

PARTNERSHIP COMPACT GUIDELINES

January 2024

CONTENTS

Quick Start.....	3
Partnership Compact Overview	4
Key Roles and Responsibilities.....	5
Introduction	6
Driving System Transformation	7
Developing the Partnership Compact	11
Enabling Factors Screening Questionnaire and Analysis	13
Drafting the Partnership Compact	16
Suggested Document Structure	18
Incentive-based Financing	20
Endorsement and Finalization.....	21
Checklist	22

QUICK START

What is this document?

These guidelines introduce the **partnership compact** and set out **how** to consider and agree on a **priority reform** that can spur education system transformation.

What is a partnership compact?

The compact is a **road map to transformation**. It articulates how a GPE partner country intends to work with others around a priority reform with the potential to catalyze systemwide change. The **partner country leads** and develops its compact with the support of an inclusive **local education group**.

The partnership compact defines mutual accountability and focuses all partners on achievement of the priority reform. It is shared with the GPE Board, which uses it as a basis for decision making for GPE funding.

GPE recommends using the partnership compact as a framework for aligning all types of funding support, including GPE grants, and showing **how funding can be best combined and coordinated** for greatest effect.

What do I need to do?

As a first step, the government leads the local education group in selecting a **priority reform** with the potential to deliver systemwide improvement over the period of the partnership compact.

The government then establishes a **timeline** and **task team**.

Using the **Enabling Factors Screening Questionnaire and Analysis**, the task team assists the local education group in examining the enabling conditions for system transformation and analyzing how the **enabling factors will support or block progress** in realizing the priority reform.

The Enabling Factors Screening Questionnaire and Analysis, together with a **Domestic Financing Matrix** and **minutes of the local education** group meeting, are shared with the GPE Secretariat for a completeness check and reviewed by an Independent Technical Advisory Panel.

Informed by the Panel's assessment, the task team finalizes and shares the partnership compact with the GPE Secretariat, which, in some cases, provides feedback. Once the **local education group endorses** the final version (see box 4), the government sends the partnership compact **by email**, copying the GPE country lead, to: gpe_grant_submission@globalpartnership.org

PARTNERSHIP COMPACT OVERVIEW



IDENTIFY



Government leads the local education group in **agreeing to a priority reform** with the potential for systemwide impact



PREPARE



Government sets partnership compact development **timeline** and creates **task team** with local education group



SCREEN



Task team fills out the **screening questionnaire** to assess four enabling factors for system transformation



ANALYZE



The local education group discusses the screening questionnaire and, facilitated by the task team, performs the enabling factors **analysis**



REFINE



Task team finalizes supporting documents and GPE Secretariat verifies the enabling factors package before sending it to the Independent Technical Advisory Panel (ITAP) for **assessment**



FINALIZE



Informed by the ITAP report and ongoing dialogue, task team **drafts the partnership compact**, based on agreed priority reform, for endorsement by local education group



