DECEMBER 5-6, 2023

MEETING OF THE BOARD OF DIRECTORS

ZANZIBAR, TANZANIA	BOD/2023/12 DOC 09	FOR INFORMATION

RESULTS REPORT 2023

Please note: In accordance with the GPE Transparency Policy, documents are public only after their appraisal by the relevant governance instance. Governance officials may circulate documents to their constituency for consultation purposes, except for documents of a confidential nature.

Objective

1. The Results Report 2023 provides an overview of the education sector and discusses early progress on the implementation of the GPE 2025 strategy.
2. The Performance, Impact and Learning Committee will consider the report and reflect on the implications of the findings for the partnership at its November 15-16 meeting in support of the Board learning session.

Background and overview

3. The Results Report is developed annually in accordance with the December 2020 Board decision (BOD/2020/11/12-08). It highlights progress toward the GPE 2025 goal and objectives as reflected by the results framework indicators. As such, it provides a macro view of the Partnership. The Report analyzes the results framework indicators using data for calendar years 2021 and 2022 and fiscal year 2023 (July 2022- June 2023). When historical data is available, the analysis looks at trends in the results framework data from 2015 onward.
4. The rollout of the new operating model is ongoing, with 32 countries that have completed their partnership compacts as of October 2023. More data are now available to discuss the education system bottlenecks countries are reporting in their compacts and their strategies to tackle these issues.
5. The Report also discusses the performance of the current portfolio of GPE active grants that predominantly consist of grants approved under GPE 2020. Although the grant-related results may not perfectly capture GPE's performance under GPE 2025, they do provide information about GPE's ongoing operations and contributions to GPE's priority areas.
6. The UNESCO Institute for Statistics (UIS) and the Global Education Monitoring (GEM) Report team collaborated on the development of Chapter 1 of the 2023

Results Report. It discusses the GPE 2025 goal using select Sustainable Development Goal 4 indicators. Progress is measured with respect to countries' aggregated national targets for the SDG 4 indicators. The targets were established in coordination with UIS. Chapters 2 and 3 discuss achievements against the country-level objectives while Chapter 4 discusses GPE 2025 enabling objective.

Annex A - Executive Summary of the Results Report 2023
Annex B – Draft Results Report 2023[1], Results-at-a-glance, and Results Framework

[1] The draft report is available in English only. The final report will be posted on the meeting site on December 1st.

Annex A - Executive Summary of the Results Report 2023

GPE's latest results framework indicators show that partner countries continue to be buffeted by the impacts of the COVID-19 pandemic on access, learning and domestic education financing. The number of children out of school is on the rise and, for the majority of those children in school, data are not available to measure progress in learning outcomes. Against this backdrop, GPE's active grants continue to perform. The grants are financing programs that could potentially accelerate recovery from the pandemic's shocks while supporting GPE priority areas in partner country education systems.

GOAL: LEARNING OUTCOMES, ACCESS AND EQUITY

In brief: *Reflecting the legacies of the pandemic and economic headwinds, in the years covered by this results report, partner countries unsurprisingly experienced uneven progress in confronting what remained a severe crisis in education worldwide. Positives, such as a greater number of children entering the final year of primary school, were offset by the results in learning indicators. Gains in the proportion of qualified teachers at the primary level were offset by declines in the higher grades.*

Most learning and participation indicators continued to reflect the severe disruption inflicted by the COVID-19 pandemic. That disruption deepened the severity of the preexisting **learning crisis,** especially the challenges with **foundational learning** in many partner countries. In 2021, on average, 19.8 percent of students achieved a minimum proficiency level in **mathematics** by the end of primary school, while across 23 of 24 countries with available data, less than 50 percent reached minimum proficiency in **reading.**

Based on current trends, only one out of 17 countries with data available is progressing fast enough to achieve its 2025 target for math. None of the 15 countries with data available that had set a national reading target for 2025 is expected to reach that target. **Quality teaching** could help accelerate progress in learning outcomes, but here again many countries have had to strive to reverse losses incurred during the pandemic. The proportion of teachers with the minimum required qualifications slightly increased to 80.7 percent in 2021 from 79.4 percent in 2020 in **primary** education but declined by 3.3 percentage points at the **lower-secondary** level.

Overall, partner countries remained on track to meet their 2025 targets for primary **school completion**; however, most were far from reaching their lower-secondary education targets. The gross intake rate (GIR) to the last grade of primary and lower-secondary education improved between 2015 and 2019 but slightly declined in 2020.

In 2021, whereas the GIR to the last grade of primary education increased by nearly 5 percentage points compared to 2020, the GIR declined by 2 percentage points at the lower-secondary level.

The picture was similarly mixed for the **gender gap**, with girls at a disadvantage in terms of primary and lower-secondary education, and boys trailing on completion of lower-secondary school in about half of the partner countries with available data. The gender parity in school completion has been improving since 2015 even though **early marriage** remains a significant barrier to girls' access to education and to completion. In 2021, nearly one-third of girls across 50 partner countries were married or had entered a union before the age of 18.

Given current trends, 60 percent of partner countries with data available may not achieve their 2025 **out-of-school** rate targets. The number of out-of-school children of primary- and secondary-school age increased to 154 million in 2020 from 148 million in 2015, reflecting growth of the school-age population. Out-of-school rates showed a slight disadvantage for girls and were generally worse for children from lower-income areas and households.

Although partner countries have committed to raising the participation rate of **early childhood education** to 81 percent by 2025, progress has been stagnant at about 65 percent since 2015.

GPE grants continued to be directed to areas with the potential to revive and accelerate progress in access to education and learning outcomes. Of the 84 implementation grants active between July 2022 and June 2023, 80 targeted direct support to **learning**. Of these, more than 78 percent supported learning assessment, 71 percent went to textbooks and learning materials, and 55 percent aimed to enhance curriculum and learning standards. A total of 51 grants (62 percent) supported early childhood education, and 75 grants (68 percent) financed activities related to teachers. The area of **teaching and learning** remains a priority of imminent GPE grants, with several partner countries identifying it as part of their priority reforms in recent partnership compacts.

GPE'S COUNTRY-LEVEL OBJECTIVES

In brief: *Through the enabling factor analyses that underpin partnership compacts, countries stressed the need for far greater domestic financing for education, while also underlining the importance of dependable, better-quality data to ensure that funding commitments translate into higher spending where most needed. Harmonization of GPE grants improved; however, sector coordination remains hampered by the difficulties in fostering informed and broadly representative dialogue among partners. Fund utilization improved, and active grants were largely directed to teaching, learning and improving gender equity.*

Achieving GPE's 2025 goal requires identifying and addressing the barriers to transformation of education systems. GPE's operating model comprises three interrelated stages to support partner countries: (1) system diagnosis and analysis of enabling factors, (2) prioritization of reforms through the development of partnership compacts and (3) implementation, learning and adaptation through grants and other financing. These stages are reflected in three **country-level objectives**.

Country-Level Objectives 1 and 2: Gender-Responsive Sector Planning and Monitoring, and Coordinated Action and Financing

For identifying priority reforms in their compacts, partner countries first coordinate with their local education groups to analyze the status of four **enabling factors** that underpin education system transformation: domestic education financing, gender-responsive sector planning, data availability and use, and effective sector coordination.

An Independent Technical Advisory Panel (ITAP) assesses the status of the enabling factors to assist partner countries in identifying key barriers to priority reforms. As of December 2022, ITAP had assessed enabling factors for 16 countries, as discussed in this report. An additional 33 countries and states completed an ITAP assessment by October 2023 (not discussed in this report). Building on the enabling factors analyses, 32 partner countries had also completed their partnership compacts by October 2023.

Enabling factors analyses confirmed that **domestic financing** remained among the most pressing challenges facing the education sector. For 12 out of 16 partner countries, ITAP assigned a high priority to equity, efficiency and volume of domestic financing.

For domestic financing, the proportion of partner countries that achieved the 20 percent benchmark or increased their share of education spending declined to 60 percent in 2022 from 64.8 percent in 2021. **Average education spending** as a share of

total government expenditure in 2022 was 1.3 percentage points below its 2019 level, showing that public spending on education had yet to recover from the pandemic's shocks. At the same time, declining economic growth, high inflation and rising interest rates put further pressure on public finances.

Enabling factors analyses revealed that overall commitments to funding education often did not generate increased domestic financing. All 16 partner countries that conducted an enabling factor analysis showed gaps in funding their education plans. Causes of these gaps in financing included unrealistic budget projections, low education budget execution rates, unsustainable increases in government spending and weak capacity to mobilize revenue.

Insufficient government expenditure on education increases the financing burden on households, exacerbating equity issues, and inefficiencies in resource allocation or use might also hamper education outcomes even in those countries able to boost expenditure. High dropout and repetition rates, inequalities in student-teacher ratios across districts, teacher absenteeism and low morale were also among the major barriers to the efficient use of education resources.

ITAP assigned a high priority rating to the **data and evidence** enabling factor in seven partner countries and to the **gender-responsive planning and monitoring** enabling factor in four. It assigned a high priority to **sector coordination** in three countries.

With respect to data and evidence, the proportion of partner countries reporting to the UNESCO Institute of Statistics on at least 10 out of 12 key outcome, service delivery and financing indicators has declined since 2019. Enabling factors analyses pointed to weaknesses in statistical systems that constrained production of **quality data** as well as collection and analysis at the national and subnational levels.

All 16 partner countries that conducted an enabling factor analysis by December 2022 showed gaps in funding their education plans. Other challenges included issues of coordination in **planning** between central and local government entities, limited gender-responsive **monitoring** mechanisms and ineffective **sector dialogue**, which hampers sector coordination.

Despite the existence of formal coordination mechanisms, sector dialogue was constrained by the large number of partners operating in each area, as well as the irregularity of local education group meetings and the poor representation and engagement of certain local actors. The number of local education groups with **representation** of both civil society organizations and teachers associations remained stable in 2022. However, of the six countries that joined GPE in 2022, only one reported representation by teachers associations in its local education group.

Alignment of GPE grants to national systems and the use of **harmonized modalities** to deliver GPE support to partner countries improved in 2023. The proportion of aligned grants by volume of financing rose about 4 percentage points to 53.6 percent between 2022 and 2023. The proportion of aligned grant funding in 2023 bettered the average of 48 percent seen over the eight years from 2015. The proportion of GPE grants using harmonized modalities increased to 62.4 percent in 2023, up from 59 percent in 2022.

Through its multiple, special-purpose finance windows, GPE's **system capacity grant** continued to offer partner countries a tool to reduce system roadblocks, including the need for harmonized assistance. The implementation of the system capacity grant under all financing windows was on track.

Country-Level Objective 3: Strengthen Capacity, Adapt and Learn to Implement and Drive Results at Scale

GPE financial support to countries is built around five pillars: (1) the system transformation grant, (2) the system capacity grant, (3) the Girls' Education Accelerator, (4) strategic capabilities and (5) innovative financing mechanisms, such as the GPE Multiplier. As of June 2023, GPE had approved two system transformation grants, one combined Multiplier/system transformation grant, one Multiplier/Girls' Education Accelerator, six Multiplier-only grants and 56 system capacity grants. Grant throughput under GPE 2025 is expected to accelerate with the approval of 22 system transformation grants likely in 2024, based on 32 compacts completed by October 2023.

The overall size of the active grant portfolio (predominantly consisting of grants approved under GPE 2020) eased to $2.7 billion in June 2023 from $2.9 billion in June 2022. The decrease largely reflected the closure of 53 implementation grants, of which 33 were COVID-19-related accelerated funding grants. Fund utilization for the implementation grants continued its gradual increase of past years, climbing to $521 million as of June 2023 from $470 million the previous year.

Teaching and learning were the main investment areas for GPE active implementation grants, receiving $834 million (or 33 percent of the volume of the implementation grants). Similarly, 33 percent of active implementation grant funding was allocated to activities mainstreaming gender equality. GPE grants also supported climate change mitigation and adaptation through $224 million (or 9 percent) in grant allocations. Although learning is one of the focus areas of GPE grants, a review of the grant completion reports highlighted that data availability issues make it challenging to show measurable improvements in learning outcomes.

As of June 2023, implementation **ratings** across 67 grants showed that 38 grants (57 percent) were on track to meet their overall objectives, a decline from 64 percent the previous year. However, implementation is expected to accelerate because most of the off-track grants had either taken or were working on remedial measures. Nine out of 10 grants that submitted a completion report by June 2023 reached their objectives.

Between July 2022 and June 2023, GPE active implementation grants aided the distribution of 48 million **textbooks**, the training of 481,000 **teachers** and the construction or rehabilitation of 6,664 **classrooms**. Since the start of GPE 2025, GPE has reached **227 million children,** representing 35 percent of all school-age children in the 68 countries with grants that reported this figure.

ENABLING OBJECTIVE: MOBILIZE GLOBAL AND NATIONAL PARTNERS AND RESOURCES FOR SUSTAINABLE RESULTS

In brief: *GPE reaffirmed its dedication to knowledge sharing among partners as well as its support to civil society by committing nearly $150 million in additional funding to the GPE Knowledge and Innovation Exchange (KIX) and Education Out Loud initiatives. The strategic capabilities pilots in seven countries are on track to meet their objectives, and an additional $4 million in funding has been approved. GPE also leveraged more than $1.7 billion in cofinancing through the GPE Multiplier and other innovative financing instruments.*

GPE's enabling objective is to mobilize knowledge and capacity of the Partnership through the KIX, Education Out Loud and strategic capabilities programs, and to raise financing to support partner countries' system transformation.

Across 70 countries, KIX-supported **knowledge and research** products were used between 2021 and 2023 in 116 cases of education policy development or delivery, with 72 of those cases related to gender, equity and social inclusion. KIX has been extended through 2027 with an additional $88 million to bring its budget to over US$165 million.

Civil society organizations drew on Education Out Loud funding as they influenced education planning, policy dialogue or monitoring in 37 countries between 2021 and 2023. Education Out Loud was also extended through 2027 with an additional $60 million, bringing its total funding to $133 million.

In 2023, GPE's strategic capabilities initiatives provided technical support to seven partner countries, backed by an initial allocation of $2 million in the areas of **climate smart education systems, education data leadership and monitoring, evaluation and learning**. The GPE Board approved an additional $4 million allocation to strategic capabilities initiatives.

Of the nearly $4 billion that donors committed to the GPE Fund for 2021–25, 38.4 percent of financial pledges were fulfilled by end-June 2023. Overall, 24 donors disbursed a total of $1.46 billion to the GPE Fund ($802 million in 2022 and $660 million in 2023).

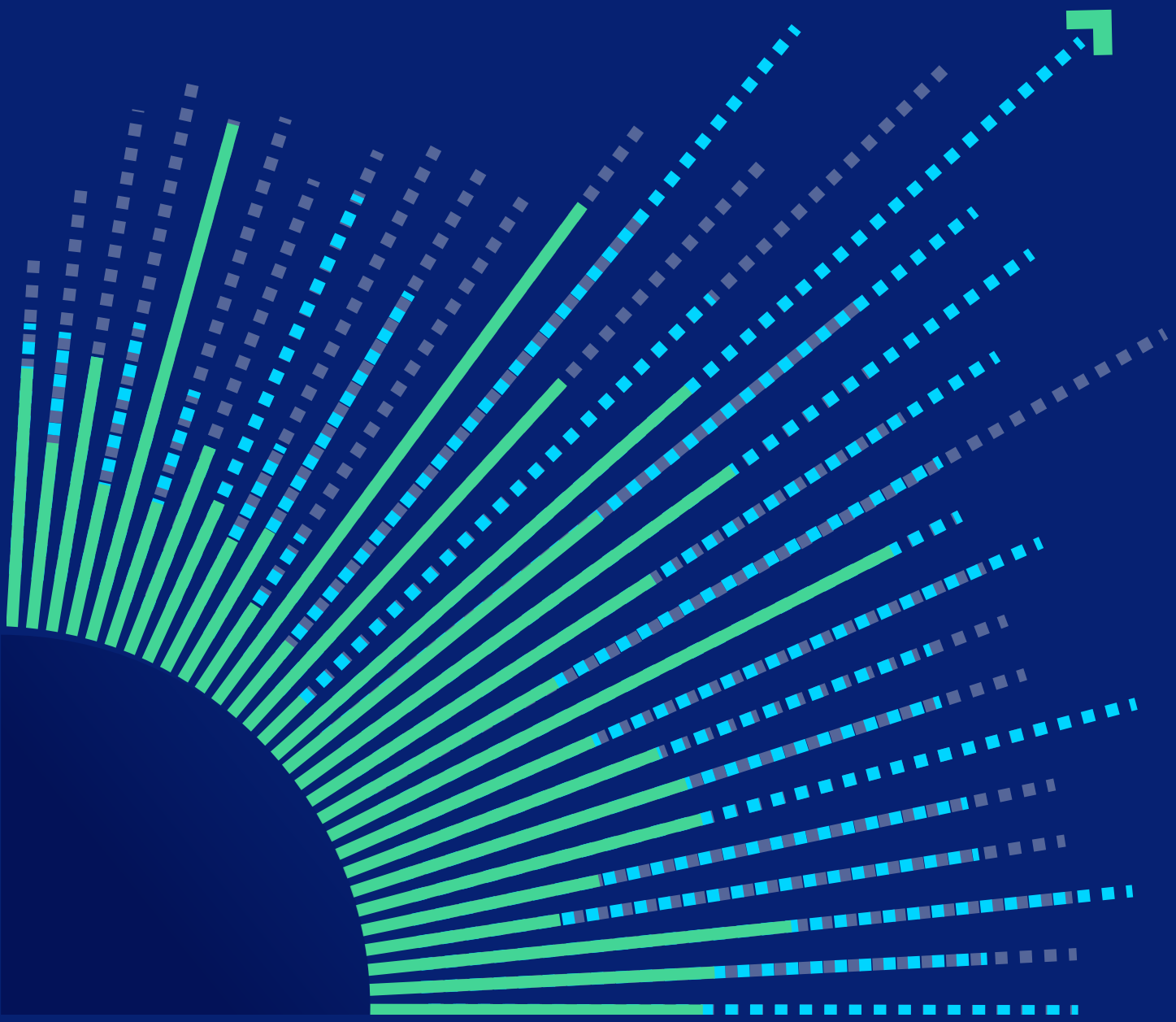
GPE seeks to unlock additional external resources for education through a set of **innovative financing instruments** designed to attract cofinancing from a range of partners. As of June 2023, these mechanisms had accounted for a total of $439.9 million in grants to 27 partner countries, leveraging over $1.7 billion in cofinancing through the GPE Multiplier ($1.4 billion), GPE Match ($48 million), Debt2Ed ($77.1 million), SmartEd ($160 million) and Enhanced Convening ($27.5 million).

Official development assistance (ODA) to the education sector from GPE donors slightly increased in 2021 despite a decline in total education aid. In 2021, the volume of ODA to the sector declined by $1.4 billion after five years of steady growth. GPE donors, however, increased their aid to the education sector by $400 million between 2020 and 2021. GPE donors' education ODA as a share of total education ODA disbursements was 64.1 percent in 2021, up from 57.3 percent in 2020.

RESULTS REPORT

2023

DRAFT



GPE Transforming Education

DISCLAIMER

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RESULTS REPORT 2023

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FOREWORD

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To come when final

ACKNOWLEDGEMENTS

The Global Partnership for Education's *Results Report 2023* is a product of Secretariat staff working together and with partners to collect, systematize, analyze and make sense of information from across the partnership on an ongoing basis. The report would not have been possible without this collaboration and cooperation across the Secretariat and the partnership.

We acknowledge especially the collaboration with the UNESCO Global Education Monitoring Report (GEMR) team for developing chapter 1 and the UNESCO Institute for Statistics (UIS) team for its GPE 2025 goal data and country-level data.

Élisé Wendlassida Miningou was the technical lead of this report, and Eleni Papakosta was project manager. Krystyna Sonnenberg was responsible for the finalization and production of the report, with contributions from Aneyn O'Grady and Eleni Papakosta. The report was written under the overall guidance of the Results and Performance Manager, Nidhi Khattri.

Chapter 1 was written by Patrick Montjourides (GEMR) with guidance from Manos Antoninis, director of the GEMR, and inputs from Kathryn Bullard, Stuart Cameron, Sally Joanne Elizabeth Gear, Jorge Ubaldo Colin Pescina, Krystyna Sonnenberg and Ramya Vivekanandan. Adolfo Gustavo Imhof (UIS) provided the data.

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We also thank Svenja Greenwood for the creative design, Honora Mara for the critical editing and Anne-Lise Bernay for coordinating the translation of the report.

ABBREVIATIONS

BELDS Better Early Learning and Development at Scale

EMIS education management information system

ERCE Regional Comparative and Explanatory Study

FY fiscal year

GEMR Global Education Monitoring Report

GIR gross intake ratio

GPE Global Partnership for Education

ICT information and communication technology

IDRC International Development Research Centre

ITAP Independent Technical Advisory Panel

KIX [GPE] Knowledge and Innovation Exchange

LAYS learning-adjusted years of schooling

n.a. not applicable (used when indicator values are not expected and will not be available to report in the future, such as baseline values for indicators without historical data; or when target values are not defined, rendering the measurement or reporting of those values unfeasible)

n/a no available data (pertains to SDG 4 benchmarks, derived from data reported by countries and calculated by UNESCO UIS; indicator values could become available in future years, subject to data availability)

n.e.d not enough data (used when the annual indicator value is not representative of the intended indicator sample; indicator values could become available in future years, subject to retroactive revisions and/or data availability)

ODA official development assistance

OECD Organisation for Economic Co-operation and Development

OECD-DAC OECD Development Assistance Committee

PASEC Programme d'Analyse des Systèmes Educatifs de la CONFEMEN

PCFC partner country affected by fragility and conflict

PIRLS Progress in International Reading Literacy Study

SDG Sustainable Development Goal

TIMSS Trends in Mathematics and Science Study

UIS UNESCO Institute for Statistics

US$ All dollar amounts are in US dollars

2023 RESULTS AT A GLANCE

n.e.d. not enough data

n/a not applicable

*See detailed tables at the beginning of the chapters for more information on the status of the indicators. See the full results framework in appendix A.

GOAL

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

1.
35.1% of partner countries had at least one year of free and/or compulsory pre-primary education guaranteed in legal frameworks.

2.
65.2% of children participated in organized learning one year before the official primary entry age.

3.i.a.
84.8% of children reached the last grade of primary education.

3.i.b.
59.1% of children reached the last grade of lower-secondary education.

3.ii.a.
16% of primary-school-age children were out of school.

3.ii.b.
20.4% of lower-secondary-school-age children were out of school.

3.ii.c.
37.5% of upper-secondary-school-age children were out of school.

4.i.
60% of partner countries increased their government expenditure on education or their government expenditure reached 20% or above.

4.ii.a.
18.6% of partner countries assessed equity, efficiency and volume of domestic finance for education.

4.ii.b.
n/a Partner countries made progress against identified challenges in equity, efficiency, and volume of domestic finance for education.

5.i.
26.6% of women aged 20-24 years were married or in a union before age 18.

5.ii.a.
18.6% of partner countries assessed gender-responsive planning and monitoring.

5.ii.b.
n/a Partner countries made progress against identified challenges in gender-responsive planning and monitoring.

5.ii.c.
100% of partner countries where gender-responsive planning and monitoring was assessed had a legislative framework assuring the right to education for all children.

6.a.i.
n.e.d. Children and young people in Grade 2 or 3 achieved at least a minimum proficiency level in reading.

6.a.ii.
n.e.d. Children and young people in Grade 2 or 3 achieved at least a minimum proficiency level in mathematics.

6.b.i.
n.e.d. Children and young people at the end of primary achieved at least a minimum proficiency level in reading.

6.b.ii.
19.8% of children and young people at the end of primary achieved at least a minimum proficiency level in mathematics.

6.c.i.
n.e.d. Children and young people at the end of lower secondary achieving at least a minimum proficiency level in reading.

6.c.ii.
n.e.d. Children and young people at the end of lower secondary achieving at least a minimum proficiency level in mathematics.

7.i.a.
n.e.d. Teachers in pre-primary with the minimum required qualifications.

7.i.b.
80.7% of teachers in primary had minimum required qualifications.

7.i.c.
70.5% of teachers in lower secondary had minimum required qualifications.

7.i.d.
n.e.d. Teachers in upper secondary with the minimum required qualifications.

7.ii.
n/a Partner countries that assessed teaching quality.

8.i.
37.6% of partner countries reported at least 10 out of 12 key international educational indicators to UIS.

8.ii.a.
18.6% of partner countries assessed the availability and use of data and evidence.

8.ii.b.
n/a Partner countries made progress against identified challenges in the availability and use of data and evidence.

8.ii.c.
93.8% of partner countries that assessed the availability and use of data and evidence reported key education statistics disaggregated by children with disabilities.

8.iii.a.
18.6% of partner countries assessed sector coordination.

8.iii.b.
n/a Partner countries that made progress against identified challenges in the availability and use of data and evidence.

8.iii.c.
64.1% of local education groups included civil society organizations and teacher associations.

COUNTRY-LEVEL OBJECTIVES

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

9.i.
n/a Partner countries that implemented GPE allocation-linked policy reforms in the gender responsive sector planning and monitoring enabling factor as identified in their partnership compact.

9.ii.
88.9% of system capacity grants where activities under the gender responsive planning and monitoring window were on track.

2. Mobilize coordinated action and financing to enable transformative change

10.i.
n/a Partner countries which implemented GPE allocation-linked policy reforms in the sector coordination enabling factor as identified in their Partnership Compact.

10.ii.
83.3% of system capacity grants where activities under the mobilize coordinated action and finance window were on track.

11.
n/a Partner countries that implemented GPE allocation-linked policy reforms in the equity, efficiency, and volume of domestic finance enabling factor as identified in their partnership compact.

12.i.
53.6% of partner countries aligned GPE grant funding to national systems.

12.ii.
62.4% of GPE grant funding used harmonized funding modalities.

13.i.
n/a Partner countries that implemented GPE allocation linked policy reforms in the data and evidence enabling factor as identified in their partnership compact.

13.ii.
66.7% of system capacity grants where activities under the adapt and learn for results at scale window were on track.

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

14.i.a.
56.7% of system transformation grants met overall objectives during implementation.

14.i.b.
90% of system transformation grants met overall objectives at completion.

14.ii.
n/a Grants with a Girls' Education Accelerator component where the Girls' Education Accelerator-funded component met its objective at completion.

ENABLING OBJECTIVE

Mobilize global and national partners and resources for sustainable results

15.
116 cases of research supported by the GPE Knowledge and Innovation Exchange (KIX) contributed to policy development or delivery in partner countries.

16.i.
7 partner countries benefited from newly mobilized strategic partnerships.

16.ii.
100% of GPE-mobilized strategic capabilities were on track to meet their objectives.

16.iii.
US$1,727 billion in co-financing was leveraged through GPE innovative financing mechanisms.

17.
37 partner countries had civil society organizations that contributed to education planning, policy dialogue and monitoring through GPE Education Out Loud-funded projects.

18.i.
38.4% of donor commitments were fulfilled.

18.ii.
US$1,461 billion in donor commitments were fulfilled.

EXECUTIVE SUMMARY

GPE's latest results framework indicators show that partner countries continue to be buffeted by the impacts of the COVID-19 pandemic on access, learning and domestic education financing. The number of children out of school is on the rise and, for the majority of those children in school, data are not available to measure progress in learning outcomes. Against this backdrop, GPE's active grants continue to perform. The grants are financing programs that could potentially accelerate recovery from the pandemic's shocks while supporting GPE priority areas in partner country education systems.

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Based on current trends, only one out of 17 countries with data available is progressing fast enough to achieve its 2025 target for math. None of the 15 countries with data available that had set a national reading target for 2025 is expected to reach that target. Quality teaching could help accelerate progress in learning outcomes, but here again many countries have had to strive to reverse losses incurred during the pandemic. The proportion of teachers with the minimum required qualifications slightly increased to 80.7 percent in 2021 from 79.4 percent in 2020 in primary education but declined by 3.3 percentage points at the lower-secondary level.

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Given current trends, 60 percent of partner countries with data available may not achieve their 2025 out-of-school rate targets. The number of out-of-school children of primary- and secondary-school age increased to 154 million in 2020 from 148 million in 2015, reflecting growth of the school-age population. Out-of-school rates showed a slight disadvantage for girls and were generally worse for children from lower-income areas and households.

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GPE grants continued to be directed to areas with the potential to revive and accelerate progress in access to

education and learning outcomes. Of the 84 implementation grants active between July 2022 and June 2023, 80 targeted direct support to learning. Of these, more than 78 percent supported learning assessment, 71 percent went to textbooks and learning materials and 55 percent aimed to enhance curriculum and learning standards. A total of 51 grants (62 percent) supported early childhood education, and 75 grants (68 percent) financed activities related to teachers. The area of teaching and learning remains a priority of imminent GPE grants, with several partner countries identifying it as part of their priority reforms in recent partnership compacts.

GPE'S COUNTRY-LEVEL OBJECTIVES

In brief: *Through the enabling factor analyses that underpin partnership compacts, countries stressed the need for far greater domestic financing for education, while also underlining the importance of dependable, better-quality data to ensure that funding commitments translate into higher spending where most needed. Harmonization of GPE grants improved; however, sector coordination remains hampered by the difficulties in fostering informed and broadly representative dialogue among partners. Fund utilization improved, and active grants were largely directed to teaching, learning and improving gender equity.*

Achieving GPE's 2025 goal requires identifying and addressing the barriers to transformation of education systems. GPE's operating model comprises three interrelated stages to support partner countries: (1) system diagnosis and analysis of enabling factors, (2) prioritization of reforms through the development of partnership compacts and (3) implementation, learning and adaptation through grants and other financing. These stages are reflected in three country-level objectives.

Country-Level Objectives 1 and 2: Gender-Responsive Sector Planning and Monitoring, and Coordinated Action and Financing

For identifying priority reforms in their compacts, partner countries first coordinate with their local education groups to analyze the status of four enabling factors that underpin education system transformation: domestic education financing, gender-responsive sector planning, data availability and use and effective sector coordination.

An Independent Technical Advisory Panel (ITAP) assesses the status of the enabling factors to assist partner countries in identifying key barriers to priority reforms. As of December 2022, ITAP had assessed enabling factors for 16 countries, as discussed in this report. An additional 33 countries and states completed an ITAP assessment by October 2023 (not discussed in this report). Building on the enabling factors analyses, 32 partner countries had also completed their partnership compacts by October 2023.

Enabling factors analyses confirmed that domestic financing remained among the most pressing challenges facing the education sector. For 12 out of 16 partner countries, ITAP assigned a high priority to equity, efficiency and volume of domestic financing.

For domestic financing, the proportion of partner countries that achieved the 20 percent benchmark or increased their share of education spending declined to 60 percent in 2022 from 64.8 percent in 2021. Average education spending as a share of total government expenditure in 2022 was 1.3 percentage points below its 2019 level, showing that public spending on education had yet to recover from the COVID-19 pandemic's shocks. At the same time, declining economic growth, high inflation and rising interest rates put further pressure on public finances.

Enabling factors analyses revealed that overall commitments to funding education often did not generate increased domestic financing. All 16 partner countries that conducted an enabling factor analysis showed gaps in funding their education plans. Causes of these gaps in financing included unrealistic budget projections, low education budget execution rates, unsustainable increases in government spending and weak capacity to mobilize revenue.

Insufficient government expenditure on education increases the financing burden on households, exacerbating equity issues, and inefficiencies in resource allocation or use might also hamper education outcomes even in those countries able to boost expenditure. High dropout and repetition rates, inequalities in student-teacher ratios across districts, teacher absenteeism and low morale were also among the major barriers to the efficient use of education resources.

ITAP assigned a high priority rating to the data and evidence enabling factor in seven partner countries and to the gender-responsive planning and monitoring enabling factor in four. It assigned a high priority to sector coordination in three countries.

With respect to data and evidence, the proportion of partner countries reporting to the UNESCO Institute of Statistics on at least 10 out of 12 key outcome, service delivery and financing indicators has declined since 2019. Enabling factors analyses pointed to weaknesses in statistical systems that constrained production of quality data as well as collection and analysis at the national and subnational levels.

All 16 partner countries that conducted an enabling factor analysis by December 2022 showed gaps in funding their education plans. Other challenges included issues of coordination in planning between central and local government entities, limited gender-responsive monitoring mechanisms and ineffective sector dialogue, which hampers sector coordination.

Despite the existence of formal coordination mechanisms, sector dialogue was constrained by the large number of partners operating in each area, as well as the irregularity of local education group meetings and the poor representation and engagement of certain local actors. The number of local education groups with representation of both civil society organizations and teachers associations remained stable in 2022. However, of the six countries that joined GPE in 2022, only one reported representation by teachers associations in its local education group.

Alignment of GPE grants to national systems and the use of harmonized modalities to deliver GPE support to partner countries improved in 2023. The proportion of aligned grants by volume of financing rose about 4 percentage points to 53.6 percent between 2022 and 2023. The proportion of aligned grant funding in 2023 bettered the average of 48 percent seen over the eight years from 2015. The proportion of GPE grants using harmonized modalities increased to 62.4 percent in 2023, up from 59 percent in 2022.

Through its multiple, special-purpose finance windows, GPE's system capacity grant continued to offer partner countries a tool to reduce system roadblocks, including the need for harmonized assistance. The implementation of the system capacity grant under all financing windows was on track.

Country-Level Objective 3: Strengthen Capacity, Adapt and Learn to Implement and Drive Results at Scale

GPE financial support to countries is built around five pillars: (1) the system transformation grant, (2) the system capacity grant, (3) the Girls' Education Accelerator, (4) strategic capabilities and (5) innovative financing mechanisms, such as the GPE Multiplier. As of June 2023, GPE had approved two system transformation grants, one combined Multiplier/system transformation grant, one Multiplier/Girls' Education Accelerator, six Multiplier-only grants and 56 system capacity grants. Grant approvals under GPE 2025 are expected to accelerate with 22 system transformation grants likely in 2024, based on 32 compacts completed by October 2023.

The overall size of the active grant portfolio (predominantly consisting of grants approved under GPE 2020) eased to $2.7 billion in June 2023 from $2.9 billion in June 2022. The decrease largely reflected the closure of 53 implementation grants, of which 33 were COVID-19-related accelerated funding grants. Fund utilization for the implementation grants continued its gradual increase of past years, climbing to $521 million as of June 2023 from $470 million the previous year.

Teaching and learning were the main investment areas for GPE active implementation grants, receiving $834 million (or 33 percent of the volume of the implementation grants). Similarly, 33 percent of active implementation grant funding was allocated to activities mainstreaming gender equality. GPE grants also supported climate change mitigation and adaptation through $224 million (or 9 percent) in grant allocations. Although learning is one of the focus areas of GPE grants, a review of the grant completion reports highlighted that data availability issues make it challenging to show measurable improvements in learning outcomes.

As of June 2023, implementation ratings across 67 grants showed that 38 grants (57 percent) were on track to meet their overall objectives, a decline from 64 percent the previous year. However, implementation is expected to accelerate because most of the off-track grants had either taken or were working on remedial measures. Nine out of 10 grants that submitted a completion report by June 2023 reached their objectives.

Between July 2022 and June 2023, active GPE implementation grants aided the distribution of 48 million textbooks, the training of 481,000 teachers and the construction or rehabilitation of 6,664 classrooms. Since the start of GPE 2025, GPE has reached 227 million children, representing 35 percent of all school-age children in the 68 countries with grants that reported this figure.

ENABLING OBJECTIVE: MOBILIZE GLOBAL AND NATIONAL PARTNERS AND RESOURCES FOR SUSTAINABLE RESULTS

In brief: *GPE reaffirmed its dedication to knowledge sharing among partners as well as its support to civil society by committing nearly $150 million in additional funding to the GPE Knowledge and Innovation Exchange (KIX) and Education Out Loud initiatives. The strategic capabilities pilots in seven countries are on track to meet their objectives, and an additional $4 million in funding has been approved. GPE also leveraged more than $1.7 billion in cofinancing through the GPE Multiplier and other innovative financing instruments.*

GPE's enabling objective is to mobilize knowledge and capacity of the Partnership through the KIX, Education Out Loud and strategic capabilities programs, and to raise financing to support partner countries' system transformation.

Across 70 countries, KIX-supported knowledge and research products were used between 2021 and 2023 in 116 cases of education policy development or delivery, with 72 of those cases related to gender, equity and social inclusion. KIX has been extended through 2027 with an additional $88 million to bring its budget to over US$165 million.

Civil society organizations drew on Education Out Loud funding as they influenced education planning, policy dialogue or monitoring in 37 countries between 2021 and 2023. Education Out Loud was also extended through 2027 with an additional $60 million, bringing its total funding to $133 million.

In 2023, GPE's strategic capabilities initiatives provided technical support to seven partner countries, backed by an initial allocation of $2 million in the areas of climate-smart education systems, education data leadership and monitoring, evaluation and learning. The GPE Board approved an additional $4 million allocation to strategic capabilities initiatives.

Of the nearly $4 billion that donors committed to the GPE Fund for 2021–25, 38.4 percent of financial pledges were fulfilled by end of June 2023. Overall, 24 donors disbursed a total of $1.46 billion to the GPE Fund ($802 million in 2022 and $660 million in 2023).

GPE seeks to unlock additional external resources for education through a set of innovative financing instruments designed to attract cofinancing from a range of partners. As of June 2023, these mechanisms had accounted for a total of $439.9 million in grants to 27 partner countries, leveraging over $1.7 billion in cofinancing through the GPE Multiplier ($1.4 billion), GPE Match ($48 million), Debt2Ed ($77.1 million), SmartEd ($160 million) and Enhanced Convening ($27.5 million).

Official development assistance (ODA) to the education sector from GPE donors slightly increased in 2021 despite a decline in total education aid. In 2021, the volume of ODA to the sector declined by $1.4 billion after five years of steady growth. GPE donors, however, increased their aid to the education sector by $400 million between 2020 and 2021. GPE donors' education ODA as a share of total education ODA disbursements was 64.1 percent in 2021, up from 57.3 percent in 2020.



