

APPENDIXES

APPENDIX A

GPE 2025 RESULTS FRAMEWORK

Acronyms:

CY	calendar year (January 1–December 31)
FY	fiscal year (July 1–June 30)
ESPIG	education sector program implementation grant
GESI	Gender, equity and social inclusion
ITAP	Independent Technical Advisory Panel
N	number
n.a.	not available
n/a	not applicable
n.e.d.	not enough data
PA	priority area
PC	GPE partner country
PCFC	GPE partner country affected by fragility and conflict
SDG 4	Sustainable Development Goal 4

For further information on baselines, milestones, benchmarks, and targets, please see Appendix B. Technical Notes on Indicator Data.

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Year	Target/ SDG 4 Benchmark
------------------------------	-----------	----------------	----------	------	------	------	------	------	------	-------------------------------

GOAL

To accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century

SECTOR PROGRESS INDICATORS

1 Access; Early learning	Proportion of countries with at least one year of free and/or compulsory pre-primary education guaranteed in legal frameworks (based on SDG indicator 4.2.5) <i>Source: UNESCO Institute for Statistics</i> UNIT: <i>percentage of countries</i>		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025	
		Overall	35.1	35.1					n/a	
		PCFC	22.2	22.2					n/a	
		N	74 PCs (27 PCFCs)	74 PCs (27 PCFCs)						
2 Access; Early learning; Gender equality	Participation rate in organized learning one year before the official primary entry age (SDG indicator 4.2.2) <i>Source: UNESCO Institute for Statistics</i> UNIT: <i>participation rate</i>		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025	
		Overall	64.4	65.2					80.7	
		PCFC	53.8	52.4					76.1	
		Female	68.3	68.8					n/a	
		N	61 PCs (24 PCFCs)	61 PCs (24 PCFCs)					63 PCs (20 PCFCs)	
3 Access; Gender equality	(i) Gross intake ratio to the last grade of (a) primary education, (b) lower secondary education (SDG indicator 4.1.3) <i>Source: UNESCO Institute for Statistics</i> UNIT: <i>gross intake ratio to the last grade</i>		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025	
		Overall	(a)	80.0	84.8					82.1
			(b)	60.9	59.1					68.5
		PCFC	(a)	72.5	74.4					75.7
			(b)	49.1	52.2					64.2
		Female	(a)	78.6	83.5					n/a
			(b)	58.1	55.2					n/a
		N	(a)	69 PCs (27 PCFCs)	63 PCs (23 PCFCs)					64 PCs (23 PCFCs)
			(b)	70 PCs (27 PCFCs)	62 PCs (23 PCFCs)					64 PCs (23 PCFCs)

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target/ SDG 4 Benchmark		
3 Access; Gender equality	(ii) Out-of-school rate at (a) primary school age, (b) lower secondary school age, (c) upper secondary school age (SDG indicator 4.1.4) <i>Source: UNESCO Institute for Statistics</i> UNIT: out of school rate		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025		
		Overall	(a)	17.1	16.0					7.3	
			(b)	20.9	20.4						14.2
			(c)	38.7	37.5						32.8
		PCFC	(a)	22.8	21.8						10.4
			(b)	24.4	24.2						13.0
			(c)	43.8	42.1						29.6
		Female	(a)	17.6	16.3						n/a
			(b)	22.0	21.2						n/a
			(c)	41.9	39.8						n/a
		Rural	(a)	20.1	19.3						n/a
			(b)	24.3	24.2						n/a
			(c)	44.3	43.2						n/a
		Bottom wealth quintile	(a)	30.9	29.0						n/a
			(b)	37.5	34.1						n/a
			(c)	56.9	52.8						n/a
		N	(a)	63 PCs (27 PCFCs)	60 PCs (24 PCFCs)						61 PCs (23 PCFCs)
			(b)	64 PCs (27 PCFCs)	61 PCs (24 PCFCs)						57 PCs (22 PCFCs)
			(c)	63 PCs (26 PCFCs)	60 PCs (23 PCFCs)						57 PCs (21 PCFCs)
		4 Equity, efficiency, and volume of domestic finance	(i) Proportion of countries with government expenditure on education increasing or 20% or above as a percentage of total government expenditure (volume of domestic finance) <i>Source: National budget documents compiled by GPE</i> UNIT: percentage of countries		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)
				Overall		54.2	64.8	60.0			
PCFC				50.0	67.7	59.3				n/a	
N				72 PCs (30 PCFCs)	71 PCs (31 PCFCs)	70 PCs (27 PCFCs)					
	(ii) (a) Proportion of countries where equity, efficiency and volume of domestic finance for education is assessed <i>Source: Enabling factors assessment by ITAP</i>				(CY)	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)
Overall	(a)			n/a	4.7	18.6					n/a
	(b)			n/a	n/a	n/a					n/a
PCFC	(a)			n/a	5.6	19.4					n/a
	(b)			n/a	n/a	n/a					n/a
N	(a)			n/a	86 PCs and territories (36 PCFCs)	86 PCs and territories (36 PCFCs)					
	(b)			n/a	n/a	n/a					

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target/ SDG 4 Benchmark	
5 Gender equality; Inclusion; Strong organizational capacity	(i) Proportion of women aged 20-24 years who were married or in a union before age 18 (SDG indicator 5.3.1) <i>Source: UNICEF and GPE Secretariat</i> UNIT: percentage of women		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)	
		Overall	28.7	28.0	26.6				n/a	
		PCFC	28.0	27.6	25.9				n/a	
		N	56 PCs (24 PCFCs)	56 PCs (20 PCFCs)	50 PCs (16 PCFCs)					
	(ii) (a) Proportion of countries where gender-responsive planning and monitoring is assessed <i>Source: Enabling factors assessment by ITAP</i> (b) Proportion of countries making progress against identified challenges in gender-responsive planning and monitoring <i>Source: Partnership compact periodic monitoring</i> (c) Proportion of countries where gender-responsive planning and monitoring is assessed that have a legislative framework assuring the right to education for all children <i>Source: Completeness check of enabling factors assessment documentation</i> UNIT: percentage of countries		(CY)	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)	
		Overall	(a)	n/a	4.7	18.6				n/a
			(b)	n/a	n/a	n/a				n/a
			(c)	n/a	100.0	100.0				n/a
		PCFC	(a)	n/a	5.6	19.4				n/a
			(b)	n/a	n/a	n/a				n/a
			(c)	n/a	100.0	100.0				n/a
		N	(a)	n/a	86 PCs and territories (36 PCFCs)	86 PCs and territories (36 PCFCs)				
			(b)	n/a	n/a	n/a				
	(c)		n/a	4 PCs (2 PCFCs)	16 PCs (7 PCFCs)					
	6 Learning; Gender equality	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 (SDG indicator 4.1.1) <i>Source: UNESCO Institute for Statistics</i> UNIT: percentage of children		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025
Overall			(a) (i)	n.e.d.	n.e.d.					n.a.
				(ii)	n.e.d.	n.e.d.				n.a.
			(b) (i)	n.e.d.	n.e.d.					n.a.
				(ii)	20.7	19.8				50.0
			(c) (i)	n.e.d.	n.e.d.					n.a.
				(ii)	n.e.d.	n.e.d.				n.a.
PCFC			(a) (i)	n.e.d.	n.e.d.					n.a.
				(ii)	n.e.d.	n.e.d.				n.a.
			(b) (i)	n.e.d.	n.e.d.					n.a.
				(ii)	16.2	15.6				46.2
			(c) (i)	n.e.d.	n.e.d.					n.a.
	(ii)	n.e.d.		n.e.d.				n.a.		

