GPE 2025 Results Framework for Afghanistan

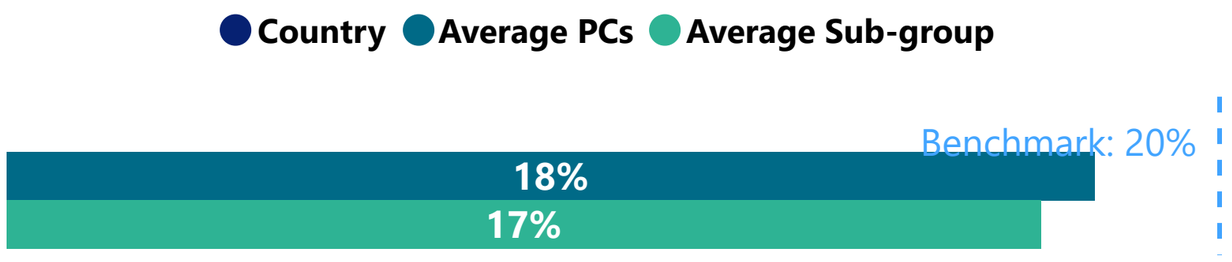
Afghanistan joined the Global Partnership for Education (GPE) in 2011 and is classified as a partner country affected by fragility and conflict (PCFC) in fiscal year 2025. The brief contains GPE 2025 Results Framework indicators (Ind.) with latest (calendar year (CY) 2024 and fiscal year (FY) 2025)[1] country-level data produced or compiled by the GPE Secretariat **as of June 30 2025.**
Graphs include average values achieved by all partner countries (PCs). For indicators with categories or levels of performance, figures present the distribution of PCs in each category or level. Please note that "Sub-group" average values depend on the country's fragility status. If a country is classified as a partner country affected by fragility and conflict (PCFC), averages of PCFCs are presented. Similarly, if a country is not a partner country affected by fragility and conflict (non-PCFC), averages of non-PCFCs are presented.

SECTOR PROGRESS INDICATORS[2]

Domestic finance expenditure for education

Ind. 4i: In Afghanistan, the government expenditure on education as a percentage of total government expenditure (excluding debt service) shifted from **N/A** in 2020 to **N/A** in 2024.
This indicator reflects countries' financial commitment to education. The higher the percentage, the greater the progress towards meeting domestic financing objectives.
Source: National budget documents compiled by GPE.
See figure 1 for details on Afghanistan compared to average in PCs overall (Average PCs) and PCFCs (Average Sub-group).

Figure 1: Average of gov. expenditure on education as a % of total gov. expenditure



N [3] : PCs=79, PCFCs=26, Non-PCFCs=53 (CY2024).
GPE suggests A benchmark of 20% or above of gov. expenditure on education. Countries with increased gov. expenditure on education or maintained sector spending at 20% or above meet the indicator's criteria.

Progress on Key Enabling Factors for System Transformation

GPE's strategy identifies four areas as enabling factors[4] for education system transformation, listed below. Indicators are mapped to these:
-Equity, efficiency, and volume of domestic finance for education:
Ind. 4iia-b: Afghanistan **has not** undergone the enabling factors review assessment. The progress against challenges is **not yet reportable**.
-Gender-responsive planning and monitoring:
Ind. 5iia-b: Afghanistan **has not** undergone the enabling factors review assessment. The progress against challenges is **not yet reportable.**
Ind 5iic: Afghanistan **currently has no available information on its legislative framework** assuring the right to education for all children, including provisions for 12 years of free, quality public education (at least nine years compulsory) and one year of free, compulsory pre-primary education, without discrimination.
-Availability and use of data and evidence:
Ind. 8iia-b: Afghanistan **has not** undergone the enabling factors review assessment. The progress against challenges is **not yet reportable** .
Ind 8iic: Afghanistan **has not undergone the enabling factors review assessment that reports key education statistics disaggregated by children with disabilities.**
-Sector coordination:
Ind. 8iiia-b: Afghanistan **has not** undergone the enabling factors review assessment. The progress against challenges is **not yet reportable.**

Overall, for Ind. 4iia; 5iia,c; 8iia,c, and 8iiia, information on the assessment of enabling factors is available only once the country has undergone the Independent Technical Advisory Panel (ITAP) assessment or Secretariat review. As of June 30 2025, 74 countries have completed this step, and 83 countries have completed the enabling factors analysis, and are included in the sample of these indicators. Ind 5iic: Of the 83 PCs, 52 PCs have a legislative framework that assures the right to education for children of all genders. Ind 8iic: Of the 83 PCs, 50 PCs reported key education statistics on children with disabilities.
Overall, for Ind. 4iib, 5iib, 8iib, 8iiib, data on monitoring of enabling factors with priority medium and high are available one year after the finalization of the Compact. Low priority enabling factors are noted as 'not applicable'. Countries with progress rating as highly advanced or advanced are considered on-track towards achieving their objectives under each enabling factor.

