GPE Stakeholder Consultation Survey

GLOBAL PARTNERSHIP *for* EDUCATION

About the survey

The GPE strategy survey was disseminated broadly across the Partnership from July to September 2019

It aimed to solicit feedback from stakeholders in several key areas under discussion for GPE's next strategic plan; and was structured so that consolidated feedback from respondents would provide clear direction on the types of options needed as a next step in the strategy development process

About the analysis

- There were 161 respondents to this survey
- The N for each question varies as not all respondents chose to answer all questions
- In several cases, the N for the question is higher than 161 because respondents included multiple suggestions in a single response
- Data disaggregated by affiliation group is presented when patterns differ based on affiliation
- Quotes that are not attributed to a respondent from a particular affiliation come from the "Others" category. i.e. the respondent did not specify their affiliation in the survey

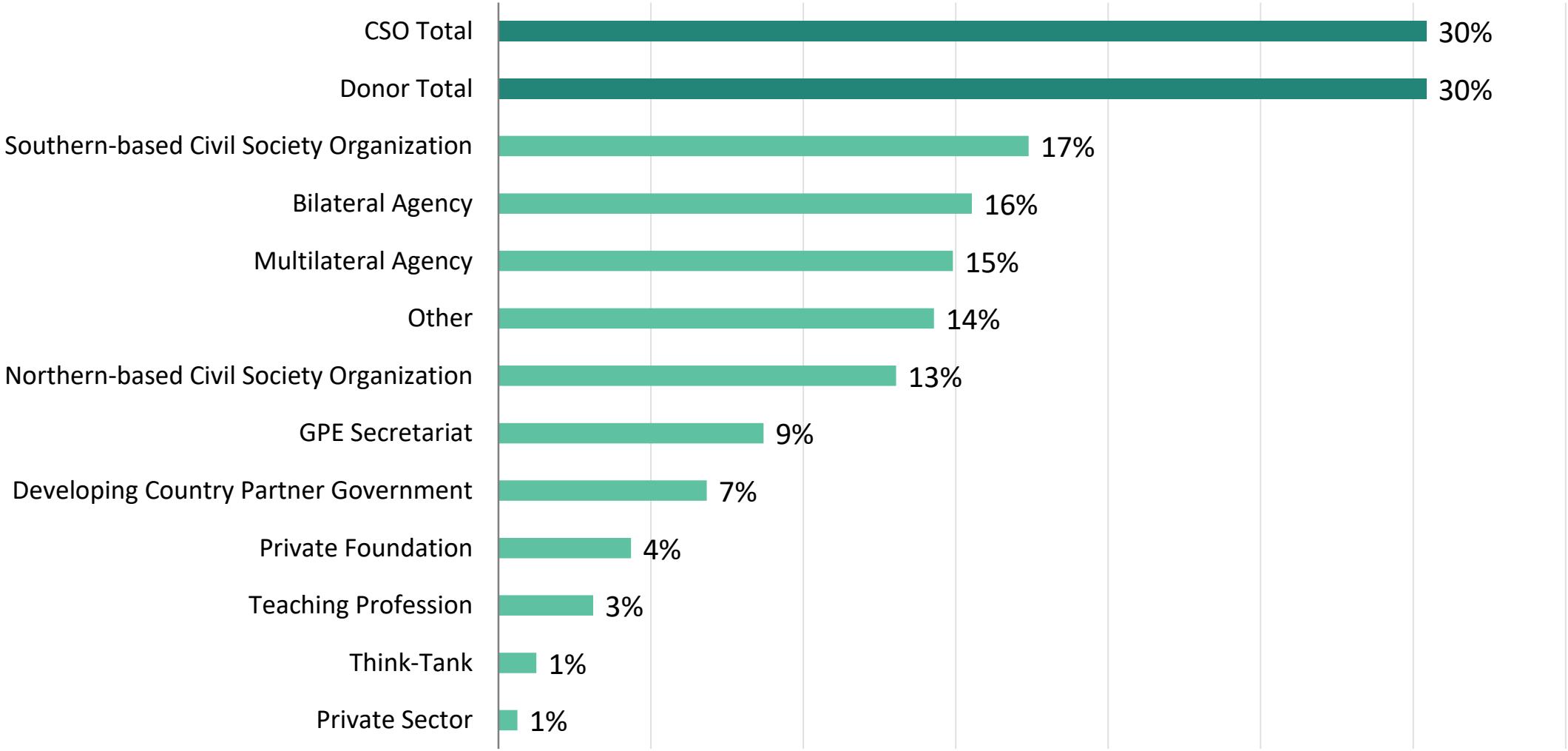
Key take-aways

- Partnership and a systems focus are GPE's main comparative advantages
- Improve the operational model
- Differentiate our approach based on country capacity and context
- Invest in developing strategic partnerships
- Strengthen focus on key thematic areas

A range of stakeholders participated in the survey

Percent of respondents, by affiliation

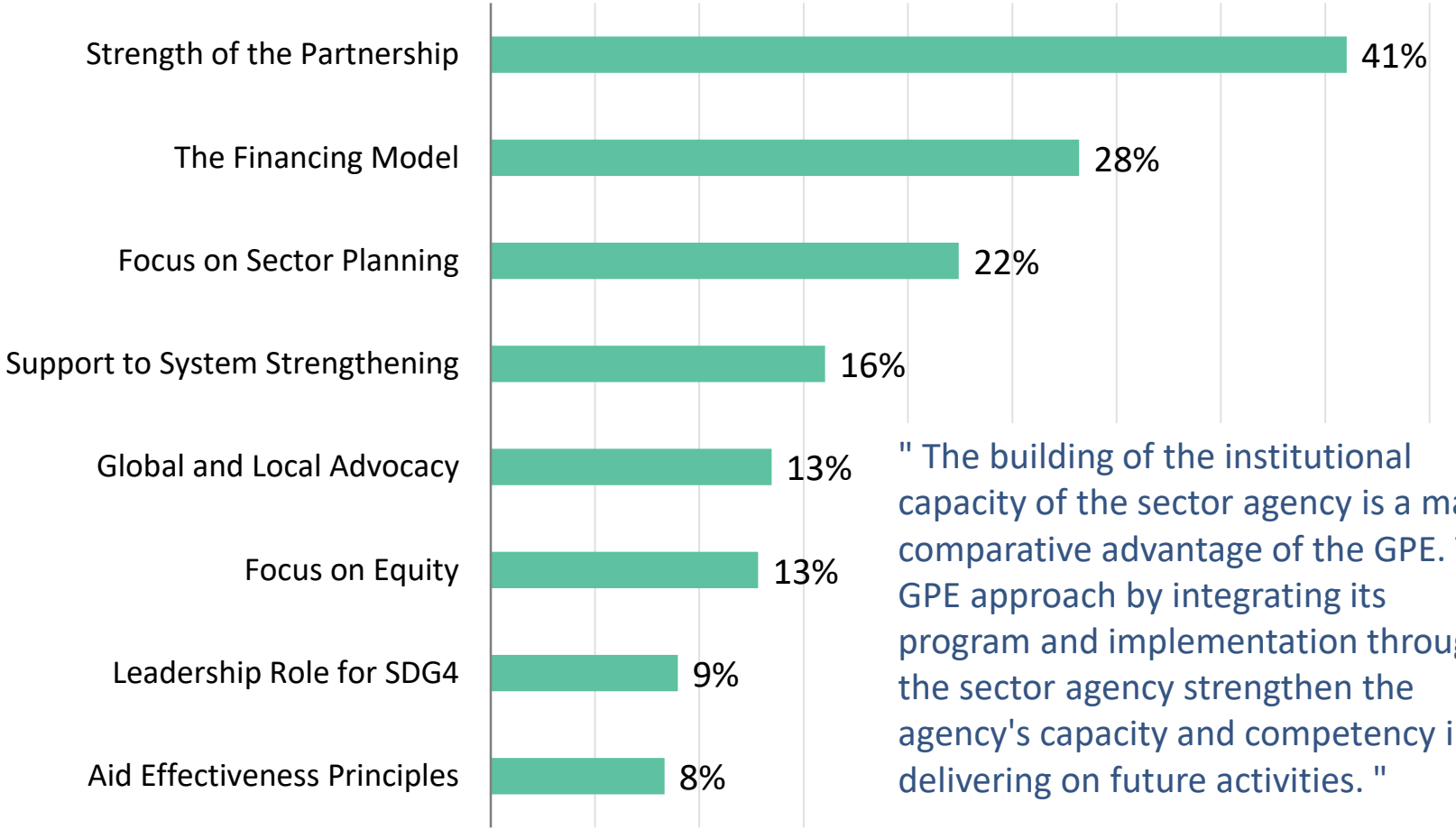
Q1a. Please let us know your affiliation



N=161, Donor is the sum of Bilateral and Multilateral Agencies, CSO is the sum of Northern and Southern based Civil Society Organization

GPE’s comparative advantage is the strength of the Partnership

Q2a: What do you see as GPE's comparative advantage within the education and development space?



