

GLOBAL PARTNERSHIP *for* EDUCATION

# GPE Strategy Proposals

## Board Pre-Read

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# 1. The Timeline

# GPE is developing its next strategy

Evidence → Questions → Shifts → Options

★ We're here!

**Strategy process launched** — JUNE 2019

OCT

- Committee discussions
- Independent Summative Evaluation (ISE) preliminary findings

NOV

**Set direction: Aspiration and Strategic Shifts** — DEC 2019

**Develop Options**

2019

**Board discussion** — MARCH 2020

- Initial insights from Phase 2 ISE
- Drafting of Strategy Document
- Draft 2nd phase ISE

**Board approval** — JUNE 2020

2020

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# 2. The Opportunity

**"Reimagining education starts with SDG4, which commits all countries to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.**

**Educational opportunities must be open to all. A reimagined education is an equitable education…**

**Education must not reinforce inequality; it should lift up the marginalized and those left farthest behind, particularly girls and women.**

**Let's all do everything we can to make sure the children of tomorrow are successful lifelong learners who contribute to their communities and societies…**

**Ladies and Gentlemen, this is the speech that my team prepared for me today. It is a good speech, but it is also more or less the same speech that I have been reading for the past five years.**

**Because education has been in crisis for a long time now and we still haven't been able to find a solution...**

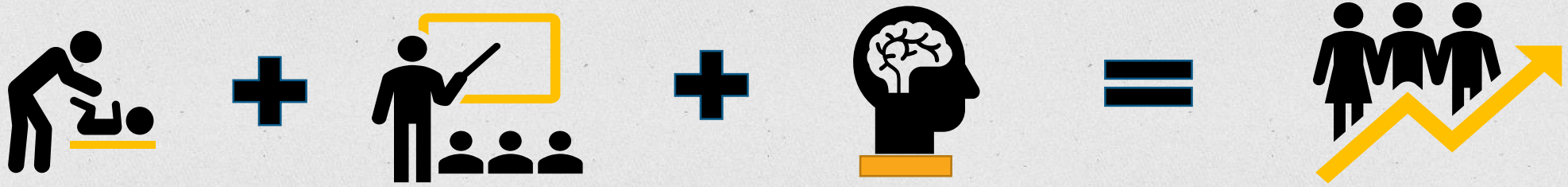
**So I want all of us gathered in this room today to be accountable and hold each other accountable so that we do not deliver the same speeches next year – and really reimagine a successful education for all."**

*Amina Mohammed, UN Deputy Secretary General, Sept 2019*

# 3. The Context

# There is an urgent need to invest in human capital

… To equip children and youth with the skills for life and work. Education is a **human right**, essential to **human capital development** and the foundation for the **sustainable development goals.**



Will children born today **survive** to school age?

How much school will children complete and how much **will they learn**?

Will they leave school in **good health**, ready for further learning and/or work?

Human Capital- **Knowledge, skills, and health that people accumulate throughout their lives**, enabling them to realize their potential as productive members of society

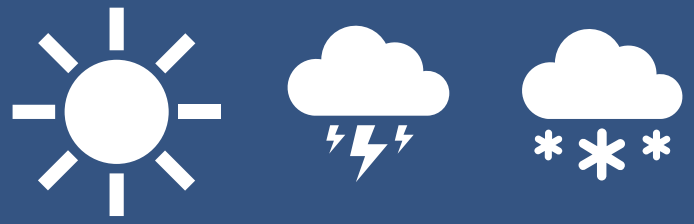
# The scale of the education challenge is well-known



- By 2030: **1.4 billion children** will be living in (current) low/ lower middle-income countries - 63% of the world's children
- **420 million** will not learn basic primary skills
- **825 million** will not acquire basic secondary-level skills
- Based on trends, the vast majority of jobs will still be in the **informal economy**

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# Compounded by consistent and growing challenges







## Effect of climate change

The impacts of climate change in three of the world's most densely populated developing regions—sub-Saharan Africa, South Asia, and Latin America—could **result in the displacement and internal migration of more than 140 million people before 2050.**

## Pervasive inequality

Within-country inequality has fallen more often than it has risen, and is associated with adoption of specific policies. This includes **policies to develop the human and physical assets of the bottom 40%.**

## Persistent and new conflicts

Children in fragile, conflict-affected countries are **more than twice as likely to be out of school** compared with those in countries not affected by conflict; similarly, adolescents are **more than two-thirds** more likely to be out of school.

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# Deep inequalities dictate who has access to education and learns



In developing countries, the gap in primary school completion rates between the richest and poorest children is more than **30 percentage points**.



In low and lower middle-income countries, around **40% of children with disabilities are out of school** at primary level and 55% at lower secondary level.



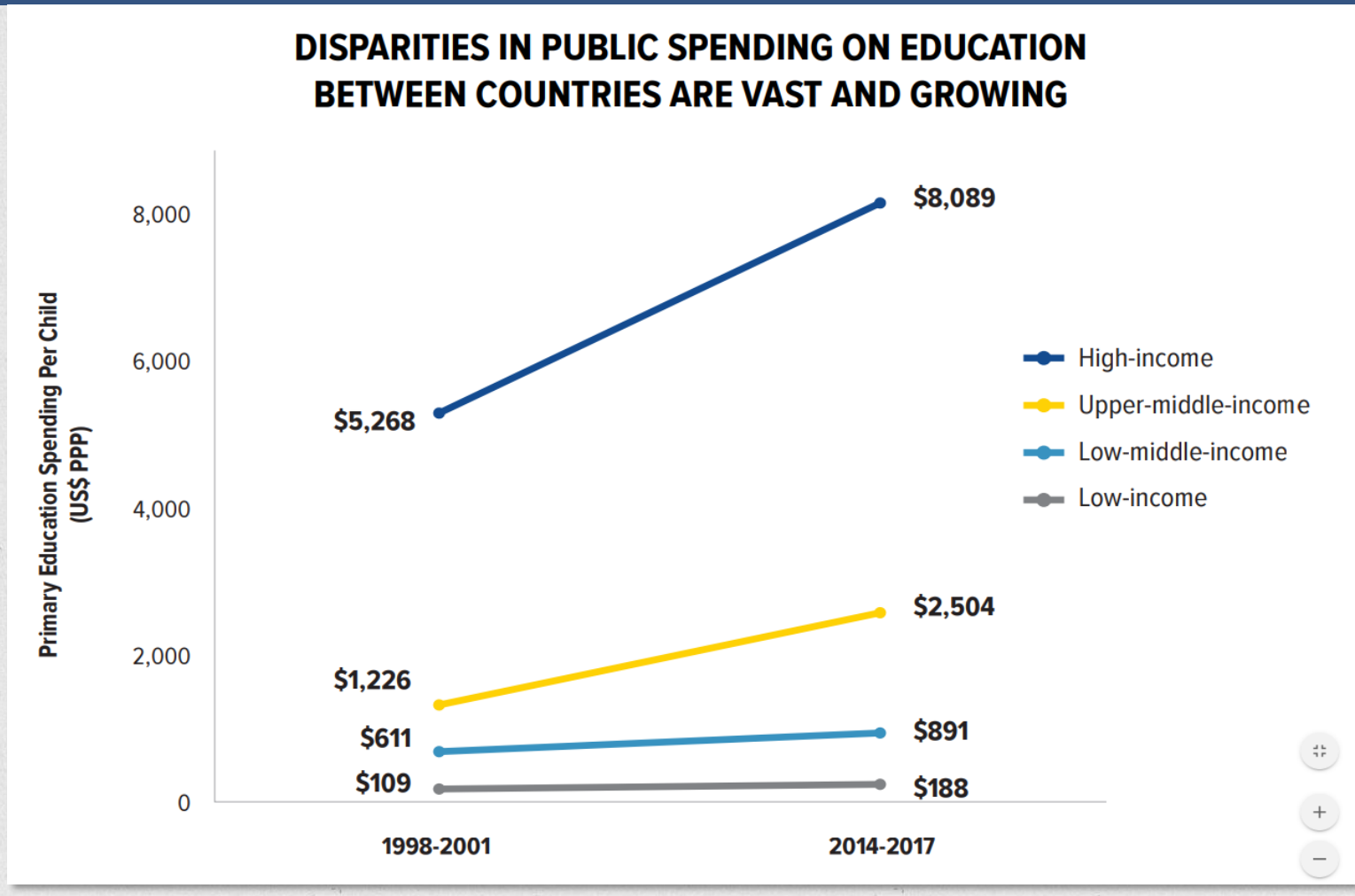
Girls are **1.5 times more likely** than boys to be excluded from primary school.



