JUNE 3-5, 2025 – MEETING OF THE BOARD OF DIRECTORS
PARIS, FRANCE – BOD/2025/06 DOC 12 – FOR DECISION

GPE 2030 STRATEGY

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.

Key issues for consideration:

The Performance, Impact and Learning Committee (PILC) discussed the recommendations proposed in this document during its meeting in April 2025. It deliberated on the following:

Revised objectives: Members proposed minor adjustments to better reflect GPE's ambition on mainstreaming gender equality and supporting people with disabilities, refugees, and marginalized groups. They also emphasized the importance of coordinated engagement of education stakeholders at local level, including teachers, students and young people, and organizations of people with disabilities.

Revised results framework: Members welcomed the ambition of having a simplified framework with a focus on system level results, plus a small set of standardized grant indicators. There was some clarification on responsibilities and accountabilities for different actors in the partnership. They mentioned the importance of developing disaggregated data and partnering with organizations responsible for collecting other data not included in the GPE results framework. Members asked for the development of standard grant indicators to be inclusive, involving all partners expected to report on them, especially grant agents and implementation co-financiers.

Draft strategy: Members supported the proposed strategy and highlighted its importance for the upcoming replenishment campaign. They mentioned that it could further emphasize GPE's focus on low-income countries, the inclusion of children with disabilities, and refugees. Members suggested further simplifying the proposed theory of change, mentioning partnerships with innovative finance partners and further aligning with priorities agreed by the Board in 2024.

Objective

1. In the framework of GPE 2030 strategy development, the Board of Directors is requested to consider proposals for refining GPE's objectives, strengthening GPE's approach to results monitoring, increasing the participation and capacity of teachers, improving engagement of students, children and young people, and next steps for the finalization of the GPE 2030 strategy.

Recommended decision

BOD/2025/06-XX— GPE 2030 Strategy:

The Board of Directors:

1. **Revised objectives:** Recognizing the importance of aligning GPE 2030's objectives with GPE's mission, theory of change and results framework, approves the following revised objectives:
   a. Country owned priority education reforms implemented, fully integrating gender equality and inclusion, people with disabilities and refugees, and marginalized groups based on country context.
   b. Domestic and external financing mobilized to support and sustain priority reforms.
   c. Reforms driven and sustained by coordinated and effective partnerships including core system stakeholders.
2. **Operational measures and responsibilities:** Approves the following operational measures and responsibilities to enable GPE 2030 results monitoring to be managed efficiently and cost-effectively as a partnership-wide effort:
   a. Governments, with support of the coordinating agent, grant agent, and other partners, report annually on progress related to the implementation of the partnership compact and enabling factors, and relevant top-up indicators.
   b. Annual monitoring can be financially supported through either the system capacity grant or the system transformation grant, and that the relevant grant agents be accountable for the timely completion of reporting, including consultation with government and the local education group.
   c. Secretariat works in consultation with grant agents and co-financiers to develop a small set of standardized indicators that apply to all system transformation grants, Multiplier grants, and co-financing, and that grant agents, including of co-financed programs, be accountable for reporting on these indicators annually.
   d. Secretariat establishes a partnership platform for results reporting (as part of the digital transformation work) which locks in key accountabilities, and tracks compliance.
3. **Participation and capacity of teachers:** Requests the Secretariat to leverage all relevant existing grant mechanisms to strengthen the participation and capacity of teachers, recognizing approaches will differ according to context, and that all efforts should be made to include diverse voices, including women, teachers with disabilities, and refugee teachers. This includes:

a. Meaningful consultation with teachers on key policy issues, through system capacity and system transformation grants.
b. Strengthened teacher capacity to engage in policy dialogue at the country level, working through Education Out Loud (EOL).
c. Strengthened focus on teachers, and inclusion of teachers, in knowledge exchange, through the Knowledge and Innovation Exchange (KIX) and similar opportunities with partners.