Koburi Buruwa is an assistant teacher at the Rejurkul Government Primary School in Ukhiya, Cox's Bazar. With GPE funding, 122 classrooms in 22 schools where rehabilitated in the Cox's Bazar district.
GPE/Salman Saeed

INTRODUCTION

The Global Partnership for Education (GPE) is the largest global fund solely dedicated to transforming education in low- and middle-income countries, and a unique multi-stakeholder partnership. GPE aims to harness the power of collaboration among partner countries, donors, civil society, foundations, the private sector and youth to support inclusive and quality education for every girl and boy. GPE 2025, GPE's strategic plan for 2021–25, intends to deliver quality education for every child by mobilizing partnerships and investments that transform education systems in partner countries.

MONITORING PROGRESS TOWARD THE GPE 2025 GOAL AND OBJECTIVES

The GPE 2025 strategic framework (figure 1) shows how GPE will use the partnership's resources to achieve the GPE 2025 goal and objectives. By mobilizing global and national partners and resources (the enabling objective), the partnership intends to contribute to gender-responsive sector planning (country-level objective 1), promote coordination among donors and improve education financing (country-level objective 2) and strengthen the capacity of partner countries to implement innovative interventions and drive results at scale (country-level objective 3). Achieving the country-level objectives is expected to accelerate access to education, learning outcomes and gender equality in partner countries (GPE 2025 goal).

To ensure that the country-level objectives effectively address the most pressing barriers to learning for all, GPE's support to partner countries focuses on eight key priority areas: (1) access; (2) early learning; (3) equity, efficiency and volume of domestic financing; (4) gender equality; (5) inclusion; (6) learning; (7) quality teaching; and (8) strong organizational capacity.

The GPE 2025 results framework tracks the partnership's progress toward the GPE 2025 goal and objectives. Indicators are grouped into 18 measurement areas and further disaggregated into several subindicators covering different aspects of the GPE 2025 strategy. To simplify the language used, this report does not distinguish between a measurement area, an indicator and a subindicator. Instead, it uses the term "indicator" to refer to the results framework data.

FIGURE 1.

GPE 2025 strategic framework

VISION

A QUALITY EDUCATION FOR EVERY CHILD.

MISSION

To mobilize partnerships and investments that transform education systems in developing countries, leaving no one behind.

GOAL

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

COUNTRY-LEVEL OBJECTIVES

- Strenghthen gender-responsive planning and policy development for system-wide impact.
- Mobilize coordinated action and financing to enable transformative change.
- Strengthen capacity, adapt and learn, to implement and drive results at scale.

ENABLING OBJECTIVE

Mobilize global and national partners and resources for sustainable results.

The GPE results framework mainly uses Sustainable Development Goal (SDG) 4 indicators to monitor progress toward the GPE 2025 goal. Data for these indicators are collected by the UNESCO Institute for Statistics (UIS) along with information on countries' national targets for 2025 and 2030 for each of the SDG 4 indicators. The GPE results framework tracks partner countries' progress toward these national targets set for 2025.

The results framework includes indicators to measure progress toward the three country-level objectives mentioned previously. Most of the data for these indicators come from GPE grant processes. Countries wanting to access GPE grants go through a series of steps, including the development of a partnership compact that presents a priority reform designed to catalyze system transformation. Partner countries, as part of the compact development process, conduct an analysis of enabling factors related to four areas: (1) gender-responsive sector planning, (2) data and evidence, (3) sector coordination and (4) volume, equity and efficiency of government expenditure on education. An Independent Technical Advisory Panel (ITAP) assesses the status of the enabling factors in a country using evidence and the country analysis to contextualize the assessment. The results framework includes indicators to track partner countries' overall progress in the enabling factors areas and countries' use of the operating model's tools (ITAP assessment, partnership compact and grants) to identify and address the key challenges related to the enabling factors. The results framework also monitors GPE grants' progress toward their objectives in the GPE priority areas, but does not monitor overall progress in the implementation of priority reforms as described in the partnership compacts. Partner countries' priority reforms will be monitored through a mid-term review of the partnership compact aligned where possible with country processes.

At the global level, the results framework monitors how GPE 2025 is leveraging partnership capabilities and financial resources to support partner countries. It tracks donors' engagement to finance the implementation of GPE 2025 through their contribution to the GPE Fund and their involvement in cofinancing GPE grants. The results framework also monitors GPE's work in mobilizing knowledge and innovation through the GPE Knowledge and Innovation Exchange and its engagement with civil society organizations through Education Out Loud.

UNDERSTANDING THE RESULTS PRESENTED

This results report discusses the partnership's achievements toward the GPE 2025 goal and objectives based on results framework data available thus far. It serves as a monitoring tool to inform the partnership about overall progress and potential challenges, and to facilitate decision-making about future action. It is not intended to provide an independent evaluation of GPE's impact and in-depth reasons why the goals and objectives may or may not have been met—that role is performed by a portfolio of evaluations, in accordance with the monitoring and evaluation and learning strategy.

This second edition of the results report series monitoring GPE 2025 details the results framework data for calendar years 2021 and 2022 and fiscal year 2023. Appendix A presents the results framework indicators and provides information about the baseline, milestone, actual achieved, 2025 target and benchmark (as applicable) of the indicators for which data are available.[1] The 2023 results report has four chapters. Chapter 1 discusses the GPE 2025 goal and was developed in collaboration with the UNESCO Global Education Monitoring Report (GEMR) team and UIS. Chapters 2 and 3 cover the country-level objectives and chapter 4 the enabling objective.

Most of the results framework indicators discussed in chapter 1 are collected by UIS from administrative sources, household surveys and learning assessments. For administrative data sources, the results framework uses the most recent data available over the last three years. Because household surveys and learning assessments are not conducted regularly, the results framework uses the most recent data available over the last five years to have the maximum country coverage. The results presented in chapter 1 provide an overview of the status of the education sector in GPE partner countries, though subject to limited data availability.

For several of the indicators discussed in chapter 2, data are collected through the GPE 2025 operating model's processes (ITAP assessment, partnership compact and grants). As of December 2022, 16 out of 85 partner countries had gone through the ITAP assessment and compact development processes, and 8 countries with active system capacity grants approved under GPE 2025 submitted progress or completion reports. As a result, data are not available for several indicators tracking overall progress toward country-level objectives 1 and 2.

1 The GPE 2025 results framework makes a distinction between a benchmark, a milestone and a target. The term "benchmark" is used for some of the indicators associated with the country-level objectives to indicate the desired value for these indicators. These benchmarks reflect GPE's ambition to drive progress at the country level. A target is the expected value of an indicator by 2025 whereas a milestone is the expected intermediary value of an indicator for a particular year.



Teacher Valige Landaza assisting students in the outdoor classroom setup after Cyclone Freddy—the longest-lasting tropical cyclone on record—at Inlima Primary School in Mozambique.
GPE/Mbuto Machili

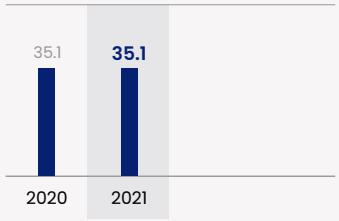
CHAPTER 1

PROGRESS TOWARD GPE 2025

RESULTS AT A GLANCE*

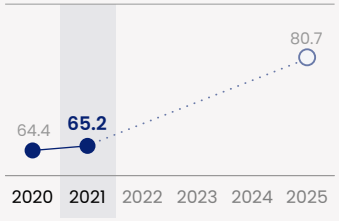
1.

35.1% of partner countries had at least one year of free and/or compulsory pre-primary education guaranteed in legal frameworks.



2.

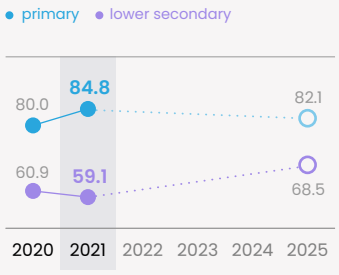
65.2% of children participated in organized learning one year before the official primary entry age.



3.i.

3.i.a. 84.8% of children reached the last grade of primary education.

3.i.b. 59.1% of children reached the last grade of lower-secondary education.

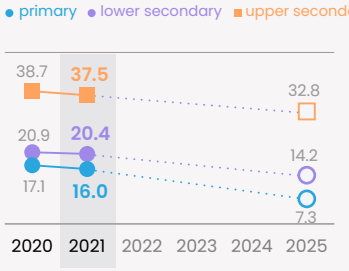


3.ii.

3.ii.a. 16% of primary-school-age children were out of school.

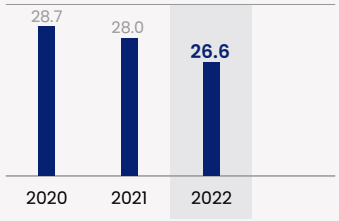
3.ii.b. 20.4% of lower-secondary-school-age children were out of school.

3.ii.c. 37.5% of upper-secondary-school-age children were out of school.



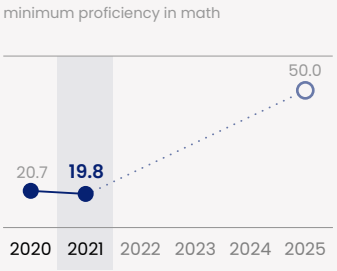
5.i.

26.6% of women aged 20-24 years were married or in a union before age 18.



6.

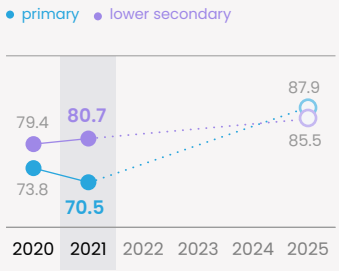
6.b.ii 19.8% of children and young people at the end of primary achieved at least a minimum proficiency level in mathematics.



7.i.

7.i.b. 80.7% of teachers in primary had minimum required qualifications.

7.i.c. 70.5% of teachers in lower secondary had minimum required qualifications.



Notes
*Indicators with no data for the current reporting year are not shown here.

KEY TAKEAWAYS

- In 2021, by the end of primary education, about 19.8 percent of students reached minimum proficiency in mathematics.
- Thirty-five percent of partner countries guarantee at least one year of free and/or compulsory pre-primary education, while 22.2 percent of partner countries affected by fragility and conflict (PCFCs) have such legal provisions.
- In 2021, across 61 partner countries with available data, on average 65.2 percent of children, of whom 68.8 percent are girls (52.4 percent in PCFCs), attended school one year before the official primary entry age.
- Sixteen percent of primary-school-age children (21.8 percent in PCFCs), 20.4 percent of lower-secondary-school-age adolescents (24.2 percent in PCFCs) and 37.5 percent of upper-secondary-school-age youth (42.1 percent in PCFCs) were out of school across partner countries with data available.
- In 2021, the gross intake ratio (GIR) into the last grade of primary was 84.8 percent on average in partner countries and 74.4 percent in PCFCs. The GIR into the last grade of lower secondary was 59.1 percent overall and 52.2 percent in PCFCs.
- An estimated 18 million girls across 50 partner countries with data available (or 26.6 percent of girls) were married or had entered a union before the age of 18. About 26 percent of the girls in 16 PCFCs entered a union before the age of 18.
- On average, the share of teachers trained according to national standards is 80.7 percent (82.1 percent in PCFCs) in primary and 70.5 percent (70.4 percent in PCFCs) in lower-secondary education.

INTRODUCTION

The GPE 2025 results framework assesses the extent to which the partner countries are making progress in access, learning and gender equality. The 2022 results report highlighted the challenge for achieving the GPE 2025 goal and the additional obstacles the COVID-19 pandemic placed on that trajectory. This chapter of the 2023 results report provides the latest information on GPE partner countries' progress toward this goal, bearing in mind that COVID-19 continues to hamper data collection, somewhat constraining the scope for insights on progress.

The chapter discusses GPE results framework indicators that monitor progress toward the GPE 2025 goal, reviewing progress relative to the baseline. For those GPE 2025 indicators that correspond to Sustainable Development Goal (SDG) 4 benchmark indicators,[2] partner countries' progress is also assessed relative to (1) how likely they are to achieve their national benchmarks and (2) a measure of feasible progress, that is, the progress they would have achieved if they moved at the historical rate of the fastest-improving 25 percent of countries, as outlined in the SDG 4 scorecard.[3] The chapter also addresses gender and equity issues, where relevant. Last, it highlights issues pertaining to monitoring and reporting data, given that the current level of reporting among partner countries remains low despite years of investment in developing statistical capacity.

1.1. EDUCATION QUALITY: STATUS OF FOUNDATIONAL LEARNING IN PARTNER COUNTRIES

(Indicator 6)

In 2023, GPE joined nearly 50 organizations in signing the Commitment to Action on Foundational Learning that emerged from the United Nations Transforming Education Summit. GPE's strategic plan, GPE 2025, highlights the importance of learning at each stage of a child's education,[4] and the partnership serves as a crucial delivery mechanism for foundational learning at the country level. Foundational learning encompasses "basic literacy, numeracy and transferable skills such as socio-emotional skills."[5] Many of the GPE 2025 results framework indicators monitoring progress toward the strategic goal measure either foundational learning directly or some of the necessary conditions for children to achieve foundational learning.

Few Students Achieve Basic Literacy and Numeracy Skills

Indicator 6 of the GPE results framework (SDG indicator 4.1.1) monitors partner countries' progress in learning. It tracks the proportion of students achieving minimum proficiency levels in (i) reading and (ii) mathematics, at three levels of education: (a) early grades of primary (grade 2 or 3), (b) the end of primary and (c) the end of lower-secondary education.

The availability of learning data is very low and is not improving. Compared to the 2022 results report, data on reading at the end of primary education became available for only two more countries, Albania and Georgia, with the recent release of the 2021 Progress in

2 The SDG 4 benchmarks are national targets that countries have set on seven SDG 4 indicators for 2025 and 2030, of which four are also GPE 2025 indicators. UNESCO Institute for Statistics (UIS) and Global Education Monitoring Report, *Setting Commitments: National SDG 4 Benchmarks to Transform Education*, (Montreal: UIS, 2022), https://unesdoc.unesco.org/ark:/48223/pf0000382076.

3 The SDG 4 scorecard is the first progress report on national SDG 4 benchmarks. UNESCO Institute for Statistics (UIS) and Global Education Monitoring Report, *2023 SDG 4 Scorecard Report on Progress Towards National SDG 4 Benchmarks*, (Montreal: UIS, 2023), https://unesdoc.unesco.org/ark:/48223/pf0000384295.

4 R. Vivekanandan and K. Sonnenberg, "GPE: A dedicated partnership to improve foundational learning," *Education for All* (blog), May 18, 2023, https://www.globalpartnership.org/blog/gpe-dedicated-partnership-improve-foundational-learning.

5 United Nations, The global challenge of addressing the learning crisis, Transforming Education Summit, https://www.un.org/en/transforming-education-summit/global-challenge-addressing-learning-crisis.

International Reading Literacy Study (PIRLS).[6] Because the group of partner countries has expanded to 85 countries, data exist now for only about 16 percent of children in partner countries for the period 2017–21 (see section 1.5).[7]

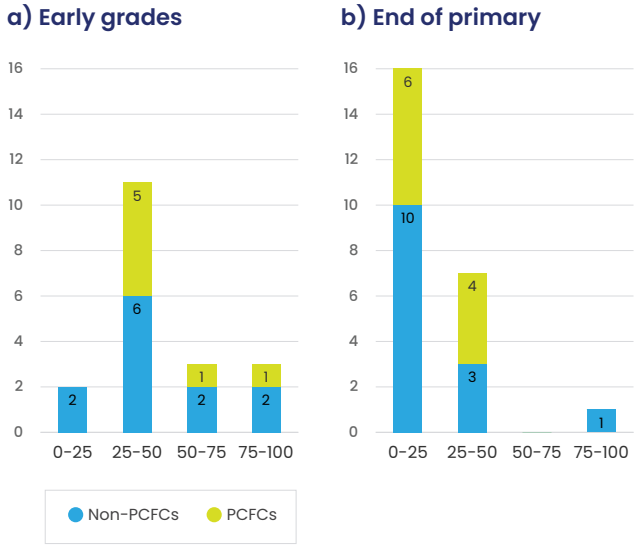
The available data show that partner countries are far from reaching their learning targets set for 2025. In 2020, the baseline of GPE 2025, an estimated one in three students by grade 3 and one in four at the end of primary education had reached minimum proficiency in reading in partner countries.[8] One in five students met the global standard for minimum proficiency in mathematics at the end of primary, and only one in six in PCFCs. These numbers are far from the collective target that half of students will achieve minimum proficiency in mathematics by the end of 2025.[9] Considering that 28 percent of children do not reach the last grade of primary school on time and 18 percent of children never reach it, a higher percentage of children in the population than of students in school does not achieve minimum proficiency in reading and mathematics (see box 1.1).

In 13 of 19 countries with available data by grade 3 and in 23 of 24 countries with data by the end of primary education, less than half of students reach minimum proficiency in reading (figure 1.1). Of partner countries with data, only Vietnam—an outlier—has at least 50 percent of students reaching minimum proficiency in reading at the end of primary (82 percent).

FIGURE 1.1.

In most partner countries, less than 50 percent of students reach minimum proficiency in reading.

Distribution of countries by the proportion of students achieving at least minimum proficiency in reading, by level, 2021



Source: UNESCO Institute for Statistics (database), Montreal, http://uis.unesco.org.

Accelerating Progress in Foundational Learning Will Require Unprecedented Efforts

Figure 1.2 provides a summary of where partner countries stand with regard to achieving their national targets for foundational learning.[10] For early grade mathematics, 13 countries have data available; of those countries, four—Burundi, Côte d'Ivoire, the Republic of Congo and Niger—are on track to meet their national targets. Only two, the Republic of Congo and Niger, appear likely to meet their national targets in early grade reading. At the end of primary, none of the 15 countries with data available is on track to meet its national target for reading (the remaining 9 countries do not have data on the 2025 target). And only one country, Georgia, is accelerating fast enough to achieve its GPE 2025 target for mathematics.

Several countries have not set targets for 2025 (or SDG 4 benchmarks), which prevents an adequate assessment of their progress. Even for countries such as Benin, Burkina Faso and Honduras, which have shown fast progress in general, the lack of national targets makes it impossible to assess whether that progress is fast enough to meet the countries' specific objectives.

6 I. V. S. Mullis et al., *PIRLS 2021 International Results in Reading*, (Boston: Boston College, TIMSS & PIRLS International Association of the Evaluation of Educational Achievement, 2023), https://pirls2021.org/.

7 Indicator 6 of the GPE results framework uses the most recent learning data available in the period 2017–21. For early-grade learning, data are available for only 17 partner countries in reading and mathematics. At the end of primary education, reading data are available in 24 countries and mathematics data in 27 countries. At the lower-secondary level, only 7 countries have data in reading and mathematics.

8 Global Partnership for Education (GPE), *Results Report 2022*, (Washington, DC: GPE, 2022), https://assets.globalpartnership.org/s3fs-public/document/file/gpe-results-report-2022-en-v2.pdf.

9 Low availability of data on minimum proficiency levels in reading among partner countries prevents an estimation of the collective target for reading.

10 Because of issues with data availability, most partner countries (between 68 and 72 countries depending on the indicator, which account for 85 percent of children targeted by GPE 2025) cannot assess progress in basic literacy and numeracy skills. Therefore, it is impossible to estimate by how much these countries need to accelerate progress to meet their national targets.

FIGURE 1.2.

Only a handful of countries are on track to meet their GPE 2025 targets.

Distribution of partner countries according to the likelihood of achieving their GPE 2025 targets on learning outcomes

	Early grades		End of primary	
	Reading	**Mathematics**	**Reading**	**Mathematics**
Fast progress	Congo, Rep.; Niger	Burundi; Côte d'Ivoire; Congo, Rep.; Niger	—	Georgia
Slow or average progress, acceleration needed	Côte d'Ivoire, Cameroon, Senegal, Togo	Cameroon, Senegal, Togo	Côte d'Ivoire; Cameroon; Congo, Rep.; Madagascar; Senegal; Chad; Togo	Côte d'Ivoire; Congo, Rep.; Madagascar
No progress	Guatemala	Guatemala	Guatemala	Cameroon, Guatemala, Kenya, Senegal, Togo
Progress but no benchmark	Burundi, Benin, Chad	Benin, Burkina Faso, Chad, Honduras, Nicaragua	Benin, Burkina Faso, Honduras, Niger, Zambia	Benin, Burkina Faso, Honduras, Nicaragua, Niger
Stagnating or deteriorating and no benchmark	Burkina Faso, Honduras, Nicaragua	—	Burundi, Nicaragua	Burundi, Chad, Zambia
Not enough data to monitor progress toward GPE 2025	Afghanistan; Albania; Angola; Bangladesh; Bhutan; Cambodia; Central African Republic; Congo, Dem. Rep.; Comoros; Cabo Verde; Djibouti; Dominica; El Salvador; Eritrea; Eswatini; Ethiopia; Fiji; Gambia, The; Georgia;[b] Ghana; Grenada; Guinea; Guinea-Bissau; Guyana; Haiti; Indonesia; Kenya;[b] Kiribati; Kyrgyz Republic; Lao PDR; Lesotho; Liberia; Madagascar;[a] Malawi; Maldives; Mali; Marshall Islands; Mauritania; Micronesia, FS; Moldova; Mongolia; Mozambique; Myanmar; Nepal; Nigeria; Pakistan; Papua New Guinea; Philippines; Rwanda; St. Lucia; St. Vincent and the Grenadines; Samoa; São Tomé and Príncipe; Sierra Leone; Solomon Islands; Somalia; South Sudan; Sudan; Tajikistan; Tanzania; Timor-Leste; Tonga; Tunisia; Tuvalu; Uganda; Ukraine; Uzbekistan; Vanuatu; Vietnam; Yemen, Rep.; Zambia;[a] Zimbabwe			

Source: UNESCO Institute for Statistics (UIS) and UNESCO Global Education Monitoring Report, *SDG4 Scorecard: Progress Report on National Benchmarks–Focus on Early Childhood* (Montreal: UIS and Paris: Global Education Monitoring Report, 2023), https://unesdoc.unesco.org/ark:/48223/pf0000384295.

Note: Countries have been classified following their classification for the SDG 4 scorecard report. Countries with new benchmark data at the time of this results report have been reclassified accordingly. Progress for countries that did not submit benchmark values has been assessed against feasible benchmark values. See UIS – GEM SDG 4 scorecard report for more details.

a. Partial lack of data; data available at the end of primary for reading and mathematics.

b. Partial lack of data; data available at the end of primary for mathematics only.

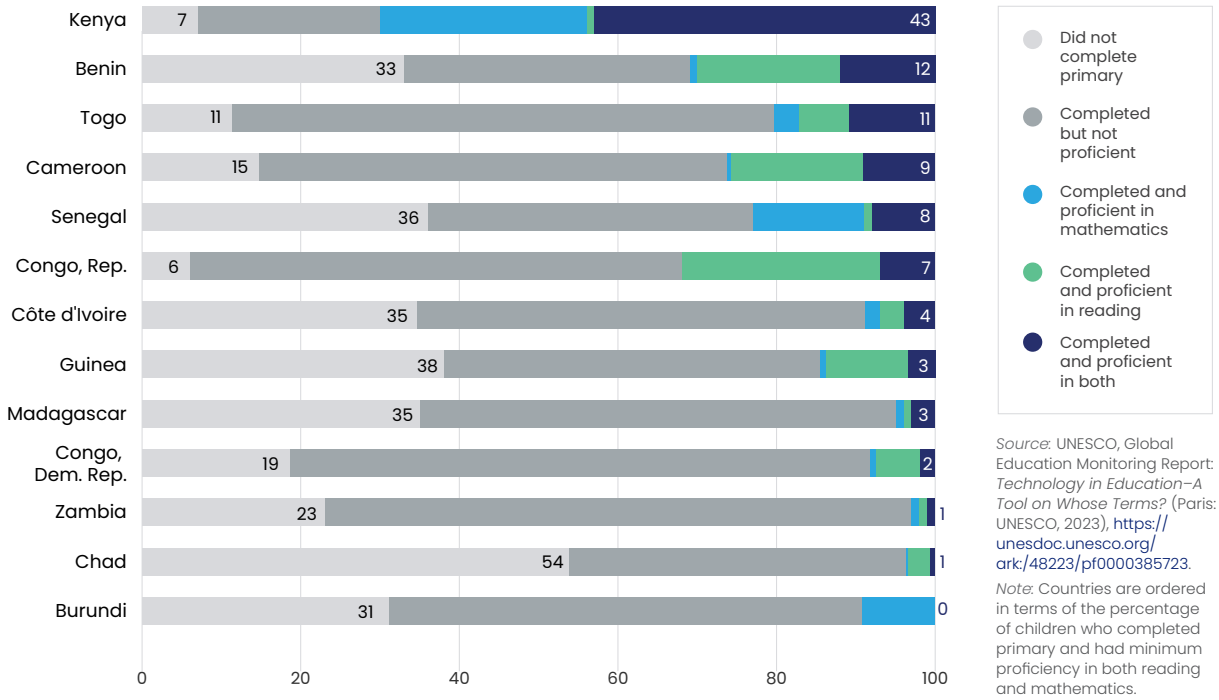
BOX 1.1. Very few children reach minimum proficiency in both reading and mathematics

SDG target 4.1 aims to ensure that "all girls and boys complete primary and secondary education leading to relevant and effective learning outcomes."[a] Combining learning and completion into a single measure helps clarify the extent of the learning crisis in the population. SDG indicator 4.1.1 measures the share of children who have completed a given education cycle on time and have reached minimum proficiency levels. It assumes that children who do not complete a cycle have not achieved a minimum level of proficiency.

Data on both reading and mathematics can also be used to produce a more targeted measure of the proportion of children who complete primary education and reach minimum proficiency in reading and mathematics. Applying this definition to countries with data from the 2019 PASEC survey and to two countries that took part in the GPE-supported Monitoring the Impacts on Learning Outcomes project (Kenya and Zambia) shows that less than 10 percent of students in 10 of the 13 partner countries with data achieve minimum proficiency in both reading and mathematics. On average for all 13 countries with data available, only 20 percent of students achieve minimum proficiency in reading or mathematics or in both subjects after completing primary education. Only 35 percent of the students who achieve minimum proficiency in reading or mathematics achieve minimum proficiency in both subjects.

Among the few children who reach minimum proficiency in reading or mathematics, only one in three achieves proficiency in both.

Distribution of primary-school-age population, by primary school completion status and minimum learning proficiency status at the end of primary education, selected Sub-Saharan African countries, 2019–21



Source: UNESCO, Global Education Monitoring Report: *Technology in Education–A Tool on Whose Terms?* (Paris: UNESCO, 2023), https://unesdoc.unesco.org/ark:/48223/pf0000385723.

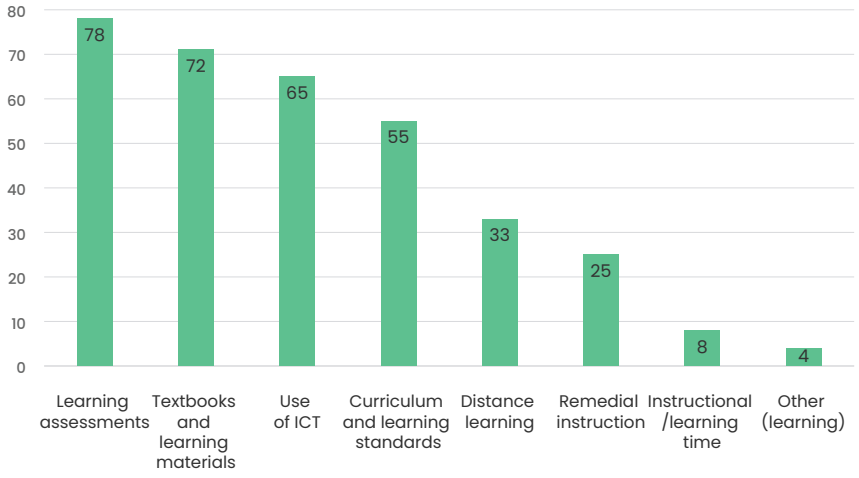
Note: Countries are ordered in terms of the percentage of children who completed primary and had minimum proficiency in both reading and mathematics.

a. United Nations Department of Economic and Social Affairs, Statistics Division, SDG indicator metadata (Harmonized metadata template—format version 1.1), https://unstats.un.org/sdgs/metadata/files/Metadata-04-01-02.pdf.

FIGURE 1.3.

Close to 80 percent of active implementation grants supporting learning include a learning assessment component.

Proportion of grants supporting various areas under learning priority area out of all active implementation grants supporting learning (percent)



Source: Global Education Monitoring Report analysis of GPE Secretariat data.

Note: Countries can receive grants targeting more than one learning component.

ICT = information and communication technology.

Active GPE Grants Cover a Range of Interventions That Can Improve Foundational Learning

Active GPE grants cover a wide range of inputs needed for countries to improve foundational learning outcomes. Of the 84 implementation grants active at some point in fiscal year 2023, 80 targeted direct support to learning. Of these, more than 78 percent support learning assessment, 71 percent support textbooks and learning materials and 55 percent support curriculum and learning standards (figure 1.3).

Grants also typically cover teachers, including teacher allocation in poor areas or training in disability inclusion, as well as efforts to reduce dropout and repetition, including through improvements in learning environments. Of these many interventions, it is difficult to know in practice which ones ultimately improve foundational learning and under which circumstances.

Each partner country program has a different combination of policy interventions to accelerate improvement in learning. For instance, in the Democratic Republic of Congo, GPE funding has targeted improving school infrastructure. Since 2012, the country has received $212 million for building new schools and improving learning conditions, including delivery of school meals and teacher training. In Côte d'Ivoire, the partnership is targeting six regions with high levels of poverty and low learning levels. Interventions there include expanding access to preschool, training primary teachers, providing support to adopt and apply better teaching methods and improving community participation through school management committees.

Improving Learning for All Requires Accounting for Complexity and Diversity

There are concerns that education systems continue to leave behind the children who are most in need. The COVID-19 pandemic has disproportionately affected learning outcomes among the most vulnerable children—who typically have limited access to remote learning opportunities.[11] A wide range of factors can affect learning outcomes, and policy responses need to account for such complexity (boxes 1.2 and 1.3).

For instance, the gender gap in learning outcomes changes depending on the level of education and the subject matter. Overall, girls tend to outperform boys in reading at the end of primary education, whereas boys outperform girls in early-grade mathematics (figure 1.4). In Cambodia, Cameroon, the Republic of Congo and

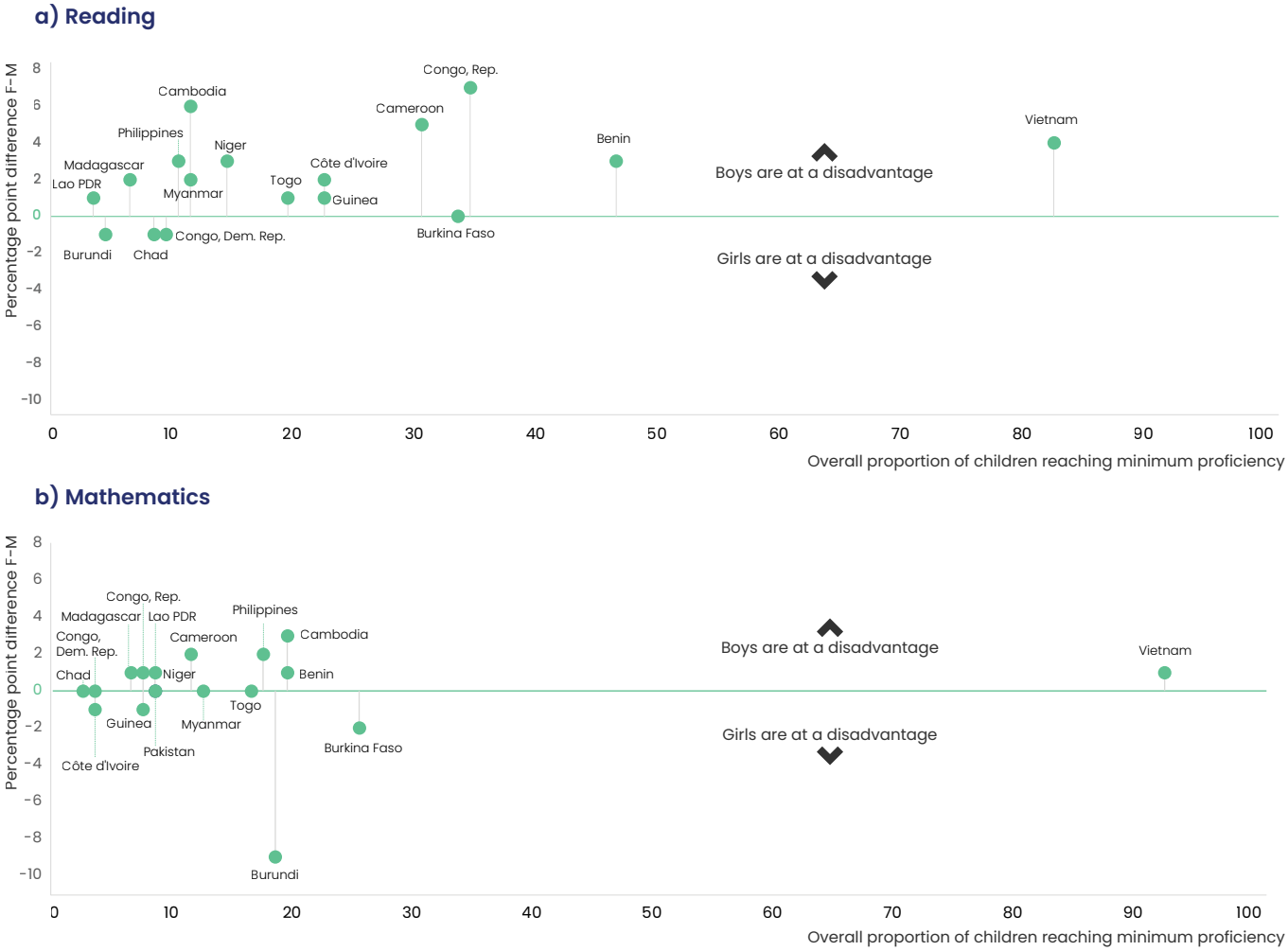
11 Global Education Monitoring Report, *Technology and Education: A Tool on Whose Terms?* (Paris: UNESCO, 2023), https://unesdoc.unesco.org/ark:/48223/pf0000385723.

Vietnam, girls' reading performance at the end of primary was at least 4 percentage points higher than that of boys. In mathematics, the gap tends to remain in favor of girls but never exceeds 3 percentage points. In the early grades, however, boys perform better in mathematics, with gender gaps in favor of boys as high as 13, 10 and 8 percentage points, respectively, in Chad, Benin and the Democratic Republic of Congo.[12] Analysis by the Global Education Monitoring Report (GEMR) team in 2022 highlighted that, in 50 of 54 sample countries, girls are less likely to be among the top performers in mathematics even though they outperform boys on average. Girls perform better in mathematics in more gender-equal societies, and even better in reading.

FIGURE 1.4.

By the end of primary, girls outperform boys in reading.

Female–male gap in share of students achieving minimum proficiency level in reading, 2015–19 (percentage points)



Sources: UNESCO, World Inequality Database on Education, https://www.education-inequalities.org/.

12 UNESCO, *Global Education Monitoring Report—Deepening the Debate on Those Still Left Behind*, (Paris: UNESCO, 2022), https://www.unesco.org/gem-report/en/2022-gender-report.

BOX 1.2. Learning outcomes and language of instruction

In low-income and lower-middle-income countries, schools' use of local language has increasingly been shown to be critical for improving foundational learning. Global consensus exists on the benefits of using children's local language at least during the first six years of schooling.[a]

This practice is particularly salient in regions with high linguistic diversity, like Sub-Saharan Africa, South and Southeast Asia and the Pacific.[b] In 16 out of 22 Sub-Saharan African countries with available data, about one-third of students receive instruction in the language they speak at home.[c] In Cameroon and Guinea, the proportion of students who reach the minimum level of proficiency in early grade reading is 3.5 times larger among those who speak the language of instruction at home than among those who do not. In Chad, Republic of Congo, Côte d'Ivoire and Togo, this proportion is at least twice as large among those who are taught in their home language.[d]

Some partner countries have taken steps to ensure instruction in local languages. In the Democratic Republic of Congo, the $100 million GPE-funded Education Quality Improvement Project (EQUIP) included a component on training early grade teachers to teach in national languages. By the end of the project in 2022, 150,000 teachers in grades 1 through 3 had received training to effectively teach reading in national languages.[e] Nevertheless, implementing bilingual or multilingual education is a complex endeavor; to develop effective policies on language of instruction, policy makers need more evidence on best practices. In that regard, the GPE Knowledge and Innovation Exchange project Strengthening Bilingual and Multilingual Learning Systems in Francophone Africa aims to improve learning outcomes by equipping policy makers with tools and approaches to determine the most appropriate language of instruction and how to transition between languages of instruction.[f]

a. UNESCO, *Born to Learn: Spotlight on Basic Education Completion and Foundational Learning in Africa*, (Paris: UNESCO, 2022), https://www.unesco.org/gem-report/en/2022-spotlight-africa.
b. D. M. Eberhard, G.F. Simons, and C. D. Fennig, *Ethnologue: Languages of the World*, twenty-sixth edition, (Dallas: SIL International, 2023).
c. UNESCO, *Born to Learn*.
d. UNESCO Institute for Statistics (UIS), World Inequality Database on Education, Global Education Monitoring Report, 2023, Paris, https://www.education-inequalities.org/.
e. For more information, see World Bank, DR Congo—Education Quality Improvement Project (EQUIP)" web page, https://projects.worldbank.org/en/projects-operations/project-detail/P157922.
f. For more information, see the GPE Knowledge and Innovation Exchange web page, "Strengthening Bilingual and Multilingual Learning Systems in Francophone Africa," https://www.gpekix.org/project/strengthening-bilingual-and-multilingual-learning-systems-francophone-africa.

