Strategic Plan Consultation Report
GPE Strategic Plan 2016 – 2020

1. Background

1.1 As part of the process for developing the Global Partnership's new Strategic Plan for 2016-2020, a comprehensive consultation exercise was conducted across the partnership from July through August 2015. This involved an online survey of GPE partners, consultation webinars on a draft strategic plan concept note, consultation webinars with partners on multiple themes of relevance to the Global Partnership, consultation of interested stakeholders who are not in a particular GPE constituency, and one-on-one interviews with GPE Board and Alternate Board members. In all, over 370 individuals and organizations participated in the consultation exercise.

1.2 This consultation report has been prepared by the Secretariat based on the feedback and guidance received throughout the consultation process. See the Annex for the report of the external consultant, Hugh MacPhie, on the results of the online survey. Summaries from the consultations are available on the Board-only sub-site of the eTeam site. The Secretariat offers no editorial comment on the feedback received, but merely presents the factual information as background to any Board decision-making on the new Strategic Plan.

2. Key Findings

2.1 Partners were mostly very positive and appreciated the inclusive consultation exercise. An oft-repeated comment on the consultation was that partners both hoped and expected that the feedback received from the full partnership would indeed influence and shape the final Strategic Plan. In this respect both the process and content to date appeared to address gaps in the development of the last GPE Strategic Plan.

2.2 General Findings: There is significant support for the direction of the Strategic Plan Concept Note generally, and for the Vision, Mission, Goals, Objectives and Principles specifically. While there are numerous nuances and individual requests for inclusion of more words or more topics, the most common concerns appear to be the need for greater clarity on the linkage between the objectives and goals, as well as ensuring some of the perceived weaknesses of the previous plan are avoided. This is accompanied by high expectations of the awaited draft Theory of Change and draft Results Framework. The external consultants who conducted the online survey, which provides the quantitative data in the consultation process, observed that rarely have they seen such unanimity of views and cohesion behind goals and objectives. Behind the commonality of views, however, lie some strongly held opposing minority views on a few topics (e.g., whether funding should extend beyond basic education, what the Global Partnership's global footprint should encompass, and specific wording of the Vision and Mission). Many Board members highlighted the positive work being done on the Operational Platform under Work Stream 1 and

how important that is in helping define "how" the partnership works and will implement change in the first instance. Linking this effort into the final Strategic Plan is generally seen as important.

2.3 There is nearly universal agreement that the Global Partnership's unique contribution (actual or still to be fully realized) lies in the partnership's ability to convene all actors at the country level around the development and implementation of a credible single education sector plan with increased and aligned financing under the leadership of the national government, that leads to improved education systems and notable improvements in access, equity and learning in the poorest countries. All activities within the partnership, including GPE funding, should be focused on contributing to this.

2.4 Scope and Scale: At the highest level, partners and Board members mostly felt that the new Strategic Plan should have ambition in terms of both GPE scope and scale. However, the underlying current of thought was that some key building blocks needed to be put in place immediately prior to further growth/expansion (e.g., Work Stream 1 recommendations, locking in a realistic monitoring platform and agreed results framework, establishing a clear financial plan, and having more experience with the Funding Model).

2.5 Through all aspects of consultation, there was a strong view that while the Global Partnership should prioritize financing of basic education, there needs to be some flexibility in specific contexts to extend to the full 12+1-year cycle, provided GPE funding addresses issues of quality, equity and the marginalized (especially girls and disability). There was also general support for broadening the scope of the Global Partnership, for example, in fragile and conflict-affected states, graduating countries, and in low and lower -middle income countries. The active GPE role in conflict and crisis situations was raised as important in most consultation streams. Partners agreed with the Independent Evaluation recommendation that the scope question needed to be resolved: the question seems to be how to sequence and prioritize and align with financing. There was little support for an expansion of mandate at the expense of the most marginalized and poorest countries.

2.6 Strategic Financing: The consultations suggest partners were generally focused on issues of additionality, alternative and innovative sources of external financing, increased domestic financing, and especially the extent to which GPE financing is catalytic. Better use and flexibility of the Global Partnership's own financing to leverage education system improvements and additional financing was considered most important. There was also a sense that GPE has failed to galvanize large amounts of additional financing to basic education in the poorest countries and that this should be a key element in judging its future success.

In the context of expanding the GPE financing base and contributors, there was broad, if cautious, support for the Global Partnership looking at targeted funding for specific Board pre-approved activities (mostly around knowledge/capacity development/monitoring/ data) provided there were adequate safeguards and principles to prevent: i) distortion of the core GPE fund (and mandate), ii) undermining Board authority, iii) fragmentation, and iv) increasing transaction costs.

2.7 Global and Cross-National Levers: There is strong support for the Global Partnership to take on a knowledge convening, brokering and disseminating role as it applies to the core priorities and goals of the partnership. The Global Partnership should not duplicate the work of other partners. Indeed, it should promote such work and engage more strongly with specialist agencies, e.g., IIEP, UIS, GMR). There is widespread agreement among Board members that the Global Partnership should not be a knowledge generator in its own right but work through partners. During the thematic consultations there were repeated calls for the Global Partnership to be far more active in many technical areas. The recent Secretariat emphasis on exchange of

policy experience and good practice with and among developing country partners is strongly supported.

2.8 Theory of Change, Results and Monitoring: The Theory of Change and draft Results Framework is eagerly awaited by the partnership, with the expectation that it will clarify the unique GPE role and precisely what it seeks to achieve by 2020. There is a very strong consensus that the Global Partnership for Education and the sector as a whole has not performed well when it comes to monitoring and reporting on results and a much greater focus and attention on monitoring at both sector and grant level is required and should be financed. Improved monitoring would then link to increased cross-national lessons learned and better knowledge sharing across the partnership as a whole. Many partners and Board members believe there should be some sort of systematic monitoring of country-level partner adherence to GPE principles and processes and mutual accountability.

2.9 Operational Platform: For partners with visibility of the Work Stream 1 Reference Group and its work, there was optimism that it would lead to some important and necessary improvements to the GPE country-level operations. Among Board members there was a strong consensus that getting this right was a critical first step in the development of the Strategic Plan. For some, it is a pre-condition to addressing scope and scale questions, for others it is a necessary accompaniment. Significant concern was raised through many of the consultation fora (especially the Board member conversations) over the partnership's failure to ensure its financing modalities maximized the principles of aid effectiveness and alignment. There is strong interest among Board members to finally address the modality issue that has apparently been on the table for many years.

3. Consultation Process

3.1 Throughout the months of July and August 2015, the Secretariat organized a series of consultations to obtain feedback from the Global Partnership's various constituencies on elements of the Strategic Plan, as laid out in the Concept Note. The main consultation tool was an online survey, designed by an external firm, which was launched on July 10 and officially closed on August 13. The survey was sent to all GPE developing country partner ministries, donor partners, civil society and teacher organizations, multilateral agencies, private sector/private foundations and a selection of coordinating agencies. At the conclusion of the survey, eighty responses had been received and the respondents self-reported that a total of 636 organizations and individuals had been consulted.

3.2 During this same period, the Secretariat organized a series of Concept Note consultation webinars with its partners. The purpose of the webinars was to receive broad comments on the following set of questions:

1. *In which three ways do you think the Global Partnership for Education added value to the provision of basic education in the poorest countries?*
2. *How is the Global Partnership making a unique difference today?*
3. *What does the Global Partnership need to do to have a stronger impact on its goals – learning, equity and stronger educational systems – over the next five years?*
4. *Concept Note:*
    - *Are you satisfied with the broad direction of the Concept Note?*
    - *Is there anything you would like to see added to the GPE 2016-2020 strategy that is not yet contained in the Concept Note?*

The webinars engaged 45 participants and were held in three languages: English (July 24), Spanish (August 3), and French (August 6). Based on a special request, the Secretariat also organized a Concept Note webinar for 13 representatives from the CSO 1 constituency.

3.3 In addition to the Concept Note webinars, the Secretariat, in collaboration with external co-conveners from a wide variety of partner organizations, conducted consultations on specific thematic components of the new Strategic Plan. These thematic consultation webinars engaged key technical experts, identified by the co-conveners, from various Ministries, donor agencies, civil society organizations, multilateral agencies and research institutions. The groups were kept relatively small to ensure dynamic participation and in-depth discussion based on the questions used in the Concept Note webinars. In total, 171 individuals participated in the nine thematic webinars on teachers and teaching, external financing and resource mobilization, learning, fragile and conflict-affected states, inclusive education and children with disabilities, health and education, gender equality and girls' education, early childhood development, and sector planning and systems strengthening.

3.4 In addition to consulting across the partnership, the Secretariat also reached out to interested stakeholders, who are not in a particular constituency, for their direct written comments. Seven key partners provided their feedback on the same set of core consultation questions listed above. Finally, the Secretariat invited all Board and Alternate Board Members to provide direct verbal feedback on the core questions related to specific aspects of GPE work and the Strategic Plan Concept Note. Thirty Board and Alternate Board members provided comments during this exercise. In the end, over 370 individuals and organizations participated in the online survey, Concept Note and thematic consultation webinars, and audio calls with individual Board and Alternate Board members or provided written feedback, as detailed in the table below. Summaries from the consultations are available on the Board-only sub-site of the eTeam site.