SEND



Government shares the **endorsed partnership compact** with the GPE Secretariat



A complete partnership compact should take less than 6 months

KEY ROLES AND RESPONSIBILITIES

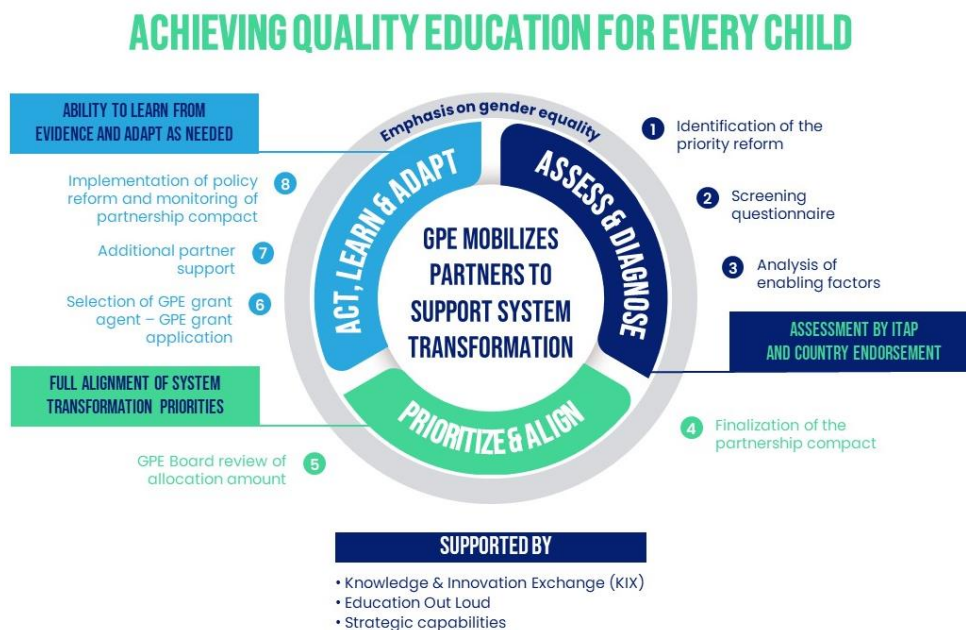
Ministry of education	<p>Leads the task team and partnership compact development process, and:</p> <ul style="list-style-type: none"> • Expresses its readiness to the GPE Secretariat to develop the compact • Identifies the priority reform • Establishes a feasible timeline and builds the task team • Convenes the local education group as needed • Validates the enabling factors analysis • Shares the enabling factors package and the final partnership compact with the GPE Secretariat
Coordinating agency	<p>Facilitates:</p> <ul style="list-style-type: none"> • Communication between the partner country and GPE Secretariat • Inclusive dialogue throughout the process • Provision of technical and process support as needed
Task team	<p>Performs the technical aspects of the enabling factors analysis, and:</p> <ul style="list-style-type: none"> • Completes the Enabling Factors Screening Questionnaire and Analysis, and the Domestic Financing Matrix under government leadership • Collects the supporting documents • Ensures that minutes or summary of the discussion reaching consensus on the priority reform is included in the Enabling Factors package
Local education group	<p>Acts as a consultative and advisory forum for dialogue that:</p> <ul style="list-style-type: none"> • Builds consensus on a priority reform • Contributes to the enabling factors analysis and validates the draft • Receives the assessment from the Independent Technical Advisory Panel and addresses identified challenges in the partnership compact • Supports the government in implementing the priority reform and aligns members’ efforts behind it
GPE Secretariat	<p>Supports the process by:</p> <ul style="list-style-type: none"> • Providing guidance and assistance throughout, as needed • Supporting the task team in synthesizing available evidence • Verifying that the package for the Independent Technical Advisory Panel is complete and ready for assessment • Verifying the readiness of the partnership compact • Sharing the partnership compact with the GPE Board as a background document for approval of GPE support
Independent Technical Advisory Panel	<p>Assesses the enabling factors and supporting evidence</p>

INTRODUCTION

GPE believes that governments alone have the capacity and scope to truly transform their education systems, leading all partners toward the shared goal of **a quality education for all girls and boys**. To support governments in this effort, a partnership compact draws on existing policy frameworks, sector plans, evidence and forums in each country to act as a blueprint that describes **how partners will work together to accomplish a systemwide reform**, from policy intent to delivery.

Accordingly, the compact is central to GPE's approach (figure 1), which focuses on three core drivers of system transformation: **assess and diagnose, prioritize and align**, and **act, learn and adapt**.

Figure 1. The system transformation approach of GPE 2025



ASSESS AND DIAGNOSE: Partners in the local education group review policy frameworks as well as the sector's performance, needs and existing evidence to identify critical obstacles and a **priority reform** with the potential to drive system transformation. Through the lens of the priority reform, the review includes an analysis of a country's performance under enabling factors that are critical to catalyzing transformation:

- Data and evidence
- Sector coordination
 - Inclusive dialogue and coordinated action
 - Coordinated financing and funding
- Gender-responsive sector planning, policy and monitoring
- Volume, equity and efficiency of domestic public expenditure on education

PRIORITIZE AND ALIGN: With its partners, the ministry of education prepares a **partnership compact** to align stakeholders and resources behind the priority reform. The compact is a key strategic tool to drive system transformation through its focus on education sector obstacles and transformative solutions to address them. It allows each country to adapt the GPE model to its particular context, defines GPE's engagement, and ensures that partners' action is aligned, and financing is complementary and harmonized. This alignment should also include efforts towards greater alignment of external financing with national systems and domestic financing.

ACT ON EVIDENCE, LEARN AND ADAPT: The country and its partners implement the agreed programs and reforms, with gender considerations integrated throughout the process. These efforts are reinforced by improved access to data and close tracking of critical milestones towards agreed results. For example, a mid-term review will assess progress in key areas of the partnership compact, including the system transformation grant. The local education group can look to periodic joint sector reviews to monitor agreed compact priorities. This in turn increases **mutual accountability** and allows evidence-based **course correction**.