BOX 1.3. A variety of factors contributes to the gender gap in reading and mathematics

Using PASEC 2014 data, a study attempted to better understand the gender gap in learning outcomes. Findings from the study show that, overall, girls achieve better outcomes in reading whereas boys outperform girls in mathematics. Differences in gender do not explain why girls outperform boys in reading. Other factors such as teachers' gender, school facilities, age and area of living mostly explain the gender gap in reading. The gender gap in mathematics, however, is explained by differences in gender. Being a boy positively affects achievements in mathematics. Factors such as gender stereotypes and differences in girls' and boys' perceptions of the importance of mathematics may negatively contribute to girls' achievement in mathematics. Improving school facilities and increasing the number of female teachers can contribute to closing the gender gap in mathematics and can help improve girls' and boys' achievements in reading.

Source: E. W. Miningou, "Understanding the Gender Gap in Learning Outcomes in Primary Education: Evidence from PASEC Results," *International Journal of Gender Studies in Developing Societies* 4, no. 3 (2022), https://www.inderscienceonline.com/doi/pdf/10.1504/IJGSDS.2022.121104.

1.2. EARLY CHILDHOOD EDUCATION: ARE CHILDREN READY FOR FOUNDATIONAL LEARNING?

(Indicators 1 and 2)

Accelerating progress toward foundational learning also means making sure that students are ready to learn once they get to primary school. Acquisition of foundational learning skills builds on earlier cognitive developments—shape and sound recognition, speaking and listening and a sense of numerical magnitude—many of which happen during early childhood education.[13] Access to early childhood education is especially important in partner countries where opportunities for school readiness are scarce for disadvantaged children.[14] Pre-primary education can help compensate for these adverse conditions, for instance, by offering early exposure to print and books. It also plays a key role in children's social-emotional development.

The partnership is committed to supporting universal access to at least one year of quality pre-primary education. Two indicators in the GPE 2025 results framework monitor progress toward universal access to pre-primary education. Indicator 1 (based on SDG indicator 4.2.5) measures the proportion of partner countries whose legal frameworks guarantee at least one year of free and/or compulsory pre-primary education. Indicator 2 (SDG indicator 4.2.2) measures the participation rate in organized learning one year before the official primary entry age.

Most Partner Countries Do Not Guarantee Early Childhood Education

GPE results framework Indicator 1 shows that about a third (35.1 percent) of partner countries guarantee at least one year of free and/or compulsory pre-primary education. Less than a quarter of PCFCs (or only six of 27 partner countries categorized as PCFC) have such legal provisions. The lack of legislation conflicts somewhat with the pledges most countries have made in this area, as expressed in their national SDG 4 benchmarks. Among 74 partner countries with data, 57 have set a national SDG 4 benchmark on early childhood education attendance, but only 26 have legal provisions guaranteeing at least one year of free and/or compulsory pre-primary education.

13 H. Abadzi, "Structured Teaching to Support Foundational Learning in Africa," Background paper for the Spotlight Continental Report 2022, (Paris: UNESCO, 2022); I. Borisova et al., "Effective Interventions to Strengthen Early Language and Literacy Skills in Low-Income Countries: Comparison of a Family-Focused Approach and a Pre-primary Programme in Ethiopia," *Early Child Development and Care* 187, no. 3–4 (2017): 655–671, https://doi.org/10.1080/03004430.2016.1255607.

14 UNESCO, *Born to Learn: Spotlight on Basic Education Completion and Foundational Learning in Africa*, (Paris: UNESCO, 2022), https://www.unesco.org/gem-report/en/2022-spotlight-africa; UNICEF, *The State of the World's Children 2016: A Fair Chance for Every Child*, (New York: UNICEF, 2016), https://www.unicef.org/reports/state-worlds-children-2016.

The contrast between ambitious targets and the lack of a supportive legislative framework is particularly stark in some countries. The Federated States of Micronesia had a 2021 pre-primary enrollment rate of 13 percent but has a 2025 national benchmark of 69 percent. In Samoa, the respective figures are 35 percent and 80 percent; in São Tomé and Príncipe, they are 51 percent and 100 percent. Despite their ambitious targets, none of these countries guarantees a single year of free or compulsory pre-primary education. Analysis for the SDG 4 scorecard report showed that lower-middle-income countries with legislation guaranteeing at least one year of pre-primary education had both higher baseline rates in 2015 (82 percent) and higher national benchmarks (97 percent) than countries that did not make pre-primary education compulsory (61 percent and 84 percent, respectively).

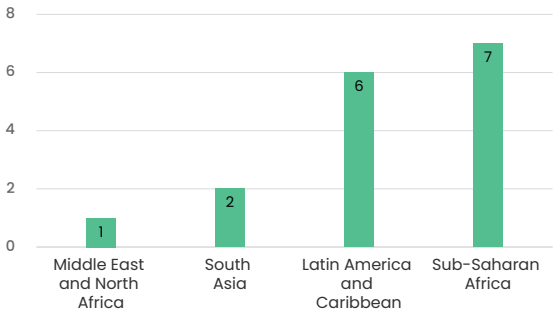
Since 2015, the number of partner countries that guarantee at least one year of free education stayed constant in Latin America and the Caribbean, the Middle East and North Africa, South Asia and Sub-Saharan Africa (figure 1.5).[15] Nonetheless, national policies and plans appear to have an increasing focus on early childhood education. In 2021, Sierra Leone introduced its National Policy on Integrated Early Childhood Development, which focuses on equitable access to quality early learning opportunities and pre-primary education for 3- to 5-year-olds to support the transition to primary education. Rwanda and Tunisia have developed strategic plans for early childhood development. Pakistan prioritized early childhood education in its 2017–25 national education policy. Eritrea's 2018–22 Education Sector Plan included improving access to early childhood education as one of its main strategic priorities. Lesotho's Education Sector Strategic Plan for 2016–26 added improving access to comprehensive early childhood care and development as a strategic priority.

GPE and UNICEF developed the Better Early Learning and Development at Scale (BELDS) initiative to strengthen country capacity to plan and carry out quality early childhood education programs.[16] The partnership also supported the ECE Accelerator Analysis and Planning Toolkit to help integrate early childhood education in education sector plans.[17] Through BELDS, São Tomé and Príncipe has developed an early childhood education plan, fully integrated into the broader Education Policy

FIGURE 1.5.

The number of countries with legal frameworks guaranteeing at least one year of free and/or compulsory pre-primary education remained the same in five regions since 2015.

Number of countries with legal frameworks guaranteeing at least one year of free and/or compulsory pre-primary education since 2015



Source: UNESCO Institute for Statistics (database), Montreal, http://uis.unesco.org.

Charter and its accompanying costed Action Plan (2019–23).[18] Following an ECE Accelerator workshop, South Sudan dedicated a chapter of its education sector plan to early childhood education, ensuring its inclusion in government initiatives and its recognition as an integral part of the overall education sector.[19]

Participation in Early Childhood Education Has Stagnated since 2015

Indicator 2 of the GPE 2025 results framework shows that the gap between participation rates in organized early learning and the GPE 2025 target remains large. In 2021, across 61 partner countries with available data, on average 65.2 percent of children (and 52.4 percent in PCFCs) attended school one year before the official primary entry age (figure 1.6). To put these numbers in perspective, although partner countries have committed to raising participation rates to 80.7 percent by 2025 (76.1 percent in PCFCs), participation rates have remained stagnant since 2015 (and have even declined in PCFCs). To reach the 2025 targets, participation in early childhood education will need to grow on average by about 4 percentage points annually in partner countries, and by up to 6 percentage points in PCFCs.

15 GPE, *Results Report 2022*.

16 For more information, see GPE's "Early Learning" web page, https://www.globalpartnership.org/what-we-do/early-learning.

17 For more information, see the ECE Accelerator website, https://www.ece-accelerator.org.

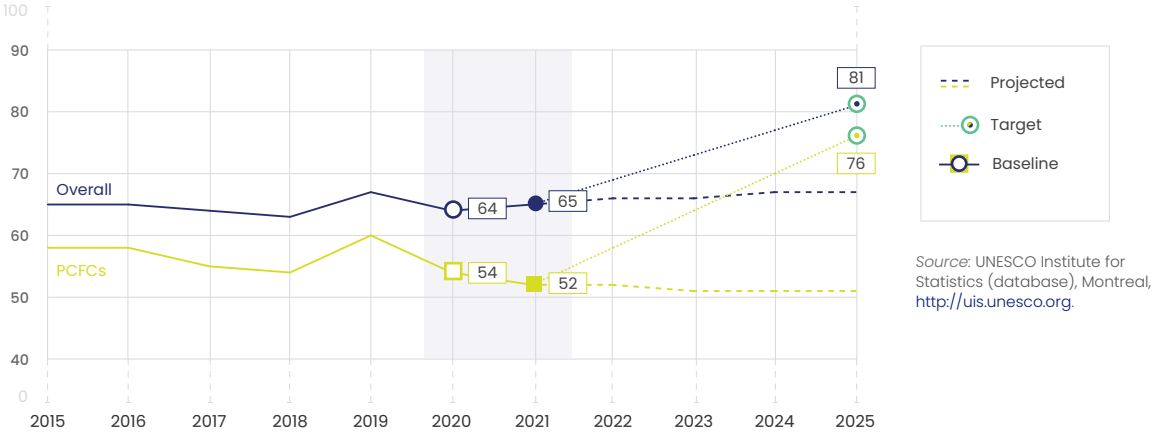
18 B. Costa, A. Monteiro, and A. Neto, "São Tomé and Príncipe invests in early childhood education to ensure children's success," *Education for All* (blog), July 30, 2020, https://www.globalpartnership.org/blog/sao-tome-and-principe-invests-early-childhood-education-ensure-childrens-success.

19 Global Partnership for Education (GPE) Knowledge Innovation Exchange, "Doing It Right—Advocacy for ECE in South Sudan," May 30, 2023, https://www.gpekix.org/news/doing-it-right-advocacy-ece-south-sudan.

FIGURE 1.6.

Early childhood education participation rates have stagnated, while targets are ambitious.

Adjusted net enrollment rate, one year before the official primary entry age, 2021, 2020 baseline value and 2025 target



Source: UNESCO Institute for Statistics (database), Montreal, http://uis.unesco.org.

About 21 percent of partner countries (18 countries) registered fast progress toward their 2025 targets. In other words, these countries have at least a 75 percent probability of achieving their national targets set for 2025 (figure 1.7). Only three of these countries are PCFCs. By contrast, 22 percent of partner countries have made only average or slow progress, and 14 percent have made no progress, which means they have limited prospects of achieving their 2025 targets. And 31 percent of partner countries do not have enough data to monitor their progress toward a national target on early childhood participation for GPE 2025.

Of the 84 GPE implementation grants active in 72 partner countries as of June 2023, 51 grants (or 62 percent) supported early childhood education. More specifically, 35 grants (43 percent of the grants) expressly targeted access to early childhood education, among other areas. Less than 20 percent of partner countries with no progress on early childhood participation benefited from GPE grants supporting access to early childhood education.[20]

On average, partner countries have achieved gender parity in access to early childhood education. Nevertheless, girls remain disadvantaged in PCFCs, which have an adjusted gender parity index of 0.90. In addition, a few countries continue to face the combined challenge of low enrollment rates and high gender disparity. Chad has a participation rate of 17 percent and a gender parity index of 0.87; the respective figures are 15 percent and 0.87 in Djibouti, and 12 percent and 0.83 in Tajikistan.

1.3. ACCESS AND COMPLETION: CHILDREN MUST BE IN THE CLASSROOM TO LEARN

(Indicators 3i, 3ii and 5i)

Too many children continue to face barriers in accessing education. GPE 2025 monitors progress in access to education with Indicator 3ii (SDG indicator 4.1.4), the out-of-school rate at (a) primary-school age, (b) lower-secondary-school age and (c) upper-secondary-school age. This indicator is calculated using household survey data to enable better monitoring of equity issues.

Despite Some Progress in Reducing the Out-of-School Rate, the Number of Out-of-School Children Has Stagnated

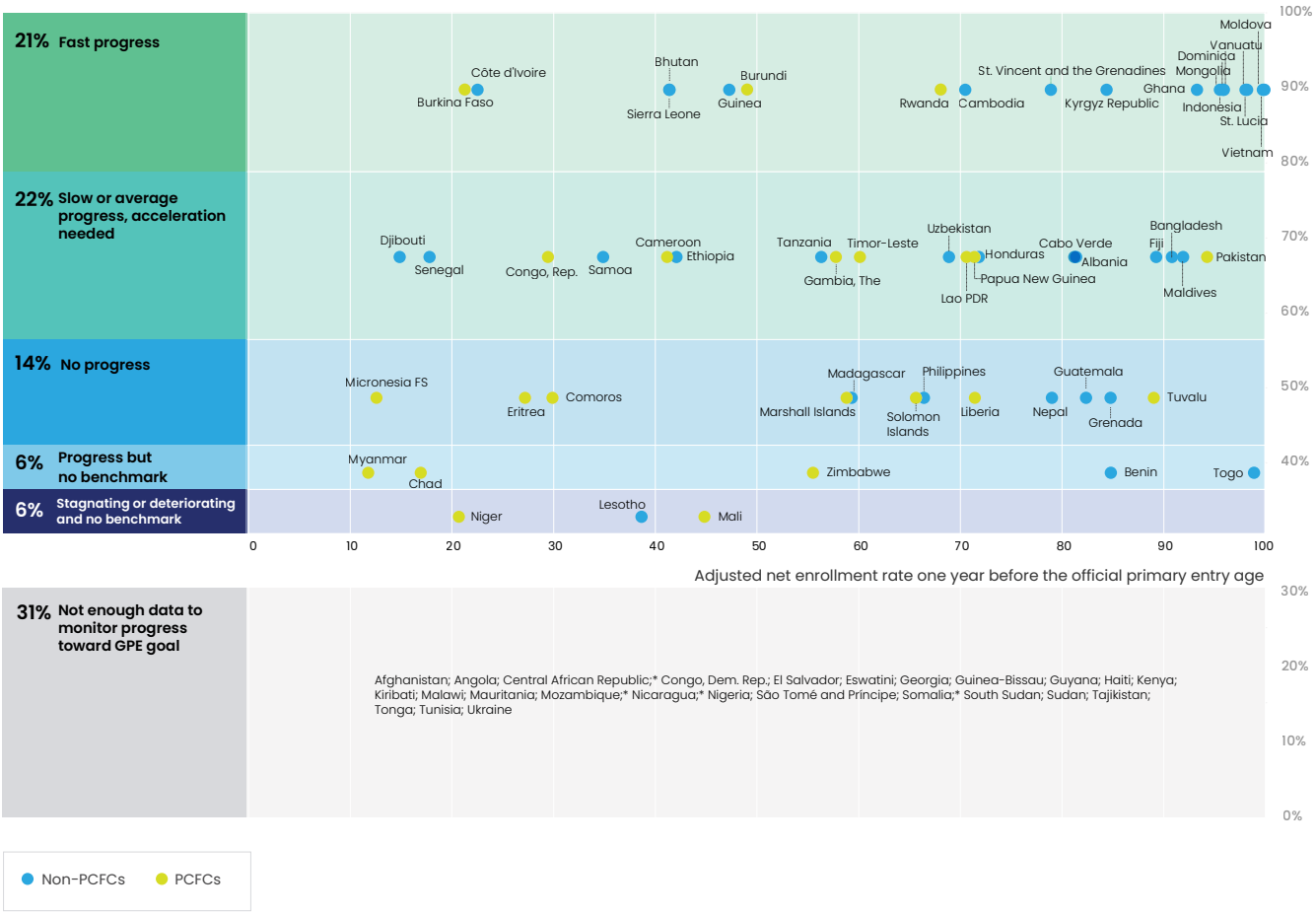
Available data indicate that in partner countries 16 percent of primary-school-age children (21.8 percent in PCFCs), 20.4 percent of lower-secondary-school-age adolescents (24.2 percent in PCFCs) and 37.5 percent of upper-secondary-school-age youth (42.1 percent in PCFCs) are out of school. Children from poor households in PCFCs lag farthest behind: 42 percent of primary-school-age children, 46 percent of lower-secondary-school-age adolescents and 65 percent of upper-secondary-school-age youth in this group are out of school (figure 1.8).

20 It is important to highlight that partner countries make decisions about the utilization of GPE grants across subsectors, according to their priorities.

FIGURE 1.7.

Only 21 percent of partner countries are moving at the right pace toward their 2025 targets.

Distribution of partner countries according to their likelihood of achieving their GPE 2025 targets on the adjusted net enrollment rate one year before the official primary entry age (percent)



Source: UNESCO Institute for Statistics (UIS) and UNESCO Global Education Monitoring Report, *SDG4 Scorecard: Progress Report on National Benchmarks–Focus on Early Childhood* (Montreal: UIS and Paris: Global Education Monitoring Report, 2023), https://unesdoc.unesco.org/ark:/48223/pf0000384295.

Note: Country classification follows the SDG 4 Scorecard. Fast progress means that countries have a 75 percent probability of achieving their national target (or have already achieved it). Slow or average progress means that countries have less than a 75 percent probability of achieving their national target. No progress means that countries have been regressing. Countries with new benchmark data at the time of this report have been reclassified accordingly. Progress for countries that did not submit benchmark values has been assessed against feasible benchmark values. * = country with active grant targeting access to early childhood education.

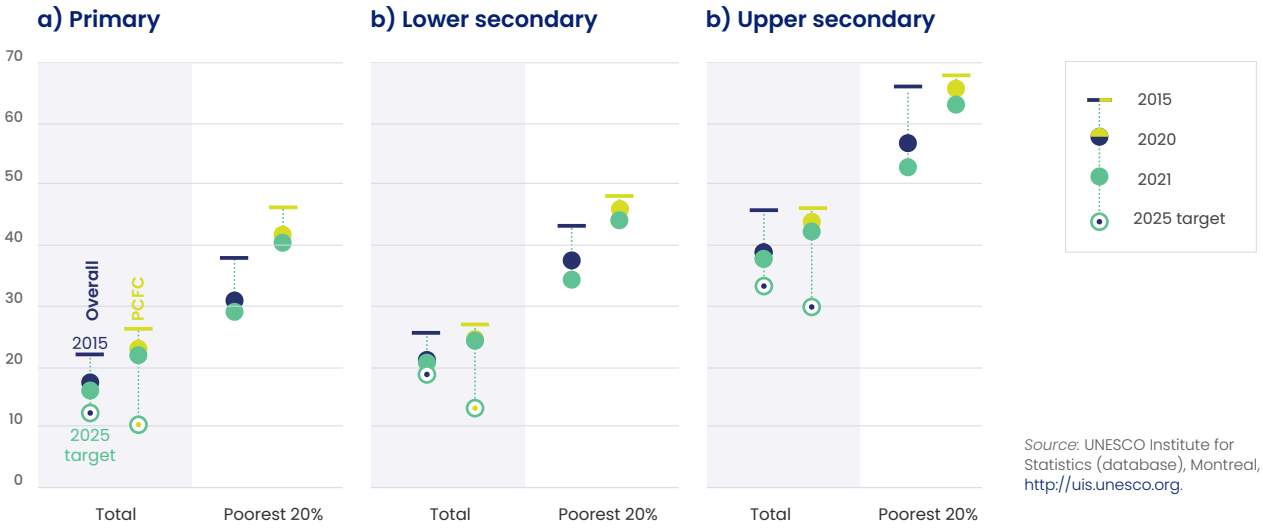
Out-of-school rates have declined slowly in recent years, and partner countries have set national targets for 2025 that are achievable on average. However, PCFCs appear to have set targets that are particularly ambitious when assessed against their progress since 2015. For instance, the out-of-school rate among primary-school-age children in PCFCs fell from 26 percent in 2015 to 22 percent in 2021, but will need to progress four times faster to reach PCFCs' 2025 collective target of 10 percent by 2025. Their progress will need to be five times faster for lower-secondary-school-age adolescents and seven times faster for upper-secondary-school-age youth.

Overall, partner countries have limited data to monitor progress toward their GPE 2025 out-of-school targets. About 40 percent of GPE partner countries with data available (or 18 percent of all partner countries) are on track to meet their primary out-of-school rate commitment (figure 1.9). Countries like Fiji, The Gambia, Georgia, Guyana, Madagascar and Sierra Leone are moving at a pace that would enable them to meet their 2025 target. In contrast, partner countries like Mauritania, Mali and Guinea are making little to no progress: 45 percent, 38 percent and 34 percent of their primary-school-age populations, respectively, are out of school.

FIGURE 1.8.

Children and youth from the poorest households in fragile and conflict-affected countries have high out-of-school rates.

Out-of-school rate for children of primary-, lower-secondary- and upper-secondary-school age, 2015, 2020 and 2021, and average of national SDG 4 benchmarks for 2025 (percent)

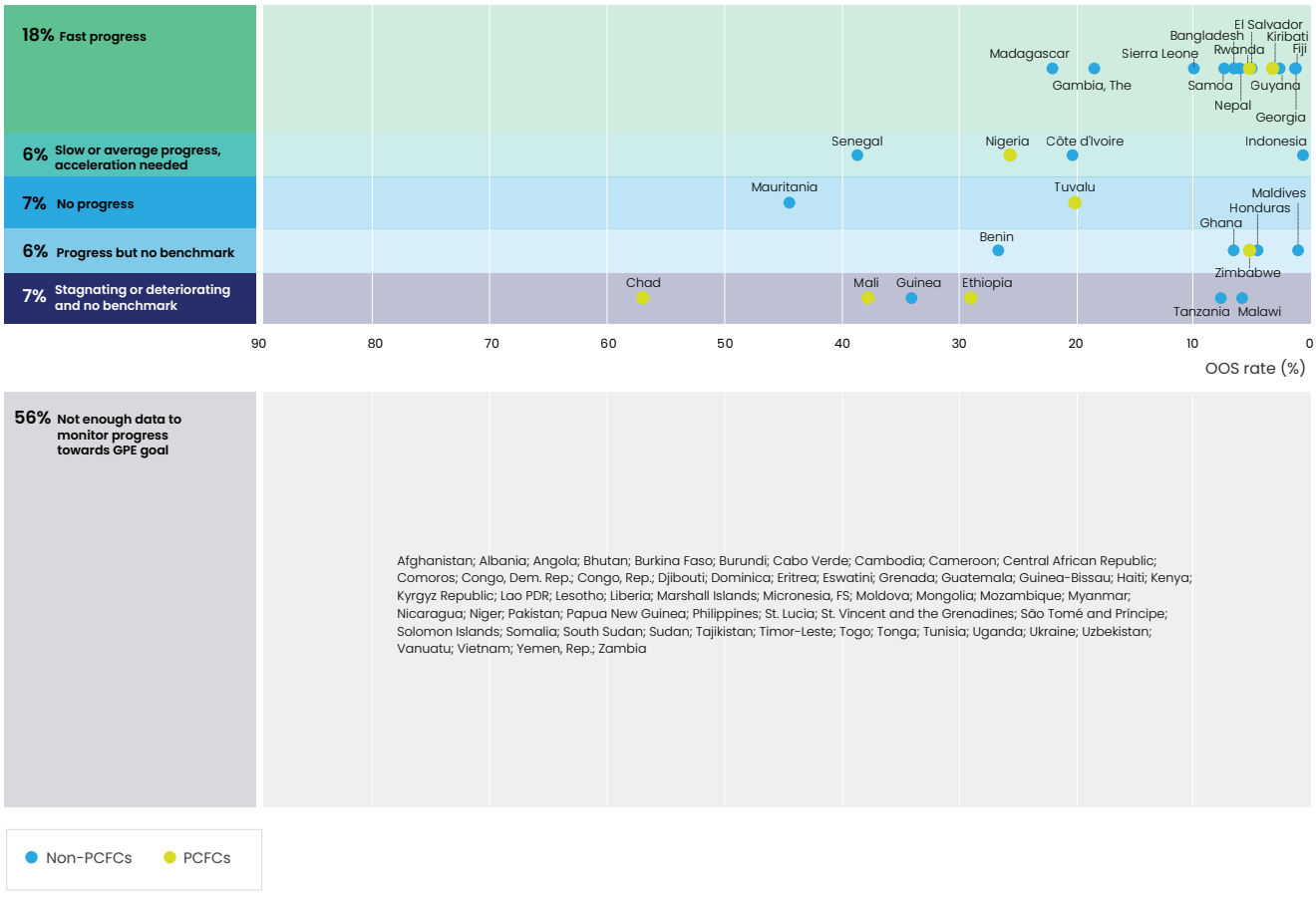


Source: UNESCO Institute for Statistics (database), Montreal, http://uis.unesco.org.

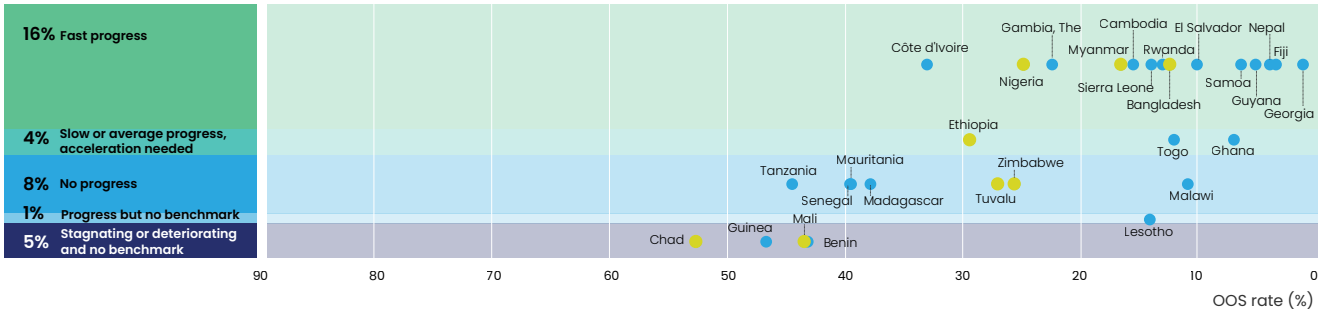
FIGURE 1.9

Most partner countries with data available are making progress towards their out-of-school rate targets.

Distribution of partner countries according to the likelihood of achieving their GPE 2025 targets on out-of-school (OOS) rates



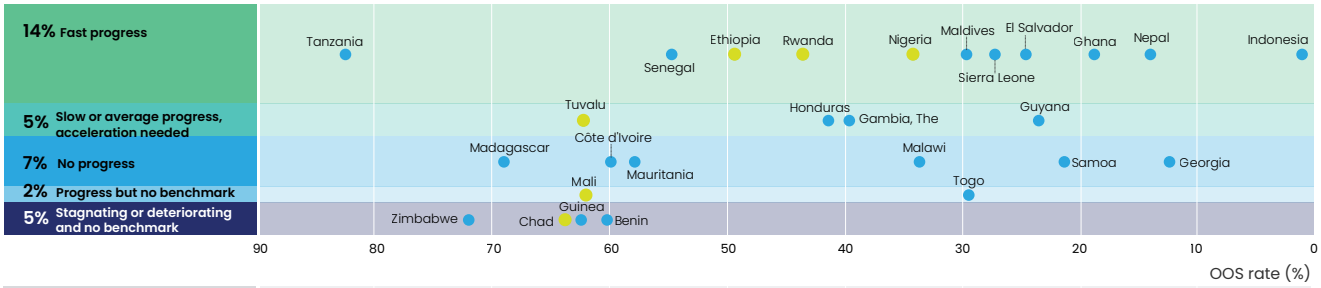
b) Lower secondary



66% Not enough data to monitor progress towards GPE goal

Afghanistan; Albania; Angola; Bhutan; Burkina Faso; Burundi; Cabo Verde; Cameroon; Central African Republic; Comoros; Congo, Dem. Rep.; Congo, Rep.; Djibouti; Dominica; Eritrea; Eswatini; Grenada; Guatemala; Guinea-Bissau; Haiti; Honduras; Indonesia; Kenya; Kiribati; Kyrgyz Republic; Lao PDR; Liberia; Maldives; Marshall Islands; Micronesia, FS; Moldova; Mongolia; Mozambique; Nicaragua; Niger; Pakistan; Papua New Guinea; Philippines; St. Lucia; St. Vincent and the Grenadines; São Tomé and Príncipe; Solomon Islands; Somalia; South Sudan; Sudan; Tajikistan; Timor-Leste; Tonga; Tunisia; Uganda; Ukraine; Uzbekistan; Vanuatu; Vietnam; Yemen, Rep.; Zambia

c) Upper secondary



67% Not enough data to monitor progress towards GPE goal

Afghanistan; Albania; Angola; Bhutan; Burkina Faso; Burundi; Cabo Verde; Cambodia; Cameroon; Central African Republic; Comoros; Congo, Dem. Rep.; Congo, Rep.; Djibouti; Dominica; Eritrea; Eswatini; Fiji; Grenada; Guatemala; Guinea-Bissau; Haiti; Kenya; Kiribati; Kyrgyz Republic; Lao PDR; Lesotho; Liberia; Marshall Islands; Micronesia, FS; Moldova; Mongolia; Mozambique; Myanmar; Nicaragua; Niger; Pakistan; Papua New Guinea; Philippines; St. Lucia; St. Vincent and the Grenadines; São Tomé and Príncipe; Solomon Islands; Somalia; South Sudan; Sudan; Tajikistan; Timor-Leste; Tonga; Tunisia; Uganda; Ukraine; Uzbekistan; Vanuatu; Vietnam; Yemen, Rep.; Zambia

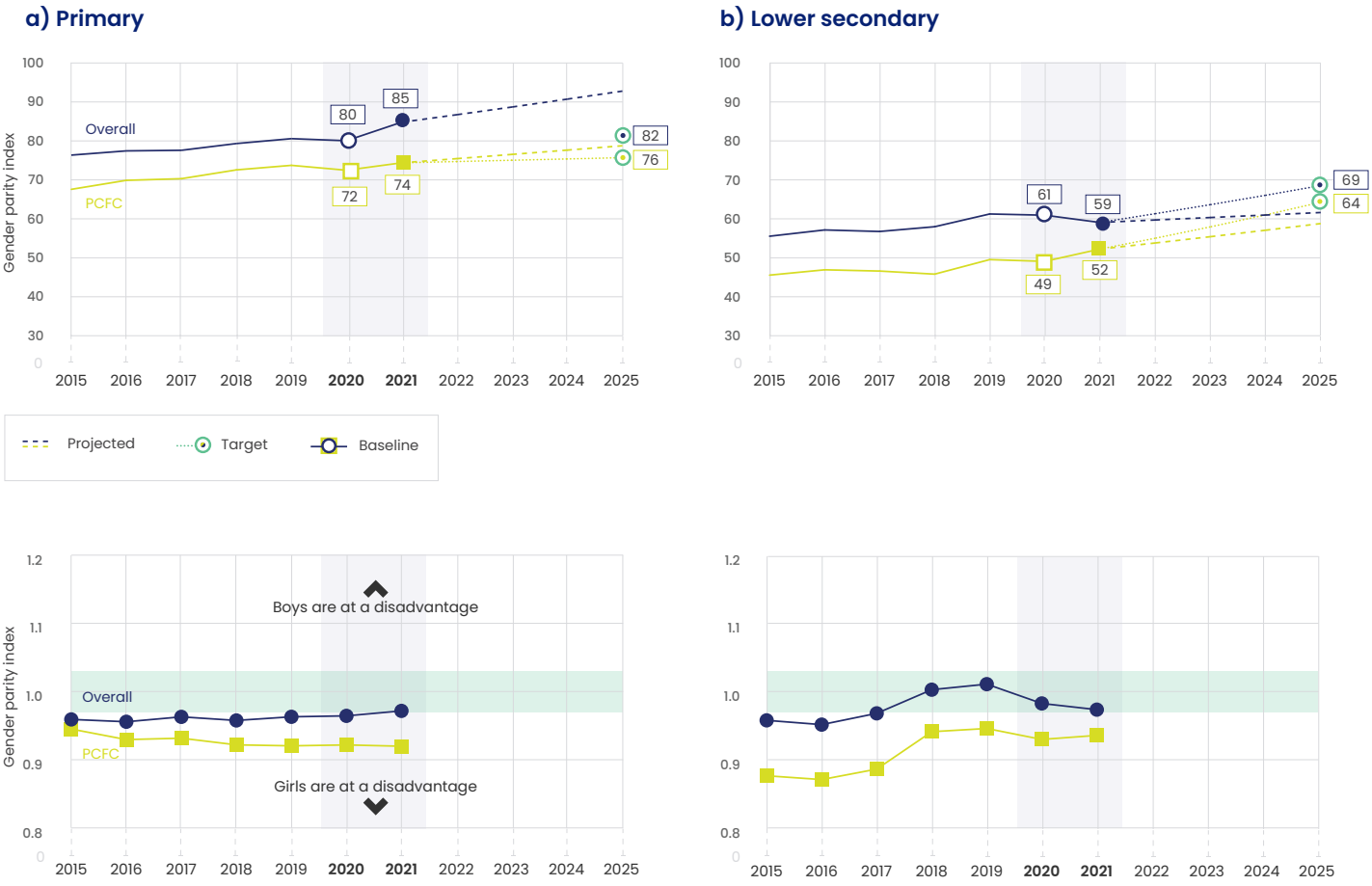
Source: UNESCO Institute for Statistics (UIS) and UNESCO Global Education Monitoring Report, SDG4 Scorecard: Progress Report on National Benchmarks–Focus on Early Childhood (Montreal: UIS and Paris: Global Education Monitoring Report, 2023), https://unesdoc.unesco.org/ark:/48223/pf0000384295.

Note: Country classification follows the SDG 4 Scorecard. Fast progress means that countries have a 75 percent probability of achieving their national target (or have already achieved it). Slow or average progress means that countries have less than a 75 percent probability of achieving their national target. No progress means that countries have been regressing. Countries with new benchmark data at the time of this report have been reclassified accordingly. Progress for countries that did not submit benchmark values has been assessed against feasible benchmark values.

FIGURE 1.10.

Partner countries are more on track to meet their primary completion targets compared to their lower-secondary completion targets.

Gross intake ratio to the last grade of primary education, boys and girls (percent), 2015–21 and 2025 target and gender parity index (percent)



Source: Global Education Monitoring Report analysis based on UNESCO Institute for Statistics (UIS) data.
Note: Targets for 2025 are estimated on the basis of the level of effort expected to reach the completion rate targets.

Several countries that reduced their out-of-school rates saw an increase in their out-of-school populations due to demographic growth. Overall, between 2015 and 2020, the number of out-of-school children, adolescents and youth of primary- and secondary-school age in partner countries increased by an estimated 6 million (from 148 million to 154 million). PCFCs account for almost the entire increase, whereas the out-of-school population in other partner countries has remained stagnant. In countries such as Chad, the Democratic Republic of Congo, Mali and Niger, the number of primary-school-age children is expected to grow by more than a quarter during the current decade, according to the United Nations Population Division.

Partner Countries Are Overall on Track to Meet Their National Target for Primary Completion Rate

Indicator 3i, the gross intake ratio (GIR) into the last grade, monitors progress in school completion. For this indicator, 2025 targets were reestimated because the SDG 4 global indicator uses the completion rate and national SDG 4 benchmarks are set with respect to that indicator (see box 1.4 in GPE's *Results Report 2022* for more details).

In 2021, the GIR into the last grade of primary stood at 84.8 percent on average in partner countries and at 74.4 percent in PCFCs (figure 1.10). The GIR into the last grade of lower secondary was 59.1 percent overall and 52.2 percent

in PCFCs. These averages mask large variations between partner countries. In Burundi, Chad, Guinea, Mozambique and Niger, less than 60 percent of children of primary school graduation age are enrolled in the last grade. In comparison, more than 90 percent of children of primary school graduation age are enrolled in the last grade in 25 countries, including Indonesia, Kyrgyz Republic, Lesotho, Myanmar, Nepal, Rwanda, Tonga and Vietnam.

Partner countries met their 2025 target of 82.1 percent for primary education but not their target of 68.5 percent for lower-secondary education. Overall, GIR into the last grade of lower-secondary education has stagnated since 2015.

Of partner countries with data, four out of 10 have a high probability of achieving their GIR national targets in primary education and one out of four of achieving their GIR targets in lower-secondary education (figure 1.11). Several countries with low initial GIR levels have set ambitious yet realistic targets for 2025 and are improving at a pace that matches their ambition. For instance, the Republic of Congo and Sudan set national targets at 87 percent and 74 percent, respectively (both from a GPE 2025 baseline of 65 percent on average in 2020).

Improvements in gender parity have accompanied progress in overall levels of completion. Partner countries, on average, have achieved gender parity in primary education. The gender parity index in lower-secondary education in PCFCs has improved from an average of 0.88 in 2015 to nearly 0.95 in 2021.