4. **Engagement of students, children, and young people:** Requests the Secretariat to leverage all relevant existing mechanisms to support the engagement of students, children and young people, recognizing approaches will differ according to context, and that all efforts should be made to include diverse voices, including those with disabilities and refugees. This includes:
   a. Strengthened processes of consultation with these groups at the country level supported through system capacity and system transformation grants.
   b. Strengthened capacity of these groups to engage in policy dialogue at the country level, working through EOL.
   c. Invite contributions from these groups in relevant knowledge exchange, through KIX and similar lesson-learning opportunities.

Next Steps

5. Based on the strategy outline in Annex B of BOD/2025/06-DOC 12, requests the CEO to finalize the GPE 2030 strategy under the leadership of GPE's Chair and Vice-Chair.
6. Based on the draft results framework in Annex C of BOD/2025/06-DOC 12, requests the CEO to finalize the GPE 2030 results framework under the leadership of GPE's Chair and Vice-Chair.

Background and overview

1. In June 2024, the Board of Directors endorsed a refresh of GPE's strategy to reflect changes in the external context (BOD/2024/06-06). Consultations highlighted GPE's ambition, focus on systems, domestic financing, and inclusive partnership as valuable. The Board agreed on a refined scope for GPE 2030 in December 2024 (BOD/2024/12-03). The evaluation of the Multilateral Organization Performance Assessment Network (MOPAN) confirmed GPE's strategic relevance and operational model but identified weaknesses in monitoring results. MOPAN suggested identifying opportunities to further strengthen the results framework and tools for reporting on results for the next strategy to better assess progress towards country-level results. It cautioned against assuming that GPE has greater influence on goal-level results than is realistic and emphasized that results are generated through a partnership-wide effort.

2. MOPAN observed that different constituencies have varying information needs, and the results framework has limitations in communicating GPE's overall value. They underlined the importance of monitoring progress and results at the system level and observed the need to strengthen methodologies for aggregating and reporting grant-level results. Additionally, they highlighted the crucial role of GPE's evaluation portfolio in showcasing GPE's performance and value-add. Based on these findings and recommendations, the GPE Secretariat is proposing the following approach to strengthen a partnership-wide effort to improve and measure results:
    - **Aligning GPE 2030's objectives with GPE's theory of change and mission:** refinements are recommended to strengthen the focus on reform implementation, system strengthening, mobilizing financing and partnerships.
    - **A revised results framework** with fewer, more meaningful, measurable, and moveable indicators, aligned to the revised objectives. Indicators are limited to those areas where the partnership has a reasonable level of direct or indirect influence (grants, co-financing and some system-level results).
    - **Reporting goal-level progress, aligned with Sustainable Development Goal 4 (SDG4), outside the GPE results framework** by establishing an agreement with the UNESCO Institute for Statistics and the Global Education Monitoring Report to provide for relevant Committees and the Board a brief presentation on progress in GPE partner countries against select SDG4 indicators at the child and system level.
    - **Clarifying operational measures and responsibilities for GPE data provision:** limitations to GPE's ability to report results include the reliance on secondary sources of data, limited use of standardized indicators and low accountability across the partnership for reporting on results (including with the desired level of disaggregation). With regards to tracking progress at the system-level, the proposals recognize that the responsibility for system results lies primarily with governments, and that this should be supported by grant agents.
    - As part of GPE's ongoing Digital Transformation project, establishing **a partnership platform for results reporting**, with clear roles, responsibilities, timeframes, and protocols for transparency.
    - Alongside the simplified results framework, using **systematic evaluations, risk indicators, and robust quality assurance** to assess the effectiveness, economy, efficiency and equity and GPE's work.
3. **Tracking learning outcomes results**: If these measures are adopted under GPE 2030, it is anticipated that GPE will be able to report on learning outcomes as follows:

- Progress towards measuring and reporting on SDG indicator 4.1.1.a[1] (foundational learning) across GPE partner countries (use of top-up triggers; methodology currently under development).
- Number of countries reporting improvements in learning outcomes (self-reported and only where there are two comparable data points using any assessment methodology)
- Grant-supported improvements in learning outcomes.