Driving System Transformation

Assess and Diagnose

Education systems are complex, with multiple interdependent components and different actors pulling in multiple directions. Fragmentation can happen at all levels of the education system and can act as a powerful brake on policy planning and implementation, undermining the achievement of results and limiting impact.

Stakeholders, capabilities, delivery models and available resources must all work together in concert to foster efficient education systems and drive successful reforms. GPE believes that better **alignment** of actors in support of **a widely agreed and prioritized reform** can make the difference between success and failure.

Accelerating progress on education outcomes—especially for those at greatest risk of being left behind—requires **detailed understanding of the specific barriers to improved delivery**, particularly their root causes and their interconnectedness with other sectors. It is vital to understand **why** something is happening, to get to the root cause of the delivery blockage and remove it.

Box 1. Identifying a Priority Reform

Central to GPE's vision of education system transformation is the aim of mobilizing and aligning partners behind a priority reform that the government believes can **trigger change that goes far beyond incremental improvements**.

In this sense, reform can be defined as changing the way things are done within an education system, **correcting faults, inefficiencies or inequities and unlocking more and better service delivery**. A priority reform, if implemented well in conjunction with intersecting reforms and enabling factors, has potential to impact multiple areas of an education system, and leverage large-scale change.

As countries have different capacities, challenges and enabling environments, **the scope of reform and the resulting system transformation will vary**. In a country facing an acute crisis and where education delivery is threatened, the focus might be on sustaining core system functions, particularly for the most marginalized, while strengthening coordinated emergency responses. In other contexts, partners might choose a reform with a complex scope and level of ambition that necessitates changes in several interrelated areas of the system: e.g., curriculum reform, strengthening decentralized service delivery, accelerating the application of public financial reform in the education sector, or overhauling teacher management and development systems.

A priority reform is:

- ✓ A change with the potential to positively impact broader parts of the education system and **improve service delivery at scale**
- ✓ A change that contributes towards **accelerated education progress**, including addressing system inequities and gender inequality
- ✓ A change that requires the **concerted and aligned effort** of relevant actors **to identify and address political and delivery obstacles**
- ✓ A change with a **scope and level of ambition that is relevant to the context**, including sustaining service delivery and preventing system collapse in the face of acute crisis
- ✓ An area where **progress can be monitored** regularly and changes made when needed

A priority reform is not:

- ✗ A **standalone thematic issue**, such as 'teachers' or 'early childhood', even though actions may be required in these areas to achieve the actual reform
- ✗ A lone **policy statement or objective**
- ✗ An aspirational change whose **achievement is unlikely** given the current country context or available resources

In this way, actions will be based on clear evidence and will be shaped by the specific context. Likewise, it is also crucial to identify **how different parts of an education system interact** to resolve misalignments and system incoherencies, including those outside the education sector, to ensure that one policy or approach does not unintentionally limit the effectiveness of another.

For example, a country may be pursuing parallel reforms, with one aiming to boost literacy and numeracy, particularly in rural areas, and another seeking to improve public service delivery in all sectors, including education. If the public service reform fails to address issues such as career development, teacher incentives and deployment to rural areas, any investment in better teaching skills could fall short.

By **identifying key obstacles** (including by systematically considering how barriers differ for girls, and boys, men and women), **evidence-based actions** can be tailored and sensibly sequenced to address them.

Prioritize and Align

The [GPE 2025 Strategic Plan](#) recognizes that systemwide change requires a shift from an approach focused on investing in a range of sector plan activities to the selection of a **priority reform**. This reform focuses on **a critical objective with the potential to target interconnected root issues** in an education system (see box 1).

In this way, reform prioritization can improve the effectiveness of education systems, removing often entrenched systemic delivery barriers to true transformation that will deliver a quality education to every girl and boy.

The **partnership compact** articulates how a partner country will work with GPE and others to realize the **priority reform** it believes has the potential to catalyze system change. The compact acts as a blueprint, identifying how education actors will align efforts and financing, and defining how GPE can best apply its resources, including grant financing, in support of the **country's vision for transforming its education system** for the benefit of all girls and boys.

