

STRATEGIC PLAN 2012–2015

FRAMEWORK OF THE STRATEGIC PLAN 2012-2015 (WITH ACTIVITIES)



VISION A good quality education for all children, everywhere, so they fulfill their potential and contribute to their societies

MISSION To galvanize and coordinate a global effort to deliver a good quality education to all girls and boys, prioritizing the poorest and most vulnerable

STRATEGIC GOALS

ACCESS FOR ALL

All children have access to a safe, adequately equipped space to receive an education with a skilled teacher

LEARNING FOR ALL

All children master basic literacy and numeracy skills by the early grades

REACHING EVERY CHILD

Resources are focused on the most marginalized children and those in fragile and conflict-affected states

BUILDING FOR THE FUTURE

National systems have the capacity and integrity to deliver, support and assess quality education for all

HOW THE PARTNERSHIP WILL WORK

THE GLOBAL PARTNERSHIP WILL LEVERAGE THE REACH, SKILLS, LEADERSHIP AND RESOURCES OF ITS PARTNERS BY:

- Increasing the visibility of education as a key strategy for the health, wealth and stability of nations
- Supporting countries to develop and implement good education plans which are sustainable and country-led
- Strengthening the quality, effectiveness and efficiency of government systems
- Continuously improving through innovation and by promoting best practice
- Developing and promoting harmonized education goals and metrics
- Improving development effectiveness

OBJECTIVES OF THE PARTNERSHIP 2012 -2015

1. Fragile and conflict affected states able to develop and implement their education plans

- Revise GPE endorsement and funding mechanisms to be more fit for purpose
- Expand Supervising and Managing Entity eligibility for program implementation
- Mobilize additional \$500 million in bilateral and other funding beyond current commitments
- Education plans informed by comprehensive conflict analysis
- Increase support for better coordination and plan development
- With INEE, bridge the gap between emergency response and development

2. All girls in GPE-endorsed countries successfully complete primary school and go to secondary school in a safe, supportive learning environment

- With UNGEI, establish gender equality indices for education quality
- Improve teacher effectiveness to help bridge the gender equality gap
- Ensure that all education sector plans are gender-responsive
- Allocate specific funding for activities that address gender imbalances in transition to secondary school
- Promote the inclusion of more qualified women in senior education sector roles

3. Dramatic increase in the number of children learning and demonstrating mastery of basic literacy and numeracy skills by Grade 3

- Support efforts to increase early childhood education, especially for the more marginalized
- Ensure there is adequate time devoted to reading and numeracy in the early grades
- Support qualified teachers equipped with the right approaches to teach reading and numeracy
- Provide appropriate reading materials
- Promote mother tongue instruction for reading where appropriate
- Promote appropriate and regular assessment of reading and numeracy progress

4. Improve teacher effectiveness by training, recruiting and retaining teachers and supporting them to provide a good quality education

- Increase engagement of the teaching profession in LEGs
- Support education plans that focus on increasing the quality of teaching, along with the percentage and number of qualified teachers
- Support the engagement of the teaching profession on standards of practice in GPE-endorsed countries
- Support improvements in the deployment, remuneration and working conditions of teachers

5. Expand the volume, effectiveness, efficiency and equitable allocation of external and domestic funding and support to education in GPE-endorsed countries

- Strengthen resource mobilization to reach fundraising targets
- Advocate for increased external and domestic funding
- Engage with emerging donors and non-state actors to ensure greater alignment with national education plans
- Set targets for external and domestic financing based on careful analysis of national education plans
- Promote efficient and equitable allocation of financing for education
- Produce a value for money strategy
- Improve transparency and budget tracking

STRENGTHENING THE PARTNERSHIP 2012-2015

IN ORDER TO ACHIEVE ITS OBJECTIVES THE GLOBAL PARTNERSHIP WILL STRENGTHEN HOW IT WORKS BY:

- Greater engagement in support of Local Education Groups, sector planning and country level processes
- Strengthen risk management and streamline processes and procedures
- Strengthen the role of civil society and the private sector in the partnership
- Greater focus on development effectiveness, value for money and results
- Seek out, nurture, evaluate and support scaling-up of innovations

GOOD QUALITY
EDUCATION FOR
ALL CHILDREN

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EXECUTIVE SUMMARY

The Global Partnership for Education (the “Global Partnership,” or “GPE”) believes that education is a fundamental right for all children¹ and is essential to achieving all of the Millennium Development Goals. Investing in education is the single most effective means of reducing poverty: if all children in low-income countries could read, it is estimated that poverty would drop by 12 percent.² In addition, educating girls and women is the most effective investment for achieving long-term health benefits for a nation, thereby saving the lives of mothers and babies and creating healthier, stronger families.

Since its inception in 2002, the Global Partnership has been devoted to getting all children everywhere into school for a good education. It has achieved impressive results since 2002, including putting an additional 19 million children in school, training 413,000 teachers, constructing more than 37,000 classrooms, providing 218 million textbooks, and achieving higher school completion rates for boys and girls.

This strategic plan builds on those achievements and sets out the long-term vision, mission, strategic goals, and core strategies of the Global Partnership. Our vision is “a good quality education for all children, everywhere, so they fulfill their potential and contribute to their societies,” and our mission is “to galvanize and coordinate a global effort to deliver a good quality education to all girls and boys, prioritizing the poorest and most vulnerable.”

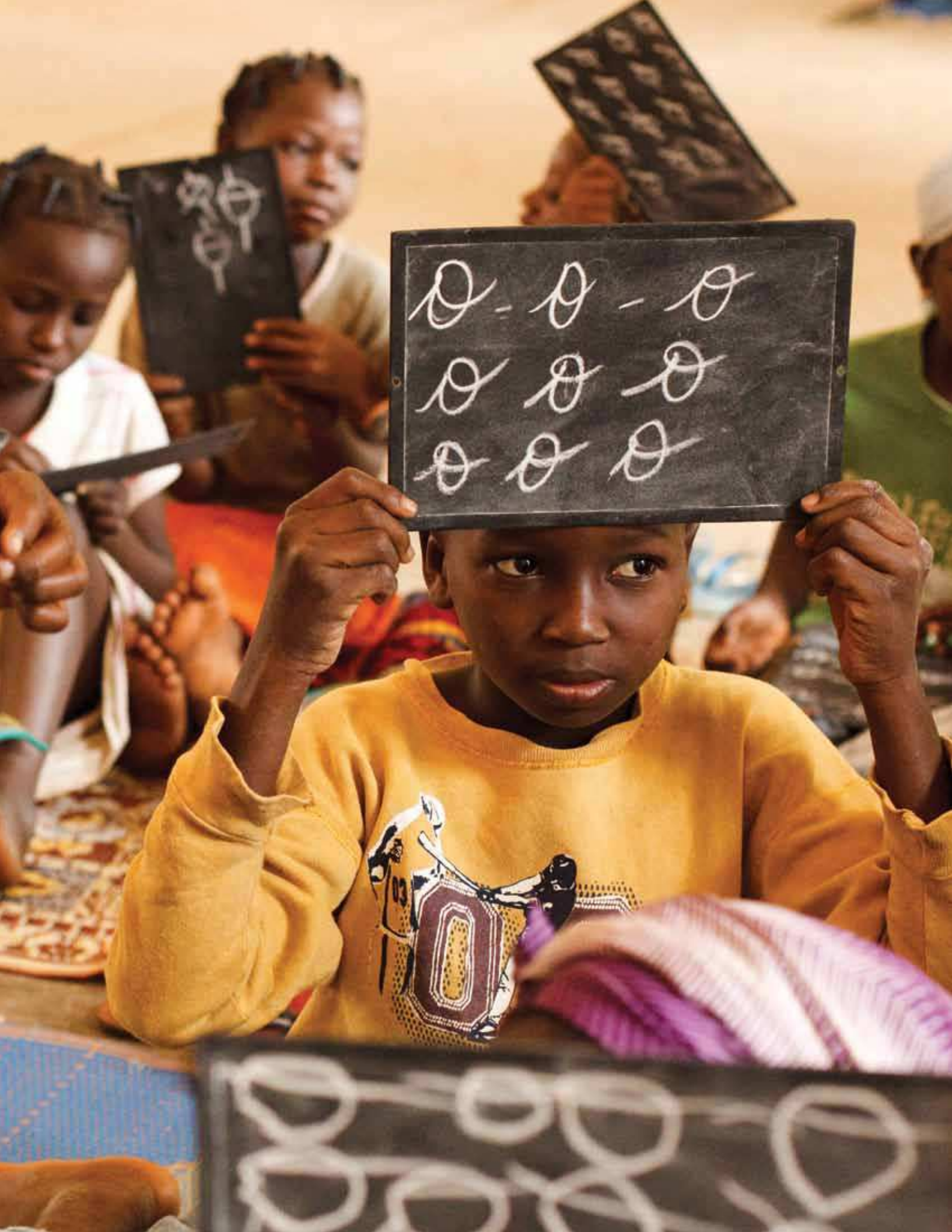
The Global Partnership has four strategic goals (see boxes in the graphic presentation) to achieve this vision, goals that focus on the key building blocks of access, quality, equity, and strong national education systems.

