basic educational services can be delivered, it will work in parallel on strengthening core government education systems.

- ***Continuously improving through innovation and by promoting best practice***

A fundamental responsibility of all members of the Global Partnership is to share information, promote best practice and embrace innovation and support countries to take programs to national scale in order to expand good quality education for all. The aim is to help place the right information in the right hands at the right time to enable good planning and implementation of education programs, and good decision making. There is a very important role of coordination and dissemination for the Global Partnership in this regard. Innovations in the education sector are widespread and often very simple.[12] The Global Partnership expects national education sector plans to pay

[12] For example, activity-based learning in Tamil Nadu in India or the work of BRAC around teacher coaching in Bangladesh.

heed to innovations and taking them to scale. LEGs are also expected to promote and nurture innovation.

The application of new technologies in the education sector also has great potential and the unique nature of the Global Partnership with its diverse membership, from representatives of the teaching profession to the private sector, affords particular opportunity to assess and promulgate successful technology application.

- ***Developing and promoting harmonized education goals and metrics***

Effective Local Education Groups have common goals agreed with developing country partner governments and which are broadly supported by an informed public. These goals are normally well-articulated in education plans. It is important that all partners, including donors, multilateral agencies, civil society groups and the private sector and private foundations participate in the development of the plan so that it reflects common goals at the country level. However, in terms of monitoring and evaluation, metrics and data, the situation is often not harmonized, with many actors monitoring different things or sometimes the same things differently. Moreover, education metrics have tended to be framed around access measures and there has been much less focus on indicators linked to learning, equity and education system effectiveness. The Global Partnership strongly supports the development of significantly improved education metrics that respond to a much broader agenda than simply enrolment and that will allow much stronger direction to education planning, financing and decision making beyond 2015.

"If the education sector is to gain the attention it needs from policy makers, it must develop greater ambition both with regard to the indicators it measures and the goals it sets for itself using those indicators."

If the education sector is to gain the attention it needs from policy makers, it must develop greater ambition both with regard to the indicators it measures and the goals it sets for itself using those indicators. At the same time, there cannot be a sudden increase in the burden placed upon education ministries and international bodies working on the gathering and reporting of data. A balance needs to be reached and capacity developed to stimulate the shift to a more sophisticated and useful indicator set for the sector. To

improve on the use of indicators and target-setting based on indicators, the Global Partnership will:

- Strongly signal and stimulate a shift toward more ambitious goals and indicators, but without causing a large and sudden increase in the reporting burden,
- Advocate for greater capacity, efficiency and budget for institutions involved in the production of education data, from the national level up to international bodies such as the UNESCO Institute for Statistics, the Global Monitoring Report, UNICEF's household surveys, and bilateral agencies' data collection efforts, including important systems-assessment frameworks such as those being developed by UNESCO, the World Bank and UNICEF,
- Assist in coordinating efforts to improve collaboration among regional and international learning assessments and systems assessment tools, and
- Ensure that this increased level of ambition with regard to goals and indicators is reflected, gradually, in education plans, joint sector reviews, and other country-based processes, while at the same time making sure that the reporting burden is not suddenly increased or that top-down initiatives are imposed.

The Global Partnership has a Results Framework that is consistent with and complimentary to the indicators outlined in this Strategic Plan.[13] The Results Framework provides more detail on some of the indicators. As the Plan is implemented and progress is reviewed, any adjustments will also be reflected in the Results Framework to ensure that strategy and results are aligned. An Implementation Plan linked to this Strategic Plan will describe the division of roles and responsibilities in meeting what is a more ambitious agenda for education metrics.

- ***Improving development effectiveness***

The Global Partnership has strongly adhered to the principles of aid and development effectiveness agreed in Paris and Accra and reinforced in Busan in November 2011. The GPE country-led model works effectively. By joining the Global Partnership, developing countries, donors, international organizations, civil society, the private sector and private foundations commit to development effectiveness. This means a country-led process which supports developing country partner governments to plan effectively for

[13] http://www.globalpartnership.org/media/docs/Results_Framework.pdf

results, take the lead on delivery and effectively manage their finances, supported by predictable and timely disbursements from donors. This focus will continue to reinforce the manner in which the Global Partnership functions at all levels.