The compact defines mutual accountability among stakeholders and is agreed by partners in the country's local education group, under the leadership of the ministry of education. The **partnership compact enables country partners** to:

- **Shift policy dialogue** to education system transformation and delivery
- Focus on **one priority reform** with potential to catalyze system transformation
- Diagnose the barriers to progress in education systems by examining the **enabling factors** for well-functioning education systems
- Specify **critical actions and milestones**
- Demonstrate how the priority reform will also address **gender inequality**
- Establish **mutual accountability** at the country level for accelerating achievement of the priority reform
- Define **GPE support** and frame partnership engagement to ensure all education support is **harmonized and appropriately aligned**

Act, Learn and Adapt

The ability to learn and adapt—using implementation data and regular evaluations available to all actors—can help focus attention on **delivery** and make **course corrections**. This is especially important if experimenting with new or innovative approaches to assess their potential to achieve systemwide results.

Partnership Compact: Guiding Principles

The partnership compact should identify how different country and external stakeholders align interests, resources and capabilities behind the priority reform, including addressing specific obstacles to progress. It should also identify how local expertise can be deployed or reinforced and describe potential gaps where regional or global capacity might be needed.

The partnership compact is...

- **Country-owned.** The process should be led by the government and supported by inclusive local education groups.
- **Adapted to the country context.** Partnership compacts should add value to existing frameworks and processes.
- **An enabler for system change.**

The partnership compact should...

- **Leverage country policy cycles to avoid additional transaction costs.** The partnership compact should build on existing policy dialogue and foster further dialogue in key areas.
- **Help build momentum for system transformation.** Building on sector policies and plans, the government leads local education group members to define a priority reform to be backed by their support and GPE grants.
- **Identify opportunities to accelerate progress towards gender equality** within the prioritized reform through accessing up-to-date gender analysis, and engaging gender expertise.
- **Focus on the delivery aspects of a priority reform.** A partnership compact amplifies one aspect of an education sector plan, rather than substituting for it.
- **Encourage country partners to look beyond system performance,** identifying obstacles and their root causes while taking a systems view to problem solving within planning and programming practices.
- **Lead development partners to look beyond ‘agency priorities’** and contribute to reflecting on critical reforms of the sector.

DEVELOPING THE PARTNERSHIP COMPACT

The partnership compact is the product of **a collaborative process under the leadership of the government** and with the **active participation of the local education group**. Together, they determine the best time to develop the partnership compact and assemble the team to organize the work on its key elements, namely agreement around a priority reform, the enabling factors analysis and completion of the partnership compact.

Identifying a Priority Reform

After the GPE Secretariat presents the purpose of the partnership compact and the system transformation approach to the local education group, the first step is to identify **an evidence-informed priority reform** that targets system inefficiencies, obstacles or structural weaknesses.

Building on sector policies and plans, the government leads the local education group to **reach agreement on one priority reform** that could spark system transformation. The discussion that produces consensus on the priority reform is captured in minutes or a summary.

Table 1. Criteria for selecting a priority reform

Timeframe	The reform should be achievable within the period set out in the partnership compact
Strategic potential	Achievement will accelerate progress in multiple policy areas
Foundations	The proposed reform is grounded in an education sector plan, operational plan, joint sector review or another recent planning document; alternatively, it might stem from a recommendation in an education sector analysis or any other recent diagnostics
Political will	There will be strong government ownership, underpinned by a high level of accountability to citizens for results
Attention	The targeted area does not currently receive adequate programmatic support
Coordination	Requires collective action from a cross section of education stakeholders to advance progress
Alignment	Greater alignment of actors behind priorities, country systems and domestic financing should increase chances of success of the reform and of system transformation

Setting a Timeline

Development of the partnership compact can happen at any time, but it may be useful to synchronize this work with other opportunities for policy dialogue. For example, in some countries, the compact can be prepared by **building on the implementation of an existing sector plan**. In others, a sector plan may be under development and partners may use the compact process to help **strengthen and finalize the plan**.

Timing might also be determined by the availability of essential information or evidence. Data and studies, such as sector analyses and other diagnostics, should support the discussion and reform prioritization. Countries can also draw on relevant evidence from within and across partner countries, including from GPE's [Knowledge and Innovations Exchange \(KIX\)](#).

Developing a partnership compact should take less than 6 months.

Establishing a Task Team

The government identifies a task team representing key stakeholders within the local education groups to **focus on the technical work** that informs the overall process. GPE recommends the task team includes expertise in gender equality, human rights and inclusion to consider the needs of, for example, refugees and people with disabilities. It also ensures that the chosen reform addresses gender inequality. The task team should also include expertise in the area of the priority reform.

Together with the local education group, the task team identifies and communicates opportunities for input into the technical work from relevant stakeholders, including teachers and civil society organizations.

