



GLOBAL PARTNERSHIP
for EDUCATION

Strategic Aspiration *Survey Response*



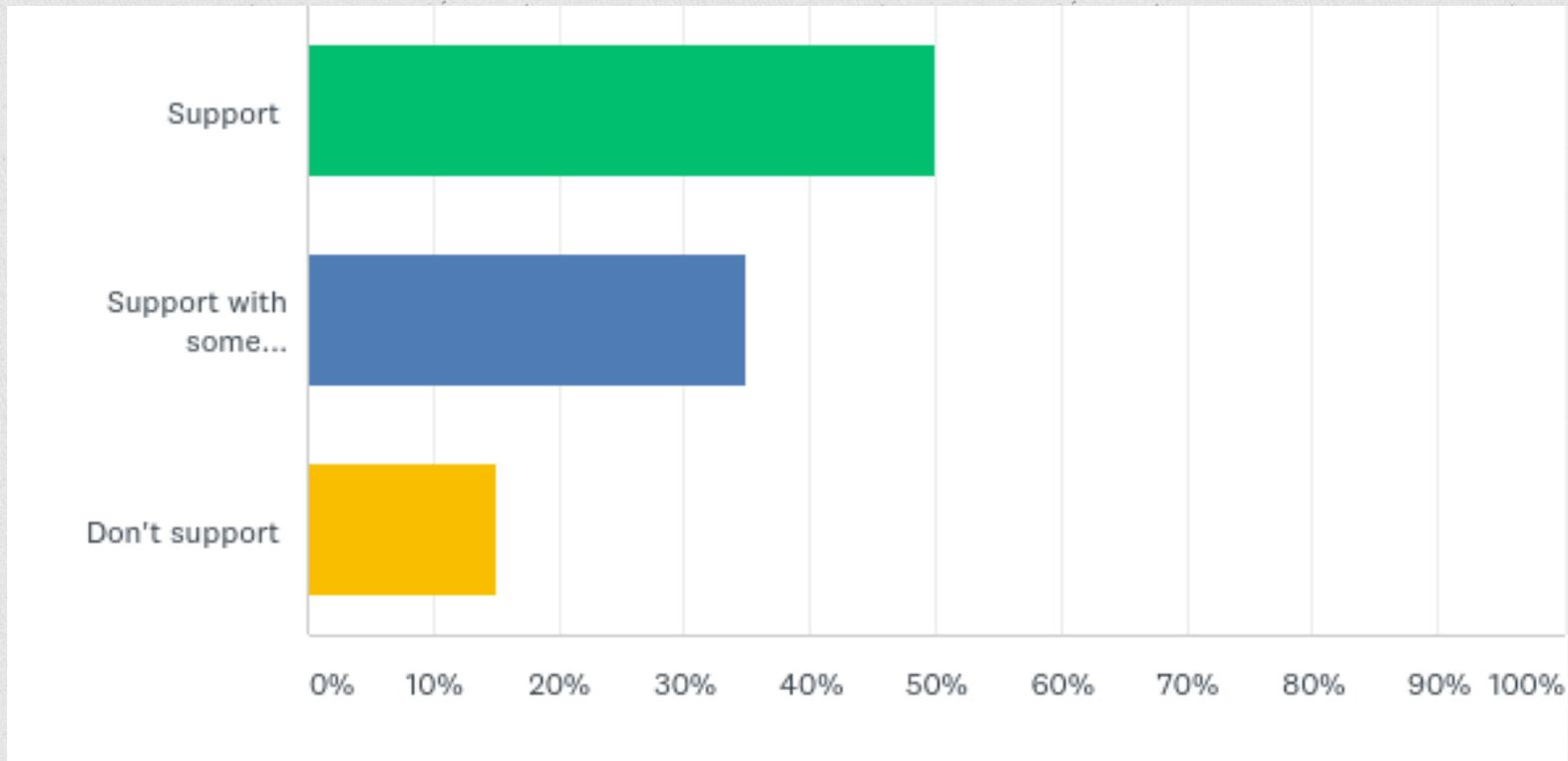
Background

- Survey opened on April 10, closed on April 27
- Supporting materials included the Aide Mémoire from the Ministerial Advisory Group, the presentation by Blossom, feedback on the strategic aspiration proposals by a group of external experts and a podcast on GPE evidence to date.
- **All constituencies provided input through the survey**

Vision

Vision: Does your constituency support the proposed vision for GPE's next strategy?

Proposal: A world that invests in quality education for every child as the foundation for a peaceful, prosperous and sustainable future.



Support

Africa 2

Africa 1

Asia and the Pacific

EEMECA

Private Foundations

LAC

Multilateral Agency 3

Africa 3

Donor 6: Supportive overall of the vision, however, we would suggest adding words that put the vision into something more in GPE's manageable interest such as, "[A Partnership] that invests in quality education for every child as the foundation for a peaceful, prosperous and sustainable future."

Multilateral Agency 2: We are supportive of the vision. Suggest deleting the words [as the foundation] as they are superfluous. The vision is broad enough to extend beyond the lifespan of the strategy, it is aspirational and aligned to the SDGs as a whole. A caution is to double check strong alignment with SDG4

Comments: Support with modifications

Donor 1: "A world (that invests in) in which every (child) girl and boy gets access to quality education and acquires the right skills to make a meaningful contribution to a peaceful, prosperous and sustainable future.

Multilateral Agency 1: A world that invests in quality education for every child and youth (or every learner) as the foundation for a peaceful, prosperous and sustainable future.

CSO 3: A world that invests in (add: inclusive and equitable) quality education for (delete: every child, add: all) as the foundation for a peaceful, prosperous and sustainable future.

Donor 3: Proposed vision: A world that invests in the right of every child to a safe, quality education as the foundation for a stable, (REMOVE peaceful) prosperous and sustainable future. These edits are important i) to ensure the right to education and the inclusion angle are captured and ii) because the evidence base on education's link to peace is not straightforward and so 'stable' is more accurate. We are supportive of the vision encapsulating the broad spectrum of SDG4, but do feel it's important (as agreed in Nairobi) that GPE delineates its focus and is more specific about what its unique offer to the education architecture is. This vision does a good job of balancing the two.

Comments: Support with modifications

Donor 5: A world that invests in quality education for every child as the foundation for a peaceful, prosperous and sustainable future “to fulfil SDG 4”. Alternatively, we would like to see the word ‘SDG 4’ explicitly mentioned in the narrative surrounding the vision/mission/objectives.

CSO 2: Our suggested language is: "A world that ensures inclusive and equitable quality education for all as the foundation for a peaceful, prosperous and sustainable future". We consider that replacing the initial part of the proposed draft Vision is essential because the latter must have a clear reference to the spirit and word of SDG4. We recall that in the December Board meeting the agreed language of the Strategic Aspiration of GPE, that corresponds to its broad vision, is : "Reaffirms GPE's commitment to SDG4" (paragraph 1).