Other revisions and next steps

4. In response to the Board decision on strengthening the **participation of teachers, students, children and young people** (BOD/2024/12-03), under GPE 2030, the Secretariat proposes building this into existing grant mechanisms, namely Education out Loud (EOL), system capacity and system transformation grants, and the Knowledge and Innovation Exchange (KIX).
5. **Next steps**: Annex A summarizes the proposed changes. Annex B includes a draft strategy outline and Annex C is a proposed results framework, with illustrative indicators. Following deliberations by the Board in June 2025, it is proposed that the CEO finalizes the strategy and results framework, under the leadership of the Vice-Chair and Chair,

Annex A – Summary of changes
Annex B – Draft strategy outline
Annex C – Draft results framework

[1] SDG indicator 4.1.1: Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.

Annex A - Summary of changes

Issue	Comment
GPE Principles, Vision, Goal, Mission	No change, except change "developing countries" to "GPE partner countries" in the mission statement
GPE Scope	Approved in December 2024
What makes GPE unique	Included in the strategy outline (see annex B)
Participation and capacity of teachers in shaping and delivering a priority reform	For Board decision
Engagement of students, children and young people in all mechanisms at all levels	For Board decision
Leveraging partnerships	Included in the strategy outline (see annex B)
Leveraging financing	To be drafted reflecting financing and funding decisions by the Board in June 2025
GPE Objectives and Results reporting	For Board decision

Proposed objectives – summary of changes

GPE 2025	GPE 2030	Rationale
I. Strengthen gender-responsive planning and policy development for system-wide impact. II. Mobilize coordinated action and financing to enable transformative change. III. Strengthen capacity, adapt and learn, to implement and drive results at scale. IV. Mobilize global and national partners and resources for sustainable results.	I. Country owned priority education reforms implemented, fully integrating gender equality and inclusion, people with disabilities and refugees, and marginalized groups based on country context. II. Domestic and external financing mobilized to support and sustain priority reforms. III. Reforms driven and sustained by coordinated and effective partnerships including core system stakeholders.	• Greater focus on implementation. • Recognizes that addressing issues of gender equality and inclusion includes but goes beyond planning and policy. • Focuses GPE's convening and partnership efforts on reinforcing national progress. • Capacity, evidence and ongoing learning are an integral part of supporting country-led implementation.

Annex B – Draft strategy outline (including proposed decisions)

1. Introduction

GPE Chair and Vice-Chair foreword. Strategy overview and GPE principles.

2. Education – an essential investment and a global crisis

Key message: Better, and more equitably educated populations unlock social, economic, peace and stability dividends that are essential in the face of a rapidly changing world. Risks of not investing now, risks of not addressing patterns of exclusion and inequalities and the impact on pressing global issues. Education as the key ingredient in navigating the challenges of global insecurity, shifting demographics, and climate change; unlocking the opportunities of technology/AI context and securing economic and political stability. The world cannot afford to stand by - education is a human right, an enabler of other rights and an essential investment in the future. It will take fresh ambition, new partnerships, national and international financing.

- Renewed case for investing in education – and the risks of not investing; linkages with food security, peace, inclusive economic growth, human capital and migration, gender equality and climate change.
- Patterns of exclusion and inequalities across different geographies – multiple and overlapping barriers to accessing quality education.
- A rapidly changing global context – the pressures on domestic and international finance for education are unprecedented; the impact of scaling back education investment will be felt immediately and for years to come.
- The critical role of domestic finance for education – what needs to be done differently to maximize system wide results (smart investments, volume/adequacy, equity, efficiency, etc.).
- A sharper role for international finance for education – leveraging new investments, innovations and partnerships in support of country led efforts.

3. Transforming education systems - a shared responsibility

Key message: Transformative change is possible. It requires leadership at all levels, and a concerted and joined up focus on prioritized reforms that deliver results for everyone.

