GPE 2025: Operating model
Operating model development process

To date

• **December 2019:** Shifts in ways of working

• **January – March:** Consultations with DCPs, Ministerial Advisory Group, webinars on teachers and teaching and gender equality

• **May:** Board webinar on operating model options

Looking forward

• **June – July:** Workshops with partner countries, Grant Agents, and other stakeholders

• **September:** Board discussion of model parameters, implications for financing and funding

• **October:** Committee recommendations on operating model and financing and funding changes

• **December:** Board decision on operating model and financing and funding changes
Independent Summative Evaluation recommendations on operating model

- **Development Effectiveness**
  - Improve Education Sector Plan implementation for stronger systems
  - Sharpen the positioning of GPE, and its financing, emphasizing support to enable plan implementation, capacity
  - Strengthen LEG effectiveness across policy cycle (noting positive association between LEG effectiveness and Variable Part)

- **Financing, Efficiency and use of Funds**
  - Prioritize GPE funding to address systemic barriers
  - Funding to address systemic barriers can run in parallel to sector plan development
Two options for Board consideration

Option 1
Maintain current standardized, requirements-based model: status quo with potential refinements to the operating model, including requirements

Option 2
Transition to a differentiated, incentives-based model
Board feedback broadly supportive of a differentiated, incentives-based approach (14/20 responses received)*

- Differentiated, incentives-based approach: 50%
- Standardized, requirements-based approach: 14%
- Other: 36%

*A response was received from only one of the six DCP constituencies. However, DCP focal points had provided feedback earlier through consultations in February 2020.
Emerging areas of consensus

Core propositions

• Accelerate the Effective Partnership Rollout principles
• Use balanced combination of requirements and incentives to catalyze change
• Commitment to domestic financing for education is non-negotiable
• Retain a sectoral focus and provide support for sector planning

Levers

• Differentiate to adapt to context and focus on incentives for delivery
• Expand technical assistance using modalities that build local capacity
• Incentivize and support evidence use and learning during implementation
• Hardwire Partnership priorities such as gender equality in the operating model
• Further clarify roles and responsibilities for decentralized decision making, establish mechanisms and incentives to improve alignment of external financing
Questions for discussion

• Do the areas of consensus identified accurately reflect the Board’s views?

• Are there additional opportunities and risks that should be taken into account in the development of the operating model?