Table 1: Summary of Strategic Plan Consultation Participants

Type of consultation	Number of participants	DCP participants
Online survey	80	23 (29%)
Audio calls with Board/Alternate Board members	30	8 (27%)
Concept Note webinars	58	10 (17%)
Thematic webinars	171	17 (10%)
Independent External Evaluation webinars	28	1 (4%)
Written feedback from non-constituency partner organizations	7	0
19th Conference of Commonwealth Education Ministers (19CCEM)[1]	4	4
Total	***378***	***63 (17%)***

3.5 It should be noted that the Concept Note webinars and thematic consultation webinars were less representative of developing country partner thinking. Of the 229

[1] Prior to the July/August consultations, the Secretariat held informal consultations with a few developing country partners to solicit feedback on the Strategic Plan At-A-Glance during the 19th Commonwealth Conference as a dry-run prior to the official launch. The views of the four countries–Rwanda, Lesotho, Kenya, and Zambia–have since been reinforced by other consultations including Board, Alternate Board members, and DCPs during the July-August consultation period.

individuals/organizations that participated in these two sets of consultations, only 12 percent were from the DCP constituencies. Indeed, the greatest proportion of input from our developing country partners came from the online survey, in which 29 percent of the 80 respondents were DCP Focal Points, and audio calls with Board and Alternate Board members (with 27 percent DCP participation).

4. Outcomes by Consultation Stream

Online Survey

4.1 According to the analysis conducted by MacPhie, the external consultants who managed the survey, quantitatively there is very broad support for the elements of the strategic plan. There are a large number of respondents who state they are strongly in favor of the Strategic Plan Vision, Mission, Goals, Objectives and Principles. There is strong support for increased scope and scale and for expansion of the global and cross-national levers. This is moderated by considerations of cost/available finances and also the desire for country ownership. There is strong support for the partnership to play an advocacy role to help drive policy change. Lack of financing emerged as the most predominant barrier to preventing the Global Partnership from achieving its goals. Among a list of key policy issues, "improved policies and approaches to equity and inclusion," "education sector planning" and "improved policies and approaches to teaching and learning" emerged as the most prominent for the Global Partnership to focus its work on. The importance of equity and inclusion repeatedly recurred through the survey responses. A large majority of respondents considered that accepting targeted funding from potential new donors should be explored. Of the four proposed objectives in the plan (all strongly supported), the first (on financing) still required the most precision and refinement.

While the overall trend of the online survey results is towards a notable commonality of view, there remain some partners with strongly-held divergent positions on some topics. Civil society supports "free and publicly-delivered" education. A couple of donors strongly oppose any expansion of scope of GPE financing beyond basic education, while a couple of other donors strongly oppose limiting the scope of GPE financing to just basic education.

Strategic Plan Concept Note Seminars

4.2 The webinars[2] on the Strategic Plan Concept Note itself produced lively discussion with multiple suggestions and feedback. Overall, partners felt the Concept Note was on the right path. The following are key themes/common areas of feedback that arose from the discussions.

- The Global Partnership should further strengthen its focus and engagement in conflict and crisis-affected countries. This includes moving beyond the legal, modality and implementation hurdles that limit the partnership's timely involvement and delivery in crisis situations.
- The Global Partnership should help build developing country partner capacity for data collection and use in improved sector planning. The partnership should go beyond simple data compliance as a pre-requisite for financing, and should assist countries financially and technically in building capacity for data collection and use.
- The Strategic Plan needs greater specificity on key thematic priorities. Currently the concept note is too generic and greater granularity on disability or education in crisis and conflict, for example, is needed. However, some partners cautioned against being overly

[2] The four webinars include a series of Concept Note consultations in English, Spanish, French and a discussion with the CSO1 Constituency.

proscriptive and underlined the importance of country-level flexibility and country ownership.

- There needs to be full integration of the Work Stream 1 outcomes in the Strategic Plan. The Concept Note has done a good job on setting out directions but bringing in the "how" the model will work better will be helpful.
- Expand support beyond basic education. The Global Partnership should support a continuum of quality education beyond the basic level and increase the emphasis on secondary.
- Greater emphasis on strengthening developing partner country capacity to deliver. This includes the data issue mentioned above, greater dissemination of good practices in sector planning, and leveraging accumulated knowledge of partners.
- Greater CSO, teacher, private sector and other stakeholder participation at the country level. This particularly focused on the importance of participation in the Local Education Group (LEG) and sector dialogue, both in terms of sector plan development and monitoring, and how to ensure compliance in this regard.
- GPE should explicitly clarify that education is a public good and this should be reflected in the Vision, Mission, Goals, Objectives and Principles.

Thematic Consultations

4.3 The thematic consultations[3] unsurprisingly tended to emphasize the importance to the partnership of each individual theme. All are important to the delivery of GPE goals and vision, though overall feedback suggests there is still some debate over the GPE scope and scale and its global and cross-national levers. The GPE role in convening partners, and brokering and coordination, at the global and country levels was mentioned in all thematic consultations, both as a key part of its value-add and as an important area for the Global Partnership to expand and use more strategically going forward. Here the Global Partnership was called on to support better coordination of problem-solving initiatives across technical partners and help to provide a more systematic link between global-level assets and country planning and policy dialogue processes. In addition, throughout all of the thematic consultations, seven recurring themes were strongly evident:

- The need for serious investment in monitoring and data efforts. This encompassed the sector level, grant level and disaggregation by equity, for example. Learning assessment was seen as important. There were differing views on the relative roles of the Secretariat, developing country partners and other development partners. However, the overall sentiment was that the partnership had to do a much better job, both in its own monitoring and in building capacity for data collection and use.
- Increases in the quantity, quality and efficiency of financing. This topic received considerable attention. In addition to the view that the Global Partnership should be ambitious in seeking to close the basic education financing gap and should be more catalytic, the overall sentiment was that the Global Partnership should be more flexible in how it seeks to source funding, open to targeted financing (particularly for education in emergencies), aim to leverage more and better-spent domestic financing (particularly addressing this issue through the sector dialogue), and expand its base of support to the GPE Fund beyond traditional donors, while considering how to better utilize its engagement with the private sector.

[3] The thematic consultations held were as follows: Teachers and Teaching, External Financing and Resource Mobilization, Learning, Fragile and Conflict-Affected States, Inclusive Education and Children with Disabilities, Health and Education, Gender Equality and Girls' Education, Early Childhood Development, and Sector Planning and Systems Strengthening.

- Increased GPE role in building capacity at the country level. Views on exactly what capacity should be developed were diverse, but notably developing country partner representatives, LEG members and the teaching profession believed strongly that GPE had a role to play.
- Expanded policy dialogue at the country level. There was oft-repeated support for further expansion of participation of LEGs, strengthening of LEG expertise, increased accountability mechanisms for partner behavior and performance at the country level (beyond just developing country partner government accountability), and strengthening country-level coordination in fragile and conflict-affected states.
- Collaboration and alignment. The Global Partnership was urged to align further with global education frameworks (Sustainable Development Goals, Framework for Action, etc.) and to collaborate more with partners possessing relevant technical and operational capacity.
- Cross-sectoral coordination. The Global Partnership was encouraged to broker increased cross-sectoral collaboration at the country level, particularly inter-ministerial collaboration and in the LEG, as it affects education goals. Ministries of Women, Finance, Social Welfare, Health and Labor were singled out.
- Expand GPE knowledge-sharing role. This primarily focused on the dissemination of knowledge products from the global to country level and the facilitation of south-south learning.

Written Feedback from Non-Constituency Stakeholders

4.4. The Secretariat also reached out to various interested non-constituency stakeholders for their written feedback on a set of core consultation questions. Comments were received from AVAAZ, INEE, OIF, Right to Play International, OECD, Educate A Child and the Bill & Melinda Gates Foundation. The key themes that arose from their collective responses included the following:

- The Global Partnership builds partnerships. The Global Partnership is an important supporter of technical capacity for education in developing countries and plays a vital convening role. The Global Partnership has been able to bring together diverse partners such as donor governments, developing country governments, international organizations, civil society, and the private sector, and unite all their efforts under the shared goal of ensuring all children have access to quality education.
- The Global Partnership mobilizes resources for education. The Global Partnership plays a key role in mobilizing international partners for the funding of education.
- The Global Partnership is a strong advocate for education. The Global Partnership has played an integral part in highlighting the role of education in the Sustainable Development Goals. It has been helpful in reframing the goals around education, bringing a clearer focus to the importance of issues like measurement and focus on learning outcomes.
- The Global Partnership should further strengthen its focus and engagement in conflict and crisis-affected countries. There were several suggestions for the Global Partnership to clarify how different stakeholders could collaborate and build synergies with the Global Partnership to support the right to education for all in emergencies and fragile contexts.
- The Global Partnership should better address issues of corruption. Comments pointed to the need for the Global Partnership to encourage more effective transparency in resource management and the fight against mismanagement and corruption.

- The Global Partnership should gather better evidence to deliver improved and more equitable education outcomes. Suggestions included the need for additional learning outcomes data, including baseline and midline assessments.

Audio Calls with Board Members

4.5 These calls were conducted in confidence, so unlike other aspects of the consultation, notes from each individual meeting are not available.

As outlined in Section 2 above, there was near universal agreement among Board and Alternate Board members on the unique GPE added-value, namely the partnership's ability to convene all actors at the country level around the development, increased and aligned financing, and implementation of a credible single education sector plan, under the leadership of the national government, so leading to improved education systems and notable improvements in access, equity and learning in the poorest countries. For some, this added-value was somewhat theoretical and still to be realized. There is a clear expectation that the Theory of Change will elaborate on this and link to the proposed Goals and Objectives of the Strategic Plan.