On average, the out-of-school population is **roughly twice as large** in rural areas as it is in urban areas (16% and 8% respectively).

# Domestic financing for education is growing but remains insufficient

- Low-income countries spend far less on education than high income countries leading to different outcomes for children
- UNESCO estimates that an annual education funding gap of at least US$39 billion per year in low and middle income countries will persist over 2015–2030
- Within countries, funding is allocated inequitably with the “wealthiest households capturing on average twice as much government education funding as the poorest households.”





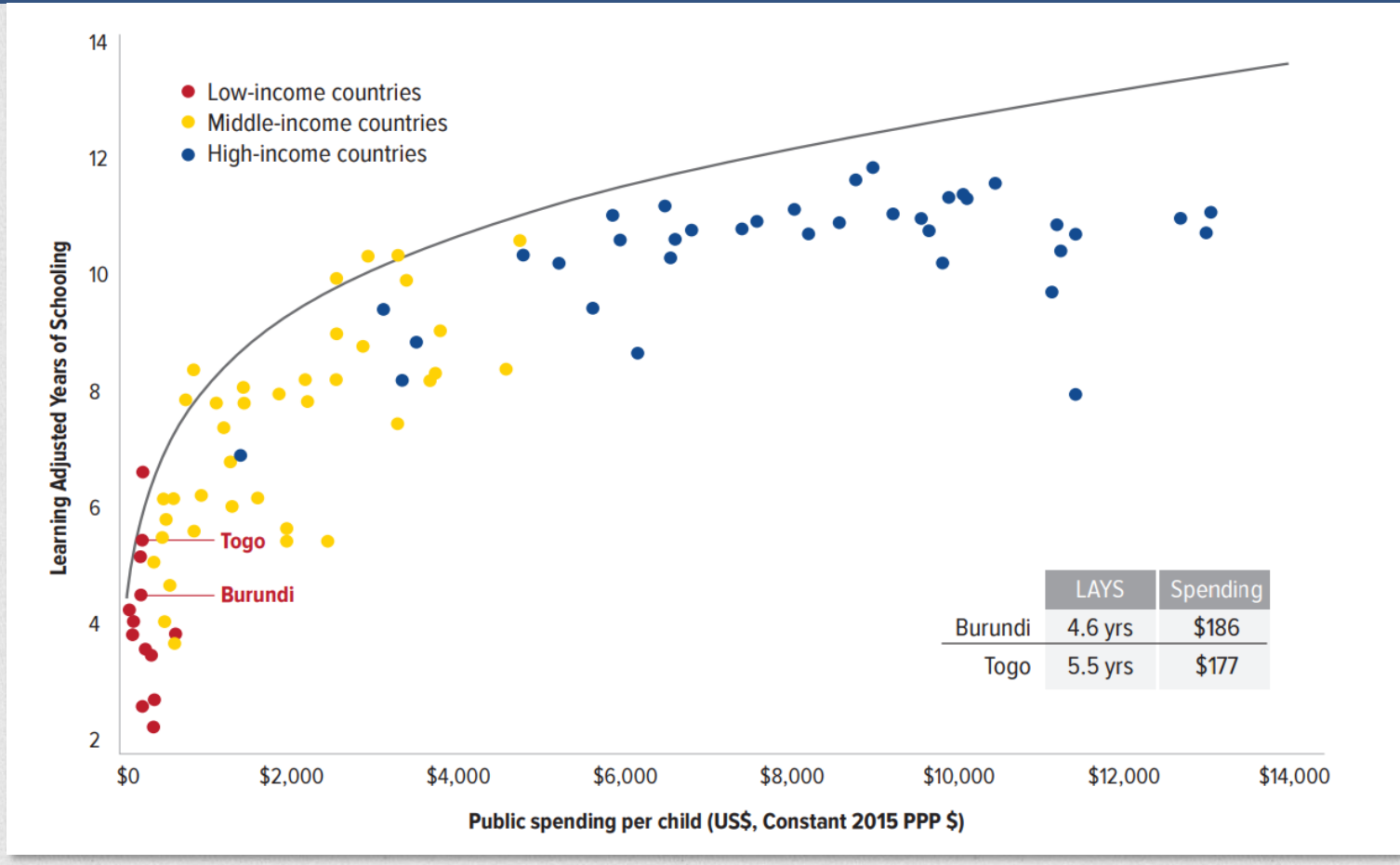

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# In many countries spending on education is inefficient

"In Malawi insufficient resources and the low quality of education have led to high grade repetition and dropout rates. Repeaters, in turn, exacerbate overcrowding and high pupil/teacher and pupil/textbook ratios, placing further pressure on quality levels. An estimated 27 percent of public resources applied to primary schools are lost due to repetition and dropouts."

"Approximately, one-third of spending is ineffective. Many factors drive this inefficiency: poor distribution of teachers, poor quality of inputs like textbooks, leakage of funds, and internal efficiency issues like high rates of repetition and dropout."

