# GPE 2030 STRATEGIC PLAN

## 1. Foreword and Executive Summary (to be drafted)

To be included: GPE Charter/Education as a human right/GPE principles



## 2. A World of Multiple Crises

**The world is entering an era of overlapping and compounding crises that are reshaping the development landscape**. Climate shocks, conflict, debt distress, demographic pressures and democratic fragility are converging to create a global environment of uncertainty and volatility. Developing countries are confronting simultaneous crises that strain fiscal capacity and weaken the social contract, while debt-service costs have reached record highs, diverting resources from essential investments in people and resilience. In many regions, food insecurity, forced displacement and the effects of climate-related disasters are rising sharply, with the poorest and most fragile countries bearing the greatest burden.[1]

**Hard-won gains in poverty reduction, human capital and gender equality are at risk as governments face difficult trade-offs between crisis response and long-term investment.** The fiscal space for education, health and climate adaptation is narrowing just as demands on these systems grow. Low- and lower-middle-income countries face an annual education financing gap of US$97 billion to reach the Sustainable Development Goal 4 targets by 2030, and the global share of aid to education is projected to fall by 25 percent by 2027.[2] At the same time, demographic transitions, rapid technological change and declining trust in public institutions are testing societies' ability to adapt and govern inclusively.[3] The combined impact is a world in which shocks are more frequent, their effects more interconnected and recovery more difficult to sustain.

**Children are increasingly concentrated in low- and middle-income countries, where one in four people is younger than 14**. Globally, 86% of all children now live in low- and middle-income countries.[4] Sub-Saharan Africa is experiencing the fastest demographic transformation in modern history: its working-age population is projected to increase by more than 620 million people by 2050.[5] This youth surge presents both an opportunity and a challenge. Investments in education and skills will determine whether it becomes a driver of growth or a source of deepening inequality.

**In this context, education stands as a powerful stabilizing force and a critical investment in the future**. When education systems falter, the effects reverberate across generations, deepening inequality, weakening economies and fueling instability. Investing in learning is therefore not only a moral imperative but a strategic necessity: the surest path to building societies capable of enduring and transforming in the face of multiple crises.[6]

## 3. Education: An Essential Investment and Shared Responsibility

**Populations with equitable access to education unlock the social, economic and peace dividends that drive stability and resilience in a rapidly changing world.** Education is not only a pathway to prosperity but a cornerstone of peace, stability and resilience. Investing in inclusive and equitable education strengthens societies' capacity to manage conflict, adapt to migration and climate pressures, and sustain the conditions for lasting growth and human security.

**Over the past five decades, education has contributed to around 50 percent of global economic growth and helped reduce extreme poverty by approximately 40 percent.**[7] Each additional year of schooling raises individual earnings by about 10 percent, and for children with disabilities the gains are even greater, between 19.3 and 25.6 percent per year.[8]

**When treated as a strategic national priority, education multiplies the impact of investments across all sectors**. It enables stronger economies, more cohesive societies and greater resilience to shocks. Quality education strengthens governance and social trust, creating conditions for political stability and peace. Research shows that countries with higher levels of educational attainment experience lower risks of violent conflict and greater social cohesion.[9] Education equips young people with the civic knowledge, critical thinking and economic opportunity that underpin institutional legitimacy and reduce fragility.

**Investment in education is an investment in peace building and recovery**. In postconflict settings, inclusive education helps rebuild the social contract, promotes tolerance and shared identity, and reduces the appeal of extremist or violent movements.[10] Education for girls is particularly transformative: each additional year of secondary education reduces the likelihood of early marriage, lowers fertility rates and increases civic participation—effects that extend across generations and strengthen community stability.[11]

**Investments in education for refugees and displaced populations can yield far-reaching returns—economically, socially and developmentally**—depending on policy choices, including integration into national education and labor systems, and the adequacy and predictability of financing. These benefits accrue not only to the refugees but also to the host communities and countries of origin.[12] In fragile or climate-affected contexts, keeping children—especially girls—in school protects them

from exploitation and displacement, while helping communities adapt to environmental and economic change.[13]

**Failing to invest in education carries vast economic and social costs**. Inaction could cost governments $1.1 trillion annually from early dropouts, with a further $3.3 trillion lost because children lack basic skills. Without urgent action, lifetime earning losses could reach $21 trillion—around 17 percent of global GDP.[14] Limited educational opportunities for girls alone are estimated to cost between $15 trillion and $30 trillion in lost lifetime productivity.[15]