All countries have high expectations of their education systems – to deliver quality relevant education to all children and youth, with equity and efficiency, to equip future generations with the learning and skills they need for the future and contribute to national and community development. Key components of an education system include policies and plans, financing, quality teachers, curricula, quality infrastructure, central and decentralized administrative capacity and learning materials, data and monitoring to track progress. All these components matter, but it is how these system components

work together to drive results, especially for the most marginalized, that is at the heart of transformative change.

GPE is uniquely placed to support sustainable system change. Recognizing moves away from traditional foreign assistance, we have a strong track record in mobilizing financing, plus the tools and capability to leverage innovative, non-traditional financing. This includes the establishment of a separate non-profit legal entity, allowing us to enter a wide range of partnerships with companies, foundations and high-net-worth individuals.

- The importance of taking a systems approach to secure sustainable, system wide results at scale.
- What we have learned about supporting education systems – evidence and lessons learned. Prioritization, leadership and national ownership, focus on delivery, use of data to drive results, ability to respond flexibly to context.
- Unique ability to mobilize different sources of financing and partnerships and align these purposefully in support of national priorities.
  Working together to leave no one behind: an intersectoral approach to inclusion and gender equality, a strengthened focus on the inclusion of children with disabilities – supporting countries to identify and address the issues that leave certain children behind, because of who they are or where they live.
- GPE's value as a multi-stakeholder partnership – country ownership, flexibility, supporting inclusive dialogue, mobilizing financing, evidence and partnerships, driving a focus on key issues. The importance of broad-based national ownership and engagement of core system stakeholders in improving implementation.
- Efficient and agile – dedicated country teams, closer to partners, driving down costs without scaling back on ambition.

4. Vision and Mission Statements

- **Vision**: A quality education for every child
- **Mission**: To mobilize partnerships and investments that transform education systems in [GPE partner 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
- **Scope**: 12 + at least 1 year pre-primary; integrated programming for younger children, skills to work programing for youth enrolled in secondary education or equivalent; inclusion and gender equality, gender based violence, inclusion of children with disabilities and refugees, climate change, school nutrition and health, etc. (as per December 2024 Board decision - BOD/2024/12-03).

1. ***Revised objectives - for Board decision***
    I. *Country owned priority education reforms implemented, fully integrating gender equality and inclusion, people with disabilities and refugees, and marginalized groups based on country context.*
    II. *Domestic and external financing mobilized to support and sustain priority reforms.*
    III. *Reforms driven and sustained by coordinated and effective partnerships including core system stakeholders.*

5. Theory of Change (short narrative, diagram to follow)

Key message: At the heart of GPE's approach is adapting to context, or "meeting countries where they are at". GPE's overall theory of change must be adapted to context, taking into consideration what is political and technically feasible to advance improved delivery of a key education service through the education system. A modest priority, aligned with the country sector plan, delivered well, is more likely to have a positive impact on education services at a system level than an overly ambitious reform that exists only on paper. This is especially true in fragile and conflict-affected states. Delivery can be supported and enhanced by external finance and partnerships but will be sustained by the joined-up efforts of national stakeholders and well spent domestic financing.

Short Theory of Change

If a GPE partner country has a **clearly defined priority reform** mainstreaming **gender equality, all aspects of inclusion, and climate change and it:**

(a) **improves the systems and capacities to implement, monitor and sustain the reform,** especially for the most marginalized in each context

(b) has adequate financing from **national, domestic and external sources** that is equitably and efficiently deployed to support the reform

(c) engages **all key stakeholders, including teachers, civil society and subnational actors** to inform and co-own the priority reform

Then the country will make progress towards building stronger education systems which deliver quality education for every child.

Vision: A quality education for every child

Mission: To mobilize **partnerships and investments that transform education systems** in GPE partner 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

Countries make progress towards building **stronger education systems that deliver quality education for every child**.

OBJ. 1 - Country-owned **priority education reforms are implemented**, fully integrating gender equality and inclusion, people with disabilities and refugees, and marginalized groups based on country context.