Sources: Part a: Enabling factors assessment by ITAP/ Secretariat review; Part b: Enabling factors monitoring; Part c: Completeness check of enabling factors assessment documentation.

Teaching quality assessed through classroom observation tools

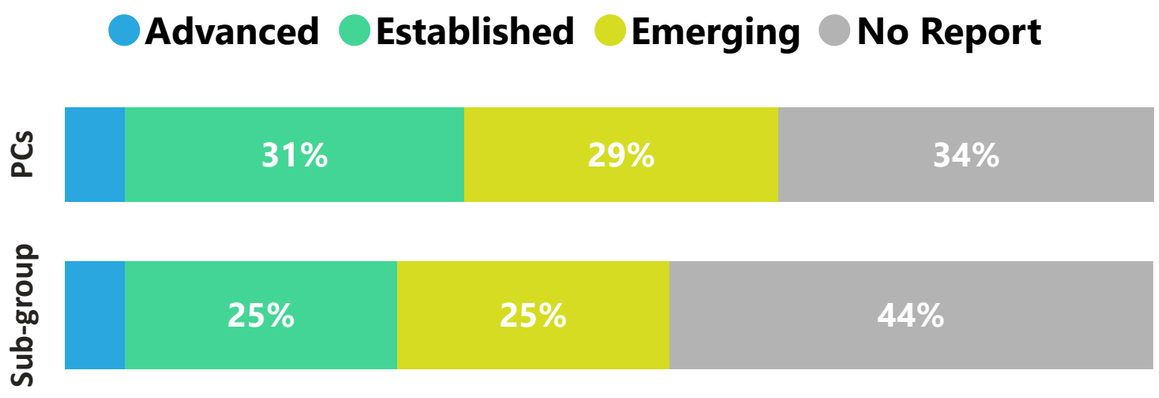
Ind. 7ii: In Afghanistan, **there were classroom observation studies to assess teaching quality**. The assessment of teaching quality is classified: **established.**

This indicator captures whether a country assesses teaching quality based on classroom observation tools at the teacher level following a set of criteria by GPE, including elements of focus around 1) level of education; 2) quantity of teaching and quality of teaching practice; 3) representativeness of the assessment; and 4) frequency of data collection with relevant endorsement.

Source: Classroom-observation tool documents compiled by GPE Secretariat.

See figure 2 for details on the proportion of PCs in each classification, Afghanistan is part of established .

Figure 2: Proportion of PCs classified by the level of their classroom observations



N: PCs=90, PCFCs=36, Non-PCFCs=54. (CY2024)

Countries' assessment of teaching quality, through classroom-based observation tools, classified as established or advanced, based on the indicator's criteria.

Number of key indicators reported to UNESCO Institute for Statistics (UIS)

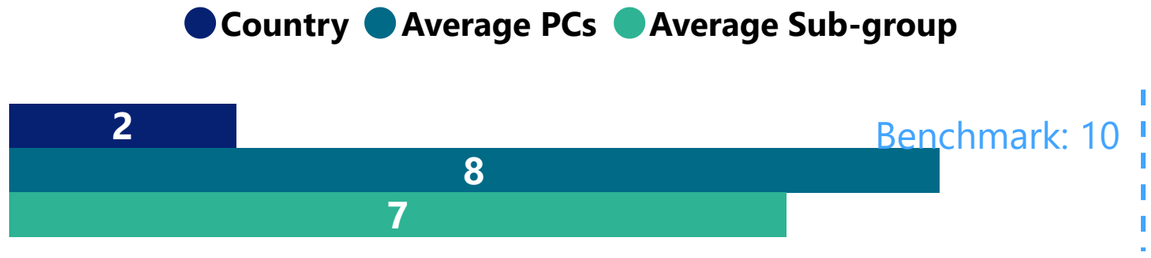
Ind. 8i: Afghanistan reports **2** of the 12 key international education indicators to UIS, **below** the benchmark of **10** defined by GPE.