Donor 2: A world that invests in (inclusive and equitable) quality education for every child as the foundation for a peaceful, prosperous and sustainable future. New text in brackets. There should be a clear link to SDG4. The overarching objective of all education stakeholders must be to support the achievement of inclusive and equitable quality education, not matter different scope of responsibility in the educational architecture.

Comments: Don't Support

Donor 4: Donor 4 is committed to SDG4 and believes all education efforts towards 2030 should rally behind this goal. We therefore want to argue for keeping the SDG 4 goal as GPE's vision also in the next strategic period. We find the proposed new language reducing the ambition without adding specificity (other than limiting the work to children). All the SDGs are shaped to contribute to a peaceful, prosperous and sustainable future so this language is superfluous and does not strengthen the vision. While the SDG 4 goal is agreed by all education partners, it is a matter of fact that various organizations work towards various parts of the goal. This does not make the overall goal less relevant for GPE nor for other partners. The perspective of lifelong learning of SDG4 is referring both to possibilities to learn at all stages of life (cradle to grave perspective), but also includes the perspective of designing education at the early stage so that it enables learners to build on early acquired skills throughout life (reading, writing, critical thinking are skills that enable learning and engagement with new knowledge throughout life). We think it is perfectly fine to keep this as part of GPE's vision. However, if for a majority of partners the lifelong learning perspective seems less relevant for GPE, one possibility could be to keep the first part of SDG4 "Ensure inclusive and equitable quality education" and add the more specifics of GPE after that. It is important to keep inclusive and equitable because "every child" does not sufficiently address the need for inclusive and equitable education in order to reach the furthest behind. Our preference, however, is simply to keep SDG4 as GPE's overall vision.

Comments: Don't Support

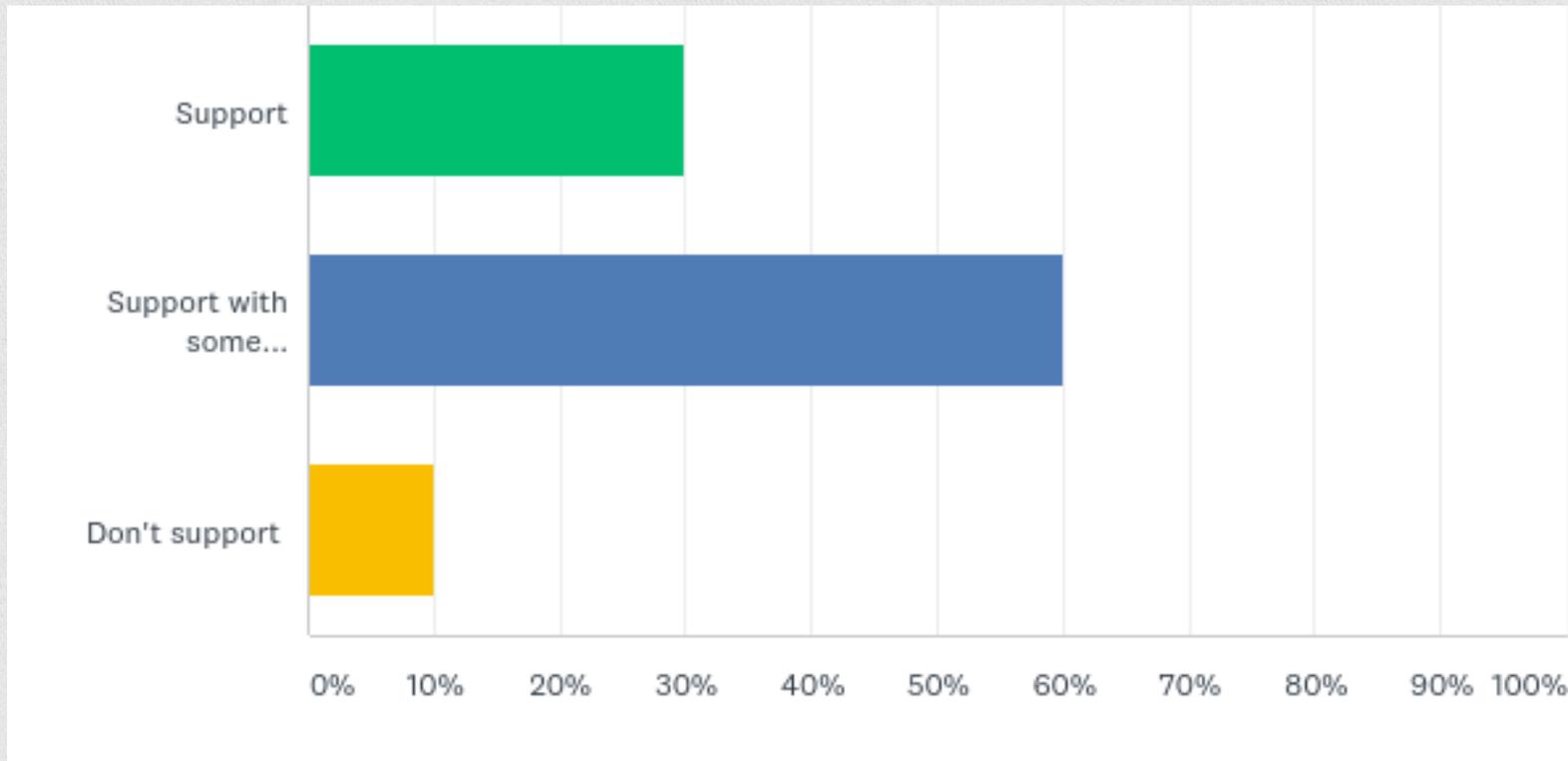
CSO 1: While we recognize that the formulation of the old vision needs to change to sound more like an actual vision, the old language is better. The new language only talks about financing of education and is missing crucial words. The agreement by the Board in December was that GPE works towards SDG4 although the focus of the funding will be on K12. This means that the actual SDG4 language should ideally be visible in the vision language. We'd therefore like to suggest the following language: A world that ensures inclusive and equitable quality education for all as the foundation for a peaceful, prosperous and sustainable future

Private Sector: We would like to suggest that we maintain the focus on SDG4. Thus, we prefer not to make changes to the vision previously agreed.

Mission

Mission: Does your constituency support the proposed mission for GPE's next strategy?

Proposal: To end the learning crisis by mobilizing partnerships and investments that transform education systems in developing countries, leaving no one behind



Support

EEMECA

LAC

Donor 3

Private Sector

Multilateral Agency 3

Africa 3

Comments: Support with modifications

Donor 1: "To end the learning crisis by mobilizing multi-stakeholder partnerships and (investments) funding that sustainably transform education systems in developing countries."

Africa 2: To end the learning crisis by mobilizing more partnerships and investments that significantly transform education systems in developing countries, leaving no one behind.

Africa 1: Our suggestion: To strengthen the learning process by mobilizing partnerships and investments that transform education systems in developing countries, leaving no one behind (To end the learning crisis)by mobilizing partnerships and investments that transform education systems in developing countries, leaving no one behind.