Following from those four goals, the Global Partnership has set five targeted objectives for the period of 2012–2015 to address the major and immediate barriers to achieving our longer-term goals. Our objectives articulate what the Global Partnership will do over the next three years as we focus on fragile states, girls’ education, early-grade learning (particularly reading and numeracy), resources for education, and improvement of teaching. Progress will be tracked and assessed against the strategic goals and five objectives. The indicators included in the plan to track our goals and objectives are to be used as markers to guide policy making and decision making, as well as for advocacy.

This plan is a living document and will be regularly reviewed for relevance and practicality, including the indicators contained herein.

¹ The term “child,” or “children” in this case, refers to the United Nations (UN) definition, which is “a human being below the age of 18 years,” according to the UN Convention on the Rights of the Child.

² UNESCO, *Global Monitoring Report: Reaching the Marginalized* (Paris: UNESCO, 2010).

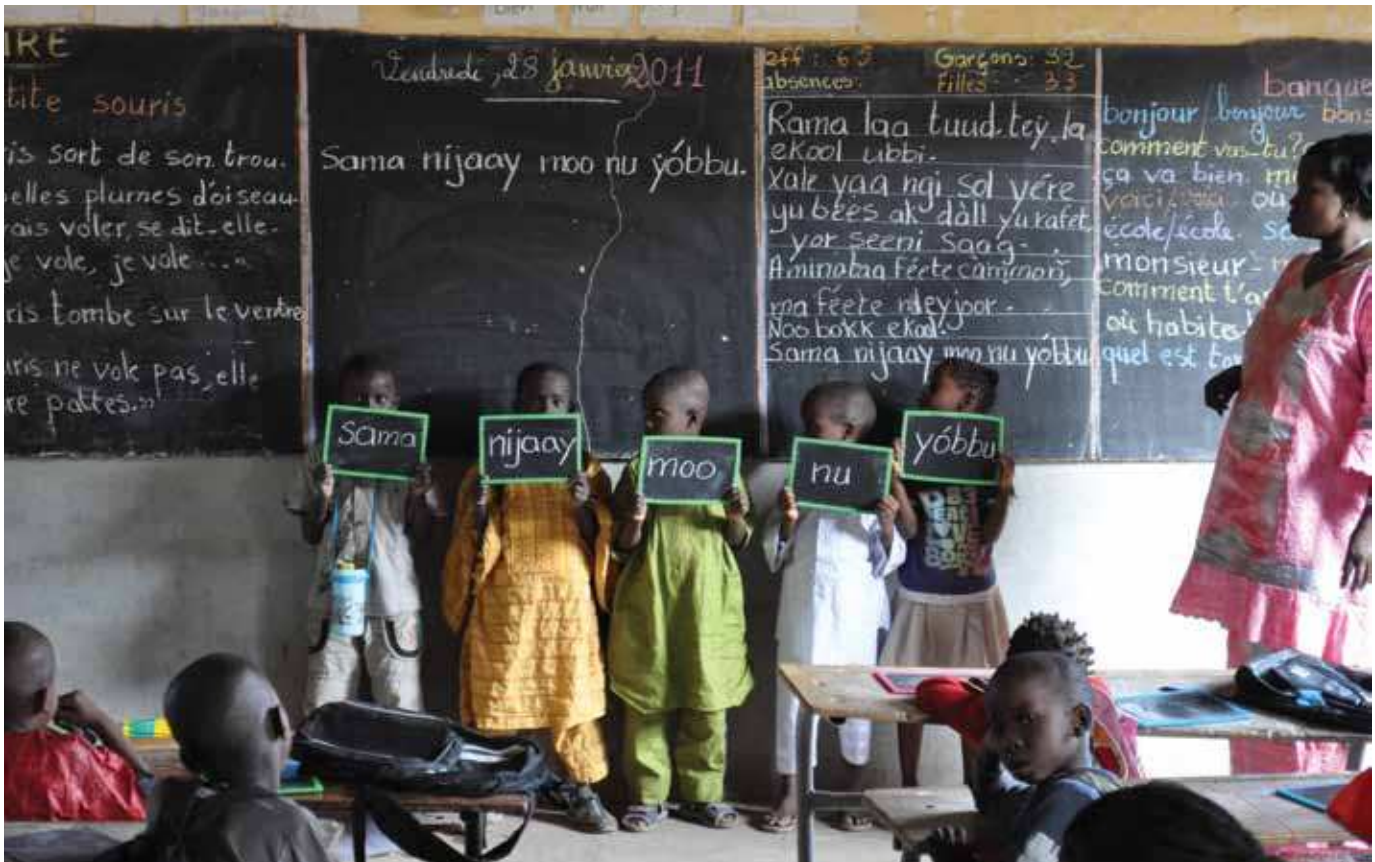


INTRODUCTION



The Global Partnership for Education (the “Global Partnership,” or “GPE”) is unique. It is the only global partnership among governments, civil society, international institutions, teachers, and the private sector devoted to getting all children—everywhere—into school for a good quality education. The Global Partnership comprises 52 developing countries and more than 25 bilateral, regional, and multilateral agencies and organizations. Those diverse interests work together by (a) coordinating their efforts to achieve countries’ own education strategies, (b) mobilizing technical and financial resources, and (c) using those resources efficiently to achieve results.

Since 2002, the Global Partnership (formerly the Education for All Fast Track Initiative) has transformed international cooperation in education in developing countries. It has made impressive achievements in the quality of national education plans in the poorest countries and has helped ensure donor coordination around those plans. It has also mobilized significant additional resources to train teachers, build classrooms, and provide books and other education services. Such resources amount to more than US\$3.5 billion committed to date, as well as approximately 6 percent annual average increases in domestic financing in Sub-Saharan Africa over the past decade.



The Global Partnership operates at both the country level and the global level. At the country level, the Local Education Group (LEG) forms the foundation of the partnership's governance. It comprises the government of the developing country partner, the donors present in the country, the multilateral agencies, the civil society organizations, the teaching profession, the private sector, and the private foundations supporting the education sector. At the global level, the Global Partnership is directed by a constituency-based Board of Directors, which is supported by a professional Secretariat based in Washington, DC. (See Annex 1 for an illustration of the Global Partnership's governance structure.)

The work of the Global Partnership is guided by six principles: country ownership, support linked to performance, lower transaction costs, transparency, development results and value for money, and mutual accountability. Those principles and the details of the governance arrangements of the Global Partnership are contained in our Charter.³

EDUCATION FOR ALL GOALS

1. EXPAND EARLY CHILDHOOD EDUCATION.
2. PROVIDE FREE AND COMPULSORY BASIC EDUCATION FOR ALL.
3. PROMOTE LEARNING AND LIFE SKILLS FOR YOUNG PEOPLE AND ADULTS.
4. INCREASE ADULT LITERACY.
5. ACHIEVE GENDER PARITY AND GENDER EQUALITY.
6. IMPROVE THE QUALITY OF EDUCATION.

³ http://www.globalpartnership.org/media/docs/publications/Charter_of_GPE_English.pdf.

All members of the Global Partnership share a commitment to accelerating progress toward the achievement of the Education for All goals by 2015.

This document sets out the Global Partnership’s vision, mission, goals, and objectives to 2015 and beyond and articulates how the partnership will work to support the national education plans of partner countries and achieve the objectives of the partnership. It provides direction for the partnership as a whole in an inclusive plan. It is not intended to be prescriptive, but it captures the diversity of the GPE partners and their contribution to educational outcomes and it provides a focus for collective effort.

The plan is divided into two parts.

PART 1 contains the longer-term vision, mission, and strategic goals and a description of how the partnership works. It provides a longer-term depiction of what the Global Partnership is, what we ultimately seek to achieve, and how we function. The longer-term goals provide a critical path, ensuring that the international education agenda is more ambitious and goes beyond simply enrollment and completion of primary school. The actions that the Global Partnership takes over the next three years will help us achieve our longer-term vision and goals.

PART 2 focuses on the five objectives that will be the focus of effort between 2012 and 2015. Those objectives include indicators to measure progress and are supported by measures to strengthen how the partnership works.

Although this plan is for a period of three years (to the end of 2015), the Board of Directors will review progress against it annually and will amend it if required. An implementation plan will set out how this strategic plan will be made operational and will expand on the relative roles and responsibilities of GPE partners in its delivery. This plan has been prepared while the post-2015 Millennium Development Goal (MDG) agenda is under early consideration by the international community. Education needs to be central to that agenda, and the Global Partnership intends that our vision, mission, and goals will contribute to international thinking and decision making. The Board of Directors will also review this plan in the light of international consensus on the post-2015 agenda.