OBJ. 2 - Domestic and external **financing** supports and sustains priority reforms.

OBJ. 3 - Reforms are driven and sustained by coordinated and effective **partnerships**, including core system stakeholders.

*Countries improve the systems and capacities to **implement, monitor and sustain the reforms**, especially for the most marginalized, in each context.*

*Clearly **defined priority reforms** mainstream gender equality, all aspects of inclusion, and climate change.*

*Fundamental **conditions for reform success** are in place:*

- ✓ *Countries have adequate **financing** from national, domestic and external sources that is equitably and efficiently deployed to support the reforms.*
- ✓ *Countries engage **national stakeholders**, including teachers, civil society and subnational actors to inform and co-own the priority reforms.*

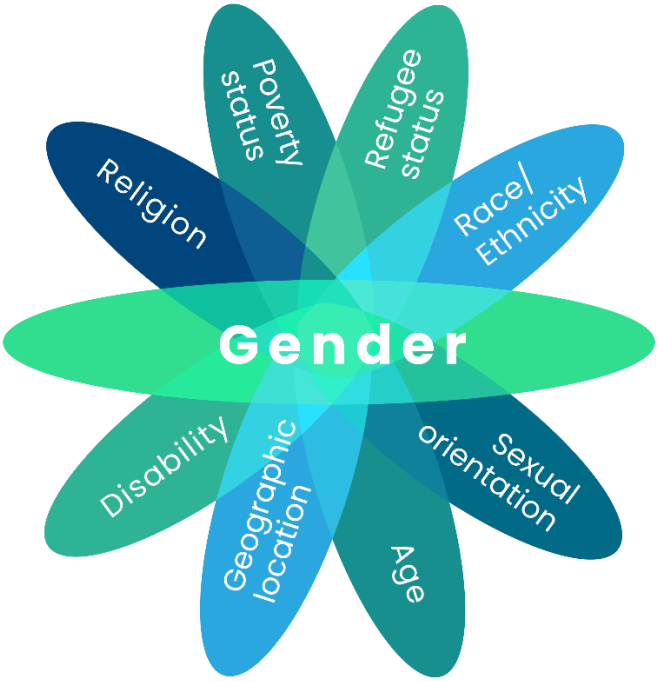
6. How we work

Key message: Delivery and results at scale and through systems, with fit for purpose financing instruments, intentional partnerships, learning and adapting. What we have learnt and how we have adapted.

- **GPE 2025** – what we have learnt and how we are adapting
- **Partnership compact**: a roadmap to deliver on a priority reform; identifying and addressing delivery bottlenecks; aligning resources and stakeholders; incentivizing improvements in **domestic financing and learning outcome data** [text boxes]
- **Country-led ownership**: GPE does not pre-determine what the priority reform should focus on. It will normally be aligned with the country's education sector plan, within the scope of this strategy, and achievable within a time frame of 4-5 years. Prioritization, realistic ambition and sustained leadership are important ingredients for success. Examples.
- **Coordination, capacity strengthening and aid alignment**: fragmentation of effort within systems, or by external partners, impacts on the capacity of governments to deliver. How GPE supports coordination, capacity strengthening and improved aid alignment, where possible.
- **Financing**: where GPE works and how our support is differentiated; mobilizing finance for education and how our financing instruments support and leverage results – system transformation and system capacity grants, Multiplier transformation grants, innovative financing; driving improvements in the volume, equity and efficiency of domestic financing including through results-based financing (top-up triggers). Examples.
- **Fragile and conflict-affected states**: how we adapt our operating model to work in difficult contexts, respond to emergencies, meet the needs of refugees or support efforts to prevent system collapse. Includes adapting our financing and partnership approaches to what makes most sense to partners in country. Examples.
- **Partnerships**: inclusive dialogue through local education groups; supporting national and regional civil society; global and multi-country knowledge generation, innovation and exchange; partnership peer learning and capacity (KIX, EOL, Technical Assistance Initiatives). Supporting governments to engage with core system stakeholders, such as teachers, students and children, people with disabilities, parents and communities.
- **Gender equality and Inclusion**: how GPE continues to strengthen actions to improve gender equality and inclusion within and through education. Recognizing multiple and overlapping barriers to education, **disability** and

refugee inclusion, and the inclusion of **context-specific marginalized groups** will be strengthened, aligning with GPE's partnership approach to gender equality: mainstreaming through priority reforms, operations, dialogue and partnerships. [graphic on approach] [text box: disability commitments].