**Who you are and where you live still determines access to education**. Despite gains in primary enrollment, the number of out-of-school children in Global Partnership for Education (GPE) partner countries rose by 14 million since 2016, reaching 179 million in 2023—two-thirds in countries affected by conflict and fragility. Without urgent action, millions more will remain excluded by 2040. Half of all out-of-school children live in countries most vulnerable to climate impacts, while rapid demographic change adds pressure on already strained systems.[16]

**Barriers to education intersect—poverty, gender, disability, conflict, displacement and climate vulnerability**. Girls in rural areas with disabilities are among the least likely to attend school. Globally, 240 million children with disabilities—many in crisis contexts—are 49 percent more likely never to have attended school. Refugees and displaced children, especially girls, face compounded barriers of insecurity, discrimination and limited resources.[17]

**Addressing learning poverty—the share of 10-year-olds unable to read and understand a simple text—is critical to unlocking individual potential, and national growth.** Foundational skills in literacy, numeracy and socio-emotional learning underpin lifelong learning, employability and resilience. Evidence from recent studies in Indonesia and Pakistan suggests high economic returns to foundational learning investments.[18] Learning poverty disproportionately affects the most marginalized—girls, children with disabilities, those in conflict-affected settings, refugees and displaced populations.[19]

**Teachers remain the cornerstone of quality education, yet the world faces a shortfall of 44 million teachers by 2030, mostly in low- and lower-middle-income countries.** Poor working conditions, low pay and limited professional development

undermine recruitment and retention. Strengthening teacher support and leadership—particularly for women—is essential for learning recovery.[20]

**Well-designed education technology can complement teachers, expand reach and close learning gaps—but access remains unequal**. Only 36 percent of people in Least Developed Countries are online, and bridging this digital divide would require $1.6 trillion by 2030.[21]

**The world has never needed education more, and the opportunity to forge a pathway to sustainable, technology-supported education systems is clear. Rapidly contracting education financing is a critical barrier to realizing the promise of the Sustainable Development Goals.** Education is the most powerful source of resilience, enabling societies to adapt, diversify and recover, yet education budgets are under strain as fiscal space narrows and traditional aid decreases.

## 4. Looking Back: GPE 2025—Transforming Education and Lessons Learned

**System transformation lies at the heart of GPE's model for improving education outcomes**. Under GPE 2025, the partnership moved decisively away from sector planning plus project-based interventions toward a coherent, system-wide approach designed to strengthen the enabling environment for education reform.

**GPE 2025 recognized that education systems are complex ecosystems in which progress depends on how different elements interact and reinforce one another.** Managing change within a system, to deliver results at scale, is more than financing a standalone project focused on a specific issue or system component. What matters is the alignment and coherence of different system components, backed by strong political commitment, institutional capacity and inclusive partnerships. This "one reform" focus was designed to focus attention on managing change within education systems, maximize alignment and strengthen national ownership of delivery.

**A systems approach requires:**

- **Country leadership and ownership**: reforms are government-led and anchored in national education sector plans.
- **Coherence and alignment**: all actors work toward a common reform priority, avoiding fragmentation and duplication.

- **Financing for results**: resources are deployed to reinforce government systems and incentivize measurable progress.
- **Inclusion and resilience**: reforms aim to remove barriers for marginalized learners and strengthen systems to withstand shocks.

**Shifting to system transformation—from planning and projects—requires different ways of working**. System transformation begins with a shared understanding of the system bottlenecks to the delivery of *one* priority reform, anchored in existing national plans. This is a collaborative process that combines political and technical perspectives to determine where to focus attention, and what changes are most likely to deliver measurable improvements. Key lessons include:[22]

- Narrowing attention to one priority reform increases political traction and resource alignment.
- Adaptive management, supported by joint monitoring, helps sustain reform momentum.
- Gender-responsive planning, data and evidence, domestic financing and coordination strengthen system capacity to sustain the priority reform.

**Marginalized girls and boys, children with disabilities, refugees and displaced learners, and other groups depending on context can be meaningfully supported within reform agendas.** A systematic approach to gender equality strengthened institutional awareness and accountability, with continued support needed for leadership, capacity and data systems across all areas of exclusion. Evaluation evidence shows:[23]

- **Greater integration of gender-responsive analysis** in sector planning and priority reform design
- **Increased financing for gender equality and inclusion**, with the share of gender-related activities doubling compared with GPE 2020
- **Enhanced policy dialogue and data use**, supporting reforms that tackle gender-based violence, disability inclusion and the needs of refugees and displaced learners.