THE IMPORTANCE OF EDUCATION AND PARTNERSHIP

All children have a right to a good education. Education is also essential to achieving the MDGs and is one of the underlying links between each of the goals. A growing and overwhelming body of evidence documents the positive effect of education, including in the areas of maternal and child health, poverty reduction, economic growth, and social stability, all of which are key elements of the MDGs.

Educated women are more likely to seek out health care for themselves and their families. For instance, although almost half of women with no education in south and west Asia go without any prenatal care at all, the number drops to fewer than 1 in 10 for women with a secondary education.⁴ In addition, of 8.2 million fewer deaths in children younger than five years between 1970 and 2009, an estimated 4.2 million (51.2 percent) can be attributed in part to increased educational attainment in women of reproductive age.⁵ Another study finds that maternal mortality rates in Bangladesh dropped from 724 deaths per 100,000 live births in 1990 to 338 per 100,000 in 2008, a figure that can be explained largely by the increased availability of free primary and secondary education for girls.⁶

Education is also a significant factor in improving economic benefits and decreasing poverty levels at both the individual and the national levels. For example, for each additional year that an individual in a developing country is in school, his or her income increases by approximately 10 percent. At a national level, the gross domestic product (GDP) increases by 1 percent more per annum for every additional year of schooling.⁷

The quality of education is also important to achieving many of those outcomes. Learning to read has a significant effect on poverty rates: if all children in low-income countries could read, it is estimated that poverty would drop by 12 percent.⁸ The powerful impact of learning quality on GDP has been documented: an increase of just one standard deviation in student scores on international assessments correlates to about a 2 percent increase in GDP per capita.⁹

Education is also a powerful force for reducing the likelihood of conflict and improving the environment. Investing in the institutions of a fragile or conflict-affected country, in particular those for education, improves the resilience of the country to corruption or further conflict. For example, one study found that by increasing the school enrollment rate by at least 10 percent, the likelihood of a country experiencing a situation of conflict fell by 3 percent. In addition, the duration of conflict declined significantly as male enrollment rates increased.¹⁰

- 4 UNESCO, *Global Monitoring Report: Reaching the Marginalized*.
- 5 E. Gakidou, K. Cowling, R. Lozano, and C. J. Murray. "Increased Educational Attainment and Its Effect on Child Mortality in 175 Countries between 1970 and 2009," *Lancet* 376 (9745): 959–74.
- 6 M. C. Hogan et al., "Maternal Mortality for 181 Countries, 1980–2008: A Systematic Analysis of Progress towards Millennium Development Goal 5," *Lancet* 375 (9726): 1609–23.
- 7 World Bank, *World Development Report 2007: Development and the Next Generation* (Washington, DC: World Bank, 2006).
- 8 UNESCO, *Global Monitoring Report: Reaching the Marginalized*.
- 9 E. Hanushek and L. Wößmann, "The Role of Education Quality in Economic Growth" (Working Paper 4122, World Bank, 2007), and OECD, *The High Cost of Low Educational Performance: The Long-Run Economic Impact of Improving PISA Outcomes* (Paris: OECD Publishing, 2010).
- 10 Paul Collier and Anke Hoeffler, "Greed and Grievance in Civil War," *Oxford Economic Papers* 56 (4): 563–95.
- 11 UNICEF, *The State of the World's Children 2011: Adolescence—an Age of Opportunity* (New York: UNICEF, 2011).

“If all children in low-income countries could read, it is estimated that poverty would drop by 12 percent.”

MILLENNIUM DEVELOPMENT GOALS

1. ERADICATE EXTREME POVERTY AND HUNGER.
2. ACHIEVE UNIVERSAL PRIMARY EDUCATION.
3. PROMOTE GENDER PARITY AND EMPOWER WOMEN.
4. REDUCE CHILD MORTALITY RATES.
5. IMPROVE MATERNAL HEALTH.
6. COMBAT HIV/AIDS, MALARIA, AND OTHER DISEASES.
7. ENSURE ENVIRONMENTAL SUSTAINABILITY.
8. DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT.



For these reasons, increasing access to a good education is an urgent priority. Although the developing world and the international community have made good progress on improving access to education, momentum has slowed in recent years. Furthermore, the figures mask an alarming crisis in education globally. UNICEF estimates that more than 50 million children who are enrolled in school do not actually attend school.¹¹ Even more worrying, in many of the poorest countries, around half the children struggle to read basic sentences by the end of grade 3, and some children are not able to read at all. Underlying those stark findings are significant issues of inequity and marginalization. Access and learning outcomes are notably worse among poorer, rural children, with pockets of disadvantage among girls, particularly in accessing secondary education.

More than 40 percent of the world’s out-of-school children live in fragile and conflict-affected states (and the percentage is increasing). Reading and other education quality indicators remain stubbornly low in those countries.

Much remains to be done. The Global Partnership offers a unique opportunity for coordinated, concerted action.

The Global Partnership is more than a fund. Its uniqueness lies in its ability to mobilize the efforts of diverse interests to achieve a common goal: the education of children. It does so in two important ways: (a) by mobilizing resources, both domestic and external, and (b) by helping developing countries work with donors, civil society, and the private sector to achieve their own national education plans and strategies, to ensure that education assistance is better coordinated and more effective, and to use resources more efficiently.

The Global Partnership model recognizes that countries determine their own national education goals. By joining the Global Partnership, developing country partners also commit to focusing on shared priorities.

The Global Partnership model works. GPE developing country partners display consistently better outcomes than do nonpartner countries. According to the 2012 GPE Results Report, GPE-endorsed countries demonstrated the following at higher and faster levels than was achieved in non-GPE-endorsed countries:

- Preprimary enrollment ratios
- Rates of entry into primary school and out-of-school population
- Primary completion rates
- Transition rates from primary to secondary education
- Lower secondary completion rates

Moreover, developing country partners have—for the most part—increased their levels of domestic financing over the past decade, and in Sub-Saharan Africa by some 6 percent per annum.

However, the prospects for increased external financing are more sobering. The gap in funding for education globally is growing. After some significant increases in donor funding for basic education in the decade from 2000 to 2010, a renewed commitment, momentum, and more predictable external funding are required to bridge the funding gap. This plan aims to address some of the challenges to get more children in the poorest countries into school, for longer, and for a better education. The power of the Global Partnership underlying the plan can make a very real difference.



PART 1. THE LONGER TERM

ALTHOUGH THIS PLAN IS FOR THE PERIOD FROM 2012 TO 2015, THE GLOBAL PARTNERSHIP'S VISION, MISSION, AND STRATEGIC GOALS WILL EXTEND FURTHER INTO THE FUTURE AND WILL CONTRIBUTE TO ANY INTERNATIONAL COMMITMENT TO DEVELOPMENT BEYOND THE 2015 MDGS.

VISION:

A good quality education for all children, everywhere, so they fulfill their potential and contribute to their societies

MISSION:

To galvanize and coordinate a global effort to deliver a good quality education to all girls and boys, prioritizing the poorest and most vulnerable

STRATEGIC GOALS:

Access
for All

Learning
for All

Reaching
Every Child

Building for
the Future

STRATEGIC GOALS

The Global Partnership has identified four core strategic goals that will guide the concerted efforts of all of its partners into the future. The focus of the education community globally over the past 15 years or so has been to increase the number of children with access to basic education. Much greater consideration needs to be given to improving education quality, increasing equity of access to education, reaching marginalized populations, and building strong national education systems. Those issues are as vital as is increasing access to ensure that all children receive a good education. Therefore, focusing concerted action on quality, equity, and systems is essential.

Each of the four strategic goals will be monitored with specific indicators to measure progress. The education sector demands, produces, and uses fewer indicators to mark progress than do other sectors such as health. Moreover, education indicators measure mostly access to schooling and completion—not whether children learn anything or are well cared for. The health and family planning sectors have benefited from decades of repeated household surveys and from using consistent frameworks over time. The Global Partnership does not believe that health issues are more easily measurable than education issues: the education sector measures far less than is possible or desirable. This plan includes both existing indicators relating to access as well as more innovative ones pertaining to literacy, numeracy, and equity. The plan also contains some indicators of whether schools and education ministries are well managed.

“Much greater consideration needs to be given to improving education quality, increasing equity, reaching marginalized populations, and building strong national education systems.”



GOAL I. ACCESS FOR ALL:

ALL CHILDREN HAVE ACCESS TO A SAFE, ADEQUATELY EQUIPPED SPACE TO RECEIVE AN EDUCATION, WITH A SKILLED TEACHER.

With some 61 million children still not enrolled in primary school and tens of millions of children who are enrolled but who do not attend school regularly, access remains a central issue. Although the most recent trends show the reduction in out-of-school numbers slowing, the global goal of universal access is far from achieved. Although MDG 2 has been focused on enrollment and completion of primary education, the Global Partnership believes that improved access is not just about getting more children enrolled.

