STRATEGIC PLAN CONCEPT NOTE AND CONSULTATION PLAN ("WORKSTREAM 2")

For Decision

1. STRATEGIC PURPOSE

1.1 This paper sets out decisions related to the Concept Note and Consultation Plan for the Global Partnership for Education's ("Global Partnership" or "GPE") next Strategic Plan (2016 – 2020). Annexed to this paper are the Concept Note, which lays out the rationale for changes to the Global Partnership's Vision, Mission, Principles, Goals and Objectives; and the Strategic Plan Consultation Plan.

2. BACKGROUND

2.1 The Global Partnership for Education's current Strategic Plan runs from 2012 to 2015. The Board decided in BOD/2014/12-02 to undertake a process to update and adopt a new Strategic Plan for the next period of the Global Partnership's work. The new Strategic Plan will guide GPE activities and set out key priorities for the next five years. The Plan will be accompanied by a Results Framework, a Monitoring and Evaluation Strategy, and an Implementation Plan.

2.2 The Concept Note (Annex 1) has been prepared as a consultation tool to support the development of the new Strategic Plan. The Concept Note argues that the new Strategic Plan should position the Global Partnership to play a key role in the achievement of the educational goals being proposed by the global community as part of the post-2015 Sustainable Development agenda. It also presents a logical framework of goals and objectives that consolidates key actions that will strengthen the Global Partnership's country-facing activities.

2.3 The Consultation Plan (Annex 2) outlines plans for consultation on the Concept Note, across the partnership, focusing in particular on the period from June 1 to September 15, 2015.

2.4 The Board will meet in October 2015 to review a full draft of the Strategic Plan, alongside the results of the Independent Evaluation of the Global Partnership and the feedback it receives through consultations conducted between June and September 2015. A final Strategic Plan will be adopted at the December 2015 meeting of the Board.

3. RECOMMENDED DECISION

3.1 The Secretariat requests that the Board of Directors approve the following decision:

BOD/2015/05-XX—Strategic Plan Concept Note for the 2016-2020 Period and Consultation Plan: The Board of Directors:

1. Approves the following language as vision statement for the GPE during the period 2016-2020, which aligns the Global Partnership for Education with the Sustainable Development Goals:

   All children and youth receive inclusive, equitable and good quality education by 2030, so that they can fulfill their potential and contribute to their societies.

2. Approves the following language as the new Global Partnership for Education's mission statement, which improves the articulation of the Global Partnership's unique contribution:

   The Global Partnership for Education mobilizes global efforts to achieve quality education for all, prioritizing the poorest and most vulnerable, through inclusive partnership, financing and a focus on effective education systems.

3. Endorses the following principles for the Global Partnership for Education, which will underpin its Strategic Plan (2016-2020) and operational approach:

   a. Education is a fundamental human right and an enabler of other rights;
   b. Resources focused on the elimination of inequalities and the eradication of poverty;
   c. Country ownership based on robust and inclusive policy dialogue;
   d. Support linked to country commitment and performance and differentiated according to country context;
   e. Improved aid effectiveness through harmonization and the use of modalities aligned to country systems;

f. Increased transparency and mutual accountability across the partnership, and;
g. Inclusive partnerships as an effective means of achieving development results.

4. Endorses the following goals for the Global Partnership for Education's Strategic Plan 2016-2020:

   a. **GOAL 1: Equity and Inclusion:** Increase the proportion of children and youth in GPE developing partner countries receiving a full cycle of quality education of at least 10 years (including at least one year of pre-primary education), targeting in particular the poorest and most vulnerable, targeting the poorest and most vulnerable, including girls, children affected by conflict and crisis, and children with disabilities.

   b. **GOAL 2: Quality Teaching and Learning:** Significantly improve teaching and learning, in order to increase relevant learning outcomes as measured by nationally selected standards.

   c. **GOAL 3: Stronger Education Systems:** Significantly improve the capacity, effectiveness and efficiency of education systems to deliver tangible gains in equity and learning for children and youth, especially the poorest and most vulnerable.

5. Endorses the following four broad objectives and requests the Secretariat to further develop the strategic actions to be undertaken under each objective:

   a. OBJECTIVE 1: Increase and improve financing for education

   b. OBJECTIVE 2: Strengthen national capacity for effective planning

   c. OBJECTIVE 3: Support effective and inclusive policy dialogue

   d. OBJECTIVE 4: Enhance the partnership

6. Mandates the Secretariat to present a draft Results Framework aligned to the Draft Strategic Plan 2016-2020 for consultation at the October 2015 Board Meeting.

7. Requests the Secretariat to revise the Concept Note for use as a consultation tool.

8. Request the Secretariat to undertake the consultation as proposed in the Consultation Plan set out in Annex 2.

4. **PLEASE CONTACT** Karen Mundy at kmundy@globalpartnership.org for further information.