**The growing impact of climate change has underscored the importance of education systems that are not only inclusive but also climate resilient.** Under GPE 2025, countries began integrating risk assessment, disaster-resilient infrastructure and climate literacy into sector planning and reform priorities. Early lessons suggest

that cross-sector collaboration with environment and social protection ministries strengthened education's role in adaptation strategies.[24]

**Country ownership and working in partnerships were strengthened and expanded under GPE 2025**. Governments led the identification, design and implementation of reforms, while GPE and partners aligned support behind national systems rather than parallel structures. The number of grant agents and cofinancers increased, allowing for new financial and technical partnerships. Evaluations confirm GPE's value lies in "its ability to foster inclusive dialogue, strengthen government leadership, and ensure coordination among diverse actors around shared priorities."[25]

- The partnership compact process strengthened national alignment, linking political leadership with technical evidence.[26]
- There was enhanced dialogue, coordination and mutual accountability between governments and partners.
- Joint review processes provided opportunities for reflection, adaptive learning and mid-course corrections.
- Initiatives such as Education Out Loud and the Knowledge and Innovation Exchange (KIX) amplified civil society voices and promoted cross-country learning.[27]
- The partnership diversified the pool of grant agents accredited to manage GPE funds, to better match partner capabilities to country needs, and drive progress across a wider range of contexts.

**GPE is continually adapting and simplifying its operating model in line with the broader process of multilateral reform and in response to evaluations and stakeholder feedback.** These ongoing improvements have enabled the organization to accelerate support for partner countries, reducing the average approval time for system transformation grants and shortening the period from grant approval to program start. By streamlining post-approval steps and enhancing operational workflows, GPE ensures that countries can begin implementation sooner and that resources are deployed where they are needed most.

**GPE continues to demonstrate strong internal efficiency through disciplined financial management and operational cost control**. Strategic measures—including streamlined staffing, lower-cost operations and digital transformation—have enabled the partnership to deliver high levels of program support and grant approvals with comparatively fewer resources. Operating expenditures remain within Board-

approved parameters, reflecting GPE's sustained commitment to cost discipline and maximizing resources for country impact.

**Across diverse contexts, GPE 2025 demonstrated that transforming education systems requires the following:**

- Clear prioritization of reforms anchored in national systems
- Leadership and ownership at all levels
- Inclusive, evidence-based partnerships that align around shared goals
- Financing and incentives that reinforce sustainability
- Attention to equity, gender and resilience as integral—not separate—system objectives.

**Building on the lessons of GPE 2025, GPE 2030 deepens its commitment to system transformation with a more intentional approach to the sustainable financing of education systems, country-led approaches and working in partnership.** Approaches to gender equality and inclusion are more nuanced, with a deliberate shift toward intersectionality. Annual monitoring and the use of financing incentives reinforce shared responsibility for results, ensuring that all partners remain focused on measurable progress. These lessons have shaped GPE's evolving approach: supporting country-owned reforms with robust monitoring, incentivizing results through financing and embedding gender equality and inclusion at every stage of the partnership.

## 5. GPE 2030—How We Are Evolving

**GPE's theory of change rests on a simple but powerful idea: every child's right to quality education is realized when countries lead their own inclusive reforms, anchored in sustainable systems and supported by effective partnerships and financing.** Under GPE 2030, the partnership deepens this model by linking system transformation to sustainable financing, strengthening the focus on results, expanding the role of the partnership, leveraging innovative financing and reinforcing the central role of teachers. Together, these shifts aim to multiply what is possible, turning ambition into sustained progress for every learner.

**Transforming education systems requires predictable, equitable and sustainable financing**. Education reforms will endure only when they are rooted in strong national systems and backed by coherent fiscal strategies. GPE 2030 therefore promotes an

explicit link between system transformation and sustainable financing—where fiscal choices, policy decisions and results move together toward one goal: quality education for every child. GPE will work with ministries of education, finance and planning to reposition education as a strategic investment, strengthening the capacity of education ministries to engage in fiscal dialogue and influence budget and debt strategies. In fragile and conflict-affected states, GPE's financing model will combine flexibility and sustainability—ensuring learning continuity while building long-term system resilience.

**GPE 2030 will expand the use of catalytic and innovative finance to mobilize additional resources for education while reinforcing sustainability and country ownership.** The global education financing landscape is evolving. Fiscal pressures, debt constraints and declining aid flows demand new approaches that blend traditional and nontraditional capital around national priorities.

**Domestic public finance remains the cornerstone of sustainability**. By engaging ministries of education, finance and planning, GPE 2030 helps position education as a strategic investment in human capital, resilience and growth—not merely a social cost. GPE will continue to support countries to strengthen the efficiency, equity and volume of domestic education spending by improving planning, budgeting and public financial management. Results-based incentives will reward governments that improve the volume, equity or efficiency of domestic financing, with adaptations for fragile and conflict-affected states. This approach recognizes that system transformation cannot be achieved through external funds alone; it depends on how governments prioritize and manage their own resources over time.