The Global Partnership's efforts will aim to ensure that all children are able to access preprimary education and to complete a basic education of at least 10 years with the necessary knowledge and skills to thrive. Reaching this goal will require providing quality learning environments that have reasonable class sizes; that are in schools or learning spaces that offer a safe environment; and that have adequate child-friendly buildings, facilities, and equipment. It also means that children have access to a skilled teacher.

THE INDICATORS THAT WILL BE USED TO MEASURE PROGRESS TOWARD THIS GOAL ARE AS FOLLOWS:

- Gross Enrollment Ratio (GER) or equivalent in early childhood education
- Primary Completion Ratio (PCR)
- Ratio of transition to lower secondary
- Number or proportion of children of primary school age who are out of school
- Pupil-teacher ratio (PTR) in primary school
- Safety and condition of schools



GOAL II. LEARNING FOR ALL:

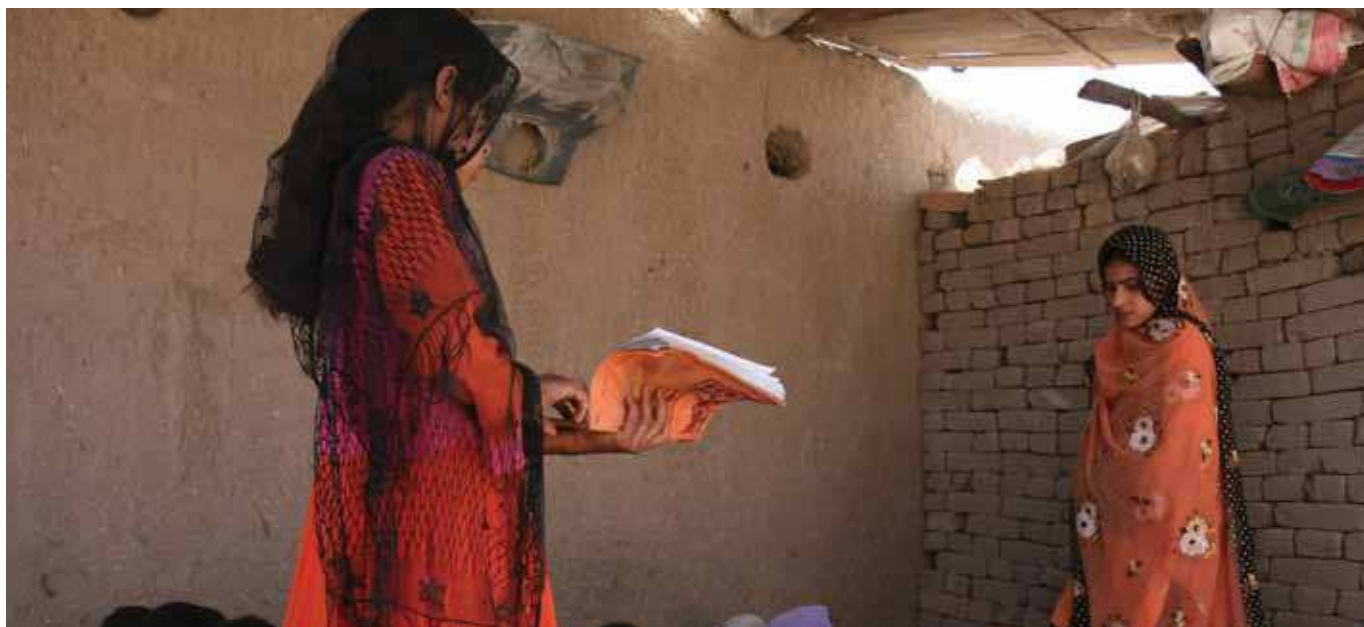
ALL CHILDREN MASTER BASIC LITERACY AND NUMERACY SKILLS BY THE EARLY GRADES.

For children to learn, fulfill their potential, and contribute positively to their societies as adults, they must be able to read, comprehend, and write, and they must be numerate. The Global Partnership will focus on each of those aspects of a child's education. This goal is critical in the coming decade as the global youth bulge moves through the basic education system. Other aspects of quality will also be important in achieving a country's education plan.

The Global Partnership supports a holistic approach to quality while addressing all learning outcomes. It recognizes that many of its partners are providing strong leadership in areas such as the quality of the learning environment and the protection of child rights, as well as addressing broader learning outcomes such as adult literacy, technical and vocational training, and schools or learning spaces as centers of community. The Global Partnership's efforts will support and complement this work and, during the period of this strategic plan, will focus specifically on the foundations of learning, including early acquisition of literacy, numeracy, and other foundational skills.

THE INDICATORS THAT WILL BE USED TO MEASURE PROGRESS ON THIS GOAL ARE AS FOLLOWS:

- The proportion of students in the early grades who demonstrate against credible national systems that they can read and understand the meaning of grade-level text according to national curricula
- The proportion of students in the early grades who have numerical conceptual understanding and procedural fluency with basic operations



GOAL III. REACHING EVERY CHILD:

RESOURCES ARE FOCUSED ON THE MOST MARGINALIZED CHILDREN AND THOSE IN FRAGILE AND CONFLICT-AFFECTED STATES.

Issues of inequity and marginalization in education require targeted action. The Global Partnership cannot achieve its goals if the poorest and most marginalized children are not reached.

All children have a right to a good quality education. The GPE partners will address inequity by income or wealth (given that poverty is the major cause of poor education outcomes), gender, urban or rural location, child labor, disability, ethnic or tribal minorities, and fragile and conflict-affected states. In the period covered by this strategic plan, the Global Partnership will focus primarily on fragile and conflict-affected states and gender inequity to get more children into school for a longer and a better education. However, the partnership acknowledges that efforts must be taken to reach all marginalized groups. Effective action on inequity and marginalization requires a focus at both the country level and the subnational level in policy setting, planning, financing, implementing, and monitoring.

THE INDICATORS THAT WILL BE USED TO MEASURE PROGRESS ON THIS GOAL ARE THE "CREATING ACCESS FOR ALL" AND "LEARNING FOR ALL" INDICATORS, BROKEN DOWN BY:

- Income or wealth quintile
- Gender
- Disability factors
- Subnational levels of governance
- Fragile and conflict-affected regions/countries
- Inequality of pupil-teacher ratio (PTR) in primary school



GOAL IV. BUILDING FOR THE FUTURE:

NATIONAL SYSTEMS HAVE THE CAPACITY AND INTEGRITY TO DELIVER, SUPPORT, AND ASSESS GOOD QUALITY EDUCATION FOR ALL.

The cornerstone of the Global Partnership is building good national education systems. A good education system is one that strives for educational excellence at all levels, ensures standards are met, and is responsive and accountable to the public. Education policies are based on global best practice and evidence, are informed by reliable local data, and are country led. Schools are well led, managed, and governed; have adequate numbers of trained staff members; and are supported by functioning decentralized and national institutions. Resources (government and external) are transparently allocated against national plans and budgets, give priority where the need is greatest, and translate into educational outcomes without waste or inefficiency. The system has strong checks and balances to identify and address corruption at all levels. The Global Partnership believes assessing how well education systems are run is important, and all GPE partners will support such assessments, thereby demonstrating strong adherence to the principles of development effectiveness.

THE INDICATORS THAT WILL BE USED TO MEASURE PROGRESS ON THIS GOAL ARE AS FOLLOWS:

- Quality assurance or benchmarking systems are in place, are linked to information systems, and are being actively used at regular intervals.¹²
- Educational sector is supported according to aid effectiveness principles by GPE partners.
- Credible national student and teacher assessment systems are in use for multiple learning outcomes.

It should be noted that the indicators against which this goal is measured are systems based. Rather than impose a long list of possibly inappropriate indicators of whether all the different aspects of an education system is well managed and functional, the Global Partnership will monitor whether a ministry uses a credible quality-assurance system that measures success against its own targets.

¹² Some tools that could be used include the World Bank's SABER (System Assessment and Benchmarking for Education Results) and UNESCO's GEQAF (General Education Quality Analysis/Diagnosis Framework), among others.

HOW THE PARTNERSHIP WILL WORK

The Global Partnership has grown and evolved rapidly in the past three years. Partners, the Board of Directors, and the Secretariat are doing many things differently, at a larger scale, and with increased scrutiny and accountability. This plan envisages the following: (a) taking the Global Partnership to a new level, (b) providing leadership in the education sector, (c) galvanizing actors to work more cohesively, (d) taking an objective and active approach to knowledge sharing and innovation, and (e) addressing head on the factors contributing to the current global learning crisis in education.