N=156, See Annex 1 for disaggregated slide

" The building of the institutional capacity of the sector agency is a major comparative advantage of the GPE. The GPE approach by integrating its program and implementation through the sector agency strengthen the agency's capacity and competency in delivering on future activities. "

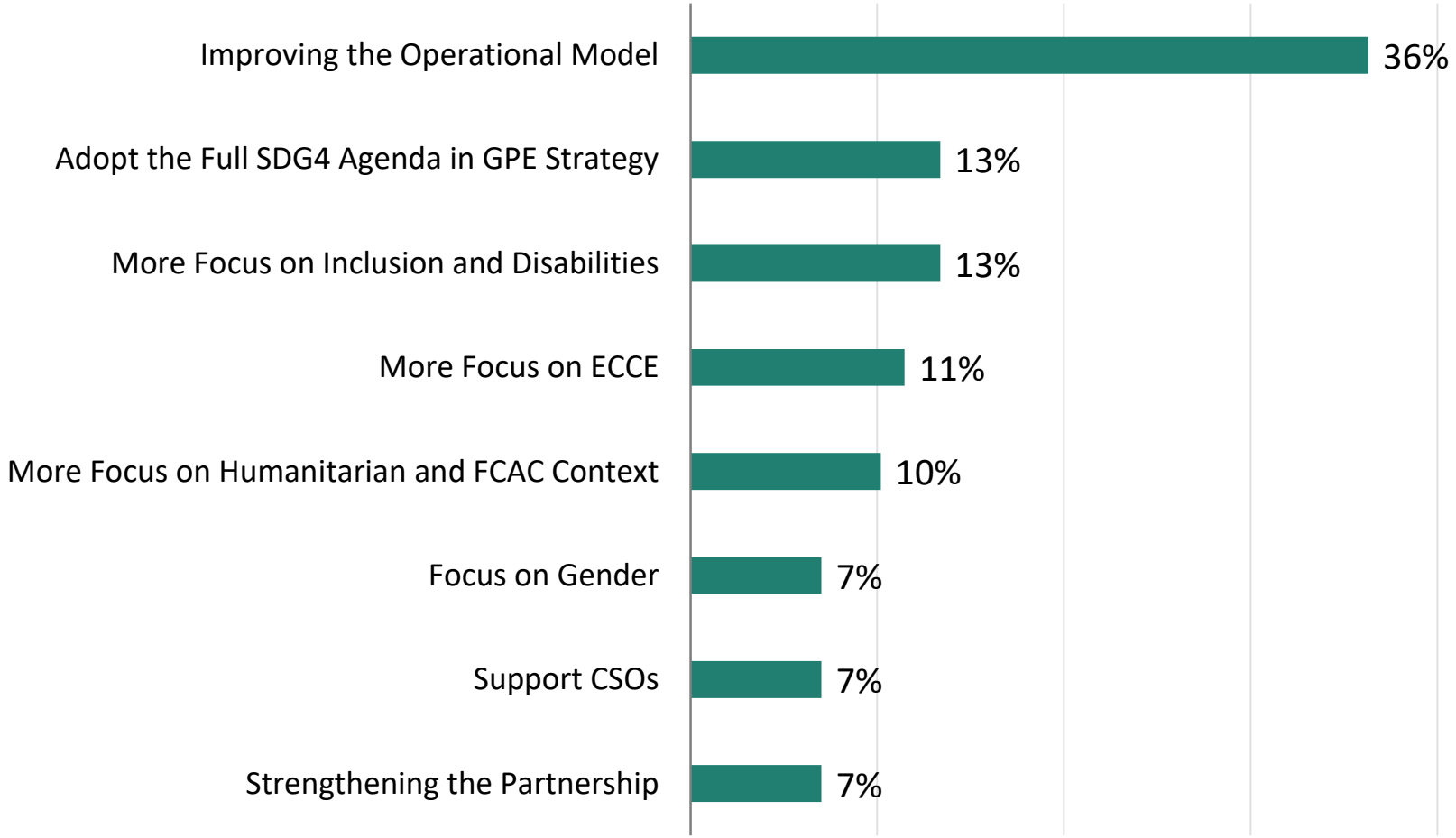
-Developing Country Partner

"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."

-Private Foundation

Most respondents want to see improvements to the operational model

Q2b. What are the 1-2 key strategic shifts you would like to see included in GPE's next strategy?



"As signaled in January 2019 from the CLE results, a strategic shift toward what GPE needs to do to support country-level delivery - prioritizing improved grant implementation performance and delivery on – not just development of - quality education sector plans. Focus on implementation and improved operational quality and impact: with accountability by Grant Agents for delivery."

-Donor

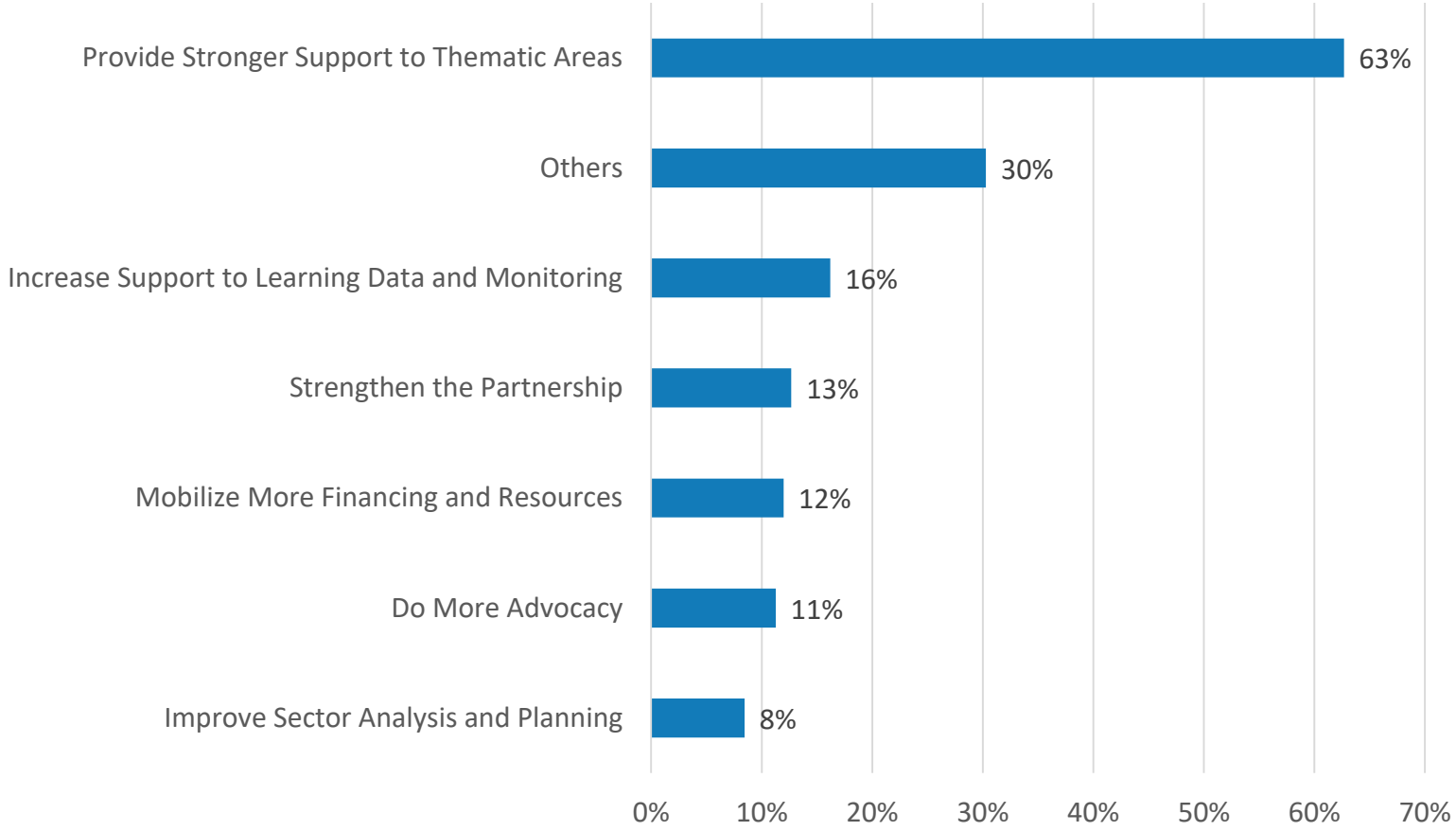
"Shift from investing in interventions and tools on the National Education Plans; to investing in local people and leaders with a more long term, flexible and sustainable approach."

