GPE STRATEGY DEVELOPMENT - STRATEGIC SHIFTS AND TIMELINE

Please note: Board papers are deliberative in nature and, in accordance with the GPE Transparency Policy, are not public documents until the Board has considered them at the Board meeting. It is understood that constituencies will circulate Board documents among their members prior to the Board meeting for consultation purposes.

Recommended by: Strategy and Impact Committee
Committee Consideration: The Grants and Performance Committee and Finance and Risk Committee provided input into the strategic shifts during their October 2019 meeting. The Strategy and Impact Committee and Governance and Ethics Committee participated in a one-day meeting and workshop focused on the Strategic Plan development process and strategic shifts in October 2019. There was a broad diversity of views expressed during the Committee discussions and that input is summarized in Annex 1. The SIC further reviewed the Board pre-read on Strategy and provided additional comments and suggestions prior to circulation to the Board. The Coordinating Committee discussed the proposed governance approach during their November 2019 meeting.
Board Policy Reference: BOD/2019/06-14–Strategic Plan

1. Objective

1.1 The Board is being asked to provide direction and endorse the proposed shifts included in PPT 01- Strategy Plan Pre-Read for further exploration and inclusion in GPE 2025. These shifts have been put forward for Board consideration noting the diversity of views expressed during the committee meetings and through the consultation process.

The Secretariat is furthermore seeking agreement to an approach to Board oversight for the December to June 2020 period.

2. Recommended Decision

BOD/2019/06-XX-: ***The Board of Directors:***

1. **Strategic aspiration**:

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

i. Re-affirms GPE's commitment to equity and learning, including the central role of quality teachers and teaching, and the importance of gender equality;

ii. In the light of global and GPE specific evidence, proposes that GPE's next strategic plan focus on the delivery of improved education results, through support to education system reform and strengthening;

iii. Recognizing that the detailed use of GPE resources will be determined by country level data, evidence and inclusive dialogue, selects Option XX to provide broad parameters for the prioritization of those resources;

iv. Reaffirms that GPE's geographic footprint should be broadly consistent with that approved in 2017, namely Low Income, Lower Middle Income, and IDA eligible small island and landlocked developing states noting these countries account for the overwhelming majority of the World's out of school children, and those not learning;

v. Recognizes that how GPE operates in these countries will need to adapt to context and ensure alignment and coordination at global and national levels with other actors in the education sector;

vi. Requests the Secretariat to develop draft language on proposed vision, mission, goals, and objectives of GPE 2025; and options on allocation and eligibility for specific GPE funding mechanism for consideration by the Board in March 2020.

2. **Ways of working**

vi. Agrees with the broad direction proposed by the strategic shifts included in PPT 01-Strategy Plan Pre-Read on ways of working;

vii. Requests the GPE Secretariat to prepare for the March Board retreat options to operationalize them;

3. Oversight

viii. Agrees the Board oversight approach to strategy development detailed in BOD/2019/12 DOC 05.

i. Background

3.1 The Board launched the process for developing GPE's next Strategic Plan in June 2019. This included endorsing the timeline and governance approach proposed for June to December 2019.

3.2 During June to December consultation was undertaken. This included a survey to solicit feedback from the Partnership which ran July – September 2019. An external firm was hired to analyze the 161 responses received and the output from that analysis was presented to all four committees of the Board during their Strategic Plan discussions (Annex 2). Concurrently, members of the Secretariat Management team engaged in structured conversations with key representatives from the education and development field. This included a meeting with Civil Society leadership during UNGA, conversations with donor leadership including private foundations, and discussions with representatives from key think-tanks, such as Brookings.

3.3 In order to ensure that DCP representatives were effectively consulted and had an opportunity to provide detailed input, DCP meetings in October and December 2019 focused largely on the strategic plan and there were dedicated conversations during the SIC meeting with the SIC and GEC DCP representatives. Additionally, a high-level Ministerial meeting bringing together ministers from a number of countries was hosted in Senegal in November 2019. The Aide Memoire they wrote capturing their specific input to the Strategic Plan discussion will be shared on the pre-board day.