Asia and the Pacific: 'To end the learning crisis...' - the starting words seem negative connotation, therefore, suggested wording should be - 'To ensure learning opportunity...'

Multilateral Agency 1: Mobilize partnerships and investments to strengthen education systems in developing countries to ensure all learners' participation, completion and improved learning outcomes Capacity development of the DCP governments needs to be at the core of GPE's work and it should be reflected in the Goal language. Does "strong organizational capacity" listed under the Goal statement reflect this (not sure whose capacity it refers to)?

Comments: Support with modifications

Donor 4: Donor 4 suggests the following modifications to the proposed mission: "To improve the quality of learning and end the learning crisis, reaching the furthest behind, by mobilizing partnerships, knowledge and increased financing in order to transform education systems in such a way that they deliver on the vision. " Donor 4 is concerned that the proposed mission reduces the broader education agenda to merely ending the learning crisis. The learning crisis is a central component, but we propose that the mission also includes quality learning. We suggest taking out the words "in developing countries", as it is too vague to add value. Increased financing is included because it is a central component. Knowledge is added to further broaden what we wish to mobilise for. This should also be in line with the Aide Memoire from the Ministerial Advisory Group.

Donor 6: Suggest adding words that signify GPE mobilizing its own levers and that developing country partners are in the lead. "To end the learning crisis by mobilizing partnerships, [financing], and [delivering] investments [to help country partners] transform [their] education systems, leaving no one behind."

CSO 3: To end the (delete: learning, add: education) crisis by mobilizing partnerships and investments that transform education systems in developing countries.

Private Foundations: A world that invests in inclusive and equitable quality education for all as the foundation for a peaceful, prosperous, fair, and sustainable future.

Comments: Support with modifications

Donor 5: After the webinar, we do understand that in order to make the case stronger and the branding more appealing, there is an effort to link GPE with ‘a fight’. However, ending the learning crisis is way beyond GPE hands, while enabling education systems transformation in developing countries is much more truthful of what GPE actually does. Also, we believe that the old wording ‘To mobilize global and national efforts’, and ‘through inclusive partnership’ reflects better GPE way of working. Therefore, we propose the following text: “To enable education systems transformation in developing countries to end the learning crisis through inclusive partnerships and equitable investments, leaving no one behind”.

Donor 2: To (achieve inclusive and equitable quality education and learning for all) by mobilizing partnerships and investments that (support effective and efficient) education systems in developing countries, leaving no one behind. New text in brackets. Strike out 'end the learning crisis'. Strike out 'transform'. The current mission includes that GPE should strive to “contribute to the achievement of equitable, quality education and learning for all”. We see no reason to leave such a strong commitment out of the revised mission. Rather the same phrase should be used, only amended according to the SDG 4 and therefore we suggest to include also ‘inclusive’. We are firmly opposing using ‘the learning crisis’ in the mission for GPE. The learning crisis has no settled signification. Neither should the mission focus on ending something, rather promoting and supporting. That’s the reason we suggest to keep the focus in the mission on achieving something: in this case “inclusive and equitable quality education and learning for all”. It would also be very unfortunate to strike out “effective and efficient” regarding the education systems – this is the core of GPE’s mission.

Comments: Support with modifications

Multilateral Agency 2: Supportive with some clarification- A mission statement is focused on what we do to achieve the vision. Suggestion is to start with a verb as indicated below and not to overload the mission statement. Some of the details can be covered in the goal and priorities Reference to the learning crisis has been replaced with improvement to quality education as a compromise to the feedback received during the webinar that the mission statement is negatively focused Suggested text: To mobilise partnerships and investments to improve the quality of education by transforming education systems

Comments: Don't support

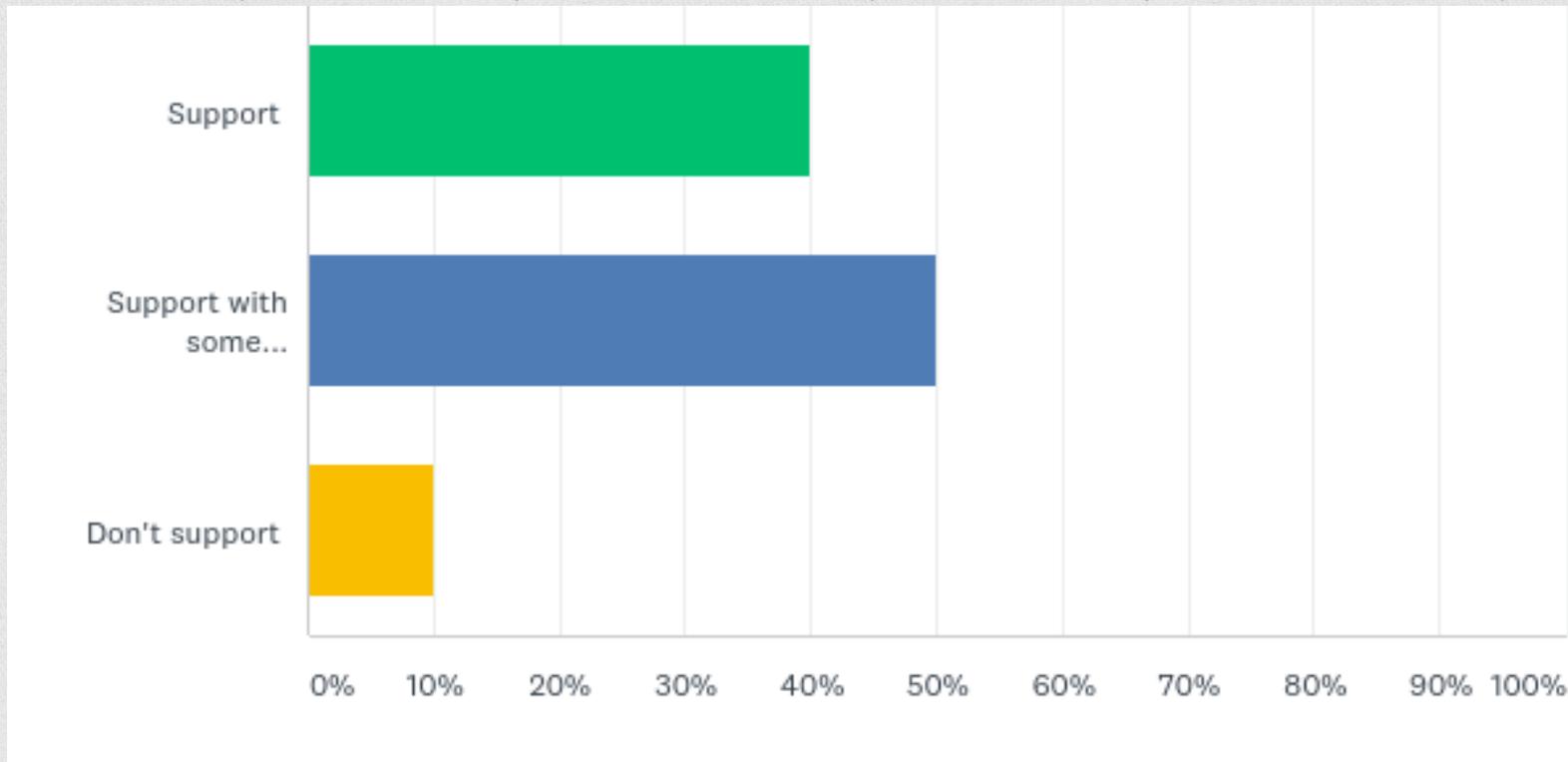
CSO 1: We do not want the word 'learning' to play a role in the GPE vision, mission etc. We believe that 'learning' is no substitute for 'education'. Rather, learning limits education to be simply about learning how to read and write, instead of the much more comprehensive role of education in creating active, engaged, democratic citizens who know and exercise their rights. We like the original mission and think it is suitable.