- Civil Society Organization

N=156, See Annex 1 for disaggregated slide

GPE should provide stronger support to thematic areas to reach the SDG 4 targets

Q2c. Is there a specific role that GPE should play in supporting countries to reach the SDG4 targets that it is not currently undertaking?



"Focus more on accountability for ESPs and delivery of them – shift incentives and weighting from effective Plan development to realistic and effective implementation of the ESP. 2) Support improved coordination efforts at country level between the various actor."

-Donor

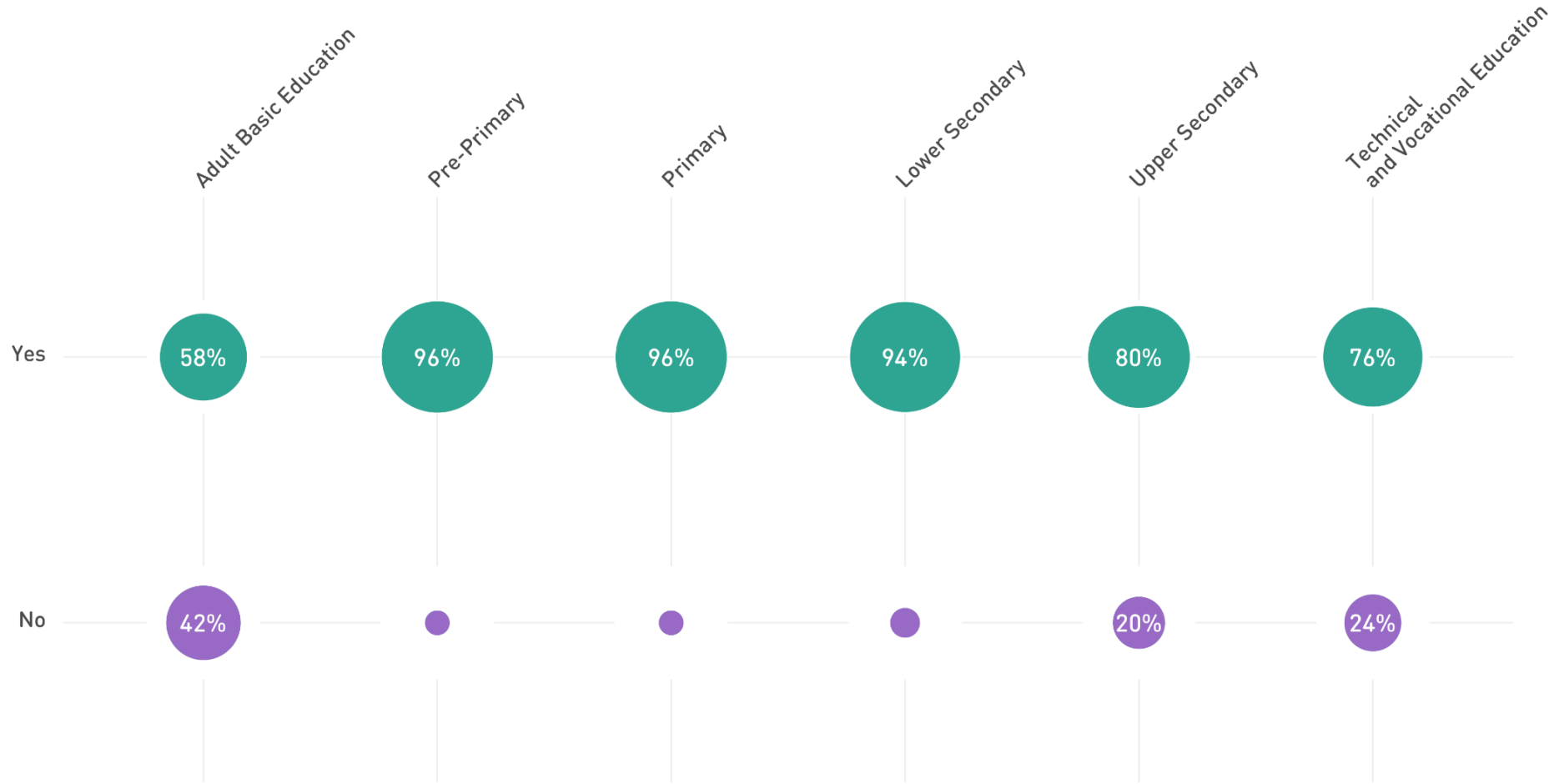
N=156, See Annex 1 for disaggregated slide

Suggestions for thematic areas include gender, ECCE, equity, inclusion, ICT, among others

N=142

Over 90 percent agree that GPE financing should support pre-primary, primary, and lower-secondary education; fewer agree on adult basic education and TVET

Q2d. In the next strategy, should GPE focus our financing on the following areas:

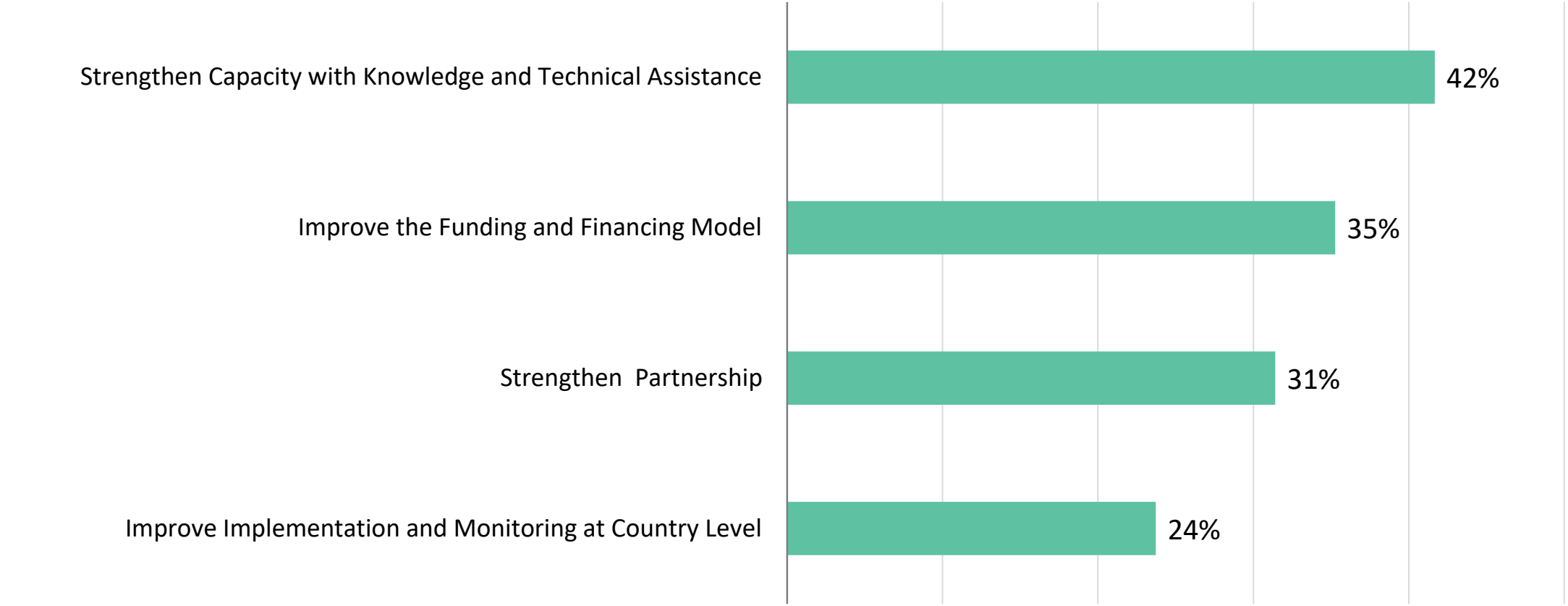


N=99

GPE should strengthen capacity and improve the funding and financing model to support effective education policy and program implementation