5. **ANNEXES**

Annex 1 – Concept Note
Annex 2– Consultation Plan

ANNEX 1- CONCEPT NOTE: THE GLOBAL PARTNERSHIP FOR EDUCATION STRATEGIC PLAN 2016-2020

1. Introduction

The Global Partnership for Education ('the Global Partnership' or GPE) is a multi-stakeholder partnership that supports the development of equitable, efficient and high quality education systems in low and lower middle-income countries so that all children and youth achieve their right to a quality education.

Throughout 2015, the Global Partnership will develop a new five-year Strategic Plan (2016-2020). The Strategic Plan will guide the Global Partnership's activities and set out key priorities for the next five years. The Plan will be accompanied by a results framework; a monitoring and evaluation strategy; and a five-year implementation plan.

This Concept Note has been prepared as a consultation tool to support the development of the Global Partnership for Education's new Strategic Plan. It provides proposals for revitalizing the Global Partnership's vision, mission and core principles. It also proposes key goals and objectives for the partnership over the coming five years.

The Concept Note argues that the new Strategic Plan should position the Global Partnership to play a key role in the achievement of the educational goals being proposed by the global community as part of the post 2015 Sustainable Development Agenda. The Concept Note presents a logical framework of goals and objectives, focusing on key actions that will strengthen the Global Partnership's country-level activities. It identified GPE's unique competencies, building on the Global Partnership's longstanding commitment to the equitable provision of quality basic education for children and youth in the most difficult circumstances.

2. Background

Founded as the Education for all Fast Track Initiative in 2002, the Global Partnership was created to deliver on global commitments made at the Dakar World Education Forum and the Millennium Summit. Over the past decade, it has evolved from its origins as a modest, gap-filling venture managed entirely by the World Bank, to become an independently governed multi-stakeholder partnership. The Global Partnership is now the fourth largest donor to basic education in the world.

Partnership is at the heart of the Global Partnership model. At the **global level**, the partnership promotes coordination and cooperation among bilateral and multilateral donor agencies, developing countries, and key stakeholders from civil society and the private sector, in order to raise awareness and mobilize international resources to meet needs primarily in the basic education subsector. The Global Partnership is governed by a constituency-based Board that includes representation from all key stakeholders including 60 developing country partners, civil society, teachers' organizations, multilateral organizations and donor partners.

At the **country level**, GPE has focused on supporting governments and local stakeholders, including national civil society, to deliver (or influence the delivery of) **four key results** in the basic education subsector: **access, quality, equity,** and the development of **stronger and**

more inclusive education systems. To achieve these results the Global Partnership uses three primary levers:

a) The Global Partnership funds and supports the development of **credible sector wide policies and plans**;

b) The Global Partnership uses a partnership approach to foster **inclusive and evidence-based sector policy dialogue, increased advocacy, and mutual accountability for results**; and

c) The Global Partnership provides **financing to governments for basic education.**

The Global Partnership works to align international support for basic education around nationally-set goals and plans. It fosters political commitment to education, strengthens education systems, acts as a platform for knowledge exchange about best practices, and reinforces success through mutual accountability for results across the partnership. The Global Partnership's New Funding Model reinforces the partnership's focus on removing barriers to equity, efficiency and quality, by introducing a results-based tranche of funding that rewards tangible achievements in these three dimensions.

Since 2011, the Global Partnership has supported approximately 16.8 million children to enter primary and lower-secondary school, of which 8.1 million are girls and approximately half of whom live in fragile and conflict-affected states. The primary completion rate for GPE-supported countries in 2012 was 73 percent, an increase of 7.6 percent since 2008. In 2012, 69 percent of girls in GPE partner countries finished primary school compared to 56 percent in 2002.

The Global Partnership for Education is increasingly recognized for the role it has played in bringing financing to countries where children and youth are most in need. Funding is concentrated in low-income countries and countries affected by fragility and crisis – a feature which sets the Global Partnership apart from most multilateral and bilateral donor agencies. According to the most recent UNESCO Global Monitoring Report (2015), 81 percent of GPE disbursements were to low-income countries between 2010 and 2012, compared to 42 percent among other OECD DAC members. Since 2011, the Global Partnership has adapted its approach to meet the needs of countries facing crisis or conflict by supporting transitional sector planning and allowing partner countries to use up to 20 percent of GPE funding to finance rapid response to crisis or emergency situations. The share of GPE grants to fragile and conflict-affected states has more than doubled since 2008, reaching 49 percent of all approved grants in 2014.

3. Fulfilling the Promise of Education in the Sustainable Development Agenda

The Global Partnership for Education is developing its new Strategic Plan (2016-2020) at the same time that the international community is setting its sights on the next framework to succeed the Millennium Development Goals and put sustainable development on a universally supported course of action.