GPE country teams can provide information and advice on the compact, enabling factors analysis and grant processes as needed.

Optional Support Through GPE's System Capacity Grant

GPE's system capacity grant can support compact development by, for example, strengthening the coordination capacity of ministries of education and facilitating services provided by the coordinating agency to the local education group.

Enabling Factors Screening Questionnaire and Analysis

This section explains how to complete the [Enabling Factors Screening Questionnaire and Analysis](#), which examines the enabling conditions for system transformation based on the status of four foundational areas and 'enabling factors':

- 1) Availability and use of data and evidence
- 2) Gender-responsive sector planning, policy, and monitoring
- 3) Sector coordination (inclusive dialogue, coordinated action and funding)
 - Inclusive dialogue and coordinated action
 - Coordinated financing and funding (alignment and harmonization)
- 4) Equity, efficiency, and volume of domestic public expenditure on education

The enabling factors exercise should always be mindful of **gender issues**, considering the different needs of girls and boys and how **each** enabling factor promotes or impedes gender equality in the system.

Countries complete the **questionnaire** to provide a snapshot of the current status of these enabling factors based on available analytics and diagnostics. Drawing on the questionnaire, the task team facilitates the subsequent **analysis**, with input from the local education group, evaluating the extent to which the enabling factors either support or inhibit progress towards achieving the selected priority reform. A frank dialogue on opportunities and barriers to delivery is invaluable in determining the reform pathway, therefore it is important to seek inputs from relevant stakeholders at every opportunity.

It is suggested that all task team members meet for a working session to conduct the **analysis of each factor**, drawing on assistance from the GPE Secretariat, if needed. A good practice is for the task team to organize a workshop with the local education group. As a first step, the workshop will present, discuss and validate the completed questionnaire. For the second step, the task team facilitates the enabling factors analysis. The workshop finalizes the analysis, which is validated by the local education group and then sent to the Secretariat.

Step 1: Screening Questionnaire

The questionnaire aims to **identify the status of the enabling factors** for system transformation and **guide the collection** of supporting evidence.

The assigned task team provides **yes or no answers** to a series of standardized questions, adding **short explanations** to support their choices and specifying **source documentation** where required. The team is also asked to complete the [Domestic Financing Matrix](#) for inclusion with the supporting documentation.

The task team presents the completed questionnaire to **the local education group**, convened by the government and in keeping with the agreed timeline for the compact process.

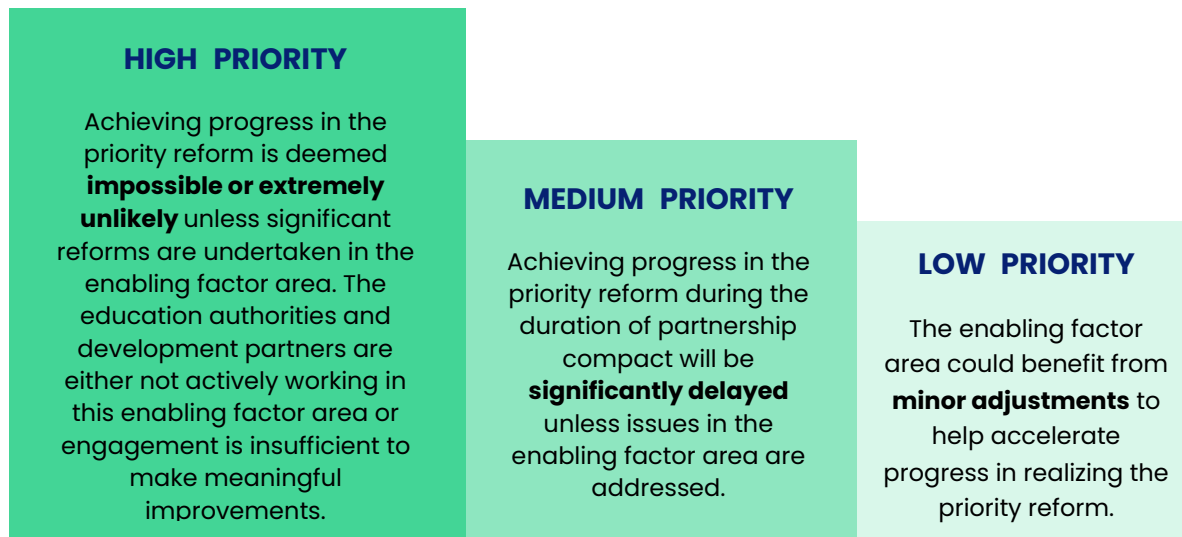
Step 2: Analysis of Enabling Factors

The task team facilitates a discussion among the local education group of the country's status in all enabling factor areas, resulting in a nuanced, **context-sensitive analysis**. The agreed priority reform serves as a lens to better **explore deficiencies and strengths**, judged against the enabling factors.

