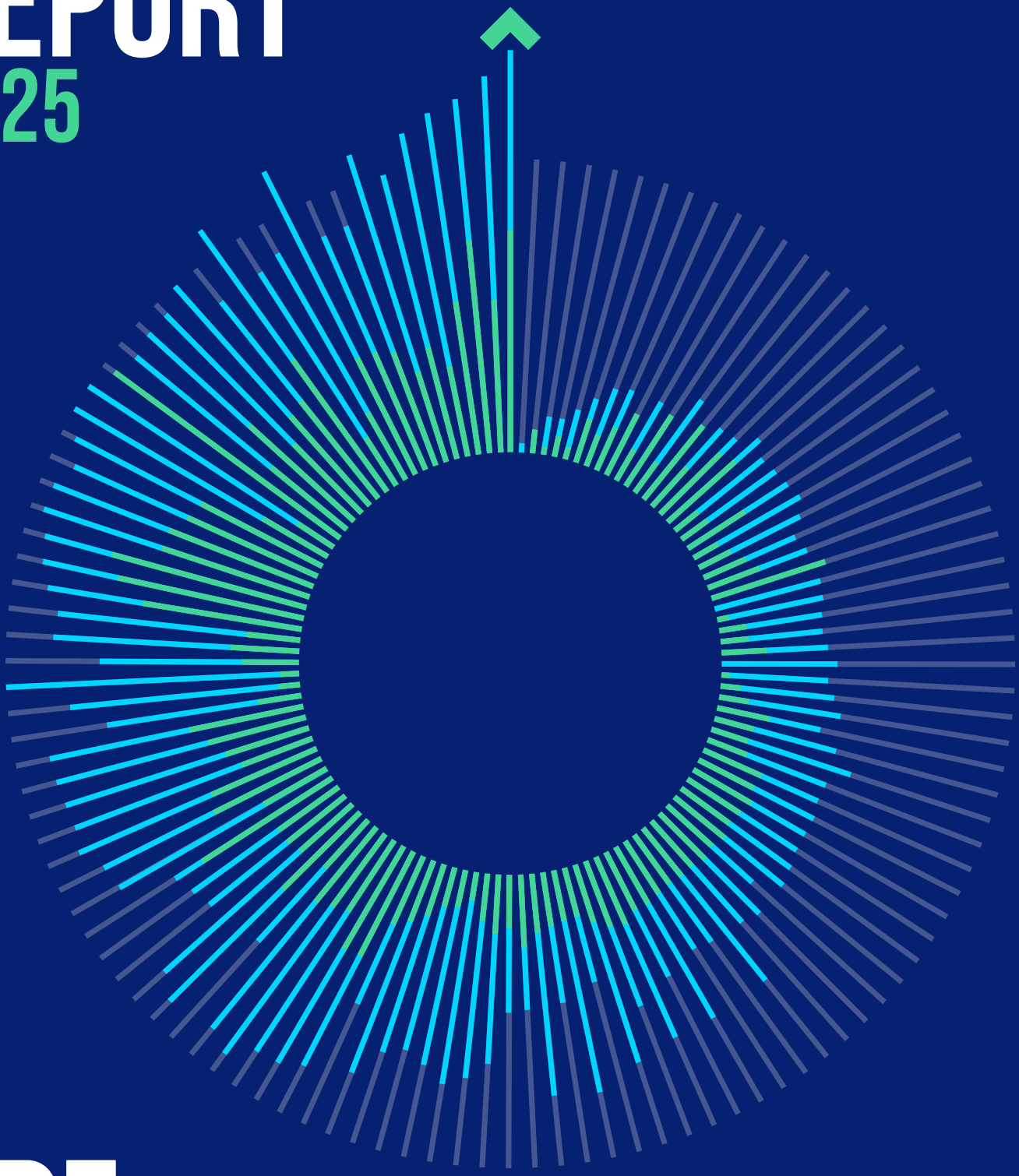
RESULTS REPORT 2025



GPE Transforming Education

CHAPEAU

Nearly five years ago, the Global Partnership for Education (GPE) presented a clear strategy—GPE 2025—to guide its support for partner countries in transforming their education systems and to build on the success of GPE 2020. The new strategy focused on three objectives: mobilizing coordinated action and financing, targeting the most excluded children through gender-responsive planning and policies, and improving how learning and adaptation contribute to driving sustainable results, at scale.

This Results Report, the last under GPE 2025, highlights the effectiveness of the strategy and of GPE's overall approach. Our emphasis on innovative financing has generated billions of dollars in new cofinancing, including from private philanthropies and businesses. At the same time, partner countries are working to strengthen and sustain domestic financing, reducing their need for external funding. Most of GPE's results-based financing for foundational policy and institutional reform has incentivized improvements in the volume, efficiency and equity of domestic financing to education.

During the 2021-25 period, GPE partner countries delivered significant concrete improvements in learning for millions. Key grant outputs—372 million children supported, 4.7 million teachers trained, 272 million textbooks distributed and 92,000 classrooms constructed or renovated—doubled the achievements realized under GPE 2020. These improvements were made possible by the success of GPE's innovative financing and the efficient delivery of GPE grants that saw record approvals ($1.3 billion) and disbursements ($1 billion) in fiscal year 2025. GPE's global mechanisms—the GPE Knowledge and Innovation Exchange (KIX), Education Out Loud and technical assistance initiatives—exceeded their objectives and are reinforcing success at the country level.

These results suggest that we can continue to make progress in confronting the ongoing learning crisis in low- and lower-middle-income countries. Abundant evidence also argues, however, for far greater urgency. Rapid advances in technology, a changing climate and massive demographic shifts are placing rising demands on education systems. Today, more than 270 million children and young people are out of school, with 179 million of them in GPE partner countries. The threats to their education undermine each country's ability to build a skilled workforce and grow its economy.

The success achieved by GPE and its partner countries under GPE 2025—and under GPE 2020 before it—provides a solid foundation and important lessons for an improved strategy under GPE 2030. As we seek to support partner countries in ensuring that every child has access to a quality education, GPE looks forward to even more success over the next five years.

Laura Frigenti
Chief Executive Officer
Global Partnership for Education



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2025 RESULTS AT A GLANCE

n.e.d. not enough data

n/a not applicable

* 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.
38.0% of partner countries had at least one year of free and/or compulsory pre-primary education guaranteed in legal frameworks.

2.
46.7% of children participated in organized learning one year before the official primary entry age.

3.i.a.
73.8% of children completed primary education.

3.i.b.
58.9% of children completed lower-secondary education.

3.i.c.
36.5% of children completed upper-secondary education.

3.ii.a.
17.6% of primary-school-age children were out of school.

3.ii.b.
21.3% of lower-secondary-school-age children were out of school.

3.ii.c.
38.4% of upper-secondary-school-age children were out of school.

4.i.
55.7% of partner countries increased their government expenditure on education or their government expenditure reached 20% or above.

4.ii.a.
86.5% of partner countries assessed equity, efficiency and volume of domestic finance for education.

4.ii.b.
48.1% of partner countries made progress against identified challenges in equity, efficiency and volume of domestic financing for education.

5.i.
27.9% of women aged 20-24 years were married or in a union before age 18.

5.ii.a.
86.5% of partner countries assessed gender-responsive planning and monitoring.

5.ii.b.
40.7% of partner countries made progress against identified challenges in gender-responsive planning and monitoring.

5.ii.c.
62.7% 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 achieved at least a minimum proficiency level in reading.

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

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

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

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

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

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

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

7.i.a.
63.5% of teachers in pre-primary had minimum required qualifications.

7.i.b.
78.6% of teachers in primary had minimum required qualifications.

7.i.c.
67.2% of teachers in lower secondary had minimum required qualifications.

7.i.d.
71.1% of teachers in upper secondary had minimum required qualifications.

7.ii.
36.7% of partner countries assessed teaching quality.

8.i.
48.9% of partner countries reported at least 10 out of 12 key international educational indicators to UIS.

8.ii.a.
86.5% of partner countries assessed the availability and use of data and evidence.

8.ii.b.
55.6% of countries made progress against Identified challenges In the availability and use of data and evidence.

8.ii.c.
60.2% of partners that assessed the availability and use of data and evidence reported key education statistics disaggregated by children with disabilities.