A higher number of education indicators[5] reported to UIS reflects PC's commitments to improved availability, quality and timeliness of data reporting. GPE Secretariat groups these key indicators in three main areas: 1) outcome, 2) service delivery, and 3) financing.

Source: UNESCO Institute for Statistics and GPE Secretariat.

See figure 3 for details on Afghanistan compared to average in PCs overall (Average PCs) and PCFCs (Average Sub-group).

Figure 3: Average number of key indicators reported to UIS



N: PCs=90, PCFCs=36 Non-PCFCs=54. (CY2024)

GPE suggests a benchmark of 10 or above out of 12 key indicators reported to UIS. Countries with 10 or above of key indicators reported to UIS meet the indicator's criteria.

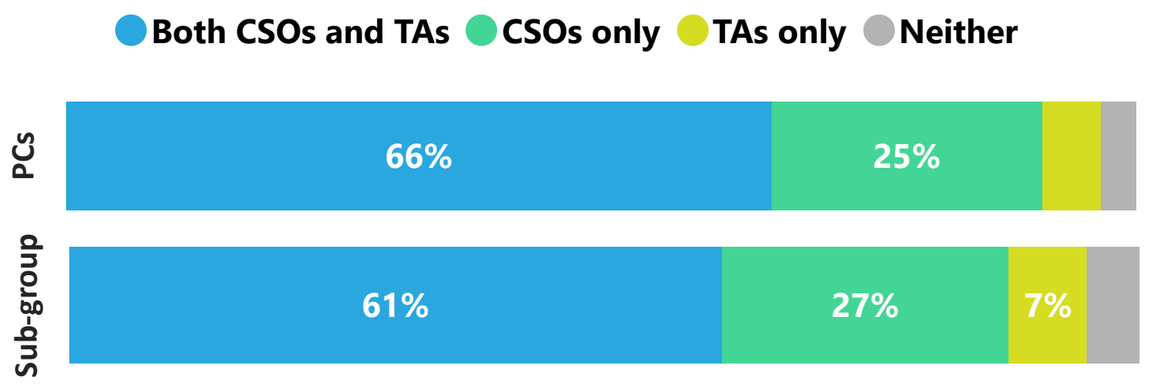
Inclusive local education groups

Ind. 8iiic: In Afghanistan, **local education group includes only CSOs.** Representation of national CSOs and TAs suggests that they are engaged in evidence-based policy dialogue and sector monitoring on equity and learning, leveraging social accountability to ultimately enhance the delivery of results.

Source: Local education group documentation.

See figure 4 for details on the proportion of PCs in each classification, Afghanistan's local education group includes only CSOs.

Figure 4: Proportion of PCs classified by local education group representation



N: 91 local education groups, 41 in PCFCs, and 50 in Non-PCFCs. (FY2025)

Countries with a local education group classified with having national CSOs and TAs representation meet the indicator's criteria.

COUNTRY LEVEL OBJECTIVES INDICATORS

Top-up of System Transformation Grant at Compact Mid-term

GPE offers financial incentives, called top-ups[6], through the system transformation grants to support progress where challenges are identified in the enabling factors. Ind. 9i, 10i, 11 and 13i are mapped to each enabling factor to track the effectiveness of the top-up portion of the system transformation grant, where applicable. Unlocking more than 50% of the funds under the top-up portion of the system transformation grant linked to selected enabling factor(s) is considered satisfactory.

Ind. 9i/10i/11/13i: As of end June 2025, Afghanistan **had no top-up linked to a system transformation grant to be reported in FY2025**.

Overall, **three PCs** (Sierra Leone, Somalia Federal and Tanzania) underwent top-up triggers verification in FY2025, **related to equity, efficiency, and volume of domestic finance (ind. 11).** All three countries unlocked 100% of their top-up funds, resulting in full achievement of this indicator.