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target/ SDG 4 Benchmark		
6 Learning; Gender equality	<i>continued</i>	Female	(a) (i)	n.e.d.	n.e.d.				n/a		
			(ii)	n.e.d.	n.e.d.				n/a		
			(b) (i)	n.e.d.	n.e.d.				n/a		
			(ii)	20.7	19.9				n/a		
			(c) (i)	n.e.d.	n.e.d.				n/a		
			(ii)	n.e.d.	n.e.d.				n/a		
		N	(a) (i)	17 PCs (7 PCFCs)	17 PCs (7 PCFCs)					10 PCs (3 PCFCs)	
			(ii)	17 PCs (7 PCFCs)	17 PCs (7 PCFCs)					12 PCs (5 PCFCs)	
			(b) (i)	22 PCs (9 PCFCs)	24 PCs (10 PCFCs)					21 PCs (8 PCFCs)	
			(ii)	26 PCs (11 PCFCs)	27 PCs (11 PCFCs)					22 PCs (7 PCFCs)	
			(c) (i)	12 PCs (2 PCFCs)	7 PCs (2 PCFCs)					8 PCs (n.a. PCFCs)	
			(ii)	12 PCs (2 PCFCs)	7 PCs (2 PCFCs)					9 PCs (n.a. PCFCs)	
		7 Quality teaching; Gender equality	(i) Proportion of teachers in (a) pre-primary education, (b) primary education, (c) lower secondary education, and (d) upper secondary education with the minimum required qualifications (SDG indicator 4.c.1) <i>Source: UNESCO Institute for Statistics</i> UNIT: <i>percentage of teachers</i>		CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025
				Overall	(a)	62.1	n.e.d.				
(b)	79.4				80.7					85.5	
(c)	73.8				70.5					87.9	
(d)	71.2				n.e.d.					86.4	
PCFC	(a)			53.5	n.e.d.					78.0	
	(b)			81.4	82.1					85.7	
	(c)			72.5	70.4					88.7	
	(d)			72.6	n.e.d.					86.6	
Female	(a)			64.8	n.e.d.					n/a	
	(b)			78.4	79.7					n/a	
	(c)			74.5	71.3					n/a	
	(d)			72.6	n.e.d.					n/a	
N	(a)			48 PCs (18 PCFCs)	45 PCs (16 PCFCs)					59 PCs (21 PCFCs)	
	(b)			59 PCs (21 PCFCs)	53 PCs (21 PCFCs)					61 PCs (22 PCFCs)	
	(c)			34 PCs (14 PCFCs)	35 PCs (15 PCFCs)					58 PCs (21 PCFCs)	
	(d)			31 PCs (12 PCFCs)	31 PCs (11 PCFCs)					58 PCs (21 PCFCs)	

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target/ SDG 4 Benchmark	
7 Quality teaching; Gender equality	(ii) Proportion of countries where teaching quality is assessed <i>Source: Classroom-observation tool documents compiled by GPE Secretariat</i> UNIT: percentage of countries		(CY)	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)	
		Overall		n/a	51.3	n/a				n/a
		PCFC		n/a	50.0	n/a				n/a
		N		n/a	76 PCs (36 PCFCs)	n/a				
8 Strong organizational capacity; Gender equality; Inclusion	(i) Proportion of countries reporting at least 10 of 12 key international education indicators to UNESCO Institute for Statistics <i>Source: UNESCO Institute for Statistics and GPE Secretariat</i> UNIT: percentage of countries			CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)
		Overall		45.9	44.7	37.6				n/a
		PCFC		30.6	33.3	22.2				n/a
	N		85 PCs (36 PCFCs)	85 PCs (36 PCFCs)	85 PCs (36 PCFCs)					
	(ii) (a) Proportion of countries where the availability and use of data and evidence is assessed <i>Source: Enabling factors assessment by ITAP</i> (b) Proportion of countries making progress against identified challenges in the availability and use of data and evidence <i>Source: Partnership compact periodic monitoring</i> (c) Proportion of countries where the availability and use of data and evidence is assessed that report key education statistics disaggregated by children with disabilities <i>Source: Completeness check of enabling factors assessment documentation</i> UNIT: percentage of countries			(CY)	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)
		Overall	(a)	n/a	4.7	18.6				n/a
			(b)	n/a	n/a	n/a				n/a
			(c)	n/a	75.0	93.8				n/a
		PCFC	(a)	n/a	5.6	19.4				n/a
			(b)	n/a	n/a	n/a				n/a
			(c)	n/a	50.0	85.7				n/a
		N	(a)	n/a	86 PCs and territories (36 PCFCs)	86 PCs and territories (36 PCFCs)				
			(b)	n/a	n/a	n/a				
	(c)		n/a	4 PCs (2 PCFCs)	16 PCs (7 PCFCs)					
	(iii) (a) Proportion of countries where sector coordination is assessed <i>Source: Enabling factors assessment by ITAP</i> (b) Proportion of countries making progress against identified challenges in sector coordination <i>Source: Partnership compact periodic monitoring</i> UNIT: percentage of countries (c) Proportion of local education groups that include civil society organizations and teacher associations <i>Source: Local education group documentation</i> UNIT: percentage of local education groups			CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)
Overall		(a)	n/a	4.7	18.6				n/a	
		(b)	n/a	n/a	n/a				n/a	
		(c)	66.2	68.6	64.1				n/a	
PCFC		(a)	n/a	5.6	19.4				n/a	
		(b)	n/a	n/a	n/a				n/a	
		(c)	68.6	67.6	66.7				n/a	
N		(a)	n/a	86 PCs and territories (36 PCFCs)	86 PCs and territories (36 PCFCs)					
		(b)	n/a	n/a	n/a					
	(c)	71 LEGs (35 in PCFCs)	70 LEGs (37 in PCFCs)	78 LEGs (36 in PCFCs)						