8.iii.a.
86.5% of partner countries assessed sector coordination.

8.iii.b.
63.0% of partner countries made progress against identified challenges in sector coordination.

8.iii.c.
65.9% of local education groups included civil society organizations and teacher associations.

COUNTRY-LEVEL OBJECTIVES

1 . Strengthen gender-responsive planning and 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.
91.9% of system capacity grants with 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 that implemented GPE allocation-linked policy reforms in the sector coordination enabling factor as identified in their partnership compact.

10.ii.
90.6% of system capacity grants with activities under the mobilize coordinated action and finance window were on track.

11.
100% of partner countries 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.
45.9% of partner countries aligned GPE grant funding to national systems.

12.ii.
60.5% 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.
92.3% of system capacity grants with 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.
75.8% of system transformation grants met overall objectives during implementation.

14.i.b.
91.9% 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.i.
35 cases of capacity strengthening supported by the GPE Knowledge and Innovation Exchange contributed to policy development or delivery in partner countries.

15.ii.
297 cases of knowledge mobilization supported by the GPE Knowledge and Innovation Exchange contributed to policy development or delivery in partner countries.

16.i.
35 partner countries benefited from newly mobilized technical assistance initiatives.

16.ii.
100% of GPE-mobilized technical assistance initiatives were on track to meet their objectives.

16.iii.
US$3.78 billion
in additional cofinancing has been leveraged through GPE innovative financing mechanisms.

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

18.i.
79.3% of donor commitments were fulfilled.

18.ii.
US$3.07 billion
in donor commitments were fulfilled.

INTRODUCTION

GPE's strategic plan for 2021 to 2025 supported partner countries to develop and implement education system reforms that accelerate access, learning outcomes and gender equality at scale.

This final results report under GPE 2025 summarizes GPE's key achievements, organized by its country-level and enabling objectives. The last section "Goal: Learning outcomes, access and equity" covers partner countries' progress related to Sustainable Development Goal 4 indicators, the broader context within which GPE operates.

HIGHLIGHTS

GPE 2025 made significant progress in supporting partner countries in strengthening their education systems and crowding in financing for countries' priority reforms. By June 2025, 74 out of 91[1] partner countries had developed, with GPE support, partnership compacts that articulated the roadmap for each country's prioritized education system reforms. Evaluation evidence indicated that the compacts better prioritized reforms than in the past, because of GPE support for a more systematic, evidence-based approach to identifying challenges through inclusive, government-led dialogue. Recent monitoring data indicate that countries are addressing the challenges to reforms in the areas of gender-responsive planning and monitoring, domestic finance, sector coordination and data and evidence.[2] Countries are also making progress on reform implementation, with four countries having completed their partnership compact midterm reviews by June and another 13 expected to complete the reviews by December 2025.

GPE grants contributed to partner countries' system reforms and outpaced GPE 2020 in their achievements. Between 2021 and 2025:

- GPE grants, together with cofinancing from partners, supported 372 million children[3] (about 49 percent of the school-age population in partner countries) with better education. Almost 70 percent of those children are in partner countries affected by fragility and conflict.
- Grants and cofinancing helped train 4.7 million teachers[4] (about 19 percent of basic education teachers in partner countries), distribute 272 million textbooks[5] and build or renovate 92,000 classrooms. These numbers are more than double the achievements under GPE 2020.

1 Under GPE 2025, 70 of the 91 partner countries were required to develop partnership compacts to access system transformation grants. The remaining partner countries, which were not eligible for system transformation grants, had the option of developing partnership compacts but were not required to do so.

2 Technopolis, Triple Line, and Learn More, *GPE 2022–2026 Study: Country-Level and Thematic Evaluation Synthesis Report (Phase 1)* (Washington, DC: GPE, 2024). Available here.

3 GPE grants directly reached 270 million by June 2025, with grants and cofinancing expected to reach 372 million children by December 2025.

4 GPE grants directly trained 2.3 million by June 2025, with grants and cofinancing expected to train 4.7 million teachers by December 2025.

5 GPE grants directly distributed 225 million by June 2025, with grants and cofinancing expected to provide 272 million textbooks by December 2025.

- Almost 85 percent of grants that measured learning outcomes reported improvements in learning, and 75 percent of GPE active grants are on track to achieve their objectives related to access, inclusion and quality teaching, among other areas.

- All implementation grants approved since 2022 include interventions that promote gender equality, and more than two-thirds of all grant funds approved under GPE 2025 focus on that aim, double the proportion under GPE 2020.

- GPE grants are effective, with 92 percent of implementation grants that closed over the GPE 2025 period meeting their objectives at completion, in areas such as learning outcomes, gender equality and inclusion.

- Disbursements and grant approvals continued apace at $1.0 billion and $1.3 billion, respectively, in fiscal year 2025. These amounts demonstrate sustained momentum after simplified grant review and approval processes contributed to record disbursement and approvals, both exceeding $1 billion, in 2024.

GPE also successfully leveraged international and domestic financing for education. Since 2021, GPE's innovative financing mechanism, the GPE Multiplier, has leveraged $3.78 billion in additional financing from 66 cofinanciers, with just under $1 billion in grant resources. Of the additional financing leveraged, foundations, civil society organizations and the private sector provided $236 million, demonstrating the Multiplier's success in leveraging finance from sources other than traditional providers of official development assistance.

In countries with significant challenges in the volume, equity and efficiency of domestic finance, GPE links a part of each country's grant allocation, called the top-up, to addressing those challenges. The three partner countries with domestic finance-linked top-ups scheduled for fiscal year 2025 met the requirements by increasing budget execution rates, enhancing financial management across ministries responsible for education and maintaining newly recruited teachers on the federal payroll (other countries' top-ups are due in the coming years).

In order to sustain and continue the momentum toward results, the GPE Forward initiative rolled out in January 2025 to strengthen GPE Secretariat support to countries and other partners and to improve operational efficiency. The initiative established a regional matrix structure with three regional teams, led by technical managers, and technical practices that provide subject matter expertise and apply guidelines, policies and processes consistently across countries. Gender, grant management and finance specialists, embedded in the regional teams, also strengthen GPE's country programs. Secretariat staff have moved closer to partner countries, with 53 percent of staff expected to be based in decentralized offices in Brussels, Chennai, Nairobi and Paris by December 2025, compared to 94 percent of staff based in Washington, D.C., in June 2019. Other measures for efficiency include reducing travel and consultant costs by 25 and 50 percent from their peaks in fiscal years 2023 and 2024, respectively. Finally, the Secretariat is developing a new information technology system (GPE Connect) that will streamline Secretariat workflows and provide a partnership portal for data collection and reporting.

GPE'S COUNTRY-LEVEL OBJECTIVES: SUPPORTING SYSTEM REFORMS

GPE contributes to countries' system reforms that aim to improve education outcomes at scale. GPE has three country-level objectives:

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

Aligned with the three country-level objectives, GPE 2025 supports countries to conduct (1) diagnosis and analysis of factors that support or impede the achievement of education outcomes (called enabling factors); (2) prioritize system reforms and align education stakeholders behind those reforms, through the development of partnership compacts; and (3) implement, adapt and learn, including with support from GPE grants.

GPE 2025 also incentivizes improvements in the four enabling factors[6] by making the top-up, which can be up to 40 percent of the system transformation grant allocation, contingent upon completing actions to address the most pressing challenges identified.

As of June 30, 2025, 74 countries had completed their partnership compacts, and 83 countries had completed the enabling factors analysis (Indicators 4iia, 5iia and 8iia). The Board had approved 73 top-up triggers for 32 countries, totaling $355 million (or 9 percent of total approvals).

Several partner countries are well into implementing the system reforms outlined in their partnership compacts. Cambodia, El Salvador, Tajikistan and Tanzania (Mainland) have completed their midterm reviews, whose findings show progress in reform implementation, and 13 countries are expected to assess progress of their reforms by December 2025. The midterm reviews are also informing adaptations to the system reforms. For example, El Salvador's midterm review, completed in 2025, found that the reform had improved inclusion and quality in early childhood education, and the country has expanded the scope of the reform beyond early childhood education up to the end of primary school. By June 2025, 30 countries had reported progress on the high-priority areas identified in their enabling factors analysis. Partner countries have recently begun monitoring progress in the enabling factors, and more countries are expected to provide these data as part of an annual monitoring exercise in the coming years.