THE GLOBAL PARTNERSHIP WILL LEVERAGE THE REACH, SKILLS, LEADERSHIP, AND RESOURCES OF ITS PARTNERS BY:

1. INCREASING THE VISIBILITY OF EDUCATION AS A KEY STRATEGY FOR THE HEALTH, WEALTH, AND STABILITY OF NATIONS

The global dialogue about development must acknowledge the essential contribution of education to wider development objectives, education's enduring effect on countries and their citizens, and the importance of sustained investments to achieve results in all sectors. The GPE partners believe that education is a fundamental right for all children but is not an end in itself. Education is essential to the achievement of all the MDGs. Investing in education is the single most effective means of reducing poverty. Educating girls and women is the most effective investment for achieving long-term health benefits for a nation. The Global Partnership will be a strong advocate for a good education for all children, everywhere, with GPE partners demonstrating leadership to ensure education is rightfully placed high on political and development agendas. As discussed earlier in this plan, education matters and arguably has the greatest effect on national development.

2. SUPPORTING COUNTRIES TO DEVELOP AND IMPLEMENT GOOD EDUCATION PLANS THAT ARE SUSTAINABLE AND COUNTRY LED

The central tenet of the Global Partnership is country-led development of education plans and their effective implementation. The GPE model is built around the local education group (LEG) and its inclusion of all the key actors in the education sector in a country. Education plans will vary from one country to another to

respond to local needs and circumstances, and each country's plan will include its own goals and indicators. However, agreed standards elaborated in the GPE Charter are expected from all GPE partners. The Global Partnership has a catalytic role in promoting better education sector plans, their financing, and their implementation. Partners commit to working in alignment with those country-owned, education-sector plans and to supporting the integrity of the whole plan—not just portions of it. The Global Partnership also has a catalytic role in focusing on concrete results and outcomes driving policy and decision making. It recognizes that in the most fragile and conflict-affected environments a more flexible, conflict-sensitive approach to education planning is necessary.

3. STRENGTHENING THE QUALITY, EFFECTIVENESS, AND EFFICIENCY OF GOVERNMENT SYSTEMS

The collective effort of the Global Partnership will be harnessed to strengthen government systems so that more children will receive a better education and be in school for longer. An education system needs to function effectively, to deliver the services expected of it, and to do so efficiently. GPE partners are committed to working together in all of the poorest countries to achieve this end. GPE donor partners are also committed to providing external financing, where possible, through support to a country's own budgeting processes.

The preferred Global Partnership external funding modality is through sector budget support. However, in fragile and conflict-affected contexts, government systems are normally weak and in some cases barely functional. In those circumstances, the Global Partnership will seek to use capable and trusted partners, including nonstate providers, on the ground to ensure that basic educational services can be delivered, while at the same time working to strengthen government education systems. The Global Partnership will also support governments to enable them to work effectively with nonstate partners that are delivering education services.

4. CONTINUOUSLY IMPROVING THROUGH INNOVATION AND BY PROMOTING BEST PRACTICE

A fundamental responsibility of all members of the Global Partnership is to share information, promote best practice and embrace innovation, and support countries to take programs to national scale to expand good quality education for all. The aim is to help place the right information in the right hands at the right time to enable good planning and implementation of education programs, as well as good decision making. The Global Partnership has a very important coordination and dissemination role in this regard. Innovations in the education sector are widespread and are often very simple.¹³ The Global Partnership expects national education sector plans to pay heed to innovations and to take them to scale. LEGs are also expected to promote and nurture innovation.

The application of new technologies in the education sector has great potential, and the unique nature of the Global Partnership—with its diverse membership, from representatives of the teaching profession to the private sector—affords particular opportunity to assess and promulgate successful technology application.

5. DEVELOPING AND PROMOTING HARMONIZED EDUCATION GOALS AND METRICS

Effective LEGs have goals agreed with developing country partner governments that are broadly supported by an informed public. Those goals are normally articulated in national education plans. The participation of all partners—including donors, multilateral agencies, civil society groups, and the private sector and private foundations—in developing the education plan is important so that it reflects common goals at the country level. However, in terms of monitoring, evaluation, metrics and data, the situation is often fragmented, with actors monitoring different things or sometimes the same things differently. Moreover, education metrics have tended to be framed around access measures, with much less focus on indicators linked to learning, equity, and education system effectiveness. The Global Partnership strongly supports the development of significantly improved, standard education metrics that respond to a much broader agenda than simply enrollment and that will be able to provide much stronger direction to education planning, financing, and decision making beyond 2015.

If the education sector is to gain the attention it needs from policy makers, it must develop greater ambition with regard to both the indicators it measures and the goals it sets for itself using those indicators. At the same time, the burden placed on education ministries and international bodies that are working on gathering and reporting data cannot be suddenly increased. A balance needs to be reached and capacity developed to stimulate the shift to a more sophisticated and useful indicator set for the sector. To improve on the use of indicators and target-setting based on indicators, the Global Partnership will accomplish the following:

¹³ Some examples are activity-based learning in Tamil Nadu in India or the work of BRAC around teacher coaching in Bangladesh.

“If the education sector is to gain the attention it needs from policy makers, it must develop greater ambition with regard to both the indicators it measures and the goals it sets for itself using those indicators.”

- Strongly signal and stimulate a shift toward more ambitious goals and indicators, but without causing a large and sudden increase in the reporting burden.
- Advocate for greater capacity, efficiency, and budget for institutions involved in (a) the production and analysis of education data, from the national level up to international bodies such as UNESCO surveys and statistics, and (b) the bilateral agencies’ data collection efforts, including important systems assessment frameworks such as those being developed by UNESCO, UNICEF, and the World Bank.
- Assist in coordinating efforts to improve collaboration among regional and international learning assessments and systems assessment tools.
- Support analysis and evidence-based policy making, including through institutions such as the Center for Universal Education at the Brookings Institution and the Global Monitoring Report.
- Ensure that the partnership’s increased level of ambition with regard to goals and indicators is reflected, gradually, in education plans, joint sector reviews, and other country-based processes, while at the same time ensuring that the reporting burden is not suddenly increased or that top-down initiatives are imposed.

The Global Partnership has a Results Framework that is consistent with and complementary to the indicators outlined in this strategic plan.¹⁴ The Results Framework provides more detail on some of the indicators. As the strategic plan is implemented and progress is reviewed, any adjustments will be reflected in the Results Framework to ensure that strategy and results are aligned. No indicators already in the Results Framework will be eliminated. An implementation plan linked to this strategic plan will describe the division of roles and responsibilities in meeting what is a more ambitious agenda for education metrics.

6. IMPROVING DEVELOPMENT EFFECTIVENESS

The Global Partnership has strongly adhered to the principles of aid and development effectiveness agreed on in Paris and Accra and reinforced in Busan in November 2011. The Global Partnership country-led model works effectively. By joining the Global Partnership, developing countries, donors, international organizations, civil society, the private sector, and private foundations commit to development effectiveness. This commitment means a country-led process that supports developing country partner governments to plan effectively for results, take the lead on delivery, and effectively manage their finances while being supported by predictable and timely disbursements from donors. This focus will continue to reinforce the manner in which the Global Partnership functions at all levels.

¹⁴ See http://www.globalpartnership.org/media/docs/Results_Framework.pdf.

PART 2. PLANNING CYCLE FOR 2012–2015

THE GLOBAL PARTNERSHIP HAS IDENTIFIED FIVE OBJECTIVES FOR 2012 TO 2015 THAT ARE CRITICAL TO ACHIEVING ITS LONGER-TERM GOALS. GIVEN THE TIME FRAME OF THIS PLAN, THE OBJECTIVES FOR THE NEXT THREE YEARS ARE MORE FOCUSED THAN ARE THE GLOBAL PARTNERSHIP'S STRATEGIC GOALS, WHICH WERE SET OUT EARLIER IN THIS PLAN.

“At its Pledging Conference in November 2011, the Global Partnership committed to an ambitious target: reduce by half the number of children unable to read by grade 3 in at least 20 countries in five years.”

OBJECTIVES FOR 2012–2015

Each of the five objectives supports at least two of the strategic goals (access, learning, equity, and national systems). Progress has to be made on all five of the objectives set out in this section to ensure significant progress on each of the strategic goals.

Specific indicators are provided to measure progress against each objective. We do not expect that all indicators can be measured immediately. The plan sets out the critical path for increasing ambition to ensure that indicators relate to core priorities and are valuable to policy and decision makers.



OBJECTIVE 1.

FRAGILE AND CONFLICT-AFFECTED STATES ABLE TO DEVELOP AND IMPLEMENT THEIR EDUCATION PLANS.

“Business as usual” will not deliver major improvements in fragile states. Access to quality education should be available to all children, even in the most difficult circumstances. During conflict, education can offer knowledge and skills that provide protection, while in the longer term, education can help develop values and attitudes that prevent conflict and build peace. Education has the potential to build the capacities of children, parents, teachers, and community members to prevent, reduce, and cope with conflict and to promote equality and peace. Inequitable provision of services or biased curriculum and teaching methods can reinforce existing exclusion and stereotypes. Thus, education needs to be delivered effectively and equitably to ensure that it is a driver of peace rather than war.

