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GPE Strategic Plan

Meeting of the GPE Board of Directors
December 10-12, 2019
Nairobi, Kenya

Timeline

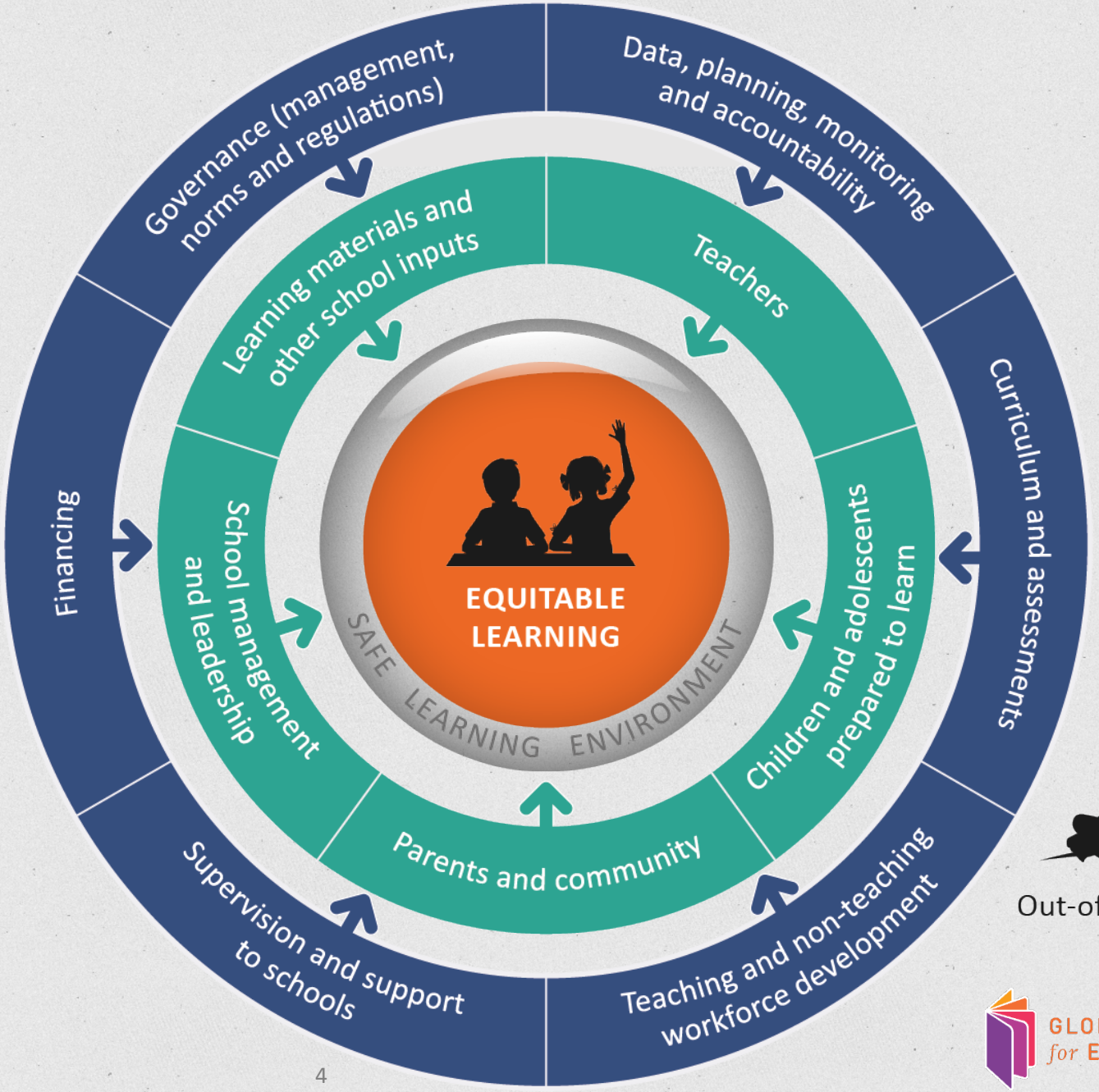
Evidence | Questions | Shifts | Options



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GPE 2025

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





Out-of-school children

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Overview- Proposed Strategic Shifts

What we do



Strategic Aspiration:

Set our sights to address the crisis

How we do it



Focus on Delivery



Leverage the Power of Inclusive Partnership



Be a Learning Partnership

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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

- **Contribute to SDG 4**
- **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

- Focus on **quality teaching**
- Support **innovation**
- Ensure **safe and accessible learning environments**

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Strategic Aspiration 1.3: Accelerate progress on gender equality

- Accelerate progress on **gender equity**
- Advance **gender equality**
- Strengthen global and country level **mutual accountability** for advancing gender equity and equality

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Strategic Aspiration 1.4: Support and incentivize more and better financing

- Expand **advocacy, maintain rigor on domestic financing**
- Support countries to increase **efficiency, effectiveness, and equity of spending**
- Develop **innovative ways to bring more money into the sector**
- Coordinate closely with other education funders

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Options: How should GPE prioritize its resources?

A. **Stay the same**: Basic education - pre-primary, primary, lower secondary, adult second chance learning – SDG4.1 excluding upper secondary; contributes to SDG4.2

B. **SDG 4.1 only** Primary and secondary education – excluding pre-primary

C. **SDG 4.1 and 4.2** Primary, secondary, early childhood and pre-primary

D. **SDG4** the entire SDG4 agenda, with prioritization according to country context

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, SDG 4.5

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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?