COUNTRY-LEVEL OBJECTIVE 1: Strengthen gender-responsive planning and policy development for system-wide impact

A key element of GPE 2025 is the hardwiring of gender equality across all aspects of the partnership's work. Partner countries' system reforms reflect that emphasis. Eighty-seven percent of the reforms are informed by gender data and evidence, and more than 66 percent of the reforms have gender equality as a cross-cutting consideration.

The enabling factors analysis played a key role in the use of evidence and policy dialogue on mainstreaming gender equality. Of the 27 partner countries or entities that reported on implementing actions to improve gender-responsive planning and monitoring in fiscal year 2025, 11 were fully on track and another 13 made significant progress with some delays that are likely

6 Data and evidence; gender-responsive sector planning, policy and monitoring; sector coordination; and volume, equity and efficiency of domestic public expenditure on education.

to be resolved (Indicator 5iib). Countries' actions to address the gaps included gender mainstreaming in sector planning (22 countries), such as by developing mechanisms to address gender disparities in education in Zambia, hardwiring gender into the development of the new education sector plan in Ethiopia, and integrating a gender lens into all policy and planning work in Fiji; improvements in budget programming and monitoring (11 countries); and gender-informed sector monitoring frameworks (9 countries).

The system capacity grant supports countries to implement those actions through activities under the gender-responsive planning and monitoring window, with activities on track for 92 percent of system capacity grants in 2025 (Indicator 9ii).

An independent review of gender hardwiring in the GPE 2025 operating model, completed in 2025, found considerable progress from the GPE 2020 approach to gender equality.[7] It highlighted better use of evidence in policy dialogue on gender equality and improved integration of gender equality in grant design under GPE 2025. The review recommended that GPE should continue to focus on strengthening accountability, capacity and leadership for gender equality, especially at the country level, over the next strategy period.

The Girls' Education Accelerator provides grants to support gender equality in countries where girls face the greatest educational disadvantages. Of the 30 partner countries eligible for the Girls' Education Accelerator, 15 countries have secured grants, and the program has allocated all available financing ($225 million). An estimated 3.6 million girls are expected to benefit directly from these grants.

The independent gender review also found that the Girls' Education Accelerator incentivized countries to set ambitious goals for girls' education, with a focus on highly marginalized girls.[8] For example, in Somalia (Federal), stakeholders reported that the Girls' Education Accelerator enabled a stronger focus on the most disadvantaged girls, including those with severe disabilities, and a system-wide approach to addressing the social and cultural barriers to education that girls face.

COUNTRY-LEVEL OBJECTIVE 2: Mobilize coordinated action and financing to enable transformative change

GPE coordinates financing for countries' reforms by working to improve domestic public finance for education, leveraging grants to obtain additional funding from external sources and aligning external financing with system reforms.

In fiscal year 2025, of the 27 partner countries or entities that reported progress on implementing actions to address challenges in domestic finance, 13 were fully on track and another 11 made significant progress with some delays that are likely to be resolved (Indicator 4iib). The actions the countries identified relate to the equity (19 countries), efficiency (18 countries) and volume (18 countries) of domestic finance. Teacher workforce management was a key element of improving the equity and efficiency of domestic finance for education, with 10 partner countries reporting progress in this area.

The triggers for system transformation grant top-ups reflect GPE 2025's strong focus on domestic finance. Actions related to domestic finance triggers account for 80 percent of all triggers and represent $270 million, or 76 percent of the total top-up allocations. Almost 90 percent of those triggers focus on the equity and efficiency of domestic finance. All three partner countries with triggers due by June 2025 had domestic finance–related triggers, which they achieved (Indicator 11) (other countries' triggers are due in coming years). In Sierra Leone, the Ministry of Basic and Senior Secondary Education increased the budget execution rate to 92 percent, compared to the target value of 85 percent and a baseline of 78 percent, and incorporated learning outcomes and learner disadvantages in teacher allocation mechanisms. In Somalia (Federal), the government approved a framework to strengthen administrative and financial management across the federal and state ministries involved in providing education and trained relevant staff on the framework's implementation. In addition, by December 2024, the government had retained and paid at least 90 percent of the 2,600 newly recruited teachers out of the federal payroll. Finally, Tanzania (Mainland) developed a revised

7 J. Kellum and M. Tsolakis, *Rapid Review of Gender Hardwiring in the GPE 2025 Operating Model* (Washington, DC: 2025). Available here.

8 J. Kellum and M. Tsolakis, *Rapid Review of Gender Hardwiring*.

education sector development plan based on more robust financial data and projections. A further nine partner countries have domestic finance triggers due by December 2025.

The proportion of partner countries that have maintained public expenditure on education at or above the 20 percent benchmark, or that have increased their education spending toward the 20 percent benchmark, shows stabilization after a COVID-19-induced decline. Following a drop from 59 percent in 2021 to 52 percent in 2022, the proportion rose to 56 percent (50 percent in partner countries affected by fragility and conflict) in 2024,[9] the latest year for which data are available (Indicator 4i). In the 44 countries that had data for both 2023 and 2024, the average share of the government budget spent on education increased from 17.7 percent in 2023 to 18.2 percent in 2024, which marks the first increase in education spending since the COVID-19 pandemic.

GPE also supports efficient and effective sector coordination more broadly. Of the 27 partner countries that reported progress on implementing actions to improve sector coordination in 2025, 17 were fully on track and another 8 made significant progress with some delays that are likely to be resolved (Indicator 8iiib). The actions countries are implementing include improving sector coordination functions, capacities and practices (27 countries), for example, by strengthening government coordination and implementation of external funding in Zimbabwe and ensuring frequent local education group meetings and annual joint sector reviews in Tonga and Vanuatu; establishing or strengthening financing mechanisms that pool funding or align it to national systems (12 countries); and improving mechanisms for accountability, such as harmonizing reporting across externally funded programs (3 countries). Activities under the "mobilize coordinated action and finance" window of the system capacity grant, which supports partner countries to address gaps in sector coordination, were on track for 91 percent of system capacity grants in 2025 (Indicator 10ii).

In addition, GPE facilitates coordinated action through local education groups, which are multi-stakeholder platforms for inclusive policy dialogue on education. The proportion of local education groups that have both civil society organizations and teachers associations increased from 63 percent in 2024 to 66 percent in 2025 (Indicator 8iiic). Whereas almost all local education groups have civil society organizations, 71 percent have representation from teachers associations.

COUNTRY-LEVEL OBJECTIVE 3: Strengthen capacity, adapt and learn, to implement and drive results at scale

Partner countries assess progress in reform implementation through partnership compact midterm reviews. Cambodia, El Salvador, Tajikistan and Tanzania (Mainland) had completed midterm reviews by June 2025; and an additional 13 countries will conduct midterm reviews by December 2025. These midterm reviews will provide evidence to adapt and accelerate the implementation of system reforms. Their findings will also determine the focus areas of future GPE grants.

Continuous learning for reform implementation relies on the availability and use of data and evidence. Of the 27 partner countries or entities that reported progress on addressing gaps in the availability and use of data and evidence, 15 were fully on track in 2025 and 10 made significant progress with some delays that are likely to be resolved (Indicator 8iib). These countries are taking actions to improve the availability of sex-disaggregated data (10 countries), improve the availability of data on children with disabilities (four countries), establish or strengthen education management information systems (21 countries) and learning assessment systems (12 countries), and conduct sector diagnostics or analyses (6 countries).

After domestic finance, top-up triggers most frequently incentivize improvements in the availability and use of data and evidence. Thirteen triggers across eight countries in this area collectively account for a fifth of top-up funds approved so far. Of the eight countries, three—the Democratic Republic of Congo, Haiti, and Uganda—have triggers due by the end of December 2025.

Activities under the "adapt and learn for results at scale" window of the system capacity grant support partner countries to use evidence for better reform implementation. In 2025, these activities were on track for 92 percent of system capacity grants (Indicator 13ii).