For each area, key questions include: Does the area constitute an advantage or a barrier to achieving the priority reform? What specific component within the enabling factor is the key obstacle? Are there opportunities to address these challenges?

The local education group **categorizes the enabling factors** as being **high, medium, or low** priority (figure 2), based on the scale and impact of the issues identified, and the gaps in terms of support to address them.

Figure 2. Categorizing the enabling factors



The task team, during or after the workshop, then summarizes the findings of the analysis using the template in the [Enabling Factors Screening Questionnaire and Analysis](#) document. The local education group validates the analysis. The task team also collects supporting documents, as well as the minutes of the discussion reaching consensus on the priority reform.

Step 3: Finalization

The government or the coordinating agency sends the completed enabling factors package to the GPE at: gpe_grant_submission@globalpartnership.org.

The GPE Secretariat checks the completeness of the package and sends it to the Independent Technical Advisory Panel for assessment. The package should be signed by the minister of education and comprise:

1. [Enabling Factors Screening Questionnaire and Analysis](#), including supporting documents
2. [Domestic Financing Matrix](#)
3. Minutes or summary of local education group discussion that agreed to the selection of the priority reform

Assessment by the Independent Technical Advisory Panel

The Independent Technical Advisory Panel of education experts provides the GPE Board with **an assessment of the partner country's Enabling Factors Screening Questionnaire and Analysis**. The assessment is expected to take about 3 weeks.

The Panel produces a report that rates each enabling factor by level of priority, based on the country context. This is later shared with the GPE Board as a basis for funding decisions, such as the “top-up” incentive-based financing mechanism. The report further informs the finalization of the priority reform and development of the partnership compact.

Partner countries that are only eligible for a Multiplier grant, as well as those with a system transformation grant allocation of US\$10 million or less, may **forego** the Independent Technical Advisory Panel review, but will still need to complete the enabling factors analysis.

DRAFTING THE PARTNERSHIP COMPACT

The partnership compact reflects a **collaborative examination of the education system** through the lens of the enabling factors and the **selection of the priority reform** by the government and its partners. The compact should include specific actions and propose the resources (including GPE funds) needed to deliver the chosen reform. The compact should also outline monitoring and evaluation that will ensure adaptation and adjustment during implementation.

The partnership compact explains how the country's priority reform will accelerate progress in realizing the **right to education** for children who are currently out of school, discriminated against or otherwise disadvantaged in accessing a quality education (box 2). The document should consider **how those currently left behind will benefit from the priority reform** and how the impact on the most disadvantaged will be monitored.

Specifically, a partnership compact has three objectives:

- Explain how the **priority reform** advances system transformation, including its impact on advancing **gender equality**
- Review the **enabling factors** and how they support the priority reform
- Specify and show the **alignment of partner resources** in achieving the priority reform as well as the intended **focus area** (a subset within the broader priority reform) that will be targeted by the proposed financing

In setting out the expected financing, the compact should indicate **which GPE grant or combination** of GPE resources the country is likely to seek, including the system capacity grant, which can be used to facilitate compact development, if necessary. Eligible countries seeking a Girls' Education Accelerator alongside their system transformation grant or Multiplier are asked to detail how achieving the priority reform will **improve learning for girls**.

Box 2. Recognizing the Right to Education

Countries and their grants should note that GPE is guided by **five key obligations on states to ensure the right to education**, and **all GPE partners** are bound by these obligations:

1. Providing 12 years of free, quality, public primary and secondary education, of which at least 9 years are compulsory, and at least 1 year of free and compulsory quality pre-primary education
2. Ensuring the right of access to public educational institutions and programs on a non-discriminatory basis
3. Ensuring that education conforms to the aims of education recognized in human rights treaties and is directed to the full development of human personality and sense of dignity
4. Respecting the liberty of parents to choose for their children schools, other than those established by public authorities, which conform to minimum educational standards
5. Using maximum available resources, including both domestic and international resources, to facilitate the progressive realization of the right to education, and without retrogression

For more, [GPE 2025 Strategic Plan](#) explains GPE's respect for the right to education.