CSO 2: We consider the current draft of the Mission to be a regression compared to the current version and also inconsistent with the December Board decision language contained in paragraphs 3 and 4, which read: "3. Recognizing the majority of education financing comes from domestic resources, GPE will support national governments in the planning, sustainable financing, monitoring and reviewing of holistic education systems for system-wide impact based on the principle of leave no one behind. 4. Recognizing that the detailed use of GPE resources will be determined by country level data, evidence, inclusive dialogue, and country context, noting the importance of building strong foundations from the early years, GPE implementation financing focuses on the poor and the most marginalized, and prioritizes at least one year of pre-primary education and 12 years of education and training". Our key recommendations to this end are: (a) Delete reference to learning crisis. It is inappropriate and discouraging to start the Partnership' Mission in a negative statement. It also undermines the current efforts put forward by many governments worldwide. (b) The new mission statement should use as a starting point the current mission statement, and add elements agreed to in the above mentioned paragraphs 3 and 4. In this sense, the new Mission should refer to: (i) sustainable financing; (ii) holistic education systems; (iii) country level data, evidence, inclusive dialogue, and country context; (iv) leaving no one behind (would fit well at the end of the statement). We consider the final Mission language needs to be decided through a negotiated process at Board level.

Goal

Goal: Does your constituency support the proposed goal for GPE's next strategy?

Proposal: To accelerate learning outcomes through equitable and inclusive education systems fit for the 21st century



Support

Africa 2

Africa 1

EEMECA

CSO 3

LAC

Donor 2

Multilateral Agency 3

Africa 3

Comments: Support with modifications

Asia and the Pacific: To accelerate learning outcomes through equitable and inclusive education systems fit for the 21st century (“by Improving relevance of education for skills development”)

Donor 4: Donor 4 supports the proposed goals with some modifications. We would encourage the GPE to see the proposed goal in conjunction with the Results Framework.

Donor 6: Suggest the minor addition of the word ‘quality’, "To accelerate [quality] learning outcomes through equitable and inclusive education systems fit for the 21st century."

Multilateral Agency 1: Suggested: To strengthen the capacity, responsiveness and resilience of the education systems to provide equitable and inclusive learning opportunities fit for the 21st century. GPE should remain focused on system strengthening. Moreover, it should include in its strategic focus the implications of the COVID-19 pandemic on the education sector – in terms of the responsiveness and resilience of the education systems (in addition to their strength) as well as the needs for innovative approaches to teaching and learning (e.g. distance learning, STEM). This would also imply that the education systems are responsive and “fit for 21st century”. Moreover, GPE should prioritize not only country ownership but also country leadership, which implies that DCPs’ capacity is strengthened so that they can take the lead in ensuring learners’ educational completion and outcomes.

Comments: Support with modifications

Private Foundations: To strengthen equitable and inclusive education systems fit for the 21st Century that are capable of accelerating holistic learning outcomes for all boys and girls. Based on previous discussions across the Board and Partnership, we ask that holistic learning outcomes, linked to equitable inclusion and access, are considered in the development of the goal (and subsequent rallying cry). We would advocate for elevating this within the current goal proposed. It's clear from the recent GPE report – 21st Century Skills: What Potential Role for the GPE? – that DCP's are eager for guidance and support around holistic learning from the Partnership. The report highlights that now is a critical moment for this – acknowledging that the 'next strategic plan as an opportunity to consider this more concretely in order to ensure that education systems equip children and young people with the broad range of skills that they need to be active, engaged and productive members of their communities, countries and the globalized world more broadly.'

Donor 3: Proposed Goal: To accelerate learning outcomes through equitable, inclusive, gender-responsive and resilient education systems

Donor 5: The word 'To accelerate' suggests 'to go quicker, to go fast'. Instead, the real problem is not to accelerate the speed of the learning outcomes, it is rather to get there in the very first place. Our suggestion: "To improve" learning outcomes through equitable and inclusive education systems fit for the 21st century"

Comments: Support with modifications

Private Sector: We support the inclusion of 21st century into the Goal. However, we would also like to see a stronger emphasis placed on the early years by including an explicit reference to at least two years of pre-primary education and a commitment to allocating 10 percent of GPE's budget to Early Childhood Education. Suggested modification: "To accelerate learning outcomes through equitable and inclusive education systems fit for the 21st century, [starting with at least two years of pre-primary education]."

Multilateral Agency 2: 1) The difference between the three original goals and new goal is the addition of 21st century skills. Clarity is needed on why the need to move from the three goals to one goal? 2) While the vision, mission and goals need to be read as a unit, clarity is required on how the goals and priorities address the issue of a sustainable future. This is not carried through in the goal or priorities. 3) Our understanding of the inclusion of 21st century in the goal is to cover the issue of skills development/competencies. Is this correct? If so, this needs to be articulated in the priorities. 4) Our understanding of the priority 'strong organisational capacity' is a reference to system strengthening. Is this correct? Suggest clarifying or rewording 5) The need for resilient education systems is now more relevant than ever in light of the COVID-19 pandemic. How is this accounted for in the vision, mission and goals? 6) Assessment has emerged as a key priority across all seminal documents on education in the past 2-3 years. How is this accounted for in the six priorities identified?

Donor 1: "To (accelerate) improve learning outcomes through equitable (and) inclusive, efficient education systems fit for the 21st century."

Comments: Don't support

CSO 1: We do not want the word 'learning' to play a role in the GPE vision, mission etc. We believe that 'learning' is no substitute for 'education'. Rather, learning limits education to be simply about learning how to read and write, instead of the much more comprehensive role of education in creating active, engaged, democratic citizens who know and exercise their rights. We like the idea of GPE having several goals to represent different aspects of the partnership.

