What is the Global Partnership for Education?

Multi-stakeholder partnership & funding platform to:

- expand inclusive, equitable quality learning
- strengthen education systems
- promote government leadership & donor harmonization
Funding that is focused ....

- Poorest countries with high rate of out-of-school children
- Fragile and conflict-affected countries
- Focus on quality, equity and efficiency
GPE’s Unique Country-Level Operating Model

- Organized around country ownership
- Promotes alignment behind one plan and its implementation
- Leverages mutual accountability through the Local Education Group and Joint Sector Review
- Leverages best practice and knowledge exchange on improved planning and policies to support country processes.
What makes GPE unique?

GLOBAL LEVEL

COUNTRY LEVEL

Better sector planning

Improving policy dialogue and mutual accountability

Results-focused financing

Mobilize financing

Advocacy

International coordination
GPE’s Results Based Funding Model

“Allocate for need, fund for performance”

70% linked to requirements

30% linked to results in equity, efficiency, learning outcomes
VISION
“To ensure inclusive and equitable quality education and lifelong learning opportunities for all”

MISSION
“To mobilize global and national efforts to contribute to the achievement of equitable quality education and learning for all, through inclusive partnership, a focus on efficient and effective education systems, and increased financing.”
## Principles of GPE

1. **Education is a public good, a human right and an enabler of other rights**

2. **Resources focused on the most marginalized and those affected by fragility and conflict**

3. **Gender equality**

4. **Inclusive, evidence-based policy dialogue**

5. **Country ownership & nationally identified priorities**

6. **Development effectiveness**

7. **Mutual accountability & increased transparency**

8. **Inclusive partnership**
Strategic Goals

1. Improved and more equitable learning outcomes
2. Increased equity, gender equality and inclusion
3. Effective and efficient education systems
Country Level
Strategic Objectives

1. Strengthen sector planning and policy implementation
2. Support mutual accountability and inclusive policy dialogue
3. Ensure efficient and effective delivery of GPE support
Global Level
Strategic Objectives

4. Mobilize more and better financing

5. Build a stronger partnership
Theory of Change

“To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

GOAL 1
Improved and more equitable learning outcomes

GOAL 2
Increased equity, gender equality and inclusion

GOAL 3
Effective and Efficient education systems

OBJECTIVE 1
Strengthen sector planning and policy implementation

OBJECTIVE 2
Support mutual accountability through inclusive policy dialogue and monitoring

OBJECTIVE 3
Ensure efficient and effective delivery of GPE financing

OBJECTIVE 4
Mobilize more and better financing

OBJECTIVE 5
Build a stronger partnership

GLOBAL TO COUNTRY-LEVEL ASSUMPTIONS

OUTPUTS TO OUTCOMES ASSUMPTIONS

OUTCOMES TO IMPACT ASSUMPTIONS

GLOBAL LEVEL ASSUMPTIONS
Investing in Knowledge and Good Practice Exchange - SO 5

- SO 5 calls on GPE to play a stronger role in convening and brokering knowledge and good practice exchange.

- In June 2016 the GPE Board approve a KGPE Strategy and agreed to seek targeted financing for an expanded range of activities.

- ECCE is the first GPE KGPE initiative approved by the Board.
GPE and Early Childhood Education
Early Childhood in GPE 2020

- GPE financing will continue to focus on basic education, defined as pre-primary, primary, lower-secondary education and second-chance learning opportunities.

- GPE will seek additional financing to support equity-focused investments in the progressive realization of the SDG vision of a world in which quality upper-secondary education and early childhood care and education are available to all.
ECCE in GPE’s Results Framework

Two indicators to monitor GPE impact

**Indicator #2**
Percentage of children under five (5) years of age who are developmentally on track in terms of health, learning, and psychosocial well-being (*ECDI*)

**Indicator #6**
*Pre-primary gross enrolment ratio*
GPE Funding for ECCE

- 27 of 73 GPE program implementation grants (ESPIG) have an ECD component (12 are in Africa)

- Examples of countries and regions where GPE has made significant investments: Moldova, Nicaragua, Mongolia, Cambodia and Pacific Islands
All partner countries requesting GPE financial support in 2013 (16 countries) have included ECCE in their education sector plans.

ECCE module in the Methodological Guidelines for Education Sector Analysis funded by GPE.

ECCE analysis will be released in Sao Tome and Principe, Senegal, Niger, Cameroun, Cote d'Ivoire in 2016/17.
WHAT’S NEXT FOR GPE AND EARLY CHILDHOOD CARE AND EDUCATION?

THE BELDS INITIATIVE
What you told us (GPE 2020 Consultations)

- Country driven
- Holistic approach
- Promote quality ECCE scale-up
- Focus on quality learning and assessment and teacher training in Grades 1 and 2
- Improve ECCE planning and policy dialogue, delivery and monitoring of services
- Explore collaboration with foundations
What we’ve identified as challenges

• Limited knowledge and good practice of how to bring quality ECCE to scale within education systems

• Financing for quality ECCE is inadequate and not coordinated – financial trade-offs
Theory of Change for ECCE improvement

Impact

Outcomes

Intermediate outcomes

Activities

Better early learning and development outcomes

Improved access to early childhood education

Quality ECCE is scaled up and provided to all children

National strategies strengthened to always include quality ECCE in education policy

Sound evidence on costing and scaling ECCE

ECCE strengthened in Education Sector Plans

ECCE strengthened in implementation of Education Sector Plans

Develop policy and knowledge products on systems approaches to ECCE

Regional and cross-national workshops

Support education sector planning

Build inclusive dialogue

Small-scale grants
Our response

- BELDS (Better Early Learning and Development at Scale)
- Convening role and improve knowledge and good practice of “what works” to ensure equitable access to quality early childhood education within education systems
- Focus on children ages 3-6
- Addressing early learning challenges
- Coordination with foundations and developmental partners at planning stage
Our response: build from our business model

1. Strengthen education sector planning
2. Build inclusive dialogue
3. Help coordinate Foundation’s work in sector planning
4. Develop policy and knowledge products on systems approaches to ECCE
5. Regional and cross-national workshops to share good practices and knowledge
6. Small-scale grants
Questions that we have

• How to engage other ministries for comprehensive ECCE approaches?
• How to make products and outputs practical for the use of the GPE member countries?
• What is the best way to engage with GPE member countries and really address the gaps in knowledge and implementation?
• What is our comparative advantage?
How to be involved

• BELDS launch with more details in the fall
• Technical reference group
• If interested and if your country is planning on applying for a grant in 2017, have internal country consultations with your CA, LEG representatives, DCP focal point, and inform your Country Lead regarding where your country needs most support in out of all of BELDS activities.
• Anything missing?
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