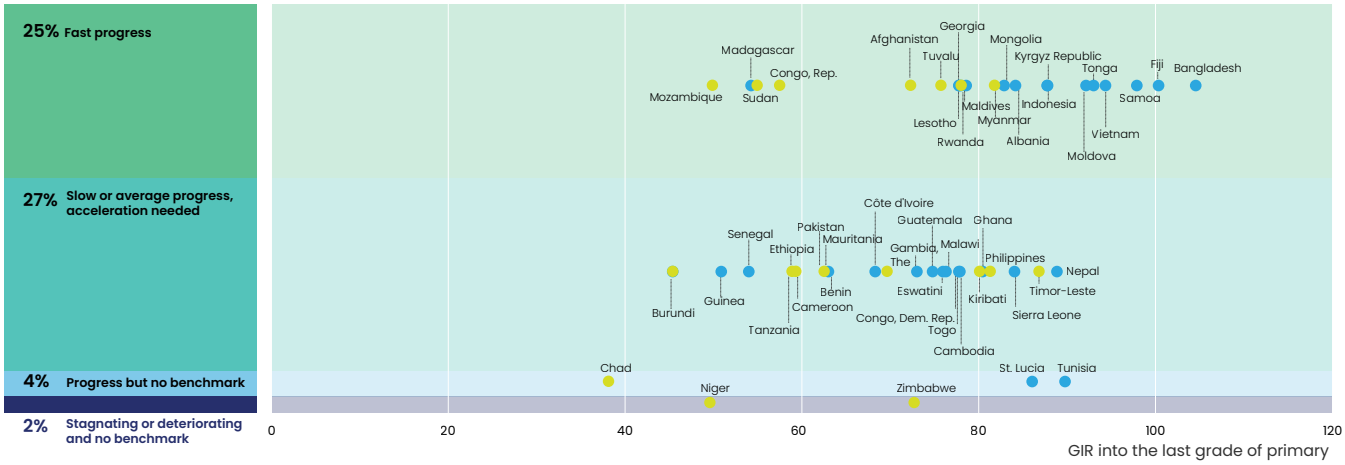
Progress toward gender parity may be an early sign that progress can be expected for Indicator 5i (SDG indicator 5.3.1), the proportion of women aged 20–24 years old who were married or in a union before age 18. In the 50 countries with available data for Indicator 5i in 2021, an estimated 18 million girls (or 26.6 percent of girls) were married or had entered a union before the age of 18. However, additional data and evidence are needed at country level to assess the impact of education on reducing harmful social norms.

FIGURE 1.11.

Many countries are on track to achieve gross intake ratio targets at the primary level, but fewer at the lower-secondary level.

Distribution of partner countries according to the likelihood of achieving their GPE 2025 targets on gross intake ratio (GIR)

a) Primary



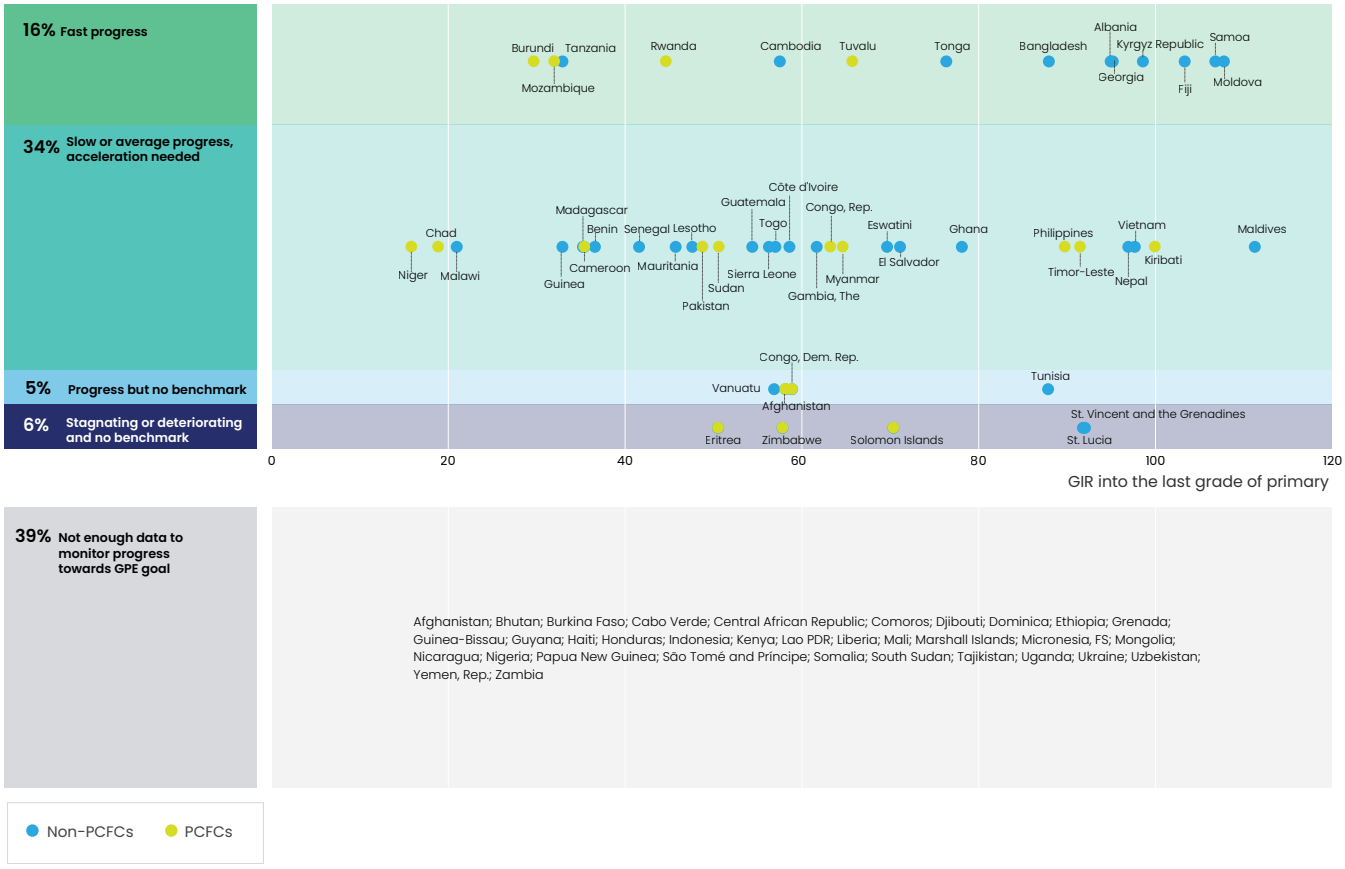
42% Not enough data to monitor progress towards GPE goal

Afghanistan; Bhutan; Burkina Faso; Cabo Verde; Central African Republic; Comoros; Djibouti; Dominica; El Salvador; Eritrea; Grenada; Guinea-Bissau; Guyana; Haiti; Honduras; Kenya; Lao PDR; Liberia; Mali; Marshall Islands; Micronesia, FS; Nicaragua; Nigeria; Papua New Guinea; St. Vincent and the Grenadines; São Tomé and Príncipe; Solomon Islands; Somalia; South Sudan; Tajikistan; Uganda; Ukraine; Uzbekistan; Vanuatu; Yemen, Rep.; Zambia

Non-PCFCs PCFCs

Continued

b) Lower secondary



Source: Global Education Monitoring Report analysis based on UNESCO Institute for Statistics (UIS) data.

Note: Countries have been classified following their classification in the SDG 4 scorecard. Countries with new benchmark data at the time of this report have been reclassified accordingly. Progress for countries that did not submit benchmark values has been assessed against feasible benchmark values. For more details, see UNESCO Institute for Statistics (UIS) and UNESCO Global Education Monitoring Report, SDG4 Scorecard: Progress Report on National Benchmarks–Focus on Early Childhood (Montreal: UIS and Paris: Global Education Monitoring Report, 2023), https://unesdoc.unesco.org/ark:/48223/pf0000384295.

Early marriage remains a barrier to girls' school completion. In Nigeria, an estimated one in five adolescents is not in school because of early marriage or pregnancy.[21] Many countries with low levels of completion have higher proportions of early marriage. For instance, Chad's lower-secondary GIR does not exceed 20 percent, and an estimated 61 percent of women aged 20–24 were married or in a union before the age of 18. Similarly, Malawi has a GIR of 21 percent and early marriage prevalence of 38 percent.

1.4. TEACHING FOR LEARNING: ARE TEACHERS QUALIFIED AND SUPPORTED?

(Indicator 7i)

Accelerating improvement in learning requires translating policies and interventions into quality teaching. Indicator 7i (SDG indicator 4.c.1), the proportion of teachers with the minimum required qualifications at each level of education, monitors whether teachers in partner countries have the required training and

21 UNESCO, *Global Education Monitoring Report 2021/22: Non-state Actors in Education: Who Chooses? Who Loses?* (Paris: UNESCO, 2022), https://www.unesco.org/gem-report/en/non-state-actors.

FIGURE 1.12.

At the current pace, partner countries will meet their target at the primary level but are off track for all other levels.

Proportion of teachers with the minimum required qualifications, by level, 2015–21 and 2025 target (percent)



Source: UNESCO Institute for Statistics (database), Montreal, http://uis.unesco.org.

qualification for the level at which they teach. On average, the share of teachers trained according to national standards in partner countries was 80.7 percent in primary and 70.5 percent in lower-secondary education (figure 1.12).

Teacher shortages present an important barrier to foundational learning. In many instances, reforms and interventions seeking to improve foundational learning have neglected teacher development and support.[22] Interventions—such as changes in pedagogical approaches, curriculum or language of instruction—will work only if teachers are available and if they receive the appropriate training and support. The shortage of teachers, as illustrated by high student-teacher ratios, continues to jeopardize the quality of education in many partner countries.[23] Sub-Saharan Africa needs to recruit an estimated 2.3 million new teachers to meet SDG 4 by 2030—on top of the 3.8 million needed to replace teachers who will have left the profession by 2030.[24]

Low data availability hampers reporting on progress against GPE 2025 national targets. About 65 percent of partner countries do not have enough data to assess progress in secondary education and 43 percent do not have enough data to assess progress in primary education (figure 1.13).

22 UNESCO, *Born to Learn*.

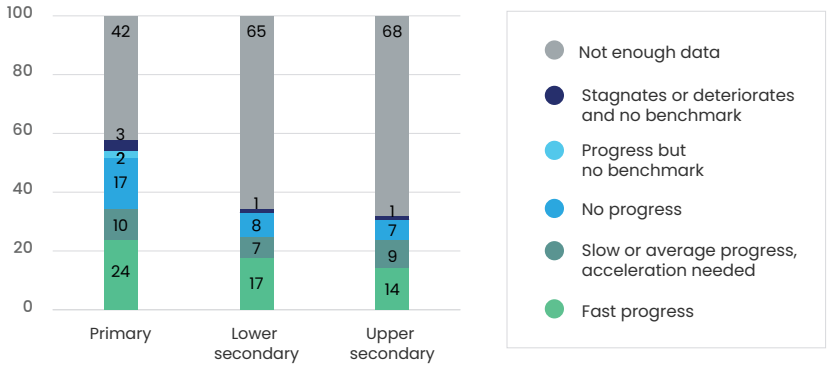
23 UNESCO, *Global Education Monitoring Report 2021/22*.

24 International Task Force on Teachers for Education, "Closing the Gap: Ensuring There Are Enough Qualified and Supported Teachers in Sub-Saharan Africa," (UNESCO, Paris, 2021), https://teachertaskforce.org/sites/default/files/2021-09/Closing%20the%20gap%20-%20Ensuring%20there%20are%20enough%20qualified%20and%20supported%20teachers_TTF%20advocacy%20brief%20July%202021_v2.pdf.

FIGURE 1.13.

In secondary education, less than 20 percent of partner countries are on track to achieve targets and less than 60 percent have data to report on trained teachers.

Distribution of partner countries according to the likelihood of achieving their GPE 2025 targets on teachers with the minimum required qualifications, by level, 2021 (percent)



Source: UNESCO Institute for Statistics (UIS) and UNESCO Global Monitoring Report, *SDG Scorecard Progress Report on National Benchmarks: Focus on Early Childhood*, (Montreal: UIS, 2023), https://unesdoc.unesco.org/ark:/48223/pf0000384295.

Notes: Country classification follows the SDG 4 Scorecard. Fast progress means that countries have a 75 percent probability to achieve their national target (or have already achieved it). Slow or average progress means that countries have a less than 75 percent probability to achieve their national target. No progress means that countries have been regressing. Countries with new benchmark data at the time of this report have been reclassified accordingly. Progress for countries that did not submit benchmark values has been assessed against feasible benchmark values.

GPE supports partner countries to develop sound policies to address teacher needs in GPE partner countries. Out of the 84 grants active as of fiscal year 2023, 75 grants financed activities related to teachers, with a total allocation of $491,289,408. These activities mainly include pre-service education, in-service training, teacher coaching and mentoring, teacher management, teaching tools, assessment of teaching quality and social dialogue involving teachers. Future GPE grants will likely continue to support teachers because several partner countries that completed a partnership compact included teachers as part of their priority reform to support system transformation (box 1.4).

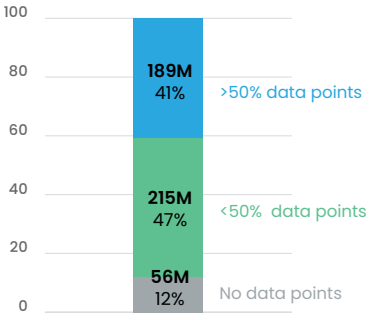
1.5. ADDRESSING LONG-LASTING CHALLENGES FOR THE MONITORING OF GPE 2025

A recurrent finding across this chapter is the critical lack of data available through the UNESCO Institute for Statistics (UIS) to monitor progress toward the GPE 2025 goal. Only a few partner countries report data to UIS on foundational literacy and numeracy. With two years to go until 2025, many partner countries will likely not have enough data points available to assess the pace at which their children's foundational learning skills have improved since the start of the GPE 2025 strategy.

FIGURE 1.14.

For 56 million children in partner countries, not a single data point is available from UIS to monitor foundational learning.

Distribution of primary- and lower-secondary-school-age children living in partner countries, by availability of data to monitor progress toward foundational learning, 2021 (percent)



Source: GEM report analysis based on UNESCO Institute for Statistics (UIS) data.

Note: Five indicators are included (Indicators 2, 3i, 3ii, 5 and 6) with their respective disaggregations (3.i.a, 3.i.b, 3.ii.a, 3.ii.b, 6.i, 6.ii and 7.i.a, 7.i.b) for a total of nine data points.

Figure 1.14 shows the extent to which UIS lacks data to monitor progress in five of the results framework indicators (Indicators 2, 3i, 3ii, 5 and 6). These are the most basic indicators against which foundational learning could be monitored, covering school readiness, access and completion, minimum proficiency levels and teacher training. GPE partner countries account for 460 million children, 302 million of whom are primary-school age and 157 million lower-secondary-school age.

BOX 1.4. Support to teachers, teaching and learning is among the priority reforms in several partnership compacts

An analysis of partnership compacts showed that four (Chad, the Democratic Republic of Congo, Nepal and Tanzania [Mainland]) out of the 15 compacts included priority reforms to support teachers and teaching. Chad, the Democratic Republic of Congo and Tanzania (Mainland) suggest focusing on teacher professional development while also prioritizing teacher recruitment, deployment and planning. Chad's compact includes an axis focused on teacher mastery of content and pedagogy through improved pre-service and in-service training and ongoing support in school and class by principals and educational advisors. It also includes an axis focused on improved teacher management, including recruitment, deployment and motivation, and more gender parity in the teaching force. The Democratic Republic of Congo's compact focuses on teachers and teaching for quality education. The compact has three axes, including revalorizing the profession and strengthening the teaching core, recruitment and teacher professional development and the school- and class-room-level teaching environment. Tanzania's compact includes strong attention to teacher workforce planning and management. Action areas span from recruitment to deployment, teacher professional development, motivation and accountability, as well as broader planning issues.

Even in countries where teachers and teaching are not the priority reform area, there is still a strong focus on teachers to operationalize goals related to learning in general and foundational learning in particular. A total of 13 compacts included priority reforms related to learning (of which four have a strong focus on foundational learning), with teachers as a key pillar. In Sierra Leone's compact, teachers are one of the pillars supporting the reform, with attention to pre- and in-service teacher professional development, teacher management information systems and teaching and learning materials. Kenya similarly includes a strong focus on teachers, including attention to reforms of teacher education and ongoing teacher professional development, as part of its focus on learning. Uganda includes attention to teacher recruitment, allocation, management and teacher professional development, including on foundational learning and remedial education. The Gambia aims to improve foundational learning through teacher training and continuous professional development, the provision of teaching and learning materials and early grade learning assessments.

Twelve partner countries, representing 56 million children of primary-school age and lower-secondary-school age, still do not have enough data on any of these indicators to monitor progress toward the GPE 2025 goal. Only one country, Senegal, has data on all five indicators. And, for 60 percent of all primary-school-age and lower-secondary-school-age children in partner countries, monitoring of progress is feasible against only four or fewer of the needed data points.[25]

Monitoring progress in basic numeracy and literacy is particularly difficult. At the primary level, only 15 countries—accounting for 16 percent of all primary-school-age children in partner countries—have enough learning data and targets to assess the pace at which children are learning foundational skills. And partner countries have just enough data to monitor learning for one out of five lower-secondary-school-age children. Furthermore, because most of the data come from regional (PASEC and ERCE) and international (TIMSS and PIRLS) large-scale learning assessments, monitoring relies on the frequency and quality of externally led assessments. This dependence does not sustainably reinforce partner countries' capacity to carry out their own national learning assessments.

25 The lack of data from the UIS does not mean that data are not available at country-level. Chapter 2 reports that data may be available in partner countries but not reported to UIS. The reasons for non-reporting country-level data to UIS will be the subject of an upcoming blog by the GPE Secretariat and UIS.

BOX 1.5. The Learning Data Toolkit, a global public good to rapidly improve monitoring of learning at national, regional and international levels

Some initiatives, such as the Coalition for Foundational Learning[a] founded in 2022, have started to address the issue of learning data availability. The coalition, which aims to "support countries to monitor learning progress and improve availability of learning data" and is led by UIS, has taken steps in this direction. In particular, UIS and its partners, including GPE, have developed a global public good, the Learning Data Toolkit,[b] with tools and methods to enable partner countries at any stage of development to measure proficiency levels in reading and mathematics, and subsequently to report at the international level. The Learning Data Toolkit comprises a global framework to measure minimum levels of proficiency in numeracy and literacy, several methods to link national learning assessments with regional and international reporting and learning assessment modules, such as the Assessments for Minimum Proficiency Levels, which can be used as standalone assessments or integrated into existing national assessments.[c] Several countries—including Burkina Faso, Burundi, Côte d'Ivoire, Kenya and Senegal—have already used the Assessments for Minimum Proficiency Levels to report nationally and internationally. Kenya has already reported data to UIS using the Learning Data Toolkit, and Burkina Faso and Senegal are expected to report some learning data to the next UIS data release. The GPE results framework uses data from UIS to monitor progress in learning outcomes in partner countries.

a. For more information, see UNESCO's web page, "The Coalition for Foundational Learning," https://transformingeducationsummit.sdg4education2030.org/Coalition-Foundational-Learning#:~:text=Introduction,to%20drive%20change%20more%20quickly.
b. For more information, see the Learning Data Toolkit website, https://learningdatatoolkit.org.
c. UNESCO Institute for Statistics (UIS), "Assessments for Minimum Proficiency Levels (AMPLs): Ground-Breaking Tools to Produce Internationally Comparable Data on SDG 4.1 Indicators," (UIS, Montreal, no date), https://milo.uis.unesco.org/wp-content/uploads/sites/17/2022/10/ampl.pdf.

Even with external support, partner countries often struggle to establish national assessment units. In Sierra Leone, GPE supported in 2021 the creation of a national assessment unit in charge of overseeing the development and implementation of national learning assessments. By the end of 2022, however, the unit had recruited only two of the eight staff planned. Furthermore, development partners did not align their activities with the national education strategy. As a result, the focus was put on short-term objectives for data collection and publication of results rather than on long-term objectives such as the development of national institutional capacity for collecting, analyzing and using data.[26]

These difficulties reinforce the value of GPE's joining the Commitment to Action on Foundational Learning. They also call for innovative actions to rapidly improve partner countries' ability to monitor levels of learning, on par with the pace of progress expected by GPE 2025. Several partners, led by UIS and including GPE, have started to move forward (box 1.5), yet ensuring that countries see improvements before the end of GPE 2025 will require sustained efforts.

26 UNESCO, *Born to Learn.*



Students work together to prepare for a "bush cook" (cooking outside) as part of the Mashramani national holiday celebrations at a primary school, Region 9, Guyana.
GPE/Kelley Lynch

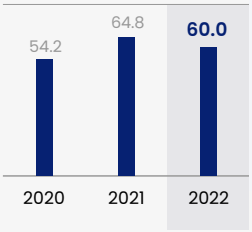
CHAPTER 2

STRENGTHENING THE EDUCATION SYSTEM: GENDER-RESPONSIVE PLANNING AND COORDINATED ACTION AND FINANCING

RESULTS AT A GLANCE*

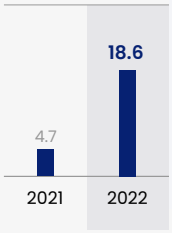
4.i.

60% of partner countries increased their government expenditure on education or their government expenditure reached 20% or above.



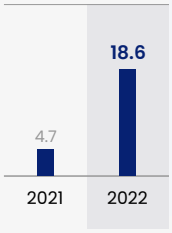
4.ii.

4.ii.a. 18.6% of partner countries assessed equity, efficiency and volume of domestic finance for education.



5.ii.

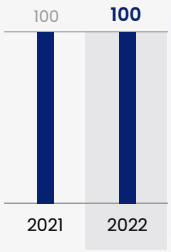
5.ii.a. 18.6% of partner countries assessed gender-responsive planning and monitoring.



Notes
*Indicators with no data for the current reporting year are not shown here. Indicators 9ii, 10ii and 13iii are also not shown because this is the first reporting year.

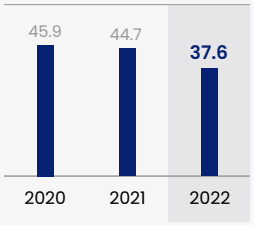
5.ii.

5.ii.c. 100% of partner countries where gender-responsive planning and monitoring was assessed had a legislative framework assuring the right to education for all children.



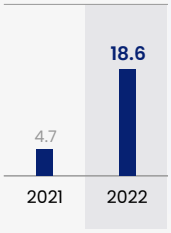
8.i.

8.i.a. 37.6% of partner countries reported at least 10 out of 12 key international education indicators to UIS.

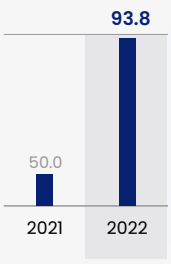


8.ii.

8.ii.a. 18.6% of partner countries assessed the availability and use of data and evidence.

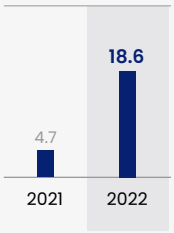


8.ii.c. Among partner countries that assessed the availability and use of data and evidence, 93.8% reported key education statistics disaggregated by children with disabilities.

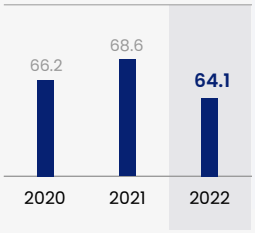


8.iii.

8.iii.a. 18.6% of partner countries assessed sector coordination.

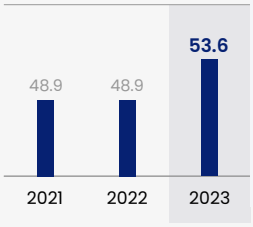


8.iii.c. 64.1% of local education groups included civil society organizations and teacher associations.



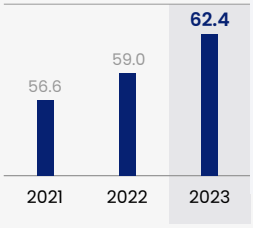
12.i.

53.6% of partner countries aligned GPE grant funding to national systems.



12.ii.

62.4% of GPE grant funding used harmonized funding modalities.



KEY TAKEAWAYS

- As of December 2022, 16 out of 86 GPE partner countries and states, following the enabling factor analysis by the local education group, had their status regarding the enabling factors independently assessed by the Independent Technical Advisory Panel (ITAP). An additional 33 countries and states completed the ITAP assessment by early October 2023 and six are underway.
- The ITAP assessment of the enabling factors reveals that domestic financing is among the most pressing challenges facing the education sector in partner countries. For 12 out of 16 partner countries, the ITAP assessments assigned a high priority to equity, efficiency and volume of domestic financing. Five countries suggested domestic financing-related triggers for the system transformation grant top-up in their partnership compacts.
- The ITAP assessment assigned a high-priority rating to the data and evidence enabling factor in seven partner countries, and to the gender-responsive planning and monitoring enabling factor in four partner countries. It assigned a high priority to sector coordination in only three countries. Overall, the ITAP flagged gender inequality as one of the cross-cutting issues in all enabling factor areas.
- All 16 partner countries where gender-responsive planning and monitoring were assessed have a legislative framework guaranteeing the right to education for all children.
- Data reporting to the UNESCO Institute of Statistics (UIS) continued to decline. In 2022, 37.6 percent (32 out of 85) of partner countries reported at least 10 out of 12 key outcomes, down from 44.7 percent in 2021. Key educational data on children with disabilities were collected in 15 out of the 16 partner countries that completed an ITAP assessment by December 2022.
- While the number of local education groups that included a civil society or teacher organization remained stable, the proportion of local education groups with both civil society and teacher organization representation decreased from 68.6 percent in 2021 to 64.1 percent in 2022, mainly because six new partner countries joined the partnership. Some of the new partner countries did not have civil society and/or teacher organizations represented in their local education groups. Among local education groups, 96.2 percent included a civil society organization, and 65.4 percent included a teachers association.
- The proportion of partner countries that achieved the 20 percent benchmark or increased their education expenditure declined by 7 percentage points in 2022 to 60 percent. This decline can be partly attributed to the continued impact of the COVID-19 pandemic on government finance.

INTRODUCTION

GPE's strategy states that transforming education systems is crucial to accelerating progress in access to education and learning outcomes. Gender-responsive sector planning, data availability and use, effective sector coordination and domestic education financing are among the key enablers of education system transformation. GPE 2025 aims to support transformation in education by strengthening gender-responsive planning and policy development (country-level objective 1), mobilizing coordinated action and financing (country-level objective 2) and strengthening partner countries' capacity to adapt, learn, implement and drive results at scale (country-level objective 3). This chapter discusses GPE's work and performance with respect to country-level objectives 1 and 2. Chapter 3 reports on the performance with respect to the third country-level objective.

This chapter discusses partner countries' overall progress in data availability and reporting to the UNESCO Institute of Statistics (UIS), sector coordination and domestic financing. The GPE 2025 operating model requires countries to undertake an analysis of the four interlinked enabling factors as one of the steps to access some of the GPE grants. An Independent Technical Advisory Panel (ITAP) assesses this analysis to help partner countries identify the key barriers to education system transformation. The chapter presents a summary of the findings from the ITAP assessment in the partner countries that have gone through the enabling factor analysis. It also discusses the countries' plans to address some of the high-priority issues identified in the partnership compacts, with support from GPE 2025 grants. Gender equality is considered a cross-cutting area throughout the analysis of all four enabling factors.

As of December 2022, 16 partner countries and states had undertaken enabling factor analyses and are included in the results framework sample: Burkina Faso, Cambodia, the Democratic Republic of Congo, El Salvador, Ethiopia, Guyana, Kenya, Nepal, Rwanda, Senegal, Sierra Leone, Tajikistan, Tanzania (Mainland), Tanzania (Zanzibar), Uganda and Zimbabwe. Table 2.1 shows the priority levels assigned for each of the enabling factors for these countries. Thirty-three additional countries and states completed their enabling factor analysis by October 2023 with six underway, while 32 countries have finalized their compacts as of October 2023.

2.1. GENDER-RESPONSIVE SECTOR PLANNING, POLICY AND MONITORING

(Indicators 5ii and 9ii)

A key objective of the GPE 2025 strategic plan is to support partner countries in strengthening their gender-responsive planning and policy development (country-level objective 1). This support entails helping countries systematically identify and address the barriers to education for all through the design and implementation of gender-responsive sector plans and policies, including their monitoring. The GPE 2025 results framework monitors the extent to which partner countries leverage the GPE 2025 operating model to strengthen gender-responsive sector planning and policy. Indicator 5iia measures the proportion of partner countries where gender-responsive planning and monitoring are assessed as part of the compact development process.

Gender-responsive sector planning and monitoring were assessed in all 16 partner countries (including seven partner countries affected by fragility and conflict, or PCFCs) that went through the ITAP assessment by December 2022. These assessments show that gender-responsive sector planning and monitoring is a high-priority area in four countries, a medium-priority area in 11 countries and a low-priority area in one country.[27]

27 Priority levels: "Low: The enabling factor area could benefit from minor tweaks to accelerate progress in one or more of the country's top policy outcomes. Medium: Achieving progress in one or more of the country's policy outcomes will be significantly delayed unless issues in the enabling factor area are addressed. High: Achieving progress in one or more of the country's policy outcomes is deemed impossible or extremely unlikely unless significant reforms are undertaken in the enabling factor area. The ministry(ies) of education and/or development partners are either not actively working in this enabling factor area, or engagement is insufficient to make meaningful improvements." Global Partnership for Education (GPE), *Independent Technical Advisory Panel (ITAP) Guidelines and Report Template*, (Washington, DC: GPE, 2022), https://assets.globalpartnership.org/s3fs-public/document/file/2022-08-GPE-ITAP-guidelines.pdf?VersionId=Ln23Vowb8Xn0d2elzpl8fR1aja3fLnG6.

TABLE 2.1.

Enabling factors analysis with priority levels

Enabling factors	High priority	Medium priority	Low priority
Gender-responsive sector planning and monitoring	Burkina Faso, Democratic Republic of Congo, El Salvador, Tanzania (Mainland)	Cambodia, Ethiopia, Guyana, Kenya, Nepal, Rwanda, Sierra Leone, Tajikistan, Tanzania (Zanzibar), Uganda, Zimbabwe	Senegal
Data and evidence	Democratic Republic of Congo, El Salvador, Ethiopia, Kenya, Sierra Leone, Tajikistan, Uganda	Burkina Faso, Cambodia, Guyana, Rwanda, Tanzania (Mainland), Tanzania (Zanzibar)	
Sector coordination	Democratic Republic of Congo, El Salvador, Kenya	Burkina Faso, Ethiopia, Nepal, Rwanda, Senegal, Tajikistan, Tanzania (Zanzibar), Uganda	Nepal, Senegal, Zimbabwe
Volume, equity and efficiency of domestic public expenditure on education	Burkina Faso, Cambodia, Democratic Republic of Congo, Ethiopia, Rwanda, Senegal, Sierra Leone, Tajikistan, Tanzania (Mainland), Tanzania (Zanzibar), Uganda, Zimbabwe	El Salvador, Guyana, Kenya, Nepal	Cambodia, Guyana, Sierra Leone, Tanzania (Mainland), Zimbabwe

A review of the ITAP assessments reveals that, despite strong commitments, partner countries continue to face challenges that prevent them from turning ambitious and well-intentioned educational aspirations into reality. These challenges include issues of coordination in planning between central and local government entities, limited gender-responsive monitoring mechanisms and incoherence between the governments' ambitions and their efforts to finance the implementation of education sector plans.

Several partner countries struggle to establish clear and coherent systems for coordination across relevant actors, such as provincial and local education agencies and other government ministries, to carry out national goals. Many of these regional and local actors lack the capacity to plan and monitor education program progress. For example, in El Salvador, weak institutional capacity over time has led to a lack of coordination at the school level; many initiatives collide and create saturation without translating ambitious national policies into concrete outcomes. In Somalia, weak sector coordination across many partners, including communities, negatively affects operationalization of the sector plan. In Zimbabwe, the nature and extent of interministerial cooperation and coordination between the Ministry's Head Office and its decentralized structures continue to pose challenges in an institutional setting already faced with constraints.

In terms of monitoring practices, many of the partner countries analyzed have embarked on establishing and executing regular, in-depth and inclusive monitoring processes for the education sector. Nevertheless, barriers still prevent these countries from ensuring sufficient tracking of the progress of education plans and from taking those plans forward. A recurrent challenge for effective monitoring is the lack of timely access to reliable data. For instance, in Kenya, the limited data published beyond the 2018 education sector analysis make it impossible to assess progress against key performance indicators. In the Democratic Republic of Congo, Somalia and Zanzibar, the availability of a sound administrative system capable of delivering timely and reliable data is a major challenge for sector monitoring. Data are not always disaggregated by gender, which poses a barrier to gender-responsive monitoring of the education sector plan. Even fewer disaggregate by both gender and disability or other characteristics such as refugee status.

The lack of collaborative and inclusive forums for openly discussing and critiquing progress, such as midsector or joint sector reviews, poses a common roadblock to effective course correction. Senegal did not conduct a joint sector review in recent years in part because of the impact of the COVID-19 pandemic as well as concerns about the timeliness and accessibility of data and evidence. The ITAP noted that Guyana has not yet conducted a joint sector review. In some countries where

such forums exist, such as in Rwanda, resulting recommendations are not further considered or implemented.[28]

Nearly all 16 countries have gaps in funding for their education plans. For example, in Sierra Leone, even the most optimistic scenario in the simulation model predicts a funding gap of 37 percent for its education plan. The education sector plan in Rwanda offers three scenarios, each of which projects a funding gap of 24 percent, 16 percent or 13 percent. Uganda's education sector plan displays a modest financing gap of 9 percent, which may be an underestimation. Some countries struggle to align their planning and budgeting processes, leading to budget allocations that do not match the needs of the education sector. For example, the Democratic Republic of Congo has a highly centralized and top-down budgeting process, and education planning does not significantly inform budget preparation.

Despite the recent efforts to close the gender gap in education, gender disparities persist in many countries. The ITAP assessments note that social, economic and cultural barriers to inclusive education—such as household poverty, disability, abuse and long distances to school—remain a challenge for girls. In the Democratic Republic of Congo, school distance and girls' household responsibilities negatively affect their school performance. In Sierra Leone, the interaction of region, gender and socioeconomic status results in poor girls from rural areas being the most disadvantaged. Lack of appropriate school infrastructure for girls also presents a major barrier affecting their educational outcomes. In Tajikistan, girls' inadequate access to sanitation facilities and water supply leads to lower attendance. The ITAP assessments noted a lack of focus on the barriers that disproportionately affect males.

Partner countries have proposed various interventions in their partnership compacts to improve gender-responsive sector planning. Some countries plan to establish more effective mechanisms to improve the coordination between local and central government entities in planning and monitoring. In Burkina Faso, activities would be developed to strengthen the capacity of local entities to adapt the planning and monitoring tools to their contexts. Tajikistan plans to support the planning and analytical capacities at subnational and school levels by establishing and supporting a new coordination unit, developing a midterm education action plan and conducting annual joint sector reviews to improve sector planning.

Producing and using gender-disaggregated data and strengthening the systems in place to monitor the implementation of education sector plans are other interventions proposed in partnership compacts to address the barriers to gender-responsive sector planning and monitoring. El Salvador aims to revise its education management information system (EMIS) modules to guarantee that the system incorporates data reflecting a gender perspective. The Democratic Republic of Congo aims to support the strategic and operational planning and regular sector monitoring in support of teacher policy by developing, disseminating and implementing in 2024 a teacher policy that integrates gender. Kenya plans to put in place a framework for joint monitoring of policy implementation at the national, county and school levels.

To help close the learning gap between girls and boys, some partner countries plan to design targeted interventions for girls. Kenya plans for enhanced use of gender-responsive pedagogy, effective implementation of policies that address gender inequality and strategies to address gender-based violence due to COVID-19 disruptions. Sierra Leone is developing the Radical Inclusion Policy to create an inclusive learning environment for girls—especially pregnant girls.

Having a legislative framework guaranteeing access to education for all children can promote inclusion and help reduce gender inequality in partner countries.[29] Indicator 5iic tracks the proportion of countries with a legislative framework assuring the right to education for all children in partner countries where gender-responsive planning and monitoring are assessed. All 16 partner countries (seven of which are PCFCs) where gender-responsive planning and monitoring were assessed have a legislative framework guaranteeing the right to education for children of all genders.

GPE also continues to expand its work on gender equality and has undertaken several initiatives to promote gender equality in partner countries (box 2.1).

28 Joint sector reviews can provide education stakeholders with an effective platform to improve sector dialogue and coordination. For instance, the joint sector reviews in Nepal allowed the partners to coordinate their actions to address the challenges emerging as a result of the COVID-19 pandemic (see *GPE Results Report 2021*, page 71 https://www.globalpartnership.org/sites/default/files/docs/results-report-2021/en/2021-10-GPE-Results-Report-2021-v2.pdf).

29 E. Unterhalter et al., "Interventions to Enhance Girls' Education and Gender Equality," Education Rigorous Literature Review (London: Department for International Development, 2014), https://eppi.ioe.ac.uk/cms/Portals/0/PDF%20reviews%20and%20summaries/Girls'%20education%202014%20Unterhalter%20report.pdf?ver=2015-12-08-165815-117#:~:text=Effective%20interventions%20are%20associated%20with,pedagogical%20practices%20for%20schools%20and; UNESCO, *Global Education Monitoring Report – Gender Report: A New Generation: 25 Years of Efforts for Gender Equality in Education* (Paris: UNESCO, 2020), https://unesdoc.unesco.org/ark:/48223/pf0000374514/PDF/374514eng.pdf.multi.

BOX 2.1. An update on gender equality in GPE 2025

Gender equality is a central feature of the extension of both Education out Loud and the GPE Knowledge and Innovation Exchange (KIX) initiatives. KIX's key priorities include developing and sharing evidence on gender equality in education, to ground GPE's work in evidence and learning. Within the GPE Secretariat, a Gender Hub has been established to ensure a cross-cutting approach to gender equality. The hub brings together members of all the teams across the GPE Secretariat to ensure that gender is integrated across all teams' work.

Following consultations across the partnership, a new paper—"Going Further Together: A Partnership Approach to Gender Equality"—was published.[a] The paper aims to clarify how GPE plans to meet the high-level commitment to gender equality set out in GPE 2025. This includes identifying key entry points at country and global levels and roles and responsibilities of all actors/agencies in the partnership. The paper clarifies GPE's use of the term "gender hardwiring" as an intentional, accountable approach to embedding gender equality across all GPE systems and processes.

a. Global Partnership for Education (GPE), "Going Further Together: A Partnership Approach to Gender Equality," (Washington, DC: GPE, September 2023), https://www.globalpartnership.org/content/going-further-together-partnership-approach-gender-equality.