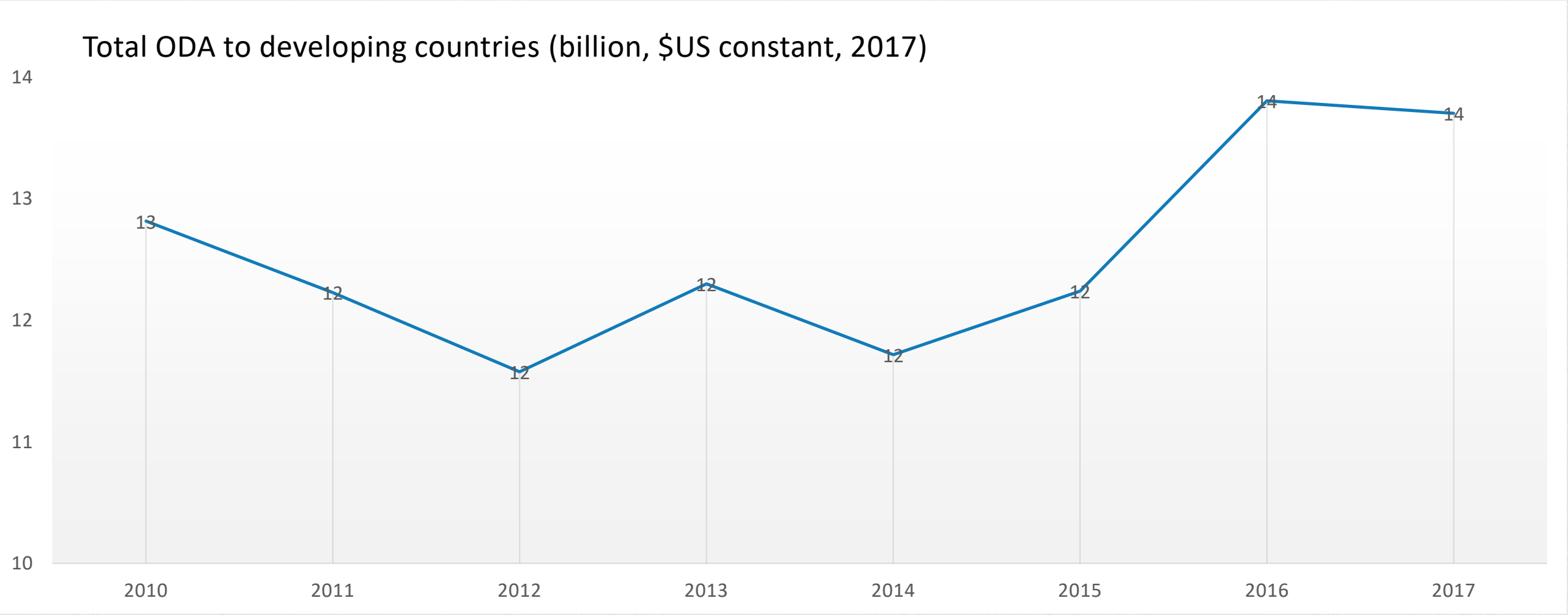
"Across 25 GPE partner countries, more than a third of education spending covers the cost of repetition and dropout"






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# ODA to education is largely stagnating






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# 4. The Evidence

# GPE supports countries to make strides on equity and learning

65% of GPE partner countries have

**MAINTAINED THEIR EDUCATION BUDGET**

at or above 20% of public expenditure or increased their education budget in 2017



**US$5.3 BILLION**

in grants have been allocated since 2003, including US$2.4 billion to partner countries affected by fragility and conflict

46% of GPE partner countries

**IMPROVED EQUITY**

for girls, rural and poor children between 2010 and 2017, compared to 32% between 2010 and 2014

**77% OF CHILDREN COMPLETED PRIMARY SCHOOL**

in GPE partner countries in 2016 compared to 63% in 2002. 52% completed lower secondary compared to 38%

67% of GPE partner countries had

**AS MANY GIRLS AS BOYS**

completing primary school in 2016 compared to 42% in 2002

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# Builds strong education systems

- The 88 countries eligible for GPE support house **870 million school-age children, representing 78% of out-of-school children globally**
- Results Based Financing: on average 30% of GPE funds to a particular country are linked to **outcomes in equity, efficiency, or learning**
- **Nearly 3/4 of GPE implementation grants go to SSA;** grants emphasize learning and primary education
- $132 million in multiplier funding has leveraged **$544 million in reported co-financing** during this strategic period
- As of June 2018, **29% of active implementation grant funds were allocated specifically to strengthen systems**, totaling US$413.6 million; another **US$237 million went to teacher development and teacher management.**
- **The quality of learning assessment systems is improving**: Nearly 50% of GPE partner countries meet quality standards, compared with 40% in 2015

**FINANCING AT SCALE**

- more and better funding
- domestic and external

**KNOWLEDGE INNOVATION EVIDENCE**

- evidence-informed learning
- generation and use of evidence and data

**REFORM POLICY**

- improved sector planning
- stronger political will

**ACCOUNTABLE PARTNERSHIPS**

- national plans
- joint sector reviews

**CIVIL SOCIETY ENGAGEMENT**

- responsive education planning
- increased civic and political support

**BRIDGING EMERGENCY & DEVELOPMENT**

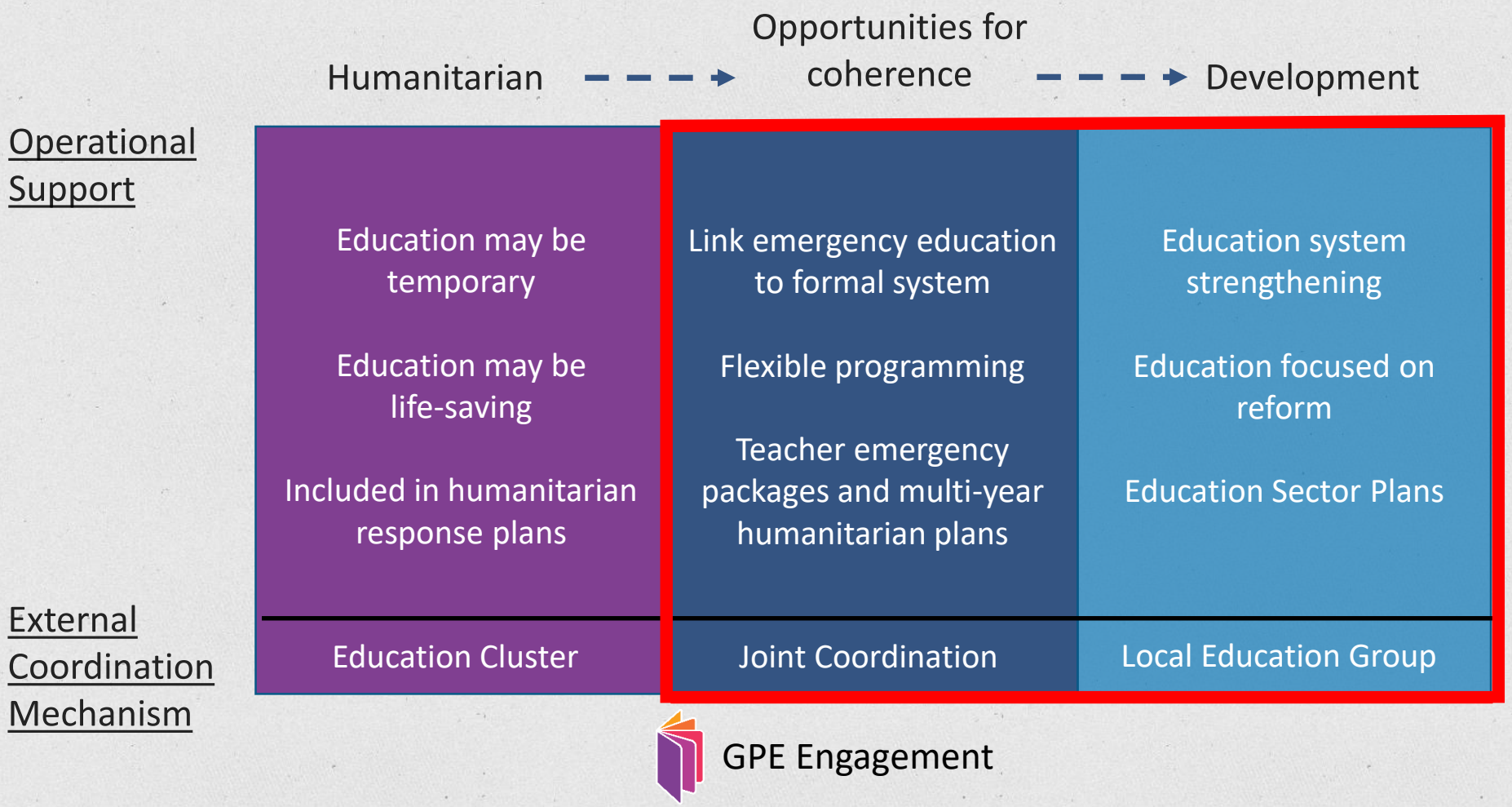
- accelerated emergency funding
- transitional planning