4.6 Overall, Board members were very positive about the current directions of the Global Partnership and its future, and were looking to the October Retreat to make important decisions and progress. There was also significant appreciation for the Chair's leadership and advocacy work. The exceptions were one Board member expressing significant dissatisfaction with the performance of the Secretariat and the direction of the planning process, and a few Board members who felt the Board itself was not functioning effectively.

4.7 There was near-universal agreement that the Concept Note is good and headed in the right direction. Indeed, only one Board member expressed clear dissatisfaction and worry. Many Board members said that resolving and successfully implementing the operational issues currently under review by the Work Stream 1 reference group was essential and would need to be reflected in the new Strategic Plan. A couple saw this as a pre-requisite to any future consideration of broader scope for the partnership, while most felt this was part of the building blocks to increase the scope and scale of the Global Partnership over the five-year period of the Strategic Plan. The idea of some sort of "step" approach to growth, putting the right building blocks in place at the right time, seems to have much support. However, most Board members underlined the importance of the Global Partnership focusing on core business in the immediate term.

4.8 There was strong support for the Global Partnership taking on a leadership role in knowledge-brokering and dissemination, provided the Secretariat did not duplicate other partner work and mandates and that it reflected the goals and priorities of the partnership. There was some concern expressed about avoiding Secretariat mandate creep and there was no support for a role in knowledge generation. It was also felt that the Global Partnership needed to do a better job of leveraging the technical and policy depth and skills of its partners. Recent efforts to increase developing country partner interaction and knowledge sharing was seen as a very important development needing continued support.

4.9 Across most constituency groups there was a strong push for the Global Partnership finally addressing the question of alignment and harmonization of its funding through improved modalities to support sector improvement. Many Board members also felt that questions of development partner behavior against GPE principles and processes at the country level should be improved and monitored. The focus to date has been on developing country partner compliance and requirements, not on development partner behavior and this needed rectifying, both in the spirit of partnership and mutual accountability as well as to address some of the operational challenges that have been identified at the country level. A number of Board members expressed concern that the Board itself was not functioning coherently and that some Board

members pursued narrow vested interests rather than the broader goals and aspirations of the partnership as a whole.

Annex: Strategic Plan Consultation – Survey Results. Report from the External Consultant – Hugh MacPhie

MacPhie

Research Report



Global Partnership for Education

Strategic Plan Consultation – Survey Results Version 1

Coordinating Committee Brief

August 27, 2015

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Objective & Methodology



Objective & Methodology

As part of a broad consultation, the Global Partnership for Education engaged MacPhie to gain constituents' feedback on elements of the Strategic Plan 2016-2020, as laid out in a Concept Note.

MacPhie used an online survey methodology, which launched from July 10 - Aug 13, and included 80 respondents from the following constituencies or groups:

Constituents
• Developing Country Partners (n=23) • Donor Partners (n=20) • Civil Society – North (n=14) • Civil Society – South (n=7) • Teachers' Profession – North & South (n=6) • Private Foundation & Private Sector (n=4) • Multilateral Agency/Regional Bank (n=3) • Coordinating Agency/Development Partner (n=3)

Please note, segment-specific differences are highlighted in red boxes where significant. In the absence of these, no significant differences exist between segments and the total sample.

Detailed Findings



Detailed Findings: Feedback on Mission, Vision & Principles



More than 3 out of 4 respondents agree that the proposed Vision and Mission reflect the aspirations and key contributions they would expect from the partnership

Vision & Mission

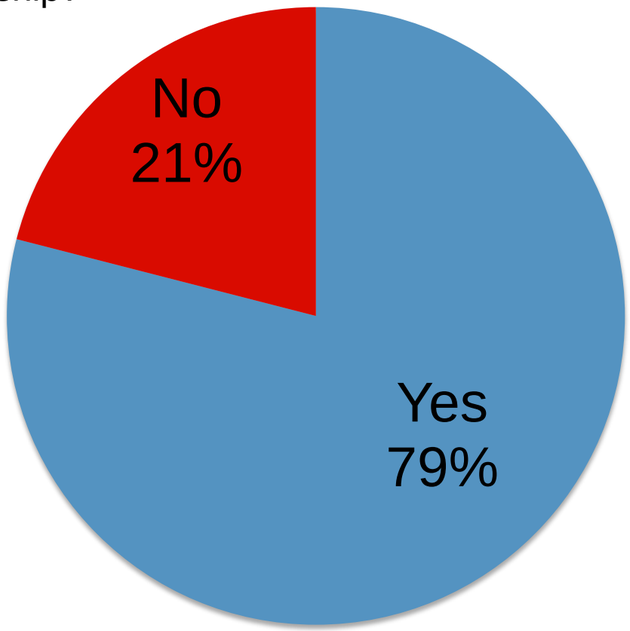
<u>Proposed Vision:</u>

"Inclusive and equitable quality education and lifelong learning opportunities for all."

<u>Proposed Mission:</u>

"The Global Partnership for Education mobilizes global and national efforts to achieve quality education and learning for all, through inclusive partnership, a focus on effective education systems, and financing for basic education."

4. Does this Vision and Mission reflect the aspirations and key contributions you expect from the partnership?



Of those who responded 'no', more than 50% were Civil Society – North

Board is slightly more supportive (83% yes) than non-Board (75% yes)

Vision & Mission, Continued

Further Comments on the Vision and Mission:

- Some respondents believe it is important to clearly define the terms *inclusive*, *quality*, and *basic education*, as an addendum to the Vision and Mission, or in the beginning of the strategic plan
    - Emphasis is also placed on clear definitions and distinctions between *lifelong learning* and *basic education*
- Some respondents believe it is important to explicitly reference *public* education in the Mission
- Some respondents say it is important to include the word ‘equity’ or ‘equitable’ in the Mission
- Some respondents feel the Mission should address supporting children and families holistically to deal with roadblocks to education like poverty

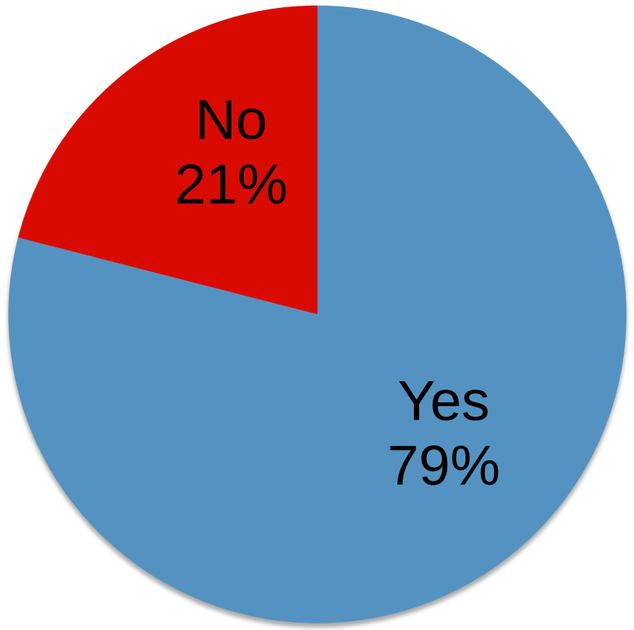
More than 3 out of 4 respondents agree that the proposed Principles adequately reflect the values of the partnership

Principles

The newly proposed GPE principles are:

- Education is a human right and an enabler of other rights.
- Resources focused on equity, inclusion and the most vulnerable.
- Country ownership based on inclusive and effective policy dialogue.
- Support linked to country commitment, performance and nationally identified need.
- Improved development effectiveness through harmonization and the use of modalities aligned to country systems.
- Mutual accountability and increased transparency across the partnership.
- Inclusive partnerships as an effective means of achieving development results.

6. Do these new principles adequately reflect the values of the partnership?



More than half of those who report that the Principles do <u>not</u> reflect the partnership's values also indicate that the Vision and Mission are <u>not</u> appropriate (mostly Civil Society – North)

Board is more supportive (86% yes) than non-Board (73% yes)

Principles, Continued

Further Comments on the Principles:

- Some Civil Society respondents say it is important to define education as a public good, in addition to a human right, and they believe it is important to more clearly highlight the commitment to free, quality primary and secondary education that is publically provided

- Some Civil Society respondents desire a more explicit commitment to partnerships with civil society, and an acknowledgement of the key roles they believe they play in helping the Partnership achieve its aims

- Some Donor Partner and Civil Society South respondents share that “resources focusing on equity, inclusion and the vulnerable” could have greater specificity related to gender equity, and vulnerable populations in conflict zones or experiencing acute emergencies (Note: this is VERY clearly articulated in the Goals)

Detailed Findings: Feedback on Goals



Respondents report strong positive alignment between the proposed Goals and their perspective on where the partnership should place its focus over the next five years