CSO 2: We consider the current draft of the Goal to be a regression compared to the current goals and also inconsistent with the December Board decision language contained in paragraphs 2 and 4 which read: "2. Re-affirms our commitment to equity, inclusion, and learning, including the central role of quality teachers and teaching, and the importance of gender equality; 4. Recognizing that the detailed use of GPE resources will be determined by country level data, evidence, inclusive dialogue, and country context, noting the importance of building strong foundations from the early years, GPE implementation financing focuses on the poor and the most marginalized, and prioritizes at least one year of pre-primary education and 12 years of education and training." Although some key elements of paragraph 2 and 4 are reflected in the suggested "priorities for results", these key elements should be stated as part of the goals. In this sense, we also recommend retaining more than one goal. The goals should make reference to: (i) "equity, inclusion and learning, prioritizing at least one year of pre-primary education and 12 years of education and training "; (ii) "central role of quality teachers and teaching"; (iii) gender equality We consider the final Goal(s) language needs to be decided through a negotiated process at Board level.

Additional Comments

Africa 2: The current health crisis triggered by the COVID-19 pandemic could jeopardize the Pledging Conference scheduled to take place in mid-2021. In fact, it is highly likely that the expected contributions will be scaled back. We therefore think that the GPE Secretariat should already be considering putting a strategy in place to mitigate the effects of COVID-19 on the 2021 conference.

Africa 1: The current initiatives by GPE are laudable and the current focus on supporting the marginalized members of the international community is rightly poised. The efforts should also focus on improving access by providing grants for school infrastructure development.

Asia and the Pacific: The GPE contribution for the planned and systematic development in the education system of developing countries is remarkable. Still most of the countries are facing the challenges in terms of financial resources required to ensure education for every child as committed in SDG4. Moreover, the current Covid-19 pandemic has created huge obstacles in the teaching and learning in these countries. Therefore, additional financing may be required to cope the situation to mitigate this crisis. The strategies to face these sort of challenges, the GPE strategy 2025 should pay adequate attention. Besides, the strategic plan should focus on developing the country specific strategies to support individual governments and their educational priorities. In addition, a strong partnership among the education partners needs to be strengthened to achieve the GPE vision and goal.

CSO 1: We wonder where the responses to the surge questions play into this and why the Board has not had a chance to discuss the existing mission, vision and goals except for a short discussion in Stockholm, where the general feeling was that the mission and vision didn't need to change much. The input that these suggestions are based on do not seem to come from the Board or the Board constituencies, which we believe is a shame as all parts of the partnership are present on the Board and can accurately reflect the positions of the different stakeholders.

Donor 4: Vision: Donor 4 is committed to SDG4 and believes all education efforts towards 2030 should rally behind this goal. We therefore want to argue for keeping the SDG 4 goal as GPE’s vision also in the next strategic period. We find the proposed new language reducing the ambition without adding specificity (other than limiting the work to children). All the SDGs are shaped to contribute to a peaceful, prosperous and sustainable future so this language is superfluous and does not strengthen the vision. While the SDG 4 goal is agreed by all education partners, it is a matter of fact that various organizations work towards various parts of the goal. This does not make the overall goal less relevant for GPE nor for other partners. The perspective of lifelong learning of SDG4 is referring both to possibilities to learn at all stages of life (cradle to grave perspective), but also includes the perspective of designing education at the early stage so that it enables learners to build on early acquired skills throughout life (reading, writing, critical thinking are skills that enable learning and engagement with new knowledge throughout life). We think it is perfectly fine to keep this as part of GPE’s vision. However, if for a majority of partners the lifelong learning perspective seems less relevant for GPE, one possibility could be to keep the first part of SDG4 “Ensure inclusive and equitable quality education” and add the more specifics of GPE after that. It is important to keep inclusive and equitable because “every child” does not sufficiently address the need for inclusive and equitable education in order to reach the furthest behind. Our preference, however, is simply to keep SDG4 as GPE’s overall vision. **Mission:** Donor 4 is concerned that the proposed mission reduces the broader education agenda to merely ending the learning crisis. The learning crisis is a central component, but we propose that the mission also includes quality learning. We suggest taking out the words “in developing countries”, as it is too vague to add value. Increased financing is included because it is a central component. Knowledge is added to further broaden what we wish to mobilise for. This should also be in line with the Aide Memoire from the Ministerial Advisory Group. **Goals:** Donor 4 supports the proposed goals with some modifications. We would encourage the GPE to see the proposed goal in conjunction with the Results Framework.

Donor 3: We want to see recovery from COVID reflected in the priorities for results. It's important that GPE's strategy speaks to the current reality and doesn't just press ahead with business as usual. The inclusion of 'resilient' is also important for this reason. We would welcome a conversation at the Board about the meaning of 'equity' for GPE. We want it to mean 'progressive universalism' rather than 'equal distribution', as we want to see a shift towards targeting resources towards the most disadvantaged.

Donor 5: It is important to ensure consistency among all the single parts at every stage of the process in order to be able to approve a final smooth and coherent strategic package

CSO 2: The following comments reflect the views of both Board and Alternate Board CSO2 members. We are concerned that the VMG are being driven by considerations of branding and marketing, thus undermining the essence of what these should reflect and contain. The VMG language must be driven by the consensus reached in the GPE December Board Meeting. Furthermore, the VMG must be Board led, it is fundamentally an internal and political exercise that will shape education policy making in years to come.

Donor 2: The strategic questionnaires/pulse questions benefitted from a high level of participation from across GPE's board constituencies. Furthermore, the analysis of the questions show general consensus on many key areas. It appears rather unclear where and whether this effort has been utilised by the consultants in the development of the strategy? We kindly and strongly request that the answers and the consensus form the basis for further development of the strategy led by the Secretariat, in order to avoid repetition of discussions. On a technical note, it's not possible to underline text in the survey which makes it hard to show supported text. But we have left the text we support and inserted new proposed text in brackets. We hope it makes sense.

Donor 6: The proposals capture well the Board agreement and decision from Nairobi, Kenya. The Secretariat took that decision and intent and formed proposals that we support overall and only suggested slight modifications.

Multilateral Agency 1: On Vision statement: As per the GPE's Charter, GPE partners are committed to SDG 4 in its entirety. Even if GPE remains focussed on primary and secondary education, the vision must be broader than GPE's action focus as it attempts to address the entire Agenda 2030 for Sustainable Development by including "peaceful, prosperous and sustainable future" and the lifelong learning perspective embraced in SDG 4. The "every child", despite its international definition of a person under 18 years of age (ref. UNCRC), gives the impression that GPE is repositioning itself on the path of its predecessor, the FTI, with a scope limited to primary and lower secondary education. On mission statement: The core of GPE's mission is to mobilize partnerships and investments, so the mission statement should directly start with this, rather than "To end learning crisis". GPE's principle of focusing on "the most marginalized and those affected by fragility and conflict" implies out-of-school children and youth as well as those who are hard to reach through formal education systems; and this is particularly the reality of many DCPs. Therefore, access/participation and completion should be highlighted in addition to learning outcomes.

CSO 3: Concerning the vision the teaching profession wishes to emphasize that the GPE works to improve the quality and efficiency of education systems as a whole. The partnership promotes better education sector plans, which include actions for secondary, non-formal, technical and vocational training as well as higher education and therefore we believe the vision should be education for all and not just "for every child". Priorities can still be made within the education sector. Concerning the mission - Given the current context in the world with the outbreak of COVID-19 we believe the term "education crisis" covers the situation better than "learning crisis".