Fragmentation and low capacity weaken the education sector in fragile and conflict-affected states, thus constraining the ability to deliver even the most basic education services to communities, let alone undertake needed reform. For example, between 2002 and 2009, the Global Partnership’s non-fragile, developing country partners steadily reduced out-of-school numbers by 46 percent. However, in the Global Partnership’s developing country partners that are fragile states, the overall out-of-school numbers increased by 8 percent during the same period. The pattern is also visible in grade repetition rates among the Global Partnership’s developing country partners, which are 8 percent in nonfragile states but 15 percent, or almost double, in fragile states.



Although every country context is different, where fragility or conflict exists, the Global Partnership’s aim is a sustainable education system that is simple and feasible. To this end, the Global Partnership will seek to encourage system improvements, such as paying teacher salaries, making core materials available, and providing a safe place for teachers to teach and students to learn. The Global Partnership will be much more proactive in addressing education needs in conflict-affected and fragile states on the basis of international best practice principles, including the principles of the Organisation for Economic Co-operation and Development’s (OECD’s) Development Assistance Committee for working in fragile states.¹⁵

¹⁵ Those principles include the following: (a) take context as the starting point; (b) do no harm; (c) focus on statebuilding as the central objective; (d) prioritize prevention; (e) recognize the links between political, security, and development objectives; (f) promote nondiscrimination as a basis for inclusive and stable societies; (g) align with local priorities in different ways in different contexts; (h) agree on practical coordination mechanisms between international actors; (i) act fast ... but stay engaged long enough to give success a chance; and (j) avoid pockets of exclusion.

Actions in support of those activities include the following:

- Revise Global Partnership endorsement and funding mechanisms to be more flexible and fit for purpose in fragile states. This revision may include the introduction of five-year program implementation grants in place of three-year grants.
- Revise the supervising and managing entity eligibility for program implementation funding, and diversify the entities acting in this role. In countries without functional governments, it will be necessary to explore the provision of funding through trusted, credible, and established nonstate organizations.
- Mobilize increased external financing for those countries, with an additional US\$500 million in bilateral and other funding beyond current commitments and pledges (not including contributions from the GPE Fund).
- Provide up to 25 percent of indicative allocation amounts to conflict-affected and fragile states on an urgent basis.
- Ensure that in conflict-affected contexts, education plans are informed by a conflict analysis of the education system that takes into consideration broader cross-sectoral and peace-building processes. Increase support to LEGs for better country-level coordination and transitional education plan development.
- In collaboration with the Inter-Agency Network for Education in Emergencies and others, help bridge the divide between emergency response and education development activities to mobilize additional financing for education activities.

PROGRESS AGAINST THIS OBJECTIVE WILL BE MONITORED THROUGH THE FOLLOWING INDICATORS:

- Improvement in donor coordination and operation in GPE fragile states
- Number of fragile states with GPE-endorsed education plans
- Core access and learning indicators disaggregated at the Global Partnership level by fragile and nonfragile states

“ Education has the potential to build the capacities of children, parents, teachers, and community members to prevent, reduce, and cope with conflict and to promote equality and peace. ”

OBJECTIVE 2.

ALL GIRLS IN GPE-ENDORSED COUNTRIES SUCCESSFULLY COMPLETE PRIMARY SCHOOL AND GO TO SECONDARY SCHOOL IN A SAFE, SUPPORTIVE LEARNING ENVIRONMENT.

The Global Partnership is committed to inclusive education and is working to overcome barriers and marginalization of children because of their gender, disability, ethnicity, culture, poverty, geography, or conflict. Particular attention will be placed on girls. Growing evidence indicates that the positive development effect of girls' education is multiplied when girls complete a good quality secondary education program. Yet gender discrimination continues to keep millions of girls out of the classroom, thus denying them their fundamental right to a good quality education. Major efforts are needed in many GPE developing country partners to ensure that the barriers to girls' education are addressed, including sociocultural, administrative, economic, and policy biases that prevent girls from achieving the same educational success as boys. Girls of disadvantaged groups are often the most marginalized of all and require special attention. Other barriers to learning, including health and nutrition-related barriers, may also need to be addressed.

Gender-equality strategies have greatest success when they are embedded within a broader context that tackles other categories of marginalization, such as poverty, child labor, and disability. Over the next three years, the Global Partnership will focus on the following:

- Poor levels of learning are a trigger for accelerated dropouts of girls from school. GPE partners will work with the United Nations Girls' Education Initiative (UNGEI) to establish indexes for gender equity and quality, including for reading and numeracy.
- The Global Partnership will focus on teacher effectiveness to help bridge the gender-equality gap. This focus will include finding more qualified and effective female teachers and ensuring that gender-sensitive teaching practices are inclusive of girls.
- The Global Partnership will ensure that all partner education sector plans are gender responsive and include strategies to decrease gender inequality in education. To address other disincentives for girls attending and remaining in school, the Global Partnership will encourage more attention on providing adequate sanitation and safe schools and learning spaces in education plans and in partner interventions.
- The Global Partnership will work with UNGEI and others on targeted support to countries with high gender imbalances at primary completion and transition to secondary school and will allocate specific funding for activities that address those imbalances.
- Greater gender parity in school management and system management is an important symbol of a broader commitment to genuine gender equity in education. The Global Partnership will promote the inclusion of more qualified women in senior system administration and school principal roles.

PROGRESS AGAINST THIS OBJECTIVE WILL BE MONITORED THROUGH THE FOLLOWING INDICATORS:

- Gender parity in transition to secondary education
- Parity in reading and numeracy results by grade 3
- Percentage of staff members in management positions in the education sector who are women

OBJECTIVE 3.

DRAMATIC INCREASE IN THE NUMBER OF CHILDREN LEARNING AND DEMONSTRATING MASTERY OF BASIC LITERACY AND NUMERACY SKILLS BY GRADE 3.

Learning levels are too low, with many children unable to read sufficiently well enough to achieve basic skills in any subject areas and with very low levels of numeracy.

Rapid improvement is possible when education systems provide a supportive environment for learning and when core national policies are in place around language of instruction, time on task, emphasis on early grades, regular monitoring of progress, and local support systems for teachers.

At its Pledging Conference in November 2011, the Global Partnership committed to an ambitious target: reduce by half the number of children unable to read by grade 3 in at least 20 countries in five years. The Global Partnership has chosen to focus specifically on the early-grade reading and numeracy agenda as the first priority to address education quality. This focus is intended to support and complement the excellent work being spearheaded by GPE partners in other areas of quality. The focus on the most basic of skills is a necessary prerequisite for holistic cognitive, socioemotional, and other important learning outcomes. The Global Partnership will also encourage and advocate for other basic, early-grade learning outcomes.

Coordinated activity is required across the Global Partnership to achieve this objective. The Global Partnership will work with partners to achieve the reading objective by

- Supporting efforts to increase early childhood education, especially for the more marginalized
- Ensuring adequate time is devoted to reading and numeracy in the early grades
- Supporting qualified teachers who are equipped with the right approaches to teach reading and numeracy
- Providing appropriate reading materials
- Promoting mother-tongue instruction for reading where appropriate

Appropriate and regular assessment of reading and numeracy progress is also crucial, particularly at the classroom level. This approach means using a variety of formative and summative assessments, both to monitor individual progress and to guide the broader policy dialogue.

PROGRESS AGAINST THIS OBJECTIVE WILL BE MONITORED THROUGH THE FOLLOWING INDICATORS:

- The proportion of students who, by grade 3, demonstrate that they can read and understand the meaning of grade level text
- The proportion of students who, by grade 3 of primary schooling, have numerical conceptual understanding and procedural fluency with basic operations
- The percentage of children receiving early childhood education with meaningful (cognitive and noncognitive) content

OBJECTIVE 4.

IMPROVE TEACHER EFFECTIVENESS BY TRAINING, RECRUITING, AND RETAINING TEACHERS AND SUPPORTING THEM TO PROVIDE A GOOD QUALITY EDUCATION.

Teaching quality, teacher availability, and deployment of teachers to areas of need constitute the key barriers to achievement of the Education for All goals.

Recruiting sufficient teachers, providing them with the necessary training, and retaining them will require that the Global Partnership engage with teacher organizations and developing country partner governments to improve working conditions for teachers and to support further growth of teaching as a respected profession.

This focus area is new for the Global Partnership and will depend on coordinated action by its partners to build on existing efforts. This dependence will be particularly needed for the teaching profession, developing country partner governments, and donors.

To facilitate the achievement of this objective, the Global Partnership must engage in the following specific activities:

- Increase engagement of the teaching profession in LEGs.
- Support education plans that focus on increasing the quality of teaching, along with the percentage and number of qualified teachers.
- Support the engagement of the teaching profession on standards of practice in GPE-endorsed countries.
- Support improvements in the deployment, remuneration, and working conditions of teachers, including reductions in pupil-teacher ratios.

“Teaching quality, teacher availability and deployment of teachers to areas of need constitute the key barriers to achievement of the Education for All goals.”