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Performance Benchmark
------------------------------	-----------	----------------	----------	------	------	------	------	------	-----------------------

COUNTRY-LEVEL OBJECTIVE 1

Strengthen gender-responsive planning, policy development for system-wide impact

INDICATORS ON GPE COUNTRY-LEVEL LEVERS

9 Gender equality; Strong organizational capacity	(i) Proportion of countries that implement GPE allocation-linked policy reforms in the gender-responsive sector planning and monitoring enabling factor as identified in their partnership compact <i>Source: System transformation grant top-up at compact review</i> UNIT: percentage of countries	Benchmark 75%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	n/a	n/a	n/a				75
		PCFC	n/a	n/a	n/a				n/a
		N	n/a	n/a	n/a				
	(ii) Proportion of system capacity grants where activities under the gender-responsive planning and monitoring window are on track <i>Source: System capacity grant monitoring report</i> UNIT: percentage of grants	Benchmark 80%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	n/a	n/a	88.9				80
		PCFC	n/a	n/a	80.0				n/a
		N	n/a	n/a	9 grants (5 in PCFCs)				

COUNTRY-LEVEL OBJECTIVE 2

Mobilize coordinated action and financing to enable transformative change

INDICATORS ON GPE COUNTRY-LEVEL LEVERS

10 Strong organizational capacity	(i) Proportion of countries that implement GPE allocation-linked policy reforms in the sector coordination enabling factor as identified in their partnership compact <i>Source: System transformation grant top-up at compact review</i> UNIT: percentage of countries	Benchmark 75%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	n/a	n/a	n/a				75
		PCFC	n/a	n/a	n/a				n/a
		N	n/a	n/a	n/a				
	(ii) Proportion of system capacity grants where activities under the mobilize coordinated action and finance window are on track <i>Source: System capacity grant monitoring report</i> UNIT: percentage of grants	Benchmark 80%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	n/a	n/a	83.3				80
		PCFC	n/a	n/a	75.0				n/a
		N	n/a	n/a	6 grants (4 in PCFCs)				
11 Equity, efficiency and volume of domestic finance	Proportion of countries that implement GPE allocation-linked policy reforms in the equity, efficiency and volume of domestic finance enabling factor as identified in their partnership compact <i>Source: System transformation grant top-up at compact review</i> UNIT: percentage of countries	Benchmark 75%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	n/a	n/a	n/a				75
		PCFC	n/a	n/a	n/a				n/a
		N	n/a	n/a	n/a				

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Performance Benchmark
12 Equity, efficiency and volume of domestic finance	(i) Proportion of GPE grant funding aligned to national systems <i>Source: ESPIG and system transformation grants application form</i> UNIT: percentage of grants		FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	(FY)
		Overall	48.9	48.9	53.6				n/a
		PCFC	40.7	50.3	49.5				n/a
		N	52 grants (27 in PCFCs)	77 grants (39 in PCFCs)	82 grants (38 in PCFCs)				
	(ii) Proportion of GPE grant funding using harmonized funding modalities <i>Source: ESPIG and system transformation grants application form</i> UNIT: percentage of grants		FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	(FY)
		Overall	56.6	59.0	62.4				n/a
		PCFC	46.4	54.3	56.2				n/a
		N	52 grants (27 in PCFCs)	77 grants (39 in PCFCs)	82 grants (38 in PCFCs)				
13 Strong organizational capacity	(i) Proportion of countries that implement GPE allocation-linked policy reforms in the data and evidence enabling factor as identified in their partnership compact <i>Source: System transformation grant top-up at compact review</i> UNIT: percentage of countries	Benchmark 75%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	n/a	n/a	n/a				75
		PCFC	n/a	n/a	n/a				n/a
		N	n/a	n/a	n/a				
	(ii) Proportion of system capacity grants where activities under the adapt and learn for results at scale window are on track <i>Source: System capacity grant monitoring report</i> UNIT: percentage of grants	Benchmark 80%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	n/a	n/a	66.7				80
		PCFC	n/a	n/a	0.0				n/a
		N	n/a	n/a	3 grants (1 in PCFCs)				

COUNTRY-LEVEL OBJECTIVE 3

Strengthen capacity, adapt and learn, to implement and drive results at scale

INDICATORS ON GPE COUNTRY-LEVEL LEVERS

14 All priority areas	(i) Proportion of system transformation grants (a) meeting objectives during implementation (b) met objectives at completion (overall and by priority area): PA1: Access PA2: Early learning PA3: Equity, efficiency, and volume of domestic finance PA4: Gender equality PA5: Inclusion PA6: Learning PA7: Quality teaching PA8: Strong organizational capacity <i>Source: Implementation grant monitoring and completion reports, including education sector program implementation grants, system transformation grants and the GPE Multiplier</i> UNIT: percentage of grants For part (a), active grants in the fiscal year with a grant progress report. For part (b), cumulative reporting, closed grants with a grant completion report since FY2022	Benchmark 80%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026	
		Overall	(a)	n/a	63.9	56.7				80
			(b)	n/a	n.e.d.	90.0				80
		PCFC	(a)	n/a	58.1	54.1				n/a
			(b)	n/a	n.e.d.	75.0				n/a
		PA1	(a)	n/a	72.0	83.3				80
			(b)	n/a	n.e.d.	88.9				80
		PA2	(a)	n/a	80.0	76.2				80
			(b)	n/a	n.e.d.	83.3				80
		PA3	(a)	n/a	71.4	81.8				80
			(b)	n/a	n.e.d.	88.9				80