**External financing remains essential, especially for the poorest and most crisis-affected countries—but it must catalyze, not substitute.** With the sharp decline in official development assistance, GPE will have a more deliberate focus on leveraging external resources, particularly nontraditional aid, aligned behind partner country priorities. Where possible, GPE financing will be structured to unlock additional domestic and external resources, supporting countries to chart sustainable pathways that progressively reduce aid dependency. In contexts affected by emergencies or protracted crises, GPE's financing can be quickly aligned with humanitarian responses.

**There is an intentional focus on the multiple dimensions of disadvantage that create barriers for girls and boys**. Context-specific analysis of factors linked to poverty, gender, disability, refugee status, location and more highlights which children

are least likely to attend and thrive within the education system (see figure 1). Considering these factors alongside education quality and reach reveals complex, overlapping barriers to access and participation, including the increased risk of experiencing violence in and around schools. GPE supports partners to identify educational marginalization, and to plan and budget for achieving the goals of access and full participation (completion, learning and safety) for every girl and boy.

**Figure 1**. GPE's intersectional approach to gender equality.




**GPE's Global Commitments on Disability**

At the Global Disability Summit 2025, GPE committed to supporting countries to use data on disability and intersecting barriers, and to promote equitable financing, including for children with disabilities. GPE will continue to disseminate knowledge about what works in inclusive education, offer capacity building for policy and planning, and promote the engagement of organizations of persons with disabilities in country-level education sector processes. GPE will also strengthen the monitoring of the volume of GPE funding that supports disability inclusion under GPE 2030.

**GPE's Global Commitment to Refugees**

At the Global Refugee Forum 2023, GPE joined partners in a multi-stakeholder pledge on refugee children's access to safe, quality and relevant education opportunities and their inclusion in national education systems. To support achievement of this pledge, GPE committed to mobilize more financing for refugee inclusion through GPE grant mechanisms, advocate for increased financing for education in refugee-hosting partner countries, support inclusive, evidence-based policy dialogue on inclusion, and support knowledge exchange and the development of global public goods that support inclusion at the country level.

**A central lesson from GPE 2025 is that transformation must be judged by tangible results—improvements in learning, inclusion—not by inputs alone.** GPE 2030 therefore strengthens a culture of delivery and shared accountability across the partnership, with an expectation that improving results is a partnership-wide effort, with clear roles and responsibilities.

**Improvements in the availability of foundational learning outcome data will unlock additional GPE resources**. Improving foundational learning (basic literacy, numeracy and transferable skills such as socio-emotional skills) opens opportunities for future learning and skills development. The availability of foundational learning data—especially data that are comparable over time, or across countries—remains limited across GPE partner countries.[28] Sustainable learning assessment systems produce data essential to guide policy and investment decisions linked to improving learning outcomes. Results-based financing will be linked to improvements in the availability of foundational learning outcome data, with a focus on identifying and incentivizing practical steps determined by country partners.

**Results progress will track efforts to strengthen education systems as well as beneficiary-level results supported by GPE grants and cofinancing.** At the system level, GPE will monitor progress in reform implementation, inclusion, learning data, financing and working in partnership. For grants and cofinancing, results will capture measurable benefits to children and teachers, with emphasis on learning outcomes, gender equality and inclusion, and teachers. Fewer, clearer and more meaningful indicators will link inputs to outcomes and help countries focus on what can be moved through policy and implementation.

**Beneficiary-level results supported by GPE grants and cofinancing will be disaggregated by gender, with an intersectional approach to tracking other forms of exclusion based on context,** including refugees and displaced learners. In line with our commitments on disability, the approach will include supporting improvements in the tracking of results for children with disabilities.

**Measurement is not only about accountability; it is also a tool for learning**. GPE's approach combines quantitative monitoring with evaluative learning, enabling countries to adapt reforms as evidence emerges. Annual results monitoring and midterm reviews of reform progress allow for course corrections and continuous improvement. These exercises are designed to be integrated into ongoing sector dialogue, acting as a sharper tool for inclusive results tracking. By reinforcing mutual

accountability between governments, partners and citizens, GPE 2030 turns results reporting into a shared exercise in transparency, problem solving and learning.

