

GPE 2025: OPERATIONALIZING A SYSTEM TRANSFORMATION APPROACH



An early childhood workshop in Zanzibar.
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As an inclusive partnership and fund, the Global Partnership for Education (GPE) supports governments to transform their education systems by fostering partnership, increasing mutual accountability, mobilizing funding and strengthening capacity.

Education systems are complex. They are composed of multiple actors and components that must work together to facilitate learning. Education reforms often fail when actors, actions and resources are insufficiently aligned with reform agendas and policies.

GPE has adopted a system transformation approach through the GPE 2025 strategic plan to align forces and support partner countries' ambitions to achieve quality education for every child. GPE 2025 aims to strengthen mutual accountability among partners, sharpen the focus of policy dialogue and mobilize partners' collective capabilities in support of partner countries.

HOW DOES IT WORK?

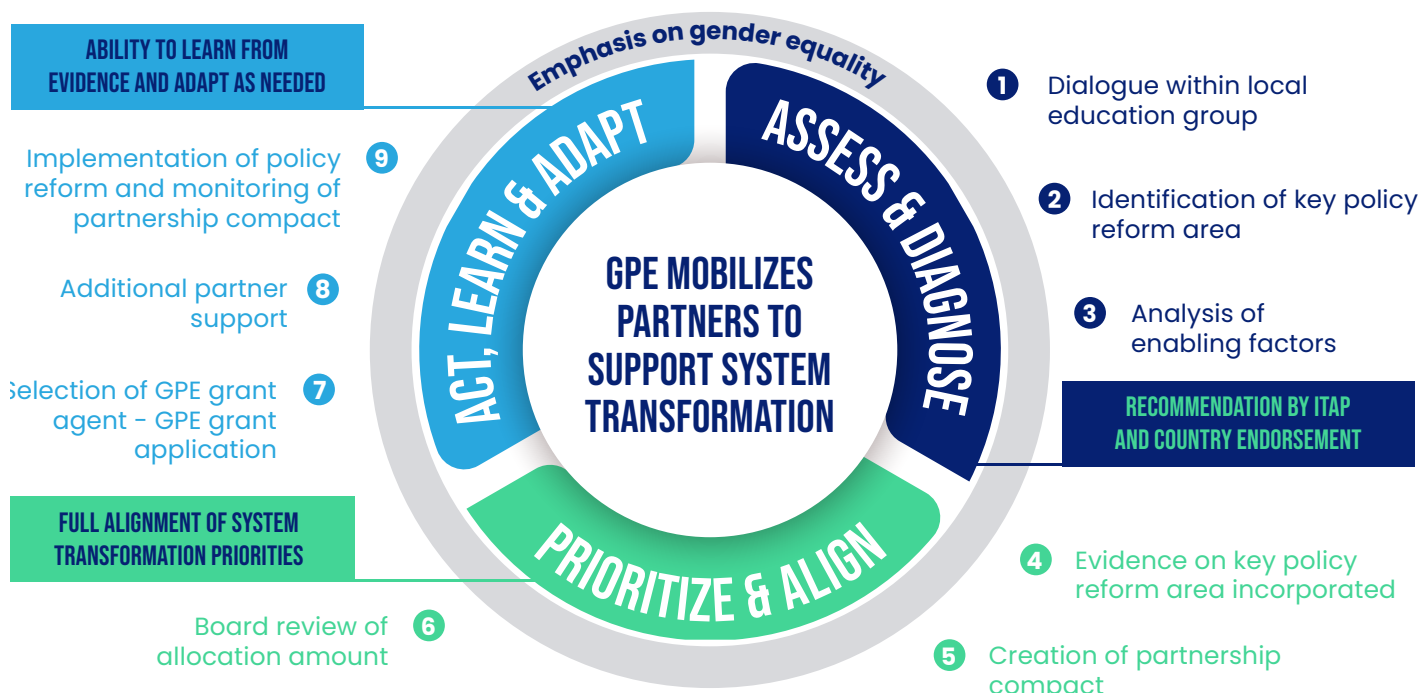
The success of GPE's system transformation approach relies on partners working effectively together at the country level, coordinating and aligning dialogue and support.

With governments in the lead, partners at the country level collectively:

- **Diagnose key bottlenecks** within the system that if unblocked can have a transformative effect on the education system to deliver a quality education for every child.
- **Discuss and agree on a priority policy reform** that has the potential to catalyze system change by having a laser-like focus on improving delivery.
- **Act to align partners and resources** to support the policy reform outlined in a jointly developed partnership compact.