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Performance Benchmark	
14 All priority areas	(i) <i>continued</i>	PA4	(a)	n/a	82.7	82.1			80	
			(b)	n/a	n.e.d.	85.7			80	
		PA5	(a)	n/a	80.0	82.0			80	
			(b)	n/a	n.e.d.	88.9			80	
		PA6	(a)	n/a	76.3	76.6			80	
			(b)	n/a	n.e.d.	80.0			80	
		PA7	(a)	n/a	74.5	80.3			80	
			(b)	n/a	n.e.d.	90.0			80	
		PA8	(a)	n/a	74.6	77.8			80	
			(b)	n/a	n.e.d.	90.0			80	
		N Overall	(a)	n/a	61 grants (31 in PCFCs)	67 grants (37 in PCFCs)				
			(b)	n/a	n.e.d.	10 grants (4 in PCFCs)				
		PA1	(a)	n/a	50 grants	54 grants				
			(b)	n/a	n.e.d.	9 grants				
		PA2	(a)	n/a	40 grants	42 grants				
			(b)	n/a	n.e.d.	6 grants				
		PA3	(a)	n/a	35 grants	33 grants				
			(b)	n/a	n.e.d.	9 grants				
		PA4	(a)	n/a	52 grants	56 grants				
			(b)	n/a	n.e.d.	7 grants				
		PA5	(a)	n/a	55 grants	61 grants				
			(b)	n/a	n.e.d.	9 grants				
		PA6	(a)	n/a	59 grants	64 grants				
			(b)	n/a	n.e.d.	10 grants				
		PA7	(a)	n/a	55 grants	61 grants				
			(b)	n/a	n.e.d.	10 grants				
		PA8	(a)	n/a	59 grants	63 grants				
			(b)	n/a	n.e.d.	10 grants				

Indicator # Priority Area	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Performance Benchmark
14 All priority areas	(ii) Proportion of grants with a girls' education accelerator component where the girls' education accelerator-funded component met its objective at completion <i>Source: Girls' education accelerator (system transformation grant or multiplier) completion report</i> UNIT: percentage of grants	Benchmark 80%	(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Overall	n/a	n/a	n/a				80
		PCFC	n/a	n/a	n/a				n/a
		N	n/a	n/a	n/a				

Indicator # Objectives	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target
---------------------------	-----------	----------------	----------	------	------	------	------	------	--------

➤ **Enabling objective**
Mobilize global and national partners and resources for sustainable results
INDICATORS ON GPE GLOBAL-LEVEL LEVERS

15 Learning Partnership	Number of cases of uptake of KIX-supported research, knowledge and innovation in country-level policy development or delivery <i>Source: Knowledge and Innovation Exchange (KIX) Results Framework (IDRC)</i> UNIT: cases (cumulative)		(FY)	FY2021	FY2022	FY2023	FY2024	FY2025	FY2024
		Milestone	n/a	12	52	126	167	n/a	
		Overall	n/a	18	46	116			167
		GESI related	n/a	10	25	72			
		N	n/a	68 countries	70 countries	70 countries			
16 Strategic Partnership	(i) Number of countries benefiting from newly mobilized strategic partnerships <i>Source: GPE Secretariat</i> UNIT: countries (cumulative)		(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Milestone	n/a	n/a	4	10	20	35	
		Overall	n/a	n/a	7				35
			N	n/a	n/a	7 countries			
	(ii) Proportion of GPE-mobilized strategic capabilities that meet their objectives <i>Source: GPE Secretariat</i> UNIT: percentage of strategic capabilities		(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Milestone	n/a	n/a	75	85	100	100	
Overall		n/a	n/a	100				100	
		N	n/a	n/a	5 countries				

Indicator # Objectives	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target	
16 Strategic Partnership	(iii) Additional co-financing leveraged through GPE innovative financing mechanisms <i>Source: GPE Secretariat</i> UNIT: US\$ million (cumulative)		(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026	
		Milestone	n/a	500.0	937.5	1,562.5	2,187.5	2,500.0		
		Overall	n/a	1,003.9	1,727.1				2,500.0	
		Multiplier	n/a	993.9	1,441.9				n/a	
		Debt2Ed	n/a	0	77.1				n/a	
		Enhanced Convening	n/a	0	27.5				n/a	
		GPE Match	n/a	10.0	48.0				n/a	
		ACG SmartEd	n/a	0	160.0				n/a	
		N	n/a	14 grants	27 grants					
17 Advocacy	Number of countries where civil society in Education Out Loud-funded projects has influenced education planning, policy dialogue and monitoring <i>Source: Education Out Loud Results Framework (Oxfam Denmark)</i> UNIT: countries (cumulative)		(FY)	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	
		Milestone	n/a	20	27	32	37	n/a		
		Overall	n/a	20	30	37			37	
		PCFC	n/a	12	15	15			n/a	
		N	n/a	54 countries (26 in PCFC)	63 countries (29 in PCFC)	62 countries (26 in PCFC)				
18 Financing	(i) Cumulative amounts of donor commitments (ii) Cumulative amounts of donor commitments fulfilled <i>Source: GPE Secretariat</i> UNIT: in percentage; US\$ million (cumulative)		(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026	
		Overall	(i)	n/a	21.0	38.4				100
			(ii)	n/a	801.8	1,461.3				4 billion USD
		N	n/a	27 donors	28 donors					

Note: For more information on indicators, see the GPE 2025 Results Framework: Methodological Technical Guidance at <https://www.globalpartnership.org/content/gpe-results-framework-2025-methodological-technical-guidelines>.

APPENDIX B

TECHNICAL NOTES ON INDICATOR DATA

- > **BASELINES:** The results framework presents baseline values for The results framework presents baseline values for indicators with available and applicable data. Calendar year 2020 is the baseline and first year of reporting for GPE 2025 goal-level indicators (1, 2, 3i, 3ii, 5i, 6 and 7i) aligned with Sustainable Development Goals (SDG) 4¹ and 5 and equivalent 2020 results framework indicators (4i, 8i and 8iiic) for which data are available. Fiscal year 2021 is the baseline year for country-level objectives; only indicators on alignment and harmonization (12i and 12ii) include a value, because their equivalent 2020 results framework indicators have data available. Baseline values are not applicable for new results framework indicators because no historical data are available.
- > **MILESTONES:** Annual milestones apply to selected enabling objective indicators (15, 16i, 16ii, 16iii and 17), because those indicators come from defined frameworks of the GPE mechanisms: Education Out Loud, GPE Knowledge and Innovation Exchange, strategic capabilities and innovative financing.
- > **TARGETS:** Target values are available for enabling objective indicators: fiscal year 2026 target values apply for Indicators 16i, 16ii, 16iii and 18, and fiscal year 2024 target values apply for Indicators 15 and 17. For SDG 4 indicators, at the goal-level, SDG 4 benchmarks for SDG 4 indicators serve as a proxy for targets. Grant performance benchmarks are considered for country-level objectives indicators.
- > **SDG 4 BENCHMARKS²²:** For goal-level SDG 4 indicators (2, 3i, 3ii, 6 and 7i), calendar year 2025 benchmark values are presented in the results framework when data are available. The UNESCO Institute for Statistics (UIS) calculates indicators' overall SDG 4 benchmarks on the basis of globally agreed SDG 4 2030 benchmarks ("n" values, in the results framework matrix, reflect the number of partner countries that have committed to achieving national SDG 4 benchmarks, where applicable, by 2025). Disaggregation by sex or other characteristics is not applicable as countries do not report on disaggregated values.
- > **GRANT PERFORMANCE BENCHMARKS, OR "PERFORMANCE BENCHMARKS":** Benchmarks apply to country-level objectives indicators for tracking implementation progress and achievement of objectives in GPE grants. Annual benchmarks for indicators related to the partnership compact (9i, 10i, 11 and 13i) and GPE grants (9ii, 10ii, 13ii, 14i and 14ii) are set at 75 percent and 80 percent, respectively.
- > **DISAGGREGATION:** The results framework includes disaggregation of indicators by country and individual characteristics (e.g., fragility status for countries and sex for children and teachers) as data availability allows. Indicators based on household survey data include disaggregation by location and socioeconomic status, where available. Implementation grant indicators include disaggregation by GPE priority areas and fragility status.
- > **PARTNER COUNTRIES AFFECTED BY FRAGILITY AND CONFLICT (PCFCs):** GPE updates the list of PCFCs every fiscal year. GPE's list is based on the World Bank's list of fragile and conflict-affected situations and the UNESCO Global Monitoring Report's list of conflict-affected states. See [Appendix C](#) for more information. In this report, calendar-based indicators (1 through 8) use fiscal year 2022 PCFC categorization. Fiscal year-based indicators (9 through 18) use fiscal year 2023 PCFC categorization, except for Indicator 14, which uses PCFC categorization one year before the grant's approval.
- > **SAMPLE, OR "N":** At the end of each calendar and fiscal year, the Secretariat reports on data available following the list of partner countries or those eligible for funding as of the end of that year. The sample of countries varies depending on the indicator.