The Sustainable Development agenda calls not only for a renewed focus on development, but also for more inclusive and sustainable globalization, addressing the interconnected economic, social and environmental challenges our world faces today. The Sustainable Development Goals (SDGs) build on the Millennium Development Goals, highlighting poverty alleviation and equity as pre-eminent global priorities. This is reflected in the SDG's continued emphasis on the equitable and inclusive provision of education.

Within the Sustainable Development Goals, education is recognized as playing a central role: it is viewed as foundational to all human development, and as underpinning improvements in health, gender equality, sanitation, food security, inclusive growth, sustainable consumption and production, and peace, among others.

SDG 4 calls on the global community to:
"**Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."**

The education SDGs differ from the Millennium Development Goals by setting much broader and more expansive targets for education.[1] The new targets, for example, are explicit about the need for universal provision of early childhood care and preprimary education. They also extend the MDG commitment from primary education to include a full cycle of free quality secondary education for every child. They put new emphasis on the link between inputs (like teachers) and the need to make real gains in learning outcomes. They also highlight the need to provide young men and women with equitable access to quality literacy and skills training – targeting in particular those who have not realized their right to a good quality basic education as children. Finally, the SDG education targets include a focus on post-secondary education and scholarships – areas where the Global Partnership for Education has limited comparative advantage because of our historical focus on basic education and, in particular, primary education.

The new Strategic Plan will articulate a vision that is broadly aligned with the overarching ambitions expressed in SDG 4. In particular, the Global Partnership's Strategic Plan will address the SDG targets for pre-primary, primary and secondary education and youth learning. It will build on the Global Partnership's specific competencies, including its longstanding commitment to the equitable provision of quality basic education for children and youth in the most difficult circumstances.

Given the Global Partnership for Education's current mandate and comparative advantages, the Concept Note proposes that the Global Partnership align with the SDG goals while still prioritizing its longstanding commitment to the equitable provision of quality basic education. For the Global Partnership, this means a continued focus **on the provision of a ten-year cycle of free and compulsory education (including at least one year of pre-primary education), with second chance opportunities for children and youth who have missed out on a basic education.**

Furthermore, the Global Partnership for Education's Strategic Plan will ensure that the Global Partnership:

- Acts in synergy with the global Sustainable Development Goals architecture, including supporting the development of national strategies to achieve the SDGs, contributing to centralized processes for tracking progress against the SDGs, and supporting the means of implementation to achieve nationally determined SDG education targets.
- Reinforces the actions highlighted in the Education 2030 Framework for Action by clearly addressing the **"means of implementation"** that the Global Partnership will use to make its contribution to the achievement of the SDGs.

[1] See Appendix 1.

Thus, the Strategic Plan will:

- Highlight the Global Partnership for Education's continued commitment to increasing the volume, predictability, alignment and effectiveness of international financing for education, with a special emphasis on flows to low-income and conflict-affected states.
- Focus on mobilizing the partnership to overcome major barriers to the achievement of equity, inclusion, and stronger learning outcomes, particularly for the poorest and most marginalized children and youth.
- Re-iterate the importance of strong educational systems, inclusive and robust policy dialogue, and mutual accountability in achieving the education SDGs.

4. Revitalizing the Global Partnership for Education's Vision

The Global Partnership for Education's Vision, born out of the Education for All agenda and the Millennium Development Goals, is evolving to reflect the expanded ambition of the post-2015 agenda, while continuing to emphasize the fundamental role that inclusive, equitable and high quality basic education plays in supporting lifelong learning.[2] The new vision builds on the Global Partnership's existing commitment to primary and lower secondary education, while paving the way for stronger support for pre-primary education and second chance learning for children and youth.

The proposed vision statement for the Global Partnership for Education (2016 – 2020) is:

> **All children and youth receive an inclusive, equitable and good quality education by 2030, so that they can fulfill their potential and contribute to their societies.**

Key changes in the proposed vision statement:

- Includes the addition of the SDG language of "inclusive," "equitable" and quality" education, as well as the 2030 deadline for achievement, to align with the international framework and architecture to coordinate and monitor global efforts towards the SDGs.

- Includes 'youth' in addition to children, on the basis that the Global Partnership should also target its efforts to young people aged 15 to 24 who have already missed out on a basic education and constitute a significant proportion of the uneducated demographic in the Global Partnership's partner developing countries.

- The vision retains its reference to the higher purposes of education, both individual and collective, which has been previously articulated by the Global Partnership and which is to enable learners to fulfill their potential and contribute to their societies.

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[2] The Global Partnership's previous vision is: *A good quality education for all children, everywhere, so they fulfill their potential and contribute to their societies*.

5. Strengthening the Global Partnership for Education's Mission

The Global Partnership's new Mission sets out more explicitly what the partnership itself will contribute to the achievement of inclusive, equitable quality education: supporting effective education systems in the world's poorest countries by mobilizing financing and working through partnership.[3] The Global Partnership's new Mission articulates the Global Partnership's unique role in the achievement of the SDGs and reinforces its emphasis on working to help those most in need.