The approach to leverage system transformation is outlined across three interlinked stages of the partnership compact development process, each led by the government. These stages are not necessarily linear and can be adapted to country contexts and ongoing policy dialogue processes. For example, partners in national coordination mechanisms (often known as local education groups) may start by using available analytics and existing policy priorities to identify potential reforms, diagnose these further and prioritize again.

ACHIEVING QUALITY EDUCATION FOR EVERY CHILD



SUPPORTED BY

- Knowledge & Innovation Exchange (KIX)
- Education Out Loud
- Strategic capabilities

1. Assess and diagnose: Preparing for a partnership compact

Local education groups review policy frameworks, sector performance, needs, gaps and existing evidence to identify critical bottlenecks and priority reforms that have the potential to leverage system transformation. This process leads to a nuanced, context-sensitive analysis of the education system under four enabling factors to support system transformation:

- Data and evidence
- Gender-responsive sector planning, policy and monitoring
- Sector coordination
- Volume, equity and efficiency of domestic public expenditure on education.

Gender equality should be mainstreamed across the analysis of these enabling factors.

The analysis is considered by the Independent Technical Advisory Panel (ITAP) as part of their assessment of country status against the four enabling factors for system transformation, informing both the country partnership compact and GPE financing of system reform.

2. Prioritize and align: Developing the partnership compact

Based on the assessment, diagnosis and the ITAP report, the local education group identifies a major priority reform to pave the way for system transformation. The reform should always consider

opportunities to accelerate progress toward gender equality. Further diagnosis of delivery bottlenecks in that reform area may be needed. Partners then agree to align their resources (financial, technical and operational) behind the priority reform and work jointly to unblock obstacles. A shared agreement is established around the roles and responsibilities of involved parties, how existing country expertise can be used and how potential gaps can be filled (including through GPE grants and support mechanisms). The resulting partnership compact¹, which outlines a pathway for system transformation and articulates how it advances gender equality, is customized to the country context and owned by partners in the country.

Grant agent selection happens after agreement of the partnership compact.

IMPORTANT: The GPE Board does not approve the compact – this is entirely done at the country level. However, the Board will use the compact as a background document to either decide on granting the maximum country allocation in full or retain a top-up amount as a leverage for the country to address enabling factors assessed as high priority.

**3. Act, learn and adapt:
Implementing the partnership compact**

The agreed programs and reforms are implemented through the development of strategies and interventions based on best available evidence. The country’s ambitions on gender equality should be fully incorporated into the program design for GPE grants. Real-time monitoring and course correction are done to make sure the interventions bear expected results. The partnership compact facilitates this process through the inclusion of monitoring, evaluation and learning elements for tracking progress, which is jointly supported by the local education group.

¹The partnership compact is not intended as a substitute for sector plans or policies; rather, the priority reform identified in the partnership compact should be within existing plans, or policy and planning documents. GPE continues to support and incentivize countries to develop, implement, and monitor effective education sector plans.

GPE FINANCIAL SUPPORT

To support the process as well as broader coordination, planning and learning, eligible partner countries can access financial support in the form of the following grants:

Grant type	Function
<u>System capacity grants</u>	Support analysis, gender-responsive planning, data and longer-term system capacity to plan, implement and monitor the sector
<u>System transformation grants</u>	Support specific, prioritized reforms that enable system transformation
<u>Girls’ Education Accelerator grants</u>	Support gender equality in 30 eligible partner countries where girls’ education is identified as a key challenge
<u>GPE Multiplier grants</u>	Support countries to leverage additional external funding from partners alongside GPE funds

To learn more about the different grants and their application process, please visit “[How to apply for grants](#)” on the GPE website.

GPE further supports system transformation through knowledge sharing and financing for innovation (**Knowledge and Innovation Exchange [KIX]**), enabling civil society (**Education Out Loud**), and **strategic capabilities** that connect expertise, resources and solutions from GPE partners to reinforce country capacity.

GPE SUPPORT IN SITUATIONS OF CONFLICT AND FRAGILITY

GPE prioritizes work in contexts affected by crisis and fragility and can provide accelerated support (up to 20 percent of a country’s allocation) to respond to urgent education needs. GPE’s system capacity grant can additionally be mobilized to fund activities that strengthen system resilience, in other words, the ability of the education system to prepare for, respond to and recover from adverse events.