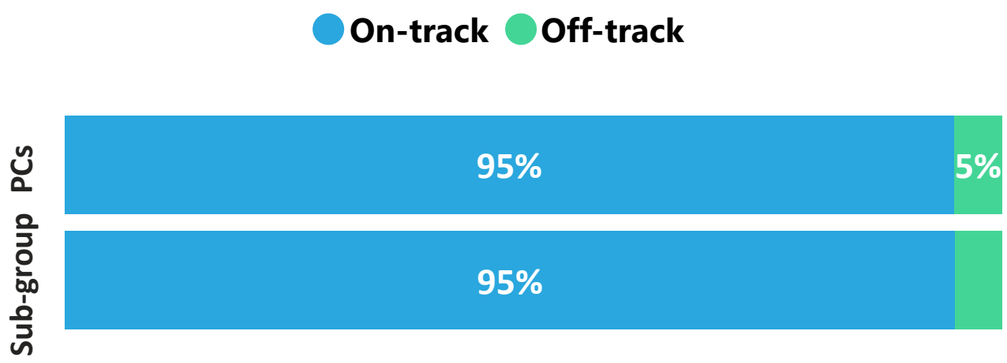
Source: System transformation grant top-up at compact review.

Implementation of the System Capacity Grant

There are three system capacity grant financing windows[7]: 1) gender responsive planning and monitoring window; 2) mobilize coordinated finance and action window; and 3) adapt and learn for results at scale window. Ind. 9ii, 10ii, and 13ii are mapped to each financing window to track whether system capacity grant activities under the active financing window are being implemented as planned, where applicable. Afghanistan ***has an active system capacity grant reporting on progress. Overall, the system capacity grant is Moderately Satisfactory (MS).***

See figure 5 for details on the proportion of grants in each category, overall.

Figure 5: Proportion of grants meeting their intended objectives



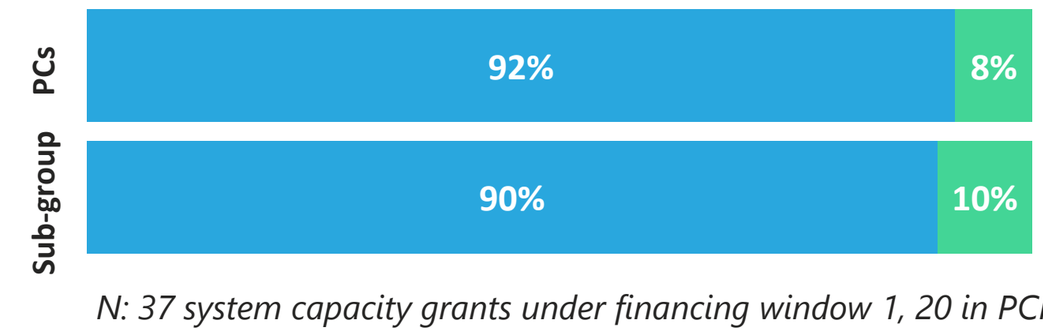
N: 39 system capacity grants, 20 in PCFC, and 19 in non-PCFC (FY2025)

Ind. 9ii: Afghanistan **is on track** towards meeting its' intended objectives under the gender responsive planning and monitoring (financing window 1). Overall the rating is Satisfactory.

Source: System capacity grant monitoring reports.

See figure 5.1 for details on the proportion of grants in each category in financing window 1.

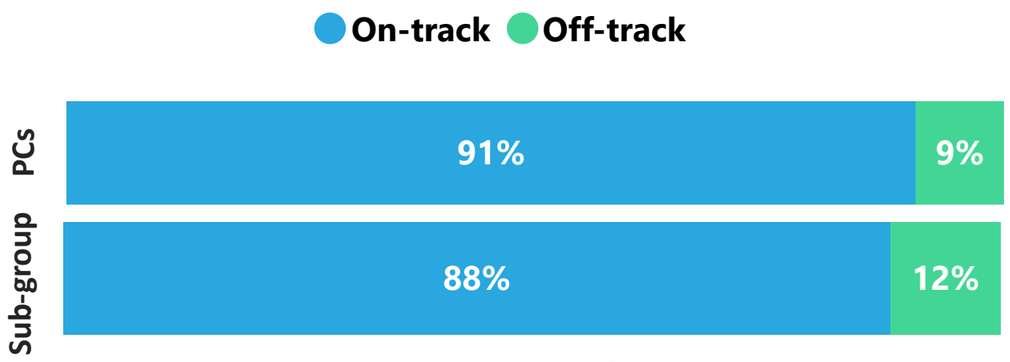
Figure 5.1: Proportion of grants in financing window 1 meeting their intended objectives



N: 37 system capacity grants under financing window 1, 20 in PCFC, and 17 in non-PCFC (FY2025)

Grants classified as 'on-track' for each financing window mapped to respective indicators meet indicators criterion.