The proposed mission statement for the Global Partnership for Education (2016 to 2020) is:

> **The Global Partnership for Education mobilizes global efforts to achieve quality education for all, prioritizing the poorest and most vulnerable, through inclusive partnership, financing and a focus on effective education systems.**

This mission statement more clearly and specifically articulates what the Global Partnership itself will contribute to the achievement of its vision. It outlines what the Global Partnership will do to accelerate education progress, and provides a clearer definition of the intended beneficiaries of the Global Partnership's support.

- The proposed mission sets out the Global Partnership's aim to increase the rate at which progress will be made against its vision of achieving quality education for all, based on current projections in its developing country partners.
- The mission articulates the Global Partnership's specific contributions based on its value add: its focus on mobilizing increased financing, working through inclusive partnerships and strengthening education systems.

6. Revisiting the Principles of the Global Partnership for Education

The Global Partnership has established an approach to partnership that has been widely recognized as ahead of its time.[4] The Sustainable Development agenda also places a high premium on the role of inclusive partnerships in achieving the SDGs.

The Global Partnership for Education's new Strategic Plan will include a revitalized commitment to the principles of partnership that were established in the GPE Charter and its current Strategic Plan (2012 – 2015). Partnership is embodied in the Global Partnership for Education's commitment to coordinating an aligned approach to international financing for education; in GPE's emphasis on exchange of knowledge and best practice among its partners; in the inclusive, partnership based policy dialogue it fosters at the country level; and in its emphasis on mutual

[3] The Global Partnership's previous 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*."

[4] The Global Partnership for Education's partnership model earned it special commendation in 2013 as a model for sustainable development from the UN Secretary General's High-Level Panel of Eminent Persons on the Post-2015 Development Agenda.

accountability for results. Partnership principles are central to the Global Partnership for Education's theory of change.

The Global Partnership's principles will remain aligned with the 2005 Paris Declaration on Aid Effectiveness, the 2008 Accra Agenda for Action, and 2011 Busan Partnership for Effective Development. However, the new Strategic Plan is an opportunity to revise these principles to better underscore the Global Partnership's commitment to alleviating poverty and reducing inequality; to education as a human right; and to proposed changes to the Global Partnership's operational platform.

The proposed Global Partnership for Education principles and values are:

- Education is a fundamental human right and an enabler of other rights
- Resources focused on the elimination of inequalities and the eradication of poverty
- Country ownership based on robust and inclusive policy dialogue
- Support linked to country commitment and performance and differentiated according to country context
- Improved aid effectiveness through harmonization and the use of modalities aligned to country systems
- Increased transparency and mutual accountability across the partnership
- Inclusive partnerships as an effective means of achieving development results.

These proposed revisions include an additional principle to highlight the importance of education as a human right. They also contain an explicit recognition of education's contribution to the reduction of inequality and the eradication of poverty. Finally, they emphasize the importance of inclusive partnerships. In sum, the proposed principles reflect the need for commitment to a deeper and more substantive partnership.

7. Setting the Global Partnership for Education's Five Year Goals

The Global Partnership's goals will remain focused on the achievement of two high-level goals for educational systems: equity and inclusion; and quality teaching and learning. In addition, a third goal is proposed, which is focused on building stronger educational systems, as a logical pre-requisite for achieving improvements in equity and learning.

Thus the proposed goals for the new Strategic Plan are:

- **GOAL 1: Equity and Inclusion:** Increase the proportion of children and youth in GPE developing partner countries receiving a full cycle of quality education of at least 10 years (including one year of pre-primary education), targeting the poorest and most vulnerable, including girls, children affected by conflict and crisis and children with disabilities.
- **GOAL 2: Quality Teaching and Learning:** Significantly improve teaching and learning, in order to increase relevant learning outcomes as measured by nationally selected standards.
- **GOAL 3: Stronger Educational Systems:** Significantly improve the capacity, effectiveness and efficiency of education systems to deliver tangible gains in equity and learning for children and youth, especially the poorest and most vulnerable.

Rationale for the new goals:

Among the global educational challenges identified in the SDG framework, the fact that approximately 58 million children worldwide are still out of school remains among the most urgent. Inequality and exclusion remain major barriers within GPE developing country partners, where the intersection of gender, poverty, disability, geography and other factors continues to exclude the most marginalized and vulnerable children from basic education. At the same time, an additional 250 million primary aged children world-wide face "silent exclusion" from education – they are enrolled in school, but learning little. This learning crisis in basic education has implications for access to all subsequent levels of education.