Goals

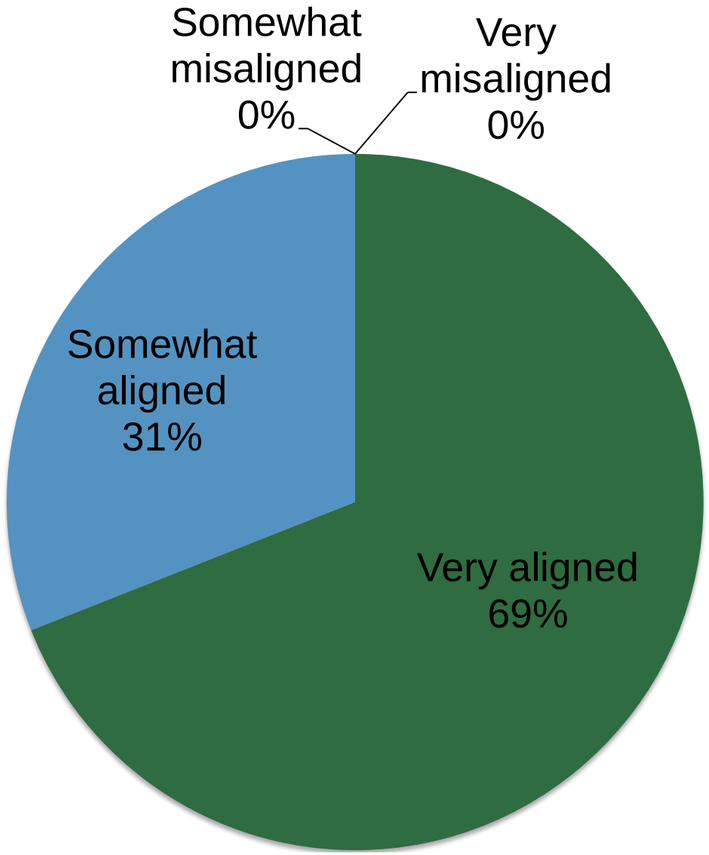
Three goals are proposed for GPE's Strategic Plan 2016-2020:

GOAL 1: Equity and Inclusion. Increase the proportion of girls and boys in GPE partner developing 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.

GOAL 2: Quality Teaching and Learning. Significantly improve teaching and learning in order to increase relevant learning outcomes as measured by standards agreed by national and/or subnational authorities.

GOAL 3: Stronger Educational Systems. Significantly improve the capacity, effectiveness, and efficiency of education systems to achieve tangible gains in equity and learning for all children.

8. How well aligned are these goals with your perspective on where the partnership should place its focus over the next five years?



Goals, Continued

Further Comments on the Strategic Goals

Goal 1

- There is a bit of confusion over whether the ‘at least one year of pre-primary education’ is included in, or in addition to, the 10 years of education referenced in Goal 1, and how this relates to support of 12 years of education, as highlighted in other forums like the Incheon Declaration and Concept Note
- Some desire a clear articulation of a commitment to both primary and secondary education
- Some respondents believe there could be explicit support for informal or vocational education in addition to traditional scholastic education
- Listing some demographics (e.g. girls and boys, children affected by conflict, etc.), causes some respondents to focus on missing demographics like youth and adults who also require basic education; these respondents suggest an ‘all or nothing’ approach

Goal 2

- Some respondents feel Goal 2 should explicitly address teacher qualifications, training & support

Goals, Continued

Further Comments on the Strategic Goals

Goal 3

- Some respondents comment that Goal 3 should specify public education systems
- Sustainability and accountability of education systems are noted as concepts worth including

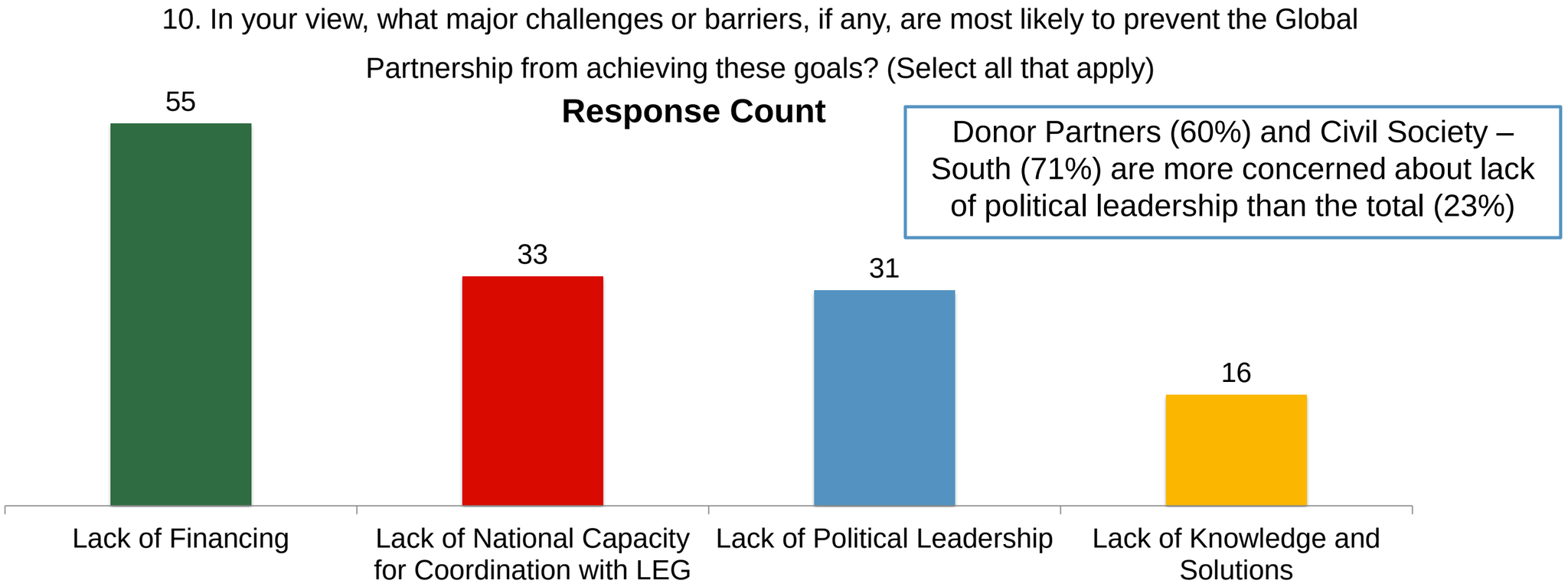
Overarching Comments

- Some respondents state there should be connections from education to labor market needs, job/technical skills, and employment
- Some feel ‘second chance’ learning opportunities should be a part of basic education
- One calls for clearer definition of the Global Partnership’s role vis-à-vis UNICEF and UNESCO
- Some stress that measurement of the Goals is key, and that the language of the goals themselves should be more precise when referencing measurement (i.e. ‘significantly improve…’)
- One respondent is concerned that the Goals mix ‘ends and means’
- Some respondents are unsure if the Goals can be accomplished in five years

Barriers & Challenges

Lack of financing is reported as the most predominant barrier to preventing the Global Partnership from achieving its goals, followed by lack of national capacity for coordination with the LEG and lack of political leadership, respectively

- One respondent elaborates on political leadership: “Lack of political commitment to address certain equity issues; lack of political will to create sector efficiencies (e.g. HR, procurement).”
- Another respondent mentions, “lack of political leadership has been relatively more of a problem on part of donors.”



Barriers & Challenges, Continued

Further barriers (country level):

- Some respondents cite a lack of sector planning flexibility due to and a one-size-fits-all model, which does not reflect country-level expertise and priorities
- There are two camps when it comes to perspectives of LEGs. While some appreciate the key role LEGs play given a lack of operational platform capacity and a lack of financial transparency at the country level, others feel that LEGs creates complexity, lead to biased fund allocation and decision making, and results in a lack of ownership at the country level
- Some respondents report that there is a lack of real-time data to inform the Partnership's country-level work and its financing initiatives
- Some respondents say *inclusion* and *gender equality* are not implemented at the country level

Further barriers (other):

- Some respondents feel that there is an inefficiency in financing (spending could be more cost-effective and focused on areas that will most impact equity and learning outcomes)
- Some respondents mention low teacher performance as a barrier to success
- Some respondents report challenges in delivering education in humanitarian emergencies; and that more urgent global challenges, like HIV/AIDS, tend to take precedent

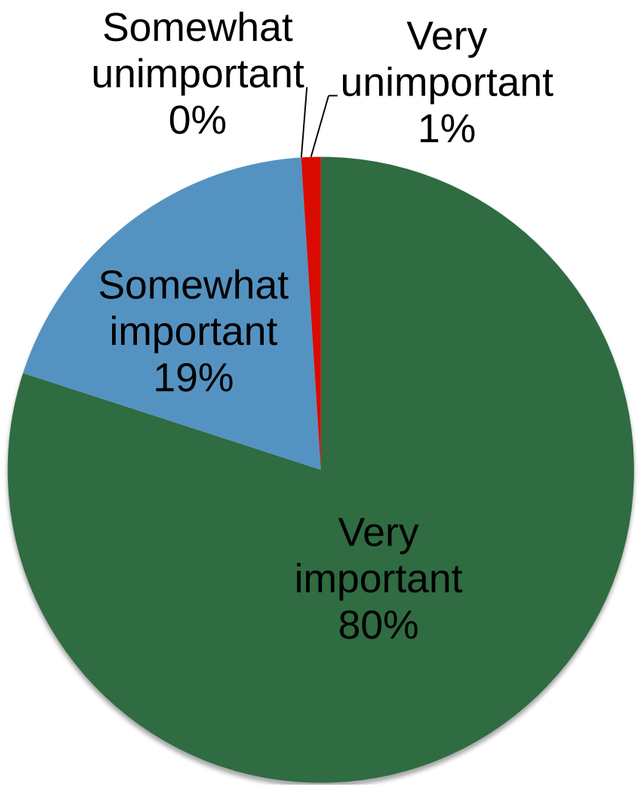
Detailed Findings: Feedback on GPE Areas of Focus



Role of GPE

Respondents report that the partnership's roles in global advocacy and knowledge and best practice sharing are both important to the realization of its goals. Global advocacy has somewhat stronger support from respondents, especially the Board