Figure 5.2: Proportion of grants in financing window 2 meeting their intended objectives



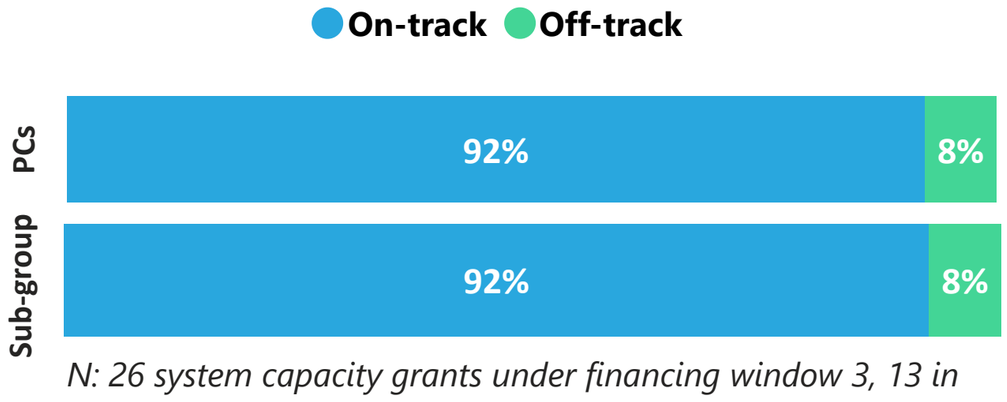
N: 32 system capacity grants under financing window 2, 17 in PCFC, and 15 in non-PCFC (FY2025).

Ind. 10ii: Afghanistan **is on track** towards meeting its' intended objectives under the mobilize coordinated action and finance window (financing window 2). Overall, the rating is Moderately Satisfactory.

Source: System capacity grant monitoring reports.

See figure 5.2 for details on the proportion of grants in each category in financing window 2.

Figure 5.3: Proportion of grants in financing window 3 meeting their intended objectives



N: 26 system capacity grants under financing window 3, 13 in PCFC, and 13 in non-PCFC (FY2025).

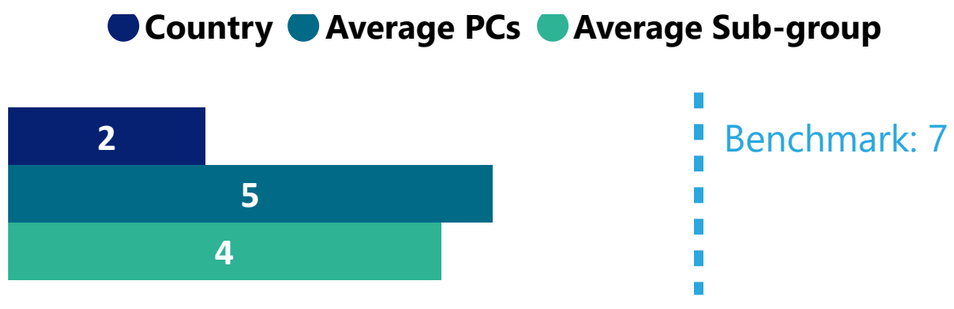
Ind. 13ii: Afghanistan **is on track** towards meeting its' intended objectives under the adapt and learn for results at scale window (financing window 3). Overall the rating is Satisfactory.

Source: System capacity grant monitoring reports.

See figure 5.3 for details on the proportion of grants in each category in financing window 3.

Alignment of grants to national systems

Figure 6: Average number of aligned elements



N: 121 implementation grants, 57 in PCFCs, and 64 in Non-PCFCs. (FY2025).

GPE suggests a benchmark 7 aligned elements out of 10. Grants with 7 or more aligned elements meet the indicator's criteria.