One objective of GPE's system capacity grants is to strengthen partner countries' capacity for gender-responsive planning and monitoring. Indicator 9ii measures the proportion of system capacity grants where activities under the gender-responsive planning and monitoring financing window (first financing window) are on track. A total of nine system capacity grants using this financing window have submitted progress reports as of June 30, 2023.[30] Of these nine grants, eight (or nearly 88.9 percent) were on track in 2023. In PCFCs, four out of five grants (or 80 percent) were on track.

GPE also continues to support partner countries to deliver on their commitments to gender equality and girls' education through its implementation grants, discussed in detail in chapter 3. Out of 84 active implementation grants in 2023, 66 grants included a component on gender equality. Overall, GPE allocated $185.8 million in grant financing (10 percent of grant financing[31]) to gender equality. Grant activities that mainstreamed gender equality included education facilities and infrastructure that improve access for boys and girls ($42.5 million); gender-responsive curriculum and teaching ($41.7 million); activities that addressed issues of early marriage, pregnancy and gender-responsive health and hygiene ($23.5 million); monetary and nonmonetary incentives to attract and retain boys and girls in school ($18.6 million); building organizational capacity to enhance gender responsiveness ($15.4 million); activities addressing school-related gender-based violence ($13.4 million); community engagement for gender-responsive education ($7.5 million) and empowerment and life skills for women ($3.2 million).

30 All grants due to submit either a progress or a completion report (if applicable) by June 30, 2023, did so.

31 The amount and the proportion allocated to gender equality does not fully encompass the grant support to gender equality because one activity can benefit multiple priority areas, in which case the cost of the activity is split across those priority areas, as per the methodology for this data (see appendix D). Please also see chapter 3 for the number and the proportion of the grants mainstreaming gender equality in one or more activities.

2.2. DATA AND EVIDENCE
(Indicators 8 and 13)

Transforming the education system requires the design and implementation of evidence-based policies informed by quality data. Supporting data availability is thus a core aspect of GPE's strategy. Indicator 8i monitors the availability of key education data in partner countries and whether these data are reported to UIS.

Partner countries consistently face challenges with data availability and reporting to UIS. Indicator 8i shows a decline since 2019 in the proportion of partner countries reporting to UIS at least 10 out of 12 key outcomes, service delivery and financing indicators (figure 2.1). In 2022, 37.6 percent (32 out of 85) of GPE partner countries and 22.2 percent of PCFCs (8 out of 36) reported key data to UIS. This proportion reflects an overall 8.3-percentage-point decline (8.4 percentage points in PCFCs) from 2020. The lack of available data may be one reason for limited data reporting to UIS; however, in many cases, country-level data may exist but not be timely reported to UIS for various reasons.[32] Overall, fewer countries report data on service delivery indicators (teacher-related data), financing indicators (particularly the share of education in government spending) and indicators derived from household surveys than on the other indicators.[33]

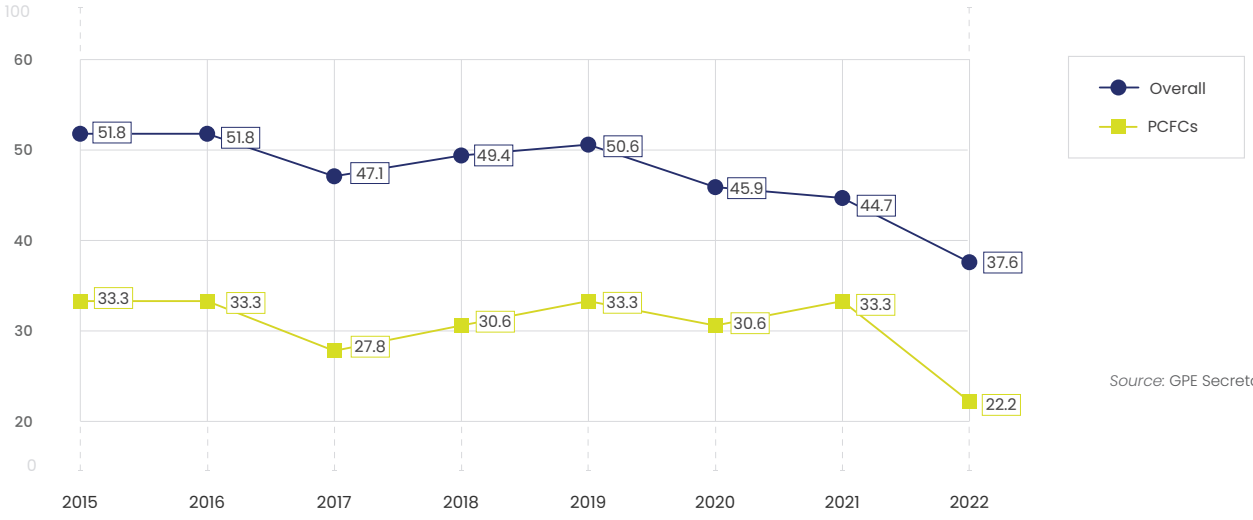
The enabling factors analysis allows partner countries to investigate the key barriers to data availability and use. Indicator 8iia monitors the proportion of partner countries where local education groups analyzed, and the ITAP assessed, the availability and use of data. The data and evidence enabling factor was assessed in all 16 partner countries that initiated the development of a partnership compact by December 2022. It was assigned a high priority in seven countries, a medium priority in six countries and a low priority in three countries (see table 2.1).

The analysis reveals that a root cause of the lack of quality data is the weakness of statistical systems—illustrated by their limited capacity to collect, process and analyze data at the national and subnational levels (box 2.2). The staff involved in data collection lack the necessary training, skills and experience to undertake effective data collection and analysis. For example, in Somalia, the staff in charge of data collection have limited capacity to apply data-gathering procedures at the school level and to ensure quality supervision of data collection at the district and state levels.

FIGURE 2.1.

Partner countries face challenges in reporting key data to UIS.

Proportion of partner countries reporting at least 10 out 12 key indicators to UIS (percent)



Source: GPE Secretariat.

32 An upcoming blog post by GPE and UIS will discuss the reasons countries may not report existent data.

33 Delays in data reporting may have also contributed to the decline in the proportion of countries reporting key data to UIS. For instance, according to the March 2022 UIS data release, 38.2 percent of GPE partner countries reported key data to UIS in 2021. The March 2023 UIS release, however, has the proportion of countries reporting key data to UIS in 2021 as 41.2 percent. Thus, some countries had a two-year delay in reporting their 2021 data.

The lack of quality population data, poor coordination among institutions involved in data collection and management, and political instability and insecurity in some regions are other challenges facing education data systems. In El Salvador, population data are estimates based on the 2007 census that did account for recent migration and forced mobility patterns. In Burkina Faso, insecurity prevents data collection in certain regions leading to gaps in education data. Overall, the ITAP findings concur with UNESCO analyses that found several key weaknesses in the data systems of developing countries: outdated EMIS technologies and inadequate scope and low levels of capacity for data use and analysis.[34]

Partner countries have suggested various initiatives in their partnership compacts to face these data challenges. Whereas many of these initiatives aim at strengthening the capacity of partner countries to collect and analyze EMIS data, others target learning assessment systems. Zimbabwe's $15 million system transformation grant top-up is tied to a successful redevelopment of a functional EMIS. Kenya intends to establish an integrated data management system and a culture of data utilization at all levels of the education system for effective decision-making. Tajikistan aims to modernize its EMIS, enhance the quality of statistical reporting and generate quality evidence to support the implementation of the priority reform proposed by the compact. Uganda proposes providing equipment and training to key stakeholders to implement a new EMIS policy that is expected to deliver comprehensive, timely and reliable data. Nepal would further strengthen its EMIS to inform planning and budgeting exercises at the local government level and would incorporate modules to collect learning data. El Salvador would implement a learning assessment framework in elementary and middle school for the areas of language, mathematics and socioemotional development.

Despite the challenges facing their statistical systems, 15 out of the partner countries that conducted the enabling factors analysis have data available on children with disabilities, including six out of seven PCFCs. The EMIS in the Democratic Republic of Congo does not currently collect data on children with disabilities but has a plan to revise the statistical questionnaires to collect such data in the future.

The third financing window of the system capacity grant aims to strengthen partner countries' capacity to adapt, learn, implement and drive results at scale by improving data availability and use.[35] Three system capacity grants approved through this financing window submitted progress reports. An examination of the progress reports from these grants shows that, in 2023, activities aiming to improve data availability and use were on track in Mauritania and Tanzania but were delayed in Papua New Guinea (Indicator 13ii). The system capacity grant in Papua New Guinea finances activities that mainly support the development of the partnership compact, including the production of statistical yearbooks and education sector analyses. Many of these activities were delayed for various reasons including changes in personnel at the Ministry of Education and difficulties updating EMIS and domestic financing data.

GPE active implementation grants allocated a total of $80.05 million to activities aiming to improve data availability and use in 54 partner countries. These activities include EMIS strengthening ($45.2 million), information technology equipment ($12.6 million), school report cards ($5.1 million), data disaggregation initiatives ($4.1 million), data system decentralization ($3.3 million), integration of various data sources ($1 million) and other data-related activities ($8.8 million). Chapter 3 discusses the effectiveness of GPE implementation grants.

34 S. Yano et al. , "Modernizing Education Management with EMIS: Building Back Stronger from the COVID-19 Pandemic," (IIEP UNESCO, Buenos Aires, 2022), https://unesdoc.unesco.org/ark:/48223/pf0000382825_eng.

35 For more detailed information see Global Partnership for Education (GPE), "Guidelines: System Capacity Grant," (Washington, DC: GPE, August 2023), https://www.globalpartnership.org/content/guidelines-system-capacity-grant.

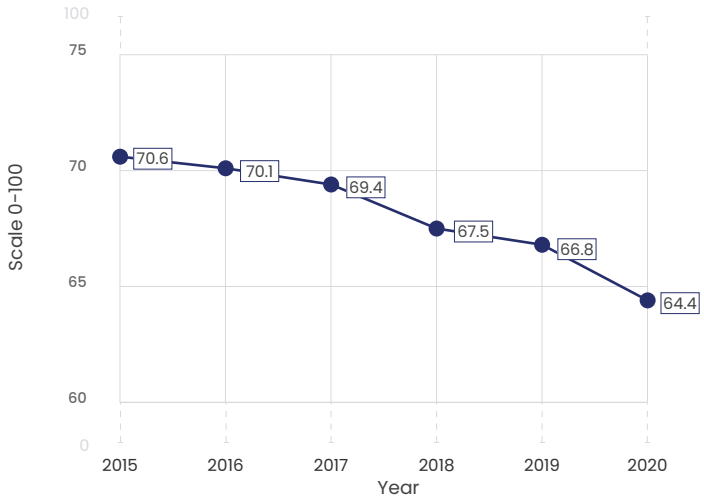
BOX 2.2. The overall capacity of the statistical systems in partner countries is declining

The overall quality of the statistical systems in partner countries has been declining since 2015. The World Bank's statistical capacity indicator assesses the strength of the statistical systems in countries. It is based on a diagnostic framework assessing three key dimensions of national statistical systems: data sources, methodology and periodicity and timeliness. The 6.2-percentage-point decline in the average value of this indicator for GPE partner countries between 2015 and 2020 indicates a general weakening of statistical systems.

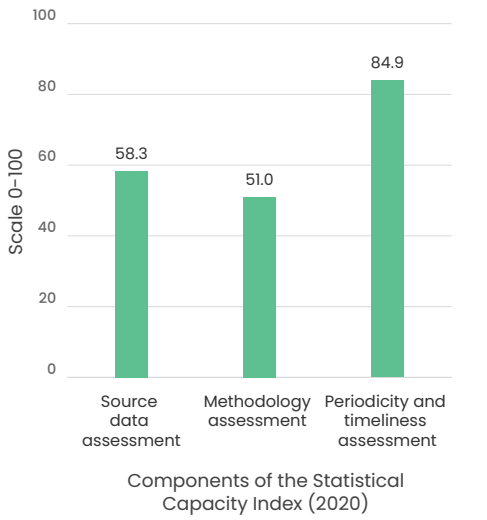
A breakdown of the statistical capacity indicator components shows that the methodology assessment component is associated with the lowest score, whereas the source data assessment component experienced the highest decline since 2015. These results indicate that partner countries mostly face challenges in adhering to internationally recommended standards and methods. In addition, their capacity to conduct data collection activities in line with internationally recommended periodicity has decreased since 2015. Building the capacity of administrative systems to conduct data collection activities that meet international standards is key to improving the availability of quality data in partner countries. A study by the Organisation for Economic Co-operation and Development found that statistical systems in developing countries are often under-resourced and understaffed, that traditional support to statistical capacity building is not fit for purpose and that country-led interventions appear to be more effective in strengthening data systems.[a]

Statistical capacity has been declining in partner countries since 2015.

a) Overall statistical capacity assessment



b) Breakdown of the statistical capacity assessment by component



Source: World Development Indicators.

a. S. Badiee et al., "Rethinking Donor Support for Statistical Capacity Building," chapter 4 in *Development Co-operation Report 2017: Data for Development*, (Paris: OECD Publishing, 2017), https://www.oecd-ilibrary.org/sites/dcr-2017-9-en/index.html?itemId=/content/component/dcr-2017-9-en.

2.3. SECTOR COORDINATION AND TRANSFORMATIVE POLICY REFORMS

(Indicators 8iii, 10 and 12)

Another key objective of GPE 2025 is to support partner countries in strengthening their sector coordination (country-level objective 2). Strategies aimed at improving learning outcomes for all often involve a broad range of actors with diverse perspectives, priorities, approaches and needs. Coordinated action can help ensure that programming, resources and expertise align with country policy directives, reform efforts and priorities, and that they are used efficiently. Coordination can also focus on equity, gender equality and inclusion, such as through close engagement of representatives from underserved vulnerable and marginalized groups, because these actors dynamically contribute to education transformation processes.[36]

The enabling factor analysis allows partner countries to critically examine their coordination practices at different levels, in different forms and across sectors to understand how mechanisms can best support and accelerate change in a priority reform area.[37]

Indicator 8iiia measures the proportion of countries with ITAP assessment of the sector coordination enabling factor. As of December 2022, sector coordination was assessed in 16 out of the 86 partner countries (and in seven out of 36 PCFCs). Sector coordination was assessed as a high-priority area in three partner countries, as a medium-priority area in eight countries and as a low-priority area in five countries.

The ITAP assessments showed various challenges facing sector coordination in partner countries. One of the main challenges highlighted in countries is ineffective sector dialogue. This challenge exists—despite formal coordination mechanisms—because of the high number of partners operating on the ground, the irregularity of local education group meetings and the poor representation and engagement of certain local actors, among other issues.

In Ethiopia and Zanzibar, the ITAP assessment noted limited participation of local stakeholders—such as local civil society organizations and teachers and parents associations—in coordination mechanisms. In Rwanda, despite the maintained frequency of local education group meetings, the deployment of aid remains fragmented because of the high number of partners and projects on the ground. In Sierra Leone, the interreligious council, which has significant responsibility for a substantial number of primary mission schools, does not have representation in the local education group. In the Democratic Republic of Congo, Uganda and Zanzibar, the irregularity of local education group meetings has been one of the main challenges to concerted meaningful dialogue. In Cambodia and Senegal, high transition costs emerge because of the large number of active partners.

Partner countries suggested interventions in their partnership compacts to address sector coordination, mainly by promoting coordinated financing and sector dialogue. Tajikistan plans on strengthening its coordinated financing mechanism by taking stock of the various sources of education sector financing and developing a resource mobilization plan. El Salvador plans for improved coordination of financing through the identification of clear roles among education stakeholders. Nepal plans to adapt its current approach to inclusive sector dialogue to remain fully aligned with the emerging federal structure, while also supporting continuous engagement and strengthening subnational mechanisms to allow stakeholders and responsible entities to engage in processes in a systematic way. Kenya plans on improving sector dialogue and coordination processes by strengthening interdependence between state departments, development partners and nonstate actors.

Inclusive Sector Dialogue

The GPE charter defines a local education group as "a collaborative forum for education sector policy dialogue under government leadership, where the primary consultation on education sector development takes place between a government and its partners."[38] Local education groups help facilitate inclusive policy dialogue at the country level. They are led by the government and composed of many stakeholders including civil society organizations and coalitions, multilateral and

36 J. Perrier, M. Ramos, and C. Salzano, *Coordinated Action to Transform Education – What's in It for Different Education Actors and Partners?* (Washington, DC: GPE, July 2023), https://www.globalpartnership.org/blog/coordinated-action-transform-education-whats-it-different-education-actors-and-partners.

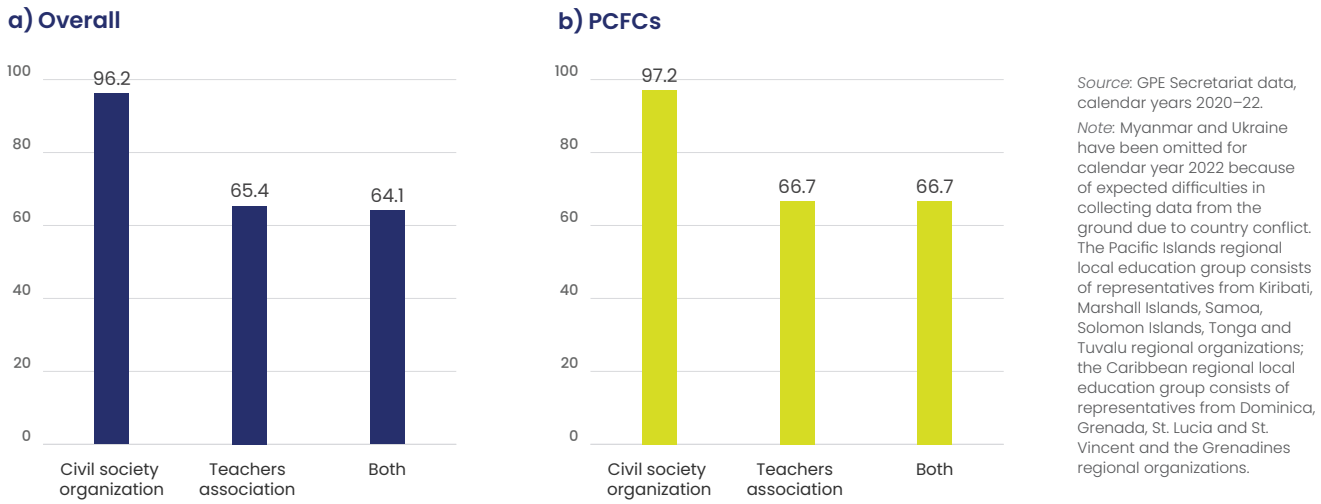
37 J. Perrier, M. Ramos, and C. Salzano, *Coordinated Action to Transform Education*

38 Global Partnership for Education (GPE), *Charter of the Global Partnership for Education*, (Washington, DC: GPE, January 2023), https://www.globalpartnership.org/node/document/download?file=document/file/2023-02-charter-global-partnership-education.pdf. See also GPE, *Principles toward Effective Local Education Groups*, (Washington, DC: GPE, October 2019), https://assets.globalpartnership.org/s3fs-public/document/file/2019-10-GPE-principles-effective-local-education-groups.pdf?VersionId=oteb16Dgwz6LmuzlBoXTMRWR7k7r_2DK.

FIGURE 2.2.

The proportion of local education groups with civil society representation is higher than that of groups with teachers association representation.

Proportion of local education groups with civil society and teacher representation (percent)



Source: GPE Secretariat data, calendar years 2020–22.

Note: Myanmar and Ukraine have been omitted for calendar year 2022 because of expected difficulties in collecting data from the ground due to country conflict. The Pacific Islands regional local education group consists of representatives from Kiribati, Marshall Islands, Samoa, Solomon Islands, Tonga and Tuvalu regional organizations; the Caribbean regional local education group consists of representatives from Dominica, Grenada, St. Lucia and St. Vincent and the Grenadines regional organizations.

bilateral partners, teacher representatives, the private sector, foundations and education sector professionals. Inclusion of civil society organizations and teachers associations in local education groups is intended to ensure that citizens' and educators' voices are heard. Indicator 8iiic measures the proportion of local education groups that include civil society organizations and teachers associations.

The proportion of local education groups that included both civil society organizations and teachers associations in 2022 was 64.1 percent (66.7 percent in PCFCs); 96.2 percent included civil society organizations, and 65.4 percent included teachers associations (figure 2.2). Of the six countries that joined the partnership in 2022 (El Salvador, Eswatini, Fiji, Guatemala, Indonesia and the Philippines) and the one that reported data for the first time (Federated States of Micronesia), only Eswatini reported representation by teachers associations in the local education group.[39] The Federated States of Micronesia, a partner country since 2020, reported data for the first time, noting nonrepresentation of civil society organizations and teachers associations in the local education group. Two countries improved in 2022: Haiti added both a civil society organization and a teachers association to its local education group, and Uzbekistan added a teachers association to the existing civil society organization. In Sudan, however, the teachers association lost representation in the local education group.

Coordinated Financing and Funding

Coordinated financing and funding covers two aspects: (i) the alignment of external aid with country systems and (ii) the harmonization or pooling of external resources under unified implementation modalities. They are both important means to improve not only sector coordination but also system transformation.

Alignment of external financing suggests the use of the national institutions, human resources, procedures and tools for the delivery of education aid, although there is considerable scope to tailor fiduciary risk management protocols to country contexts. This type of financing can considerably reduce transaction costs and inefficiencies in coordination and implementation, as well as provide a more sustainable approach to capacity development.[40]

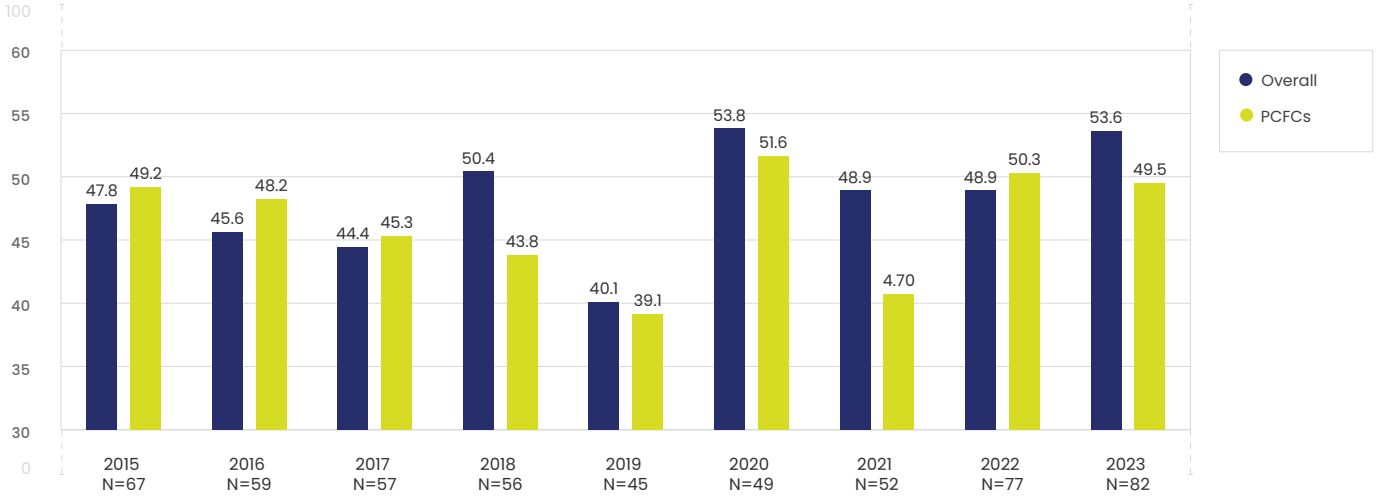
39 Eswatini reported representation by both civil society organizations and teachers associations, the Federated States of Micronesia reported neither and the other new partner countries all reported representation by civil society organizations.

40 Alignment allows the partners to focus on national institutions and systems rather than on ad hoc project implementation units and procedures, for example.

FIGURE 2.3.

Alignment of grant funding saw a sustained improvement in FY2023.

Proportion of GPE grant funding aligned to national systems (percent)



Source: GPE Secretariat data, fiscal years 2015–23.

Note: Values for 2022 have been updated to correct earlier technical errors. Myanmar has been excluded from the sample because of current suspension of activities in the program due to the political crisis in the country.

It can also improve the absorption of external funding using the full bandwidth of national budgets and country systems for funding at scale.

Indicator 12i measures the proportion of core GPE grant funding[41] that is aligned with national systems.[42] A grant is considered aligned when it meets at least seven of the 10 criteria of alignment, across seven dimensions.[43]

The overall value for indicator 12i in 2023 was 53.6 percent, an increase of about 4 percentage points from 2022. For PCFCs, the value was 49.5 percent in 2023, a slight decrease from 50.3 percent in 2022 (figure 2.3).[44] But annual fluctuations (as grants close in any given year and new ones become active) are expected and therefore not particularly significant. Longer-term trends are more relevant.

A longer-term look at the data reveals that the proportion of aligned grant funding in 2023 is higher than the historical average (figure 2.3), which stands at 48 percent over the period 2015–23 (46 percent for PCFCs). On average, 45.7 percent of grant funding was aligned in the period 2015–19, compared to 51.4 percent in 2020–23. Despite this significant increase over the past four years, alignment remains a challenge.

GPE continues to promote alignment of aid with partner countries' systems as part of its commitment to mobilize more and better financing. This promotion is being adapted through the new operating model, with the identification of external financing as an "enabling factor" for system transformation of alignment and harmonization to encourage partner countries and grant agents to progress toward more aligned forms of aid.[45]

41 Core GPE funding includes education sector program implementation grants, education sector program implementation grants Multiplier (system transformation grants/Multiplier) and system transformation grants/Girls Education Accelerator. It excludes education sector program development grants, system capacity grants, program development grants and any other alternative grants (Knowledge and Innovation Exchange, and so on).

42 GPE funding includes education sector program implementation grants or system transformation grants. Global Partnership for Education (GPE), *GPE Results Framework 2025: Methodological Technical Guidelines*, (Washington, DC: GPE, 2022), 45, https://www.globalpartnership.org/content/gpe-results-framework-2025-methodological-technical-guidelines.

43 For details about the alignment criteria see GPE, *GPE Results Framework 2025: Methodological Technical Guidelines*, 45 and Global Partnership for Education (GPE), "Aligning Aid for Education with National Systems: Supporting System Transformation and Better Education Outcomes." Washington, DC: GPE, 2021 https://www.globalpartnership.org/node/document/download?file=document/file/2021-10-aligning-aid-education-national-systems.pdf.

44 Indicator 12i has limitations because it considers only implementation grants active in a given fiscal year (between July 1 of one year and June 30 of the following year). Results can be influenced by the amount of active grants in a given fiscal year, especially when grants vary in volume. Longer-term trends are more relevant than annual changes.

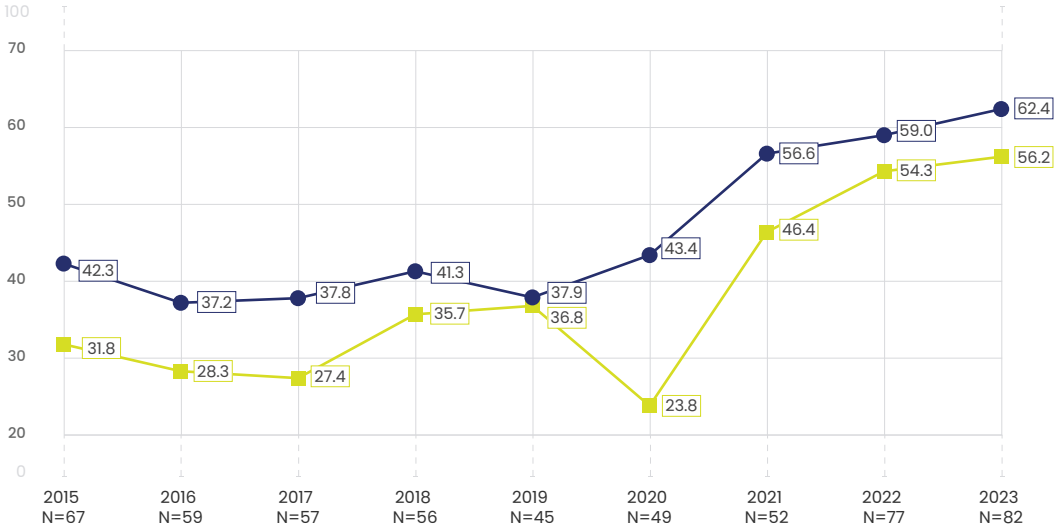
45 Global Partnership for Education (GPE), "Aligning Funding with National Systems," (Washington, DC: GPE, August 2021), https://assets.globalpartnership.org/s3fs-public/document/file/2021-08-gpe-factsheet-aligning-funding-national-systems.pdf?VersionId=MTqT6v4Q4X1CP.y2DirUf9L9B6AxuAiK.

FIGURE 2.4.

More than 62 percent of grant funding was through harmonized modalities in 2023, a significant improvement since 2015.

Proportion of GPE grant funding using harmonized funding modalities and volume of grants by funding modality

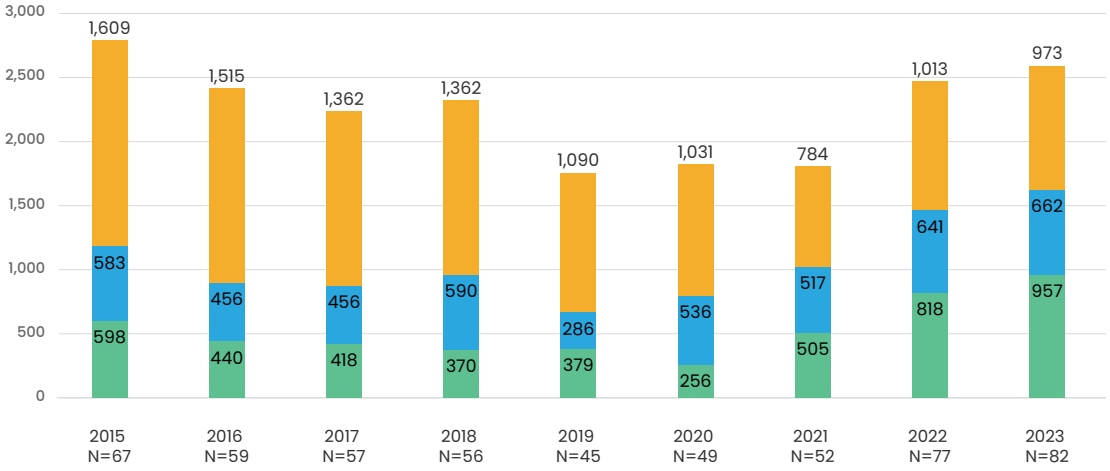
a) Proportion of grants (percent)



Source: GPE Secretariat data, fiscal years 2015–23.

Note: Values for 2022 have been updated to correct earlier technical errors. Myanmar has been excluded from the sample because of current suspension of activities in the program due to the political crisis in the country.

b) Volume of grants (US$, millions)



Source: GPE Secretariat data, fiscal years 2015–23.

Note: Values for 2022 have been updated to correct earlier technical errors. Myanmar has been excluded from the sample because of current suspension of activities in the program due to the political crisis in the country.

Harmonizing external financing through cofinanced or pooled implementation modalities can help improve aid effectiveness by reducing aid fragmentation and duplication among partners, and GPE 2025 continues to encourage the use of harmonized modalities.[46] Indicator 12ii measures the proportion of GPE grant funding using project and sector pooled mechanisms. *Project pooled funding* comes from more than one partner to support a common project. *Sector pooled funding* comes from multiple partners (at least three) delivering funds through an aligned funding modality to support implementation at scale (broad eligible expenditure supporting parts of or the entire education sector plan).[47]

46 GPE, *GPE Results Framework 2025: Methodological Technical Guidelines.*

47 GPE, *GPE Results Framework 2025: Methodological Technical Guidelines.*

The proportion of GPE grants using harmonized modalities increased in 2023. The overall value for indicator 12ii was 62.4 percent in 2023, an increase from 59.0 percent in 2022. PCFCs also experienced an increase from 54.3 percent in 2022 to 56.2 percent in 2023 (figure 2.4). Harmonized funding increased by approximately $159 million between 2022 and 2023.

The share of implementation grant funding using harmonized modalities increased steadily between 2015 and 2019. Since 2020, that proportion has increased dramatically and continuously every year. PCFCs have followed a similar trend, with the proportion of harmonized grant funding continuously increasing since 2020. This increase has been in large part due to the growth of GPE's Multiplier, which is always cofinanced.

The positive news on the growing share of harmonized modalities unfortunately does not rule out continued fragmentation of the overall aid environment. For example, in its June 2023 compact, Niger indicated that, despite having a successful sector pooled fund with eight participating partners (including GPE), it had mapped a total of 120 different modalities and projects financed by 34 development partners in the education sector in 2023. Promoting the use of harmonized modalities to deliver external financing can help prevent such fragmentation of education aid.

GPE supports partner countries in their efforts toward more efficient and inclusive sector coordination through the system capacity grant. The second window of the system capacity grant aims to mobilize coordinated action and financing to support better education budget processes, improved sector coordination and pooled funding mechanisms, and cross-sectoral convening. In FY2023, six countries (the Central African Republic, the Democratic Republic of Congo, Mauritania, Papua New Guinea, Tonga and Zimbabwe) that used this financing window also submitted progress reports. Those reports indicate that activities are on track in five of the six countries (Indicator 10ii). Out of the five grants that are on track, two were rated moderately satisfactory and three satisfactory.[48] Papua New Guinea faced delays in implementation, including activities under the mobilize coordinated finance and action monitoring window.

2.4. DOMESTIC FINANCING
(Indicator 4)

Government expenditure is the most important source of funds for the education sector in GPE partner countries.[49] Indicator 4i measures the proportion of partner countries that increased education spending or that met or exceeded the 20 percent benchmark for domestic spending on education. In 2022, 60 percent (42 out of 70) of partner countries did so (figure 2.5).[50] PCFCs recorded a similar performance in domestic financing, with 59.3 percent (16 out of 27) spending at least 20 percent on education in 2022 or increasing the share of education expenditure from 2020. The value of indicator 4i declined by 4.8 percentage points (8.4 percentage points in PCFCs) between 2021 and 2022, showing a decrease in the proportion of partner countries making progress in domestic financing, although it stayed above the 2020 value.[51]

The average share of education expenditure has been on a declining trend since the start of the COVID-19 pandemic (figure 2.6). Average education spending as a share of total government expenditure decreased by 1.3 percentage points between 2019 and 2022, illustrating the pandemic's continued impact on education financing. An estimated 40 percent of low-income and lower-middle-income countries reduced their spending on education with the onset of the pandemic in 2020, with an average decline in real spending of 13.5 percent.[52] The pandemic led to a decrease in the level and prioritization of education in government expenditure and a decline in the execution rate of the education budget. Figure 2.6 shows that the share of education spending in 2022 remained below its prepandemic level. Estimations based on UIS data show, however, that the total volume of education spending in partner countries increased by $23.8 billion from 2015 to 2021 with differences across countries. Average annual spending per school-age child increased from $175 in 2015 to $212 in 2021 in real terms.

48 The mobilize coordinated finance and action monitoring window is on track if rated moderately satisfactory or better in terms of implementation of activities in the system capacity grant annual monitoring report. GPE may change the rating evidence exists to support the change (for example, mission report, aide-memoires, email exchanges). GPE, "Guidelines for System Capacity Grants."

49 See UNESCO, Global Education Monitoring Report 2019 – Migration, Displacement and Education: Building Bridges, Not Walls, (Paris: UNESCO, 2019), https://unesdoc.unesco.org/ark:/48223/pf0000265866.

50 Data for indicator 4i are compiled by the GPE Secretariat using publicly available budget documents. Only 70 partner countries had data in 2020 and 2022 to measure progress in the share of education spending.

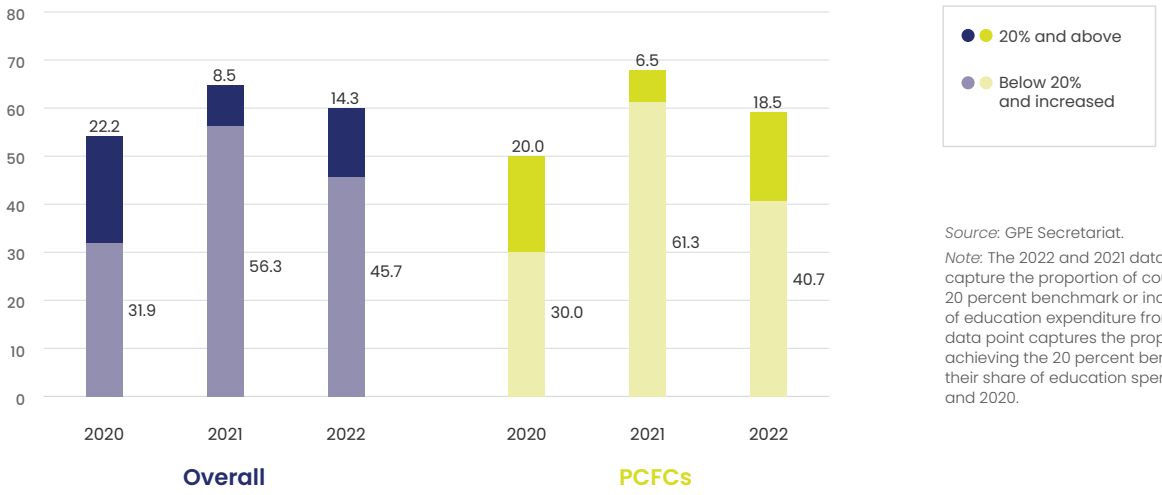
51 In 2022, the share of education spending increased from 2021 but fell below the 2020 level in nine partner countries.