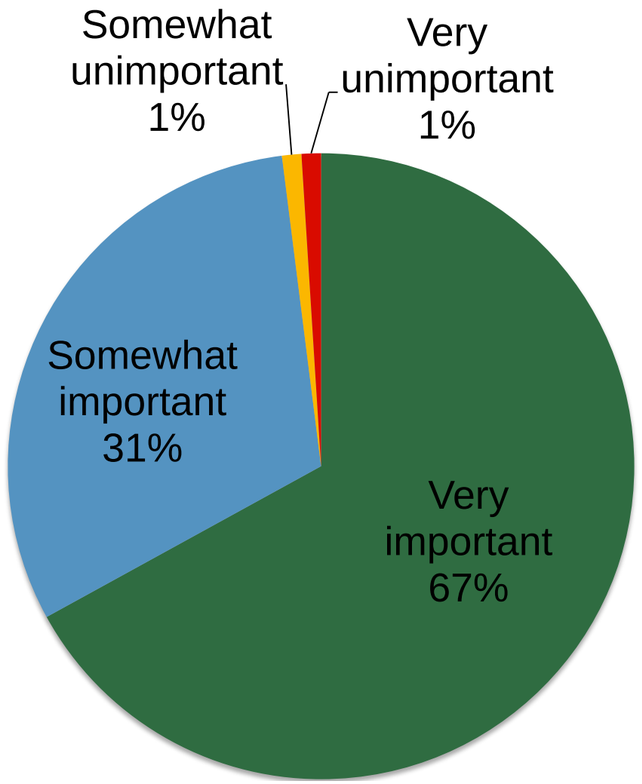
11. How important is the partnership's **global advocacy** role to the realization of its goals over the next five years?



Donor partners are less supportive (65% very important) than total

Board is more supportive (86% very important) than non-Board (75% very important)

12. Over the next five years, how important is it that the partnership continues to invest in **creating and exchanging knowledge and good practice** to support better policies and the achievement of results in GPE partner developing countries?



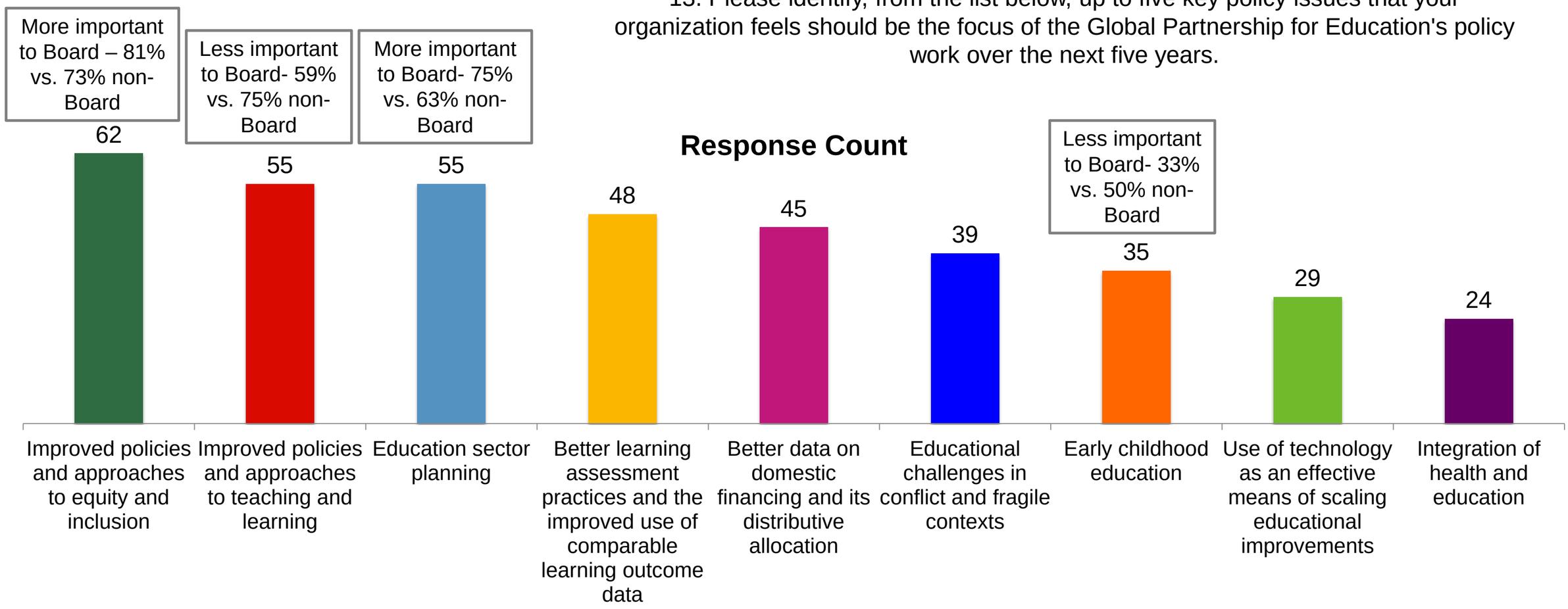
Developing Country Partners are more supportive (91% very important) than total

Board is less supportive (58% very important) than non-Board (72% very important)

Key Policy Issues

Among a list of key issues, equity and inclusion, education sector planning, and improved approaches to teaching and learning are most strongly identified as areas where GPE should focus its policy work

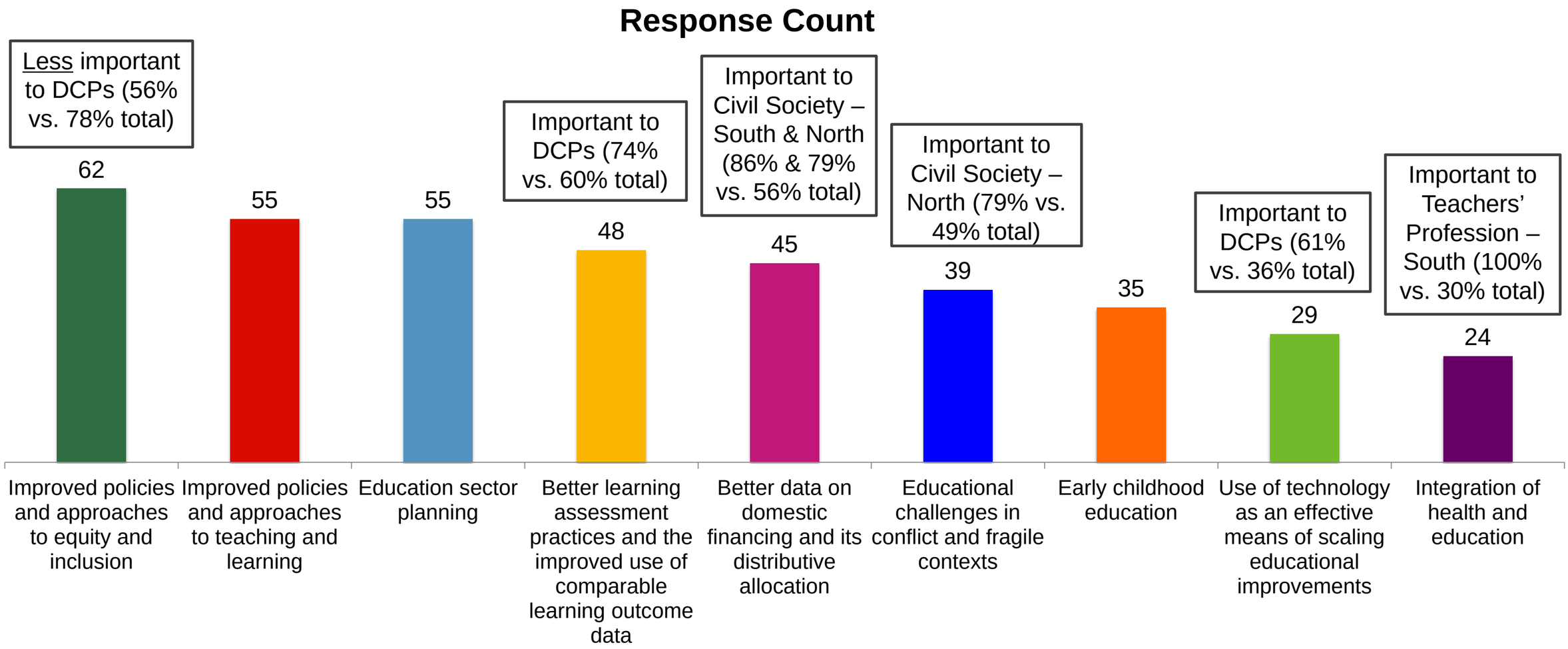
13. Please identify, from the list below, up to five key policy issues that your organization feels should be the focus of the Global Partnership for Education's policy work over the next five years.



Key Policy Issues, Cont.

Certain constituencies are more or less supportive of policy issues than total sample:

13. Please identify, from the list below, up to five key policy issues that your organization feels should be the focus of the Global Partnership for Education's policy work over the next five years.