PART 2: PLANNING CYCLE FOR 2012-2015

OBJECTIVES FOR 2012-2015

The Global Partnership has identified five objectives for the period 2012-2015 that are critical to achieving its longer term goals. Given the time-frame of this plan, the objectives for the next three years are more focused than the Global Partnership's strategic goals, set out earlier in this Plan. Each of the five objectives supports at least two of the strategic goals (access, learning, equity and national systems). Progress has to be made on all five of the objectives set out below in order to ensure significant progress on each of the strategic goals.

Specific indicators to measure progress against each objective are provided. It is not expected that all indicators can be measured immediately. The Plan sets out the critical path for increasing ambition to ensure that indicators relate to core priorities and are valuable to policy and decision makers.

Objective 1: Fragile and conflict-affected states able to develop and implement their education plans

Fragmentation and low capacity have weakened the education sector in fragile and conflict-affected states, constraining the ability to deliver even the most basic education services to communities, let alone undertake needed reform. For example, between 2002 and 2009 non-fragile GPE developing country partners steadily reduced out-of-school numbers by 46 percent. However, in GPE developing country partners that are fragile states, the overall out-of-school numbers increased by eight percent in the same period. The pattern is also visible in grade repetition rates in GPE developing country partners, which are eight percent in non-fragile states but 15 percent, or almost double, in fragile states.

Business as usual will not deliver major improvements in fragile states. Change will come when school- and district-level actors have the ability to innovate and put the building blocks in place to deliver adequate education services at the country level and/or the sub-national level. This will require that national or sub-national governments develop a supportive framework for financing,

> ***"Business as usual will not deliver major improvements in fragile states."***

information-sharing and capacity development.

While every country context is different, the Global Partnership's aim is a sustainable education system that is simple and feasible. To this end, the Global Partnership will seek to encourage system improvements, such as teacher salaries being paid, availability of core materials and the provision of a safe place for teachers to teach and students to learn. The Global Partnership will be much more proactive in addressing education needs in conflict-affected and fragile states.

Actions in support of these activities include:

- Revise GPE endorsement and funding mechanisms to be more flexible and fit for purpose in fragile states. This may include the introduction of five-year program implementation grants in place of three year grants;
- Expand Supervising and Managing Entity eligibility for program implementation funding and diversify the entities acting in this role. In countries without functional governments it will be necessary to explore the provision of funding through credible and established non-governmental organizations;
- Mobilize increased external financing for these countries, with an additional US$500 million in bilateral and other funding beyond current commitments and pledges (not including contributions from the GPE Fund);
- Increase support to Local Education Groups for better country level coordination and transitional education plan development; and
- In collaboration with the Inter-Agency Network for Education in Emergencies (INEE) and others, help to bridge the divide between emergency response and education development activities with a view to mobilizing additional financing for education activities.

Progress against this objective will be monitored through:

- Improvement in donor coordination and operation in GPE fragile states;
- Number of fragile states with GPE-endorsed education plans; and
- Core access and learning indicators disaggregated at the Global Partnership level by fragile and non-fragile states.

Objective 2: All girls in GPE-endorsed countries successfully complete primary school and go to secondary school in a safe, supportive learning environment

There is growing evidence that the development impact of girls' education is multiplied when girls complete a good-quality secondary education program. Yet gender discrimination continues to keep millions of girls out of the classroom, denying them their fundamental right to a good quality education. Major efforts are needed in many GPE partner countries to ensure that the barriers to girls' education are addressed, including socio-cultural, administrative, economic and policy biases which prevent girls from achieving the same educational success as boys.

Gender equality strategies have greatest success when they are embedded within a broader context that tackles other categories of marginalization including poverty, child labour and disability. Over the next three years the Global Partnership will focus on the following:

- Greater attention will be paid to learning outcomes for girls. Poor levels of learning are a trigger for accelerated drop-outs of girls from school. GPE partners will work with the United Nations Girls' Education Initiative (UNGEI) to establish gender equality indices for quality, including for reading and numeracy, comparable to the gender equality indices for access;
- The Global Partnership will highlight teacher effectiveness in helping to bridge the gender equality gap. This will include more qualified and effective female teachers through to teaching practices that do not marginalize girls;
- The Global Partnership will ensure that all partner education sector plans are gender-responsive and include strategies to decrease gender inequality in education. In order to address other disincentives for girls attending and remaining in school, the Global Partnership will encourage more attention on sanitation and safe schools in education plans and in partner interventions;
- The Global Partnership will work with UNGEI and others on targeted support to countries with high gender imbalances at primary completion and transition to secondary school, and will allocate specific funding for activities that address these imbalances; and
- Greater gender parity in school management and system management is an important symbol of a broader commitment to genuine gender equity in

education. The Global Partnership will promote the inclusion of more qualified women in senior system administration and school principal roles.