9 These data are revised periodically when actual budget execution data become available. Because of such revisions, the original value of almost 60 percent in 2023 reported in last year's results report has been revised down to 54 percent.

GPE's financial support for reform implementation through the system transformation grant, the system capacity grant, the Girls' Education Accelerator and the GPE Multiplier has shown continuing momentum after record grant approvals and disbursements, both exceeding $1 billion, in fiscal year 2024. Disbursements were nearly $1 billion and grant approvals were $1.3 billion in fiscal year 2025. This level of grant support to partner countries reflects significant improvements to grant agent selection and management processes over recent years. Further steps for greater grant agent accountability are under way, including mandatory standard operating procedures for grant agent selection, the introduction of prior agency performance as a selection criterion and independent consultant oversight of and support to the selection process. GPE has also diversified its grant agent pool, with the number of grant agents for active implementation grants increasing from 12 in 2022 to 18 in 2025.

GPE grants continue to be effective, with 92 percent of implementation grants that closed over the GPE 2025 period meeting their objectives at completion (Indicator 14ib). Examples of grant objectives include improving early grade reading fluency and comprehension (Tanzania [Mainland]); training headteachers in classroom observation and feedback (Bangladesh); improving access for girls and internally displaced persons in remote areas (Somalia [Puntland]); and identifying and developing individualized education plans for children with disabilities (Vanuatu). Of the implementation grants active in fiscal year 2025, 76 percent (50 out of 66) were on track to meet their objectives, compared to 61 percent (38 out of 62) in 2024 (Indicator 14ia).[10]

The grant portfolio focuses strongly on gender equality and inclusion. All grants include at least one activity to improve gender equality, and 68 percent of grant funds approved during GPE 2025 have gender equality as a specific objective, compared with 34 percent during GPE 2020. Of grants active at some point in GPE 2025, 80 percent supported activities to improve inclusion in education systems, including through the 62 percent of grants that had activities to support children with disabilities. The grant portfolio also reflects an increasing focus on activities for climate change adaptation and mitigation. During GPE 2025, the proportion of active grants supporting these activities doubled, from 25 percent in 2022 to 50 percent in 2025. The share of grant funds allocated to addressing the causes and impacts of climate change also increased from 14 percent in calendar year 2023 to 18 percent in calendar year 2024, the latest data available.

Between 2021 and 2025, GPE supported 372 million children (about 49 percent of the school-age population in partner countries) with better education through its grants and cofinancing from partners; of those children, 70 percent were in partner countries affected by fragility and conflict. Over the same period, almost 85 percent of grants that measured learning outcomes reported improvements in learning. Grants and cofinancing also helped train 4.7 million teachers (about 19 percent of basic education teachers in partner countries), distribute 272 million textbooks and build or renovate 92,000 classrooms, more than double what GPE 2020 achieved for these three key program outputs.

Under GPE 2030, GPE's upcoming strategic plan for 2026 to 2030, programs supported by grants and cofinancing will include standardized indicators to measure their beneficiary-level impact. The indicators will include the number of children with improved learning outcomes, the number of out-of-school children enrolling/reenrolling in school and the number of children benefiting from interventions that improve gender equality (pending Performance, Impact and Learning Committee approval).

ENABLING OBJECTIVE: Mobilize global and national partners and resources for sustainable results

GPE reinforces its country-level objectives of supporting partner countries' efforts to implement system reforms at scale by mobilizing additional financing for education through its innovative financing mechanisms and through the three cross-national mechanisms—GPE Knowledge and Innovation Exchange (KIX), Education Out Loud and technical assistance initiatives—that complement its country-level grants.

Throughout a period of constrained education funding due to COVID-19 and cuts in donor funding for education, GPE's innovative finance mechanism, the GPE Multiplier, has had remarkable success in leveraging additional

10 Indicator 14ia tracks grant implementation both overall—via progress status and fund utilization ratings—and by priority area, through component-level ratings mapped to relevant GPE thematic codes.

financing for education. Since 2021, it has leveraged $3.8 billion in additional financing from 66 cofinanciers, with just under $1 billion in grant resources. This amount far exceeds the target of $2.5 billion over the same period (Indicator 16iii) and the $552 million that GPE achieved under the previous strategy period from 2018 to 2020. A significant feature of this success has been the GPE Multiplier's ability to leverage financing from sources other than traditional official development assistance. Of the additional financing leveraged, $236 million has come from private foundations, civil society organizations and the private sector.

An independent review of the GPE Multiplier,[11] completed in 2023, covered 49 programs approved between 2016 and 2024. The study found that those programs aligned with GPE 2025 priorities and that cofinanciers disbursed financing in the amounts and through the modalities that they had agreed upon at approval. It also found that cofinanciers highly valued the convening power and the coordinating role of GPE, which they cited as among the primary reasons for working through the GPE Multiplier. The study found gaps in results measurement that constrained the aggregation of results across the programs. The results framework for GPE 2030 will address those gaps to enable GPE to capture the full set of results.

KIX implementation has accelerated in recent years. By June 2025, KIX-supported knowledge and research had informed education policy development or delivery in 35 cases across 24 countries, exceeding the target of 29 cases for 2025 (Indicator 15i). In Nigeria, evidence from the KIX project informed an increased funding allocation for out-of-school children. In Tanzania (Mainland), the Ministry of Education is launching a secondary education improvement program with an accelerated learning component for girls, based on evidence from KIX research. A recent review and evaluation of KIX[12] found that it has made strong progress toward its goal of supporting GPE partner countries in using evidence and innovation, and that its two mechanisms—knowledge exchange and applied research—have helped strengthen capacities, generate policy-relevant evidence and support knowledge mobilization in partner countries.

From 2021 to 2024, civil society organizations with Education Out Loud funding influenced education planning, policy dialogue or monitoring in 50 countries, exceeding the target of 38 countries over that period (Indicator 17). A recent review of Education Out Loud[13] found that it has been effective in achieving its goals and remains highly relevant in global education advocacy. The study found that Education Out Loud has achieved significant results across all areas of its results framework and has surpassed many of its targets even before the end of the program.

GPE's technical assistance initiatives provide expertise, resources and solutions to reinforce national government capacity for aligned and coordinated action across multiple ministries. By June 2025, 35 countries had benefited from technical assistance initiatives, above the target of 20 countries, and those initiatives are on track to meet their objectives in all 35 countries (Indicator 16i). To guide the design and implementation strategies for the initiatives going forward, the GPE Secretariat will undertake a comprehensive midterm review of the technical assistance initiatives in 2026.

GOAL: Learning outcomes, access and equity

GPE operates in the broader context of Sustainable Development Goal (SDG) 4. The lingering effects of the COVID-19 pandemic constrained progress toward SDG 4 objectives in 2023, the latest year for which SDG 4 data are available. The participation rate of children one year younger than the official primary entry age in organized learning programs declined from 53 percent in 2020 to 45 percent in 2021 and increased only to 47 percent by 2023 in partner countries (Indicator 2). The share of countries with at least one year of free and compulsory pre-primary education guaranteed in legal frameworks also remained unchanged at 38 percent (Indicator 1).

Partner countries' progress in improving access to education remains a challenge. According to the latest estimates, between 2015 and 2023, the number of out-of-school children, adolescents and youth in partner

11 Mathematica, *GPE Multiplier Evaluation Report* (Washington, DC: GPE, March 2023). Available here.

12 International Development Research Centre, "Review and evaluation of the Global Partnership for Education Knowledge and Innovation Exchange: 2024–2025." Available here.

13 K. Newman, H. Collinson and H. Beardon, *Review of Education Out Loud: Phase 2 Report* (INTRAC, 2025). Available here.

countries increased by 16 million (of whom 14 million were in partner countries affected by fragility and conflict), reaching 179 million out of the global total of 272 million[14] (Indicator 3ii).

Over the same period, however, the completion rate in partner countries increased steadily to reach 75 percent at the primary level, 59 percent at the lower-secondary level and 37 percent at the upper-secondary level (Indicator 3i). Girls are more likely than boys to complete primary and lower-secondary school, and lag boys by only one percentage point in upper-secondary completion. The increase in completion rates, despite stagnating out-of-school rates, suggests that education systems are becoming more efficient by reducing repetition.