Q3a. What could GPE do to better support effective education policy & program implementation

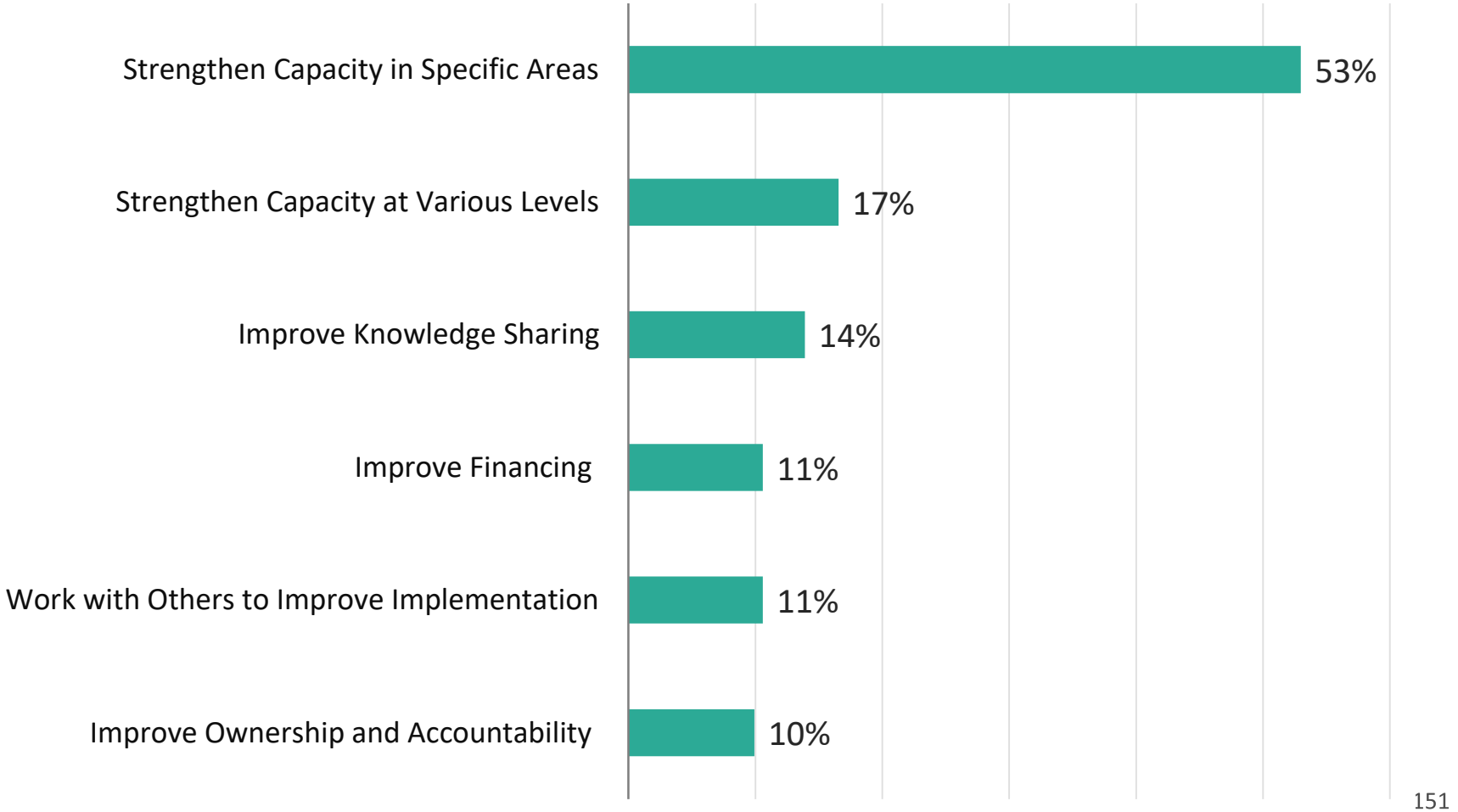
"Focus on strengthening implementation capacity of the country sector plan delivery systems." - Donor



N=156

A majority noted that GPE should strengthen capacity at different levels of the education system and in specific thematic areas

Q3c. What new efforts should GPE make to support capacity development of national education systems?

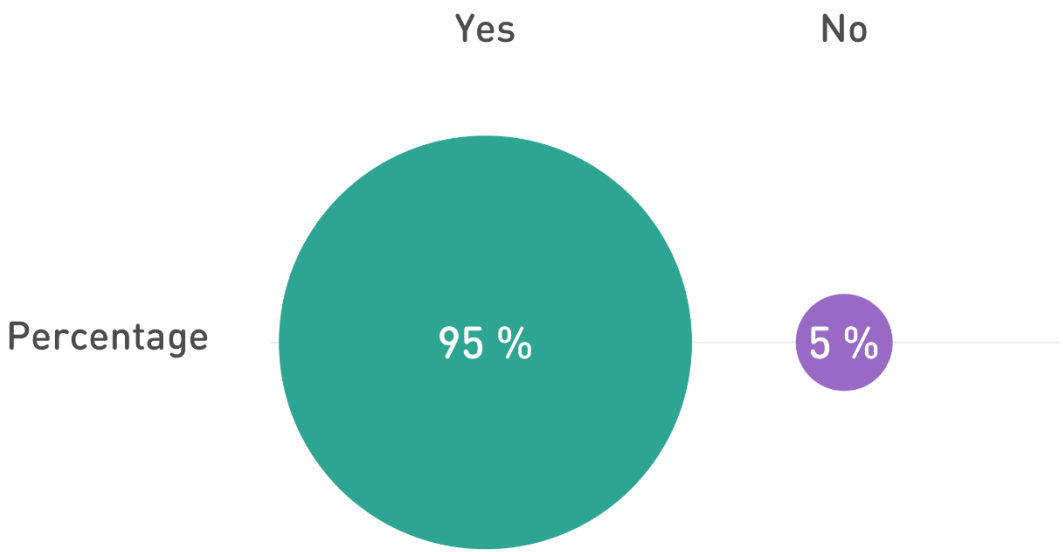


Specific areas include gender, data, ECCE, learning assessments, inclusive education, among others

A vast majority noted that GPE should differentiate its approaches to requirements and funding based on the different capacities and needs of countries

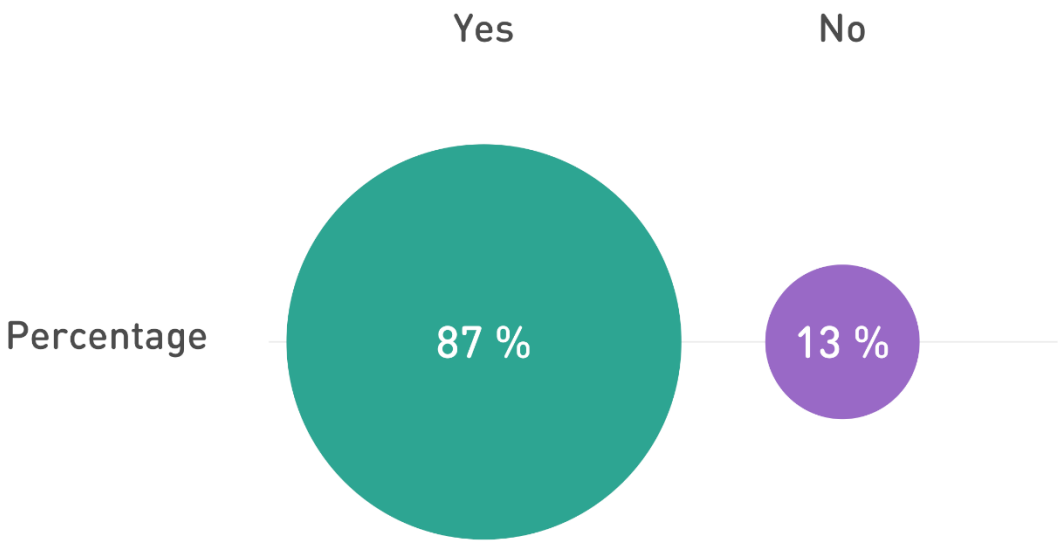
Q3d-e. Should GPE differentiate how we operate/allocate funding based on capacities and needs of countries?