3.4 There is a substantial body of evidence on GPE which can inform the Board's decision-making including findings from annual Results Reports, the Effective Partnerships Review, 28 independent Country Level Evaluations which will be synthesized and shared in March 2020. The Secretariat has also undertaken an internal grant process review to identify process bottlenecks and opportunities for efficiencies which was shared with the Independent Summative Evaluation (ISE) team. The ISE interim report will be presented during the December Board

meeting; the final evaluation will be available in late May in time to inform Board decisions on the final strategic plan.

ii. Strategic Aspiration

3.5 During the October Committee meetings, the GPE Secretariat presented proposed strategic shifts for discussion. These have been further developed in response to committee comments and are described in detail in PPT 01- Strategy Plan Pre-Read. During this meeting, the Board is being asked to provide direction and endorse the proposed shifts for further exploration and inclusion in GPE 2025. With regards to Strategic Aspiration, the Board is being requested to decide on **broad parameters for the prioritization of GPE resources, in relation to SDG4** by endorsing one of the following options. It should be noted that all of the options below presume that GPE would continue to support the development of holistic sector plans when requested, and that more detailed implementation investments would be determined based on country level diagnosis, data, evidence and inclusive partner dialogue:

Options:

A: Stay the same – SDG4.1 excluding upper secondary, contributes to 4.2: Basic education - pre-primary, primary, lower secondary, some adult second chance education (approx. age range 3-16+)

B: SDG 4.1 Primary and secondary education – excluding early childhood education and pre-primary (approx. age range 5-18)

C: SDG 4.1 and 4.2 Primary, secondary, early childhood education and pre-primary (approx. age range 3-18 age range, but could involve 0-3 education related investments)

D: SDG4 the entire SDG4 agenda, with prioritization according to country context (age range: 0-adult)

E: Leave no one behind: prioritize the poor and most marginalized across 12 years of education, plus at least one year of pre-primary education – SDG 4.1; contributes to SDG 4.2, sharper focus on SDG 4.5 (approx. age range 3-18)

Age ranges are approximate, as countries organize their systems differently.

3.6 The Secretariat recommends **option E** as per the proposal included in PPT 01- Strategy Plan Pre-Read. This would require slightly expanding GPE's current scope while placing emphasis on intended beneficiaries rather than sub-sectors. GPE would prioritize the poor and

most marginalized across 12 years of education (including non-formal education and second chance education), with at least 1 year of pre-primary education in line with SDG 4.1 and 4.2. This proposal would allow GPE to target efforts and resources to those most at risk of not learning in any given context and ensure that spending is prioritized on the poor and early years, which are the most effective and efficient entry points to tackle inequity.

3.7 The Board is also being asked to reaffirm GPE's current approach to eligibility and allocation. This approach was approved by the Board in March 2017. It permits GPE to operate in Low Income, Lower Middle Income, and IDA eligible Small Island and Landlocked Developing States. For the new strategic plan period, GPE can either reduce, maintain, or expand its geographic footprint. An early sense of the Board's direction will save significant time and effort in developing the operational implications of the next strategic plan.

3.8 Considering that close to 80% of the World's out of school children, and the majority of those not learning are based in these countries, and the relatively recent approval of eligibility including current contact with a number of countries seeking to join the partnership, the Board may consider that broadly maintaining the same geographic footprint is appropriate and concentrate work in the coming months on how to differentiate support in such contexts including eligibility and allocation options for specific GPE funding mechanisms. As this work progresses this work, the Board will also need to consider how GPE ensures alignment and coordination at global and country levels with emerging actors in the education sector such as ECW and IFFEd.

iii. Ways of Working

3.9 Noting the emerging evidence on GPE's operating model, PPT 01- Strategy Plan Pre-Read includes three proposed shifts for GPE to further evolve its ways of working in order to be more agile and responsive to country contexts and capacities. If the Board agrees to the broad direction proposed through these three areas, the Secretariat will provide operational options for Board discussion during the March retreat.

iv. Board Oversight of Strategy Development

4.0 Finally, the Board is also being requested to decide on the proposed approach to Board oversight of strategy development between December and June 2020. That approach would require the CC-which is composed of the Chairs of the four Board committee, four representatives

from the four constituency categories of the Board, the Vice Chair and chaired by the Chair of the Board- to become a de facto Strategy Working Group during that period. Based on the significant strategy related work envisaged, the CC will suspend other activities and focus on providing input to the Secretariat in preparation for the March Board retreat and between March and the final Board decision on the Strategy in June. Engagement with this group would be in place of committee discussions on Strategy in April and the CC would recommend the final deliverables on Strategy to the Board for June. Committees will be kept informed of progress through their committee chairs and a verbal update will be provided in April. If, following the March retreat, the Board requires input in a specific area, they may ask the relevant committee to deliberate and provide them with guidance. Following approval of the Strategy, more detailed work operationalizing certain elements will be undertaken under the oversight of the regular Board committees.

4.1 This approach to oversight of strategy development has been proposed due to the extremely short timelines between December and March; and March and June 2020 where regular engagement with a Board committee will be required. In addition, the issues for discussion will relate to all committee mandates. As the CC contains all committee chairs, they will ensure that their committee and constituency members are kept informed and their perspectives represented. Finally, strategic plan development will also require active Board engagement and the CC contains representatives of the constituency categories of the Board.

ANNEXES:

Annex 1: Committee Meeting Minutes

Annex 2: Strategy Consultation Survey presentation