The share of trained teachers in partner countries increased from 65 percent in 2020 to 80 percent in 2023 at the pre-primary level, but it stagnated at about 80 percent at the primary level and at about 70 percent at the lower- and upper- secondary levels (Indicator 7i).

The dearth of comparable data on learning achievement continues. Over the 2020-23 period, only 40 out of the 90 GPE partner countries (and 17 out of the 36 partner countries affected by fragility and conflict) reported any type of results from a learning achievement survey at the end of primary school that met eligibility criteria for international reporting to the UNESCO Institute for Statistics. Although trends on learning outcomes are not available, it is evident that learning levels are low. In 2022, among partner countries, the share of students who reached the minimum proficiency level at the end of primary education was 29 percent in reading (21 percent in partner countries affected by fragility and conflict) and 20 percent in mathematics (10 percent in partner countries affected by fragility and conflict) (Indicator 6).

14 GPE analysis, UNESCO GEM Report and UIS VIEW website, https://www.education-estimates.org, accessed July 2025.

LOOKING AHEAD

Overall, partner countries have made promising progress in developing and implementing system reforms under GPE 2025. Progress monitoring and evaluation evidence highlights the potential of these reforms to strengthen systems, which will lead to improved education outcomes. GPE 2030 will support partner countries to stay the course on reforms, while identifying and addressing barriers to their implementation and achieving better results for children.

GPE 2025 grants and cofinancing, which support reform implementation, have delivered results by reaching 372 million children with better education and more than doubling the key outputs achieved—textbooks delivered, teachers trained and classrooms constructed—under GPE 2020. These outputs support the provision of quality education for children.

Results also point to two key areas for the partnership to amplify its efforts: better data on learning outcomes and sustainable domestic finance for education. GPE 2030 will incentivize partner countries to (1) improve the availability of learning outcome data for SDG 4.1.1a and report comparable data on learning outcomes to the UNESCO Institute for Statistics and (2) improve the equity, efficiency and volume of domestic finance by linking 30 percent of grant allocations to improvements in these areas.

GPE 2030 has also adopted a stronger partnership-wide approach to monitoring and demonstrating results through a streamlined results framework and an information technology platform (GPE Connect) for sharing and reporting data. The results framework will measure both improvements in policies and institutions achieved through the system reforms and the effectiveness of the country-level partnership more systematically than before. It will also include headline results on GPE's beneficiary-level impact on learning outcomes, out-of-school children and gender equality, derived from standardized indicators in all programs supported by grants and cofinancing. These data will collectively provide the basis for demonstrating GPE's value and progress toward its goal of accelerating access, learning outcomes and gender equality through equitable, inclusive, resilient education systems fit for the 21st century.

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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
LEG	local education group
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		38.0	38.0	38.0	38.0			n/a
		PCFC		25.0	25.0	25.0	25.0			n/a
		N		79 PCs (28 PCFCs)	79 PCs (28 PCFCs)	79 PCs (28 PCFCs)	79 PCs (28 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		52.7	44.6	45.5	46.7			79.1
		PCFC		36.7	30.5	31.5	31.2			72.4
		Female		55.9	46.6	47.7	48.7			n/a
		N		64 PCs (24 PCFCs)	67 PCs (26 PCFCs)	61 PCs (21 PCFCs)	64 PCs (23 PCFCs)			65 PCs (22 PCFCs)
3 Access; Gender equality	(i) Completion rate of: (a) primary education, (b) lower-secondary education, (c) upper-secondary education (SDG indicator 4.1.2) *Source: UNESCO Institute for Statistics* UNIT: *completion rate*			CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025
		Overall	(a)	71.0	72.5	73.9	73.8			84.1
			(b)	53.9	56.4	58.7	58.9			71.4
			(c)	34.3	36.2	35.9	36.5			47.3
		PCFC	(a)	67.3	67.7	66.5	66.6			78.9
			(b)	52.6	53.9	52.7	53.2			68.4
			(c)	35.0	36.1	35.1	35.7			47.0

Indicator # Priority Area	Indicator	Disaggregation		Baseline	Year	Year	Year	Year	Year	Target/ SDG 4 Benchmark
3 Access; Gender equality	*continued*	Female	(a)	71.3	73.2	74.3	74.0			n/a
			(b)	53.5	56.3	58.2	58.3			n/a
			(c)	33.4	35.5	35.1	35.6			n/a
		Rural	(a)	64.2	65.8	67.2	66.9			n/a
			(b)	45.1	46.9	49.4	49.6			n/a
			(c)	25.4	26.0	26.4	27.1			n/a
		Bottom wealth quintile	(a)	47.1	51.2	53.7	49.9			n/a
			(b)	26.2	31.1	34.7	31.8			n/a
			(c)	12.1	14.4	16.0	14.8			n/a
		N	(a)	65 PCs (24 PCFCs)	61 PCs (22 PCFCs)	65 PCs (24 PCFCs)	61 PCs (24 PCFCs)			76 PCs (29 PCFCs)
			(b)	64 PCs (24 PCFCs)	59 PCs (21 PCFCs)	63 PCs (23 PCFCs)	60 PCs (23 PCFCs)			69 PCs (26 PCFCs)
			(c)	63 PCs (24 PCFCs)	58 PCs (21 PCFCs)	63 PCs (23 PCFCs)	59 PCs (22 PCFCs)			73 PCs (26 PCFCs)
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)	17.9	16.2	17.5	17.6			8.9
			(b)	21.9	21.1	21.2	21.3			15.9
			(c)	41.2	38.8	38.4	38.4			30.6
		PCFC	(a)	21.4	20.7	23.9	24.1			14.5
			(b)	22.3	22.5	25.5	25.7			16.8
			(c)	39.2	37.8	39.7	39.8			30.3
		Female	(a)	18.5	16.7	18.0	18.1			n/a
			(b)	23.3	22.0	22.3	22.4			n/a
			(c)	44.7	41.2	41.0	40.9			n/a
		Rural	(a)	21.1	19.6	21.2	21.3			n/a
			(b)	25.7	25.2	25.3	25.4			n/a
			(c)	47.1	44.6	44.2	44.2			n/a
		Bottom wealth quintile	(a)	34.5	31.1	33.6	33.6			n/a
			(b)	40.1	36.5	39.1	39.4			n/a
			(c)	61.2	56.9	58.7	58.7			n/a
		N	(a)	64 PCs (24 PCFCs)	64 PCs (23 PCFCs)	70 PCs (27 PCFCs)	65 PCs (25 PCFCs)			70 PCs (27 PCFCs)
			(b)	64 PCs (24 PCFCs)	64 PCs (23 PCFCs)	69 PCs (27 PCFCs)	64 PCs (25 PCFCs)			63 PCs (23 PCFCs)
			(c)	63 PCs (24 PCFCs)	64 PCs (23 PCFCs)	69 PCs (27 PCFCs)	63 PCs (25 PCFCs)			63 PCs (21 PCFCs)