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# Is uniquely positioned to support education systems in a variety of contexts

**Example:** Humanitarian-Development Nexus

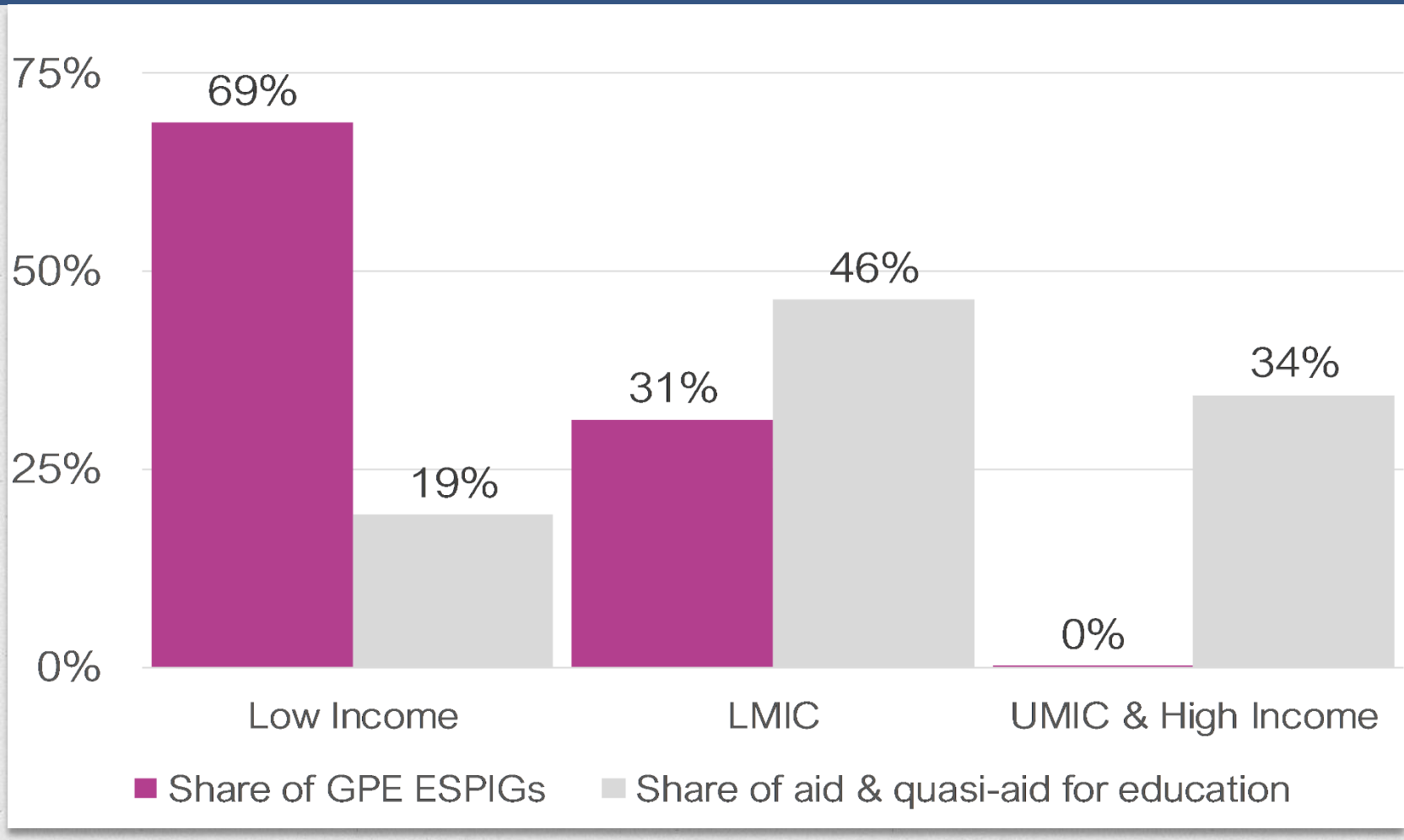





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# Provides resources to low and lower middle income countries for basic education

- GPE's funding is small compared to total aid for education (ODA loans, ODA grants, and Other Official Flows).
- But most of GPE's resources go to low income countries
- After the Replenishment in Dakar, GPE allocated nearly $7 in every $10 dollars in ESPIG resources to Low-Income Countries




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# Yet evidence shows key areas for improvement

- The GPE funding model has led to an emphasis on upstream planning, less focus on implementation
- Perception that GPE requirements and standards are applied too rigidly, affects national ownership
- Whilst individual grants are well managed and delivering results, there's scope to improve overall speed and efficiency of disbursements, the demonstration of results, and strengthening the partnership model at country level
- Education sector plans show weaknesses in terms of their achievability, limited prioritization of objectives, and varying degrees of attention to equity issues
- Two-thirds of GPE grants use stand-alone mechanisms that are poorly aligned with national systems



# 5. GPE 2025

# The Opportunity

**"…. With the current pace of change, it will take decades and centuries – a veritable '100-year gap' for poor children to catch up with the educational levels of today's wealthy children"**

**Education systems are expected to equip students with a wide range of skills** – foundational skills such as literacy and numeracy, and transferable skills (or 21st century skills) such as communication, problem solving, negotiation.

**And yet too many children are not acquiring even basic literacy skills.** The World Bank calls this Learning Poverty, arguing "similar to stunting and extreme poverty, learning poverty needs to be eliminated so that learners across the world can access the array of opportunities they need to realize their potential". Education is also expected to play a critical role in contributing to all the development goals – including gender equality.

**The challenge is clear**. Regardless of these aspirations, education systems are not delivering quality at scale. Along with strong country leadership, capacity for delivery must be strengthened to achieve inclusive and sustainable quality education systems.

**A new strategy for the Global Partnership for Education provides an opportunity for the partnership to consider what we will do differently in the face of this challenge.** The evidence is clear on what we do well, and what we do less well. The strategy is an opportunity for us to both be aspirational in the change we want to support but focused in where we concentrate our energies and resources, in order to use our collective assets as a Partnership effectively to leverage transformational change.

# Where does the Partnership excel?

"GPE has three distinct advantages: 1) **global coordination**, 2) **effective and evidenced leadership on galvanizing national investment in education**, and 3) **system strengthening**. GPE brings together stakeholders from a variety of sectors to discuss a systems approach to education. This is hugely valuable for both impact and sustainability. Similarly, GPE's commitment to improving domestic budget allocation for education ensures an integrated and sustained approach to education sector plans. This leads to the final comparative advantage – a focus on systems strengthening. By ensuring GPE grants support education sector plans that advance the national, public education system, the Partnership contributes meaningfully to sustainable and inclusive education systems"

"As an established partner of both local Ministries and donor governments, GPE has the advantage of **strong working relationships at both ends of the spectrum and the credibility and trust needed to ignite systemic change, informed by global knowledge and implemented through local mechanisms and partners**. This is a tremendous advantage and also a large responsibility."

"GPE's partnership model, no matter how challenging it may be to implement at times, is a major advantage at a moment where architecture is changing, resource channels are changing and collaborative action is becoming a requirement. **Being able to build true partnerships with key actors within and across its constituencies will be key for GPE's future, both at global and national levels with LEGS.** It connection to national governments and the development of priority plans remain important for coordination of systems change."