**As GPE evolves, bringing its global capabilities closer to partner countries and enhancing its internal effectiveness are integral to achieving meaningful impact.** The GPE Secretariat will continue to streamline operations and strengthen its country-facing roles by being located closer to partner countries. By redeploying key functions and building stronger regional and country-level presence, GPE aims to be not only a funder but an agile and efficient partner. This positions GPE to respond flexibly to changes in the global education architecture, adapting its approaches and partnerships as needed to respond to country needs.

**GPE's distinctive value lies in its identity as both a fund and a multi-stakeholder partnership**. Through its convening power, GPE helps countries build political consensus around priority reforms, align external support and ensure that national institutions—not projects—drive delivery. Under GPE 2030, this partnership role becomes stronger, more inclusive and more operational. In fragile and conflict-affected countries, the partnership model will be maintained through adapted approaches to best fit the context and local ecosystem.

**School leaders, teachers and students are critical actors in education reform, yet they are often underrepresented and insufficiently engaged as partners.** Teachers organizations, acting in partnership with government, can play an active role in shaping and implementing policy. GPE 2030 will use existing mechanism to expand its support beyond civil society to strengthen the participation of teachers organizations, and the wider inclusion of diverse voices—especially women teachers, teachers with disabilities and refugee teachers. Partner countries will be encouraged and supported to meaningfully engage students, children and young people in dialogue and decision making.

**The partnership compact enables partners to rally behind one government-led reform, clarifying roles and shared responsibilities for achieving change.** Inclusive dialogue through local education groups brings together ministries, civil society, teachers, youth and development partners to address bottlenecks, monitor delivery and sustain reform momentum. Governments will be supported to deepen the dialogue with core system stakeholders. External financers will be encouraged to align their support using government systems. This participatory model strengthens

ownership and accountability, ensuring that reforms are not only nationally led but also owned by those who implement them and benefit from them.

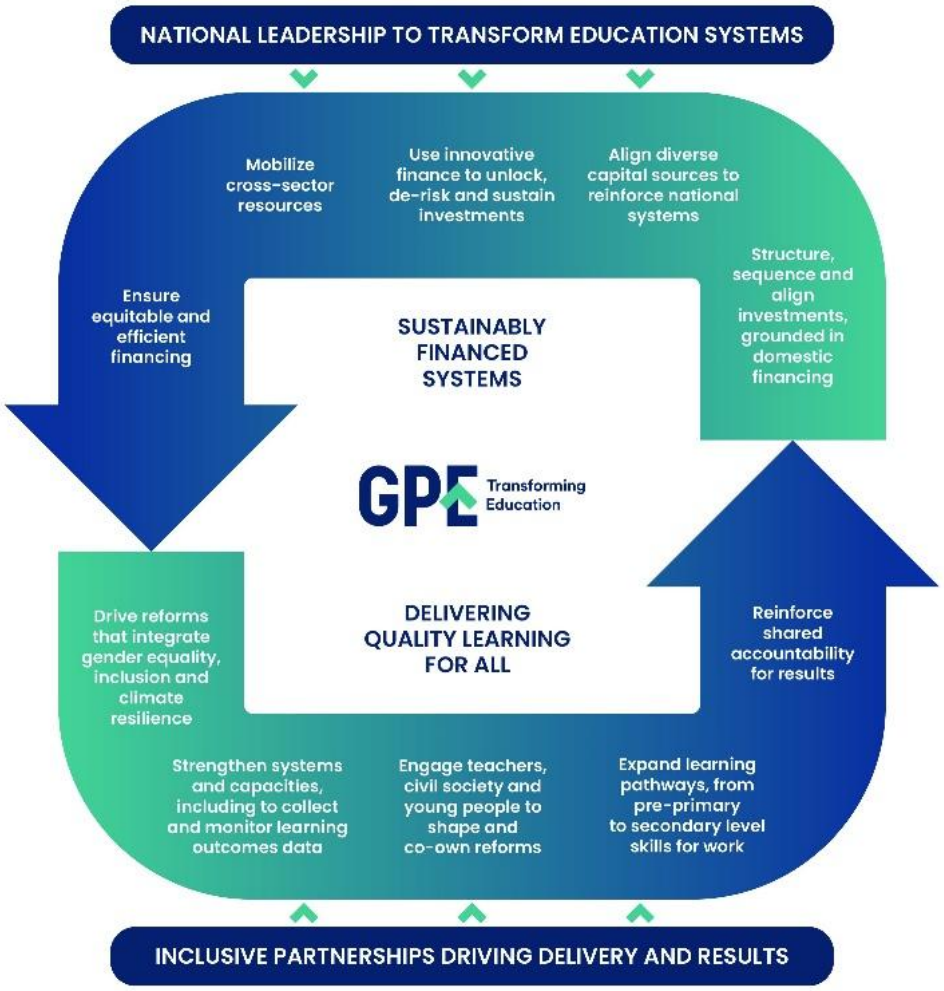
**Through instruments such as the system transformation grant, GPE Multiplier, Girls' Education Accelerator, and an innovative financing envelope, GPE will crowd in cofinancing from bilateral, multilateral, philanthropic and private sources.** Under GPE 2025, the Multiplier leveraged $3.78 billion in cofinancing from 66 partners using just under $1 billion in GPE grant resources, achieving an average leverage ratio of 4:1. Concessional funds and grant resources will be used strategically to unlock or de-risk larger investments from development banks, climate funds, and private partners.