Indicator # Priority Area	Indicator	Disaggregation		Baseline	Year	Year	Year	Year	Year	Target/ SDG 4 Benchmark
4 Equity, efficiency, and volume of domestic finance	(i) Proportion of countries with government expenditure on education increasing or at 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		58.4	59.3	51.9	53.8	55.7		n/a
		PCFC		53.3	63.6	53.3	48.0	50.0		n/a
		N		77 PCs (30 PCFCs)	81 PCs (33 PCFCs)	81 PCs (30 PCFCs)	80 PCs (25 PCFCs)	79 PCs (26 PCFCs)		
	(ii) (a) Proportion of countries where equity, efficiency and volume of domestic finance for education is assessed *Source: Enabling factors assessment by ITAP/ Secretariat Review* (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*			(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	(FY)
		Overall	(a)	n/a	8.3	35.4	78.1	86.5		n/a
			(b)	n/a	n/a	n/a	80.0	48.1		n/a
		PCFC	(a)	n/a	9.5	23.7	80.0	87.8		n/a
			(b)	n/a	n/a	n/a	75.0	38.5		n/a
		N	(a)	n/a	96 PCs and entities (42 PCFCs)	96 PCs and entities (38 PCFCs)	96 PCs and entities (40 PCFCs)	96 PCs and entities (41 PCFCs)		
			(b)	n/a	n/a	n/a	15 PCs and entities (4 PCFCs)	27 PCs and entities (13 PCFCs)		
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		25.8	25.2	25.3	27.1	27.9		n/a
		PCFC		28.5	27.1	23.6	25.2	26.2		n/a
		N		44 PCs (21 PCFCs)	48 PCs (20 PCFCs)	52 PCs (18 PCFCs)	55 PCs (19 PCFCs)	47 PCs (14 PCFCs)		
	(ii) (a) Proportion of countries where gender-responsive planning and monitoring is assessed *Source: Enabling factors assessment by ITAP/ Secretariat Review* (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*			(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	(FY)
		Overall	(a)	n/a	8.3	35.4	78.1	86.5		n/a
			(b)	n/a	n/a	n/a	46.7	40.7		n/a
			(c)	n/a	100.0	88.2	64.0	62.7		n/a
		PCFC	(a)	n/a	9.5	23.7	80.0	87.8		n/a
			(b)	n/a	n/a	n/a	25.0	38.5		n/a
			(c)	n/a	100.0	100.0	50.0	52.8		n/a
		N	(a)	n/a	96 PCs and entities (42 PCFCs)	96 PCs and entities (38 PCFCs)	96 PCs and entities (40 PCFCs)	96 PCs and entities (41 PCFCs)		
			(b)	n/a	n/a	n/a	15 PCs and entities (4 PCFCs)	27 PCs and entities (13 PCFCs)		
			(c)	n/a	8 PCs and entities (4 PCFCs)	34 PCs and entities (9 PCFCs)	75 PCs and entities (32 PCFCs)	83 PCs and entities (36 PCFCs)		

Indicator # Priority Area	Indicator	Disaggregation		Baseline	Year	Year	Year	Year	Year	Target/ SDG 4 Benchmark
				CY2020	CY2021	CY2022	CY2023	CY2024	CY2025	CY2025
6 Learning; Gender equality	Proportion of children and young people (a) in Grade 2, (b) in Grade 3, (c) at the end of primary education and (d) 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*	Overall	(a) (i)	n.e.d.	n.e.d.	n.e.d.	n.e.d.			n.a.
			(ii)	n.e.d.	n.e.d.	n.e.d.	n.e.d.			n.a.
			(b) (i)	n.e.d.	n.e.d.	n.e.d.	n.e.d.			n.a.
			(ii)	n.e.d.	n.e.d.	n.e.d.	n.e.d.			n.a.
			(c) (i)	n.e.d.	28.9	28.9	n.e.d.			48.8
			(ii)	20.1	19.8	19.8	n.e.d.			52.6
			(d) (i)	n.e.d.	n.e.d.	n.e.d.	n.e.d.			n.a.
			(ii)	n.e.d.	n.e.d.	n.e.d.	n.e.d.			n.a.
		PCFC	(a) (i)	n.e.d.	n.e.d.	n.e.d.	n.e.d.			n.a.
			(ii)	n.e.d.	n.e.d.	n.e.d.	n.e.d.			n.a.
			(b) (i)	n.e.d.	n.e.d.	n.e.d.	n.e.d.			n.a.
			(ii)	n.e.d.	n.e.d.	n.e.d.	n.e.d.			n.a.
			(c) (i)	n.e.d.	20.6	20.6	n.e.d.			n.a.
			(ii)	9.3	10.1	10.1	n.e.d.			45.2
			(d) (i)	n.e.d.	n.e.d.	n.e.d.	n.e.d.			n/a
			(ii)	n.e.d.	n.e.d.	n.e.d.	n.e.d.			n/a
		Female	(a) (i)	n.e.d.	n.e.d.	n.e.d.	n.e.d.			n/a
			(ii)	n.e.d.	n.e.d.	n.e.d.	n.e.d.			n/a
			(b) (i)	n.e.d.	n.e.d.	n.e.d.	n.e.d.			n/a
			(ii)	n.e.d.	n.e.d.	n.e.d.	n.e.d.			n/a
			(c) (i)	n.e.d.	30.0	30.0	n.e.d.			n/a
			(ii)	20.0	19.3	19.3	n.e.d.			n/a
			(d) (i)	n.e.d.	n.e.d.	n.e.d.	n.e.d.			n/a
			(ii)	n.e.d.	n.e.d.	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*	N	(a) (i)	13 PCs (7 PCFCs)	13 PCs (7 PCFCs)	13 PCs (7 PCFCs)	n.e.d. (n.e.d.)			8 PCs (4 PCFCs)
			(ii)	13 PCs (7 PCFCs)	13 PCs (7 PCFCs)	13 PCs (7 PCFCs)	n.e.d. (n.e.d.)			8 PCs (4 PCFCs)
			(b) (i)	4 PCs (n.e.d.)	10 PCs (4 PCFCs)	10 PCs (4 PCFCs)	8 PCs (4 PCFCs)			7 PCs (1 PCFCs)
			(ii)	4 PCs (n.e.d.)	10 PCs (4 PCFCs)	10 PCs (4 PCFCs)	8 PCs (4 PCFCs)			8 PCs (2 PCFCs)
			(c) (i)	22 PCs (9 PCFCs)	37 PCs (16 PCFCs)	37 PCs (16 PCFCs)	16 PCs (7 PCFCs)			36 PCs (14 PCFCs)
			(ii)	26 PCs (10 PCFCs)	35 PCs (16 PCFCs)	35 PCs (16 PCFCs)	15 PCs (6 PCFCs)			33 PCs (11 PCFCs)
			(d) (i)	14 PCs (3 PCFCs)	9 PCs (3 PCFCs)	13 PCs (2 PCFCs)	13 PCs (2 PCFCs)			14 PCs (2 PCFCs)
			(ii)	15 PCs (4 PCFCs)	10 PCs (4 PCFCs)	15 PCs (4 PCFCs)	14 PCs (2 PCFCs)			15 PCs (3 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)	65.4	76.7	78.9	63.5			81.4
			(b)	79.6	79.5	83.2	78.6			89.8
			(c)	74.1	73.5	67.7	67.2			86.8
			(d)	70.6	71.9	69.5	71.1			90.4
		PCFC	(a)	n.e.d	85.5	n.e.d	78.4			80.1
			(b)	79.3	81.4	86.9	86.1			90.3
			(c)	72.9	71.5	69.8	65.9			83.9
			(d)	71.3	72.3	76.2	75.1			90.9
		Female	(a)	66.5	77.1	79.8	64.4			n/a
			(b)	78.5	78.8	82.3	77.9			n/a
			(c)	74.5	73.9	67.2	66.9			n/a
			(d)	69.5	71.0	69.0	70.7			n/a
		N	(a)	51 PCs (15 PCFCs)	53 PCs (16 PCFCs)	49 PCs (15 PCFCs)	51 PCs (15 PCFCs)			66 PCs (23 PCFCs)
			(b)	64 PCs (22 PCFCs)	65 PCs (24 PCFCs)	61 PCs (21 PCFCs)	60 PCs (19 PCFCs)			71 PCs (24 PCFCs)
			(c)	38 PCs (13 PCFCs)	41 PCs (14 PCFCs)	40 PCs (12 PCFCs)	41 PCs (13 PCFCs)			66 PCs (24 PCFCs)
			(d)	37 PCs (13 PCFCs)	42 PCs (13 PCFCs)	39 PCs (10 PCFCs)	41 PCs (13 PCFCs)			60 PCs (20 PCFCs)
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	36.7		n/a
		PCFC		n/a	50.0	n/a	n/a	30.6		n/a
		N		n/a	76 PCs (36 PCFCs)	n/a	n/a	90 PCs (36 PCFCs)		