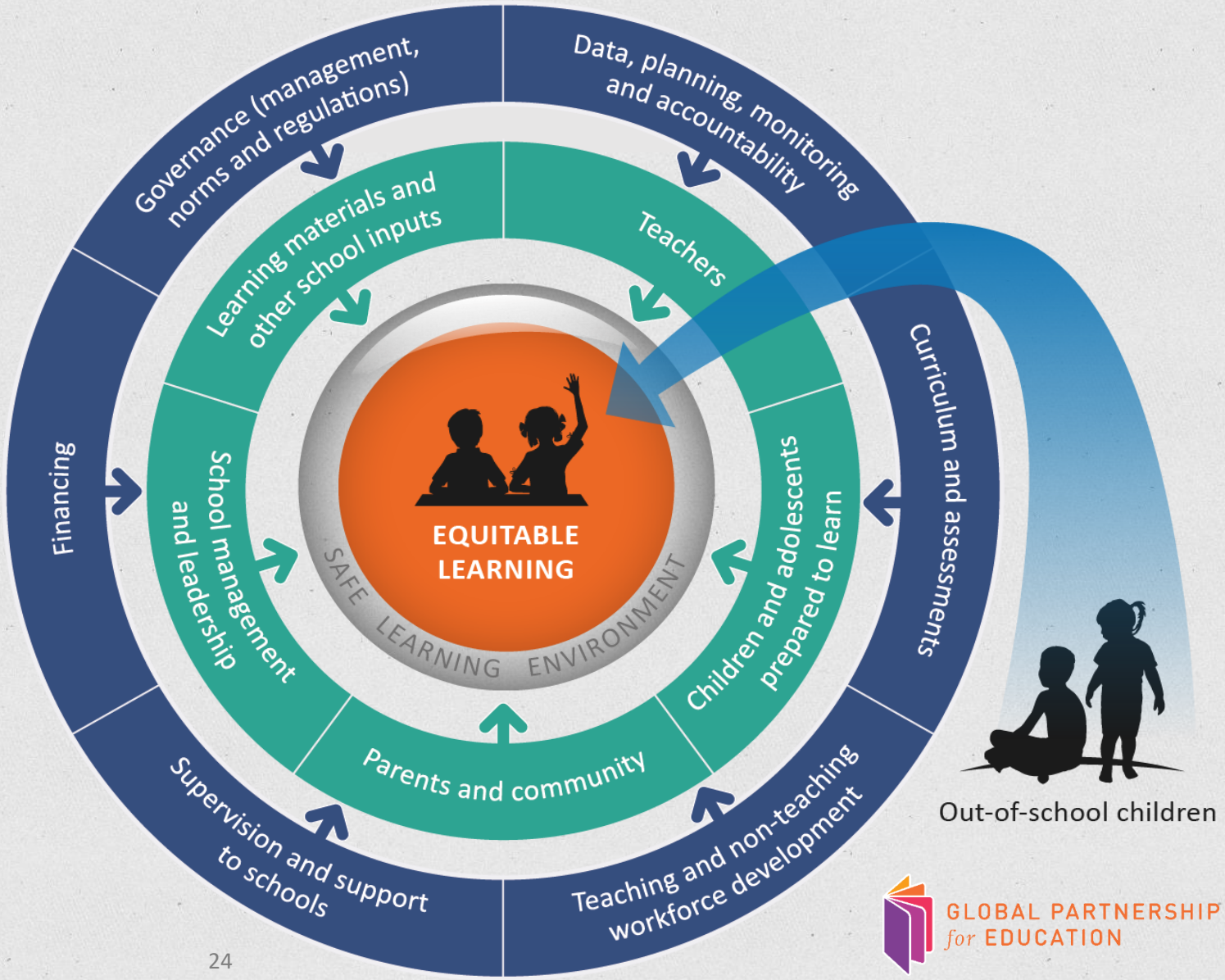
***- GPE Strategy Survey responses 2019***



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# GPE has the potential to catalyse education systems to deliver transformative change

- **Strong education systems are critical to achieving scale and sustainability.** Transforming education systems requires clarity of purpose, and leadership to drive reform across all parts of the system, inclusive of many actors.
- Teaching and learning are at the heart of the education endeavor. Quality teachers, safe environments, great pedagogy, school leadership and local accountability all play an important part.
- Successful systems reach the most disadvantaged first – investments need to prioritize the poor at all levels, and build strong foundations from the early years.
- **Through its various levers- convening power, funding, advocacy, and technical expertise- the Partnership has a unique opportunity to influence the evolution of education systems and accelerate progress towards SDG 4.**

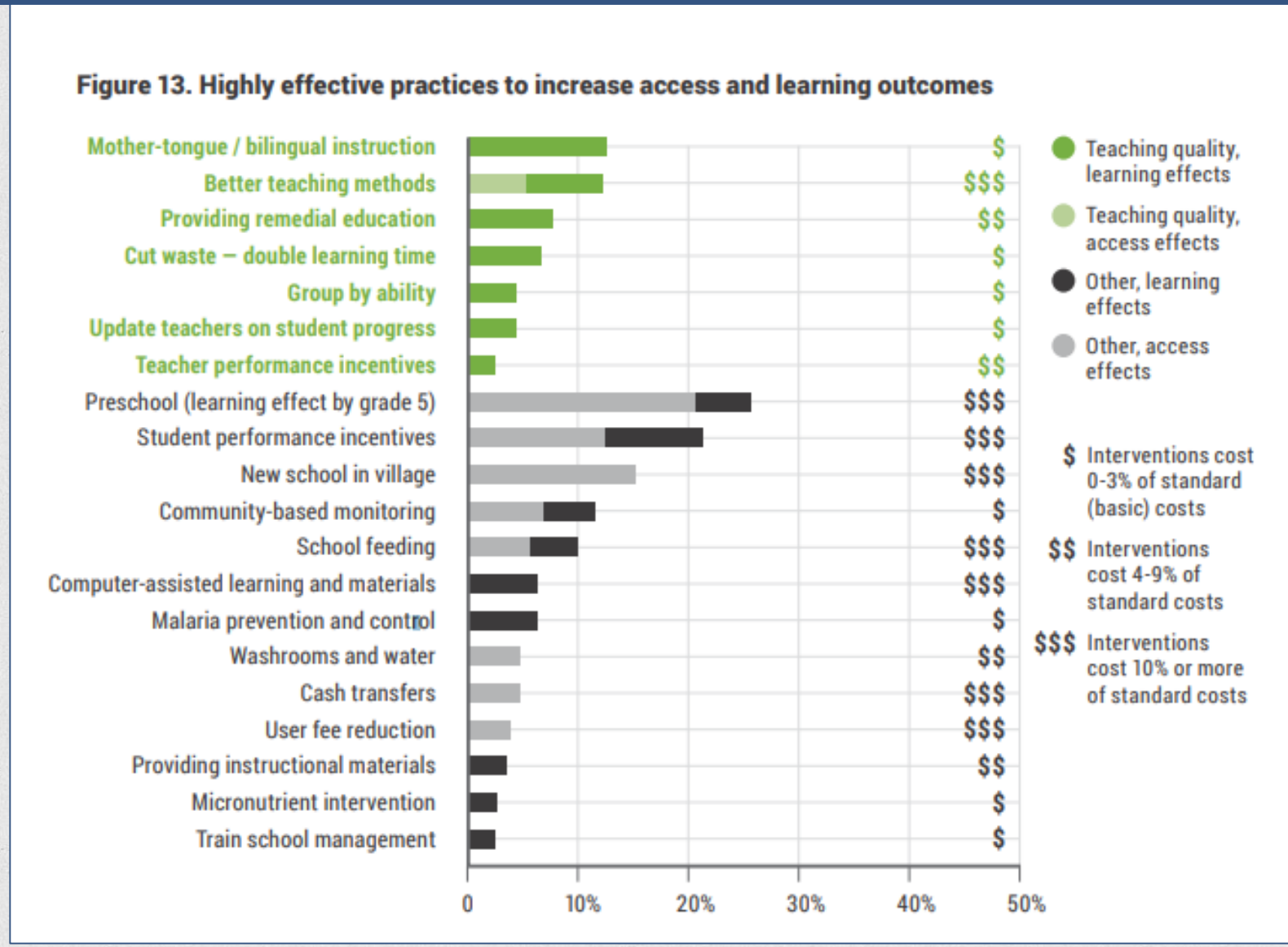





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# Utilize growing evidence on what works