Greater flexibility in GPE requirements



N=149

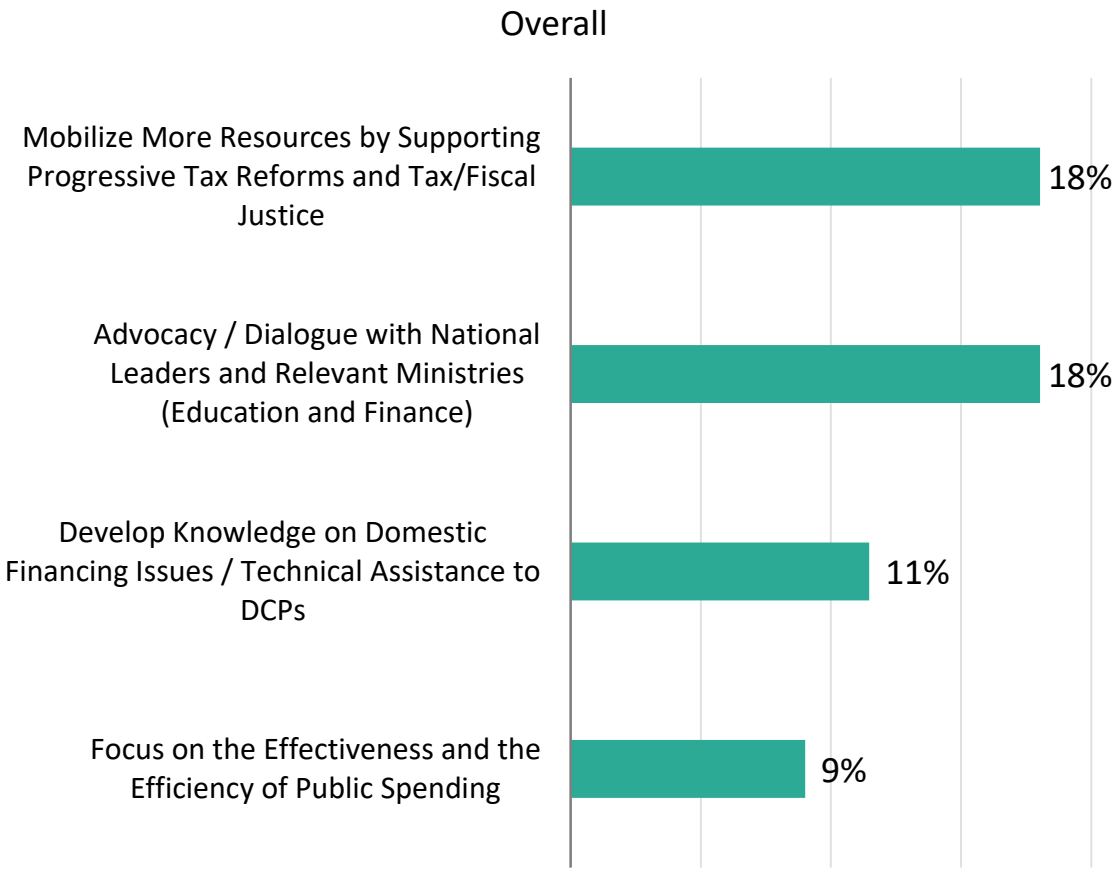
More customization in funding allocation



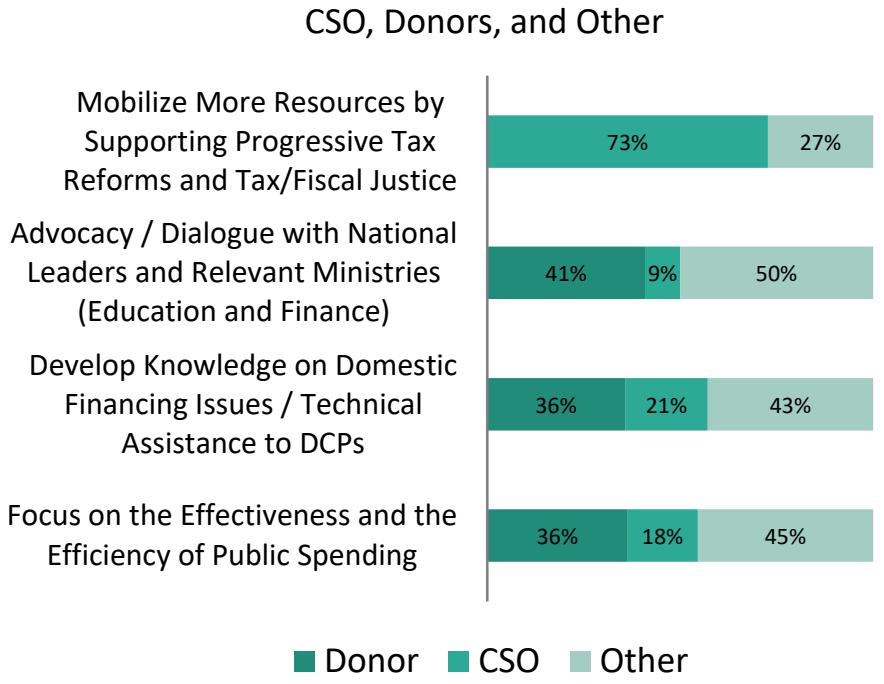
N=144

Actions to leverage increased domestic financing should include advocacy, dialog, support for tax reform, and a focus on effectiveness and efficiency of public spending

Q3f. Are there additional actions GPE should take to better leverage increased domestic financing and/or resources from other actors?