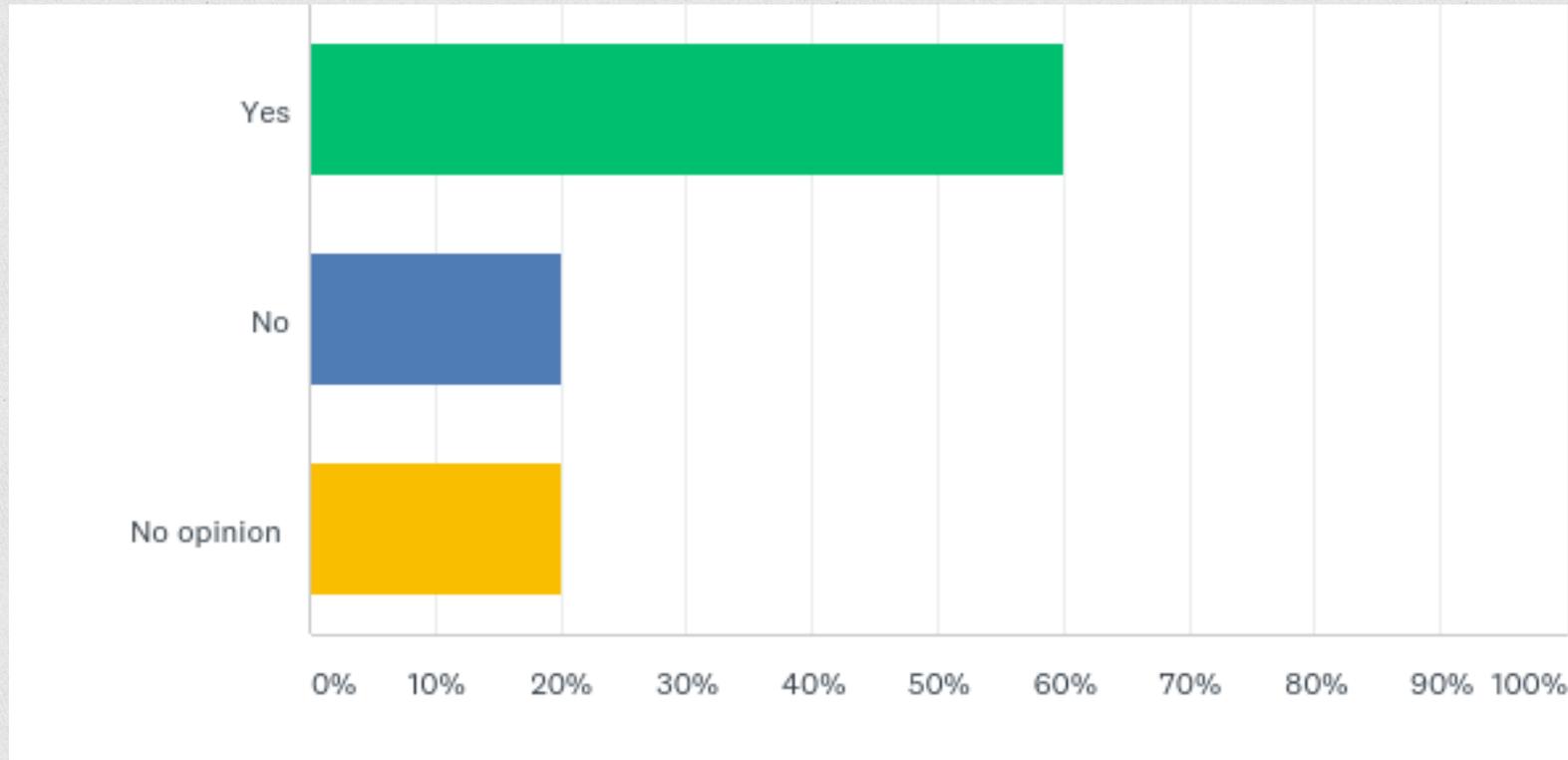
Private Sector: We urge that GPE consider whether the process of finalising the vision, mission, and goal as part of the Strategic Plan is inhibiting our ability to effectively and efficiently deliver on GPE's mandate to achieve SDG 4. To ensure that we are (1) delivering the maximum proportion of available GPE funding to countries and (2) focusing on efficiency and significantly reducing the time it takes to deliver, we need to keep the processes as simple as possible and not reopen discussions on issues that the board has previously agreed on. In addition, while external consultants' work may be helpful, at times it seems redundant and can be costly. Thus, instead of bringing in further consultants, we would urge focusing on streamlining internal processes which will allow board members to expeditiously discuss and reach agreements on key issues and for GPE to deliver on its goals as efficiently as possible.

Multilateral Agency 2: MLA2 is supportive of the spirit of the vision, mission and goal with some clarification required.

Private Foundations: While we appreciate the opportunity to provide input via this latest survey, it's important that both the Private Foundation Constituency letter sent April 2nd and the upcoming letter by the PF constituency, along with CSO 1,2 and 3, is considered along with the input here. In these, we have expressed concerns about the strategy process, which have not been fully and adequately responded to yet. A new strategy is the moment when we look forward to in-depth deliberations, dialogue, and collective thinking that draws on the strengths and expertise of all Board members, and the rich inputs of their constituency members. The strategy process should be true to the essence and spirit of the partnership that so clearly distinguishes GPE as an inclusive multilateral and multi-constituency global platform to support education. While we provide our responses to this survey, we'd like to reiterate our strong desire for a better process which would certainly mean that the final agreement on the mission, vision and goal is carried through a full Board discussion, and not to be aggregated through the responses to the survey. The deadlines for the responses did not allow for dialogue between different Board members in the way that such a significant moment as strategy formulation calls for.

Rallying Cry

Rallying Cry: Should GPE adopt and high-level partnership rallying indicator?



Answered “Yes”

Donor 1

Africa 2

Africa 1

EEMECA

Donor 6

Multilateral Agency 1

Private Foundations

LAC

Donor 3

Private Sector

Multilateral Agency 3

Africa 3

Answered “No” or “No Opinion” to rallying cry question

Donor 2

Donor 4: Donor 4 believes that currently there is no rallying cry indicator that would equal for instance the 2 degree indicator within the climate change debate. However, if the GPE wishes to introduce a rallying cry indicator, we support that it should be on girls’ education. Of the suggested indicators, donor 4 only supports “More girls complete lower secondary”, as we find the wording of “poor girls” potentially problematic and stigmatising. However, our support is conditioned by the following: As it currently stands, the indicator risks resulting in a shift in focus from basic education to lower secondary education in programming, because the indicator currently does not differentiate between those who are marginalised and those who are not. If we are to keep this indicator, it would be necessary with a distinction to ensure that we are capturing the most marginalised girls (for instance in the lowest poverty quintiles, or through using urban/rural disaggregation as a proxy for poverty). A quintile analysis is not available with EMIS data, but would be available in household surveys (every 3-4 years). This is important because in the least developed countries data indicates that girls in the lowest quintiles never start or drop out at an early stage in primary school and hence do not reach lower secondary. Therefore, if we were to support this indicator it would either have to target and measure achievement for girls in the lowest quintiles/rural schools or at a minimum contain disaggregation and targets for lowest quintiles/rural schools in addition to the whole group. On the question of additional options GPE should consider, donor 4 would encourage the GPE to select from SDG indicators.