Equity and learning are indivisible goals: A strong focus on learning, equitably provided, is an essential ingredient to the Global Partnership's goal of enabling children and youth to fulfill their potential and contribute to their societies. A focus on teaching is important, because a significant and growing body of research suggests that pedagogical reforms that better match teaching to student learning levels early in the school cycle are among the most cost effective places to invest when addressing improvements in learning outcomes and enhanced rates of participation (Kremer et. al. 2013; Pritchett 2013; Hattie 2013; McEwan 2014).

Underpinning the goals of equity and learning is the need for stronger educational systems, with efficient, equity-focused financing, supported by evidence-based planning, and inclusive policy dialogue. The Global Partnership's partnership-based approach to building stronger systems leverages the exchange of knowledge, innovation and best practice across partners, and strengthens monitoring and mutual accountability at the country level, thereby spurring the capacity of educational systems to achieve tangible results.

These three goals - equity, learning and stronger systems - are broad enough to encompass the significant variation in educational trajectories across GPE developing country partners. As argued throughout this Concept Note, the Global Partnership's focus on equity and learning for the poorest and most vulnerable implies that it will remain primarily focused on low-income countries and countries affected by conflict and crisis, where the right to a full cycle of good quality basic education of at least 10 years is still a distant dream. It is in these countries where, on current estimates, the financing gap even after significant increases in domestic financing will still be an annual US$10.6 billion (UNESCO GMR 2015).[5] In the context of declining international finance for basic education, which has fallen from 2.9 percent of all ODA flows in 2000 to 2.3 percent today, it makes sense for the Global Partnership for Education to continue its focus on basic education, which is a pre-requisite for equitable transition to upper secondary and beyond.
However, the new plan will extend the Global Partnership for Education's mandate. It will give more explicit recognition to pre-primary education as an important foundational investment for learning. Evidence suggests that this may be the single best investment in education, especially when provided for children from disadvantaged communities, and when combined with health interventions (Glewwe and Kraft 2014). Yet across GPE developing country partners, only 1 in 4 children have access to pre-primary education, as compared to about 50 percent worldwide. The Strategic Plan will also recognize the gains in equity and inclusion that come when second chance opportunities are available for children and youth who have missed out on a basic education. Finally, the Global Partnership should not exclude financing for upper secondary education, particularly where strategies are focused on equity and inclusion. However, the partnership

[5] This is the estimated financing gap for low-income countries for a full ten-year educational cycle (preprimary to lower secondary), after an assumed increase of domestic financing to 20 percent of national budgets.

should allocate resources towards the realization of the stronger equity and foundational learning gains that can only be harnessed through investment in basic education.

8. Setting the Global Partnership for Education's Strategic Objectives

This Concept Note proposes that ***the objectives*** laid out in the Global Partnership for Education's new strategic plan align with core elements in the Global Partnership's operational model and theory of change. Each objective answers the question – how will GPE achieve its three goals of equity/inclusion, teaching/learning, and stronger systems? Listed under each objective are the actions expected to contribute to their achievement.

8.1. Strategic Objective 1: Increase and Improve Financing for Education

i. Advocate for and mobilize increased and more effective international financing from a wide array of partners, for countries and populations most in need.
ii. Advocate for increased and more effective domestic financing of education by: a) investing in national capacity to utilize financing equitably and efficiently; and b) promoting transparency in monitoring and reporting on educational finance and its allocation.
iii. Improve the development effectiveness of GPE financing by a) further refining the Global Partnership's New Funding Model and other financing mechanisms; and b) promoting financing modalities aligned to country systems.
iv. Diversify the Global Partnership's financing mechanisms.

Rationale: Financing of education remains a key barrier to the achievement of inclusive, equitable and good quality education. This objective recognizes the central role that the Global Partnership for Education will play in mobilizing international finance, and highlights the need for the Global Partnership to diversify its financing windows to expand the pool of available resources to meet its goals. This objective also recognizes the importance of leveraging domestic financing for education, better targeted to meeting equity and learning outcomes. It also identifies a role for transparent reporting and mutual accountability in monitoring financing.

8.2. Strategic Objective 2: Strengthen National Capacity for Effective Planning

i. Finance sector analysis and planning as fundamental building blocks in the creation of stronger education systems capable of delivering improvements in equity and learning.
ii. Monitor and assess the quality of sector planning processes so that all involved can learn and improve.
iii. Support capacity development and dissemination of knowledge and best practice to improve planning, especially on issues related to equity and learning.

Rationale: The Global Partnership for Education is now the largest provider of external support for sector analysis and planning, which lies at the heart of its theory of change. Under its new Strategic Plan, the Global Partnership will invest in cross-national monitoring, capacity development and knowledge exchange to support improvements in sector planning across the partnership, focusing in particular on planning for equity and learning.