Progress against this objective will be monitored through:

- Gender parity in transition to secondary education;
- Parity in reading and numeracy results by Grade 3; and
- Percentage of staff in management positions in the education sector who are women.

Objective 3: Dramatic increase in the number of children learning and demonstrating mastery of basic literacy and numeracy skills by Grade 3

Learning levels are too low, with many children unable to read sufficiently well to achieve basic skills in any subject areas and with very low levels of numeracy.

Rapid improvement is possible when education systems provide a supportive environment for learning, with core national policies in place around language of instruction, time on task, emphasis on early grades, regular monitoring of progress, and local support systems for teachers.

At its Pledging Conference in November 2011 the Global Partnership committed to an ambitious target: reduce by half the number of children unable to read by Grade 3 in at least 20 countries in five years. The Global Partnership has chosen to focus specifically on the early grade reading and numeracy agenda as the first priority to address education quality. This is intended to support and complement the excellent work being spearheaded by GPE partners in other areas of quality. The focus on the most basic of skills is a necessary pre-requisite for holistic cognitive, socio-emotional and other important learning outcomes. The Global Partnership will also encourage and advocate for other basic, early grade learning outcomes.

"At its Pledging Conference in November 2011 the Global Partnership committed to an ambitious target: reduce by half the number of children unable to read by Grade 3 in at least 20 countries in five years."

Coordinated activity is required across the Global Partnership to achieve this. The Global Partnership will work with partners to achieve the reading objective through:

- Supporting efforts to increase early childhood education, especially for the more marginalized;
- Ensuring there is adequate time devoted to reading and numeracy in the early grades;
- Supporting qualified teachers equipped with the right approaches to teach reading and numeracy;
- Providing appropriate reading materials; and
- Promoting mother tongue instruction for reading where appropriate.

Appropriate and regular assessment of reading progress is also crucial, particularly at the classroom level. This means utilizing a variety of formative and summative assessments both to monitor individual progress and to guide the broader policy dialogue.

Progress against this objective will be monitored through:

- The proportion of students who, by Grade 3, demonstrate that they can read and understand the meaning of grade level text;
- The proportion of students who, by Grade 3 of primary schooling, have numerical conceptual understanding and procedural fluency with basic operations; and
- Percentage of children receiving early childhood education with meaningful (cognitive and non-cognitive) content.

Objective 4: Improve teacher effectiveness by training, recruiting and retaining teachers and supporting them to provide a good quality education

Teaching quality, teacher availability and deployment of teachers to areas of need constitute the key barriers to achievement of the Education for All goals.

Recruitment of sufficient teachers, providing them with the necessary training and retaining them will require that the Global Partnership engage with teacher organizations and developing country partner governments to improve working conditions for teachers, and in support of the further growth of teaching as a respected profession.

This area of focus is new for the Global Partnership and will be the subject of major policy work in order to flesh out the necessary actions for a concerted global effort in

support of teaching and teachers. It will also depend on coordinated action by partners to build on existing efforts. This will be particularly so for the teaching profession, developing country partner governments and donors. In order to facilitate the achievement of this objective, the Global Partnership will need to engage in the following specific activities:

- Increase engagement of the teaching profession in LEGs;
- Support education plans that focus on increasing the quality of teaching, along with the percentage and number of qualified teachers;
- Support the engagement of the teaching profession on standards of practice in GPE-endorsed countries; and
- Support improvements in the deployment, remuneration and working conditions of teachers, including reductions in pupil-teacher ratios.

Progress against this objective will be monitored through:

- Proportion of education plans that adequately address the issues of teacher availability, quality, and conditions of employment; and
- Proportion of countries with agreed and applied teacher practice and professional standards.