**Innovative financing will include blended mechanisms, outcomes-based approaches and climate-linked education investments that connect education to broader national priorities.** By leveraging diverse sources of finance and aligning them through a single reform agenda, GPE ensures that every dollar—domestic or external—contributes directly to the sustainability and impact of education systems. Strengthened reporting on cofinancing results, as well as inputs, will ensure mobilized capital contributes to sustainable, inclusive reforms.

**The Foundation for GPE, established in Geneva, is a nonprofit entity created to support the mission, vision and objectives of GPE.** It provides a dedicated platform to mobilize private and philanthropic capital in alignment with country-led education priorities. Through transparent and accountable mechanisms, the Foundation complements GPE's core financing instruments by channeling catalytic, blended and innovative finance to strengthen national education systems and advance sustainable, inclusive learning outcomes. [language to be checked with the Foundation Board chair]

**GPE 2030 builds on the strengths and lessons of GPE 2025 but goes further—integrating system transformation, sustainable financing and inclusive partnership into a single, coherent model.** It reaffirms that lasting progress in education depends on aligning political will, financial resources and system capacity around shared results. Through stronger financing, smarter measurement, deeper partnership and a steadfast commitment to gender equality and inclusion, GPE 2030 will enable countries to deliver the promise of a quality education for every child—sustainably and at scale (see figure 2).

**Figure 2**. GPE's dual process model to transform education financing and delivery for sustainable impact.




## 6. Theory of Change

Every child's right to quality education is realized when countries lead their own inclusive reforms, anchored in sustainable systems and supported by effective partnerships and financing.

**If partner countries:**

- Implement well-defined, context-specific reforms that integrate gender equality, inclusion (including people with disabilities, refugees, internally

displaced populations and other marginalized groups based on context) and climate resilience;
- Strengthen the institutions and delivery systems needed to implement, monitor and sustain those reforms, especially for the most marginalized;
- Secure adequate and sustainable financing, with domestic resources as the anchor and external funding aligned and catalytic;
- And ensure that teachers, civil society, youth, parents, subnational actors and other stakeholders actively shape and champion reforms . . .

**Then** countries will build stronger, more sustainable education systems that deliver quality education for every child . . .

**And** strengthened education systems, fit for the 21st century and sustainably financed, will, in turn, accelerate progress on access, learning, gender equality and inclusion, and prepare young people with the skills and resilience needed for the future.

**If all members of GPE:**

- Work together at the country level to align behind a well-defined, context-specific priority reform;
- Optimize all opportunities to mobilize, provide and align financing to government-led priority reforms;
- And the GPE Secretariat effectively manages the financial and technical assets of the partnership in support of the implementation and financing of the priority reform, under the direction of the GPE Board . . .

**Then** GPE fulfills its mission to mobilize partnerships and investments that transform education systems in GPE partner countries, leaving no one behind.

## Annexes

### Annex 1. GPE 2030 Results Framework

[Full version to be linked/XXXXXXX]. Disaggregation by sex, level of education, children and youth with disabilities, location, refugees and internally displaced persons, as applicable.

| **GPE 2030 Goal: To accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century** |
|---|
| **Headline results from GPE grants and cofinancing** |
| H1. Number and percentage of children and youth supported with improved quality of education |
| H2. Number and percentage of children and youth that benefit from interventions that promote gender equality |
| H3. Number and percentage of out-of-school children and youth provided education or training |
| H4. Number and percentage of children with improved learning outcomes |
| H5. Number and percentage of teachers who benefit from professional development programs or activities |
| **GPE 2030 Objectives** |
| **Objective 1: Country-owned priority education reforms effectively implemented, fully integrating gender equality, and inclusion of people with disabilities and refugees, and other marginalized groups based on country context** |
| 1. Percentage of partner countries whose priority reform is making demonstrable progress in improving key education system components |
| 2. Percentage of partner countries improving education planning, budgeting and monitoring that is gender responsive and inclusive |
| 3a. Percentage of partner countries making progress toward Sustainable Development Goal 4.1.1a reporting<br>3b. Percentage of partner countries achieving top-up triggers related to reporting on Sustainable Development Goal 4.1.1a |
| 4. Percentage of partner countries improving the availability and use of data and evidence |
| **Objective 2: Domestic and external financing mobilized to support and sustain the effective implementation of priority reforms** |

