GPE 2020 Theory of Change

**GOAL 1**  IMPROVED AND MORE EQUITABLE STUDENT LEARNING OUTCOMES

**GOAL 2**  INCREASED EQUITY, GENDER EQUALITY AND INCLUSION

**GOAL 3**  EFFECTIVE AND EFFICIENT EDUCATION SYSTEMS

**OBJECTIVE 1**  STRENGTHEN EDUCATION SECTOR PLANNING AND POLICY IMPLEMENTATION

**OBJECTIVE 2**  SUPPORT MUTUAL ACCOUNTABILITY THROUGH EFFECTIVE AND INCLUSIVE SECTOR POLICY DIALOGUE AND MONITORING

**OBJECTIVE 3**  GPE FINANCING EFFICIENTLY AND EFFECTIVELY SUPPORTS THE IMPLEMENTATION OF SECTOR PLANS FOCUSED ON IMPROVED EQUITY, EFFICIENCY AND LEARNING

**OBJECTIVE 4**  MOBILIZE MORE AND BETTER FINANCING

**OBJECTIVE 5**  BUILD A STRONGER PARTNERSHIP
**OBJECTIVE 1**

**STRENGTHEN EDUCATION SECTOR PLANNING AND POLICY IMPLEMENTATION**

(a) Support evidence-based, nationally owned sector plans focused on equity, efficiency and learning

(b) Enhance sector plan implementation through knowledge and good practice exchange, capacity development and improved monitoring and evaluation, particularly in the areas of teaching and learning and equity and inclusion

**OBJECTIVE 2**

**SUPPORT MUTUAL ACCOUNTABILITY THROUGH EFFECTIVE AND INCLUSIVE SECTOR POLICY DIALOGUE AND MONITORING**

(a) Promote inclusive and evidence-based sector policy dialogue and sector monitoring, through government-led local education groups and the joint sector review process, with participation from civil society, teacher organizations, the private sector and all development partners

(b) Strengthen the capacity of civil society and teacher organizations to engage in evidence-based policy dialogue and sector monitoring on equity and learning, leveraging social accountability to enhance the delivery of results

**OBJECTIVE 3**

**GPE FINANCING EFFICIENTLY AND EFFECTIVELY SUPPORTS THE IMPLEMENTATION OF SECTOR PLANS FOCUSED ON IMPROVED EQUITY, EFFICIENCY AND LEARNING**

(a) GPE financing is used to improve national monitoring of outcomes, including learning

(b) GPE financing is used to improve teaching and learning in national education systems

(c) GPE financing is used to improve equity and access in national education systems

(d) The GPE funding model is implemented effectively, leading to the achievement of country-selected targets for equity, efficiency and learning

(e) GPE financing is assessed based on whether implementation is on track

**OBJECTIVE 4**

**MOBILIZE MORE AND BETTER FINANCING**

(a) Encourage increased, sustainable and better coordinated international financing for education by diversifying and increasing GPE’s international donor base and sources of financing

(b) Advocate for improved alignment and harmonization of funding from GPE and its international partners around nationally owned education sector plans and country systems

(c) Support increased, efficient, and equitable domestic financing for education through cross-national advocacy, mutual accountability and support for transparent monitoring and reporting

**OBJECTIVE 5**

**BUILD A STRONGER PARTNERSHIP**

(a) Promote and coordinate consistent country-level roles, responsibilities, and accountabilities among governments, development partners, grant agents, civil society, teacher organizations, and the private sector through local education groups and a strengthened operational model

(b) Use global and cross-national knowledge and good practice exchange effectively to bring about improved education policies and systems, especially in the areas of equity and learning

(c) Expand the partnership’s convening and advocacy role, working with partners to strengthen global commitment and financing for education

(d) Improve GPE’s organizational efficiency and effectiveness, creating stronger systems for quality assurance, risk management, country support and fiduciary oversight

(e) Invest in monitoring and evaluation to establish evidence of GPE results, strengthen mutual accountability and improve the work of the partnership

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*Overall Assumptions for Impact:* GPE’s partnership model is able to leverage outputs at each level of its theory of change, leading to the achievement of identified results.

*Country-Level Assumptions:* GPE partners work together effectively at the country level around nationally owned sector plans and goals. Developing country partners create effective and inclusive mechanisms for policy dialogue, including participation of civil society and teachers. Developing country partners increase domestic financing for education. Developing country partners prioritize the creation, use and sharing of reliable and disaggregated education sector data for evidence-based planning and monitoring.

*Global-Level Assumptions:* All partners commit to the GPE partnership model and participate in monitoring, knowledge exchange and advocacy for GPE goals. Donor contributions to the GPE and to the education sector in GPE partner countries increase. Board adopts a realistic and achievable implementation plan for the achievement of GPE’s strategic goals.