Answered “No” or “No Opinion” to rallying cry question

CSO 3: We believe gender equality, equity and inclusion are important goals but do not think GPE should determine one rallying indicator before the strategic plan is finalized and for the whole period of the plan. A rallying indicator could be part of a later implementation and communication plan as long as it doesn't oversimplify a complex challenge. Policy must drive our branding and communication, not the other way around.

CSO 1: Not sure we see the point of a rallying cry and if so it should be discussed as part of a branding exercise ahead of replenishment and not as part of the strategic plan process, which is not about marketing or fundraising, but rather about the strategic direction of the partnership.

Donor 5: At the time when there are concerns about global education aid architecture fragmentation, it is not the moment for GPE to come up with its own rallying indicator. We see the risk that a rallying cry indicator could narrow a holistic view on education and involve a significant amount of additional resources. We are not convinced about an indicator on girls. Yes, gender is definitely a priority, but education is not only about girls, and GPE must reflect the overall scope. If the GPE Board decides to introduce such an indicator this must be based on the SDG 4 indicators and available data (and not create additional structures). UNESCO would have to be in support of this. This would have to be a rallying cry for the sector as a whole, which reflects well the vision, the mission and the goal (which so far it's about learning).

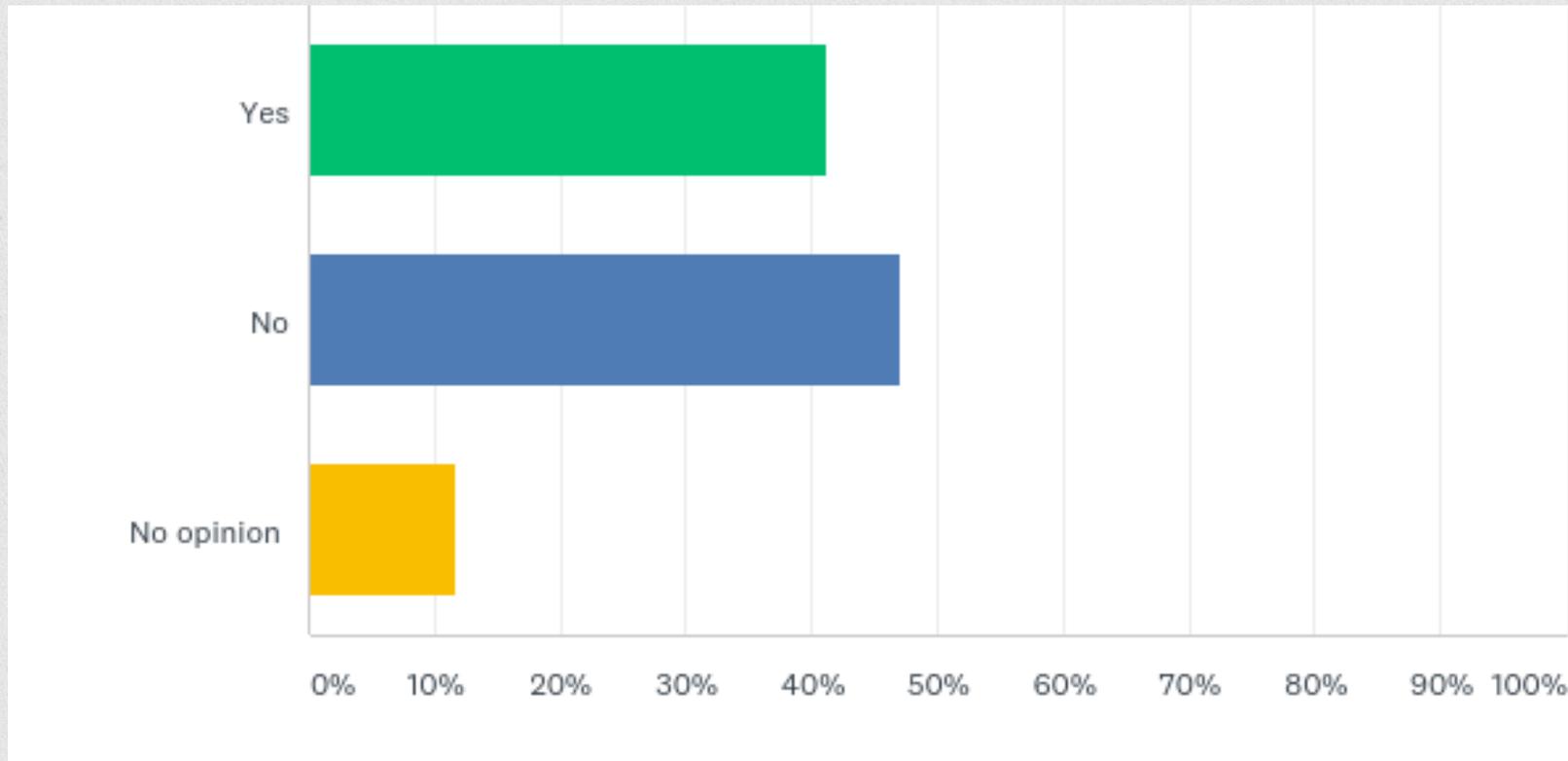
Answered “No” or “No Opinion” to rallying cry question

CSO 2: We consider that there is no need to have a single rallying indicator for the entire GPE Strategic Plan. Nevertheless, there could be rallying calls around specific time bound campaigns or emergency responses, such as Replenishment and COVID 19, respectively. In any case, the debate around the rallying calls for Replenishment should be done at a later stage of the Strategic Plan development.

Multilateral Agency 2: A rallying indicator is useful for the education sector, not necessarily for GPE or a single institution. The various global platforms set up to ensure coordination and collaboration across the sector could be used to discuss the need for such an indicator, define its purpose, target audience and to develop the indicator. The rallying indicator (similar to those used for climate change, poverty etc.) must be age, gender etc. neutral to have applicability across a range of contexts, to apply over time, to achieve broad-based buy-in, ownership and support and to be memorable and resonate with a range of audiences.

Asia and the Pacific: The GPE vision, mission and goal statements should be aligned as closely as possible with those of SDG4 for overcoming the duplication that often appear while setting the priorities at national levels. This is particularly important for the LDCs who face the resource scarcity. The challenges, posed by COVID -19 in education sector nationally, regionally and globally, need to be adequately addressed by the GPE in the changed context.

Rallying Cry: If yes, should GPE focus on improving the education outcomes for poor girls as the main focus for the rallying indicator?



