The Global Partnership for Education (GPE) recognizes the importance of engaging the private sector to address the complex systems challenges of delivering education in the world’s poorest countries. The private sector can help GPE achieve its mission by contributing its voice, ability to innovate, and networks. The private sector has a seat on the GPE Board and is represented by the Global Business Coalition for Education.

GPE partner countries are already engaging the business community and development partners to address systemic challenges, including financing made available locally.

The private sector engagement strategy was unanimously approved by the GPE Board in June 2019. The complete strategy can be found on the GPE website. The GPE Secretariat looks forward to increasing its engagement with the Global Business Coalition and its members in furtherance of our mission and progress toward the achievement of SDG 4.
GPE APPROACH

GPE engages the business community based on a country ownership and shared bottom line approach to improve learning outcomes, equity and inclusion and to support national governments in increasing the efficiency of their education systems.

PRINCIPLES FOR ENGAGEMENT

» Adhere to and respect the policies and approaches of sovereign national governments, within the parameters agreed by the broader partnership
» Engage on the basis of a shared bottom line for GPE and the private sector, anchored in concrete activities undertaken by both parties
» Pursue a strategy focused on securing systems-level impact and improved education outcomes
» Anchor the strategy and activities in specific GPE mechanisms
» Leverage GPE’s convening power to further thoughtleadership, best practices and collaboration with the private sector

COLLABORATION PARAMETERS

» Parameters for GPE’s engagement with the private sector include GPE’s Private Sector Engagement Strategy (2019), GPE Corporate Engagement Principles (2016) and Avoiding Conflicts of Interest: Guidelines for Business Engagement (2016).
» GPE adheres to human rights law and international agreements on child labor standards. GPE will not collaborate with businesses that have poor legal compliance records related to child labor or other exploitative practices.
» Successful collaboration requires a level playing field, full transparency and a clear investment benefit for GPE, country and business partners, aligned with GPE’s strategic priorities, with a focus on strengthening national education systems.
» Transparency is key to ensure no one company is gaining unique information or positioning.
» No GPE funds can be used to support for-profit provision of core education services.

PRIVATE SECTOR PARTNERS

» Business community: companies that operate within and across countries and whose core business is primarily outside education
» Membership associations: business associations, membership entities, or chambers of commerce operating mainly at the national level, but also at the international level
» Providers of ancillary education services: companies that produce or sell goods and services supporting education service provision (e.g. publishing, infrastructure, training, connectivity, IT and financial services)

HOW GPE WORKS WITH THE PRIVATE SECTOR

One recent example of how GPE engages the private sector is the Education Data Solutions Roundtable which leveraged the expertise of public and private partners to improve the availability and use of accurate and timely education data for education planning.

Representatives from the business community, including HP Inc., Econet, Tableau, Mastercard, Intel, Michael and Susan Dell Foundation and Microsoft, provided their expertise to analyze data related challenges and help develop solutions to these challenges. Together with country partners, government donors and multilateral agencies, corporate partners have recommended specific solutions and offered support to (i) develop standard functionalities for education management information systems and an approach to technology upgrades (ii) boost human resources for IT and data analytics (iii) further a demand-driven data culture to demonstrate the value-add of data for planning, policy-making, and management and (iv) identify mechanisms to integrate data across different systems to produce holistic school-level information.