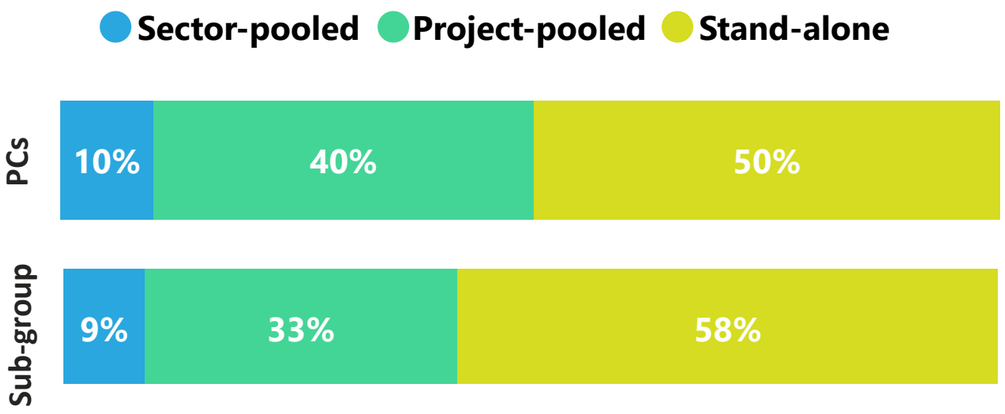
Ind. 12i: Afghanistan has **one education sector program implementation grant with funding of $50.0 million, one education sector program implementation grant with funding of $59.5 million**. The first is classified as not aligned and the second is classified as **not aligned** to national system **with 2 out of 10** elements met, respectively, as defined by GPE.

A high number of alignment[8] to national systems based on GPE assessment indicates that the grant is aligned with PC's own operational systems, frameworks and procedures.

Source: ESPIG and system transformation grants application form.

Harmonization: Grant funding modality

Figure 7: Proportion of grant amount by funding modality



N: 121 implementation grants, 57 in PCFCs, and 64 in Non-PCFCs. (FY2025)
Grants classified as harmonized (with funding modality sector-pooled or project-pooled) meet the indicator criteria.

Ind. 12ii: Afghanistan has **one education sector program implementation grant with funding of $50.0 million, one education sector program implementation grant with funding of $59.5 million**. They are classified as **not harmonized, and instead uses stand-alone** funding modality.
Harmonized funding is typically recommended by GPE to create a space for dialogue and coordination amongst funding partners. However, funding modalities can vary based on different country needs, capacity and operating mechanisms of the entity supervising or managing the grant.
Source: ESPIG and system transformation grants application form.
See figure 7 for details on the proportion of grants in each category.

Girls' Education Accelerator

Ind. 14ii: Girls' Education Accelerator funding is considered on track when it is rated as 'substantial' or higher regarding the achievement of objectives, as per the implementation grant completion report submitted by the grant agent and reviewed by the GPE Secretariat.
Overall, there are **no implementation grants with a Girls' Education Accelerator reporting on grant completion in FY2025.**

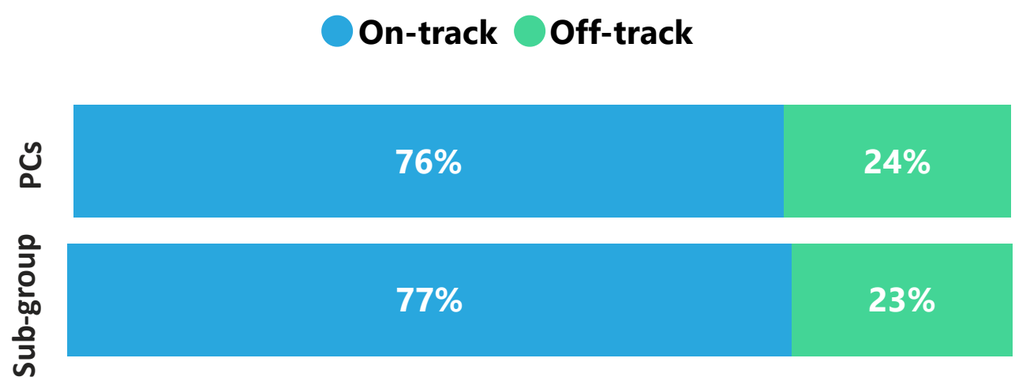
Source: Implementation grants (system transformation grant or Multiplier) completion reports.
See here list of countries eligible to access girls' education accelerator: https://www.globalpartnership.org/funding/girls-education-accelerator

Implementation Grants Meet Their Objectives:

System Transformation Grant, Education Sector Program Implementation Grant, and Multiplier.