N=122

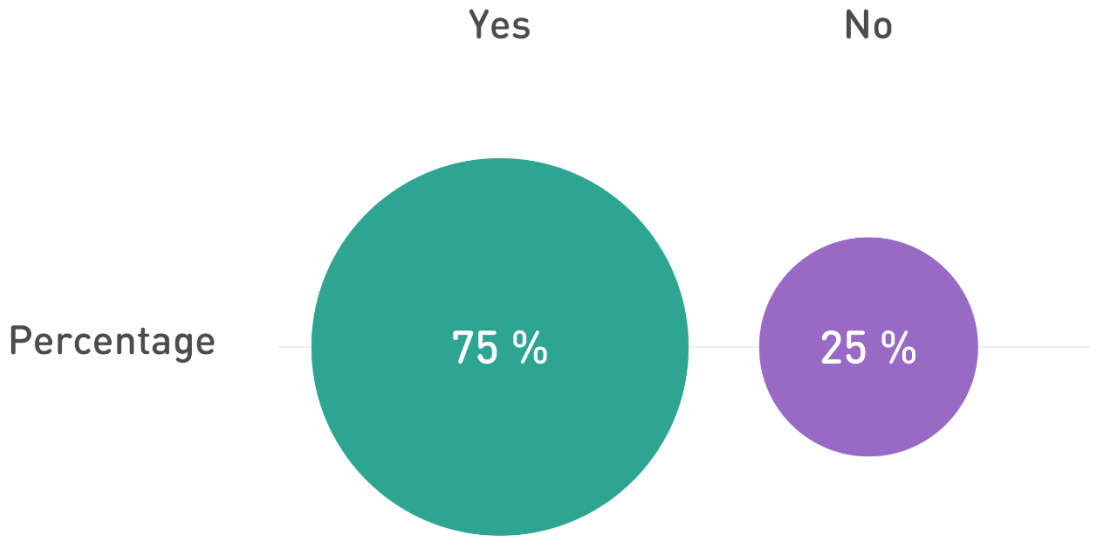


N=122

" More advocacy is needed for better financing" – Developing Country Partner

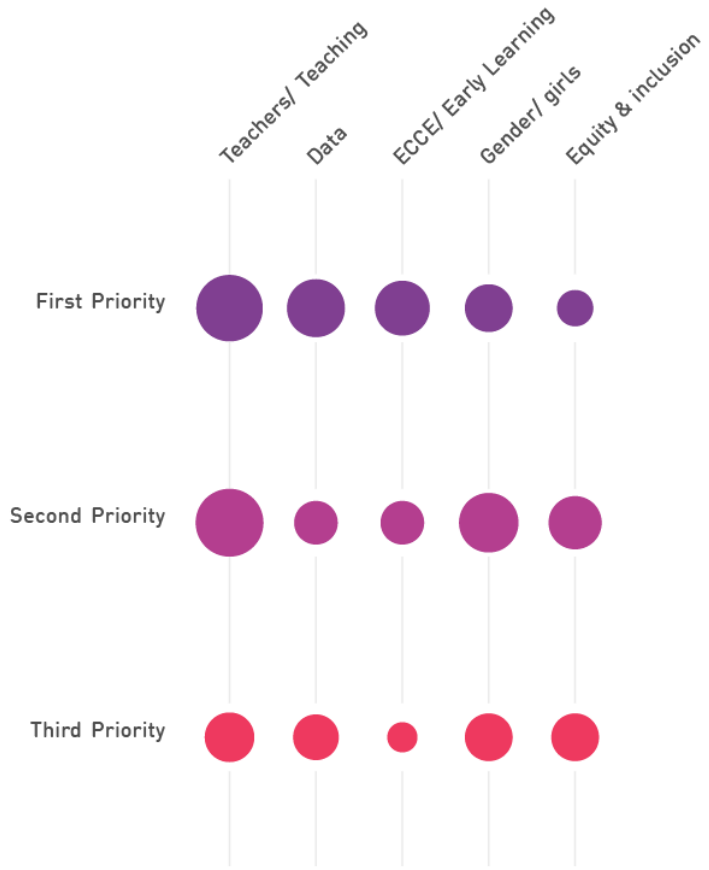
Three quarters of respondents noted that GPE should prioritize financing specific thematic areas

Q4a-b. Should GPE prioritize financing specific thematic areas through its funding model?



N=153

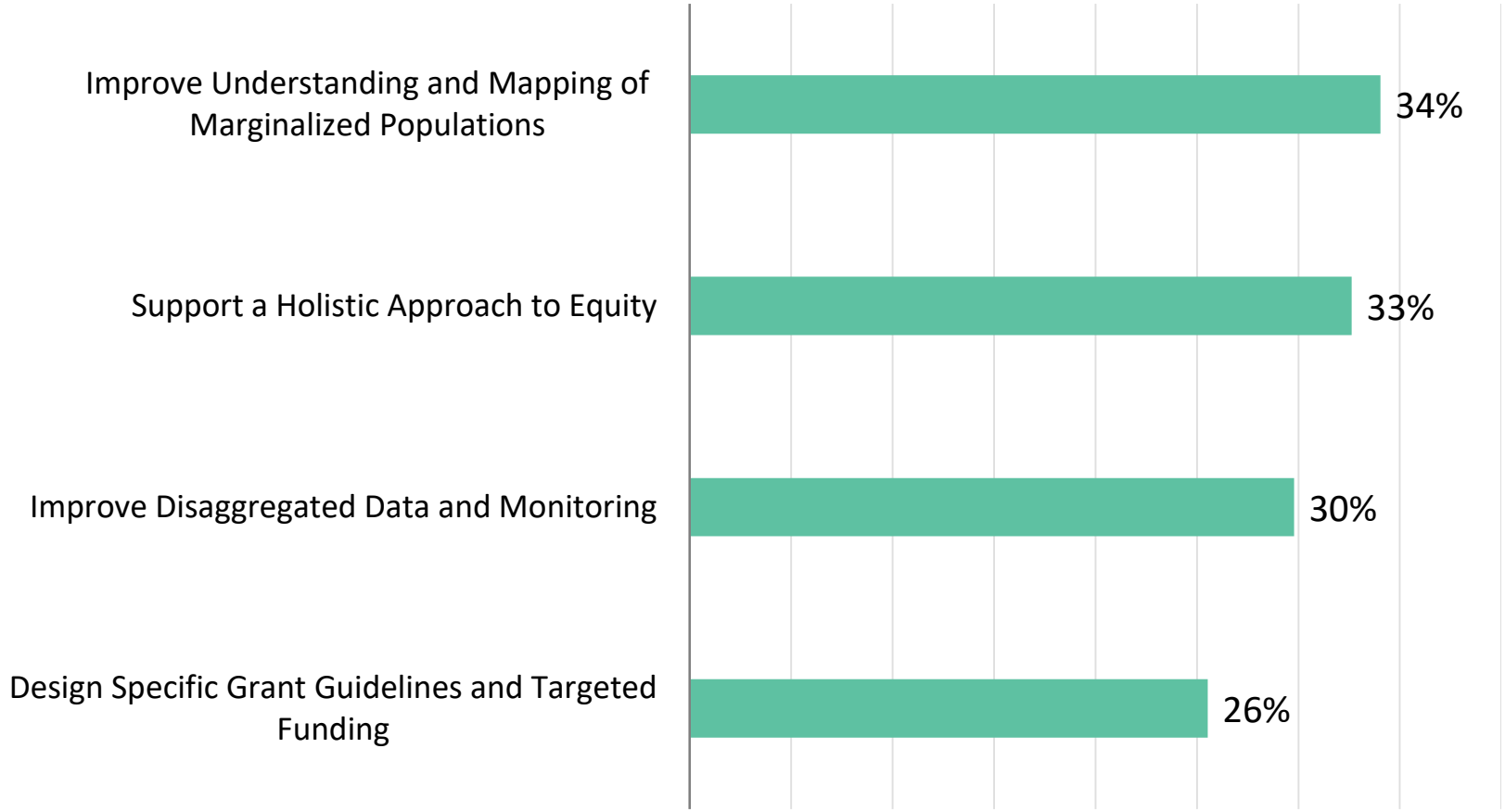
Top areas include teachers, data, early childhood, and gender



N=131

Recommendations for addressing those furthest behind include: Mapping of marginalized populations, taking a holistic approach, and improving data and monitoring

Q4c. How can GPE better support governments to identify those furthest behind and ensure that education systems are delivering for those children both in terms of access and learning?



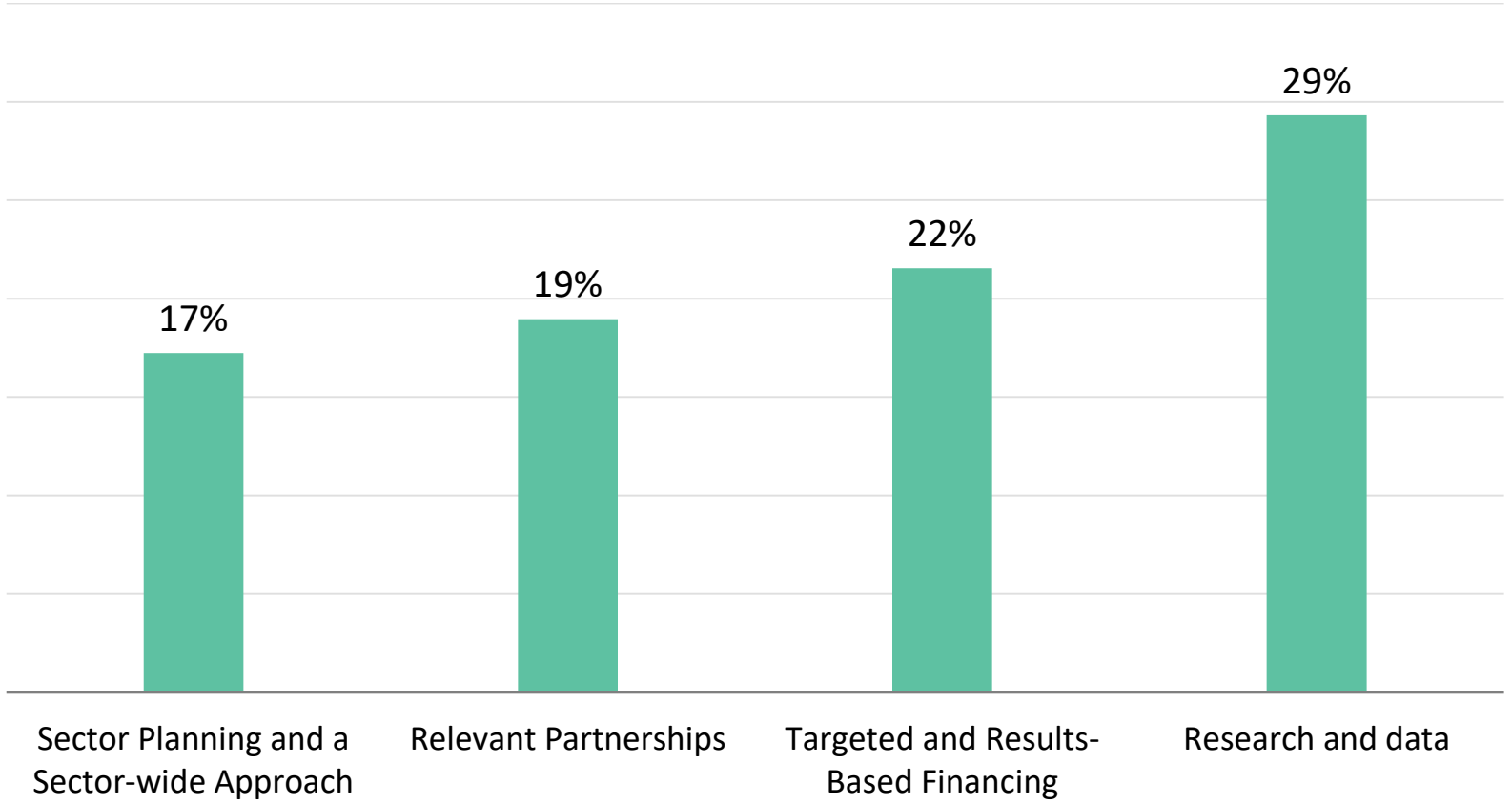
"Work with new initiatives such as the Inclusive Education Initiative to provide technical support on ways to identify the most marginalized children and how to best to provide them with education opportunities."