¹ While calendar year 2020 is the baseline year for goal sector level indicators aligned with SDG 4 indicators, calculated by UNESCO Institute for Statistics, it is also the first year of reporting to optimize data coverage.

² Previously referred to as target values.



- > **SDG 4 INDICATORS' REPORTING:** To improve SDG 4 data coverage for reporting on GPE partner countries at the aggregate level, the respective GPE results framework indicators' methodology differs from official UIS reporting guidelines³³. GPE's results framework indicators' aggregate values are calculated when available data cover at least 35 percent of GPE partner countries' relevant population. While this approach allows optimizing data available at the national level and reporting on indicators with less than 50 percent of population coverage in GPE partner countries, values should be interpreted with caution, given potential instability and lower reliability issues. Thus, SDG 4 indicators' data published in this report are accompanied by analysis and technical notes, as applicable.
- > **UPDATED DATA AND RETROACTIVE REVISIONS:** New data available for some results framework indicators are considered. Particularly, indicators' values are subject to retroactive revisions for new partner countries joining GPE and for the most recent available data (e.g., to include new indicator data from the most recent UIS data release). Data available on the list of partner countries as of the end of the calendar or fiscal year are used to recalculate indicator values when applicable. Enabling objective indicators (15 and 17) refer to the list of eligible countries for GPE Knowledge and Innovation Exchange and Education Out Loud funding.
- > **UNITS OF ANALYSIS:** Indicators have different units of analysis—for example, partner countries, grants, children, teachers, cases, US dollars and so on.
- > **REPORTING CYCLES:** Indicators are reported on every year as applicable, except for Indicator 7ii, which is to be reported twice over the entire period of the results framework.
- > **DATA SOURCES:** Data sources vary. In addition to data generated by the GPE Secretariat, the results framework uses data from UIS, UNICEF and other partners.
- > **METHODOLOGICAL NOTES:** The GPE Results Framework 2025: Methodological Technical Guidelines presents the methodological technical guidelines of the results framework's indicators, outlining indicator purpose, definition, calculation methods and corresponding formulas, interpretation, and limitations. It is available at: <https://www.globalpartnership.org/content/gpe-results-framework-2025-methodological-technical-guidelines>.

³³ Per the Inter-agency and Expert Group (IAEG) on SDG Indicators, which is the member state-led governance mechanism for monitoring global SDG indicators per an agreed global indicator framework for the Goals and targets of the 2030 Agenda. The tier classification criteria and definitions for global SDG indicators, reviewed in annual meetings led by IAEG can be accessed here: <https://unstats.un.org/sdgs/iaeg-sdgs/tier-classification/>.



APPENDIX C

GPE PARTNER COUNTRIES

GPE Partner Countries By Income Level as of July 2023

LOW-INCOME COUNTRIES: Afghanistan; Burkina Faso; Burundi; Central African Republic; Chad; Democratic Republic of Congo; Eritrea; Ethiopia; The Gambia; Guinea; Guinea-Bissau; Liberia; Madagascar; Malawi; Mali; Mozambique; Niger; Rwanda; Sierra Leone; Somalia; South Sudan; Sudan; Togo; Uganda; Republic of Yemen

LOWER-MIDDLE-INCOME COUNTRIES: Angola; Bangladesh; Benin; **Bhutan**; **Cabo Verde**; Cambodia; Cameroon; Comoros; Republic of Congo; Côte d'Ivoire; Djibouti; El Salvador; Eswatini; Ghana; Haiti; Honduras; Indonesia; Kenya; **Kiribati**; Kyrgyz Republic; Lao People's Democratic Republic; Lesotho; Mauritania; **Federated States of Micronesia**; Mongolia; Myanmar; Nepal; Nicaragua; Nigeria; Pakistan; Papua New Guinea; Philippines; **Samoa**; **São Tomé and Príncipe**; Senegal; Sri Lanka; **Solomon Islands**; Tajikistan; Tanzania; **Timor-Leste**; Tunisia; Ukraine; Uzbekistan; **Vanuatu**; Vietnam; Zambia; Zimbabwe

UPPER-MIDDLE-INCOME COUNTRIES: **Albania**; Belize; **Dominica**; **Fiji**; **Georgia**; **Grenada**; Guatemala; **Guyana**; **Maldives**; **Marshall Islands**; Moldova; **St. Lucia**; **St. Vincent and the Grenadines**; **Tonga**; **Tuvalu**

Countries and territories eligible to join GPE, by income level

LOW-INCOME COUNTRIES: Syrian Arab Republic (Syria is not a partner country yet but has received funding with exceptional approval by the GPE Board)

LOWER-MIDDLE-INCOME COUNTRIES AND TERRITORIES: Algeria; Bolivia; Arab Republic of Egypt; India; Morocco; West Bank and Gaza

TABLE C.1.