During implementation

Figure 8: Proportion of grants meeting their intended objectives

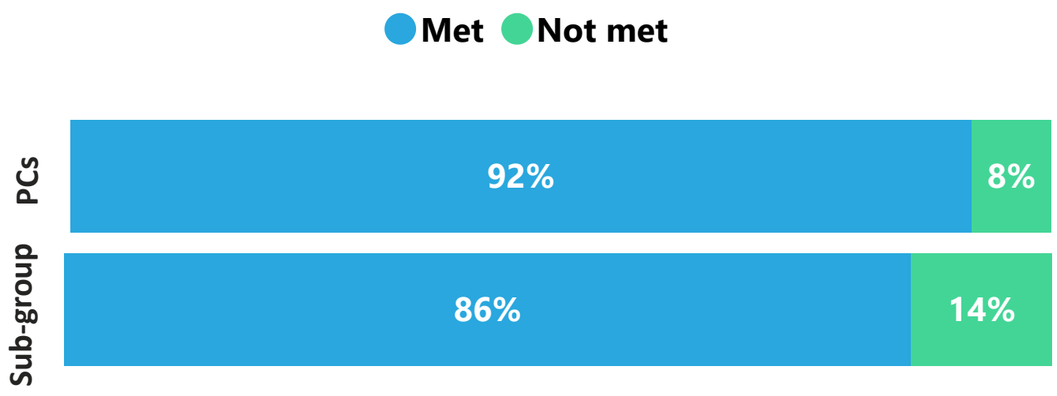


N: 66 implementation grants, 30 in PCFCs, and 36 in Non-PCFCs. (FY2025)
Grants classified as 'on-track' meet both criteria: implementation rating of moderately satisfactory or better and on-track utilization of grant-financing.

Ind. 14ia: Afghanistan has **one education sector program implementation grant with funding of $59.5 million, one education sector program implementation grant with funding of $50.0 million**. The first **is on track**[10] and the second is **off-track** towards meeting its' intended objectives.
Source: Implementation grant progress monitoring reports.
See figure 8 for details on the proportion of grants in each category.

At grant completion

Figure 9: Proportion of grants that met their intended objectives



N: 37 implementation grants, 21 in PCFCs, and 16 in Non-PCFCs. (FY2025)
Grants classified as 'met;' include an implementation rating of substantial or better.

Ind. 14ib: Afghanistan has **one education sector program implementation grant with funding of $125.0 million, one education sector program implementation grant with funding of $10.0 million** that closed during the fiscal year. The first grant **hasn't met** its intended objectives and the second grant **has met**[11] its' intended objectives.
Source: Implementation grant completion monitoring reports.
See figure 9 for details on the proportion of grants in each category.

ENABLING OBJECTIVES INDICATORS[12]

Ind. 15: In Afghanistan, representatives **reported** KIX support to research, knowledge, and innovation in country-level policy development or delivery, through learning exchanges or involvement in KIX-related activities. Efforts related to (i) capacity strengthening, and (ii) knowledge mobilization are considered for this indicator.
Overall, countries reported a cumulative 297 cases by end of FY2025.
Source: Knowledge and Innovation Exchange (KIX) Results Framework (IDRC).

Ind. 16i: Afghanistan **has not benefitted from any technical initiatives.**
PCs can access support from technical initiatives in strategic areas where particular partners can bring expertise, resources, or solutions, to directly support countries tackling complex education or cross-sectoral system problems.
Overall, 35 countries benefitted from GPE-mobilized technical initiatives in FY2025.
Source: GPE Secretariat.

Ind. 16iii: Afghanistan **leveraged no additional co-financing through GPE innovative financing mechanisms.**
Co-financing refers to the external funding mobilized channeled through the same program and through the same modality as GPE funding, through a common funding mechanism like a pooled fund, or aligned with the GPE-funded program. GPE innovative financing mechanisms include multiplier, GPE Match, Debt2Ed, ACG SmartEd and enhanced convening.
Overall, an additional cumulative $3.78 billion in co-financing is being mobilized through GPE's innovative financing mechanisms (Multiplier, Debt2Ed, Enhanced Convening, GPE Match and ACG SmartEd) at end of FY2025.
Source: GPE Secretariat.

Ind. 17: In Afghanistan, **documented changes in education policies have been influenced by Education Out Loud (EOL) funded projects.**
Documented changes are defined as changes reached with the influence of the national education coalitions, its individual members and other Education Out Loud grantees for increasing the universal right to education in national, regional, local laws and policies; education plans, curricula, methodologies; teachers´ skills; education public administration; up-take of students, and the like.
Overall, Education Out Loud funded projects registered education policy influence in 64 countries and states by end of FY2025.
Source: Education Out Loud Results Framework (Oxfam IBIS).