GPE intersectional approach to gender equality



- **Learning and adapting:** working with partners to realize the ambitions outlined in the partnership compact, and supporting the use of data and evidence to drive implementation and decision making. Maintaining feedback loops and having the flexibility to adapt our operating model and operations when needed.

2. ***Financing and Funding Framework (see BOD/2025/06-DOC 10) – for Board decision*** Fit for purpose funding instruments, geographic footprint and eligibility.

7. Who we work with

<u>Key message</u>: Intentional partnerships, bringing a diversity of voices and experience, with a focus on accelerating the delivery of country led reforms, are at the heart of what GPE does. Who we work with and how we work with partners (global, regional, national including other financial institutions).

Partnerships with purpose: Why we work in partnership and what we've learned? Partnership principles [text box]. The importance of intentional partnerships that align behind country-led reforms, and the breadth of potential partnerships - to support innovation and creative problem solving; knowledge sharing and expertise [KIX].

Inclusive dialogue: support for local education groups and the wider local education ecosystem to engage in policy dialogue and reform monitoring. Advocating for and supporting national consultation and review processes. Mobilizing and engaging with stakeholders that play a critical role in shaping and delivering education reforms (e.g., other government bodies, sub-national administrative bodies, youth, teachers, private sector, organizations of people with disabilities, local academia and think tanks). [EOL]

Financing and technical partnerships: how we work with others; our collaboration with Education Cannot Wait [text box], and work with other financial institutions and mechanisms, foundations and the private sector. Technical Assistance Initiatives.

Global and regional partnerships and advocacy: GPE's role in the education architecture, as a fund and a partnership. Strengthening the relationships with regional bodies as key champions for education. Bringing our operations closer to partners through the establishment of regional hubs.

3. ***Strengthened participation and capacity of teachers in shaping and delivering a priority reform – for Board decision***

   Requests the Secretariat to leverage all relevant existing mechanisms to strengthen the participation and capacity of teachers, recognizing approaches will differ according to context, and that all efforts should be made to include diverse voices, including women, teachers with disabilities and refugee teachers*.

4. ***Engagement of students, children and young people in all mechanisms at all levels – for Board decision***

   Requests the Secretariat to leverage all relevant existing mechanisms to support the engagement of students, children and young people, recognizing approaches will differ according to context, and that all efforts should be made to include diverse voices, including women, people with disabilities and refugees*.

   **Full decision language in BOD/2025/06-DOC 12.*

8. Learning and adapting, results and impact

Key message: Results reporting is a shared responsibility across the partnership, which needs to be managed efficiently and cost-effectively. A refreshed approach to monitoring results which includes clear roles ,responsibilities and accountabilities for implementing a simplified results framework that links activities with GPE's strategic objectives and tangible results.

This will be supplemented by relevant SDG 4 indicator reporting for GPE partner countries and a data driven approach to managing risk and ensuring value for money for GPE grants and operations, and an independent evaluation portfolio. Streamlined approaches to data and evidence will allow the partnership to make evidence informed decisions and take collective action and also support individual partner countries and programs to learn and adapt based on evidence.

5. ***Strengthened GPE 2030 results monitoring – for Board decision***
   Based on the draft results framework in Annex C of BOD/2025/06-DOC 12, requests the CEO to finalize the GPE 2030 results framework under the leadership of GPE's Chair and Vice-Chair.