- Importance of strong, well aligned **education systems** focused on learning
- Invest early to narrow equity and learning gaps later on - **progressive universalism**
- Highly effective **practices – noting that transferability and scaling are challenges**
- Innovation - including technology - potential to secure learning gains, **successful innovation** often small scale, not system-wide



In the face of a very real crisis, we envision a shift from business as usual so that our collective efforts transform the learning experience and drive nations forward. We need, therefore when considering the next strategic plan to crowd in more and better financing (including ensuring its effectiveness), use technology, think unconventionally, intensify our focus on delivering learning and target the marginalized.

GPE is uniquely positioned to step up its role and evolve from a focus on good planning to driving good implementation and improved outcomes. Also ensuring a sustained focus at country level on equity, efficiency and learning. We therefore call on the GPE Board, when considering the new strategic plan, to:

Be bold and ambitious in our vision to transform education to be inclusive, fair, data and evidence driven and delivers a quality learning experience for all children, including the most marginalized.

Champion GPE's unique role in strengthening national education systems and governments' ability to deliver education, which is the most sustainable way to ensure the education of all children – now and in the future.

Leverage the partnership and take a more deliberate and purposeful approach to development effectiveness at global and country level, by tangibly moving towards more aligned, systems-focused support and maximize the impact on education outcomes. It is critical that external support aligns behind our own national plans, reinforces and strengthens our systems and national capacities.

Be innovative in finding and scaling solutions that address common education challenges facing developing country partners; promote innovation in leveraging domestic financing for better education outcomes, including cross sector efficiencies in country programming to address the needs of the whole child.

*- Ministerial Aide Mémoire, November 2019*

# Overview- Proposed Strategic Shifts

What we do



## Strategic Aspiration:

Set our sights to address the crisis

How we do it



## Focus on Delivery:

Adopt a more flexible and customised approach for greater impact – building on EPR, maximise strategic use of resources in response to country needs, context and capacities



## Leverage the Power of Inclusive Partnership:

Harmonize efforts, strengthen alignment, purposefully engage in strategic partnerships



## Be a Learning Partnership:

Put country learning at the center



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# Where should GPE focus?- Varied views across the Partnership

"SDGs meant to be indivisible- hard to take up pieces of SDG4, should use our analysis and judgement to decide what investment is right for any country at any time."

*- GPC/FRC Committee meeting participant*

"GPE must prioritize the poor and excluded at all levels of the education system (from pre -primary to secondary level) and build strong foundations from the early years."

*- Developing Country Partner Minister*

"Focus on early childhood education - supporting policy, planning and systems strengthening aspects."

*- Multilateral Agency*

"Ensure that the New Strategic Plan explains in greater detail its alignment with SDG4 and the 2030 Education Agenda, championing in particular the 12 years of free education, placing greater emphasis on the dimensions of equity (gender equity, education for sexual diversity and gender identities), and outlining considerations of quality from a broader perspective."

*- Southern Based Civil Society Representative*

"Broadening the scope of GPE support to include secondary including strategies for out of school children."

*- UN Agency*

"We cannot build our human capital if our children and youth cannot read or write, think critically, and lack quality teachers."

*- Development Country Partner Minister*

"Focus on doing GPE's core business well - basic education in low income countries"

*- Bilateral Donor*



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# Strategic Aspiration: Set our sights to address the crisis

**The GPE Partnership should aspire to a <u>transformational change</u> in education with <u>inclusion and quality teaching and learning at the core</u>**

- Re-affirm our commitment to SDG4 while emphasizing building strong foundations in early years and tackling equity by focusing on the most marginalized across 12 years of education
- Focus our collective efforts on improving teaching and learning for children and youth
- Ensure that equity and gender equality are at the heart of what we do
- Support and incentivize more and better financing for education

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# Strategic Aspiration 1.1: Leave no one behind

## GPE should advocate for, and prioritise the poor and most marginalised across 12 years of education + pre-primary education

Our overall vision is to contribute to SDG 4: inclusive and equitable quality education and promote lifelong learning opportunities for all.

We will prioritise our efforts towards strengthening national systems to deliver free, equitable and quality primary and secondary education; participation in quality pre-primary; elimination of gender disparities, and the inclusion of people with disabilities, children and youth in vulnerable situations, and accommodating displaced children and refugees

Our approach will continue to support the development of holistic sector plans, and implementation support will be prioritised according to country level data, evidence and inclusive partner dialogue; this will include government aspirations to support the development of non-cognitive, transferable or 21st century skills.

**In all cases, we will advocate for, and prioritise the poor and most marginalised**, from pre-primary to secondary, with a focus on building foundations from the early years (progressive universalism).

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**Strategic Aspiration 1.2:** Improve teaching and learning for children and youth

## Our collective efforts should aim to improve teaching and learning for children and youth

**Focus on quality teaching**: Make teachers and teaching a specific focus of GPE's collective effort; use GPE's assets to support inclusive government led reform efforts to train, recruit and equitably deploy teachers; improve and support effective teaching; improve and support conditions for quality teaching and learning

This could include key areas of focus such as: quality teaching and better data on teacher effectiveness; teacher motivation; teacher preparation and professional learning; efficient and equitable deployment; recruitment and retention; and critical enabling factors at the school and system level such as school/system leadership and management.

**Innovation**: Supporting innovations with the potential to support teachers, and improved teaching and learning at scale and transform systems

**Safe and accessible learning environment**: Ensure children, youth and teachers are in safe and accessible learning environments: including helping countries prepare for the impact of climate change, eliminate violence in and around schools, make education accessible for people with disabilities



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# Strategic Aspiration 1.3: Accelerate progress on gender equality

**In countries where girls' education is lagging, GPE should seek to accelerate progress; gender equality should be pursued in all contexts**

In countries with significant numbers of out-of-school girls, support governments to accelerate progress on **gender equity**

Advocate and incentivize countries to pursue **gender equity and advance gender equality in all contexts**

Seek opportunities to strengthen global and country level mutual accountability for advancing gender equity and equality e.g. through an increased focus on teaching and learning, global and national advocacy, strategic partnerships, EPR



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# Strategic Aspiration 1.4: Support and incentivize more and better financing

## GPE should continue to advocate for and support governments to increase domestic financing for education; and look to crowd-in external resources

Expand and continue to advocate at the global level for increased domestic financing for education and support country level advocacy for the same **including with Ministries of Finance**

**Maintain rigor on domestic financing.** Support countries to increase **efficiency, effectiveness, and equity of spending**

Work with partners to develop **innovative ways to bring more money into the education sector** based on country context (i.e. based on needs and opportunities)

