

IMPLEMENTATION PLAN UPDATE FOR THE 2012 – 2014 PERIOD

INTRODUCTION:

The following sections provide an update on progress made to date on the Implementation Plan for the GPE Strategic Plan (2012-2015), in the GPE five strategic objectives: fragile and conflict-affected states, girls' education, learning outcomes, teachers' effectiveness and financing. The update also includes reference to Global and Regional Activities program ("GRA").

STRATEGIC OBJECTIVES AND IMPLEMENTATION PROGRESS 2012 - 2014:

Strategic Objective 1: Fragile and conflict-affected states ("FCAS") able to develop and implement their education plans	
Outcomes	Implementation Progress 2012 - 2014
1.1 More effective GPE support of fragile and conflict-affected states (FCAS)	Good progress has been made in GPE work with FCAS ¹ , including: rapid expansion of FCAS Partners (28).
1.2 Greater alignment of funding and policy dialogue in support of education planning and implementation in FCAS	Increased volume of GPE grants to FCAS.
1.3 Increased resources for education in FCAS mobilized	GPE support for transitional planning (including guidance on conflict-sensitive planning); and the creation and successful development of the accelerated funding option for countries in emergency and early recovery situations.
	Progress is also underway in respect of the expansion of eligible Managing and Supervising Entities, which is in part designed to increase the range of entities that can operate in FCAS.
	The Global Partnership has been active in the International Network for Education in Emergencies ("INEE").
	The Global Partnership recognizes the challenges posed by the low levels of international funding to education in FCAS

	and in emergency/humanitarian contexts in particular.
--	---

Strategic Objective 2: All girls in GPE-endorsed countries successfully complete primary school and go to secondary school in a safe, supportive learning environment

Outcomes	Implementation Progress 2012 - 2014
2.1 Government-developed gender-responsive ESPs with implementation monitored, preferably through the Joint Sector Reviews (“JSRs”).	Good progress has been made in developing and piloting an ESP Gender Analysis Tool. GRA work on school-related gender violence is ongoing; the Global Partnership is participating in the launch of Global Partners Working Group on School-Related Gender-Based Violence.
2.2 Countries with significant and persistent gender disparities reduce these disparities	
2.3 Schools provide safe and supportive learning environments, especially for girls.	The Civil Society Education Fund (“CSEF”) is supporting global and regional advocacy on girls’ education and gender equality.
2.4 GPE partners track enrolment, progression and learning of primary and lower secondary school girls (preferably disaggregated by age, grade, location and socio-economic status)	The Global Partnership is building on existing efforts to better mainstream gender in all country-level processes the Global Partnership supports.

Strategic Objective 3: Dramatic increase in the number of children learning and demonstrating mastery of basic literacy and numeracy skills by Grade 3

Outcomes	Implementation Progress 2012 - 2014
3.1 Early literacy, numeracy and early childhood care and education addressed as core education issues at the global level.	The Global Partnership has a variety of activities that support better learning outcomes. It supports education sector plans within which there is an increasing focus on initiatives to enhance learning.
3.2 Countries, donors and education sector plans (ESPs) provide greater attention to early literacy and numeracy and use evidence-based strategies for program design.	The Global Partnership funds 12 GRA programs that engage its partners in the areas of learning, teaching and health/disability, and out-of-school children.
3.3 Developing country and other GPE partners have access to emerging evidence on best practices for early-grade literacy and numeracy.	It sits on the advisory board of the Learning Metrics Task Force (“LMTF”) and participates in the early childhood, the
3.4 Countries, donors and ESPs show	

Strategic Objective 3: Dramatic increase in the number of children learning and demonstrating mastery of basic literacy and numeracy skills by Grade 3	
Outcomes	Implementation Progress 2012 - 2014
evidence of plans to improve access and learning outcomes of the most marginalized, in particular children with disabilities (inclusive education)	learning champions, and IPAL working groups of the LMTF. Through CSEF the Global Partnership supports national and regional advocacy on literacy, disability and inclusive education as well as other quality education issues.

Strategic Objective 4: Improve teacher effectiveness by training, recruiting and retaining teachers and supporting them to provide a good quality education	
Outcomes	Implementation Progress 2012 - 2014
4.1 Improved effectiveness of teaching/ teachers at the primary and secondary levels.	The Global Partnership has offered support to this objective through four of its GRA activities.
4.2 Improved employment terms and conditions for teachers.	It has also supported greater teacher engagement in policy dialogue through the CSEF activities, and civil society involvement in Local Education Groups (“LEGs”).
4.3 Greater engagement of teacher organizations in education sector planning.	Teacher policies are prominently addressed in GPE-supported national education sector plans.

Strategic Objective 5: Expand the volume, effectiveness, efficiency and equitable allocation of external and domestic funding and support to education in GPE-endorsed countries	
Outcomes	Implementation Progress 2012 - 2014
5.1 Financing for basic education is more effective, efficient and equitable.	In 2014 the Global Partnership designed a new funding model that is intended to bring a stronger focus on using finance to improve equity, efficiency and learning outcomes.
5.2 Better data and evidence on the quality and volume of education financing to improve the quality of education.	It supports a GRA activity with key partners focused on building national education accounts – which will support improved financial decision making and greater transparency.
5.3 Increased education financing through innovative approaches and more effective advocacy.	At the June 2014 Replenishment Conference, the Global Partnership

	<p>mobilized donor pledges of US\$2.1 billion for 2015-17 as well as \$400 million in innovative financing.</p> <p>Developing Country Partners also pledged significant increases in domestic financing for education which the Global Partnership estimates could be worth as much as \$26 billion, if fully realized.</p>
--	---

PLEASE CONTACT Victoria Egbetayo at vegbetayo@globalpartnership.org for further information.