Objective 5: Expand the volume, effectiveness, efficiency and equitable allocation of external and domestic funding and support to education in GPE-endorsed countries

Overall external financing for the education sector is too low, and has been largely restricted to traditional OECD member Official Development Assistance (ODA), at a time when these budgets are under increasing pressure from the global financial crisis and there is strong competition for funds between sectors. Other forms of external financing, such as Diaspora remittances, private and corporate philanthropy and CSO programs, can be fragmented and unaligned. Domestic financing is also often inadequate to meet the needs of an effective education system. Inefficiencies in financing or programs also impact on budget effectiveness.

The education sector will attract more external financing and resources when a stronger investment case is made, linking financing and results, and a broader stakeholder group, including the private sector, foundations, and others who benefit from an educated population and a workforce is more engaged. The Global Partnership will continue to build the case for much stronger investment in education, working with other key stakeholders, including the UN Secretary General's Special Envoy for Global Education, and will help generate significant increases in the overall amount of resourcing to basic education.

> ***"The Global Partnership…will help generate significant increases in the overall amount of resourcing to basic education."***

Building on a successful replenishment conference in 2011, the Global Partnership will:

- Strengthen resource mobilization, communications and advocacy at both the national and global levels in order to meet its fundraising targets. These targets include i) US$2.5 billion raised for the GPE Fund for the period 2011-2014; ii) US$6 billion in total additional financing from 2011 to 2014 for basic education in GPE-eligible countries; and iii) a target yet to be determined for the next replenishment of the GPE Fund, but likely to be in excess of US$4 billion for 2015 to 2017;.
- Advocate for increased external funding and promote sustained or increased domestic funding;
- Engage with emerging donors to ensure greater alignment with national education plans;
- Set targets for external and domestic financing across the partnership based on careful analysis of national education plans;
- Pay greater attention to the efficient and equitable allocation of financing for education in developing country partners; and
- Improve transparency and budget tracking.

Progress against this objective will be monitored through:

- Percentage of total government budget that goes to education and to basic education;

- Percentage of resources spent and effectively used, at the school level, including those procured centrally;[14]
- Indicators of unit cost, waste and efficiency in resource allocation, including time on task;
- Levels of mobilization of adequate and sustainable external financing for education; and
- Progress of developing country partners against their own targets.

In 2011 the Global Partnership endorsed three key policy priorities: on fragile states, girls' education and early grade reading. It also committed to help increase the financing of education. The objectives in this plan are underpinned by these policy priorities. Together these policies, along with a focus on teachers and teaching, are the most significant factors impacting educational attainment by the poorest children in developing countries in the short term, and therefore will be the focus of attention for the Global Partnership.

STRENGTHENING THE PARTNERSHIP 2012-2015

The Global Partnership will place a greater, though not exclusive, priority on basic education in the period 2012-2015. Broader support will be considered, including program implementation grants for upper secondary school where this contributes to Global Partnership goals and objectives. However, between now and 2015, the Global Partnership will continue to focus implementation grant funding through the GPE Fund mostly on basic education to ensure that all children attain at least 10 years of good quality education.

This Plan has set out earlier the core tenets of how the Global Partnership will work. These are tenets that all partners will subscribe to as they collaborate to help provide a good quality education for all children, everywhere. However, as with any rapidly growing entity, particular attention needs to be paid to certain areas in order to ensure the more efficient functioning of the partnership. The Board of Directors will assess annually the effectiveness of the partnership and the value added that it brings to education globally. In addition the Board of Directors will commission an independent evaluation of the role and progress of the partnership every four years.

[14](N.B. in the first instance tracking of percentage of GPE Fund resources spent at the school level is all that can be achieved given data paucity.)

In order to achieve its five objectives by 2015 the Global Partnership needs to strengthen how it works in the following ways:

1: Greater engagement in support of Local Education Groups, sector planning and country level processes

All GPE partners will work to strengthen the membership and operations of the LEGs, which are central to the effectiveness of the GPE model. Within the Secretariat, the Country Support Team will be further strengthened with more frequent country engagement. Greater reinforcement of the roles and responsibilities of the different actors at the country level will be required since, while clear in theory, in practice is inconsistent.