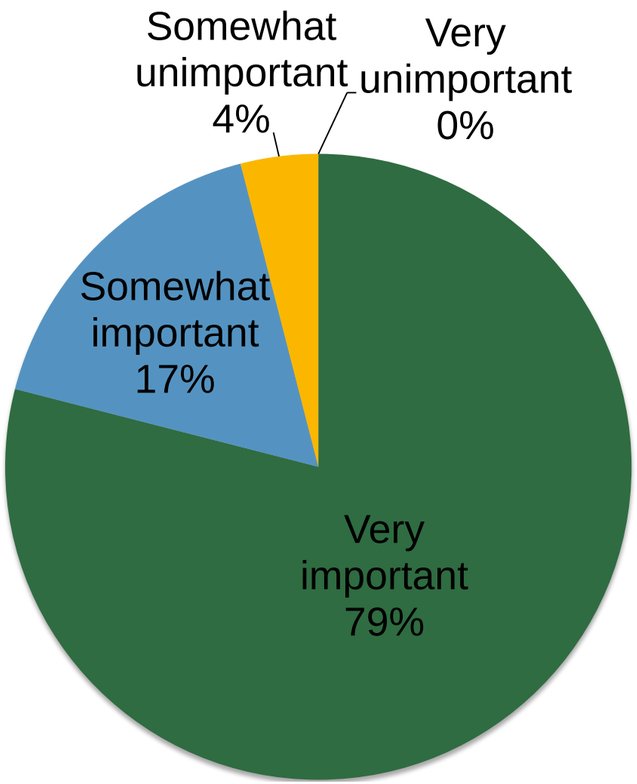
Further Comments on Policy Issues

- Some respondents suggests specifying, “including natural disaster and epidemic emergencies,” and specifying “educational challenges in conflict and fragile contexts”

- Some respondents suggest additional policy issues for inclusion in GPE’s cross-national policy and good practice work:
  - Addressing the issue of the privatization of education, and the Global Partnership’s support of private education (especially regulations designed to ensure quality)
  - Improving data collection and disaggregation for children with disabilities and other marginalized groups
  - Sharing of lessons learned from other countries

When it comes to addressing barriers to achieve the partnership's Vision and Goals, overall, respondents are more supportive of expanding and deepening support to countries facing situations of fragility and conflict than of expanding support to LMICs

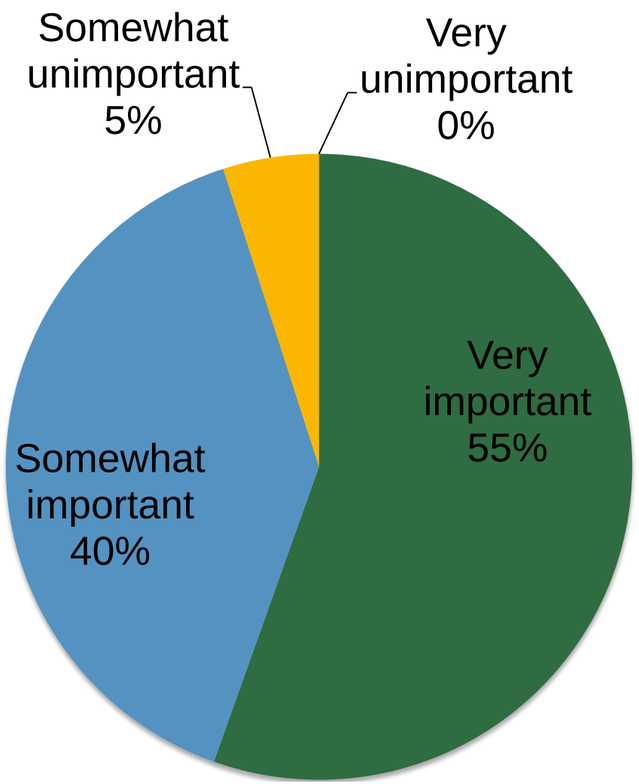
23 a. How important is **expanding and deepening support to countries facing situations of fragility and conflict-– including humanitarian emergencies?**



Donor Partners less supportive (60% very important) than total

Board is less supportive (70% very important) than non-Board (86% very important)

23 b. How important is **expanding and deepening support to lower middle income countries that may have achieved universal access to primary education, but still face many challenges?**

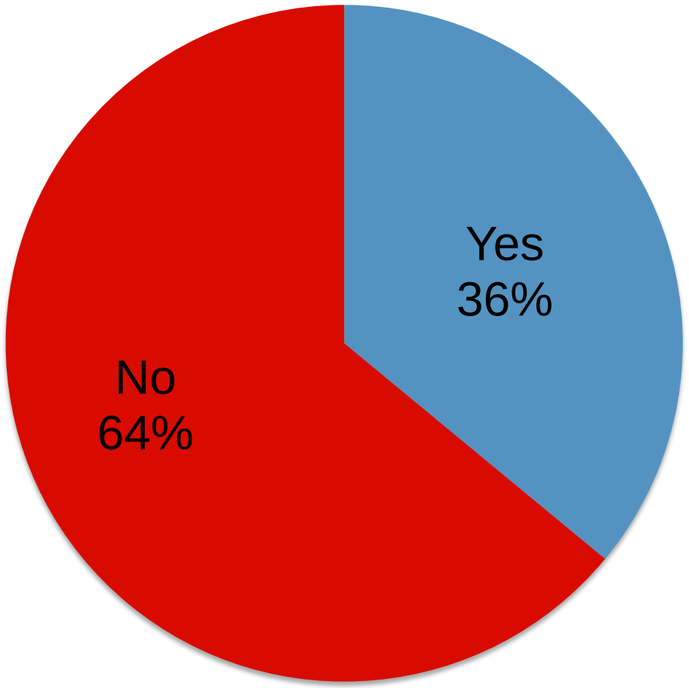


Donor Partners (35% very important) and Civil Society – N (29% very important) are less supportive than total. DCPs are more supportive than total (70% very important)

36% of respondents are aware of potential funders that might require that their funding be tied to specific purposes. 73% of respondents feel the Global Partnership should explore raising resources from them

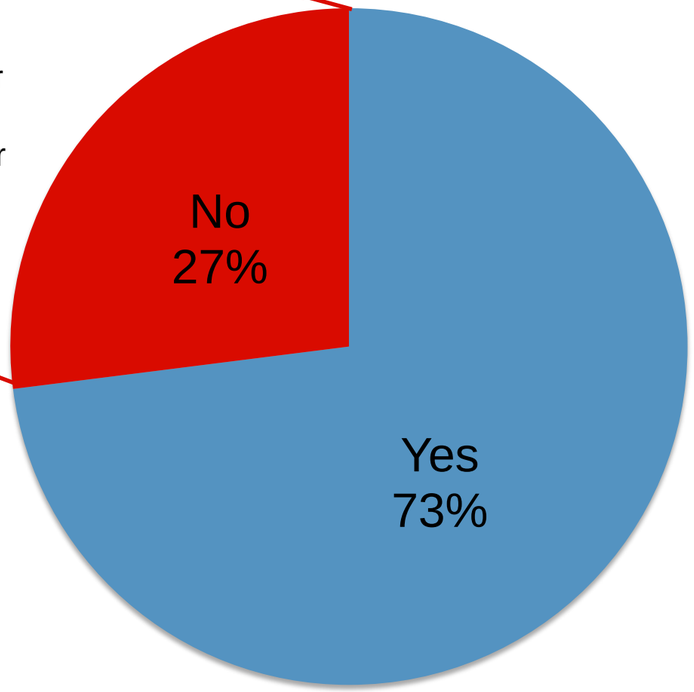
- However, there is strong opposition among the 27% who do not support pursuing earmarked funding

24. Are you aware of potential partners that might provide additional sources of funding for the Global Partnership's mission – but that would require that their funds be used in specific regions or for targeted needs?



26. In your opinion, should the Global Partnership for Education explore raising resources from these partners?

Among those who said "No":
36% Civil Society – North
23% Donor Partner
14% Civil Society – South
9% Developing Country Partner
9% Coordinating Agency
4.5% Private Foundation/Sector
4.5% Multilateral Agency/ Regional Bank



Potential Sources of Financing

Respondents provide examples of additional potential partners who might be willing to fund regional or targeted need-specific programs:

- GIZ (Deutsche Gesellschaft fur Internationale Zusammenarbeit
- World Vision
- Lire en Afrique
- Friedrich Ebert Foundation
- UNICEF
- UNESCO
- OEI
- GAVI
- Global Fund for HIV/AIDS
- Malala Fund
- National governments
- Private sector international companies (e.g. banks, mines)
- Bill and Melinda Gates Foundation
- Educate a Child

Detailed Findings: Feedback on Strategic Objectives



Strategic Objective 1

3 in 4 respondents report that Strategic Objective 1 adequately captures one of the key areas the Global Partnership will need to focus on to achieve its goals

Strategic Objective 1: More and Better Financing

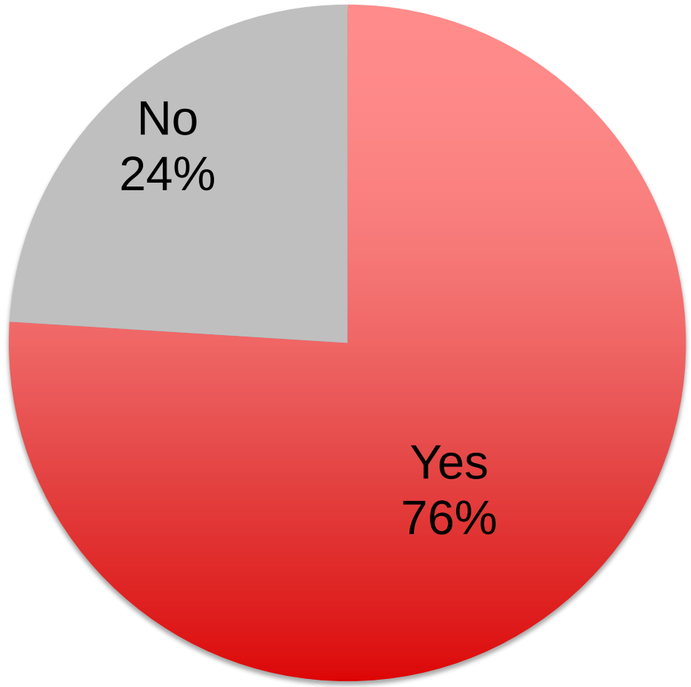
1. Mobilize and advocate for more and better quality financing for basic education for countries and populations most in need.