The compact also describes how **in-country expertise** (e.g., in gender equality) can be applied or reinforced as well as identifying any potential gaps where regional or global capacity might be needed.

As with the approach in undertaking the enabling factors screening and analysis, the partnership compact is the product of a collaborative process under the leadership of the government and with **active participation of the local education group**. In this way, the compact reflects and advances ongoing policy dialogue by using the priority reform to focus key education actors on key barriers.

Suggested Document Structure

INTRODUCTION (500 words)

Please provide a brief overview of the process that informed the identification of the priority reform, including:

- Partners and government **counterparts** involved
- **Processes and consultations** undertaken to ensure the reform was identified through an inclusive dialogue
- **Existing policy frameworks**, evidence, sector plans and dialogues helped to inform the priority reform identification
- A summary of the **enabling factors** analysis

For examples, please refer to the introduction to the [Tajikistan Partnership Compact](#), (see page 4) and the [Sierra Leone Partnership Compact](#), "Process to Formulate the Priority Reform".

PRIORITY REFORM OVERVIEW (2,000 words)

Please provide:

- A **description** of the selected priority reform, highlighting its gender equality and inclusion aspects
- A **rationale** for the priority reform, including identification of the **specific barriers** to improved delivery, **root causes** and their interconnectedness with other sectors
- An **explanation** for how the priority reform advances system transformation, including its impact on advancing gender equality and its potential to leverage large-scale change

ENABLING FACTORS (1,000 words)

Please provide:

- A brief overview of the **enabling factors** based on country dialogue and inputs from the Independent Technical Advisory Panel
- What **actions** will be taken to address gaps in the enabling factors, in particular those rated high-priority and strengthen them to support the achievement of the selected priority reform

DELIVERING EDUCATION SYSTEM TRANSFORMATION (1,000 words)

Please provide information on:

- **Alignment of:**
 - **Partner resources** (250 words) in achieving the priority reform

- **GPE support** (250 words) with the intended **focus area** of the system transformation grant
- **Roles and responsibilities of country partners** (250 words)
- **GPE grants and other assets to be mobilized in support of the priority reform** (500 words per grant): Indicate which GPE grant or combination of GPE [resources](#) the country is likely to seek
- **Determine the preferred choice of implementation/funding modality:** Indicate what type of funding modality should be used for GPE grants, in line with the enabling factors analysis.
- Eligible countries seeking a Girls' Education Accelerator are asked to detail **how achieving the priority reform will improve learning for girls**

Monitoring and evaluation (1,500 words)

Please provide information on:

- A **theory of change** for the priority reform which identifies the delivery pathways
- A small number of **indicators** (no more than 10), that measure **key milestones** along delivery pathways, disaggregated by sex and disability. Applicable indicators should track:
 - real-time delivery, collected routinely to measure the implementation of the priority reform
 - intermediate or longer-term outcomes expected from the priority reform
- A **description of evaluations or reviews** that will be used to generate evidence on the implementation of compact priorities
- The **mechanisms that partners will use for the joint learning** from evidence and **adaptation**
- Where applicable, the **actions that are proposed to trigger the top-up** portion of the system transformation grant and the corresponding indicators (See the [Sierra Leone Partnership Compact](#) for an example)

ANNEX: STATEMENT OF ENDORSEMENT BY GOVERNMENT AND COUNTRY PARTNERS

The partnership compact concludes with a mapping of partners' funds and efforts in the education sector in the partner country.

For examples, see the [Cote d'Ivoire](#), [Sierra Leone](#) and [Tajikistan Partnership Compacts](#).

Incentive-based Financing

To accelerate support to a partner country in urgently removing stubborn obstacles under “high” priority enabling factors, up to **40 percent of a country’s allocation for a system transformation grant** can be linked to a limited set of achievable policy actions or strategies. Meeting these can trigger the **release of the “top up” allocation** (box 3).

Box 3. The Top-up Option

The top-up approach under the [system transformation grant](#) incentivizes policy actions in up to two enabling factors based on a maximum of four triggers. This option can be particularly useful if the particular challenge has strong **institutional, service delivery or political elements**. Such challenges might include, for example, persistently low or inequitable domestic financing, severe aid fragmentation or persistent challenges in producing accurate data. Note that partner countries with a system transformation grant allocation of **US\$10 million and below** are [exempt](#) from the top-up approach.