Coordinate closely with other education funders to effectively leverage synergies, facilitate harmonization and greater alignment



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4.1 Quality Primary and Secondary Education for All

4.2 Early Childhood and Pre-Primary Education

4.3 Equal Access to TVET & Higher Education

4.4 Skills for Decent Work

4.5 Gender Equality and Equal Access for All

4.6 Youth and Adult Literacy

4.7 Sustainable Development & Global Citizenship

4.a Safe and Inclusive Learning Environments

4.b Scholarships for Higher Education

4.c Professional Development of Teachers

# GPE 2025: Scope

**GPE 2025:**
Sharper focus on equity – who is left behind?



- Emphasis would be given to building strong foundations in early years and tackling equity by focusing on the most marginalized across 12 years of education, plus at least 1 year of pre-primary education (4.1; contribute to 4.2).
- A sharper focus on equity across 12+ years of education would allow implementation financing for pre-primary and basic education, financing for refugees and displaced children and youth, and support for out of school and vulnerable children and youth to access relevant formal and non-formal education and training (4.5).
- Particular emphasis would be given to teachers (4.c); including incentivizing key areas of focus such as: teacher accountability, incentives and rewards; teacher preparation and professional learning; finance, deployment and planning; selection, recruitment and retention; and critical enabling factors at the school and system level such as school/system leadership and management. GPE would continue to support safe and inclusive learning environments (4.a).
- GPE would continue to support the development of holistic sector plans.
- Implementation investments would be prioritized based on an intensive country level diagnosis process, country level evidence, data and inclusive partner dialogue.

# GPE's role in the global education architecture




GPE supports the delivery of national education aspirations in low and lower middle income countries including countries affected by fragility and conflict. It serves as:

- An **inclusive partnership**, with the capability to support and incentivize country level coordination and convening
- A **major financier** of education in LICs and LMICs, including FCAs with a **focus on equity, learning and efficiency**
- Focused on **strengthening education systems and supporting country led reform** including supporting systems in FCAs
- A significant contributor to **education dialogue, advocacy, data, knowledge, GPGs, and monitoring**

- GPE remains committed to working with partners to address global education architecture concerns

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# Ways of Working



## Focus on Delivery:

Adopt a more flexible and customised approach for greater impact – building on EPR, maximise strategic use of resources in response to country needs, context and capacities



## Leverage the Power of Inclusive Partnership:

Harmonize efforts, strengthen alignment, purposefully engage in strategic partnerships



## Be a Learning Partnership:

Put country learning at the center

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# **2. Focus on delivery:** Adopt a more flexible and customised approach for greater impact – building on EPR, maximise strategic use of resources in response to country needs, contexts, and capacities

**GPE will build on our work supporting countries to develop evidence-based quality education sector plans, and strengthen the focus on delivery; we will support countries to identify and unblock critical capacity and implementation constraints, provide prioritized support, and promote and monitor partner alignment in support of country priorities**

- Adopt a differentiated approach to engagement including a 'diagnosis, test, learn, adapt' method which puts greater emphasis on identifying and unblocking critical constraints within education systems, allows for real time lesson learning and change (adaptive, agile approach focused on problem solving)
- Facilitate evidence based and inclusive decision making to determine priorities to strengthen the system and incentivize optimal use of GPE support at country level to address these - considering capacity and other challenges
- Partners provide more focused and aligned support to critical priorities with potential to accelerate change; promote and monitor greater alignment of partners to country priorities and plans

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# Focus on Delivery: In practice

## In practice, this might mean:

Deliberate efforts to facilitate partner alignment to government priorities, plans, and systems, and encourage knowledge, evidence and accountability mechanisms to pull in the same direction

Strengthened incentives within the allocation model for timely and strategic investment of funds and consequences for poor performance or delays in accessing funds. Shift from maximum guaranteed allocation to minimum guaranteed allocation where countries will be given the opportunity to unlock higher amounts based on capacity, results and performance as well as need.

Revised requirements for GPE financing to better adapt to different contexts whilst maintaining rigor e.g. on domestic financing

Greater prioritization of implementation grants based on more intensive diagnostic as well as country dialogue (e.g. through LEGS, JSRs)

Diversified use of the variable part to decrease transaction costs and be context sensitive

Continued investments to dramatically improve data, data usability and demand for data

Faster and more efficient grant management processes that allow for better performance monitoring and agile course correction



# Leverage the Power of Inclusive Partnership:
## Harmonize efforts, strengthen alignment, purposefully engage in strategic partnerships

**GPE will better leverage our rich assets to support transformation of education systems.**

- Play explicit role in facilitating and supporting linkages and greater alignment of partner efforts and initiatives at country level, strengthening mutual accountability.
- Continue support for key areas of current investment- knowledge and innovation exchange; civil society advocacy
- Serve as a platform for accessing and strengthening global and regional capabilities of the partnership to address specific constraints in country systems– work across partners to 'close the gap' on key results.
- Create and collaborate through cross-sectoral partnerships to mutually address shared challenges and leverage opportunities



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# Leverage the Power of Inclusive Partnership: In practice

## In practice this might mean:

Secretariat and staff in partner agencies responsible for GPE spend more time on facilitating alignment and partnership at country level, including crowding in new resources and working with the wider education architecture in a responsive way (less time on box checking).

Based on successful results, expand support for Knowledge and Innovation Exchange; and Education Out Loud

Make a small number of investments in areas of strategic focus in order to support GPE partner efforts to address specific constraints.
*Examples:* targeted finance to accelerate efforts to improve global education data; supporting partnership advocacy efforts (e.g. ending violence in schools, social sector spending); co-investing in evidence to support cross sectoral implementation.

Consider 1 or more high level targets that are easy to communicate (to potential partners or audiences outside education) to serve as a “rallying cry” for the Partnership and draw attention to the crisis.



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# 4. Be a Learning Partnership:
## Put country learning at the center

**GPE's monitoring and evaluation capacity will place country learning at the centre – enabling partners to generate data and evidence where it has the highest potential for impact and respond nimbly to evidence.**

- ➜ Further support country-level capacity to generate, use, and build evidence
- ➜ Respond nimbly to evidence: improving implementation swiftly in response to learning
- ➜ Generate and use data and evidence where it has the highest potential for driving actions for improvement



# Be a Learning Partnership: In practice

## In practice this might mean:

Explore ways in which GPE's reporting can build on the capabilities across the partnership, thereby reducing duplication and facilitating greater lesson learning and sharing across the partnership (including with KIX)

Re-balance M&E portfolio with greater focus on supporting in country-owned country evaluations and lesson learning - strengthen learning and adaptation throughout the grant cycle (e.g., through more embedded evaluations in ESPIGs and ESPDGs and fewer, more strategic evaluations done through the Secretariat)

Reduce overall number of separate Secretariat written reports by shifting to 1 annual report, supplemented by online publication of ongoing performance data to support committee mandates.