8.3. Strategic Objective 3: Support Effective and Inclusive Policy Dialogue

i. Support governments, coordinating agencies and Local Education Groups and their members to utilize consistent and evidence-based approaches for monitoring and evaluating progress on national education sector plans.
ii. Build the capacity of local stakeholders to engage in evidence-based policy dialogue and play stronger social accountability roles in relation to key sector goals, especially in the areas of improved learning and equity.

Rationale: The Global Partnership for Education promotes inclusive and evidence-based policy dialogue among stakeholders at the country level. Actions under this objective aim to improve the consistency, and efficacy of policy dialogue by building local capacity and supporting governments and other stakeholders to evaluate progress against plans.

8.4. Strategic Objective 4: Enhance the Partnership

i. Promote and actively support consistent practices across the partnership – using partnership levers such as cross-national learning, capacity development, monitoring and reporting -- to enhance common understanding of the roles and responsibilities of Local Education Groups and their individual members, Coordinating Agencies and Supervising and Managing Entities.
ii. Make strategic, cross-national investments in monitoring, mutual accountability and south-south capacity development, drawing on the resources and experiences across the partnership.
iii. Improve the organizational effectiveness of the Secretariat, with strengthened capacity to support technical excellence, promote partnership principles, assure quality, and provide fiduciary oversight in the country facing activities that are at the heart of the Global Partnership's theory of change.
iv. Invest in monitoring and evaluation – recognizing this is a fundamental tool for mutual accountability and essential if the partnership is to learn and improve its effectiveness.

Rationale: This is a cross-cutting objective to strengthen the partnership itself, so that the Global Partnership for Education can deliver on all of its goals and objectives. Four key actions are identified: promoting consistent and clear roles and responsibilities in country level policy processes; investing strategically in data, capacity and knowledge; improving the organizational effectiveness of the Global Partnership for Education Secretariat; and investing in monitoring and evaluation within partner countries, and across the partnership.

9. Next Steps

This Concept Note will be revised based on guidance provided by the Board at its May 2015 meeting. It will be used as a consultation tool, to stimulate wider input from across the partnership between June and September 2015. The Concept Note and the consultation findings will be used to develop a draft of the Global Partnership for Education's Strategic Plan for further consultation with the Board at its October 2015 meeting.

Appendix 1 SDG GOAL FOR EDUCATION

SDG Goal 4. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

4.1 by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 by 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3 by 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

4.4 by 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations

4.6 by 2030 ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy

4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development

4. a build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b by 2020 expand by x% globally the number of scholarships for developing countries in particular LDCs, SIDS and African countries to enroll in higher education, including vocational training, ICT, technical, engineering and scientific programmes in developed countries and other developing countries

4.c by 2030 increase by x% the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially LDCs and SIDS

Appendix II: GPE STRATEGIC PLAN ON A PAGE

Vision

All children and youth receive an inclusive, equitable and good quality education by 2030, so that they can fulfill their potential and contribute to their societies.

Mission

The Global Partnership for Education mobilizes global efforts to achieve quality education for all, prioritizing the poorest and most vulnerable, through inclusive partnership, financing and a focus on effective education systems.

Principles and Values

- Education is a fundamental human right and an enabler of other rights
- Resources focused on the elimination of inequalities and the eradication of poverty
- Country ownership based on robust and inclusive policy dialogue
- Support linked to country commitment and performance and differentiated according to country context
- Improved aid effectiveness through harmonization and the use of modalities aligned to country systems
- Increased transparency and mutual accountability across the partnership
- Inclusive partnerships as an effective means of achieving development results.

Goal 1: Equity and Inclusion	**Goal 2: Quality Teaching and Learning**
Increase the proportion of children and youth in GPE developing partner countries receiving a full cycle of quality education of at least 10 years (including at least one year of pre-primary education), targeting the poorest and most vulnerable, including girls, children affected by conflict and crisis, and children with disabilities.	**Significantly improve teaching and learning, in order to increase relevant learning outcomes as measured by nationally selected standards.**

Goal 3: Stronger Educational Systems:

Significantly improve the capacity, effectiveness and efficiency of education systems to deliver tangible gains in equity and learning for children and youth, especially the poorest and most vulnerable.

1. **Strategic Objective 1: Improve Financing for the Education SDGs**.
   - **I.** Advocate for and mobilize increased and more effective international financing from a wide array of partners, for countries and populations most in need.
   - **II.** Advocate for increased and more effective domestic financing of education by: a) investing in national capacity to utilize financing equitably and efficiently; and b) promoting transparency in monitoring and reporting on educational finance and its allocation.
   - **III.** Improve the development effectiveness of GPE financing by a) further refining the Global Partnership's New Funding Model and other financing mechanisms; and b) promoting financing modalities aligned to country systems.
   - **IV.** Diversify the Global Partnership's financing mechanisms.