Answers by constituency

Yes

Africa 2
Donor 4
EEMECA
Donor 6
Donor 3
Donor 2
Africa 3

No

Donor 1
Africa 1
Multilateral Agency 1
Private Foundations
LAC
Donor 5
Private Sector
Multilateral Agency 3

No Opinion

Asia and the Pacific
CSO 1

Are there other options GPE should consider?

Donor 1: The rallying cry must showcase the GPE's actual work to the general public and rally as many stakeholders as possible around the GPE. It must therefore be a symbol of unity. To that end, DONOR 1 would accord priority to an indicator from among the SDG4 indicators (in particular those for targets 4.1.1 and 4.6.1 (4.1.1. Proportion of children and young people: (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex; and 4.6.1. Percentage of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and b) numeracy skills, by sex). At any rate, DONOR 1 believes that it is critical for the selected indicator to be developed around knowledge acquisition while also mainstreaming gender. Girls' education is an extremely relevant indicator for measuring a system's inclusiveness and the progress made. The percentage of girls who complete lower secondary school is therefore an excellent indicator of this progress and of the qualitative dimension sought

Africa 2: In the face of the COVID-19 pandemic, the GPE could consider postponing until 2022 the Replenishment Conference that was slated to be held in mid-2021. This would allow donors to mobilize more resources post COVID-19.

Africa 1: Consider all school-going children regardless of race, gender, creed, disability, socio-economic status.

Are there other options GPE should consider?

Multilateral Agency 1: We are in favour of having a high-level partnership rallying indicator and support GPE's priority given to gender equality in the next strategy. We believe, however, that a rallying cry indicator should be agreed upon at the Multilateral Education Platform (MEP) first rather than different organizations selecting and promoting their own rallying indicators (e.g. WB on learning poverty; GPE on girls' learning outcomes). Such move could lead to the dispersion of joint advocacy efforts and the further compartmentalization of the global education architecture. Indeed, at the first meeting of MEP, the Principals agreed to engage in joint advocacy to attract greater political attention and scaled-up domestic and international funding by communicating powerful key data. Secondly, if any rallying cry indicators for education should be adopted by GPE, they should be fully aligned with the SDG 4 monitoring framework including SDG 4 indicators. The selection of indicators is both political and technical. While we are in favour of GPE prioritizing gender equality, there is a broad concern that one rallying cry indicator (girls' learning) might end up becoming THE agenda for the GPE funding as universal primary education did for FTI. On the other hand, if GPE focusses on "the most marginalized and those affected by fragility and conflict" ("Principles – still valid"), shouldn't out-of-school children and youth as well as conflict-affected populations be focus of the rallying cry indicator? Thirdly, the selection and definition of the indicator should be done in close collaboration with UNESCO Institute for Statistics as the custodian of SDG 4 indicators. As GPE focusses on equity and gender equality, a (gender) parity index in terms of access/participation, completion and learning should be considered if a rallying cry should be adopted; and learning outcomes of girls who are out of school should not be neglected.

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Private Foundations: The effort to establish a rallying cry is appreciated, though we acknowledge the risk or trade-off in applying this type of approach given the broad mandate of our work. There is also grave concern that the initial proposals centre around access – given all we have learned about the dangers of doing so - and for a slice of the population. While access remains a vital concern, we also recommend highlighting very clearly learning outcomes alongside this. It will become increasingly important that GPE finds innovative ways within the strategy to continue its mandate around increasing access, coupled with equity and targets for equitable learning outcomes for the greatest number of children. We also believe that the discussion and final decision on the rallying cry should take place after the Board has decided on the strategy. The rallying cry should organically flow from the strategy and not precede it. In terms of the current suggestions – they may imply a focus on one thematic priority (even though we acknowledge that this is a priority of most donors and a proxy indicator across systems.) The suggestions shared also do not have a specific measure included as is suggested. The use of the word ‘poor’ also links exclusion only to poverty which is not strictly the case. We would suggest that if a tag line was to be developed, it could encompass a broader theme of inclusion. An example could be: Five Out of Five (A play on the statistic that 1/5 children globally are out of school, but the target is to get to 5/5 – in school, learning, access to quality, 5/5 girls etc.

Latin America and the Caribbean: In the Caribbean, girls performance at all levels of education is higher than boys. The issue of girls access to education is not universal across all regions... we respect however that the global differentials are significant enough to make it a global imperative. It would be good if some allowance was made for nuances in different regions to be accommodated provided that their measures are consonant with the key principle of inclusion and equity.

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Donor 3: Yes, we do think GPE should have a rallying cry indicator and we would be supportive of it focussing on levels of learning among marginalised girls as a good proxy for the overall effectiveness of the education system. We prefer 'marginalised' rather than 'poor', to encompass overlapping disadvantage better. We would welcome this as a signal of GPE's commitment to hardwiring gender equality into the model. Recognising concern over proliferation of indicators, we would also be supportive of utilising/modifying existing indicators, such as the learning poverty target. For instance: "Every girl and boy should be able to read by age 10." (Note that the original language is "All children" but we have adapted to "Every girl and boy" to emphasize the gender aspect) We think it is important to provide a clear, specific target to improve the visibility of GPE. We think partners' concerns about skewing focus are unfounded, as the target would be purely an advocacy tool.

Private Sector: We support for the need for GPE to develop a rallying indicator, especially to increase the visibility of GPE and its mission to people outside of the education world. To be effective in this regard, we need an indicator that is simple and easy to remember. All three proposed options – (1) "Lift poor girls out of learning poverty," (2) "More poor girls learn," and (3) "More girls complete lower secondary education" – focus too narrowly on girls' education and do not sufficiently and accurately capture the breadth of GPE's work. The private sector would like to propose an indicator that reflects the emphasis on education that is fit for the 21st, as suggested in the proposed vision. We propose looking at the indicators developed by the Education Commission and GBC-Education on basic skills for the workforce. One of the key indicators used is "All Children on Track to Complete Secondary School & Learn Basic Skills by 2030." This indicator is easy to understand, takes into account learning, and while simple and not everything, can capture the imagination and allow us to compare across regions and countries.

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Multilateral Agency 3: Align the Rallying Cry around the stated Goal vis-a-vis Learning.

Africa 3: transition rates out of school

Donor 6: We recognise the value of a rallying cry indicator to appeal to those outside the education sector, while not losing GPE's flexibility and richness of results. GPE should use existing, globally agreed indicators. GPE should not create another new indicator, but rather use existing ones such as the SDG 4.1.1 or the World Bank's Learning Poverty Indicator. The indicator needs to be (a) have empirical credibility and be grounded in data evidence, (b) already one committed to and promoted by major partners, (c) relevant globally to GPE's work, and be (d) grounded in GPE's own results framework. In addition to a rally cry indicator on girls education, we would also suggest a possible second rally cry indicator be added that captures learning outcomes for boys and girls in early grades, within 4.1.1 or the Learning Poverty Indicator.