-Other

N=141

To catalyze impact on gender equality, GPE should concentrate on: research, data, and targeted financing

Q4d. Could GPE change its approach or invest differently to better catalyze impact or incentivize progress towards gender equality? How?



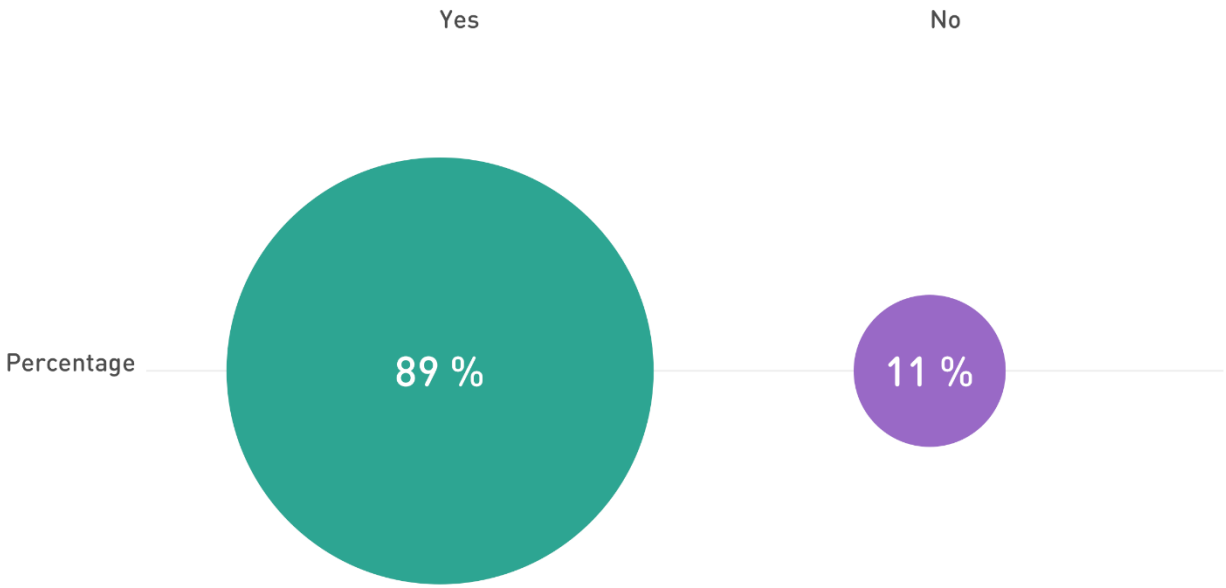
"Make gender equality part of the fixed part requirements or as part of the variable part by having indicators/data linked to payments. It could also make future grants conditional on gender equality progress. It could incentivize this by giving larger grant funding to countries that have shown gender equality progress."

- Donor

N=116

Respondents noted that GPE could strengthen: the partnership in specific areas, but also invest in data, knowledge, capacity, and financing

Q5a. Should GPE use its global leadership role to build strategic partnerships?



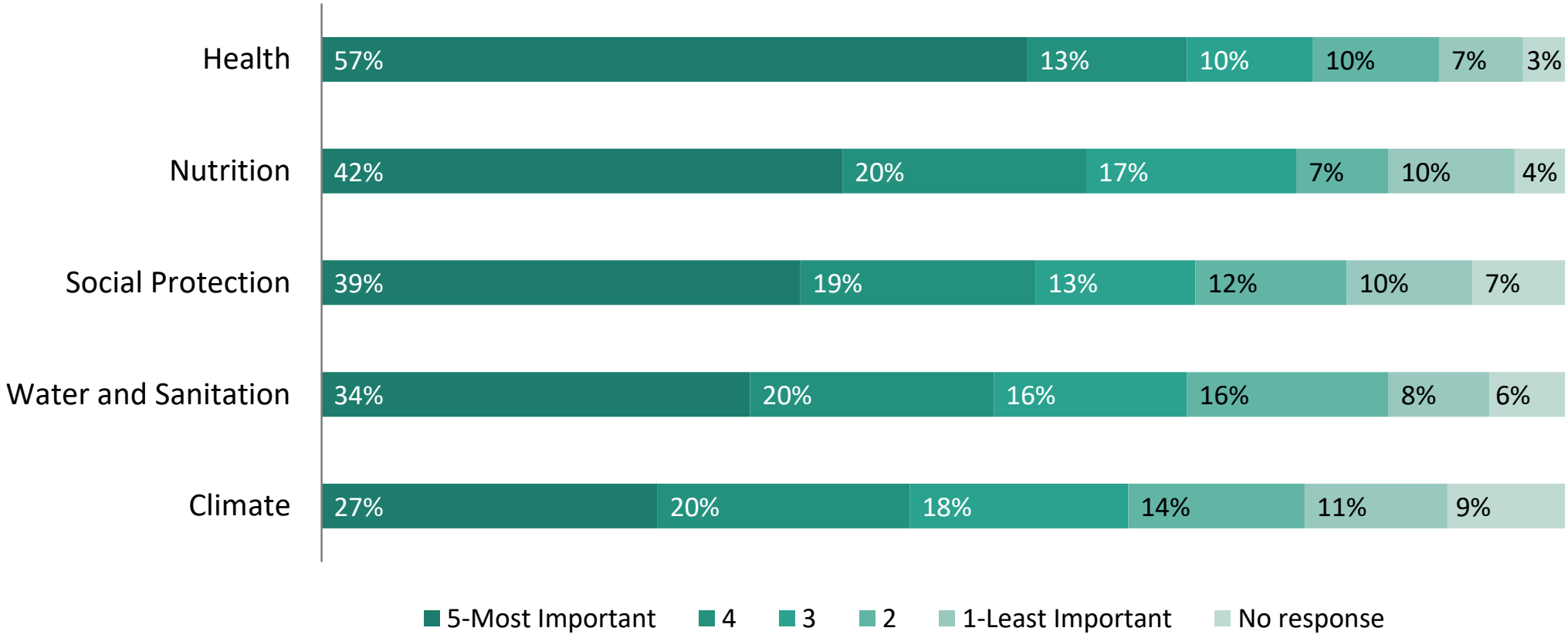
"GPE should be building partnerships with all actors in the sector and beyond. Partnerships should connect to country level work and supporting systems. All partnerships, especially global level ones, should focus on delivering GPE's core mandate and delivering effective education grants at country level."