GPE partner countries affected by fragility and conflict (PCFCs) included in the Results Report samples, by fiscal year

FY2022	FY2023
Afghanistan	Afghanistan
Burkina Faso	Burkina Faso
Burundi	Burundi
Cameroon	Cameroon
Central African Republic	Central African Republic
Chad	Chad
Comoros	Comoros
Congo, Democratic Republic of	Congo, Democratic Republic of
Congo, Republic of	Congo, Republic of
Eritrea	Eritrea
Ethiopia	Ethiopia
Guinea-Bissau	Guinea-Bissau
Haiti	Haiti
Kenya	Mali
Kiribati	Marshall Islands
Mali	Micronesia, Federated States of
Marshall Islands	Mozambique
Micronesia, Federated States of	Myanmar
Mozambique	Niger
Myanmar	Nigeria
Niger	Pakistan
Nigeria	Papua New Guinea
Pakistan	Philippines
Papua New Guinea	Solomon Islands
Philippines	Somalia
Rwanda	South Sudan
Solomon Islands	Sudan
Somalia	Timor-Leste
South Sudan	Tuvalu
Sudan	Ukraine
Timor-Leste	Yemen, Republic of
Tuvalu	Zimbabwe
Uganda	
Ukraine	
Yemen, Republic of	
Zimbabwe	

Note: Applicable for calendar-based Indicators 1 through 8.

Note: Applicable for the fiscal year-based Indicators 9 through 18 with the exception of Indicators 9ii, 10ii, 13ii and 14, which use PCFC categorization one year before grant approval.

¹ Partner countries in blue are Small Islands and Landlocked Developing States, and partner countries in orange are no longer eligible for GPE funding. For more information on eligibility and allocation for GPE 2025, see <https://www.globalpartnership.org/sites/default/files/document/file/2020-12-GPE-Board-eligibility-allocation.pdf>.

APPENDIX D

METHODOLOGY FOR THEMATIC CODING AND COSTING OF IMPLEMENTATION GRANTS

Grant coding and costing make up one of the corporate monitoring and reporting tools used to provide information on the types of activities financed by GPE grants. Thematic coding and costing show the extent to which grants support the eight priority areas under GPE 2025. The Secretariat has conducted thematic coding and costing since 2016. With the launch of GPE 2025, the codebook has been revised by mapping the codes for GPE 2020 strategic goals to the eight priority areas under GPE 2025 and supplementing them with additional codes. The codebook has five to nine codes under each priority area, and those codes capture typical activities or thematic areas financed by grants.

This exercise entails two types of activities: coding and costing. For coding, a binary code is assigned to determine whether a grant intends to support a particular thematic area. For costing, the amount specifically contributing to each thematic area is estimated. In addition, the Secretariat counts the number of grants that mainstreamed gender equality in one or more activities and estimate the grant amount mainstreaming gender equality.¹

Grants included in this exercise are system transformation grants, education sector program implementation grants, Multipliers and regular accelerated funding grants. Results shown in this report are for these grants active at some point in fiscal year 2023.

Grant program documents are the primary source of information used for understanding the thematic areas grants intend to support. For coding and costing, the Secretariat reads each program document line by line to understand what activities the grant finances and which priority area(s) and code(s) the activities contribute to. For costing, the Secretariat also refers to the budget document to understand how much the grant allocates to each activity (i.e., each grant subcomponent). If an activity contributes to more than one code, the activity cost is split between those codes using the information available in the program document and the split cost is considered the amount targeted for each code. For example, the cost for providing a stipend to female teachers will be split between the teacher management code under the teachers and teaching priority area and the gender-responsive curriculum and teaching code under the gender equality priority area, with the latter amount considered to be targeting gender equality. Coding and costing are updated upon restructuring and/or approval of additional financing.

¹ To provide a more accurate and granular estimate of the extent to which existing grants integrate gender equality into program design, this will be replaced by newly developed gender marker system beginning in fiscal year 2024. See box 3.2 and appendix E for details.

APPENDIX E

GPE GENDER MARKER SYSTEM

Background

In September 2020 the Board of Directors instructed the Secretariat to hardwire gender equality into GPE's processes, grants, monitoring and learning and dialogue.¹ To this end, the Secretariat has incorporated gender equality within its priority areas² and its results framework.³ Gender equality was also incorporated into GPE's coding framework for its implementation grants.

The coding framework⁴ developed in 2021 is structured around GPE 2025's eight priority areas, including priority area 3, gender equality. The 2021 methodology for the coding and costing of grants is in line with the OECD Development Assistance Committee (OECD-DAC) approach, which is used by major bilateral and multilateral donors to report their resource flows to developing countries. Reporting to OECD-DAC consists of various reporting dimensions, one of which is to report donors' financial contributions to different sectors and subsectors. In line with this practice, GPE estimates the amount supporting each priority area (equivalent to sector in the OECD-DAC approach), and thematic areas (equivalent to subsector in the OECD-DAC approach) under each priority area. This is complemented by an estimation of the extent to which GPE grants mainstream gender equality.

Three gender-related limitations have been identified in the GPE approach implemented in 2021: (1) it presents gender equality as a separate priority area rather than as a cross-cutting issue; (2) the coding does not fully capture

interventions that do not mention gender equality as one of the objectives but that take gender considerations into account in activity design and implementation; and (3) the coding does not adequately reflect efforts to mainstream gender at the program level, in part because the coding is done at the subcomponent level. These limitations lead to an inadequate estimation of the contribution of GPE grants to gender equality.

GPE gender marker system

This appendix presents a revamped approach that allows for a more accurate estimation of grant contribution to gender equality. This approach (referred to as the GPE gender marker system) replaces the 2021 approach to estimate the extent of gender mainstreaming in GPE grants and will be implemented alongside the ongoing coding and costing exercises. It builds on the OECD-DAC approach to "policy markers," another reporting dimension that is intended to facilitate monitoring and comparison of donor activities in support of selected cross-cutting issues, including gender equality. The OECD-DAC gender equality policy marker⁵ scores projects and programs on the different degree to which they target gender equality as a policy objective. Scores range from 0 to 2: 0 = not targeted, 1 = significant and 2 = principal. Based on this system, and with differences between OECD and GPE methodologies in mind,⁶ the Secretariat has developed a gender scoring system for GPE grants, along with the minimum criteria for each score (table E.1).

1 Global Partnership for Education (GPE), Decisions from the Meeting of the Board of Directors, September 2–4, 2020, <https://www.globalpartnership.org/node/document/download?file=document/file/2020-09-GPE-Board-decisions.pdf>.

2 Global Partnership for Education (GPE), GPE 2025 Strategic Plan, (Washington, DC: GPE, 2022), <https://www.globalpartnership.org/node/document/download?file=document/file/2022-02-10-gpe-2025-strategic-plan.pdf>.