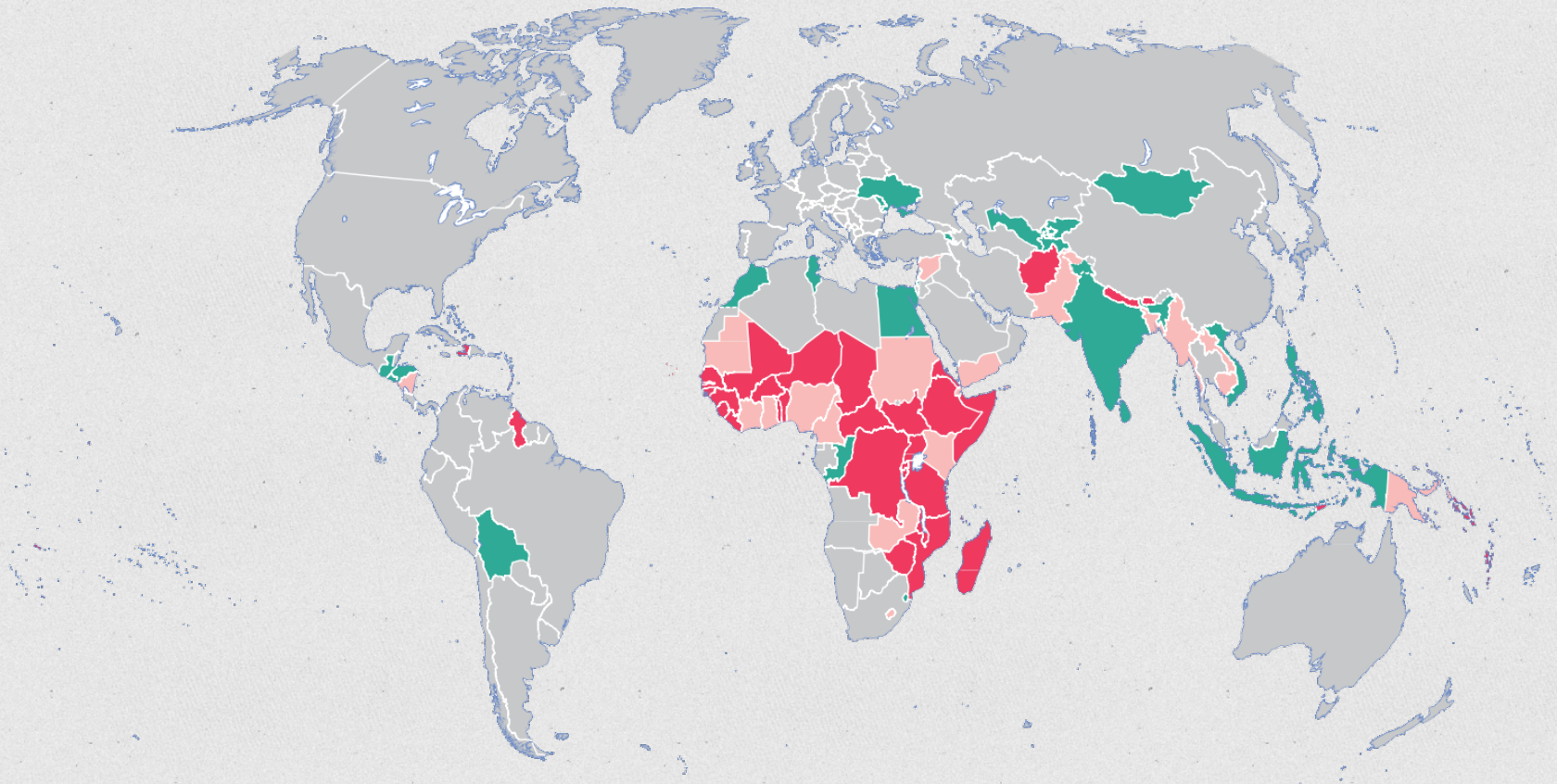


- Emphasis would be given to building strong foundations in early years and tackling equity by focusing on the most marginalized across 12 years of education, plus at least 1 year of pre-primary education (4.1; contribute to 4.2).
- Particular emphasis would be given to teachers (4.c) GPE would continue to support safe and inclusive learning environments (4.a).
- 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).

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Geographic reach

- **Maintain geographic footprint**
- Adapting GPE's approach to different contexts is subject to further work and options for March



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GPE's role in the global education architecture



- An **inclusive partnership**
- **Financier of education systems** with a **focus on equity, learning and efficiency**
- Focused on **strengthening education systems and supporting country-led reform** including supporting systems in FCAs
- Significant contributor to **education dialogue, advocacy, data, knowledge, GPGs, and monitoring**

How will we do this?

Focus on delivery

- Adopt a **differentiated approach to engagement**
- **Determine priorities** to strengthen the system - considering capacity and other challenges
- Partners provide more **focused and aligned support to critical priorities** with potential to accelerate change

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Leverage the Power of Inclusive Partnership

- **Support linkages and greater alignment** of partner efforts
- Continue support for **key areas** of current investment
- Serve as a platform for accessing and **strengthening global and regional capabilities** of the partnership
- Create and collaborate through **cross-sectoral partnerships**

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Be a Learning Partnership

- 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**

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Next Steps

Board Oversight

- **Proposal:** Coordinating Committee to serve as Board Working Group from December 2019-June 2020

- **Rationale:**
  - Board level engagement in strategic discussion
  - Representation from all 4 committees
  - Accelerated timeline

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

Provide input on draft GPE 2025 strategy

September 2020

Final Strategy approved

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Proposed Decision Point

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

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;

Proposed Decision Point continued

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 mechanisms for consideration by the Board in March 2020.

Ways of working

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

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

Oversight

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