2. Advocate for expanded, effective domestic financing of basic education by: a) investing in the national capacity to utilize financing equitably and efficiently; and b) promoting transparency in monitoring and reporting on educational finance and its allocation.

3. Improve the development effectiveness of GPE financing by: a) improving the Global Partnership's financing mechanisms; and b) promoting financing modalities aligned to country systems.

4. Diversify the Global Partnership's financing mechanisms and its donor base.

15. Does this Strategic Objective adequately capture the key areas the Global Partnership for Education will need to focus on to achieve its goals?



Half who said 'no' are Civil Society – N

Board is more positive (80% yes) than non-Board (70% yes)

Strategic Objective 1, Continued

Further Comments on Strategic Objective 1, More and Better Financing:

- Some respondents perceive “more and better financing” to be too vague; “sustainable” is offered as a more precise qualifier

- Specificity around type of financing – respondents would like clarification of whether reference is to donor financing, national (domestic) financing, or international financing

- There is also an opportunity to consider ‘equitable financing’, enhancing the tax base and other approaches (e.g. reducing corruption) as part of Sub-Objective 2

9 in 10 respondents report that Strategic Objective 2 adequately captures one of the key areas the Global Partnership will need to focus on to achieve its goals

Strategic Objective 2

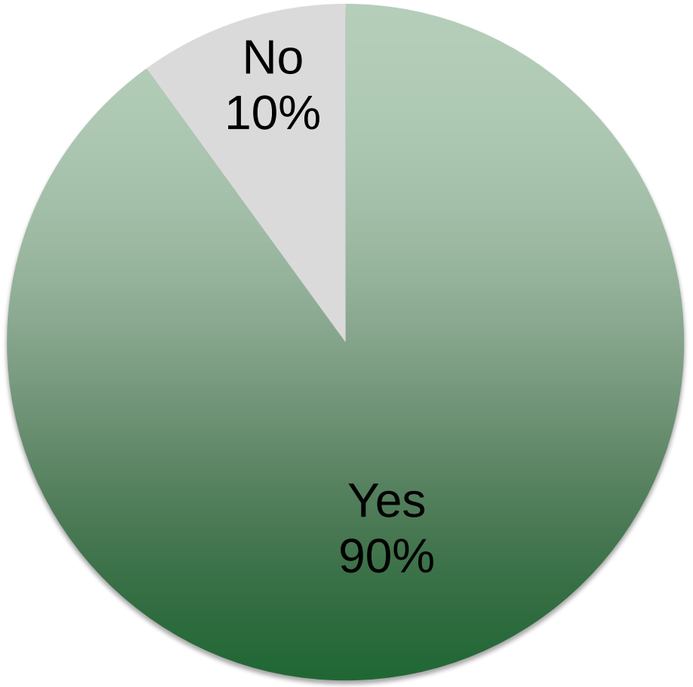
Strategic Objective 2: Strong Sector Planning and Policy Implementation

1. Effectively finance sector analysis and planning as fundamental building blocks in the creation of stronger education systems capable of delivering improvements in equity and learning.

2. Monitor and assess the quality of sector policy and planning processes through to implementation, so that all involved can learn and improve.

3. Support capacity development and the dissemination of knowledge and good practice to improve sector planning and policy implementation, especially on issues related to equity and learning.

17. Does this Strategic Objective adequately capture the key areas the Global Partnership for Education will need to focus on to achieve its goals?



Strategic Objective 2, Continued

Further Comments on Strategic Objective 2, Stronger Sector Planning & Policy Implementation:

- Some say that for plans to be high quality and relevant, and to drive ownership and accountability, planning must include local stakeholders (which will require capacity building rather than bringing in outside expertise). Written comments also reflect desires to emphasize marginalized populations, women and children and to include the word ‘inclusiveness’ when describing sector planning processes in Sub-Objective 2
- There are questions related to what Global Partnership’s specific responsibilities will be and how it will work with the other stakeholder groups like UNESCO, and the coordinating agencies and supervising entities already involved in capacity development and monitoring
- Respondents point our that while financing is important, other key inputs to sector planning that the Partnership can bring should also be highlighted in the strategic plan, including convening and supporting LEGs, supporting analytic work, and providing technical support
- Data is identified as a key gap and enabler for improved sector planning. Consistent with their support of the Global Partnership’s role in knowledge and good practice exchange, respondents say the Global Partnership could manage the aggregation, integration and dissemination of data, analysis of processes and bottlenecks, enabling research in partner countries, and creating international knowledge-sharing opportunities

Strategic Objective 3

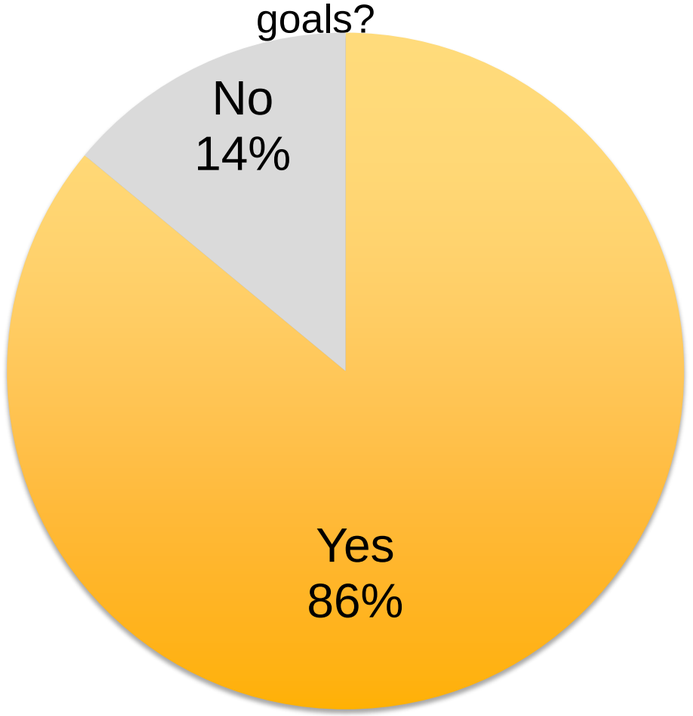
More than 8 in 10 respondents report that Strategic Objective 3 adequately captures one of the key areas the Education will need to focus on to achieve its goals

Strategic Objective 3: Effective and Inclusive Policy Dialogue

1. Support governments, Coordinating Agencies and Local Education Groups (LEGs) in the effort to utilize consistent and evidence-based approaches for monitoring and evaluating progress on the implementation of national education sector plans and policies, with a focus on financing, equity and learning.

2. Build the capacity of national stakeholders, including civil society, to engage in evidence-based policy dialogue on equity and learning, leveraging social accountability as a tool to enhance the delivery of results.

19. Does this Strategic Objective adequately capture the key areas the Global Partnership for Education will need to focus on to achieve its goals?



Strategic Objective 3, Continued

Further Comments on Strategic Objective 3, Effective and Inclusive Policy Dialogue:

- Some respondents feel it is important that countries maintain project ownership and that the LEGs and donors provide advice and coordination, but do not drive policies

- Some respondents believe it is important to establish best practices for LEGs and CSOs, and the ways in which they interact
    - Some mention that guidelines should include best practice for interactions with national governments
    - Some suggest a minimum required level of CSO participation in LEGs tied to grant reimbursement

- Some respondents ask to better define and provide guidelines for *equity* in Sub-Objective 1

- Some feel it is important to address supporting capacity-building of CSOs and other local actors to manage funding in Sub-Objective 2

More than 9 in 10 respondents report that Strategic Objective 4 adequately captures the key areas the Global Partnership will need to focus on to achieve its goals

Strategic Objective 4

Strategic Objective 4: Building a Stronger Partnership

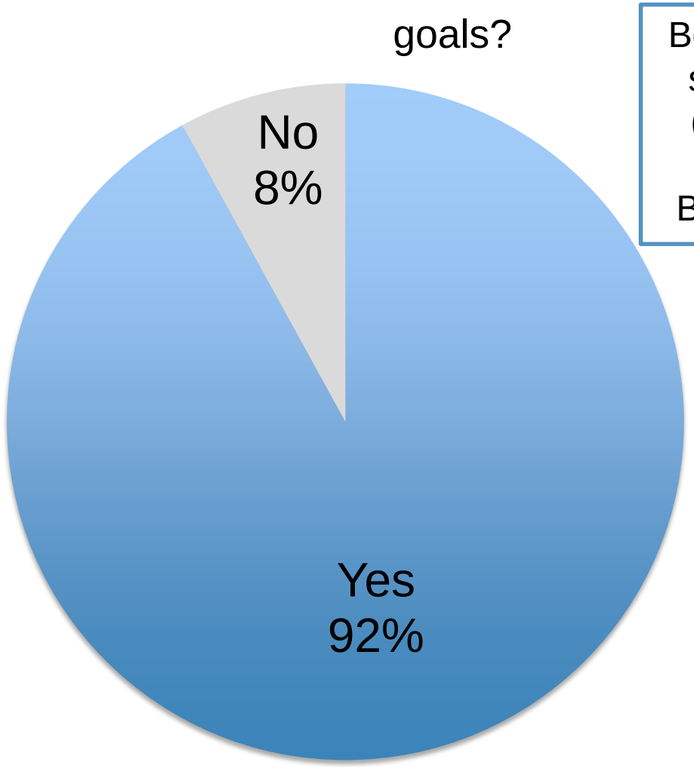
1. Promote and support consistent roles, responsibilities, and practices across the partnership using cross-national learning, capacity development, and monitoring and evaluation to enhance the common understanding of the roles and responsibilities of LEGs and their individual members, Coordinating Agencies, as well as Supervising/Managing Entities.

