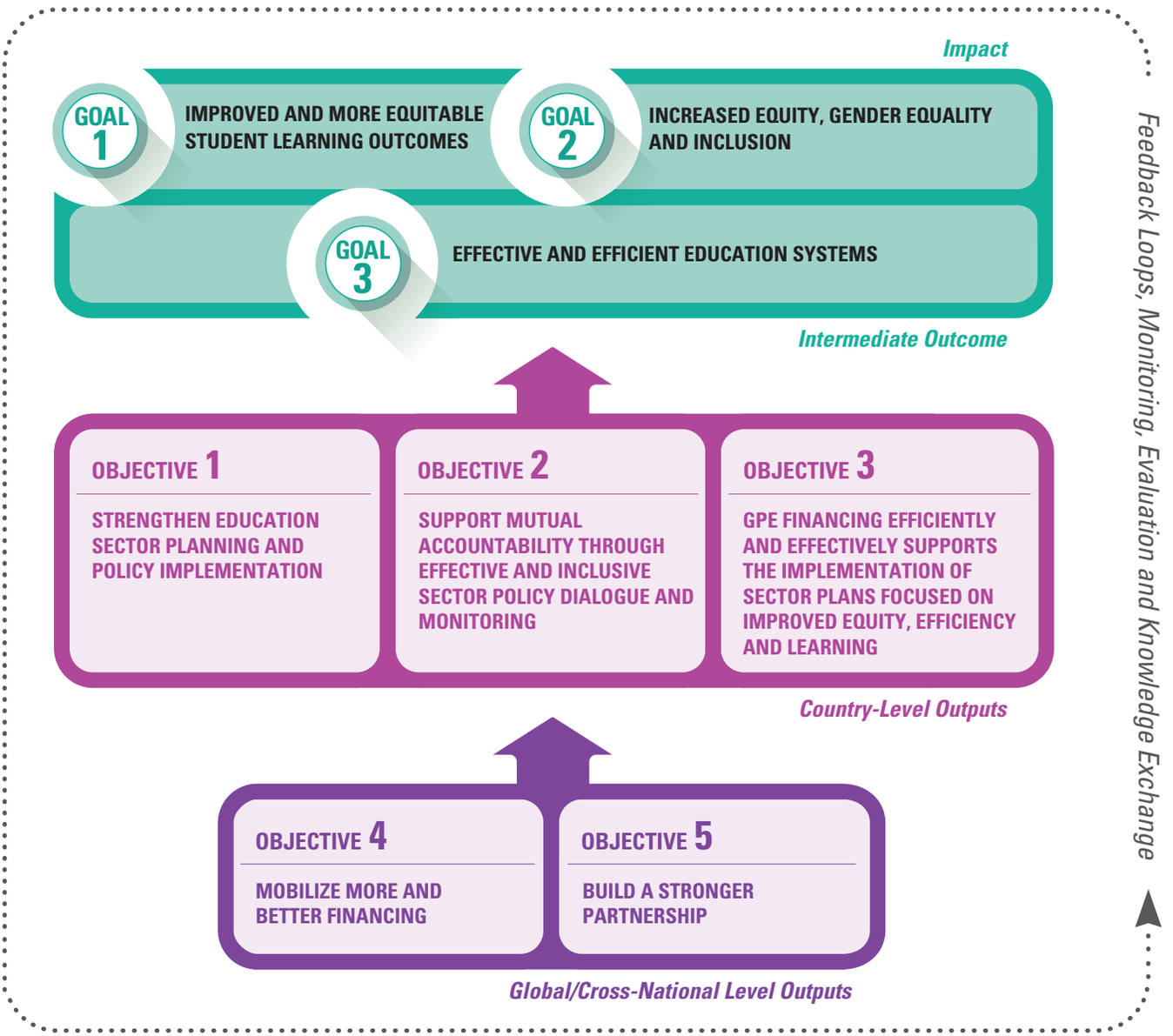
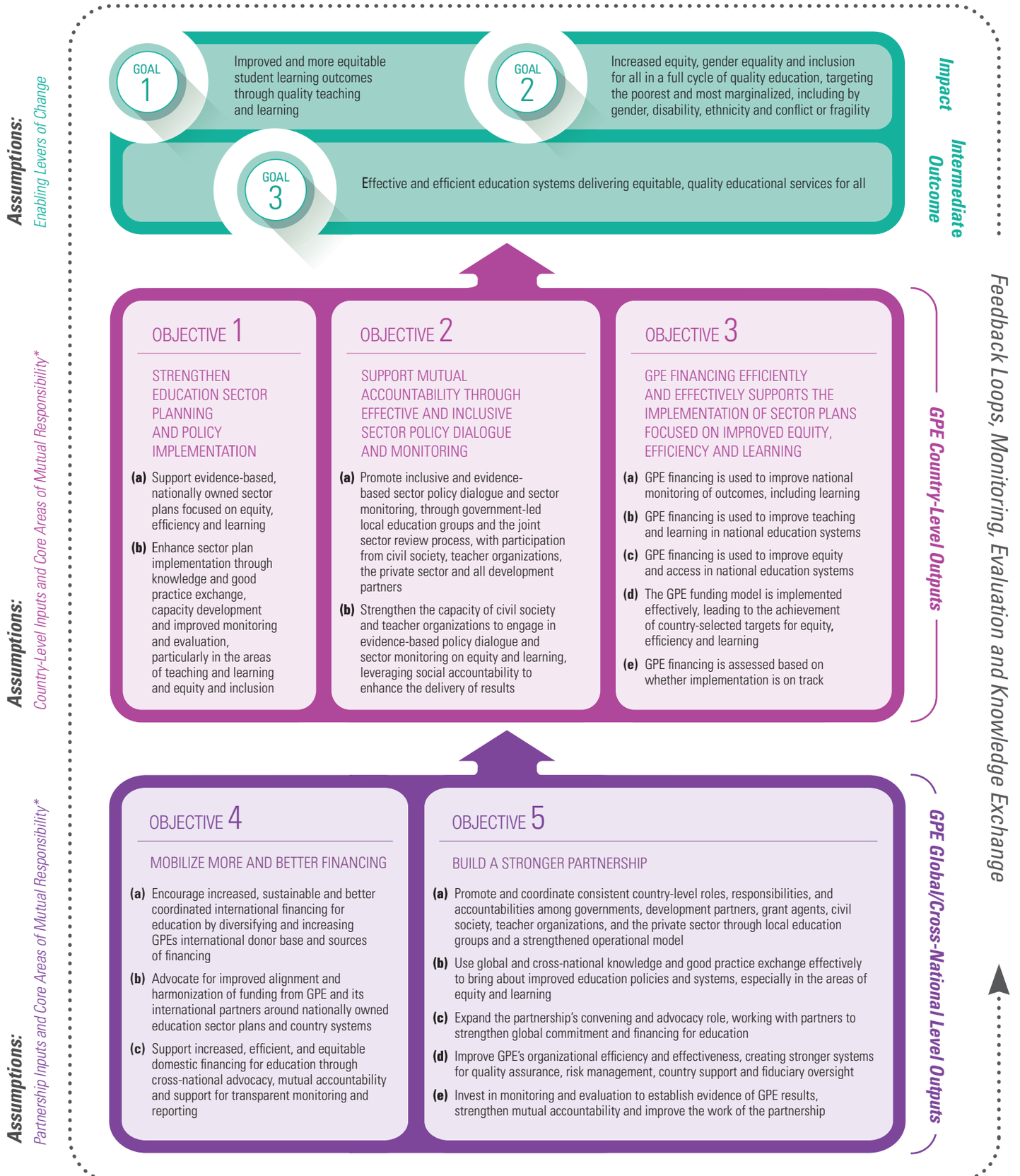
GLOBAL PARTNERSHIP *for* EDUCATION

GPE 2020 Theory of Change



GPE 2020 Theory of Change



*** Overall Assumptions for Impact:** [1] GPE's partnership model is able to leverage outputs at each level of its theory of change, leading to the achievement of identified results. [2] Improved planning, monitoring and inclusive policy dialogue, when combined with improved financing, lead to stronger educational systems focused on equity and learning.

Country-Level Assumptions: [1] GPE partners work together effectively at the country level around nationally owned sector plans and goals. [2] Developing country partners create effective and inclusive mechanisms for policy dialogue, including participation of civil society and teachers. [3] Developing country partners increase domestic financing for education. [4] Developing country partners prioritize the creation, use and sharing of reliable and disaggregated education sector data for evidence-based planning and monitoring.

Global-Level Assumptions: [1] All partners commit to the GPE partnership model and participate in monitoring, knowledge exchange and advocacy for GPE goals. [2] Donor contributions to the GPE and to the education sector in GPE partner countries increase. [3] Board adopts a realistic and achievable implementation plan for the achievement of GPE's strategic goals.