3 For more information on GPE's results framework, see its "GPE 2025 Results Framework" web page, <https://www.globalpartnership.org/content/gpe-2025-results-framework>.

4 Global Partnership for Education (GPE), "Codebook GPE 2025," (Washington, DC: GPE, 2022), <https://www.globalpartnership.org/content/codebook-gpe-grants>.

5 See OECD, "Handbook on the OECD-DAC Gender Equality Policy Marker," <https://www.oecd.org/dac/gender-development/dac-gender-equality-marker.htm>.

6 There are two important differences between the OECD-DAC policy marker system and GPE's coding and costing methodology. First, the OECD-DAC policy marker is given at the program level, whereas GPE coding takes place at the subcomponent level. GPE's subcomponent-level coding is more granular but makes it harder to observe design or objective decisions taken at the program level. Similarly, an analysis to inform planned interventions and indicators to track results of the interventions are less likely to be available for some subcomponents. Second, the OECD-DAC policy marker system incorporates the analysis of the results framework. GPE's 2021 coding methodology for grants does not integrate an analysis of the results framework; instead, it focuses on the description of the subcomponent within the program document. The GPE gender marker system will incorporate the OECD-DAC approach and look at the results framework to determine the gender marker score.



TABLE E.1.

GPE's gender marker system

Gender score	Definition
Score 0 (not targeted)	Subcomponent has been screened and found not to target gender equality.
Score 1 (gender equality as significant objective)	Gender equality is an important and deliberate objective, but not the principal reason for undertaking the subcomponent. For example, gender equality is incorporated in the design. Interventions included in the subcomponent have been informed by evidence, and their progress may be monitored through indicators in the results framework, where applicable.
Score 2 (gender equality as principal objective)	Gender equality is the main objective of the subcomponent and is fundamental in its design and expected results. The subcomponent would not have been undertaken without this gender equality objective. Interventions included in the subcomponent have been informed by evidence and their progress will be monitored through indicators in the results framework, where applicable.

Source: GPE Secretariat.

Examples of subcomponents with a gender score of 1 and 2 under GPE's new gender marker system

SCORE 1: SIGNIFICANT *Development of new textbooks* – the main objective of this subcomponent is to procure textbooks that align with new national curriculum. In developing textbooks, the ministry of education will conduct a series of background studies, including on the role of gender. Reinforcement of gender stereotypes was identified as one of the challenges of previous textbooks. The subcomponent focuses on the quality and relevance to the new curriculum. The ministry of education sees challenging negative gender stereotypes as significant but not the primary reason for the development of the new textbooks.

SCORE 2: PRINCIPAL *Improve the recruitment and working conditions of female teachers in rural secondary schools* – the low share of female teachers in rural secondary schools has been identified as an impediment to increase girls' continued attendance in schools in rural areas. The main objective of this subcomponent is to increase the proportion of female teachers in rural secondary schools to improve girls' attendance and learning. The subcomponent will assess the key barriers for females to enter, and stay, in the teaching profession in rural areas. It includes a review of recruitment practices, provides training support that responds to male and female trainees and pays a stipend for female teachers to be deployed to rural areas. The aim is to create environments where girls see female teachers and leaders as role models, to improve teaching quality and to create a more welcoming environment for girls. The share of female teachers in rural schools will be monitored through an indicator in the results framework.

APPENDIX F

TEXTBOOKS DISTRIBUTED, TEACHERS TRAINED AND CLASSROOMS CONSTRUCTED OR REHABILITATED BY GPE'S IMPLEMENTATION GRANTS IN FISCAL YEAR 2023

TABLE F.1.

Textbooks distributed in fiscal year 2023

Grant type	non-PCFC		PCFC		Overall		
	Number of grants reported	Number of textbooks distributed	Number of grants reported	Number of textbooks distributed	Number of grants reported	Number of textbooks distributed	Proportion of textbooks distributed
Accelerated funding	0	-	3	526,083	3	526,083	1.1
COVID-19 accelerated funding grant	10	7,030,762	19	17,920,959	29	24,951,721	51.8
Education sector program implementation grant and Multiplier	14	12,924,458	20	9,739,548	34	22,664,006	47.1
Total	24	19,955,220	42	28,186,590	66	48,141,810	100%

Source: GPE Secretariat, based on grant agents' progress and completion reports.

TABLE F.2.

Teachers trained in fiscal year 2023

Grant type	non-PCFC		PCFC		Overall		
	Number of grants reported	Number of teachers trained	Number of grants reported	Number of teachers trained	Number of grants reported	Number of teachers trained	Proportion of teachers trained
Accelerated funding	1	1,144	8	38,508	9	39,652	8.2
COVID-19 accelerated funding grant	17	45,297	23	194,890	40	240,187	49.9
Education sector program implementation grant and Multiplier	30	92,792	35	109,068	65	201,860	41.9
Total	48	139,233	66	342,466	114	481,441	100%

Source: GPE Secretariat, based on grant agents' progress and completion reports.

Note: Number of teachers trained by COVID-19 accelerated funding grants in this table does not match the number reported in box 3.4 because (1) the number of teachers trained in this table refers to the number of teachers trained in one year in fiscal year 2023, (2) the number of teachers reported in this table uses the highest number reported among the indicators reporting on the number of teachers trained to avoid double counting and (3) for the seven grants that are missing a completion report, the number of teachers trained in this table is from the last progress report.

TABLE F.3.

Classrooms constructed or rehabilitated in fiscal year 2023

Grant type	non-PCFC		PCFC		Overall		
	Number of grants reported	Number of classrooms constructed or rehabilitated	Number of grants reported	Number of classrooms constructed or rehabilitated	Number of grants reported	Number of classrooms constructed or rehabilitated	Proportion of classrooms constructed or rehabilitated
Accelerated funding	1	104	9	966	10	1,070	16.1
Education sector program implementation grant and Multiplier	18	837	24	4,757	42	5,594	83.9
Total	19	941	33	5,723	52	6,664	100%

Source: GPE Secretariat, based on grant agents' progress and completion reports.

APPENDIX G

TEXTBOOKS DISTRIBUTED, TEACHERS TRAINED AND CLASSROOMS CONSTRUCTED OR REHABILITATED BY GPE'S IMPLEMENTATION GRANTS IN FISCAL YEAR 2022 AND FISCAL YEAR 2023

TABLE G.1.