If the top-up is proposed as an incentive for driving change, its partnership compact should set out:

- **Description of the challenge** and, where relevant, underlying causes, including how the challenge acts as an obstacle to country system transformation goals
- **Proposed actions** that will be taken, which might include implementation of a policy action or set of actions, that can feasibly be completed and measured over 2–3 years
- **Triggers and means of verification** to measure successful implementation of the policy action, linked to unlocking the top-up allocation

Most common top-up scenarios

1. **If no enabling factors are identified as “high” priority:** It will be recommended that the GPE Board grants access to the full value of the top up allocation.
2. **If one enabling factor is identified as “high” priority:** Half of the top-up allocation can be used to incentivize implementation of a limited set of achievable policy actions or strategies. In this scenario, the top-up allocation may be linked to up to two triggers, which, if met would allow the remaining allocation to be unlocked in 2–3 years’ time, at mid-term review of the partnership compact.
3. **If more than one enabling factor are identified as “high” priority:** As with scenario 2, but with the option to use the full top-up allocation as an incentive, with up to four triggers.

Triggers would be assessed during the mid-term review of the partnership compact to inform the GPE Board’s decision on the release of the remaining allocation.

Endorsement and Finalization

After drafting, the task team shares the partnership compact with the local education group for discussion and refinement before its final endorsement (see box 4).

Box 4. Defining "endorse" in GPE processes

The term "endorse" in all GPE documentation means to offer **public support**. It should not be taken to imply formal approval or decision-making.

The partner country's ministry of education (or coordinating agency) submits the endorsed partnership compact to the GPE Secretariat at:

gpe_grant_submission@globalpartnership.org

The GPE Board relies on the compact to decide on:

- the **focus areas** (i.e., subsets of the broader priority reform) for GPE grant support, including for the Girls' Education Accelerator
- the **initial allocation** for the system transformation grant and the **additional allocation** (i.e., top-up allocation), based on the enabling factors assessment by the Independent Technical Advisory Panel
- **proposed triggers** and **means of verification** linked to release of the top-up allocation, if proposed

On the basis of the Board decision, the country proceeds to developing a grant application, as appropriate.

CHECKLIST

A. For the focus area(s) for system transformation, check whether:	Completed
The focus area(s) based on the priority reform is: sufficiently clear and well-defined; within the context of a priority reform with clear, focused medium-term objectives (prioritization); supported by potential evidence-based solutions within the focus area, or it is clear how these will be identified during grant development?	
There is alignment with government education sector priorities, as expressed in education plan or policy framework.	
Likely to generate a positive impact on gender equality.	
There is clear justification for the selection of focus area.	
The identification of the focus area has been both government-led and inclusive.	
There is potential for transformational impact at scale. Is it clear what will drive the transformation? Are root causes identified and potential implementation bottlenecks described?	
There is sufficiently strong data and evidence to inform grant development within the focus area or there are efforts to strengthen the evidence to inform grant development. Potential evidence-based solutions within the focus area are put forward, or it is clear how these will be identified during grant development.	
There is indication of sufficient efforts to align partner resources and capabilities behind system transformation priorities and country systems.	
One or more of GPE's Policy Priority Areas* are reflected.	
Conclusion	
B. For the Enabling Factors, check whether:	Completed
The partnership compact is underpinned by a sound review of the enabling factors for system transformation.	
The compact includes a proposal to address areas flagged as barriers, particularly those flagged as "High Priority" by the ITAP.	
The process to prepare this proposal has been both government-led and inclusive of civil society (including gender equality stakeholders) and teacher organizations.	
The proposal is deemed appropriate and relevant and likely to resolve the obstacles flagged by the ITAP.	
If the proposal involves using the top-up portion under the system transformation grant as a financial incentive, the proposal includes clearly defined triggers to access the top-up portion of the allocation.	
The funding linked to each trigger, and the total top-up amount (as applicable) is in line with GPE guidance, meaningful as an incentive, and balanced in the context.	
It is likely that the proposed triggers can be simultaneously verified at the time of the mid-term review of the partnership compact.	
Conclusion	

CONTACT

information@globalpartnership.org

OFFICES

Washington

701 18th St NW
2nd Floor
Washington, DC 20006
USA

Paris

66 Avenue d'Iéna
75116
Paris
France

Brussels

Avenue Marnix 17, 2nd
floor B-1000, Brussels
Belgium

Chennai

Global Infocity Park, Block
C 11th floor
40 MGR Salai, Perungudi
Chennai, Tamil Nadu
600096 India