52 World Bank and UNESCO, *Education Finance Watch 2022*, (Washington, DC, and Paris: World Bank and UNESCO, 2022), https://thedocs.worldbank.org/en/doc/5c5cdd4c96799335e263023fa96db454-0200022022/related/EFW-2022-Dec21.pdf.

FIGURE 2.5.

Progress in domestic education financing slowed down in 2022.

Proportion of partner countries that achieved the 20 percent benchmark or increased their share of education spending (percent)



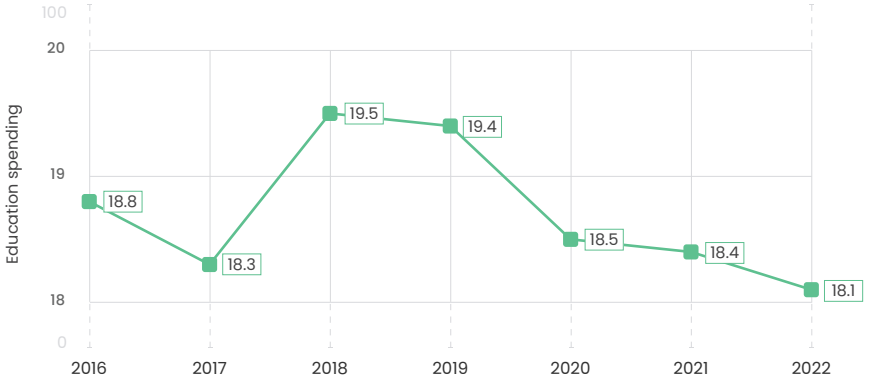
Source: GPE Secretariat.

Note: The 2022 and 2021 data for Indicator 4i capture the proportion of countries achieving the 20 percent benchmark or increasing their share of education expenditure from 2020. The 2020 data point captures the proportion of countries achieving the 20 percent benchmark or increasing their share of education spending between 2019 and 2020.

FIGURE 2.6.

The share of education spending has been declining since 2020.

Average share of government expenditure on education excluding debt services in 62 partner countries with data available, 2016–22 (percent)



Source: GPE Secretariat.

Note: To better capture all countries' efforts toward the 20 percent benchmark, no matter their size, the average share of education expenditure is not weighted.

Partner countries' ability to commit more resources to the education sector is challenged by the global economic slowdown. The World Bank's Global Economic Prospects show that developing economies face a challenging economic environment marked by declining economic growth and high interest rates.[53] Because improvements in government expenditure on education have historically been driven by the availability of resources,[54] a slowing economy poses a significant barrier to education financing. High interest rates translate into an increased debt service burden and pressures on public finance (box 2.3). Declining economic growth rates combined with high interest rates are likely to shrink the volume of resources available to finance education. A study by UNESCO shows that, even if the budget share dedicated to education remains stable, the volume of spending is likely to drop because of governments' resource constraints.[55]

53 World Bank, *Global Economic Prospects*, June 2023, (Washington, DC: World Bank, 2023), https://www.worldbank.org/en/publication/global-economic-prospects.

54 S. Al Samarrai, P. Cerdan-Infantes, and J. D. Lehe, "Mobilizing Resources for Education and Improving Spending Effectiveness: Establishing Realistic Benchmarks Based on Past Trends," Policy Research Working Paper, (Washington, DC: World Bank, 2019), https://elibrary.worldbank.org/doi/epdf/10.1596/1813-9450-8773.

55 UNESCO, "Why the World Must Urgently Strengthen Learning and Protect Finance for Education," (UNESCO, October 16, 2020), https://en.unesco.org/news/why-world-must-urgently-strengthen-learning-and-protect-finance-education.

BOX 2.3. The rising debt level poses a threat to education financing

COVID-19-related lockdowns in several countries resulted in various challenges, including economic slowdowns and higher debt levels. To face these economic setbacks, developing countries sought financial assistance from international partners, which contributed to higher external debt levels. High public debt could lead to fiscal consolidation (that is, government policy intended to reduce the fiscal deficit and the accumulation of debt), with implications for government expenditure.

A recent study shows that fiscal consolidation due to high external debt could hinder education spending. A 1 percent increase in external debt is associated with a 2.9 percent decline in education spending per school-age child. Education spending is disproportionally sensitive to changes in the volume of debt and could be a target for governments to adjust fiscal deficits. Therefore, external debt poses a significant threat to education financing, especially in the current context of rising debt levels caused by the pandemic.

Given the rising debt levels fueled by COVID-19 response policies, a decline in education expenditure should be expected in the postpandemic era. For instance, in low- and middle-income countries, a 5 percent increase in external debt could lead to a $12.8 billion decline in the volume of education expenditure, all things being equal. This decline is almost equivalent to the volume of official development assistance to the education sector in 2021. Therefore, implementing mitigating measures that would protect education budgets is crucial.

Source: E. W. Miningou, "External Debt, Fiscal Consolidation, and Government Expenditure on Education," Policy Research Working Papers, (Washington, DC: World Bank, 2023), https://documents1.worldbank.org/curated/en/099748506072325934/pdf/IDU09d7e7fa50fbff046e00a8a80e07ac5341e5b.pdf.

Facing the education financing crisis will require strong political commitment and protecting the education budget from cuts. Government expenditure is the most important source of funds for the education sector, so ensuring that the government budget prioritizes education is key to system transformation. Addressing the barriers to efficient use of the resources dedicated to the education sector is also an important step to system transformation (box 2.4). GPE is committed to working with partner countries to advocate for more and better domestic education financing (box 2.5).

As part of the enabling factors analysis, GPE partner countries are identifying challenges with volume, equity and efficiency of domestic financing. Indicator 4iia tracks the proportion of countries where the domestic financing enabling factor is assessed by the ITAP. As of December 2022, domestic financing was assessed as a high-priority area in 12 countries and a medium-priority area in four countries, showing that education finance is among the most pressing challenges faced by partner countries (see table 2.1).

The enabling factor analyses report that partner countries face several challenges related to volume, equity and efficiency. Overall commitments to finance education often do not translate into more financing for the sector. Unrealistic budget projections, low execution rates of the education budget, unsustainable increases in government expenditures and weak capacity to mobilize revenue are some of the problems partner countries are facing. For instance, education expenditure increased in the Democratic Republic of Congo, but this improvement may not be sustainable because it is financed by greater debt rather than by additional tax revenue. Rwanda's commitment to finance education is based on an overestimation of the availability of government resources. In Senegal, the significant budget deficit poses a concern for education financing.

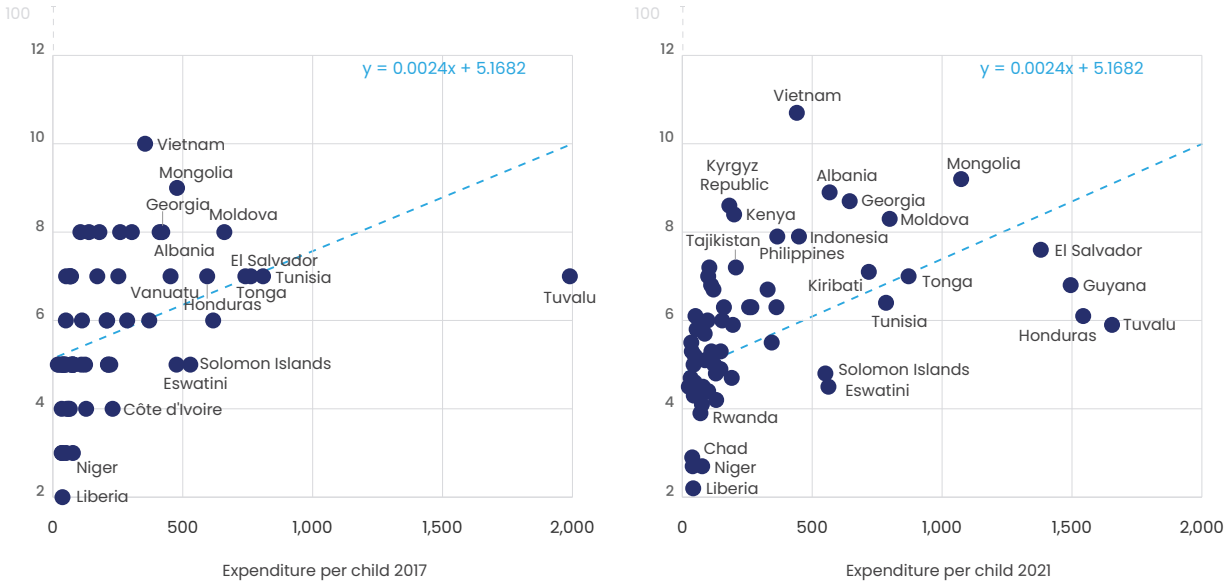
Insufficient government expenditure on education increases the financing burden on households, thus creating equity issues. Children from the poorest households are either not enrolling in school or dropping out once enrolled. For instance, in Burkina Faso, the Democratic Republic of Congo, Kenya and Nepal, the

BOX 2.4. Partner countries have made some modest progress in the efficiency of education spending

The figure in this box illustrates changes in partner countries' efficiency in translating education spending into access to quality education. It shows the relationship between education spending per school-age child and the learning-adjusted years of schooling (LAYS) in 2017 (using data available in the period 2010–17) and 2021 (data from 2018–21) for 62 partner countries with data available. The trend line shows the expected years of schooling for different levels of spending. Partner countries below the trend line are achieving lower-than-expected levels of LAYS, given their spending levels. That is, they are "relatively inefficient" in translating education spending into access to quality education. Countries above the trend line are "relatively efficient" because they are achieving higher-than-expected LAYS with their spending per school-age child.

GPE partner countries seem to be making modest progress in the efficiency of education spending. In 2017, 43.5 percent (27 out of 62 countries) of the partner countries with data available were in the group of "relatively efficient" countries. The proportion of countries in this group slightly increased to 45 percent (28 out of 62 partner countries) in 2021, showing overall modest progress in the efficiency of education spending. Four countries moved from the "relatively inefficient" group in 2017 to the "relatively efficient" group in 2021, whereas three countries moved in the opposite direction. Nine out of the 12 countries where domestic education financing was assessed as a high-priority area were in the "relatively inefficient" group in 2017 and 2021. Further investigation may be needed to fully understand the efficiency drivers in countries' specific contexts and how the COVID-19 pandemic affected the efficiency of government expenditure on education.

The efficiency of education expenditure slightly improved between 2017 and 2021.



Source: GPE Secretariat calculations based on data from the Human Capital Project, the UNESCO Institute of Statistics, World Development Indicators, and GPE results framework.

Note: Data collection processes for metrics such as the LAYS and education expenditure might not occur on an annual basis. There have been gaps in data availability, leading to the chosen time intervals. Additionally, data might be more readily available for these specific years, making them suitable for analysis.

BOX 2.5. Advocacy for domestic financing

In September 2022, during the Transforming Education Summit in New York, GPE called on world leaders to urgently commit more and better financing to address the learning crisis. GPE welcomed President Nana Akufo-Addo of Ghana as a champion for domestic financing to continue the work started by former President Uhuru Kenyatta of Kenya who initiated the Heads of State Declaration on Education Financing. The declaration commits leaders from more than 20 partner countries to commit $200 billion over five years to help girls and boys have access to quality education. Through advocacy, GPE has also been working with partners to change the narrative on domestic financing—from an expense to an investment—and to integrate it into dialogues on creating fiscal space. To further engage political actors at the country level, GPE is also developing a parliamentary toolkit on domestic finance. The toolkit seeks to support parliamentarians to improve legislation around education financing, make a strong case for investment for education in national budget discussions and improve budget oversight.

cost of schooling prompts children from the poorest households to work, which creates challenges related to child labor and causes dropouts.

In countries where the government seems to prioritize education expenditure, inefficiencies may prevent resources from being translated into education outcomes. In Burkina Faso, despite a generous allocation of public resources to education, high rates of dropout and repetition cause significant wastage of those resources. In Zanzibar, inequalities in student-teacher ratios across districts, teachers' absenteeism, low morale and limited English competency are major barriers to the efficient use of education resources. In Niger, the insufficient teaching and learning time is an important source of inefficiency.

Overall, the ITAP notes that improving education sector governance, strengthening teachers' capacity (including in gender-responsive pedagogy and teaching in local languages), introducing equity-based formulas for resource allocation and designing more efficient teacher deployment policies could help ensure a more equitable distribution of scarce resources that achieve expected outcomes.

In response to the enabling factors analyses, partner countries have proposed various interventions in their partnership compacts to improve the volume, equity and efficiency of domestic financing for education. Most countries committed to either increasing or maintaining the volume of education spending. A few partner countries included the volume of spending as a trigger to access the system transformation grant top-up.

For instance, in Cambodia, 20 percent of the system transformation grant allocation is linked to an increase in the volume of funding channeled to schools (school operating funds). In Sierra Leone, the disbursement of half of the top-up is conditioned on an increase in the execution rate of the education budget from the actual 78 percent to 85 percent by 2024. The disbursement of $25 million of Uganda's system transformation grant allocation is tied to an increase in the share of education spending from the current 17 percent of total government expenditure to 19 percent by 2024. The disbursement of Zimbabwe's $2.5 million top-up is tied to the implementation of a school financing policy that is expected to reach the poorest and most marginalized communities.

Teachers represent the largest expense in the education budget, and partner countries aim to implement better teacher training and deployment policies to improve the efficiency and equity of domestic financing. For instance, in Burkina Faso, reforming pre-service teacher training and providing teachers with proper teaching materials are expected to reduce repetition and dropout. Kenya aims to reform the pre-service teacher curriculum, provide teachers with relevant pedagogical support and adopt appropriate models to ensure equity in the distribution and optimal use of teachers. The Democratic Republic of Congo, Sierra Leone and Zanzibar intend to design and implement more effective teacher deployment strategies. In Tanzania, the successful implementation of the Teacher Allocation Protocol for the deployment of new teachers would trigger the disbursement of a $9 million system transformation grant top-up.

Implementing equity-based formulas for resource allocation is another type of intervention included in countries' partnership compacts to improve the equity of education financing. In Tajikistan, the implementation of a per capita funding formula would help ensure that the most disadvantaged groups, across regions and districts, benefit from government expenditure on education. Uganda plans to develop and implement a capitation grant formula for primary education.

SIGNIFICANT PROGRESS IS NEEDED IN DOMESTIC FINANCING AND DATA SYSTEMS STRENGTHENING

This chapter discusses the partnership's status with respect to country-level objectives 1 and 2. Analysis of the four enabling factors in the 16 partner countries identifies countries' priority areas, and a review of the analyses reveals several challenges countries face in each enabling factor. All four enabling factor areas have been analyzed in all 16 partner countries that went through the ITAP assessment. Equity, efficiency and volume of domestic financing were assigned a high priority in 12 out of the 16 partner countries. Gender-responsive planning and monitoring were assigned a high priority in four partner countries. Data and evidence and sector coordination were assigned a high priority respectively in seven and three partner countries. Work is commencing on these areas, and countries' progress against the identified challenges in the four enabling factors will be reported next year.

Progress remained slow in many areas in 2022. Data reporting to UIS remains an issue for partner countries. The proportion of partner countries reporting at least 10 of 12 key outcomes declined further in 2022, continuing a falling trend since 2019. This decline could be due to lack of available data at the country level or to countries not reporting available data to UIS on time. Inclusiveness of local education groups also decreased in 2022, after a slight increase between 2020 and 2021, because several new partner countries did not have a fully representative local education group. The proportion of partner countries that achieved the 20 percent benchmark or increased their education expenditure declined in 2022 after a significant increase between 2020 and 2021. The average share of education expenditure has been declining since 2020, partly because of the continuing effects of the COVID-19 pandemic on education financing.

By contrast, alignment and harmonization showed an improvement in 2023. The proportion of GPE core grant funding aligned to national systems increased from 48.9 percent in 2022 to 53.6 percent in 2023. Similarly, the proportion of GPE grant funding using project and sector pooled mechanisms increased from 59 percent in 2022 to 62.4 percent in 2023.

As the GPE 2025 operating model continues to be implemented, additional data will become available. In 2022, a few system capacity grants submitted progress reports, making this the first year with available data for indicators assessing whether system capacity grant activities are on track. It is expected that more data will become available for next year's results report, as the compacts and the system transformation grants begin implementation.



Students receive their lunch at Booldid Primary School, 40 kilometres from the city of Hargeisa in Somaliland. The GPE-funded program, which includes a school feeding project, supports 300 schools to help ensure children in drought-affected areas return to and remain in school.
GPE/AP

CHAPTER 3

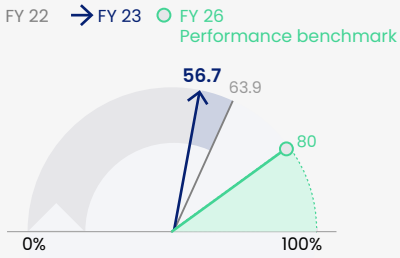
STRENGTHEN CAPACITY, ADAPT AND LEARN TO IMPLEMENT AND DRIVE RESULTS AT SCALE

RESULTS AT A GLANCE

14.i.

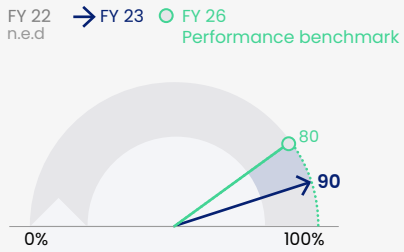
14.i.a. Proportion of system transformation grants meeting overall objectives during implementation.

in percent



14.i.b. Proportion of system transformation grant met overall objectives at completion.

in percent



KEY TAKEAWAYS

- The rollout of system transformation grants has been slower than expected because the pre-grant processes have taken longer than anticipated in most countries. However, it is expected to accelerate in fiscal year 2024, mainly because of the progress made thus far on the grants in the pipeline and the adaptations implemented to the operating model.
- As of the end of July 2023, eight countries have secured their Girls' Education Accelerator allocations. The total commitment amounts to $140 million, reaching 79 percent of the $177 million raised to date for this funding window. One country (El Salvador) has an active Girls' Education Accelerator grant.
- In fiscal year 2023, of the 84 active implementation grants, 66 (79 percent) mainstreamed gender equality in one or more activities. Most of these grants were approved during the implementation of GPE 2020.
- Of the 67 grants with implementation ratings available for fiscal year 2023, 38 (or 57 percent) are on track to meet their objectives. The proportion of on-track grants is 23 percentage points below the results framework benchmark of 80 percent and remains at the levels observed during the pandemic. However, because most of the off-track grants have either taken or are working on measures to address the implementation bottleneck, they are expected to pick up the pace in the coming years.
- GPE's implementation grants distributed 48 million textbooks, trained 481,000 teachers and constructed 6,664 classrooms in fiscal year 2023. The numbers achieved since fiscal year 2021 either exceed or are close to the levels achieved in five years under GPE 2020, in part because of the large numbers achieved by COVID-19 accelerated funding grants.
- Since the start of GPE 2025, GPE has reached 227 million children, representing 35 percent of all school-age children in the 68 countries with grants that reported this figure.

INTRODUCTION

To support partner countries in achieving education transformation, GPE introduced new grant mechanisms as part of the GPE 2025 operating model. This chapter reports on the progress made in rolling out these new grant mechanisms, particularly the system capacity grants, system transformation grants and the Girls' Education Accelerator. It also provides an overview of GPE's grant portfolio, and it reports on the performance of the implementation grants, GPE's largest grant mechanism. Because the rollout of the GPE 2025 operating model continues, the grant portfolio and the performance discussed in this chapter reflect the mix of grants approved under the GPE 2020 and GPE 2025 operating models.

3.1. GRANT PORTFOLIO

Overview of GPE Grants

GPE offers different types of grants to support education in partner countries and globally. The GPE 2025 operating model, approved by the GPE Board in December 2020, introduced five mechanisms to support partner countries in achieving system transformation: (1) the system transformation grant, (2) the system capacity grant, (3) the Girls' Education Accelerator, (4) strategic capabilities and (5) innovative financing mechanisms (see chapter 4 for the progress of these mechanisms).

Progress on rolling out new grant mechanisms introduced by the 2025 operating model has been uneven. As of June 2023, two system transformation grants, one Multiplier and system transformation grant, one Multiplier and Girls' Education Accelerator, six Multiplier grants[56] and 56 system capacity grants have been approved.[57] This means that 48[58] out of 91 eligible countries (or 53 percent) already have an approved system capacity grant, whereas only three out of 69[59] eligible countries (or 4 percent) have an approved system transformation grant. Although the rollout of system transformation grants has been slower than expected (see next section for details), it is expected that the system capacity grants will facilitate the approval of system transformation grants, because most of the latter support the development of compacts, which is required before applying for a system transformation grant. As of June 2023, 59 percent (41) of the 69 countries eligible for system transformation grants have an approved system capacity grant. As a result of slower-than-expected progress in rolling out some grant mechanisms, grants approved under the GPE 2025 operating model and active as of June 2023 account for only 9 percent[60] of the total portfolio of all active grants (table 3.1).

Based on lessons learned since the rollout of the new operating model began, the Board made decisions in July 2023 to adapt the model and grants, to further optimize GPE country-level operations and reduce transaction costs. These decisions include phasing out the variable part in implementation grants, increasing flexibility in how top-up funds are programmed and setting aside $2 million in system capacity funding specifically for partnership compact development, which countries can now access easily and quickly. These measures, along with other actions already taken by the Secretariat,[61] are expected to further accelerate the progress in implementing the 2025 operating model. Further adaptations to the GPE 2025 operating model are ongoing, based on various learning and evidence pieces collected across the partnership. As of October 2023, five system transformation grants have been approved.

56 One of the six is an accelerated Multiplier.

57 The figures in this sentence are cumulative and include approvals before fiscal year 2023. In addition, four of the system capacity grant approvals mentioned were top-ups to existing system capacity grants.

58 The discrepancy between the number of countries with system capacity grants and the number of approved system capacity grants occurs because (1) some countries (especially those with subnational entities) have multiple grants and some grants are regional, so they apply to multiple grants; and (2) top-ups are counted as separate approvals from the parent grant.

59 Although 70 countries are eligible for system transformation grants, this count excludes the Syrian Arab Republic because that country converted its entire system transformation grant allocation into accelerated funding. Furthermore, the three system transformation grant approvals were for Kenya, Nepal, and Tanzania (Mainland); a grant for Tanzania (Zanzibar) is yet to be approved but will still be considered part of the three countries.

60 This calculation excludes cross-country thematic support and accelerated funding.

61 These actions include (1) providing new guidance on grant agent selection, which can now be launched once the draft compact is available and runs concurrently with finalization of the compact; (2) setting out and agreeing with the grant agent the expected timelines for application submission; (3) streamlining the quality assurance process using a risk-based approach; (4) simplifying restructuring of variable parts in GPE 2020 grants; (5) introducing a universal grant application template and (6) introducing a more user-friendly accelerated funding application template. See more details in Global Partnership for Education (GPE), "Grant Portfolio Status Pre-read" (Washington, DC: GPE, June 2023), https://www.globalpartnership.org/node/document/download?file=document/file/2023-06-gpe-bod-grant-portfolio-status.pdf.

TABLE 3.1.

The number and the amount of GPE grants active as of June 30, 2023, for all grant types

Type	Number	Amount (US$)	Share of overall portfolio (%)
Grants approved under GPE 2020 operating model and active as of June 2023			
Education sector plan development grant	12	7,171,158	0.3
Education sector program implementation grant (including Multipliers)	72	2,109,220,590	77.4
Subtotal: GPE 2020 operating model	84	2,116,391,748	77.7
Grants approved under GPE 2025 operating model and active as of June 2023			
System transformation grant (including Multipliers and Girls' Education Accelerator)	4	168,300,000	6.2
System capacity grant	47	41,087,436	1.5
Program development grant	14	2,987,479	0.1
Subtotal: GPE 2025 operating model	65	212,374,914	7.8
Emergency response			
Accelerated funding	14	125,050,000	4.6
Cross-country thematic support			
Education Out Loud	1	123,884,136	4.5
Knowledge and Innovation Exchange	1	143,457,944	5.3
Strategic capabilities grant	2	2,274,200	0.1
Total	**167**	**2,723,432,942**	**100.0**

Source: GPE Secretariat.

Note: The number and the amount for strategic capability grants exclude the support for Monitoring, Evaluation and Learning, which is considered part of Secretariat operating expenses.

Regarding the other financing mechanisms, in December 2022, the Education Out Loud and Knowledge and Innovation Exchange grants received costed extensions of $60 million and $88 million (including $8 million in cofinancing from the International Development Research Centre), respectively.[62] Furthermore, fiscal year 2023 saw the rollout of the strategic capability grants. Three pilot initiatives are in progress: (1) the Monitoring, Evaluation and Learning strategic capability; (2) the Climate Smart Education Systems strategic capability; and (3) the Education Data Leadership Program (see section 4.3 in chapter 4 for more details).

Portfolio of Implementation Grants

Implementation grants—which consist of the education sector program implementation grant, Multipliers, system transformation grants, Girls' Education Accelerator, regular accelerated funding grants and, previously, the COVID-19 accelerated funding grants—make up 98 percent of the total active country grant portfolio.[63] This subsection discusses the trend in approvals, the size of the active portfolio and the fund utilization of these grants. See the next subsection for the progress of the Girls' Education Accelerator.

Implementation grant approvals have started to bounce back, increasing from $267 million in fiscal year 2022 to $398 million in fiscal year 2023, a 49 percent increase. Out of 20 implementation grants approved in fiscal year 2023, nine were accelerated funding grants, worth $72 million. Of the remaining 11, seven grants were approved under the GPE 2025 operating model (two system transformation grants, one system transformation grant and Multiplier, and four Multipliers).[64]

62 GPE approved $80 million in additional financing for KIX, with a cofinancing of $8 million from the International Development Research Centre.

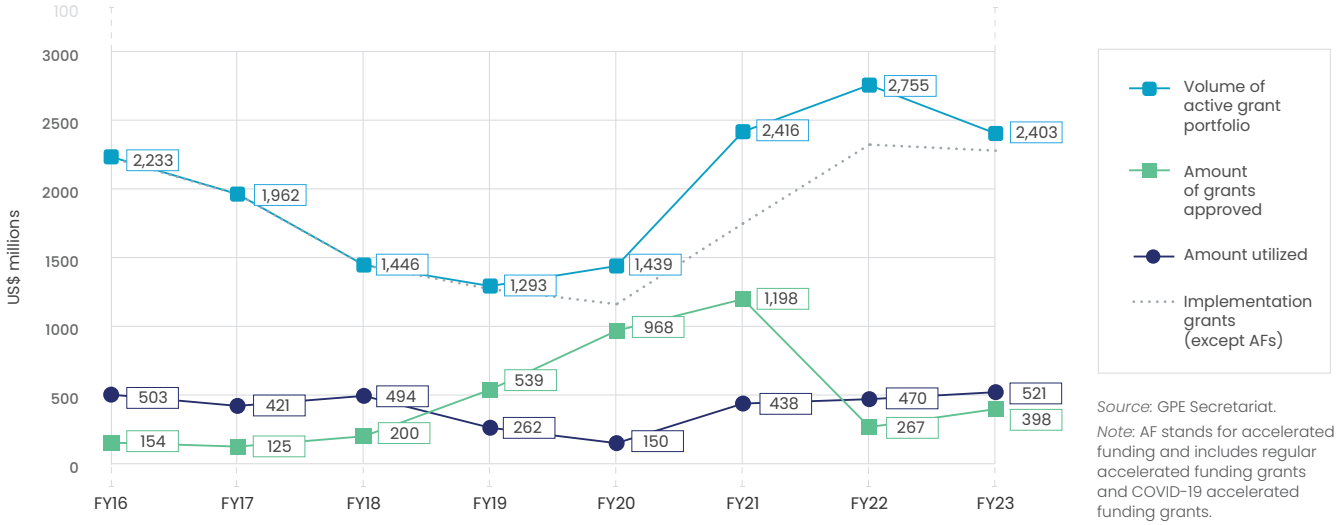
63 This total excludes cross-country thematic support.

64 Other than the grants under the new operating model, the implementation grant approvals under the previous operating model include two reallocations of education sector program implementation grants (following cancellations of education sector program implementation grants) and two Multiplier grant approvals.

FIGURE 3.1.

Implementation grants' approval and fund utilization increased, but the volume of active grants fell in the past year.

Amount of implementation grants' approval, utilization, and volume of active portfolio as of the end of June 2023



Source: GPE Secretariat.

Note: AF stands for accelerated funding and includes regular accelerated funding grants and COVID-19 accelerated funding grants.

Although approval of system transformation grants has been slower than expected, there is a large pipeline for fiscal year 2024: an estimated 22 system transformation grants are expected to be approved. Of the two stages that lead to a system transformation grant approval (that is, pre-grant processes and grant application processes), the pre-grant processes[65] have taken longer than expected, resulting in a slower-than-expected rollout. The initial expectation was that the pre-grant processes would take seven months, but they have taken on average 18 months. However, the pace of approvals is expected to pick up in fiscal year 2024. As of June 2023, apart from three countries or subnational entities with a system transformation grant already approved, 13 had completed pre-grant processes and are moving through the grant application processes, which have taken less time than pre-grant processes, averaging eight months so far. In addition, up to 14 countries or subnational entities are expected to complete pre-grant processes between July and November 2023, leaving time to complete grant application processes by the end of the fiscal year. If most of these countries meet their expected timelines[66] and take the average time of seven months to develop their programs (plus one month for approval), 22 system transformation grants are expected to be approved in fiscal year 2024. This would leave approximately 44[67] system transformation grant applications to be approved by the end of GPE 2025.

The size of the active implementation grant portfolio decreased slightly from $2.8 billion in June 2022 to $2.4 billion in June 2023 (figure 3.1). The decrease is mainly due to the closure of many grants in fiscal year 2023. In fact, 53 implementation grants totaling $636 million were closed in fiscal year 2023, of which 44 (83 percent) totaling $391 million (61 percent) were accelerated grants. Of these 44, 33 were COVID-19 accelerated funding grants and 11 were regular accelerated funding grants. These closures, combined with the limited approval of system transformation grants discussed above, put downward pressure on the size of the portfolio.

Fund utilization has continued a gradual increase over the past four fiscal years, to $521 million in fiscal year 2023, but has not yet reached the expected level. At the end of fiscal year 2023, 44 percent of all implementation grants were on track with fund utilization, 18 percent were slightly behind and 38 percent were off track.[68] These off-track and slightly behind grants (worth $1.4 billion) should have utilized $433 million to be considered on-track, about double the $203 million that they actually utilized in fiscal year 2023.

65 Pre-grant processes mainly consist of enabling factor analysis, Independent Technical Advisory Panel assessment and approval of strategic parameters. The grant application stage mainly consists of program development. Even though the GPE 2025 new pre-grant processes seem to have caused delays in grant approvals, they are expected to help improve the quality of the programs.

66 On average, 81 percent of these countries are on track with pre-grant and grant application processes.

67 This number excludes Syria because it is accessing its system transformation grant in accelerated funding form and is exempted from strategic parameters.

68 These figures differ from the figures presented in the "Overall Progress during Implementation" subsection, because the former figures include all implementation grants (including accelerated funding grants) and the latter figures represent the percentage on track for nonaccelerated implementation grants with at least one progress report.

Girls' Education Accelerator

The Girls' Education Accelerator, a special-purpose fund to address key barriers to girls' education in the partner countries where girls lag farthest behind boys, is one of the new grant mechanisms introduced by the 2025 operating model. As of the end of July 2023, one country (El Salvador) has an active Girls' Education Accelerator grant and seven other countries or subnational entities—the Democratic Republic of Congo, Côte d'Ivoire, Ethiopia, Niger,[69] Somalia (Puntland), Somalia (Somaliland) and Zimbabwe—have secured their Girls' Education Accelerator allocations.[70] The total commitment to these eight countries amounts to $140 million,[71] or 79 percent of the $177 million raised so far for this funding window.

El Salvador has started implementation of its grant with a focus on eliminating harmful gender stereotypes in early learning. The review of reading materials and knowledge assessments for gender stereotypes has been completed, and the redesign of new materials free from stereotypes is under way. Zimbabwe's grant was approved in July 2023. The program—which will be implemented in part by a civil society organization, the Campaign for Female Education (CAMFED), as a grant agent—will focus specifically on addressing school dropout among marginalized girls.

Other countries are in the process of developing a program for approval. For example, in the Democratic Republic of Congo, the program will focus on supporting girls in conflict-affected regions with high numbers of internally displaced children and refugees, where gender norms and violence are significant barriers. Somalia will use its allocation to close enrollment gaps and to change harmful social norms against girls' education. This includes reducing economic barriers to girls' enrollment through capitation grants and scholarships, expanding alternative education options and increasing the availability of female teachers. Ethiopia intends to use the Girls' Education Accelerator to develop child-friendly school environments, including water and sanitation, a school code of conduct with zero tolerance for gender-based violence and upgraded school facilities that are more gender-sensitive and inclusive.

Allocation of Implementation Grants by Priority Area and Education Level

The GPE Secretariat regularly codes grant program documents to understand the extent to which the grants support eight priority areas under GPE 2025 (that is, access; learning; gender equality; inclusion; early learning; teaching and teachers; volume, equity and efficiency of domestic finance; and organizational capacity)—see methodology in appendix D. This section presents the results of the coding of program documents for the 84 implementation grants[72] (worth $2.5 billion) that were active at some point in fiscal year 2023.[73] Because the GPE 2025 operating model is being rolled out, all but four grants included in the analysis in this section were approved before GPE 2025.[74]

In fiscal year 2023, 33.3 percent of the grant funding was allocated to teaching and learning. Active grants allocated 8.9 percent of grant funds to access, 13.7 percent to learning, 7.4 percent to gender equality (see also the discussion on gender mainstreaming later in this subsection),[75] 10 percent to inclusion, 10.7 percent to early learning, 19.6 percent to teachers, 4.9 percent to domestic finance and 17 percent to organizational capacity (figure 3.2).[76] Comparing the thematic allocation in partner countries affected by fragility and conflict (PCFCs) and those not affected, countries not affected by fragility and conflict allocated a larger share of their grant money to early learning; PCFCs allocated a larger share for teaching and learning (in the primary and secondary levels). Box 3.1 describes GPE support for climate change efforts.

69 In Niger, further development is on hold at the time of writing this report because of political circumstances in the country.

70 Girls' Education Accelerator allocation is considered "secured" when the GPE Board approves strategic parameters.

71 This amount includes the Democratic Republic of Congo ($25 million), Côte d'Ivoire ($22.5 million), El Salvador ($5 million), Ethiopia ($25 million), Niger ($25 million), Somalia (Puntland) ($18.8 million), Somalia (Somaliland) ($6.2 million) and Zimbabwe ($12.4 million).

72 Implementation grants refer to education sector program implementation grants, Multipliers and system transformation grants. This analysis does not include accelerated funding grants.

73 This number excludes the Multiplier for Vietnam, which is in the process of cancellation.

74 Those four grants are in El Salvador (Multiplier and Girls' Education Accelerator), Kenya (system transformation grants), Nepal (system transformation grants) and Rwanda (Multiplier).

75 This share does not fully encompass the grant support to gender equality because one activity can benefit multiple priority areas, in which case the cost of the activity is split across those priority areas, following the methodology for these data (see appendix D). See the next section, "Gender Equality in the Implementation Grants" for the full (that is, unsplit) amount mainstreaming gender equality.

76 The remaining 7.9 percent goes to other expenses, such as program management, grant agents' implementation support cost and an unallocated amount.

BOX 3.1. **GPE's grant support for climate change adaptation and mitigation**

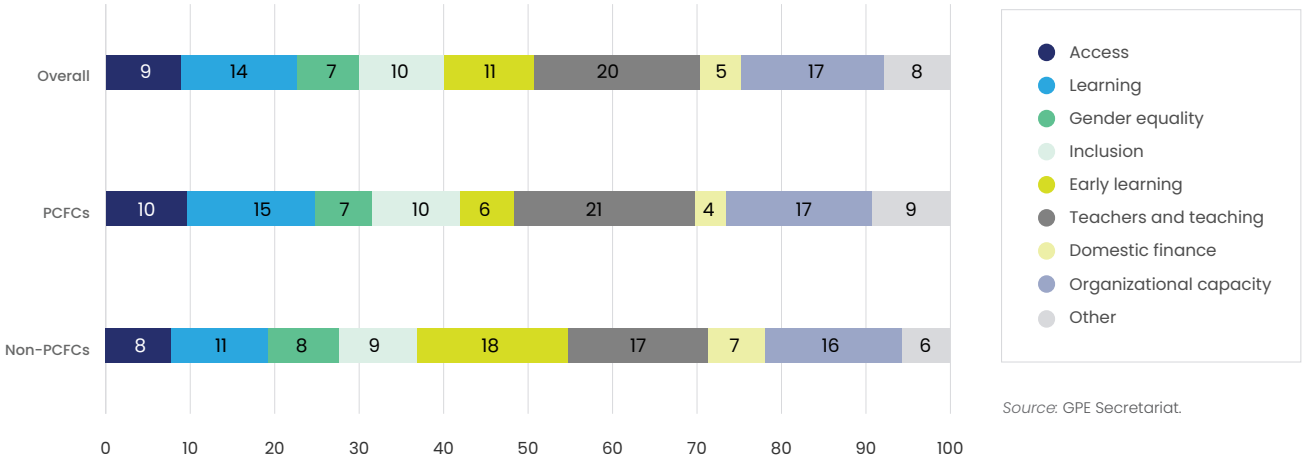
Of 84 implementation grants active at some point in fiscal year 2023, 22 grants support climate change adaptation and mitigation. In addition, six accelerated funding grants support this area. The grant funding allocated to subcomponents supporting activities related to climate change amounts to $224 million. Grant support in this area can be broadly categorized into two areas: (1) incorporating climate change into the curriculum or into teacher training and (2) integrating climate change considerations into the design of school construction. For example, in the Lao People's Democratic Republic, with GPE support, teachers are being trained in emergency response, conservation knowledge and efficiencies of natural resources and the environment. In addition, climate-resilient design measures are incorporated into early learning facilities, such as drainage improvement for flood control, rainwater harvesting and recycling in water-scarce areas and tree planting to protect school areas from erosion and landslides. Similarly, in Somalia, all new construction or rehabilitation of schools under the project will include installation of renewable energy sources (such as solar power) wherever possible. For further details on GPE's work to promote climate-smart education systems, see GPE's factsheet on climate change and education[a] and its 2022 annual report.[b] Chapter 4 of this report also discusses support to this area through strategic capability grants.

a. Global Partnership for Education (GPE), "Confronting Climate Change through Education," (Washington, DC: GPE, April 2023), https://www.globalpartnership.org/content/factsheet-confronting-climate-change-through-education.
b. Global Partnership for Education (GPE), *Annual Report 2022*, (Washington, DC: GPE, 2022), https://www.globalpartnership.org/content/annual-report-2022.