-Donor

N=132

More than half of respondents thought GPE should partner with the health sector to improve education access and learning for all children

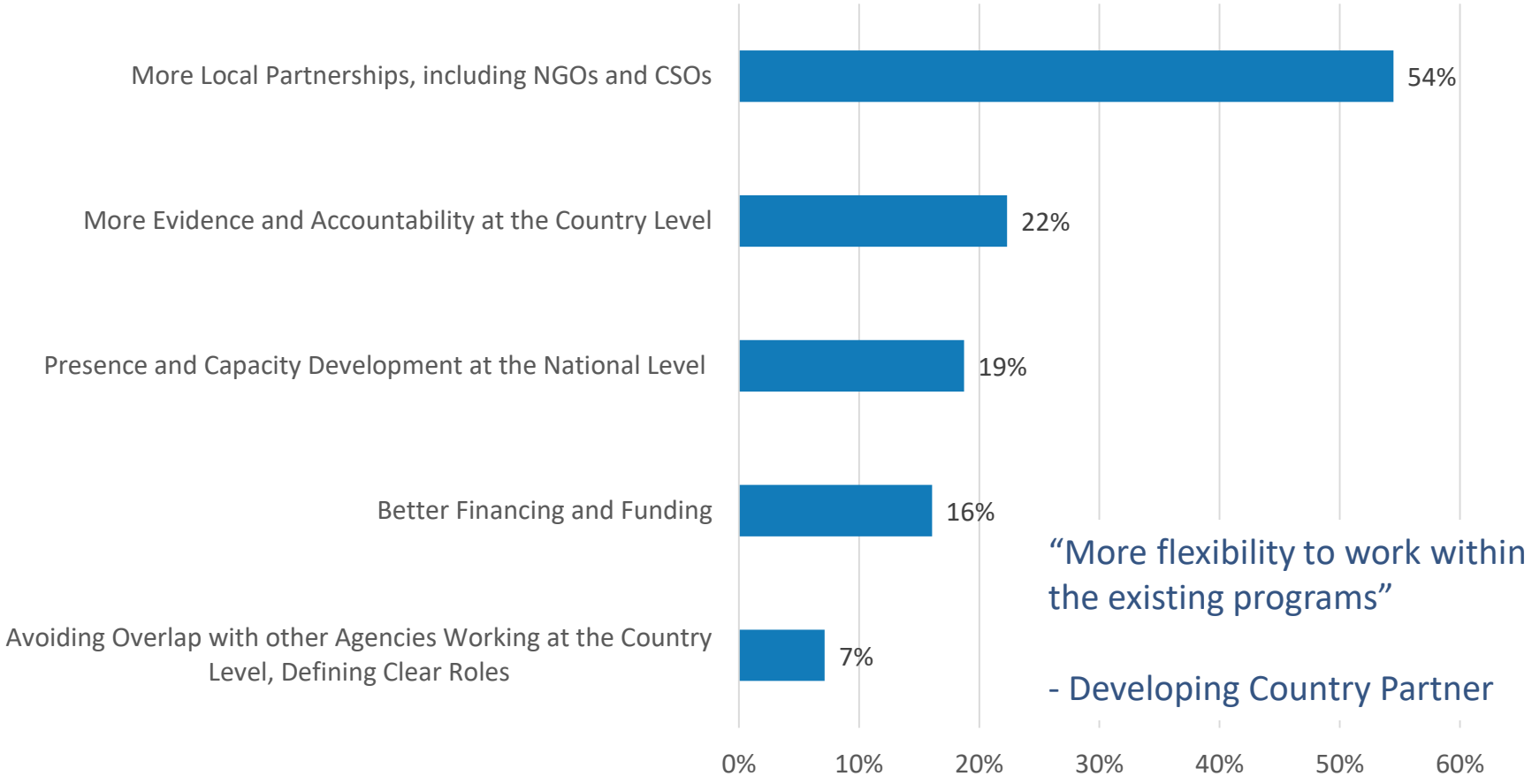
Q5b. Should GPE partner with other sectors to improve education access and learning for all children?



N=148

A majority of respondents emphasized strengthening partnerships at the local level

Q5d. Are there other important changes you want to see to GPE's ways of working at the national level?



"More flexibility to work within the existing programs"

- Developing Country Partner

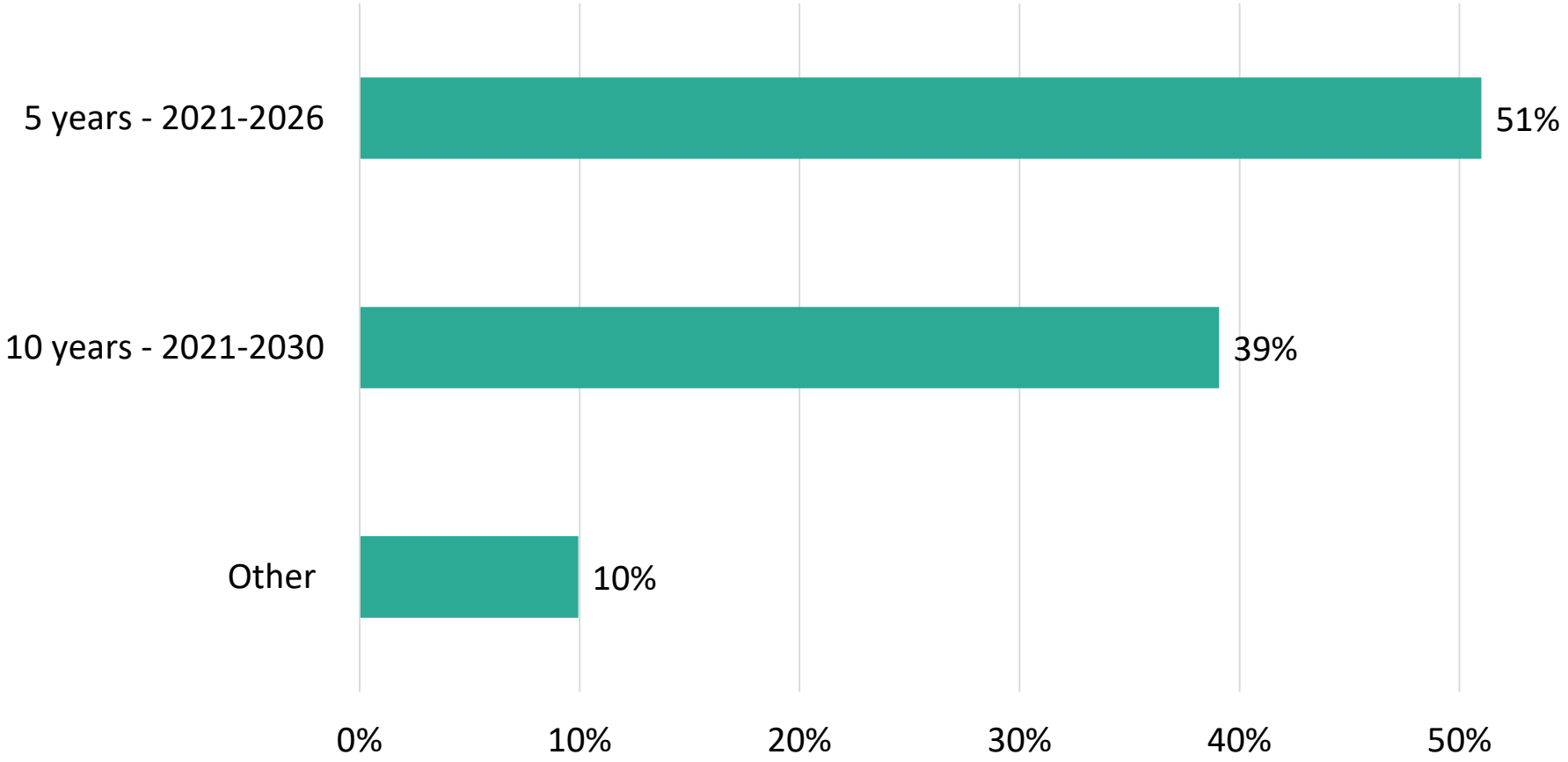
"Country ownership needs to increase. National level dialogue, necessarily involving civil society actors, must be ensured. There needs to be more public debate on GPE grants at the national level, further involving parliamentarians and informing the citizenship, so that public scrutiny and accountability increase"

- Southern Civil Society Organization

N=112

Most respondents said the next GPE Strategy should span 5 years

Q6a. Should GPE's next strategic plan span-



N=151

Thank you!