Textbooks distributed in fiscal year 2022 and 2023

Grant type	FY2022			FY2023		
	Number of grants reported	Number of textbooks distributed	Proportion of textbooks distributed	Number of grants reported	Number of textbooks distributed	Proportion of textbooks distributed
Accelerated funding	8	1,324,233	2	3	526,083	1
Accelerated funding (COVID-19)	20	25,433,360	45	29	24,951,721	52
Education sector program implementation grant and Multiplier	30	29,432,253	52	34	22,664,006	47
Total	58	56,189,846	100%	66	48,141,810	100%

Source: GPE Secretariat, based on grant agents' progress and completion reports.

TABLE G.2.

Teachers trained in fiscal year 2022 and 2023

Grant type	FY2022			FY2023		
	Number of grants reported	Number of teachers trained	Proportion of teachers trained	Number of grants reported	Number of teachers trained	Proportion of teachers trained
Accelerated funding	12	29,072	4	9	39,652	8
Accelerated funding (COVID-19)	64	500,248	74	40	40,187	50
Education sector program implementation grant and Multiplier	52	146,201	22	65	201,860	42
Total	128	675,522	100%	114	481,699	100%

Source: GPE Secretariat, based on grant agents' progress and completion reports.

Note: Number of teachers trained by COVID-19 accelerated funding grants in this table does not match the number reported in box 3.4 because (1) the number of teachers trained in this table refers to the number of teachers trained in one year in fiscal year 2023, (2) the number of teachers reported in this table uses the highest number reported among the indicators reporting on the number of teachers trained to avoid double counting and (3) for the seven grants that are missing a completion report, the number of teachers trained in this table is from the last progress report.

TABLE G.3.

Classrooms constructed or rehabilitated in fiscal year in fiscal year 2022 and 2023

Grant type	FY2022			FY2023		
	Number of grants reported	Number of classrooms constructed	Proportion of classrooms constructed	Number of grants reported	Number of classrooms constructed	Proportion of classrooms constructed
Accelerated funding	11	6,206	73	10	1,070	16
Education sector program implementation grant and Multiplier	32	2,299	27	40	5,594	84
Total	43	8,505	100%	50	6,664	100%

Source: GPE Secretariat, based on grant agents' progress and completion reports.

APPENDIX H

METHODOLOGY FOR DETERMINING THE NUMBER OF STUDENTS WHO BENEFIT FROM GPE GRANT FINANCING

Students benefiting from GPE grant financing comprise beneficiaries of school age (pre-primary through upper-secondary education) and adolescent and adult students beyond school age who benefited from nonformal education activities.¹ Numbers presented in this section are based on the number of students benefiting from each grant, as reported in the progress and completion reports submitted by grant agents.² The analysis includes education sector program implementation grants, Multiplier grants, regular accelerated funding grants and COVID-19 accelerated funding grants active at some point in fiscal year 2023 and that submitted a report during the same fiscal year, reporting the relevant number. The number of cumulative children benefiting has also been updated for the seven grants that closed before fiscal year 2023, using the completion report they submitted in fiscal year 2023.

The number of beneficiary students is not exactly proportional to the grant amount. Interventions financed by grants are different, and so are their unit costs and the methodology for counting the beneficiaries (which is defined by each grant agent). Examples of interventions that count toward this number include school construction, distribution of learning materials, school feeding and cash transfers.

Grant agents report the cumulative number of student beneficiaries since the start of each grant. Because the Secretariat began gathering these numbers in fiscal year 2022, for grants that started before fiscal year 2022, it estimates the number of students benefiting in fiscal year 2022 through either of the following two calculations. For grants that submitted a report in fiscal year 2021 containing this number, the Secretariat subtracted the number of cumulative beneficiaries reported in 2021 from that in 2022. For grants with no report in fiscal year 2021, the Secretariat prorated the number of beneficiaries from the cumulative number reported. In the cases of cofinanced grants, the Secretariat prorated the number of beneficiaries according to the proportion of GPE financial contribution to the cofinanced program.

For partner countries benefiting from more than one type of implementation grant during fiscal year 2023 (e.g., education sector program implementation grant and COVID-19 accelerated funding grant), the same children may be counted as beneficiaries of different interventions financed by different grants. For COVID-19 accelerated funding grants, a grant may have more than one indicator monitoring the number of student beneficiaries. In those cases, the Secretariat used the highest number reported among those indicators, to avoid double counting the same children benefiting from different interventions financed by the same COVID-19 accelerated funding grant.

¹ Only two grants reported the number of beneficiaries beyond school age for upper-secondary education.

² Grant agents are expected to report this number for grants approved under the GPE 2025 operating model. For grants approved under the GPE 2020 operating model, except for COVID-19 accelerated funding grants, grant agents report this number only if they monitor it as a part of their regular grant monitoring.



APPENDIX I

NUMBER OF CHILDREN BENEFITING FROM IMPLEMENTATION GRANTS

TABLE I.1.

Number of children benefiting from GPE implementation grants since the beginning of GPE 2025

Grant type	non-PCFC		PCFC		Overall		
	Number of grants reported	Number of children benefiting	Number of grants reported	Number of children benefiting	Number of grants reported	Number of children benefiting	Proportion of children benefiting
Accelerated funding	2	239,078	15	4,449,474	17	4,688,552	2.1
COVID-19 accelerated funding grant	29	57,698,335	35	127,480,692	64	185,170,027	81.6
Education sector program implementation grant and Multiplier	29	5,683,266	33	31,231,533	62	36,914,799	16.3
Total	60	63,611,679	83	163,161,699	143	226,773,378	100%

Source: GPE Secretariat, based on grant agents' progress and completion reports.

Note: Numbers achieved by COVID-19 accelerated funding grants do not match the numbers mentioned in box 3.4 on the achievements of these grants because (1) the number of children benefiting reported in this table uses the highest number reported among the indicators reporting on the number of children benefiting from several activities to avoid double counting and (2) for the seven grants that are missing a completion report, this table uses the number of beneficiary children from the last progress report whereas box 3.4 uses only completion reports as a source. See appendix H for details on the methodology used to determine the number of children benefiting from GPE grant funding.

TABLE I.2.

Number of girls benefiting from implementation grants since the beginning of GPE 2025

Grant type	non-PCFC		PCFC		Overall		
	Number of grants reported	Number of children benefiting	Number of grants reported	Number of children benefiting	Number of grants reported	Number of children benefiting	Proportion of children benefiting
Accelerated funding	2	131,989	15	2,107,948	17	2,239,937	2.5
COVID-19 accelerated funding grant	24	23,225,533	33	54,384,461	57	77,609,994	85.1
Education sector program implementation grant and Multiplier	26	2,444,729	30	8,886,957	56	11,331,686	12.4
Total	52	25,802,251	78	65,379,366	130	91,181,617	100%

Source: GPE Secretariat, based on grant agents' progress and completion reports.