FIGURE 3.2.

The proportion of grant funding allocated to priority areas varied for PCFCs and non-PCFCs.

Proportion allocated to eight priority areas under GPE 2025, overall, PCFCs and non-PCFCs (percent)



Source: GPE Secretariat.

The allocation of funding for each education level has remained relatively consistent compared to previous years. As part of its yearly reporting to the Organisation for Economic Co-operation and Development (OECD), GPE provides the estimated disbursement for different education levels. The data reported for calendar year 2022 show that approximately 48 percent of GPE's implementation grant funding is directed toward primary education. Additionally, 14 percent of the funding is allocated to lower-secondary education, 11 percent to early childhood education and 5 percent to upper-secondary education.[77]

Gender Equality in the Implementation Grants

According to the Secretariat's coding of grant program documents, of the 84 implementation grants that were active at some point in fiscal year 2023, 66 (79 percent) mainstreamed gender equality in one or more activities. In total, $830 million worth of grant activities (or 33 percent of the total grant amount) mainstreamed gender equality.[78] All but four of these grants were approved before GPE 2025, which called for gender hardwiring in all grants.

To provide a more accurate and granular estimate of the extent to which existing grants integrate gender equality into program design, the Secretariat developed a new gender marker system in 2023 (box 3.2). In addition, to ensure gender equality is hardwired in every new grant approved under the GPE 2025 operating model, the Secretariat assesses grant concept notes and tracks the proportion of grants hardwiring gender equality from an early stage of program design (see box 3.3 for details).

BOX 3.2. GPE's gender marker system

To track the extent to which GPE grants contribute to the advancement of gender equality, the GPE Secretariat has recently developed a gender marker system. Building on the OECD Development Assistance Committee Gender Equality Policy Marker,[a] the new system will replace the way GPE currently assesses the extent of gender mainstreaming in GPE grants. It enables more accurate estimation of GPE's grant contribution to gender equality, nuancing different levels of gender focus in the grants.

The GPE gender marker system assigns a score from 0 to 2 to the subcomponents of a program based on the extent to which they target gender equality as a policy objective: 0 = not targeted; 1 = gender equality targeted as a significant objective; and 2 = gender equality targeted as a principal objective. Appendix E provides the definition of each score and examples of activities that qualify for each score. The scoring system is being piloted at the time of writing and the results of the analysis will be presented in future results reports.

a. Organisation for Economic Co-operation and Development (OECD), "Handbook on the OECD-DAC Gender Equality Policy Marker, (Paris: OECD, December 2016), https://www.oecd.org/dac/gender-development/Handbook-OECD-DAC-Gender-Equality-Policy-Marker.pdf.

77 The remaining 22 percent consists of 19 percent for education level unspecified (for example, supporting education policy and administrative management) and 3 percent for other education levels and categories (for example, adult education).

78 The previous section showed the amount allocated to gender equality, which does not fully encompass the grant support to gender equality because one activity can benefit multiple priority areas, in which case the cost of the activity is split across those priority areas. The full (that is, unsplit) amount mainstreaming gender equality is $830 million (or 33 percent of the total grant amount) as shown in this section.

BOX 3.3. Hardwiring gender equality into program design

The GPE Secretariat conducts assessments of program concept notes in the early stage of program development to assess whether the program design sufficiently integrates gender equality and to identify grants that may need additional support.[a] The results of the assessment are aggregated to report on a new indicator (proportion of grants that sufficiently integrate gender equality from an early stage of their program design).[b] Of the first 11 countries assessed as of the end of July 2023, seven were on track at an early stage, and four were considered not on track and in need of additional focus on gender equality and support. For the four countries considered not on track, the grant agent, partners and GPE Secretariat have committed additional support to ensure that all program designs meet the gender equality standards before being submitted for approval. The indicator will continue to be reported in future results reports.

a. This process indicator, based on the first stage of the quality assurance process, does not necessarily reflect the characteristics of the program at a later stage.

b. The indicator is tracked cumulatively (all programs reviewed under GPE 2025) and will be reported on a rolling 12-month basis.

3.2. PERFORMANCE OF GPE GRANTS

(Indicators 14ia and 14ib)

Overall Progress during Implementation

GPE results framework Indicator 14ia tracks the proportion of GPE implementation grants meeting objectives during implementation. Grants are considered on track to achieve their objectives if the overall implementation status and the fund utilization status are both on track, using GPE's grant monitoring standards.[79] This indicator covers education sector program implementation grants, Multiplier grants and system transformation grants.

Of the 67 grants with an implementation rating available in fiscal year 2023, 38 (or 57 percent) are on track to meet their overall objectives. The proportion of on-track grants decreased slightly from 64 percent in fiscal year 2022, reversing the improvement in that year and returning to the levels of fiscal years 2020 and 2021, which reflected the impact of the COVID-19 pandemic (figure 3.3).

Although the proportion of on-track grants is the lowest since the start of GPE 2020, there are promising signs in the progress of grants. Of the 29 grants rated off track in fiscal year 2023, more than half (16, or 55 percent of all off-track grants) received that rating because of off-track fund utilization even though implementation is on track.[80] These grants had issues that delayed implementation earlier in the program (for example, school closure due to COVID-19, delay in setting up project management unit). During this fiscal year, however, implementation has picked up the pace whereas fund utilization, which was backloaded because of initial implementation delay, is still catching up—resulting in an off-track utilization status. In four other grants, only implementation is off track, but utilization is not,[81] and

79 Global Partnership for Education (GPE), "Education Sector Program Implementation Grants' Annual Progress Report Template" (Washington, DC: GPE, May 2022), https://www.globalpartnership.org/content/education-sector-program-implementation-grants-annual-progress-report-template-draft. The process to reach an overall progress rating for each grant consists of four steps. First, the grant agent provides an overall implementation rating in the grant progress report. Ratings use a six-point scale from highly satisfactory to highly unsatisfactory, as defined in the progress report template. Second, the Secretariat triangulates that rating with other evidence available (for example, mission report, aide memoire) and converts the rating to on-track/off-track categorization (ratings of "moderately satisfactory" or better are considered on track). Third, the Secretariat determines the use rating for the grant, based on the fund utilization report received from the grant agent. A grant receives an on-track rating for the fund utilization if, at the end of the fiscal year, the proportion of grant time elapsed in a grant period does not exceed by more than 25 percentage points the proportion of funds used. Last, the Secretariat determines the overall progress rating by combining implementation and fund utilization ratings, rating a grant on track if both implementation and fund utilization are on track.

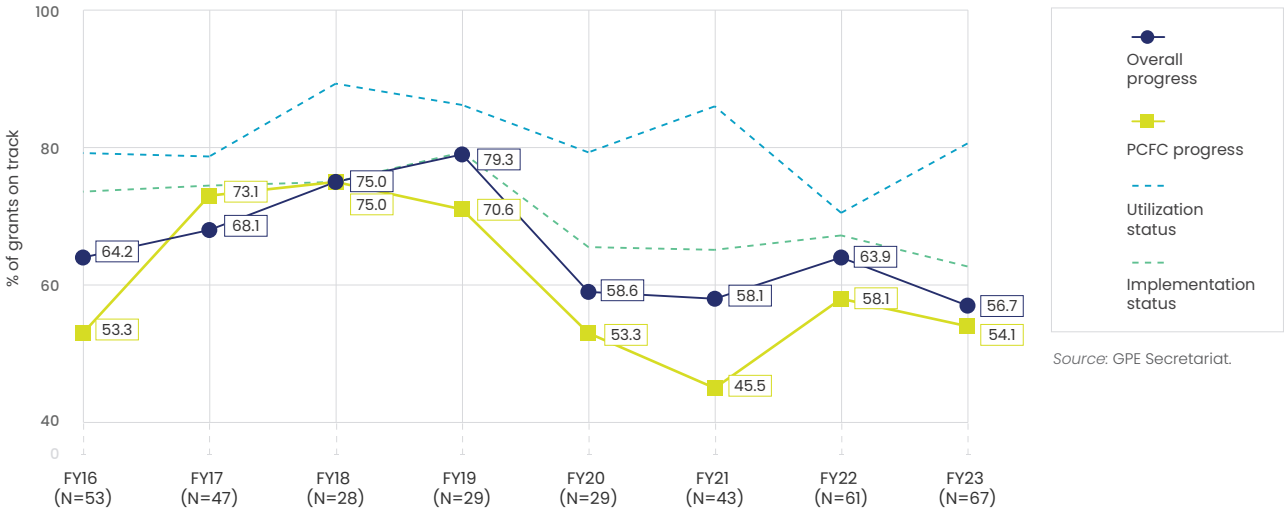
80 The 16 grants are Bangladesh, Caribbean, the Central African Republic, Ethiopia (education sector program implementation grant), Ethiopia (Multiplier), Ghana, Guinea-Bissau (approved in 2018), Kyrgyz Republic, Rwanda, São Tomé and Príncipe, South Sudan, Syria, Tanzania (Zanzibar), Uzbekistan, Vanuatu and the Republic of Yemen.

81 The four are Lao PDR, Mali, Pakistan (Balochistan) and Pakistan (Punjab). Mali's implementation rating was downgraded by the Secretariat.

FIGURE 3.3.

The share of on-track grants fell after rebounding slightly from COVID-19 levels.

Proportion of grants with on-track overall progress rating, overall and PCFCs, FY2016 to FY2023 (percent)



Source: GPE Secretariat.

Note: The methodology for this indicator changed slightly in FY2022 to ensure coherence in implementation ratings across the portfolio. The proportion of grants on track with implementation and the number of grants included in the analysis differ from those shown in past results reports and other reports for some years because the new analysis removed a few accelerated funding grants for consistency with the methodology of results framework Indicator 14ia under GPE 2025.

most of these grants have started to pick up the pace of implementation. The remaining nine were off track in both utilization and implementation.[82] Governments and grant agents are working to resolve the implementation stall.[83]

Grant implementation and fund utilization experience delays for various reasons. The Secretariat's analysis of delays in off-track grants from fiscal years 2014 to 2023 finds that procurement is the top reason for implementation delays, followed by the pandemic, challenges in the pre-implementation phase, issues related to program management, coordination challenges and program design issues. In recent years, more grants have also been affected by political instability in partner countries (for example, in the Central African Republic, Guinea-Bissau, Mali, Myanmar and Sudan). In addition, various analyses conducted by the Secretariat show a pattern of protracted delays when grants faced delays in the early years of the program.[84] This pattern explains the continued high proportion of off-track grants in recent years: the surge in approvals in the last years of GPE 2020 coincided with the spread of the COVID-19 pandemic, which caused delays in the early stage of implementation of these grants.

The Secretariat has implemented several measures in recent years to further strengthen grant monitoring. The measures include (1) creation of the Grant Operations team, a stand-alone team dedicated to the administrative aspects of grants including consistency of reporting and monitoring on program implementation; (2) introduction of standardized reporting templates to strengthen reporting practices, notably on issues in implementation; (3) launch of several information technology tools for grant reporting and monitoring to facilitate the management of knowledge on grant performance; and (4) semiannual portfolio-level meetings with each grant agent. Together, these measures have further strengthened mutual accountability in grant implementation and better equipped the Secretariat to support governments and grant agents in smoother grant implementation.

82 The nine off-track grants are in Eritrea, Guinea-Bissau, Honduras, Madagascar, Micronesia, Myanmar, Pacific Islands, Sudan and Timor-Leste. The GPE Secretariat downgraded the implementation ratings of four of these grants (Honduras, Micronesia, Pacific Islands and Sudan), and two (Myanmar and Guinea-Bissau) did not have progress reports available.

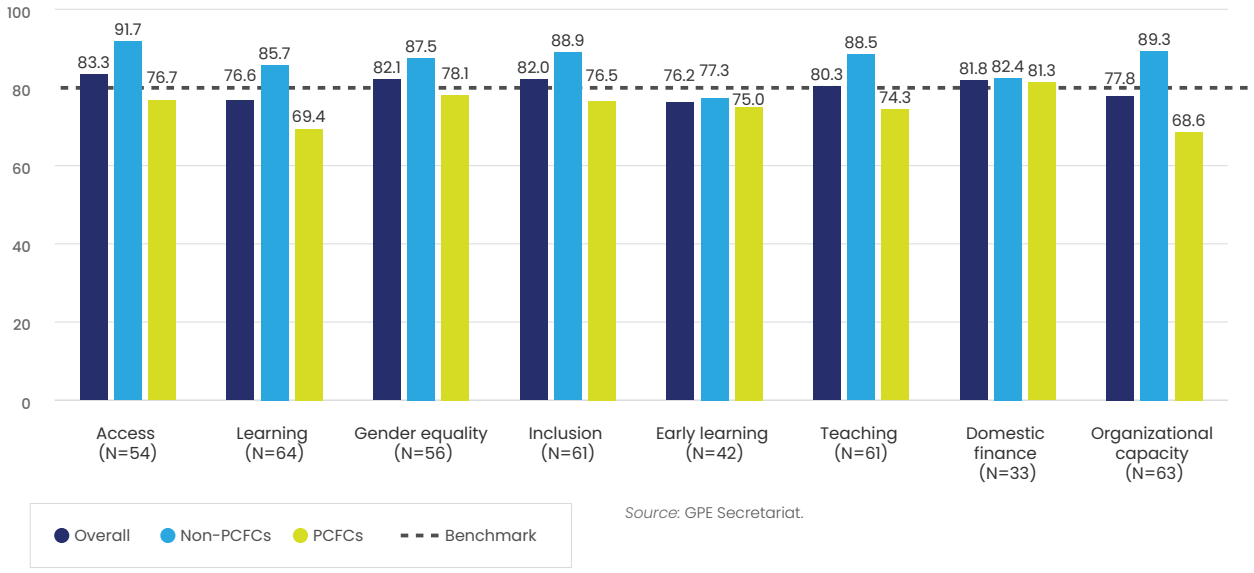
83 In Myanmar, however, a solution is highly unlikely because of the continued pause of disbursement by the grant agent. The program is expected to be closed and the remaining allocation canceled.

84 For example, the Secretariat's analysis of 61 closed grants that were approved after December 2011 shows that, if a grant took 4.5 months or longer from approval to effectiveness, it is more likely that the grant will take 4.5 years or longer to complete. GPE's grant policy then stipulated that grant duration should be three to four years. A recently conducted review of the completion reports (see box 3.5 for details) confirmed this trend by analyzing the narrative included in the completion reports for grants that experienced significant delays in implementation.

FIGURE 3.4.

The proportion of on-track grants was around the 80 percent benchmark for all priority areas.

Proportion of on-track grants by GPE 2025 priority area, FY2023 (percent)



Source: GPE Secretariat.

Progress by Priority Area

GPE results framework Indicator 14ia also tracks the proportion of implementation grants on track to meet the objectives for each of the eight priority areas under GPE 2025.[85] In fiscal year 2023, the proportion of on-track grants was around the 80 percent benchmark for all priority areas,[86] with little variation across priority areas (figure 3.4). For all priority areas, PCFCs had a lower proportion of grants on track to meet the objectives.

When looking at the share of component cost rated on track or off track, teaching and learning and organizational capacity had a higher share of the grant amount rated off track than other priority areas.[87] Notably, in the learning priority area, a high proportion of grants that were rated off track invested in curriculum development or textbook distribution. Grant agents' progress reports tend to note delays in the curriculum development or approval process. For some grants, these delays affect the subsequent process of procuring textbooks or training teachers on the new curriculum. Grant agents' progress reports also note some delays in activities related to education management and information systems, decentralization and capacity development of school leaders, all of which are considered part of the development of organizational capacity in the GPE 2025 coding framework.

Grant Completion Status

Results framework Indicator 14ib monitors the proportion of implementation grants that met their objectives at completion. A grant is considered to have met its overall objectives if the grant's efficacy is rated "substantial" or "high" according to GPE's grant completion reporting standards.[88] The indicator value

85 The assessment of progress by priority area involves several steps. First, as part of their annual grant reporting, grant agents provide a rating on a six-point scale (from "highly satisfactory" to "highly unsatisfactory") assessing the level of progress for each grant component. Second, the Secretariat triangulates the grant agent's component ratings and provides its own ratings. Third, the Secretariat maps the implementation rating for each grant component to its respective priority area(s). Finally, a grant is considered on track to meet objectives in a priority area if more than 50 percent of the total cost for the grant components allocated to the priority area is rated "moderately satisfactory" or better.

86 This proportion is higher than that of grants on track to meet the objectives discussed in the previous section, because overall grant progress takes implementation status and fund utilization status into account. This indicator considers only implementation status.

87 The proportion of component costs that are rated on track is 88 percent for access, 79 percent for learning, 87 percent for gender equality, 86 percent for inclusion, 83 percent for early learning, 79 percent for teaching, 84 percent for domestic finance and 77 percent for organizational capacity.

88 Global Partnership for Education (GPE), "Education Sector Plan Implementation Grant Completion Report Template for Projects," (Washington, DC: GPE, January 2022), https://www.globalpartnership.org/content/education-sector-program-implementation-grants-completion-report-template. Efficacy is defined as the extent to which the project achieved (or is expected to achieve) its objectives at the time of grant closing and to which results can be plausibly attributed to the project's activities. Efficacy ratings follow a four-point scale: high, substantial, modest and negligible. A project receives a "substantial" rating if it almost fully achieved its objectives or is likely to do so.

is calculated cumulatively for all grants that have submitted completion reports since fiscal year 2022, the first year of reporting on this indicator. Like the grant implementation status discussed in the previous section, this indicator tracks the proportion of grants that met the overall objective at completion and met the objectives for each of the eight priority areas under GPE 2025. Grants that are counted toward the indicator value for this year are education sector program implementation grants and Multipliers. See box 3.4 for the achievement of COVID-19 accelerated funding grants.

Since the start of fiscal year 2022, 10 grants[89] have submitted completion reports. Performance of these grants was rated "substantial" or "high" for all grants except Afghanistan. The Afghanistan grant was on track to meet its objectives, but was canceled following the Taliban takeover in August 2021 before it met its objectives by the scheduled completion in 2024. Overall efficacy for all other grants was rated "high" for three grants and "substantial" for six grants. As of fiscal year 2023, the proportion of grants with available completion reports that have achieved their objectives is 90 percent.

Achievement status by the eight priority areas is assessed by mapping a component's efficacy rating to the priority areas to which the component contributes. In a priority area, an implementation grant is considered to have achieved its objectives if more than 50 percent of the total grant amount across the relevant components is rated "substantial" or "high."

For the 10 grants that have submitted completion reports, most grants met their objectives in all priority areas. For all priority areas, only one grant (Afghanistan) did not meet the objective (table 3.2), with the exception of the learning priority area, in which the Kenya grant also missed its targets for improving early grade mathematics competencies.

The grant completion status for the 10 closed grants that have submitted completion reports so far during GPE 2025 is broadly consistent with the performance of the larger pool of closed grants included in the Secretariat's recent review of completion reports (box 3.5).[90] Overall efficacy was in the satisfactory range for most grants, but a closer look at grant performance in different areas reveals the challenges grants face. For example, these 10 grants were extended for 22 months on average, indicating challenges in implementation efficiency. Completion reports also noted challenges in showing measurable improvements in learning outcome, issues with collecting the project's monitoring and evaluation data in a timely manner and the need for additional flexibility to adapt project design in PCFCs.

TABLE 3.2.

Most grants met their objectives in all priority areas.

Proportion of grants that met objectives, by eight priority areas under GPE 2025, FY2023 (N=10)

	Access	Learning	Gender equality	Inclusion	Early learning	Teaching	Domestic finance	Organizational capacity
Number of grants supporting priority area	9	10	7	9	6	10	9	10
Number of grants that met objective	8	8	6	8	5	9	8	9
Proportion of grants that met objective (%)	89	80	86	89	83	90	89	90

Source: GPE Secretariat.

89 The 10 grants are in Afghanistan, Cambodia, the Democratic Republic of Congo, Kenya, Lao PDR, Malawi, Lesotho, Nepal, the Republic of Yemen and Zimbabwe.

90 Partly because four grants included in the review are also counted toward Indicator 14ib.

BOX 3.4. Achievement of COVID-19 accelerated funding grants

As of the end of December 2022, all 67 COVID-19 accelerated funding grants had closed. These grants supported 66 partner countries in mitigating the impact of school closures and building resilience in education systems. Total funding for these 67 grants was $474 million, with individual country allocations ranging from $750,000 to $20 million, depending on the size of the school-age population in each country. The average grant period was 22.1 months.

As of July 2023, the data cutoff for this report, 60 grants had submitted completion reports. Here are some highlights of the results reported.

- **Distance and home learning programs** reached 100 million children through 53 grants, representing 20 percent of the total school-age population in the countries that reported this figure.[a] Of these 53 grants, 43 reported the number of girls reached, totaling 30 million, representing 48 percent of all children reached through these 43 grants.
- **School meals and/or hygiene and sanitation kits** were provided for 21 million children through 19 grants.
- **Awareness-raising campaigns** reached 59 million children through 31 grants. These campaigns aimed to minimize the negative effects of school closures, such as psychological effects, gender-based violence and issues related to unequal social norms.
- **Teacher training on distance learning methods** reached more than 722,000 teachers through 38 grants.
- **Teacher training on accelerated programs** benefited 397,000 teachers through 18 grants.
- More than 176,000 schools were equipped with **minimum hygiene standards** for prevention of COVID-19 spread by 45 grants.
- **Learning assessments** were conducted for 21 million children through 19 grants to assess the learning loss during school closures.

GPE's "Stories of Resilience during the COVID-19 Pandemic" showcases how eight partner countries, with funding from GPE, coped with the pandemic's impact on their education systems.[b] A summative evaluation is under way and the results will be available in December 2023.

Note: The numbers reported in this box do not correspond to the numbers of teachers trained and children benefited reported in another section of this chapter because (1) the number of teachers trained reported in the other section refers to the number of teachers trained in one year in fiscal year 2023, (2) the numbers of teachers and of children benefiting reported in the other section use the highest number reported among the indicators to avoid double counting and (3) for the seven grants that are missing a completion report, the number of teachers and beneficiary children reported in the other section are from the last progress report. See appendix I for details on the methodology used to determine the number of children benefiting from GPE grant funding.

a. For pre-primary to upper secondary.

b. Global Partnership for Education (GPE), "Stories of Resilience during the COVID-19 Pandemic: How Children Continued Learning with GPE Support," (Washington, DC: GPE, June 2022), https://www.globalpartnership.org/content/stories-resilience-during-covid-19-pandemic.

BOX 3.5. Key findings from the review of completion reports for GPE's education sector program implementation grants

The Secretariat recently conducted a review of 26 completion reports submitted between 2019 and 2022.[a] The review aimed to assess the performance of closed programs, primarily along three dimensions: relevance, efficacy and efficiency. The review adapted the methodologies used for similar reviews commissioned by the Secretariat in 2019.[b] This internal, desk-based review did not involve interviews or surveys of country partners. Because of the sources of information examined, the review focused primarily on what the grants achieved and not necessarily on how they interacted with the broader education system.

In terms of relevance, completion reports show that all the programs aligned with their country's education sector plans as well as with GPE's continued goals of improving learning outcomes and promoting equity and inclusion. The largest number of programs addressed learning, followed by access and organizational capacity. In the area of learning, all but one of the objectives aimed to improve learning outcomes; however, less than half of these objectives had an indicator to measure progress in learning outcomes through learning assessments. Other program objectives used a proxy (for example, primary completion rates) or measured output-level results (for example, number of teachers trained) or intermediate outcome-level results (for example, increased competency of trained teachers), but did not measure improved learning outcomes in their results frameworks.

As for efficacy, all programs achieved most of their objectives. However, looking at the achievement level of individual program objectives, of the 46 objectives with independently validated efficacy ratings available, performance was modest for eight objectives. Seven of those eight objectives were to improve learning outcomes, and one was to improve equity in access. Program objectives were rated "modest" not only because of their low achievement status, but also because of issues related to data and measurement. Analysis of the achievement of program objective indicators also revealed that learning had the lowest share of indicators meeting targets.

Of the 18 programs with independently validated efficiency ratings available, more than half (10 out of 18) had low overall efficiency ratings. Almost all programs extended their completion dates, with an average extension of 18 months. The main factors for implementation delays related to procurement, such as lack of procurement staff with good technical and administrative knowledge and bandwidth.

The Secretariat has been working to consider the way forward based on the findings of this review. Potential areas for action include further research on success factors for interventions aimed at improving learning outcomes; ways to identify appropriate measurement, indicators and targets, particularly for learning outcomes; better use of lessons learned from a closed grant to a new grant in the same country; and better ways to support procurement in grants.

a. Global Partnership for Education (GPE), *Review of Completion Reports for GPE's Education Sector Program Implementation Grants* (2019–22), (Washington, DC: GPE), https://www.globalpartnership.org/content/review-completion-reports-gpe-implementation-grants.

b. J. H. Gaubatz, "Review of Completion Reports for the Global Partnership for Education's Education Sector Program Implementation Grants 2016–2018," (Washington, DC: GPE, December 2019), https://www.globalpartnership.org/node/document/download?file=document/file/2020-01-15-GPE-Review-of-Completion-Report-for-GPE-programs_0.pdf; Global Partnership for Education (GPE), "Review of Value for Money Analyses in Closed GPE Education Sector Program Implementation Grants," (Washington DC: GPE, August 2019), https://www.globalpartnership.org/sites/default/files/2019-10-07-gpe-review-of-value-for-money-analyses.pdf.

Textbook Distribution, Teacher Training and Classroom Construction and Rehabilitation

It has long been recognized that textbooks, professionally trained teachers and good physical learning environments are essential for a quality education. GPE's implementation grants have continuously supported the distribution of textbooks, teacher training and classroom construction. According to reports from grant agents, in fiscal year 2023,[91] 48 million textbooks were distributed, 481,000 teachers were trained and 6,664 classrooms were constructed or rehabilitated by implementation grants (see appendix F for unrounded numbers). Fifty-nine percent (or 28 million) of all textbooks distributed, 71 percent (or 342 thousand) of all teachers trained and 86 percent (or 5,723) of all classrooms constructed or rehabilitated were in PCFCs.

Although all three numbers decreased in fiscal year 2023 compared to fiscal year 2022 (see appendix G), the numbers achieved in the three years under GPE 2025 have already exceeded or are approaching the numbers achieved in the five years under GPE 2020 (see table 3.3). These numbers fluctuate from year to year, reflecting the number of grants supporting each area, the number of grants reporting actual numbers achieved and the scale of activities completed in each grant. In fiscal year 2023, the number of teachers trained was particularly affected by the closing of all COVID-19 accelerated funding grants (see "Portfolio of Implementation Grants" section).[92] Nevertheless, grants are achieving these numbers at a faster pace in GPE 2025 than in GPE 2020. Since the start of GPE 2025, 21,034 classrooms have been built or rehabilitated (exceeding, by 25 percent, the 16,837 classrooms built during GPE 2020), 1.4 million teachers have been trained (representing 92 percent of the 1.6 million teachers trained during GPE 2020) and 123 million textbooks have been distributed (representing 79 percent of the 156 million textbooks distributed during GPE 2020). COVID-19 accelerated funding grants accounted for 46 percent of all textbooks distributed and 62 percent of all teachers trained during the GPE 2025 period.

Number of Students Benefiting from GPE Grant Financing

Since the start of GPE 2025, GPE has been monitoring the number of students benefiting from its implementation grants. This number is based on grant agents' reports on the number of students who directly participated in project activities, received project-supported incentives or services or otherwise benefited from project interventions through GPE implementation grants (see appendix H for the methodology). The implementation grants reporting this figure include regular implementation grants[93] and accelerated funding grants (including COVID-19 accelerated funding grants). The cumulative number of children benefiting increased from 107 million

TABLE 3.3.

Number of textbooks distributed, teachers trained and classrooms constructed or rehabilitated, GPE 2020 and GPE 2025

	Numbers achieved in five years of GPE 2020 (2016–20)	Numbers achieved in three years in GPE 2025 (2021–23)
Number of textbooks distributed	155,715,890	123,052,602
Number of teachers trained	1,570,909	1,448,472
Number of classrooms constructed/ rehabilitated	16,837	21,034

Source: GPE Secretariat.

91 This section shows the numbers of textbooks distributed, teachers trained and classrooms constructed or rehabilitated during the one-year period covered in the grants' progress or completion reports submitted in fiscal year 2023. Because grant agents submit these reports at different times in a year, the results included in these reports may predate the GPE Secretariat's fiscal year 2023.

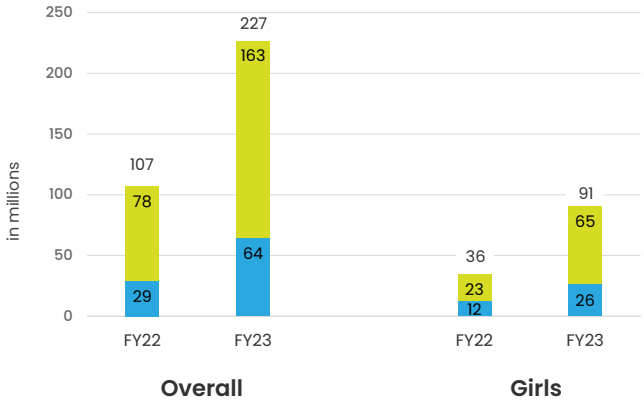
92 As indicated in table F.2 in appendix F, in fiscal year 2023, 40 COVID-19 accelerated funding grants reported the number of teachers trained. Of these 40, 27 reported additional teachers trained, and 13 did not train any additional teachers who were not counted toward the fiscal year 2022 number.

93 Education sector program implementation grants and multipliers.

FIGURE 3.5.

GPE's implementation grants have reached 227 million children since the beginning of GPE 2025.

Cumulative number of children benefiting from GPE financing since the beginning of GPE 2025, overall, PCFCs and non-PCFCs, FY2022 and FY2023 (in millions)



Source: GPE Secretariat.

Note: Because of rounding, the total number of girls benefiting in fiscal year 2022 does not match the sum of girls benefiting in PCFCs and non-PCFCs. For partner countries with more than one type of implementation grant during fiscal year 2023 (for example, 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.

in fiscal year 2022 to 227 million in fiscal year 2023 (figure 3.5; see appendix I for unrounded figures). This number represents 35 percent of all school-age children in the 68 countries with grants that reported this number.[94] Of the 227 million children reached, 72 percent, or 163 million children, are in PCFCs.

Of the 143 grants that reported the number of children reached, 130 (or 90 percent) also reported the number of girls reached. These grants reached 91 million girls, up from 36 million in fiscal year 2022. The number of girls benefited is 40 percent of the total number of children benefiting[95] —less than half of the total number of children benefiting—not only because 14 grants did not report the number of girls benefiting, but also because some grants reported only the number of girls benefiting from a specific activity in the grant rather than a disaggregation of girls for the total number of children benefiting from the entire project. Of the 91 million girls benefiting, 65 million (or 72 percent) are in PCFCs.

Grant agents also reported the cumulative numbers of children with disabilities, of refugee children and of internally displaced children supported by GPE grants since the start of GPE 2025. By the end of fiscal year 2023, GPE had cumulatively supported 242,188 children with disabilities, 48,276 refugee children and 211,110 internally displaced children (table 3.4). The increase in the number of beneficiaries with disabilities can largely be explained by the COVID-19 accelerated funding grants and regular accelerated funding grants, for which many of the completion reports included the number of children with disabilities supported for the first time. The increase in the number of internally displaced children supported is largely due to an accelerated funding grant in Nigeria supporting conflict-affected children in the northeastern states.

Grant Portfolio Performance: Overcoming Challenges and Delivering on Commitment

This chapter provides an update on the rollout of the new grant mechanism introduced by the GPE 2025 operating model and discusses the performance of active implementation grants. It shows that the rollout of the system transformation grants has been slower than expected because the pre-grant processes took longer than anticipated. As for the active implementation grants, their implementation and fund utilization continue to be affected by protracted delays due to the pandemic and other exogenous and endogenous factors. Although they have already reached 227 million children since the beginning of GPE 2025, this number is likely to decline in the coming years with the closure of all COVID-19 accelerated funding grants in December 2022.

94 The percentage of children benefiting from GPE grants in the total school-age population may be overestimated because there may be inevitable double-counting of the same children benefiting from multiple GPE grants (for example, education sector program implementation grants and COVID-19 accelerated funding grants) in the same country.

95 The 91 million account for 46 percent of all children benefiting from these 130 grants that reported number of girls benefiting.

TABLE 3.4.

Grant agents reported over 210,000 children with disabilities and internally displaced children supported since the start of GPE 2025.

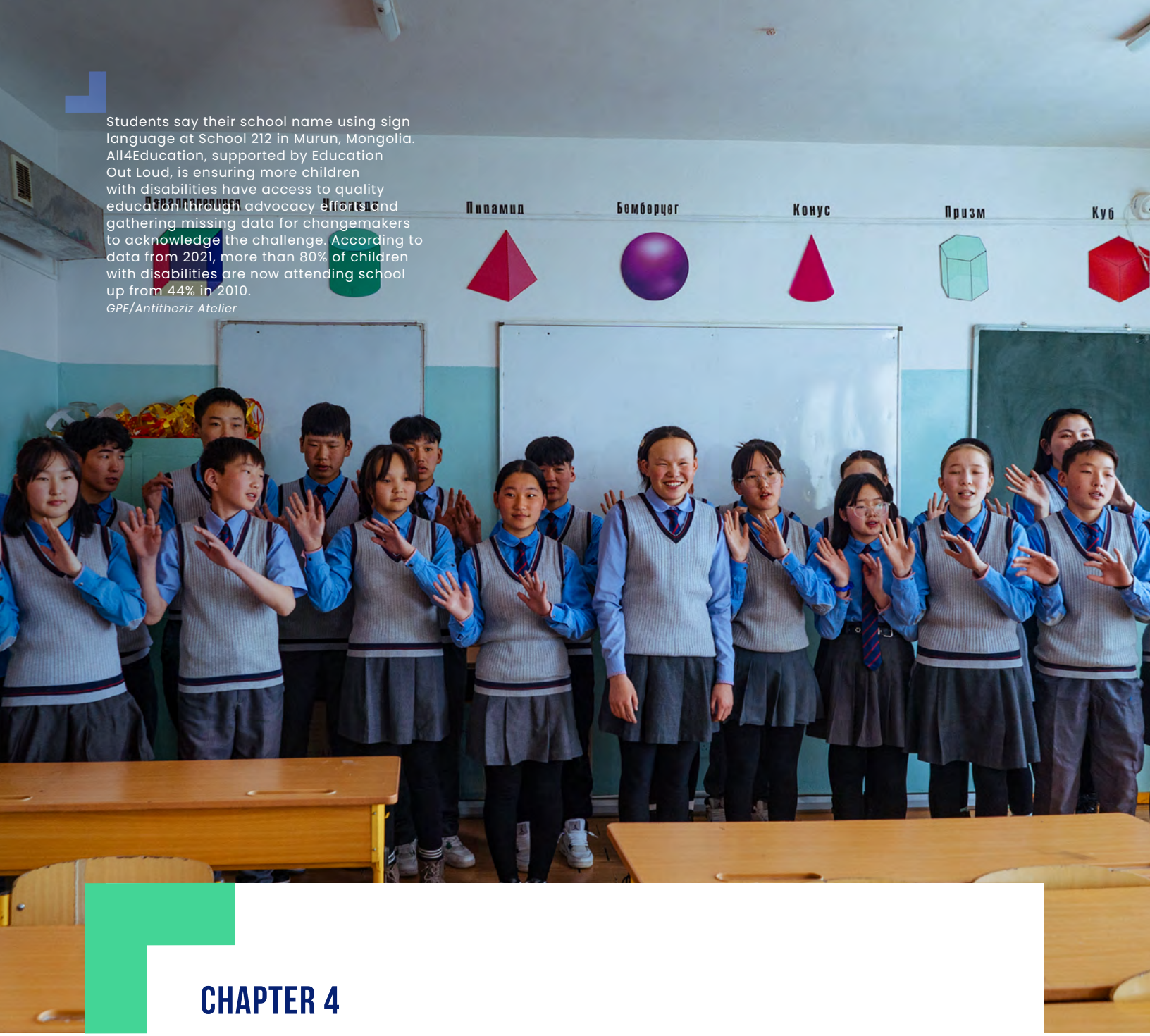
Cumulative number of children with disabilities, refugee children and internally displaced children benefiting from grant interventions, as of the end of FY2022 and FY2023

	As of the end of FY2022		As of the end of FY2023	
	Cumulative number of grants reported	Cumulative number of beneficiaries	Cumulative number of grants reported	Cumulative number of beneficiaries
Children with disabilities	17	62,163	40	242,188
Refugee children	5	45,542	11	48,276
Internally displaced children	6	45,835	10	211,110

Source: GPE Secretariat.