The Global Partnership will work to expand the number and diversity of bilateral and multilateral agencies taking on Supervising Entity and Managing Entity roles. To date, the World Bank has acted as the Supervising Entity for the majority of GPE program implementation grants. UNICEF, the United Kingdom Department for International Development and the Netherlands have also taken on the role in a few countries. As discussed under the fragile states objective, implementation grant funding rules will be reviewed to consider expansion in the number of organizations that can take on these roles, with appropriate fiduciary standards applied.

The Global Partnership will work to expand the number and diversity of bilateral and multilateral agencies taking on Supervising Entity and Managing Entity roles.

Donor partners and international organizations will endeavor to increase the amount of funding that is on-budget and aligned with country education plans. This will be reviewed at the country level, as part of the joint sector review process, at least annually. In non-fragile contexts the proportion of implementation grant resources allocated to pooled funds or sector budget support will increase significantly.

2: Strengthen risk management and streamline processes and procedures

The Global Partnership has zero tolerance for fraud, corruption and other misuse in the education sector. Corruption is viewed as the abuse of public or entrusted power for private gain. The establishment of robust approaches to fraud, corruption and other misuse has been essential. There also needs to be full transparency in the use of

allocations from the GPE Fund. As part of this Strategic Plan, the Global Partnership will further strengthen its approach to managing risk, and this will be reviewed regularly by the Board of Directors.

At the same time, the Global Partnership recognizes that its processes and procedures need to be as efficient and effective as possible, without losing accountability. Processes need to be more nimble and fit for purpose, especially when working with fragile and conflict-affected states. Overall, planning processes need to be more streamlined and accountabilities need to be strengthened for implementation of program funding grants. Governance will be further strengthened, as necessary, as the partnership continues to grow.

3: Strengthen the role of civil society and the private sector in the partnership

The Global Partnership will support greater civil society, teaching profession and private sector and private foundation involvement in LEGs and in policy dialogue at the country level. The meaningful inclusion of civil society (including international NGOs, local NGOs and associations, teacher unions as well as community based organizations and local stakeholder groups such as parents and students) will require greater and more timely participation of these partners in the development of national education plans, program implementation grant applications and joint sector reviews. By ensuring that GPE processes are inclusive of civil society, the Global partnership can help promote national education strategies which are responsive to the needs of communities and empower local actors to demand and monitor the implementation of quality education services.

The Secretariat will also map the involvement of the international corporate and foundation investments in education at the country level and develop mechanisms to improve coordination and alignment with education plans, and innovation within them.

GPE partners are already exploring ways in which information technology can be better utilized for educational improvement. This is an area where close engagement with the private sector will be key. Some of the areas to be addressed include: i) pre-service teacher training, in-service training and support through information technology and telecommunications; ii) use of mobile telephony to facilitate the payment of salaries and other aspects of education system improvement, e.g. monitoring of teacher attendance;

iii) provision of teaching materials; and iv) delivery of curricula through use of information technology.

4: Greater focus on development effectiveness, value for money and results

The GPE Results Framework applies to the work of the whole Global Partnership, including but not limited to country program supported by the GPE Fund. The Global Partnership will ensure that there is regular reporting against the Framework, which will incorporate the indicators from this plan. Greater cooperation and coordination will be necessary between the partners involved in data collection and analysis. The Global Partnership needs to be able to report better on the effectiveness of its grant portfolio and a full portfolio review will be conducted to identify what has been achieved for what price and assessing value for money of all grants.

The Global Partnership will strengthen the accountability among partners in the delivery of this Plan. In essence partners will be more accountable to each other. To this end key aspects of the functioning of the partnership and its effectiveness will be tracked and reported on, from monitoring of pledge commitments under replenishment processes to assessing the functioning and effectiveness of Local Education Groups, from Joint Sector Reviews to Board self-evaluation, from the annual Results Report to LEG assessments of the performance of Supervising and Managing Entities.

5: Seek out, nurture, evaluate and support scaling-up of innovations

The Global Partnership will seek to improve the manner in which successful innovations are evaluated, promulgated and scaled-up where appropriate. All partners commit to cooperating more closely at the country level. The Global Partnership will promote existing (and where necessary create) new open-source knowledge sharing platforms to share information regarding innovations and best practice in education. This information will be available to the LEGs.

Overall there will be a greater focus on knowledge sharing and lessons learned, including expanding the partnership to foster exchange of evidence based policies.