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| 5a. Percentage of partner countries improving:<br><br>• the volume of domestic finance for education<br>• the equity of domestic finance for education<br>• the efficiency of domestic finance for education<br><br>5b. Percentage of partner countries achieving top-up triggers related to the volume, equity and efficiency of domestic finance |
| 6. Total cofinancing mobilized through GPE grants |
| 7. Percentage of donor commitments to the GPE Fund fulfilled |
| 8. Percentage of GPE implementation grant-funded programs that contribute to the sustainability of priority reforms |
| **Objective 3: Reforms driven and sustained by coordinated, effective, inclusive and accountable partnerships, including core system stakeholders** |
| 9. Percentage of partner countries where the partnership is demonstrating mutual accountability for effective partnership |
| 10. Percentage of partner countries with inclusive local education groups |
| 11. Number of policy changes in partner countries influenced by civil society organizations, teachers organizations, youth groups or the private sector |
| 12. Percentage of partner countries improving sector coordination |

**Annex 2. Scope of GPE's Financing and Engagement**

| Scope | Examples |
|---|---|
| GPE 2030 will maintain a scope of 12 years of primary and secondary education plus at least one year of pre-primary education. | Expanding pre-primary access; improving foundational learning; supporting catch-up or remedial programs; strengthening teacher training and curriculum alignment. |
| There is expanded scope for evidence-based interventions to support integrated programing for younger children (3+) as part of programs focused on pre-primary education, and skills-to-work programming for youth enrolled in secondary education or equivalent nonformal or catch-up education and skills programs. | Financing for inclusive early-learning programs (3+); integrating employability and skills options in secondary curricula; pathways for over-age or out-of-school youth to return to learning or work. |
| GPE will continue to strengthen mainstreaming inclusion and gender equality across all aspects of GPE work, including a focus on addressing gender-based violence and inclusion of children with disabilities and refugees and displaced populations. This includes attention to school health and nutrition. | Support for gender- and disability-responsive budgeting; safe-school and gender-based-violence-prevention initiatives; integration of health and nutrition into education plans; inclusive teacher training for refugee settings. |
| GPE will strengthen country capacity to identify, track and support children at risk of dropping out or out of school, including directing GPE financing to children and youth outside the formal education system. GPE will continue to support gender-responsive, equitable and inclusive education systems through an intersectional lens and by incentivizing the equity, efficiency and volume of domestic financing. | Incentives for equitable domestic education spending; capacity support for disaggregated data and monitoring; flexible financing to reach the most marginalized learners. |

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| GPE 2030 will strengthen approaches to addressing climate change in education systems and mitigating the impact of climate change on education delivery. | Measures to prevent, respond and mitigate the impact of climate change and conflict on education systems; alignment with national climate resilience strategies (e.g., disaster-resistant schools); targeted measures to mitigate impacts on the most vulnerable. |

## Annex 3. How We Work

GPE's ability to deliver results depends not only on *what* we do but also on *how* we work. The GPE 2030 operating model builds on GPE 2025—deepening focus on delivery, sustainability and shared accountability.

| Objective | Key questions | Supportive tools |
|---|---|---|
| **Inclusive priority reform** | What priority does the country want to change? What actions will be needed to drive delivery? Are gender equality and inclusion fully integrated? How will improvements in learning data be achieved? How can the education system be strengthened to deliver? | Partnership compact<br><br>Top-up triggers related to reporting on foundational learning outcomes<br><br>System capacity support |
| **Mobilize sustained financing** | How will the country improve domestic financing? What is the pathway to a sustainably financed education system? How can external financing, including GPE grants, mobilize additional cofinancing in support of longer-term sustainability? Does the financing strengthen government systems and support the sustainability of the reform? | Support for dialogue on education financing<br><br>Domestic financing top-up triggers<br><br>Externally financed grants and leveraged cofinancing |
| **Drive delivery through effective partnerships** | Have key stakeholders been engaged in shaping the reform? Are they aligned to support delivery? How will progress be inclusively monitored? | Support for core system stakeholders and inclusive dialogue<br><br>Annual monitoring/midterm reviews |