However, there are promising signs that the tide will turn in the coming years. As of June 2023, apart from three countries or subnational entities with a system transformation grant already approved, 27 have already completed pre-grant processes as of November 2023 and are in the grant application stage, which takes less time than pre-grant processes. This progress, along with the operating model adaptations approved by the Board in July 2023 and other actions already taken by the Secretariat, is expected to accelerate the rollout. Of ongoing implementation grants, most of the grants that were off-track in fiscal year 2023 are expected to be back on track in the coming years.

As revealed in chapter 1, only one in five children in our partner countries attains minimum proficiency by the end of primary education. Given this situation, it is evident that the demand for GPE funding remains significant and urgent. While recognizing the promising signs observed in new and ongoing grants, greater concerted efforts are needed from all partners to deliver on our commitment to transform education systems and to provide quality education for every child.



Students say their school name using sign language at School 212 in Murun, Mongolia. All4Education, supported by Education Out Loud, is ensuring more children with disabilities have access to quality education through advocacy efforts and gathering missing data for changemakers to acknowledge the challenge. According to data from 2021, more than 80% of children with disabilities are now attending school up from 44% in 2010.
GPE/Antitheziz Atelier

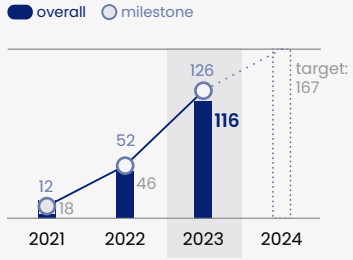
CHAPTER 4

GPE MOBILIZES GLOBAL AND NATIONAL PARTNERS AND RESOURCES FOR SUSTAINABLE RESULTS

RESULTS AT A GLANCE

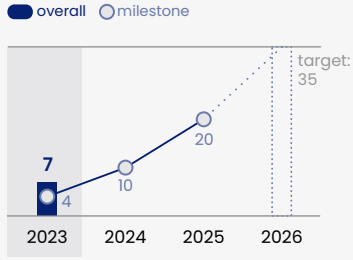
15.

116 cases of research supported by the GPE Knowledge and Innovation Exchange (KIX) contributed to policy development or delivery in partner countries.



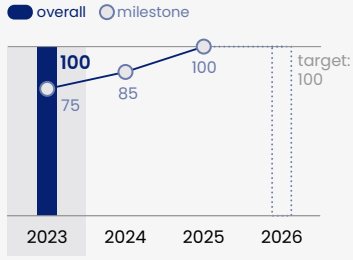
16.i.

7 partner countries benefited from newly mobilized strategic partnerships.



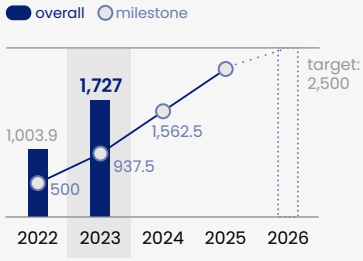
16.ii.

100% of GPE-mobilized strategic capabilities were on track to meet their objectives.



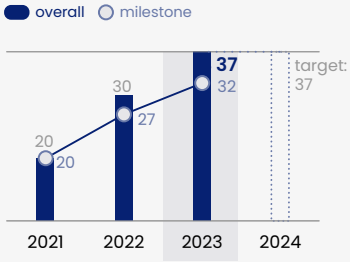
16.iii.

An additional US$1,727 billion in co-financing was leveraged through GPE innovative financing mechanisms.



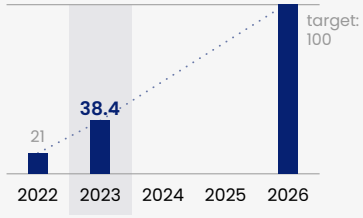
17.

37 partner countries had civil society organizations that contributed to education planning, policy dialogue and monitoring through GPE Education Out Loud-funded projects.



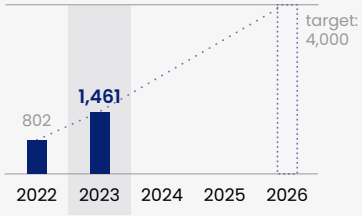
18.i.

38.4% of donor commitments were fulfilled.



18.ii.

A total of US$1,461 billion in donor commitments were fulfilled.



KEY TAKEAWAYS

- Research, knowledge and innovation programs financed by the GPE Knowledge and Innovation Exchange (KIX) have contributed to 116 cases of uptake in country-level education policy development and delivery across 70 countries. Seventy-two of these cases related to gender, equity and social inclusion. KIX received an extension to 2027, with $88 million in additional funding.
- Education Out Loud financed civil society organization projects that successfully influenced education planning, policy dialogue and monitoring in 37 countries from 2021 to 2023. Education Out Loud received an extension to 2027, with $60 million in additional funding.
- Three strategic capabilities initiatives were piloted over the past year in seven countries in the areas of (1) Monitoring, Evaluation and Learning; (2) Climate-Smart Education Systems; and (3) Education Data Leadership. In the first year of implementation, all projects are on track to reach their objectives. GPE has allocated a further $4 million for strategic capabilities in the areas of gender equality, safe learning, school nutrition and technology for education; and support for climate will be scaled to an additional 20 countries with $15 million over the coming year.
- GPE innovative financing mechanisms are leveraging $1.7 billion in cofinancing toward the $2.5 billion target for 2025.
- GPE donors contributed $1.46 billion toward their pledges of $4 billion to fund GPE 2025. As of June 2023, 38.4 percent of the financial pledges were fulfilled.

INTRODUCTION

To support system transformation in partner countries, GPE mobilizes global and national partners and resources (GPE 2025 enabling objective) through several initiatives. This chapter discusses the GPE Knowledge and Innovation Exchange (KIX) and Education Out Loud programs, both designed to leverage global, regional, and local knowledge to support partner countries' education goals. In addition, it highlights the GPE 2025 strategic capabilities initiative, which connects governments with global and regional expertise to address complex or cross-sectoral capacity challenges. This chapter also provides an overview of direct donor contributions to the GPE Fund and the additional financing raised through GPE's innovative financing mechanisms (GPE Multiplier, GPE Match, Debt2Ed, SmartEd and Enhanced Convening).

4.1. LEARNING PARTNERSHIP THROUGH KIX
(Indicator 15)

KIX is the largest education fund dedicated to scaling, generating and facilitating the use of evidence in education. It is designed to generate demand-driven knowledge, develop insights and evidence from applied research and learning exchanges and to strengthen the capacity of knowledge producers and users in low- and middle-income countries to scale innovations and improve the use of evidence in education planning, policy and practice.[96] KIX is being implemented by the International Development Research Centre (IDRC) and financed by GPE and IDRC. It has been extended through 2027 with an additional $88 million in funding, bringing its budget to over $165 million.[97]

Indicator 15 measures KIX's contribution to strengthening the knowledge and skills—including those related to gender, equity and social inclusion—of educational stakeholders in GPE partner countries.[98] It captures the number of specific cases of KIX-supported research, knowledge and innovation that contributed to shaping education policies in partner countries.[99] Over the period 2021–23, KIX-supported knowledge and research have been used in 116 cases of education policy development or delivery across 70 countries, with 72 of those cases related to gender, equity and social inclusion (figure 4.1; see also box 4.1). Because of partial data collection in 2023—several grantees did not report data within data collection deadlines and some reported outcomes are still maturing—the annual milestone was not fully met.

FIGURE 4.1.

KIX continues to contribute to strengthening knowledge and skills in partner countries.

Cumulative number of cases of uptake of KIX-supported research, knowledge and innovation in country-level policy development or delivery



Source: GPE Secretariat.

96 International Development Research Centre (IDRC), *KIX Annual Report 2022–2023: Scaling Educational Options for Out-of-School Children*, (Ottawa, Canada: IDRC, 2023), https://www.globalpartnership.org/content/gpe-knowledge-and-innovation-exchange-annual-report-2022-2023.

97 GPE approved an $80 million extension. IDRC is contributing a further $8 million in funding and will continue its role as implementing partner.

98 For full details on Indicator 15, see Global Partnership for Education (GPE), *GPE Results Framework 2025: Methodological Technical Guidelines*, (Washington, DC: GPE, 2022), https://www.globalpartnership.org/content/gpe-results-framework-2025-methodological-technical-guidelines.

99 With the costed extension, IDRC is developing a new results framework for KIX that will be considered for the GPE 2025 results framework in future reporting years. Additional details will be provided in the 2024 results report.

BOX 4.1. KIX results in Cambodia, the Republic of Yemen and Latin America and the Caribbean

In 2023, KIX grantees produced 111 primary research outputs on six priority thematic areas through 41 applied research projects. In Cambodia, the project "Adapting, Testing and Scaling a Proven Summer Pre-primary Education Model in Cambodia, Lao PDR and Tanzania"[a] conducts capacity-strengthening workshops. The KIX research team observed a noticeable increase in teachers' ability to use gender-responsive techniques in classrooms. In the Republic of Yemen, participants in the KIX Eastern Europe, Middle East and North Africa, Asia and Pacific Learning Cycle on diagnostic tools for improving education policy planning used these tools to identify policy options—such as providing incentives to families and offering flexible alternative learning programs—to keep girls in school.

The KIX Latin America and the Caribbean Community of Practice on Gender Equality,[b] launched in October 2022, provides a forum for country representatives from El Salvador, Grenada, Guatemala, and Honduras to learn from each other's experience while reflecting on their own unique gender equality issues, such as the persistence of patriarchal gender norms within some school systems. Participants recognized the need to integrate gender perspectives into teacher training to ensure that education does not perpetuate sexism and inequalities. They report gaining new insights on the role of teachers as agents of change and on approaches to implementing educational initiatives with a gender perspective.

a. For more information, see the project's web page, https://www.gpekix.org/project/adapting-testing-and-scaling-proven-summer-pre-primary-education-model-cambodia-lao-pdr-and.
b. For more information on the KIX LAC Community of Practice, see https://www.gpekix.org/news/launching-first-community-practice-gender-and-education.

In response to the recommendations from the 2022 midterm review[100] and program learning by IDRC and GPE, KIX's new phase of implementation will include the following adaptations:

- A new country support mechanism, provided through the hubs, that targets policy priorities and opportunities in individual countries and supports national partnership compact processes, demand-driven knowledge synthesis and knowledge mobilization while building countries' capacity to generate and use evidence
- Expansion to involve new countries that join GPE as partners
- Applied research that addresses fewer, more focused themes to build synergies across the portfolio for collective learning and impact
- Greater emphasis on knowledge synthesis and implementation research
- Hubs and applied research projects that feed directly into education system transformation
- Support for more types of research, including projects designed for single-country, multi-country or broader regional or global outcomes
- Continued focus on gender equality, equity and inclusion, with enhanced tools for an intersectional approach.

100 Delivery Associates, "KIX Mid-Term Evaluation" (Washington, DC: Global Partnership for Education, 2022), https://www.globalpartnership.org/content/kix-mid-term-evaluation-report-may-2022. Also see the GPE Secretariat management response to the mid-term evaulation and the KIX action plan: https://www.globalpartnership.org/content/gpe-secretariat-management-response-mid-term-evaluation-knowledge-and-innovation-exchange.

4.2. ADVOCACY THROUGH EDUCATION OUT LOUD
(Indicator 17)

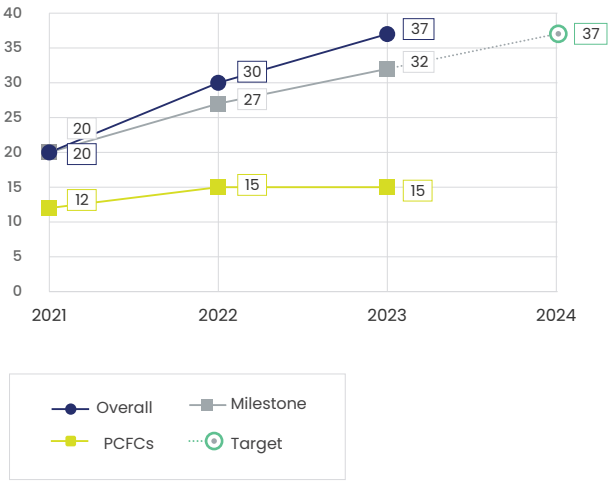
Education Out Loud funds activities that support civil society participation in education policy decision-making to better respond to community needs, particularly those of disadvantaged and marginalized families. This initiative collaborates with partners to raise awareness, discuss challenges and solutions and advocate for increased domestic and international financing and for inclusive policies, planning, monitoring and results in the education sector. Implemented by Oxfam Denmark (formerly Oxfam IBIS) and financed by GPE, Education Out Loud is the world's largest education advocacy fund. In December 2022, it was extended through 2027 with an additional $60 million, bringing its total funding to $133 million.

Through three operational components and a learning agenda, Education Out Loud has provided more than 79 grants in 63 countries and states since 2019.[101] Indicator 17 measures the number of countries where civil society organizations involved in Education Out Loud–funded projects have influenced education planning, policy dialogue and monitoring. From 2021 to 2023, civil society organizations with Education Out Loud funding have influenced education planning, policy dialogue or monitoring in 37 countries (figure 4.2 and box 4.2). Of these, 15 are PCFCs.

FIGURE 4.2.

Education Out Loud contributes to improved civic participation.

Cumulative number of countries where civil society organizations engaged in Education Out Loud–funded projects have influenced education planning, policy dialogue and monitoring



Source: GPE Secretariat.

In response to the recommendations of the 2022 midterm review,[102] Education Out Loud will undergo the following adaptions as part of the costed extension:

- More efficient operational processes throughout the program cycle to reduce transaction costs
- Targeted support to grantees for further inclusion and effective participation in national policy dialogue, including other GPE initiatives such as KIX
- A sharper focus on gender and social inclusion
- Greater learning opportunities and synergy across operational components
- Increased external communication about results
- Differentiated funding and longer-term grants to respond to the quality of proposals and implementation track record
- A renewed focus on sustainability.

Beginning in July 2022, four globally renowned research organizations have also joined Education Out Loud as global learning partners: Accountability Research Center, Institute of Development Studies, UNESCO's International Institute for Education Planning and a consortium of Management for Development Foundation and the Australian Council for Education Research. They will carry out strategic research across the entire portfolio of Education Out Loud, and the outcomes of their research will inform the practices of Education Out Loud grantees and other advocacy and accountability practitioners.

101 For a full list of the countries and states, see https://educationoutloud.org/grant-recipients/countries.

102 C. Coventry and A. Gebremedhin, "Global Partnership for Education (GPE) Secretariat: Mid Term Review of Education Out Loud," (Washington, DC: Global Partnership for Education, 2022), https://www.globalpartnership.org/content/mid-term-review-education-out-loud-final-report-2022. Also see the GPE Secretariat management response to the mid-term review and the EOL action plan: https://www.globalpartnership.org/content/gpe-secretariat-management-response-mid-term-review-education-out-loud.

BOX 4.2. Education Out Loud results in Mongolia and Somalia

In Mongolia, the national education coalition, with support from the Asia South Pacific Association for Basic and Adult Education, had advocated for improved, more equity-based and gender-responsive budgeting for education and produced a study on this topic in 2020. Sustained advocacy based on the study contributed to the government's approval of a resolution in 2022 that increased the education budget and created incentives for including children with disabilities in schools.

In Somalia (Somaliland), the research and advocacy on the national education budget by the national education coalition, Somaliland Network on Education for All, was key to a decision to increase the education budget and hire 340 new teachers. The coalition conducted an education budget analysis that helped identify gaps in funding to rural schools, considering that many rural schools lack qualified teachers and have high student-teacher ratios. It presented this information during its participation in the process for developing the new education strategy (2022–26) and in the government's budgeting process to advocate for increasing the education budget and allocating more resources for hiring qualified teachers for rural schools. The coalition has especially advocated for the recruitment of more female teachers to increase the gender balance among teaching staff.

4.3. STRATEGIC INITIATIVES PARTNERSHIPS

(Indicators 16i and 16ii)

GPE's strategic capabilities initiatives are designed to bring expertise, resources or solutions from GPE partners to reinforce national government capacity in specific aspects of system transformation. They aim to provide technical assistance to tackle complex education system or cross-sectoral challenges faced by multiple partner countries in support of the achievement of country reform priorities. Since this new mechanism was approved as part of GPE 2025, several strategic capability initiatives have been designed and launched to directly respond to partner countries' needs. The development of these initiatives follows an adaptive approach, which consists of testing the initiatives in a small number of countries, understanding how they can best bring value to the sector and then considering further scaling to additional countries.

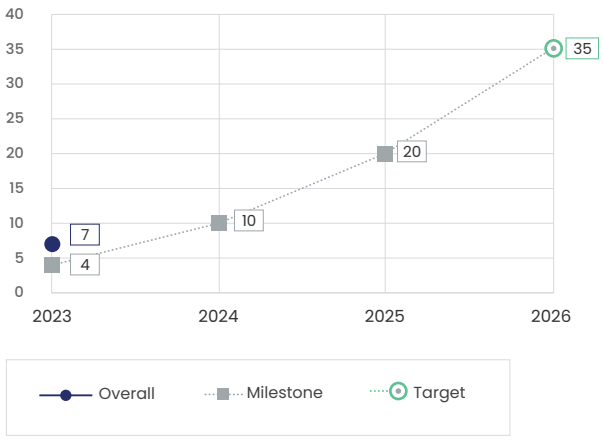
Three strategic capabilities initiatives are currently providing technical support to partner countries under an initial allocation of $2 million to test this novel approach.

- The Monitoring, Evaluation, and Learning initiative supports partner countries' capacity to generate, learn from and use evidence, working with the global development management consulting firm Social Impact. To date, it has helped Dominica, Grenada, St. Lucia, and St. Vincent and the Grenadines to assess gaps in their monitoring and evaluations systems given the needs of their new education sector plans, and to develop implementation plans to address these gaps. It is also providing ongoing capacity support during the implementation of these plans. In The Gambia, it is supporting the Ministry of Basic and Secondary Education to monitor, evaluate and learn from the implementation of its partnership compact, drawing on the monitoring and evaluation frameworks of the various programs that support the compact's objective of improving foundational learning. Based on learning from the pilot phase, this initiative will focus on supporting compact monitoring going forward, which is an unmet need expressed by partner countries.
- The Climate-Smart Education Systems initiative is mobilizing the expertise of Save the Children, UNESCO and the UNESCO International Institute for Educational Planning to support countries in mainstreaming climate change mitigation and adaptation into the education sector. The initiative launched its support for Malawi and Zimbabwe as its first pilot countries, undertaking an initial assessment and prioritization of

FIGURE 4.3.

GPE has successfully launched strategic partnerships.

Cumulative number of partner countries benefiting from newly mobilized strategic partnerships

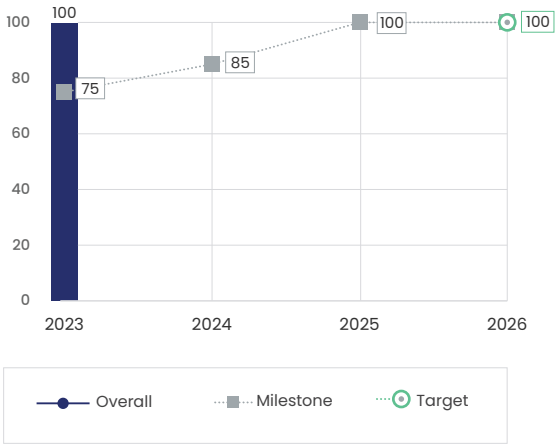


Source: GPE Secretariat.

FIGURE 4.4.

The new strategic capabilities programs are meeting their objectives.

Proportion of GPE-mobilized strategic capabilities that meet their objectives (percent)



Source: GPE Secretariat.

Note: Five strategic capability initiatives have available progress information and are considered for Indicator 16ii.

opportunities to strengthen climate resilience and climate action in and through the education sector. The GPE Board of Directors has approved $15 million to further scale this support to an additional 20 countries.

- The Education Data Leadership Program, which seeks to leverage business expertise to strengthen the capacity of education ministries to collect, organize, store, share and disseminate education data, is piloting in The Gambia and has served as an important model of learning for private sector engagement in support of country priorities.

In addition to these three initiatives already under way, the GPE Board approved $4 million to develop and test strategic capabilities initiatives in four additional areas: gender equality, safe learning, school nutrition and technology for education. These new initiatives will begin piloting in one to two countries in late 2023 and early 2024.

Progress in this novel mechanism is measured using two indicators in the 2025 GPE results framework. Indicator 16i measures the number of partner countries benefiting from newly mobilized strategic partnerships. In 2023, seven partner countries (Dominica, The Gambia,[103] Grenada, Malawi, St. Lucia, St. Vincent and the Grenadines and Zimbabwe) had strategic partnerships, surpassing the milestone of four countries (figure 4.3). By 2026, the target is 35 countries.

Indicator 16ii measures the proportion of GPE-mobilized strategic capabilities that meet their objectives, accounting for an initial period of piloting and testing at the outset. In 2023, all of the strategic capabilities were on track to meet their objectives (figure 4.4), which focused on beginning implementation of the initial strategic capabilities at the country level (and reaching milestones associated with that in terms of inception and country planning phases), and securing approval of the design and launch of an additional four initiatives (including milestones associated with the effective engagement of countries and identification of partners in the design of the concept notes).

103 The Gambia has two strategic capabilities initiatives: (1) Monitoring, Evaluation and Learning, and (2) the Education Data Leadership Program.

4.4. INNOVATIVE FINANCING
(Indicator 16iii)

Transforming education in partner countries will require substantial financial resources beyond the GPE Fund. GPE 2025 seeks to crowd in new and additional external cofinancing through a set of innovative financing instruments designed to attract and diversify resources from a range of financing partners:

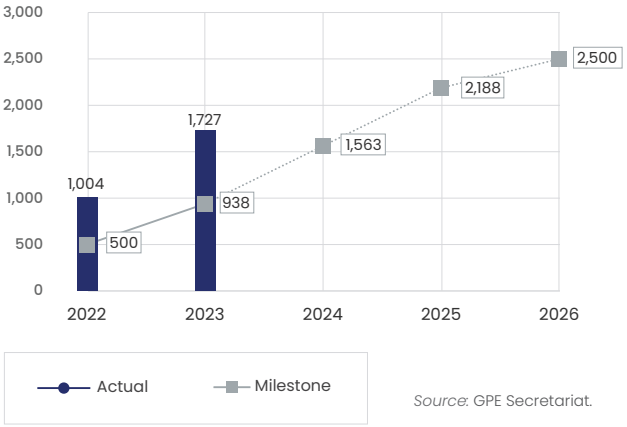
- The GPE Multiplier grant aims to leverage additional financing from development banks, nongovernmental organizations and bilateral partners by contributing $1 for every $3 mobilized in cofinancing.
- GPE Match is designed to catalyze financing from the private sector and philanthropic donors by matching their contributions dollar for dollar.
- The Smart Education Financing Initiative (SmartEd) leverages $4 from the Arab Coordination Group and the Islamic Development Bank for every dollar from GPE and targets 37 common partner country members of the Organization of Islamic Cooperation and GPE.
- The Debt2Ed instrument aims to support debt relief by channeling funding that would have been spent on debt service toward investments in education.
- Enhanced Convening supports partner countries in the design and implementation of resource mobilization strategies intended to gather additional resources from sovereign and nonsovereign donors.

Indicator 16iii monitors GPE's achievement in implementing its innovative financing mechanisms and measures the amount of additional cofinancing mobilized through these mechanisms. As of June 2023, GPE 2025 innovative financing mechanisms had accounted for a total of $439.9 million in grants to 27 partner countries (including six partner countries affected by fragility and conflict). These grants are leveraging over $1.7 billion in cofinancing through the GPE Multiplier ($1.4 billion), GPE Match ($48 million), Debt2Ed ($77.1 million), SmartEd ($160 million) and Enhanced Convening ($27.5 million).[104] The total amount of cofinancing far exceeded the 2023 milestone of $938 million (figure 4.5), illustrating strong demand and interest in GPE's innovative financing initiatives. Côte d'Ivoire and Uzbekistan were the first partner countries to benefit from leveraging, respectively, the Debt2Ed and SmartEd financing instruments.

FIGURE 4.5.

GPE innovative financing mechanisms leveraged $1.7 billion in cofinancing toward the $2.5 billion target for 2025.

Additional cofinancing leveraged through GPE innovative financing mechanisms (US$ millions)



Source: GPE Secretariat.

An independent evaluation of the GPE Multiplier[105] in 2023 reveals that stakeholders in partner countries value this mechanism because it has helped attract new and additional resources to the education sector and contributed to diversifying the cofinancing partners that engage in the sector. All approved Multiplier funding underwent the Secretariat's core additionality, cofinancing and debt sustainability requirements and assessments; however, the document review and interviews with partners show that the strength of financial additionality (the extent to which cofinancing is contingent on the Multiplier grant) varies across countries. More than half of the cofinancing investigated as part of the evaluation would likely have been mobilized in some capacity, but not at the same volume if the Multiplier did not exist. Although a significant percentage (69 percent) of total cofinancing under review consists of concessional loans (mainly from the International Development Association and the International Bank for Reconstruction and Development), the use of the Multiplier improved the terms of credit and borrowing. The evaluation also reveals that the Multiplier grants brought about significant value additionality and deepened local education group membership—and in some instances, helped create a group. Multiplier grants also aligned with sector priorities and incentivized sector dialogue and gender equality in partner countries.[106]

104 Cofinancing through Enhanced Convening has been deployed alongside Multiplier and GPE Match innovative financing mechanisms. Thus, the total for Enhanced Convening in parenthesis has been excluded from the total indicator amount to avoid duplication of results.

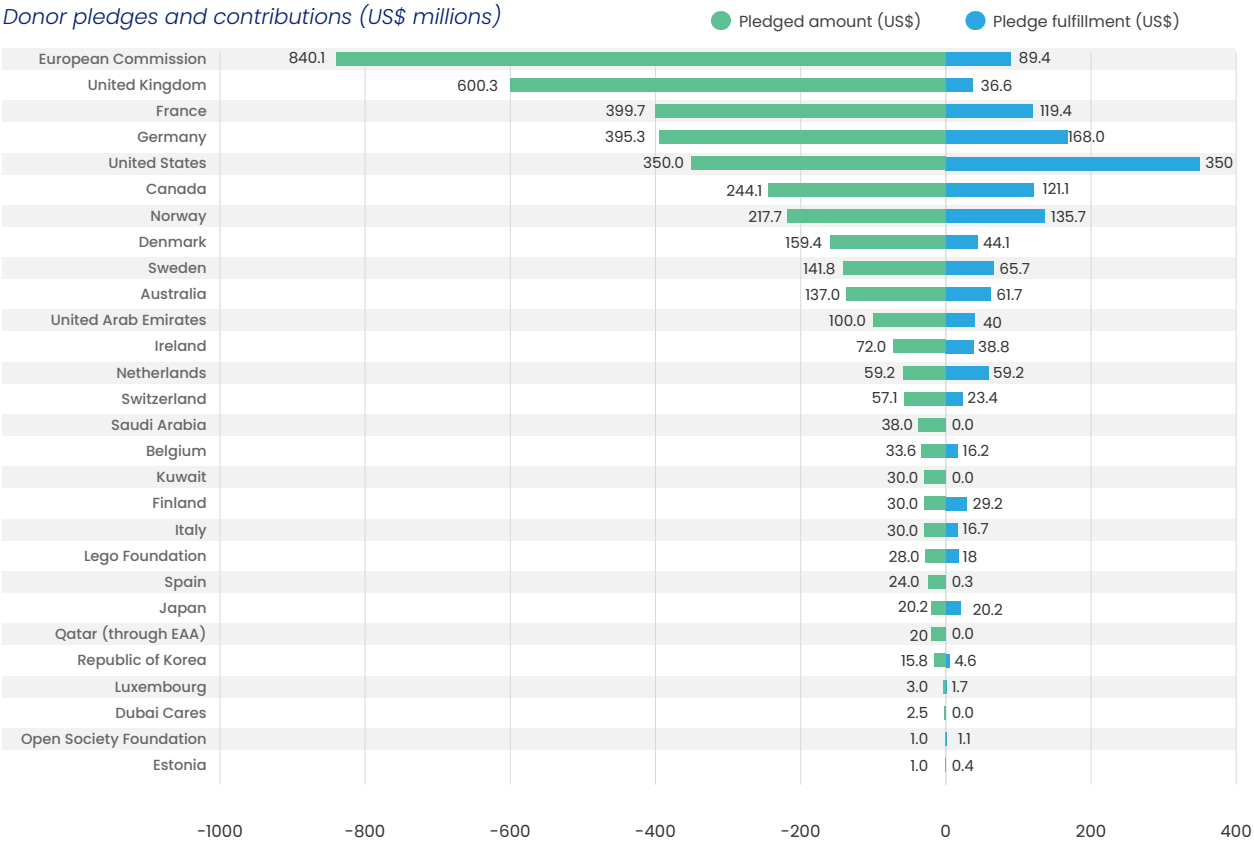
105 E. Bagby et al., "GPE Multiplier Evaluation Report," (Oakland, CA: Mathematica, 2023), https://www.globalpartnership.org/content/gpe-multiplier-evaluation-report.

106 The GPE Secretariat management response to the Multiplier independent evaluation: https://www.globalpartnership.org/content/gpe-response-multiplier-independent-evaluation-august-2023.

FIGURE 4.6.

GPE donors are at different stages in fulfilling their pledges.

Donor pledges and contributions (US$ millions)



4.5. DONOR CONTRIBUTIONS TO GPE

(Indicator 18)

At the 2021 replenishment conference, a total of 27 donors (including 23 donor countries, one multilateral organization and three foundations) pledged to contribute nearly $4 billion to the GPE Fund for the period 2021–25. In 2022, a new donor (Qatar) committed an additional $20 million to the fund. Four donors (Germany, Japan, the United States and the LEGO Foundation) increased their initial pledges by a total of $85.4 million, thus increasing the total volume of donors' pledges to $4.05 billion.[107]

As of June 2023, 38.4 percent of the financial pledges were fulfilled (Indicator 18i). Overall, 24 donors disbursed a total of $1.46 billion ($802 million in 2022 and an additional $660 million in 2023) into the GPE Fund. Some GPE donors have already fulfilled their pledges. As of June 2023, Finland, Japan, the Netherlands and the Open Society Foundation had disbursed the total amount pledged for the period 2021–25 (figure 4.6). The United States is so far one of the largest contributors to the GPE Fund and has fulfilled its $350 million pledge, after increasing its pledge by $45 million. Other donors—such as Dubai Cares, Kuwait, Qatar and Saudi Arabia—have not yet started contributing to the GPE Fund.

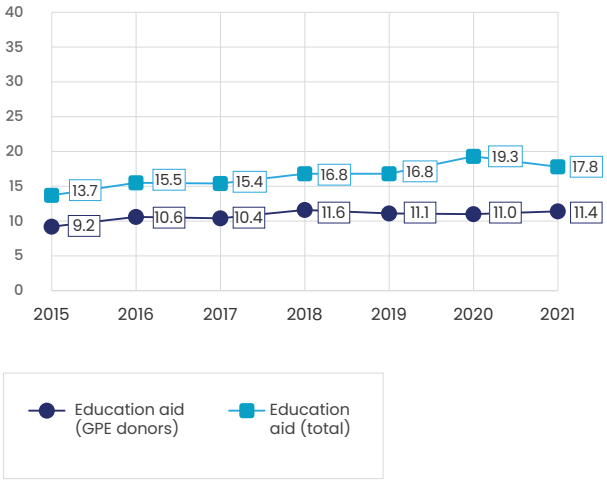
Official development assistance (ODA) to the education sector from GPE donors increased slightly, in real terms, in 2021 despite a decline in total education aid (figure 4.7). In 2021, the volume of ODA to the education sector declined by $1.4 billion after five years of steady increase. GPE donors, however, increased their aid to the education sector by $400 million between 2020 and 2021. GPE donors' education ODA as a share of total education ODA disbursements was 64.1 percent in 2021, up from 57.3 percent in 2020.

107 For more details, see Global Partnership for Education (GPE), *Annual Report 2022*, (Washington, DC: GPE, 2022), https://www.globalpartnership.org/content/annual-report-2022.

FIGURE 4.7.

GPE donors increased their contribution to education ODA by $400 million despite the decrease in total education ODA in 2021.

Total education ODA (including 20 percent of general budget support) and education ODA by GPE donors (US$ billion, constant 2021)



Source: GPE Secretariat compilation based on OECD Credit Reporting System (https://stats.oecd.org/Index.aspx?DataSetCode=crs1).

Note: Education ODA figures include 20 percent of general budget support.

TOWARD STRONGER PARTNERSHIPS AND INVESTMENTS

This reporting year has demonstrated progress by GPE programs and initiatives in strengthening partnerships. With the costed extensions to 2027, KIX will continue to generate evidence to address policy challenges across GPE partner countries with a renewed focus on connecting to country-level policy cycles, providing differentiated support for countries to engage with KIX and strengthening links with local education groups. These contributions are expected to promote the conditions for further uptake of research, knowledge and innovation. Likewise, the costed extension of Education Out Loud aims to support civil society in more countries so that it can influence education policy making, social dialogue and monitoring. The three strategic capabilities initiatives currently piloting technical support to partner countries demonstrate high demand from countries and that these initiatives are meeting their implementation targets. Additional funding has been allocated to the strategic capabilities initiatives, and further pilots are planned for 2024 in the areas of gender equality, safe learning, school nutrition and technology for education.

The year has also seen progress toward increasing investments in education. Donor contributions to the GPE Fund reached 38.4 percent of the 2025 replenishment target, with $1.46 million contributed as of June 2023. In addition, the GPE 2025 innovative financing mechanisms are leveraging $1.7 billion from partners. Although GPE donors' education ODA as a share of total education ODA disbursements increased in the last year, it remains below the pre-COVID-19 pandemic level. Maintaining GPE partners' commitment to finance education will be key to ensuring a successful implementation of GPE 2025.

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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	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) *Source: UNESCO Institute for Statistics* UNIT: *percentage of countries*		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) *Source: UNESCO Institute for Statistics* UNIT: *participation rate*		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) *Source: UNESCO Institute for Statistics* UNIT: *gross intake ratio to the last grade*		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) *Source: UNESCO Institute for Statistics* 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) *Source: National budget documents compiled by GPE* UNIT: *percentage of countries*			CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	(CY)
		Overall		54.2	64.8	60.0				n/a
		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 *Source: Enabling factors assessment by ITAP* (b) Proportion of countries making progress against identified challenges in equity, efficiency and volume of domestic finance for education *Source: Partnership compact periodic monitoring* 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
		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) *Source: UNICEF and GPE Secretariat* 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 *Source: Enabling factors assessment by ITAP* (b) Proportion of countries making progress against identified challenges in gender-responsive planning and monitoring *Source: Partnership compact periodic monitoring* (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 *Source: Completeness check of enabling factors assessment documentation* 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) *Source: UNESCO Institute for Statistics* 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	*continued*	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) *Source: UNESCO Institute for Statistics* UNIT: *percentage of teachers*			CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025
		Overall	(a)	62.1	n.e.d.					79.6
			(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 *Source: Classroom-observation tool documents compiled by GPE Secretariat* 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 *Source: UNESCO Institute for Statistics and GPE Secretariat* 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 *Source: Enabling factors assessment by ITAP* (b) Proportion of countries making progress against identified challenges in the availability and use of data and evidence *Source: Partnership compact periodic monitoring* (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 *Source: Completeness check of enabling factors assessment documentation* 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 *Source: Enabling factors assessment by ITAP* (b) Proportion of countries making progress against identified challenges in sector coordination *Source: Partnership compact periodic monitoring* UNIT: *percentage of countries* (c) Proportion of local education groups that include civil society organizations and teacher associations *Source: Local education group documentation* 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 *Source: System transformation grant top-up at compact review* 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 *Source: System capacity grant monitoring report* 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 *Source: System transformation grant top-up at compact review* 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 *Source: System capacity grant monitoring report* 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 *Source: System transformation grant top-up at compact review* 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 *Source: ESPIG and system transformation grants application form* 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 *Source: ESPIG and system transformation grants application form* 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 *Source: System transformation grant top-up at compact review* 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 *Source: System capacity grant monitoring report* 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

Indicator # Priority Area	Indicator	Disaggregation		Baseline	Year	Year	Year	Year	Year	Performance Benchmark
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 *Source: Implementation grant monitoring and completion reports, including education sector program implementation grants, system transformation grants and the GPE Multiplier* 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)** *continued* *Note*: This indicator monitors the proportion of implementation grants meeting their objectives during implementation. As the GPE 2025 operating model is still being rolled out, most grants considered for this indicator are education sector program implementation grants and multipliers approved under GPE 2020 operating model.	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 *Source: Girls' education accelerator (system transformation grant or multiplier) completion report* 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 *Source: Knowledge and Innovation Exchange (KIX) Results Framework (IDRC)* 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 *Source: GPE Secretariat* 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 *Source: GPE Secretariat* 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 *Source: GPE Secretariat* 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 *Source: Education Out Loud Results Framework (Oxfam Denmark)* UNIT: *countries (cumulative)*		(FY)	FY2021	FY2022	FY2023	FY2024	FY2025	FY2024
		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 *Source: GPE Secretariat* 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) 4[1] 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 BENCHMARKS[2]:** 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 guidelines[33]. 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.

3 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[1]; 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

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.

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.

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 areas[2] and its results framework.[3] Gender equality was also incorporated into GPE's coding framework for its implementation grants.

The coding framework[4] 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 OCED-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 marker[5] 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

	non-PCFC		PCFC		Overall		
Grant type	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

	non-PCFC		PCFC		Overall		
Grant type	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

	non-PCFC		PCFC		Overall		
Grant type	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

	FY2022			FY2023		
Grant type	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

	FY2022			FY2023		
Grant type	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

	FY2022			FY2023		
Grant type	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

	non-PCFC		PCFC		Overall		
Grant type	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

	non-PCFC		PCFC		Overall		
Grant type	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.

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