2. **Strategic Objective 2: Strengthen National Capacity for Effective Planning**
   - **I.** Finance sector analysis and planning as fundamental building blocks in the creation of stronger education systems capable of delivering improvements in equity and learning.
   - **II.** Monitor and assess the quality of sector planning processes so that all involved can learn and improve.
   - **III.** Support capacity development and dissemination of knowledge and best practice to improve planning, especially on issues related to equity and learning.

3. **Strategic Objective 3: Support Effective and Inclusive Policy Dialogue**
   - **I.** Support governments, coordinating agencies and Local Education Groups and their members to utilize consistent and evidence-based approaches for monitoring and evaluating progress on national education sector plans.
   - **II.** Build the capacity of local stakeholders to engage in evidence-based policy dialogue and play stronger social accountability roles in relation to key sector goals, especially in the areas of improved learning and equity.

4. **Strategic Objective 4: Enhance the Partnership**
   - **I.** Promote and actively support consistent practices across the partnership – using partnership levers such as cross-national learning, capacity development, monitoring and reporting -- to enhance common understanding of the roles and responsibilities of Local Education Groups and their individual members, Coordinating Agencies and Supervising and Managing Entities.
   - **II.** Make strategic, cross-national investments in monitoring, mutual accountability and south-south capacity development, drawing on the resources and experiences across the partnership.
   - **III.** Improve the organizational effectiveness of the Secretariat, with strengthened capacity to support technical excellence, promote partnership principles, assure quality, and provide fiduciary oversight in the country facing activities that are at the heart of the Global Partnership's theory of change.
   - **IV.** Invest in monitoring and evaluation – recognizing this is a fundamental tool for mutual accountability and essential if the partnership is to learn and improve its effectiveness.

ANNEX 2 - PROPOSED CONSULTATION AND COMMUNICATION PLAN FOR STRATEGIC PLAN DEVELOPMENT- (June - December 2015)

Overview

Consultations on the new five-year GPE Strategic Plan (2016 – 2020) will be developed in four phases:

1) Initial consultation on key parameters (Workstreams 1 and 2), from April to May with the Secretariat, Board Committees, constituencies and Board of Directors.
2) External consultations from June to September with all constituency partners represented on the Board and their membership base, with some targeted outreach to selected external actors (non-constituency members), and combined with internal consultations with the Coordinating Committee on how to incorporate key inputs into the Strategic Plan draft under preparation for the October Board Meeting. This would include input from the Independent Evaluation, the external consultations and (as these evolve) from global discussions about a humanitarian initiative. The Secretariat will present a full report of the outcomes of these consultations to the Board for its special meeting in October.
3) Internally facing consultation with the Board focused on the endorsement of a draft Strategic Plan and accompanying results framework, from October to December
4) The launch of the Strategic Plan will be in early 2016

Consultation and Communication Strategy

Online survey: Part of the consultations will be carried out by an online survey which will be sent to all constituency members, Coordinating Agencies and Managing and Supervising Entities to complete. The survey will be anonymous and will be launched in July and will run for two months. All those included will be asked to respond in their individual agency/country/organizational capacity, not as part of GPE formal governance arrangements. The GPE Secretariat will facilitate and execute the survey, through the assistance of a survey firm, and will collate and analyze the feedback in the following way:

- The Secretariat will send a cover note to all constituency members of the Global Partnership as well as Coordinating Agencies, and Managing and Supervising Entities, including a link to the online survey and the Concept Note providing background on the development of the Strategic Plan. For example, in the case of DCP Board constituency members, a communication would be sent to all 60 DCP Focal Points in the constituency, copying their respective Coordinating Agencies and GPE Country Leads.
- Constituency members, Coordinating Agencies, and Managing and Supervising Entities will be encouraged to complete the survey online by an agreed deadline. In the case of Coordinating Agencies they will also be requested to complete the survey in consultation with the Local Education Group.
- Follow-up will be made by the Secretariat (reminders sent by email, and phone calls as needed), to ensure responses have been submitted by all constituency categories, Coordinating Agencies, Managing and Supervising Entities.
- The Secretariat will collate the responses, and provide the Board with a summary of the results for information.

- The Board constituency feedback will be incorporated into the draft Strategic Plan.

In addition to reaching out to Board constituency members, Coordinating Agencies and Managing and Supervising Entities the Secretariat will identify key partner organizations and 'GPE Champions' that are not included in GPE's current constituencies and will undertake targeted outreach.

Constituency outreach: The Secretariat will arrange constituency calls during this period as well as targeted constituency based communications to keep constituencies abreast and updated on the process and next steps.

Special focus on inputs from Developing Country Partners: The Secretariat will seek to undertake high-level consultations with Ministers of Education and other senior officials in partner countries. This will involve the GPE Board chair and the senior leadership engaged in direct outreach and consultations at the highest level.

Monday seminar series: The Secretariat will organize five (5) seminars on the Strategic Plan and key issues between June and end September. The seminars be administered primarily through online platforms (WebEx/Webinars) and audio conferencing.