### Financing and Support Tools

GPE's financing instruments are designed to strengthen systems, mobilize sustainable financing and incentivize results. They include results-based triggers linked to domestic financing and learning outcomes and provide flexibility for fragile and crisis contexts.

| Financial instrument | Purpose | Eligibility |
|---|---|---|
| **System transformation grant** | Flagship resource for supporting large-scale, country-led reforms that tackle systemic bottlenecks in education systems. | Low-income countries, small island developing states (SIDS) eligible for IDA, and those classified as least developed, fragile or conflict affected—even if they transition into middle-income status. |
| **GPE Multiplier** | Mobilizes bilateral, multilateral, philanthropic and private financing to align behind nationally led reform priorities. Unlocks additional financing at a minimum 4:1 ratio for every GPE dollar. Includes a dedicated 1:1 match window for foundations and philanthropic partners. | A wide range of low- and lower-middle-income countries, including those previously eligible under GPE 2025. |
| **Innovative financing envelope** | Catalytic funds combining blended concessional finance, philanthropic incentives and risk-sharing instruments to mobilize additional public and private resources for sustainable government-led education reforms. | Countries that credibly commit to domestic financing resilience and sustained education funding. |
| **Girls' Education Accelerator** | Targets resources to support reforms addressing barriers faced | Countries facing the greatest challenges in |

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|---|---|---|
| | by highly marginalized girls, complementing broader gender hardwiring in system transformation or GPE Multiplier grants. | achieving gender equality in and through education. |
| **System capacity grant** | Supports inclusive sector planning, system diagnostics and institutional capacity strengthening to enhance the enabling environment for reform. | Low- and lower-middle-income countries, and those with prior eligibility under previous GPE frameworks. |
| **Education Out Loud** | Strengthens civil society participation in inclusive dialogue, policy reform and social accountability for education systems. | All GPE partner countries. |
| **GPE Knowledge and Innovation Exchange (KIX)** | Supports evidence generation, mobilization and uptake through applied research and regional hubs to scale innovations and strengthen policy capacity. | All GPE partner countries, regardless of income level. |
| **Technical assistance initiatives** | Provide targeted technical support through demand-driven facilities to address cross-sectoral challenges. | Select GPE partner countries based on needs and priorities identified in their reform agendas. |
| **Accelerated funding** | Allows partner countries to redirect allocated GPE resources to respond to crises. Focus is on sustaining education continuity and recovery, enabling advance disbursement of up to 20% | All GPE-eligible countries facing emergencies such as conflict, climate disasters and health crises. |

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| | of a grant allocation (or up to US$10 million). | |

## Annex 4. Who We Work With

| Partner category | Roles and contributions |
|---|---|
| **Partner country governments** | • Ministries of education lead and own the reform agenda through partnership compacts aligned with national education sector plans.<br>• Ministries of finance and national budget authorities mobilize, allocate and sustain domestic financing for education.<br>• Subnational and local authorities (states, provinces, districts) play critical roles where education is decentralized.<br>• Governments in fragile and crisis-affected contexts engage with GPE through adapted operational frameworks to sustain learning continuity and system resilience. |
| **Civil society and teachers organizations** | • Civil society organizations engage in inclusive policy dialogue, monitoring and accountability processes.<br>• Teachers unions and professional associations contribute to policy design, professional development and equitable deployment strategies.<br>• Education Out Loud strengthens civic space for evidence-based advocacy and participatory monitoring of education reforms. |
| **Development and financing partners** | • Multilateral partners such as the World Bank (host and trustee), UNICEF and UNESCO act as grant agents, coordinating technical and financial support.<br>• Bilateral donors, philanthropic foundations and development banks cofinance GPE grants, supporting the GPE Multiplier's 4:1 leveraging model.<br>• Development finance institutions, including regional and national banks, engage in innovative financing and debt-to-education mechanisms that expand fiscal space for learning. |
| **Regional and global organizations** | • Regional bodies and peer-learning networks, such as the Knowledge and Innovation Exchange (KIX), enhance regional evidence sharing and capacity. |

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| | • Global institutions (UNESCO, UNICEF, WFP) collaborate with GPE on data, policy, crisis response and school meals.<br>• Partnerships with Education Cannot Wait (ECW) and other humanitarian actors align efforts across the humanitarian–development nexus. |
| **Private sector and nontraditional partners** | • Private foundations, corporations and social enterprises contribute innovation, financing and technology for system transformation.<br>• Partnerships focus on digital learning, assistive technologies for disability inclusion and climate-resilient infrastructure.<br>• The Foundation for GPE in Geneva provides a platform to mobilize private and philanthropic capital aligned with public priorities. |

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