Indicator # Priority Area	Indicator	Disaggregation		Baseline	Year	Year	Year	Year	Year	Target/ SDG 4 Benchmark
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		47.8	56.7	52.2	55.6	48.9		n/a
		PCFC		30.6	38.9	30.6	36.1	33.3		n/a
		N		90 PCs (36 PCFCs)	90 PCs (36 PCFCs)	90 PCs (36 PCFCs)	90 PCs (36 PCFCs)	90 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/ Secretariat Review* (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*			(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	(FY)
		Overall	(a)	n/a	8.3	35.4	78.1	86.5		n/a
			(b)	n/a	n/a	n/a	53.8	55.6		n/a
			(c)	n/a	87.5	73.5	60.0	60.2		n/a
		PCFC	(a)	n/a	9.5	23.7	80.0	87.8		n/a
			(b)	n/a	n/a	n/a	0.0	58.3		n/a
			(c)	n/a	75.0	66.7	50.0	50.0		n/a
		N	(a)	n/a	96 PCs and entities (42 PCFCs)	96 PCs and entities 38 PCFCs)	96 PCs and entities (40 PCFCs)	96 PCs and entities (41 PCFCs)		
			(b)	n/a	n/a	n/a	13 PCs and entities (3 PCFCs)	27 PCs and entities (12 PCFCs)		
			(c)	n/a	8 PCs and entities (4 PCFCs)	34 PCs and entities (9 PCFCs)	75 PCs and entities (32 PCFCs)	83 PCs and entities (36 PCFCs)		
	(iii) (a) Proportion of countries where sector coordination is assessed *Source: Enabling factors assessment by ITAP/ Secretariat Review* (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 teachers associations *Source: Local education group documentation* UNIT: *percentage of local education groups*			FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	(FY)
		Overall	(a)	n/a	8.3	35.4	78.1	86.5		n/a
			(b)	n/a	n/a	n/a	76.9	63.0		n/a
			(c)	66.2	68.6	64.1	62.5	65.9		n/a
		PCFC	(a)	n/a	9.5	23.7	80.0	87.8		n/a
			(b)	n/a	n/a	n/a	50.0	58.3		n/a
			(c)	68.6	67.6	66.7	61.5	61.0		n/a
		N	(a)	n/a	96 PCs and entities (42 PCFCs)	96 PCs and entities (38 PCFCs)	96 PCs and entities (40 PCFCs)	96 PCs and entities (41 PCFCs)		
			(b)	n/a	n/a	n/a	13 PCs and entities (4 PCFCs)	27 PCs and entities (12 PCFCs)		
			(c)	71 LEGs (35 in PCFCs)	70 LEGs (37 in PCFCs)	78 LEGs (36 in PCFCs)	88 LEGs (39 in PCFCs)	91 LEGs (41 in PCFCs)		

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

COUNTRY-LEVEL OBJECTIVE 1
Strengthen gender-responsive planning and 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	n/a	n/a		75
		PCFC	n/a	n/a	n/a	n/a	n/a		n/a
		N	n/a	n/a	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	95.8	91.9		80
		PCFC	n/a	n/a	80.0	88.9	90.0		n/a
		N	n/a	n/a	9 grants (5 in PCFCs)	24 grants (9 in PCFCs)	37 grants (20 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	n/a	n/a		75
		PCFC	n/a	n/a	n/a	n/a	n/a		n/a
		N	n/a	n/a	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	88.2	90.6		80
		PCFC	n/a	n/a	75.0	83.3	88.2		n/a
		N	n/a	n/a	6 grants (4 in PCFCs)	17 grants (6 in PCFCs)	32 grants (17 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	n/a	100		75
		PCFC	n/a	n/a	n/a	n/a	100		n/a
		N	n/a	n/a	n/a	n/a	3 PCs (1 PCFC)		

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	49.9	45.9		n/a
		PCFC	40.7	50.3	49.5	43.8	40.9		n/a
		N	52 grants (27 in PCFCs)	77 grants (39 in PCFCs)	82 grants (38 in PCFCs	97 grants (46 in PCFCs	121 grants (57 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	64.0	60.5		n/a
		PCFC	46.4	54.3	56.2	55.8	51.5		n/a
		N	52 grants (27 in PCFCs)	77 grants (39 in PCFCs)	82 grants (38 in PCFCs	97 grants (46 in PCFCs	121 grants (57 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	n/a	n/a		75
		PCFC	n/a	n/a	n/a	n/a	n/a		n/a
		N	n/a	n/a	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	80.0	92.3		80
		PCFC	n/a	n/a	0.0	66.7	92.3		n/a
		N	n/a	n/a	3 grants (1 in PCFCs)	10 grants (3 in PCFCs)	26 grants (13 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) that 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	61.3	75.8		80
			(b)	n/a	n.e.d.	90.0	87.5	91.9		80
		PCFC	(a)	n/a	58.1	54.1	58.6	76.7		n/a
			(b)	n/a	n.e.d.	75.0	80.0	85.7		n/a
		PA1	(a)	n/a	72.0	83.3	84.4	85.1		80
			(b)	n/a	n.e.d.	88.9	85.0	87.5		80
		PA2	(a)	n/a	80.0	76.2	83.3	84.6		80
			(b)	n/a	n.e.d.	83.3	87.5	87.5		80
		PA3	(a)	n/a	71.4	81.8	81.5	88.5		80
			(b)	n/a	n.e.d.	88.9	82.4	85.7		80

Indicator # Priority Area	Indicator	Disaggregation		Baseline	Year	Year	Year	Year	Year	Performance Benchmark
14 All priority areas	(i) *continued*	PA4	(a)	n/a	82.7	82.1	80.0	87.5		80
			(b)	n/a	n.e.d.	85.7	82.4	88.9		80
		PA5	(a)	n/a	80.0	82.0	78.8	88.9		80
			(b)	n/a	n.e.d.	88.9	90.5	90.6		80
		PA6	(a)	n/a	76.3	76.6	86.0	91.5		80
			(b)	n/a	n.e.d.	80.0	87.5	89.2		80
		PA7	(a)	n/a	74.5	80.3	81.8	91.4		80
			(b)	n/a	n.e.d.	90.0	90.5	91.4		80
		PA8	(a)	n/a	74.6	77.8	82.5	88.5		80
			(b)	n/a	n.e.d.	90.0	87.0	91.7		80
		N Overall	(a)	n/a	61 grants (31 in PCFCs)	67 grants (37 in PCFCs)	62 grants (29 in PCFCs)	66 grants (30 in PCFCs)		
			(b)	n/a	n.e.d.	10 grants (4 in PCFCs)	24 grants (15 in PCFCs)	37 grants (21 in PCFCs)		
			PA1 (a)	n/a	50 grants	54 grants	45 grants	47 grants		
			(b)	n/a	n.e.d.	9 grants	20 grants	32 grants		
			PA2 (a)	n/a	40 grants	42 grants	36 grants	39 grants		
			(b)	n/a	n.e.d.	6 grants	16 grants	24 grants		
			PA3 (a)	n/a	35 grants	33 grants	27 grants	26 grants		
			(b)	n/a	n.e.d.	9 grants	17 grants	21 grants		
			PA4 (a)	n/a	52 grants	56 grants	50 grants	56 grants		
			(b)	n/a	n.e.d.	7 grants	17 grants	27 grants		
			PA5 (a)	n/a	55 grants	61 grants	52 grants	54 grants		
			(b)	n/a	n.e.d.	9 grants	21 grants	32 grants		
			PA6 (a)	n/a	59 grants	64 grants	57 grants	59 grants		
			(b)	n/a	n.e.d.	10 grants	24 grants	37 grants		
			PA7 (a)	n/a	55 grants	61 grants	55 grants	58 grants		
			(b)	n/a	n.e.d.	10 grants	21 grants	34 grants		
			PA8 (a)	n/a	59 grants	63 grants	57 grants	61 grants		
			(b)	n/a	n.e.d.	10 grants	23 grants	36 grants		

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.