PROGRESS AGAINST THIS OBJECTIVE WILL BE MONITORED THROUGH THE FOLLOWING INDICATORS:

- Proportion of education plans that adequately address the issues of teacher availability, quality, and conditions of employment
- Proportion of countries with agreed and applied teacher practice and professional standards



OBJECTIVE 5.

EXPAND THE VOLUME, EFFECTIVENESS, EFFICIENCY, AND EQUITABLE ALLOCATION OF EXTERNAL AND DOMESTIC FUNDING AND SUPPORT TO EDUCATION IN GPE-ENDORSED COUNTRIES.

Overall external financing for the education sector is too low and has been largely restricted to traditional OECD-member Official Development Assistance at a time when the budgets are under increasing pressure from the global financial crisis and when strong competition for funds exists between sectors. Other forms of external financing, such as diaspora remittances, private and corporate philanthropy, and civil society organization programs, though well intentioned, can be fragmented and unaligned because of a lack of coordination. Domestic financing is often inadequate to meet the needs of an effective education system. Inefficiencies in financing or programs also affect budget effectiveness.

The education sector will attract more external financing and resources when a stronger investment case is made, thereby linking financing with results and value for money. A broader stakeholder group needs to be more engaged, including the private sector, foundations, and others who benefit from an educated population and a workforce. The Global Partnership will continue to build the case for much stronger investment in education—both external and domestic—while working with other key stakeholders, including the UN Secretary General’s Special Envoy for Global Education. The Global Partnership will help generate significant increases in the overall amount of resources going to basic education while working to ensure that those resources are well coordinated.

“The Global Partnership ... will help generate significant increases in the overall amount of resources going to basic education.”



Building on a successful replenishment conference in 2011, the Global Partnership will take the following actions:

- Strengthen resource mobilization, communications, and advocacy at both the national and global levels to meet its fund-raising targets. Those targets include (a) US\$2.5 billion raised for the GPE Fund for the period 2011 – 14, (b) US\$6 billion in total additional financing from 2011 to 2014 for basic education in GPE-eligible countries, and (c) a target that is yet to be determined for the next replenishment of the GPE Fund but that is likely to be in excess of US\$4 billion for 2015 to 2017.
- Advocate for increased external funding and promote sustained or increased domestic funding.
- Engage with emerging donors, the private sector, philanthropic organizations, and civil society organizations to ensure greater alignment with national education plans.
- Set targets for external and domestic financing across the partnership on the basis of careful analysis of national education plans.
- Produce a value-for-money strategy.
- Pay greater attention to the efficient and equitable allocation of financing for education in developing country partners.
- Improve transparency and budget tracking.

PROGRESS AGAINST THIS OBJECTIVE WILL BE MONITORED THROUGH THE FOLLOWING INDICATORS:

- Percentage of total government budget that goes to education and to basic education
- Percentage of resources spent and effectively used, at the school level, including those procured centrally¹⁶
- Indicators of unit cost, waste, and efficiency in resource allocation, including time on task
- Levels of mobilization of adequate and sustainable external financing for education
- Progress of developing country partners against their own targets

¹⁶ In the first instance, tracking of percentage of GPE Fund resources spent at the school level is all that can be achieved, given data paucity.

STRENGTHENING THE PARTNERSHIP, 2012–2015

The Global Partnership will place a greater, though not exclusive, priority on basic education in the period from 2012 to 2015. Broader support will be considered, including program implementation grants for upper secondary school where such support contributes to the Global Partnership’s goals and objectives. This support will complement the efforts of partners who are also investing in secondary and higher education. However, between now and 2015, the Global Partnership will strongly emphasize support to basic education through GPE Fund implementation grants to ensure that all children attain at least 10 years of good quality education and have the basic life skills that are necessary to lead productive lives.

Earlier, this plan set out the core tenets of how the Global Partnership will work. Those tenets are ones that all partners will subscribe to as they collaborate to help provide a good quality education for all children, everywhere. However, as with any rapidly growing entity, particular attention needs to be paid to certain areas to ensure the more efficient functioning of the partnership. The Board of Directors will assess annually the effectiveness of the partnership and the added value that it brings to education globally. In addition, the Board of Directors will commission an independent evaluation of the role and progress of the partnership every four years.

“The Global Partnership will work to expand the number and diversity of bilateral and multilateral agencies taking on Supervising Entity and Managing Entity roles.”

TO ACHIEVE ITS FIVE OBJECTIVES BY 2015, THE GLOBAL PARTNERSHIP NEEDS TO STRENGTHEN HOW IT WORKS IN THE FOLLOWING WAYS:

1. HAVE GREATER ENGAGEMENT IN SUPPORT OF LOCAL EDUCATION GROUPS, SECTOR PLANNING, AND COUNTRY-LEVEL PROCESSES.

All GPE partners will work to strengthen the membership and operations of the LEGs, which are central to the effectiveness of the GPE model. Within the Secretariat, the country support team will be further strengthened with more frequent country engagement. Greater reinforcement of the roles and responsibilities of the different actors at the country level will be required because, although clear in theory, in practice these responsibilities are inconsistently implemented.

The Global Partnership will work to expand the number and diversity of bilateral and multilateral agencies taking on supervising entity and managing entity roles. To date, the World Bank has acted as the supervising entity for most GPE program implementation grants. UNICEF, the UK Department for International Development, and the Netherlands have also taken on the role in a few countries. As discussed under the fragile states objective, rules for implementation grant funding will be reviewed to consider increasing the number of organizations that can take on those roles, with minimum fiduciary standards applied.

The Global Partnership will encourage donor partners and international organizations to increase the amount of funding that is on budget and aligned with country education plans. This funding will be reviewed at the country level—as part of the joint sector review process—at least annually. In nonfragile contexts, the proportion of implementation grant resources allocated to pooled funds or sector budget support will increase significantly.

2. STRENGTHEN RISK MANAGEMENT, AND STREAMLINE PROCESSES AND PROCEDURES.

The Global Partnership has zero tolerance for fraud, corruption, and other misuse. Corruption is viewed as the abuse of public or entrusted power for private gain. The establishment of robust approaches to fraud, corruption, and other misuse is essential to ensure that resources serve their intended purposes: to give children an education and to maintain community confidence in education aid. Full transparency is needed in the use of allocations from the GPE Fund. As part of this strategic plan, the Global Partnership will further strengthen its approach to managing risk, and this improvement will be reviewed regularly by the Board of Directors.

At the same time, the Global Partnership recognizes that its processes and procedures need to be as efficient and effective as possible without eroding accountability. Processes need to be more nimble and fit for their purpose, especially when working with fragile and conflict-affected states. Overall, planning processes need to be more streamlined, and accountabilities need to be strengthened for implementation of program funding grants. Governance will be further strengthened, as necessary, as the partnership continues to grow.



3. STRENGTHEN THE ROLE OF CIVIL SOCIETY AND THE PRIVATE SECTOR IN THE PARTNERSHIP.

The Global Partnership will support greater civil society, teaching profession, and private sector and private foundation involvement in LEGs and in policy dialogue at the country level. The meaningful inclusion of civil society, including international nongovernmental organizations (NGOs), local NGOs and associations, teacher unions, and community-based organizations and local stakeholder groups such as parents and students, will require greater and more timely participation of those partners in developing national education plans, program implementation grant applications, and joint sector reviews. By ensuring that GPE processes include civil society, the Global Partnership can help promote national education strategies that respond to community needs and that empower local actors to demand and monitor the implementation of quality education services.

The Secretariat will map the involvement of international corporate and foundation investments in education at the country level and will develop mechanisms to improve coordination and alignment with education plans, as well as innovation within them.

GPE partners are already exploring ways in which information technology can be better used for educational improvement. In this area, close engagement with the private sector will be key. Some areas to be addressed include (a) preservice teacher training, in-service training, and support through information technology and telecommunications; (b) use of mobile telephony to facilitate the payment of salaries and other aspects of education system improvement, such as monitoring of teacher attendance; (c) provision of teaching materials; and (d) delivery of curricula through use of information technology.

4. HAVE A GREATER FOCUS ON DEVELOPMENT EFFECTIVENESS, VALUE FOR MONEY, AND RESULTS.

The GPE Results Framework applies to the work of the whole Global Partnership, including but not limited to country programs supported by the GPE Fund. The Global Partnership will ensure that regular reporting occurs that is measured against the Results Framework, which will incorporate the indicators from this plan. Greater cooperation and coordination will be necessary between the partners involved in data collection and analysis. The Global Partnership needs to be able to report better on the effectiveness of its grant portfolio, and a full portfolio review will be conducted to identify what has been achieved for what price and to assess the value received for money of all grants.

The Global Partnership will strengthen the accountability among partners in the delivery of this plan, taking as its starting point the Global Partnership's Mutual Accountability Framework. In essence, partners will be more accountable to each other. To this end, key aspects of the partnership's functioning and effectiveness will be tracked and reported on—from monitoring of pledge commitments under replenishment processes to assessing the functioning and effectiveness of LEGs, from Joint Sector Reviews to Board self-evaluation, and from the annual results report to LEG assessments of the performance of supervising and managing entities.