6. ***Operational implications for building a partnership-wide results monitoring approach for GPE 2030 – for Board decision***
   Approves the following operational measures and responsibilities to enable GPE 2030 results monitoring to be managed efficiently and cost-effectively as a partnership-wide effort:
   a. Governments, with support of the coordinating agent, grant agent, and other partners, report annually on progress related to the implementation of the partnership compact and enabling factors, and relevant top-up indicators.
   b. Annual monitoring can be financially supported through either the system capacity grant or the system transformation grant, and that the relevant grant agents be accountable for the timely completion of reporting, including consultation with government and the local education group.
   c. Secretariat work in consultation with grant agents and co-financiers to develop a small set of standardized indicators that apply to all system transformation grants, Multiplier grants, and co-financing, and that grant agents, including of co-financed programs, be accountable for reporting on these indicators annually.
   d. Secretariat establishes a partnership platform for results reporting (as part of the digital transformation work) which locks in key accountabilities, and tracks compliance.

Results Framework – see Annex C of BOD/2025/06-DOC 12.

Assumptions/risks.

Assumptions/Risks	Details
Coherence of the Partnership Compact and Readiness for Delivery	National partners validate a coherent compact package, adapted to context, with a priority reform, system bottlenecks identified, measurable milestones, alignment to education sector plan, and necessary resources secured.
Stakeholders' Support and Dialogue	Reforms are embraced by national/subnational actors, including teachers and civil society. Reform progress is sustained despite changes in leadership or emergencies. Dialogue takes place at all levels throughout implementation.
Data Systems and Evidence-Based Decision Making	Policies are context-relevant, evidence-based, and monitored. Efforts to strengthen data systems include learning outcomes, gender equality, inclusion, disability, refugees and climate. Actors share data and learn from performance shortcomings.
Capacity, Financial Commitment, Partner Alignment, and Innovation	National capacity to deliver matches reform ambitions. Governments protect/increase education budgets and improve financing effectiveness. Development partners align efforts with government-led reforms. Support for education issues and innovations is maintained.

Annex C – Draft Results Framework (overview – metrics are illustrative)

Goal level results – aligned with SDG4 – outside the Results Framework

GPE's goal is shared across the Partnership. The Partnership's collective actions contribute to the results residing under the goal; they are not directly attributable to GPE financing and are considered **under GPE's sphere of interest**

Select goal level SDG4 indicators will be measured annually across GPE partner countries. **These will not be part of GPE 2030 Results Framework but will be reported to GPE's Board of Directors annually**. Results residing under the goal level are not attributable to GPE and are considered **under GPE's sphere of interest**.

Goal: Access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century.

Illustrative metrics	Data collection and reporting
SDG4 data on child-level outcomes in GPE partner countries. For example: *SDG 4.1.1: Learning outcomes in reading and math, by sex and fragility ("(a) grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary").* *SDG 4.1.2: Completion rates, by sex and fragility (primary, lower secondary, upper secondary).* *SDG 4.5.1 Parity indices (e.g., sex, location, wealth quintile)*	UNESCO Institute for Statistics and Global Education Monitoring Report team data collection and analysis on GPE countries
SDG4 data on system-level delivery and management outcomes in GPE partner countries. For example: *SDG 4.c.1: Teachers with the minimum qualifications, (primary, lower secondary, upper secondary), by sex and fragility.* *SDG 4.7.3: Extent to which green policy intentions are mainstreamed in curriculum documents (subject to data coverage).* *SDG FFA: Government expenditure allocated to education.*	

GPE Results Framework

Headline results from GPE grants + co-financing that contribute to partnership goal

Illustrative metrics	Data collection and reporting
N of children reached with a quality education *N and % girls benefitted from gender-sensitive interventions.* *N of out-of-school children enrolled or re-enrolled in the education system* *N and % students with learning outcomes improved* *Number of countries reporting improvements in learning outcomes*	Grant agents' grant monitoring using standardized indicators and completion reports. For multiplier grants, this includes results achieved by the co-financing as well as GPE grants. Disaggregated by sex and other factors (such as disability) Countries' self-reported information through annual monitoring and only where there are two comparable data points.