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# 5. The Next Steps

# Next Steps

## December Board Meeting

Discuss and agree overall direction and strategic shifts for GPE 2025

Decide on proposed governance approach to June 2020

## March Board Retreat

Discuss and agree vision, mission, goals, and operational options for ways of working

## June Board Meeting

Decide on final GPE 2025 strategy




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# Appendix: Summary of what shifts might look like in practice

# Operationalizing the Shifts: What this might mean in practice

| | Today | Proposed | Rationale |
|---|---|---|---|
| **Strategic Aspiration** | Grant funding for implementation used to support basic education (pre-primary, primary, lower secondary, adult second chance learning).<br><br>Investments prioritized based on education sector analysis, country level evidence, data and inclusive partner dialogue.<br><br>Innovative finance mechanisms include the GPE multiplier and the education sector investment case. | Grant funding for implementation could be used to support activities across 12 years of education, including second chance learning opportunities. Emphasis would be given to building strong foundations in early years and tackling equity by focusing on the most marginalized across 12 years of education.<br><br>Investments would be prioritized based on a more intensive country level diagnosis process, country level evidence, data and inclusive partner dialogue.<br><br>Geographic footprint remains unchanged<br><br>Additional innovative finance opportunities would be evaluated to better respond to country needs and to unlock financing. | Focus would be on intended beneficiaries rather than sub-sector: A sharper focus on equity across 12 years of education would allow financing for alternative basic education, financing for refugees and displaced children and youth, support for vulnerable children and youth to access relevant education and training.<br><br>Maintaining geographic footprint brings consistency and credibility considering recent and ongoing outreach to new partner countries, numbers of children in need of support especially in LMIC countries, and recognizes GPE as a truly global partnership. |



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# Operationalizing the Shifts: What this might mean in practice

| | Today | Proposed | Rationale |
|---|---|---|---|
| **Focus on Delivery** | Operating model (requirements, process) largely applied uniformly across countries with some flexibility. | Operating model would be refined to allow for greater customization for countries, lower transaction costs at all stages, scaling of innovative approaches, and rapid course correction. | Evidence from work on the Effective Partnership Review, the Results Report, and country level evaluations indicates the need to be more flexible and focus on reducing transaction costs particularly for country partners. Flexibility and adaptability to context does not mean that high standards and expectations would be reduced, merely they would be appropriately calibrated to context. |
| | Countries offered a maximum guaranteed allocation-i.e. the maximum amount of funding that they can request from GPE.<br><br>No incentives for countries to use their allocation in full or on time. | Allocation approach would shift from maximum guaranteed allocation to minimum guaranteed allocation where countries will be given the opportunity to unlock higher amounts based on capacity, results and performance as well as need.<br><br>Sharpened incentives for countries to use allocation in full and on time would be included. | Evidence from the grant process review indicates the need to streamline processes and provide greater incentive for countries to accelerate uptake of GPE funds. Resources should go to those most in need while at the same time not creating a disincentive to countries that are performing well. Currently countries that perform well in terms of primary school completion are 'penalized' through significant reductions in funding. |
| **Leverage the Power of Inclusive Partnership** | Strategic Partnerships approached in a more ad hoc way, based on demand/opportunities available<br><br>Knowledge and Innovation Exchange mechanism supports global public goods. Education Out Loud supports advocacy. | New proactively sourced strategic partnerships would strengthen ability to support country-level implementation by tapping a curated set of organizations and partners bringing specific know-how, capacity, or capital. Specific opportunities to leverage cross-sectoral partnerships explored.<br><br>Maintain funding for KIX and EOL.<br><br>One or more high level partnership indicator that is measurable and moveable within the strategy period, and easily communicated to external audiences that could serve as a “rallying cry” for the Partnership. | Would provide GPE an opportunity to better leverage its role as a global partnership to effect change at country level.<br><br>High level partnership indicator could serve as a tool to galvanize the Partnership to action and provide some incentive to better align at country level. |

# Operationalizing the Shifts: What this might mean in practice

| | Today | Proposed | Rationale |
|---|---|---|---|
| **Be a Learning Partnership** | Monitoring & Evaluation strategy for GPE, includes results framework that emphasizes evidence-based learning, country level evaluations, and an independent summative evaluation. | Opportunities to build on the M&E capabilities across the partnership to reduce duplication and facilitate greater lesson learning and sharing would be evaluated<br><br>There would be a greater focus on supporting in country evaluation and lesson learning - strengthen learning and adaptation throughout the sector policy and planning cycle, and GPE grant cycle– for example by embedding evaluations within investments vs initiated by the Secretariat.<br><br>Revised results framework would include fewer and more actionable indicators | Peer group organizations and strategic partners would bring their comparative advantage to bear in support of generating and using evidence at the right levels of the partnership.<br><br>Lesson learning at the country-level would strengthen implementation and therefore the effectiveness of the ESPs and ESPIGs; current evidence shows that little evidence is used for ongoing learning and course-correcting.<br><br>The current number of Results Framework indicators absorb a high amount of staff time to generate and use (at the Board level), while not yet providing a sufficient and succinct amount of actionable information. A high-level target and fewer indicators would require less time, be more targeted to results and to actions for improvement.<br><br>Linked to shifts 3 and 4 proposed for GPE 2025- Leverage the Partnership and Be a Learning Partnership |



# Focus on Delivery: Evidence

## Evidence that supports this change:

- Survey data: 36% of respondents suggested that improvements to the operational model was the shift most needed.
- Most reviewed education sector plans show weaknesses in terms of their achievability, limited prioritization of objectives, and varying degrees of attention to equity issues (CLE synthesis)
- Monitoring of the implementation of sector plans is poor. Fewer than half of developing country partners organized a joint sector review in 2018, and just over a quarter of these met quality standards in 2018 (Results Report)
- In most countries reviewed through summative CLEs, ESPIG (co-)funded projects contributed modestly to covering the total costs of overall ESP implementation but made notable contributions to specific sub-sectors and/or introduced innovative approaches and mechanisms (CLE synthesis)
- In six of 15 countries, CLEs found indications that the application of the GPE operational model and related processes lacked context-specific adaptation or flexibility. In some contexts, this likely negatively affected national ownership of ESPs, while in others it may impede effective functioning of the GPE operational model in the future. (CLE Synthesis)
- While all GPE grants are aligned to national sector plans, two-thirds use stand-alone mechanisms that are poorly aligned with national systems. (Results Report)
- On average it take 40 months from MCA to get to the first disbursement (Grant process review)
- The variable part appears to further a sector-level (as opposed to project-oriented) approach to education system change. In many countries, it also appears to incentivize further development and, subsequent implementation of, selected strategies and programs taken from the country sector plan. There is also evidence, however, that some countries are failing to meet targets, or have required grant restructuring including material changes to the VP. (Variable Part Review- on-going)



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# Leverage the Power of Inclusive Partnership: Evidence

## Evidence that supports this change:

- 89% of respondents agreed that GPE should engage in strategic partnerships
- Survey respondents agreed that GPE should explore cross-sectoral linkages including with the health sector, nutrition, social protection and climate.
- No evidence exists yet on KIX and Education Out Loud as they are new mechanisms.
- GPE is frequently requested/expected to serve as a platform for partner led initiatives, amplify the work of others, or partner with others on the development of new approaches. Currently GPE has limited flexibility to do so outside the usual program cycle.
- Since launching in December 2017, 15 countries have secured more than US$ 130 million in Multiplier funding, helping to mobilize more than US$ 540 million in reported co-financing for education working with co-financing partners (implying a mobilization ratio of more than US$ 4 in co-financing for every US$ 1 secured from the Multiplier).

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**Slide 9**:
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**Slide 19**: Aid & quasi-aid' is total of ODA Loans, ODA Grants, and Other Official Flows (OOF) with education as their primary purpose reported in the OECD CRS 2017
**Slide 20:** 'Individual grants are well managed and delivering results'- Source: Review of Completion Reports for the Global Partnership for Education's Education Sector Program Implementation Grants 2016-2018. Forthcoming.
**Slide 23:** *Leapfrogging inequality, Winthrop*
**Slide 26:** The Learning Generation



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