



## Knowledge hub - Collection of best practices

### Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) \*

GPE Systems Transformation Grant

2. Country or countries where the practice is implemented \*

This system transformation grant is being piloted in five countries (DR Congo, Kenya, Nepal, Tajikistan, Uganda) starting in January 2021

3. Please select the **most relevant** Action Track(s) the best practice applies to \*

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

#### 4. Implementation lead/partner organization(s) \*

Global Partnership for Education

#### 5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. \*

financing programs; transformation of education; capacity development; education financing

#### 6. What makes it a best practice? \*

Transformation grant being piloted in 5 countries to fund programs that enable system transformation, particularly in the education realm.

## Description of the best practice

#### 7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? \*

This system transformation grant is being piloted in five countries (DR Congo, Kenya, Nepal, Tajikistan, Uganda) starting in January 2021. New allocations are currently being considered on a cohort basis. Through the System Transformation Grant, countries can receive up to US\$162.5 million to finance priority programs that can help unlock bottlenecks and achieve system transformation. Application for the grant is preceded by the development of a partnership compact. The compact is a policy document that articulates how the country intends to work together with partners around a priority reform that has the potential to catalyse system change.

## 8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

\*

The GPE System Transformation Grant is implemented across the following main areas:

- Access to education: includes enrolment and progression at an appropriate age, regular attendance, learning consistent with national achievement norms, a learning environment that is safe enough to allow learning to take place, and opportunities to learn that are equitably distributed
- Learning: includes both the process of acquiring or developing knowledge, skills, and attitudes, underpinned by values, as well as the result of that process Quality teaching Involves teaching that transforms students' perceptions and their ability to apply their knowledge to real world problems
- Gender equality: involves equal rights, responsibilities and opportunities for girls and boys.
- Equality means that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Equality between women and men is seen as both a human rights issue and a precondition for, and indicator of, sustainable, people-centered development.
- Equity & inclusion: involves challenges relating to disadvantage, marginalization, disparities, inequalities, unfair treatment or discrimination; and new policies or system reforms that aim to change the distribution of resources and/or include and improve educational outcomes for marginalized and disadvantaged groups such as girls, children from poor households and/or in remote areas and children with disabilities
- Early childhood care education: Aims at the holistic development of a child's social, emotional, cognitive, and physical needs to build a solid and broad foundation for lifelong learning and well-being.

## 9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? \*

System Transformation Grants (STGs) target specific, prioritized reforms that enable system transformation and collaborate with global and regional entities to provide partner countries with capabilities critical to education system transformation by delivering the following results: Driving capacity development, knowledge sharing and innovation. STGs work with countries to strengthen their planning, policy development and monitoring capacity on a demand-driven basis by providing access to grants, technical guidance and expertise. GPE offers access to regional and global solutions, including advisory services where partner expertise can strengthen capacity. Partner countries also benefit from knowledge sharing and financing for innovation through the GPE Knowledge and Innovation Exchange

Supporting advocacy and social accountability: STGs help global leaders and their citizenry to recognize the importance of developing quality education systems. They also reinforce civil society's capacity to engage in education sector planning, policy dialogue and monitoring at the national level, and strengthens the enabling environment for civil society advocacy and transparency efforts in education globally and regionally.

Promoting cross-sector collaboration: GPE and STGs search for opportunities to invest and collaborate across sectors to improve education outcomes, recognizing that development is not an isolated phenomenon; progress in one sector is intrinsically linked to gains in others.

## 10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? \*

Task Team: It is recommended that the government, in consultation with the local education group, appoints a Task Team to lead and undertake the enabling factors analysis, ensuring broader participation of the local education group in implementing STGs. The Task Team could also support subsequent steps related to the Partnership Compact. While the team composition may evolve flexibly as needed, at the outset, members should combine working knowledge, technical expertise, and insights in the four enabling factor areas. Thematic policy experts will join the Task Team after the identification of (up to) three policy outcomes in Step 1. The Task Team should ideally reflect the local education group constituencies. If the local education group experiences shortcomings in terms of inclusivity, other arrangements can be made to ensure that the enabling factors analysis represents the perspectives of all key education stakeholders, including civil society organizations.

Working arrangements: The modality for convening can take various forms depending on country preferences and feasibility in light of COVID-19 mobility restrictions, thus either through online modality, face-to-face workshops, smaller group work, or a hybrid modality. Regardless of the modality chosen, it is important to adopt an approach that creates room for inclusive dialogue to ensure buy-in/ownership and consensus on the final output.

## 11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? \*

The ultimate objective of STG is to promote meaningful contextualized dialogue around critical challenges in the requirement areas, while also actively supporting the identification of a small number of achievable policy priorities. The selection of these priorities places country ownership at the heart of the approach, in line with the principle of driving national ownership and capacity. Furthermore, upfront discussion of country priorities lays the groundwork for Compact development, promoting efficiencies and coherence across GPE’s engagement with partner countries. As this component evolves, it should build out clearly articulated approaches to achieve system transformation, based on best available evidence about what works; it should also act as a tool for strengthening mutual accountability for delivery across sector actors.

## 12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. \*

Decision: Strategic parameters for system transformation grant to Kenya. March 2022. See: <https://www.globalpartnership.org/content/decision-strategic-parameters-system-transformation-grant-kenya-march-2022>

Decision on allocation and strategic parameters for a system transformation grant to Tajikistan. May 2022. See: <https://www.globalpartnership.org/content/decision-allocation-and-strategic-parameters-system-transformation-grant-tajikistan-may>

System transformation grants application form. See: <https://www.globalpartnership.org/content/system-transformation-grants-application-form>

System transformation grant’s annual progress report template. See: <https://www.globalpartnership.org/content/system-transformation-grants-annual-progress-report-template>

Draft guide for enabling factors analysis for GPE system transformation grants. See: <https://www.globalpartnership.org/content/draft-guide-enabling-factors-analysis-gpe-system-transformation-grants>