Objective level result areas (illustrative)

GPE objectives are achieved through the actions and commitments of the entire Partnership, together with contributions of GPE financing, technical support, and advocacy.

Objective 1: Country owned priority education reforms implemented, fully integrating gender equality and inclusion, people with disabilities and refugees, and marginalized groups based on country context.

Illustrative metrics	Data collection and reporting
N and % partner countries whose compact progress is rated 'on track" in critical areas of reforms, e.g.: - *Teachers* - *Inclusion and gender equality*	Annual monitoring and mid-term reviews. Secretariat aggregation. Disaggregated by areas of reform.

Illustrative metrics	Data collection and reporting
N and % partner countries making progress on the gender-informed planning enabling factor (including triggers for top-ups) *N and % countries making progress towards reporting on SDG 4.1.1a learning outcome data (including triggers for top-ups)* *N and % partner countries making progress on the data and evidence enabling factor (including triggers for top-ups)*	Secretariat verification of top-up triggers. The data and evidence enabling factor includes progress on things like the availability of critical statistical data (e.g. disability, out of school children, teachers etc.) where this has been identified as an obstacle.

Objective 2: Domestic and external financing mobilized to support and sustain priority reforms.

Illustrative metrics	Data collection and reporting
N and % partner countries making satisfactory progress against enabling factor plans for improvement in volume, efficiency, equity (including triggers for top-ups). *Total cofinancing mobilized* (i) Percentage and (ii) amounts of donor commitments fulfilled into the GPE fund	Annual monitoring (including through mid-term reviews when relevant). Secretariat aggregation. Secretariat verification of top-up triggers Secretariat monitoring Secretariat monitoring

Objective 3: Reforms driven and sustained by coordinated and effective partnerships including core system stakeholders.

Illustrative metrics	Data collection and reporting
Percent of countries reporting strong partner support through financing and technical support	Annual reporting and mid-term reviews; to include KIX/technical assistance initiatives where relevant; Secretariat aggregation and analysis, with qualitative assessment.

Illustrative metrics	Data collection and reporting
N and % partner countries with CSO and teacher association representation on local education groups	Secretariat collection and aggregation of local education group data (quality of engagement assessed on sample basis through evaluations). Disaggregated by stakeholder groups, including CSO and teacher organizations
Number of policy changes in partner countries influenced by civil society organizations	Education Out Loud monitoring system

Outside the GPE Results Framework

Outside of the results framework, GPE will monitor grant and other GPE supported programs' performance along several dimensions, as follows, in coordination with Grant Agents:

- Implementation grants on track and meet their objectives and targets on:
  a. Learning
  b. Gender equality
  c. Inclusion
  d. Teachers
  e. Curriculum
  f. Climate
- System capacity grants on track and meet their objectives and targets
- Amount and percent of grant financing allocated to specific thematic areas outlined above
- Key results from the Knowledge and Innovation Exchange, Education Out Loud, and Technical Assistance Initiative programs, such as number of cases of policy influence through KIX; number of countries with civil society contributing to education reforms.

To the extent feasible, the information will be disaggregated by the unit of measurement (e.g., gender for student- and teacher-level data, type of inclusion by intervention or program, and so forth).

A system of **evaluations** will complement results reporting and grant monitoring to provide in-depth information on strategic topics. This system would include, for example, a rolling sample of country-level evaluations that examine the robustness of GPE's partnership at the country level, aid alignment, progress of reforms and system-level results (including gender and inclusion, school environment and management of education systems), the factors that support or hinder progress and results, and so forth. Evaluations could also assess programs that support countries' priority reforms, including technical assistance on specific issues, such as climate, and Knowledge and Innovation Exchange and Education Out Loud.

Value for money

Drawing on indicators from the risk and results frameworks, grant performance monitoring and financial data, quality assurance processes, and the system of evaluations, GPE will also provide a concise and consolidated assessment of the effectiveness, economy, efficiency and equity of GPE's work across the Partnership.