Targeted international events: The Secretariat will carry out targeted outreach (high level bilateral meetings and constituency based meetings) at key events to build buy-in, channel feedback from constituencies and follow-up on the survey. These will be additional opportunities for direct engagement and discussion with constituencies.

Technical Reference Groups: The Secretariat will consult with Technical Reference Groups and include them in the survey, encouraging their feedback on relevant thematic issues. The Secretariat will then compile the feedback received and include it in the draft Strategic Plan.

Results Framework: A key component of the strategic planning process will be a results agreement accompanying the Strategic Plan when finally approved in December. Consultation on this will start in late summer and will involve intensive engagement by the Board and its committees, with the SPC taking primary responsibility for its carriage.

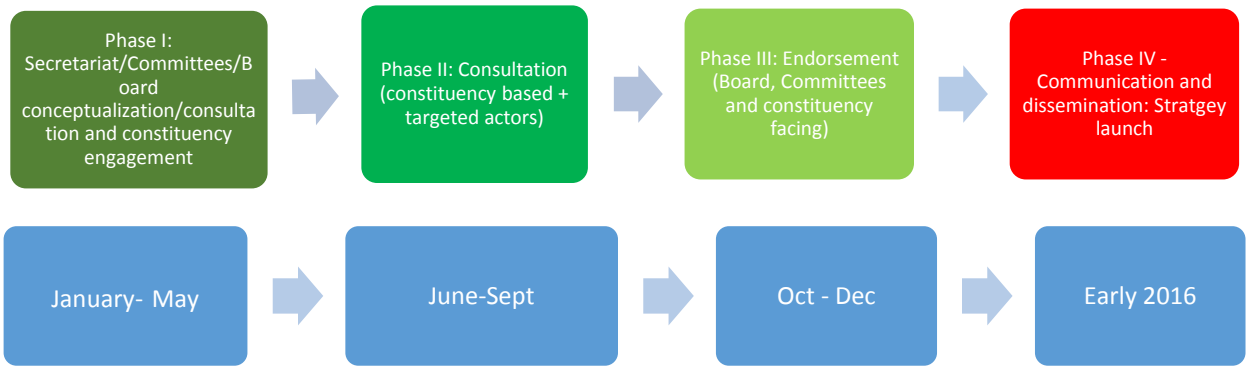
Online communication tools: There will be a dedicated page on the GPE website on the development of the Strategic Plan, with key documents on the consultation process for information purposes only. Other online tools, such as blogs, will also be used in communicating to the general public on the development of the Strategic Plan. A strategic plan email address would be created where queries from interested parties can be sent. It would be regularly monitored by the Secretariat.

2016 Launch: Upon its publication, the new Strategic Plan will be circulated to key partners, and will also be disseminated widely through the use of the GPE website, info graphics, booklets, and social media.

Lessons learned: The Secretariat will conduct an internal lessons learned exercise in early 2016 to reflect on the consultation and the process to develop the new Strategy.

A Secretariat task team has been created to spearhead consultations and ensure the process is on track. A process has also been put in place for internal consultations with Secretariat teams. Overall, the consultations have been divided into four phases – with the last phase focusing on

communication and dissemination. Efforts will be made to consult with as many partners as possible, and in addition, constituency focal points in the Secretariat will be available to field questions received as part of the consultation process.



Month	Activity	Product(s) and tools
June - August	- Survey Launch - External consultations focused on Board constituency members (including Technical Reference Groups) and selected non-constituency based GPE partners - CSO calls - Coordinating Committee consultations - Consultations with DCPs and regular updates - Monthly seminar series on the Strategic Plan - High level and constituency consultations at international events e.g. Oslo Summit, Financing for Development Conference - Strategic Plan website launched - Blog posts	- Final concept note - Online survey - Thematic briefs - Scripted questions for focus calls and interviews - Webpage on the Strategic Plan for information purposes (ongoing until 2016 launch) - Other communications products - Face-to-face meetings - Thematic discussions
September - October	- High level and constituency consultations at international events e.g. UNGA - Further constituency and Committee consultations and outreach - Close of online survey - Analysis and reporting of survey responses - Analysis and reporting of other consultation feedback - Committee consultations (Strategy and Policy Committee, Country Grants and Performance Committee and Coordinating Committee)	- Report on results of consultation survey and other feedback - Draft Strategic Plan
November - December	- Committee consultations (Governance, Ethic, Risk and Finance Committee and Coordinating Committee) - Pre-board DCP constituency meetings and further pre-Board outreach - Board Retreat - Board meeting	- Draft Strategic Plan - Final Strategic Plan (including Results Framework and Implementation Plan)
Early 2016	- New Strategic Plan (2016-2020) launched	- Publications - GPE website, info graphics, booklets, and social media.