5. SEEK OUT, NURTURE, EVALUATE, AND SUPPORT SCALING-UP OF INNOVATIONS.

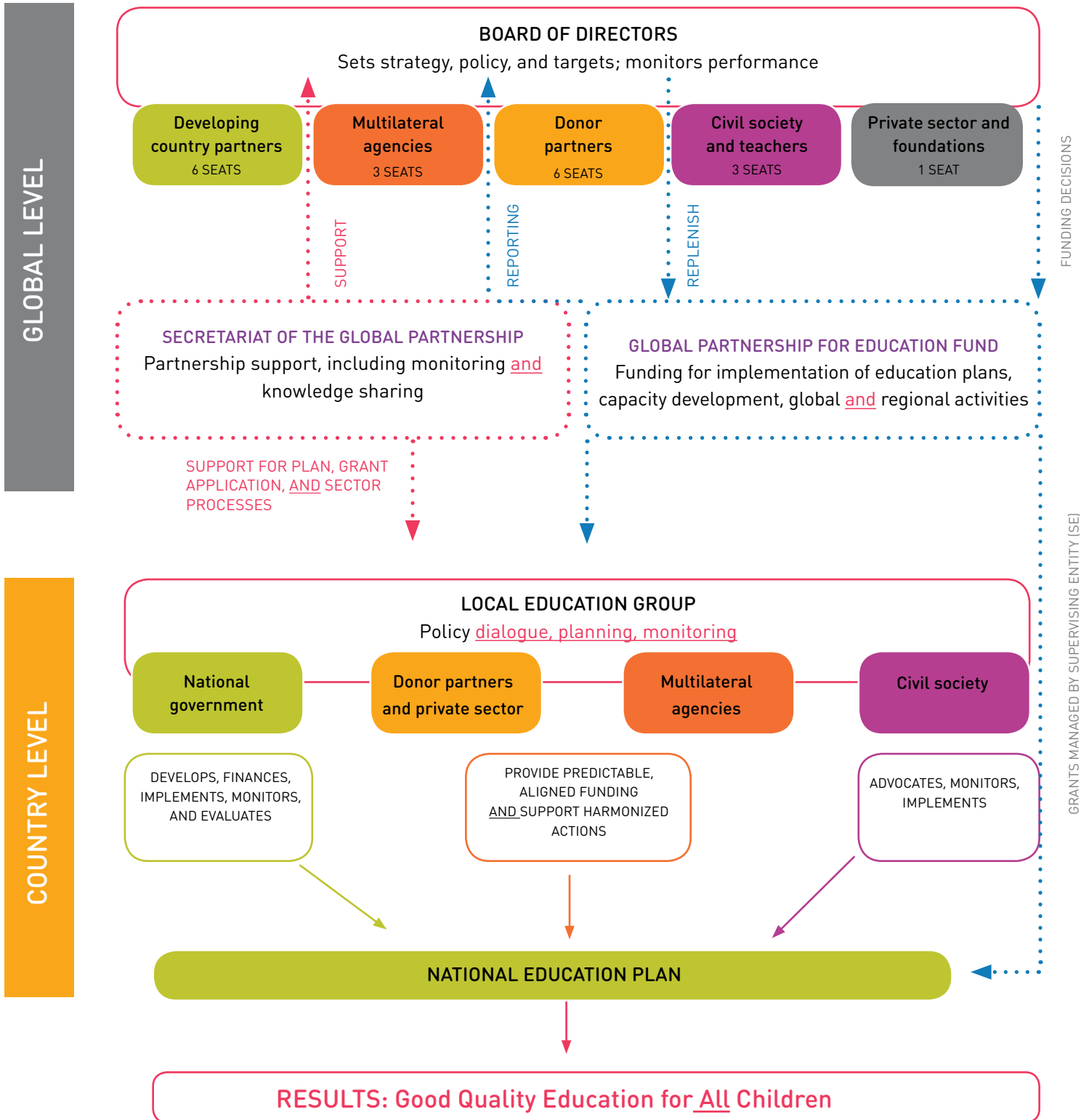
The Global Partnership will seek to improve the manner in which successful innovations are evaluated, promulgated, and scaled up, where appropriate. All partners commit to cooperating more closely at the country level. The Global Partnership will promote existing (and will consider the development of) new, open-source, knowledge-sharing platforms to share information regarding innovations and best practice in education. This information will be available to the LEGs.

Overall greater focus will be placed on knowledge sharing and lessons learned, including expanding the partnership to foster exchange of evidence-based policies.





ANNEX 1. GOVERNANCE STRUCTURE OF THE GLOBAL PARTNERSHIP FOR EDUCATION



ANNEX 2. GPE STRATEGIC PLAN INDICATORS

STRATEGIC GOALS:

1. CREATING ACCESS FOR ALL

ALL CHILDREN HAVE ACCESS TO A SAFE, ADEQUATELY EQUIPPED SPACE TO RECEIVE AN EDUCATION WITH A SKILLED TEACHER.

- Gross Enrollment Ratio (GER) or equivalent in early childhood development
- Primary completion ratio (PCR)
- Ratio of transition to lower secondary
- Number or proportion of children of primary school age who are out of school
- Pupil-teacher ratio (PTR) in primary school
- Safety and condition of schools

2. LEARNING FOR ALL

ALL CHILDREN MASTER BASIC LITERACY AND NUMERACY SKILLS IN THE EARLY GRADES.

- The proportion of students in the early grades who demonstrate against credible national systems that they can read and understand the meaning of grade-level text according to national curriculum
- The proportion of students in the early grades who have numerical conceptual understanding and procedural fluency with basic operations

3. REACHING EVERY CHILD

RESOURCES ARE FOCUSED ON THE MOST MARGINALIZED CHILDREN AND ON THOSE IN FRAGILE AND CONFLICT-AFFECTED STATES.

- “Access for all” indicators broken down by
 - o Income or wealth quintile
 - o Gender
 - o Disability factors
 - o Subnational levels of governance
 - o Fragile and conflict-affected regions/countries
- Inequality of pupil-teacher ratio (PTR) in primary school

4. BUILDING FOR THE FUTURE

NATIONAL SYSTEMS HAVE THE CAPACITY AND INTEGRITY TO DELIVER, SUPPORT, AND ASSESS QUALITY EDUCATION FOR ALL.

- Quality assurance or benchmarking systems that are in place, are linked to information systems, and are being actively used at regular intervals
- Educational sector that is supported according to aid effectiveness principles by GPE partners
- Credible national student and teacher assessment systems for multiple learning outcomes in use

OBJECTIVES OF THE PARTNERSHIP, 2012–2015:

1. FRAGILE AND CONFLICT-AFFECTED STATES ARE ABLE TO DEVELOP AND IMPLEMENT THEIR EDUCATION PLANS.

- Improvement in donor coordination and operation in GPE fragile states
- Number of fragile states with GPE-endorsed education plans
- Core access and learning indicators disaggregated at the Global Partnership level by fragile vs. nonfragile states

2. ALL GIRLS IN GPE-ENDORSED COUNTRIES SUCCESSFULLY COMPLETE PRIMARY SCHOOL AND GO TO SECONDARY SCHOOL IN A SAFE, SUPPORTIVE LEARNING ENVIRONMENT.

- Gender parity in transition to secondary education
- Percentage of staff members who are in management positions in the education sector and who are women
- Parity in reading and numeracy results by grade 3

3. A DRAMATIC INCREASE OCCURS IN THE NUMBER OF CHILDREN WHO ARE LEARNING AND DEMONSTRATING MASTERY OF BASIC LITERACY AND NUMERACY SKILLS BY GRADE 3.

- The proportion of students who, by grade 3, demonstrate that they can read and understand the meaning of grade-level text
- The proportion of students who, by grade 3 of primary schooling, have numerical conceptual understanding and procedural fluency with basic operations
- Percentage of children receiving early childhood education with meaningful (cognitive and noncognitive) content

4. TEACHER EFFECTIVENESS IS IMPROVED BY TRAINING, RECRUITING, AND RETAINING TEACHERS AND BY SUPPORTING THEM TO PROVIDE A GOOD QUALITY EDUCATION.

- Proportion of education plans that adequately address the issues of teacher availability, quality, and conditions of employment
- Proportion of countries with agreed and applied teacher practice and professional standards

5. THE VOLUME, EFFECTIVENESS, EFFICIENCY, AND EQUITABLE ALLOCATION OF EXTERNAL AND DOMESTIC FUNDING AND SUPPORT TO EDUCATION EXPANDS IN GPE-ENDORSED COUNTRIES.

- Percentage of total government budget that goes to education and to basic education
- Percentage of total resources spent, and effectively used, at school level, including those procured centrally

- Indicators of unit cost, waste, and efficiency in resource allocation, including time on task
- Levels of mobilization of adequate and sustainable external financing for education
- Progress of developing country partners against their own targets



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