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	n/a	n/a		80
		PCFC	n/a	n/a	n/a	n/a	n/a		n/a
		N	n/a	n/a	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 through: **(i)** capacity strengthening **(ii)** knowledge mobilization *Source: Knowledge and Innovation Exchange (KIX) Results Framework (IDRC)* UNIT: *cases (cumulative)*		FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Milestone (i)	**n/a**	**n/a**	**n/a**	**n/a**	**29**	**n.a.**	
		(ii)	**12**	**52**	**126**	**167**	**215**	**n.a.**	
		Overall (i)	n/a	n/a	n/a	n/a	35		n.a.
		(ii)	18	46	116	240	297		n.a.
		GESI related (i)	n/a	n/a	n/a	n/a	30		
		(ii)	10	25	72	150	180		
		N	68 countries	70 countries	70 countries	87 countries	90 countries		
16 Strategic Partnership	**(i)** Number of countries benefiting from newly mobilized technical assistance initiatives *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	14	35		35
		N	n/a	n/a	7 countries	14 countries	35 countries		
	(ii) Proportion of GPE-mobilized technical assistance initiatives that meet their objectives *Source: GPE Secretariat* UNIT: *percentage of technical assistance initiatives*		(FY)	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Milestone	**n/a**	**n/a**	**75**	**85**	**100**	**100**	
		Overall	n/a	n/a	100	100	100		100
		N	n/a	n/a	5 projects	7 projects	35 projects		

Indicator # Objectives	Indicator	Disaggregation	Baseline	Year	Year	Year	Year	Year	Target
16 Strategic Partnership	**(iii)** Additional cofinancing 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	3,845.1	3,775.8		2,500.0
		Multiplier	n/a	993.9	1,441.9	3,347.8	3,329.0		n/a
		Debt2Ed	n/a	0	77.1	77.1	77.1		n/a
		Enhanced Convening	n/a	0	27.5	31.1	31.1		n/a
		GPE Match	n/a	10.0	48.0	140.1	149.6		n/a
		ACG SmartEd	n/a	0	160.0	280.0	280.0		n/a
		N	n/a	14 grants	27 grants	56 grants	63 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)*		FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2026
		Milestone	**20**	**27**	**32**	**37**	**38**	**40**	
		Overall	20	30	37	48	50		40
		PCFC	12	15	15	20	20		n/a
		N	54 countries (26 in PCFCs)	63 countries (29 in PCFCs)	62 countries (26 in PCFCs)	62 countries (24 in PCFCs)	64 countries (25 in PCFCs)		
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	60.7	79.3		100
		(ii)	n/a	801.8	1,461.3	2,355.6	3,068.9		4,000
		N	n/a	27 donors	28 donors	29 donors	29 donors		

Note: For more information on indicators, see the *GPE 2025 Results Framework: Methodological Technical Guidelines* 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 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[1] and 7i) aligned with Sustainable Development Goals (SDGs) 4[2] 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 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 (KIX), technical assistance initiatives and innovative financing.

- **TARGETS:** Target values are available for enabling objective indicators). 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 objective indicators.

- **SDG 4 BENCHMARKS:** 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 because countries do not report on disaggregated values.

- **GRANT PERFORMANCE BENCHMARKS, OR "PERFORMANCE BENCHMARKS":** Benchmarks apply to country-level objective 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. This means that 75 percent of the compact-related indicators and 80 percent of the grant-related indicators are expected to achieve their objectives.

- **DISAGGREGATION:** The results framework includes disaggregation of indicators by country and individual characteristics (for example, 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. Refer to appendix C for more information. In this report, calendar-based indicators (1, 2, 3, 4i, 5i, 6, 7 and 8i) use fiscal year 2024 PCFC categorization. Fiscal year–based indicators (4ii, 5ii, and 8ii through 18) use fiscal year 2025 PCFC categorization, except for Indicators 9ii, 10ii, 13ii and 14, which use 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 Indicator 6 on learning assessments disaggregation on grades 2 and 3 has been split into separate lines of reporting.

2 Although calendar year 2020 is the baseline year for goal sector-level indicators aligned with SDG 4 indicators, calculated by UNESCO Institute for Statistics (UIS), it is also the first year of reporting to optimize data coverage.

APPENDIX B

- **SDG 4 INDICATORS REPORTING:** To improve SDG 4 data coverage for reporting on GPE partner countries at the aggregate level, the methodology for the respective GPE results framework indicators differs from official UIS reporting guidelines. For instance, aggregate values for GPE's results framework indicators are calculated when available data cover at least 35 percent of GPE partner countries' relevant population, and UIS requires at least 50 percent of coverage (depending on the tier classification).[3] Although this approach allows for 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 issues of potential instability and lower reliability.

- **UPDATED DATA AND RETROACTIVE REVISIONS:** Updated data available for some results framework indicators are considered. Particularly, indicator values are subject to retroactive revisions for new partner countries joining GPE and for the most recent available data (including most recent UIS and UNICEF data released for SDG 4 and SDG 5 indicators. SDG 4 indicators, SDG 5 indicators, the domestic finance indicator (4i), and enabling factors-related indicators (4iia, 5iia, 8iia, 8iiia) all have retroactive updates based on the most recent available data. 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 KIX and Education Out Loud funding.

- **RESULTS FRAMEWORK REVISIONS:** In 2024, the GPE results framework adopted the following modifications:
  - Indicator 3ia: Replace gross intake ratio to the last grade with completion rates to better align with SDG 4.1.2 and report the increased data coverage on completion.
  - Indicators 4ii, 5ii, 8ii, and 8iii: Transition from calendar year reporting (January to December) to fiscal year reporting (June to July) to present the most recent data in annual reports.
  - Indicators 15 and 17: Introduce milestones and targets for Education Out Loud and KIX indicators through the end of GPE 2025, reflecting the extension of these global grant mechanisms. Indicator 15 will incorporate a sub-indicator (15i), from fiscal year 2025, to capture the latest data on the KIX-supported research and innovation uptake in partner countries.

- **UNITS OF ANALYSIS:** Indicators have different units of analysis—such as partner countries, grants, children, teachers, cases, US dollars and so on.

- **REPORTING CYCLES:** Indicators are reported 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 on SDG Indicators, the member state–led governance mechanism for monitoring global SDG indicators according to 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 the Inter-Agency and Expert Group on SDG Indicators are available at https://unstats.un.org/sdgs/iaeg-sdgs/tier-classification/.

APPENDIX C

GPE PARTNER COUNTRIES

GPE partner countries as of end of June 2025, by income level

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

LOWER-MIDDLE-INCOME COUNTRIES: Angola; Arab Republic of Egypt; Bangladesh; Benin; Bhutan;[4] Bolivia; Cabo Verde; Cambodia; Cameroon; Comoros; Republic of Congo; Côte d'Ivoire; Djibouti; Eswatini; Ghana; Guinea; Haiti; Honduras; Jordan; Kenya; Kiribati; Kyrgyz Republic; Lao People's Democratic Republic; Lebanon; Lesotho; Mauritania; Federated States of Micronesia; Myanmar; Nepal; Nicaragua; Nigeria; Pakistan; Papua New Guinea; Philippines; Samoa; São Tomé and Príncipe; Senegal; Solomon Islands; Sri Lanka; Tajikistan; Tanzania; Timor-Leste; Tunisia; Uzbekistan; Vanuatu; Viet Nam; Zambia; Zimbabwe

UPPER-MIDDLE-INCOME COUNTRIES: Albania; Belize; Dominica; El Salvador; Fiji; Georgia; Grenada; Guatemala; Indonesia; Maldives; Marshall Islands; Moldova; Mongolia; St. Lucia; St. Vincent and the Grenadines; Tonga; Tuvalu; Ukraine

HIGH-INCOME COUNTRIES: Guyana

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: India; Morocco; West Bank and Gaza

UPPER-MIDDLE-INCOME COUNTRIES: Algeria

4 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

FY2024	FY2025
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
Egypt, Arab Republic of	Egypt, Arab Republic of
Eritrea	Eritrea
Ethiopia	Ethiopia
Guinea-Bissau	Guinea-Bissau
Haiti	Haiti
Kiribati	Kenya
Lebanon	Kiribati
Mali	Lebanon
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
São Tomé and Príncipe	Philippines
Solomon Islands	São Tomé and Príncipe
Somalia, Federal Republic of	Solomon Islands
South Sudan	Somalia, Federal Republic of
Sudan	South Sudan
Timor-Leste	Sudan
Tuvalu	Timor-Leste
Ukraine	Tuvalu
Yemen, Republic of	Ukraine
Zimbabwe	Yemen, Republic of
	Zimbabwe
Note: Applicable for calendar year-based Indicators 1, 2, 3, 4i, 5i, 6, 7 and 8i.	*Note:* Applicable for fiscal year–based Indicators 4ii, 5ii, and 8ii through 18 with the exception of Indicators 9ii, 10ii, 13ii and 14, which use PCFC categorization one year before grant approval.