2. Make strategic, cross-national investments in monitoring, mutual accountability, and south-south capacity development, drawing on resources and experiences from across the partnership.

3. Improve the organizational effectiveness of the GPE Secretariat, through the strengthened capacity to support technical excellence, promote partnership principles, assure quality, and ensure sound grant management and fiduciary oversight in the Global Partnership's country-facing activities.

4. Invest in monitoring and evaluation - recognizing this as a fundamental tool for mutual accountability and essential if the partnership is to learn and improve its effectiveness.

21. Does this Strategic Objective adequately capture the key areas the Global Partnership for Education will need to focus on to achieve its goals?



Board is less supportive (88% yes) than non-Board (95% yes)

Strategic Objective 4, Continued

Comments on Strategic Objective 4, Building a Stronger Partnership:

- Some respondents report that the Secretariat could be expanded so as to act as both an accountability mechanism of the Partnership, and as an entity that engages with donors. However, others caution against over-expansion to prevent against duplication or waste

- Further highlighting the opportunity for the Global Partnership to pursue knowledge and best practice exchange, some respondents share that Sub-Objective 2 could be expanded to focus on the broader promotion of research dissemination and knowledge sharing

- Some respondents struggle to connect Objective 4 and its sub-objectives back to the Goals

Next Steps



Key Conclusions & Recommendations

Quantitatively, there is very strong, broad support for the elements of the strategic plan. Rarely does survey data reflect such a commonality of view and provide such clear direction. From 79% support for the Vision, Mission, and Principles, to 99% of respondents indicating the Partnership's global advocacy role is somewhat or very important, there is enthusiasm for the directions proposed. These survey results suggest that the Board can proceed confidently with the endorsement and implementation of the general direction outlined in the Concept Note.

While there is strong directional support overall, the devil will be in the details. For example, while there is general support for greater measurement and accountability mechanisms, there is also a strong undercurrent for greater local autonomy and flexibility related to program delivery. The challenge would therefore be to ensure consistent measures that allow for flexibility. Policies should be cognizant of these nuances, and seek out 'win-wins' respecting the perspectives of different constituencies.

There is strong support for the Partnership to play an advocacy role and use its moral suasion to help make change. Only one single survey respondent indicated that an advocacy role would not be at least somewhat important to achieving the Partnership's goals. The discussion should move from "if" to "what kind" of advocacy, and outline "goal posts" for the Global Partnership's advocacy and policy agenda.

Key Conclusions & Recommendations

There is also broad support for the Global Partnership to advance the exchange of knowledge and good practice across partner developing countries. Only two participants respond that this should not be a ‘somewhat’ or ‘very important’ priority. Based on the research, areas to explore, which would benefit from sharing of knowledge and good practices, include approaches to improving equity and inclusion, approaches to teaching and learning, and education sector planning.

The issue of public vs. private delivery of education is a strong undercurrent in research respondents’ comments. While not included as an explicit question per se, some participants emphasize their view that educational services should be funded and delivered by the public sector. Some state that while the Global Partnership should weigh in on the need to focus on public education, it should work to ensure effective regulation of private education, as it is part of the equation for seeking inclusive and quality education. Board and senior management team members should be aware of these perspectives.

Both quantitatively and qualitatively, ‘equity and inclusion’ is a recurring and dominant policy theme. Not only is ‘improved policies and approaches to equity and inclusion’ identified by the most participants as an important area of focus for the Global Partnership moving forward, it was also emphasized in respondent comments throughout the survey. Opportunities should be explored to emphasize equity and inclusion in the Partnership’s policy and advocacy agendas.

Issues Related to Revising the Draft Strategic Plan

Given the broad support for the components of strategic plan overall, there is risk in *eroding* overall support for the directions through wording changes. However, relatively straightforward improvements could include:

- In Goal 1, clarification related to the inclusion or exclusion of pre-primary education. Survey respondents question if pre-primary is “in” or “out” of the ten-year target
- A quarter of survey participants respond negatively to Strategic Objective 1 (More and Better Financing). Comments suggest a desire for further clarity on GPE's role in mobilizing additional international financing, and a more careful description of its role in leveraging domestic policies and financing. Consider adding greater specificity to the sub-objectives to drive clarity and understanding
- In Strategic Objective 2, consider language that underscores flexibility at the country level. While there is strong support for this strategic objective overall, comments suggest the concern that too much rigidity could get in the way of driving ownership at the country level and achieving desired outcomes within specific local contexts

Issues Related to the Board Retreat

Strategic Funding

- **Based on the survey, achieving agreement related to soliciting, managing, and flowing targeted, third-party funding is unlikely during the Board retreat. While only 27% of respondents disagree with the concept of raising resources from third-parties, comments suggest intensity in their opposition.** This issue is unlikely to be resolved at the retreat, and therefore could be referred to a Board committee for further consideration

Cross National and Global Levers and Mandate

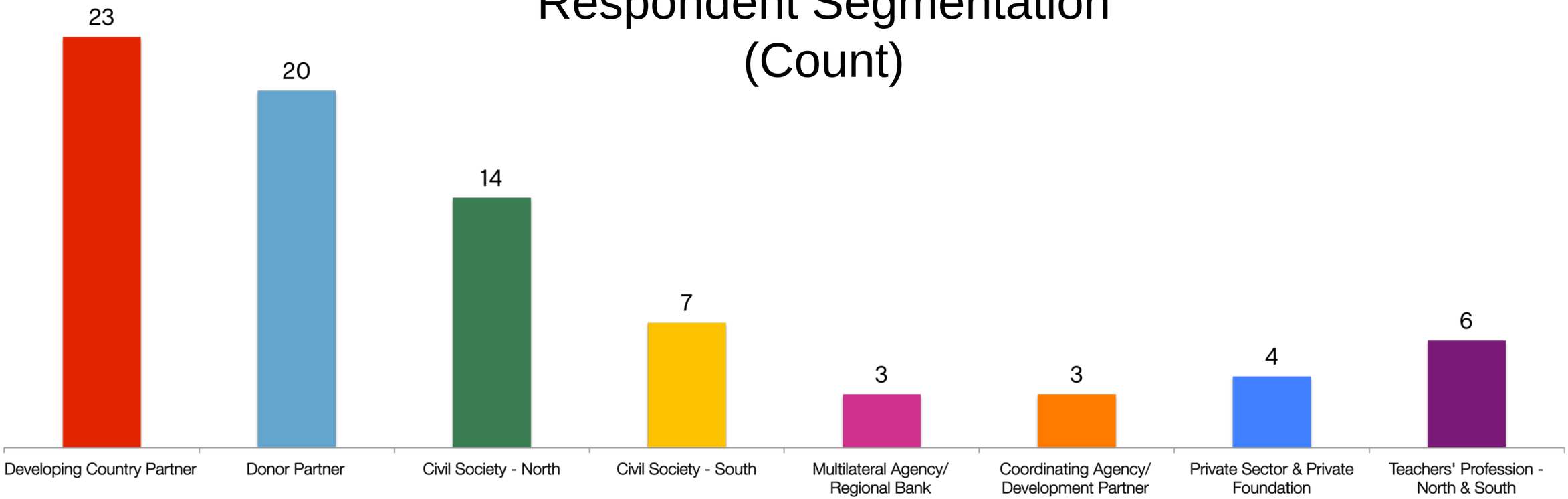
- **Significant support for the concepts of exchange of knowledge and good practice and advocacy** suggest that the discussion can shift from “if” to “how” to proceed with implementation

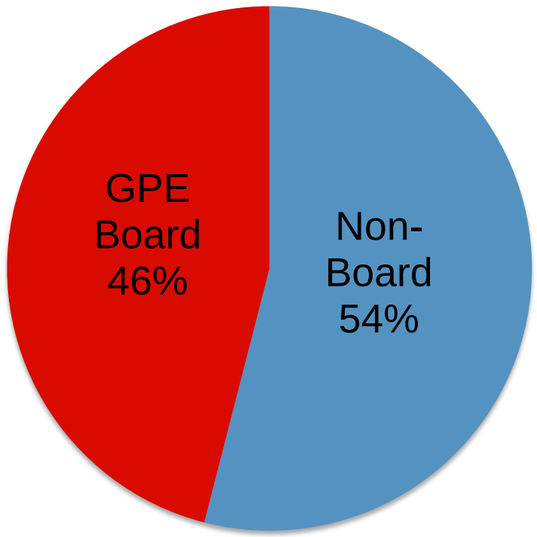
Appendix: Respondent Overview



Respondent Overview

Respondent Segmentation (Count)





GPE Board Responses

636

organizations and individuals were reportedly consulted by survey participants to prepare their responses