SDG 4 and SDG 5 Indicators (in %)

This section presents the Sustainable Development Goals (SDG) 4 and SDG 5 indicator values along with average values for all partner countries (PCs) and partner countries affected by fragility and conflict (PCFCs). SDG 4 and SDG 5 indicators values for 2023 are **publicly made available by UNESCO Institute for Statistics and UNICEF Data Warehouse**, respectively. For more details on the indicators and sample size (average number of PCs and PCFCs), please refer to **GPE 2025 Results Framework indicators**. Blank spaces suggest data is either not available or not applicable.

	Afghanistan	PC (Average %)	PCFC (Average %)
Ind 1: At least one year of free and compulsory pre-primary education guaranteed	Yes	38	25
Ind 2: Participation rate in organized learning one year before the official primary entry age		47	31
Ind 3ia: Completion rate of primary education	44	74	67
Ind 3ia: Female completion rate of primary education	36	74	
Ind 3ib: Completion rate of lower secondary education	31	59	53
Ind 3ib: Female completion rate of of lower secondary education	23	58	
Ind 3ic: Completion rate of upper secondary education	27	36	36
Ind 3ic: Female completion rate of upper secondary education	19	36	
Ind 3iia: Out-of-school rate at primary school age	53	18	24
Ind 3iia: Female out-of-school rate at primary school age	60	18	
Ind 3iib: Out-of-school rate at lower secondary school age	67	21	26
Ind 3iib: Female out-of-school rate at lower secondary school age	83	22	
Ind 3iic: Out-of-school rate at upper secondary school age	80	38	40
Ind 3iic: Female out-of-school rate at upper secondary school age	92	41	
Ind 5i: % of women aged 20-24 years who were married or in a union before age of 18	29	28	26
Ind 6ai: % of children in grade 2 achieving min. proficiency in reading			
Ind 6ai: % of girls in grade 2 achieving min. proficiency in reading			
Ind 6aii: % of children in grade 2 achieving min. proficiency level in math			
Ind 6aii: % of girls in grade 2 achieving min. proficiency level in math			
Ind 6bi: % of children in grade 3 achieving min. proficiency in reading			
Ind 6bi: % of girls in grade 3 achieving min. proficiency in reading			
Ind 6bii: % of children in grade 3 achieving min. proficiency level in math			
Ind 6bii: % of girls in grade 3 achieving min. proficiency level in math			
Ind 6ci: % of children at end of primary edu. achieving min. proficiency level in reading			
Ind 6ci: % of girls at end of primary edu. with min. proficiency level in reading			
Ind 6cii: % of children at end of primary edu. with min. proficiency level in math			
Ind 6cii: % of girls at end of primary edu. with min. proficiency level in math			
Ind 6di: % of children at end of lower secondary edu. with min. proficiency level in reading			
Ind 6di: % of girls at end of lower secondary edu. with min. proficiency level in reading			
Ind 6dii: % of children at end of lower secondary edu with min. proficiency level in math			
Ind 6dii: % of girls at end of lower secondary edu with min. proficiency level in math			
Ind 7ia: % of teachers in pre-primary education with min. required qualifications		64	78
Ind 7ib: % of teachers in primary education with min. required qualifications		79	86
Ind 7ic: % of teachers in lower secondary education with min. required qualifications		67	66
Ind 7id: % of teachers in upper secondary education with min. required qualifications		71	75

The data disclosure follows a procedure developed and agreed to by GPE partner countries (PCs) through a consultation process.[13]

Indicators include available country's information from national budget documents; local education groups; enabling factors review ITAP assessment and annual monitoring; mid-term review of partnership compact; monitoring of system capacity grant, system transformation grant (including ESPIGs and multipliers), and Girls Education Accelerator; International Development Research Centre; Innovative financing; Oxfam IBIS; UNESCO Institute for Statistics; and UNICEF Data Warehouse.

For more information on the indicators, technical guidelines, and data sources, view the *GPE 2025 Results Framework Guidelines* at https://www.globalpartnership.org/content/gpe-results-framework-2025-methodological-technical-guidelines.

Endnotes

(1) Calendar year = January 1- December 31; Fiscal year = July 1-June 30. Sector progress indicators follow calendar year-based reporting. Country-level and enabling objectives levels indicators follow fiscal year-based reporting. Latest available data reported in this brief includes CY2023 and FY2024, except for SDG 4 based indicators, where (CY2022) values are reported for references.
(2) Please note this brief is presented following the structure of GPE 2025 Results Framework, which allows the partnership to monitor progress in the main areas of its strategy. View GPE 2025 strategic plan here: https://www.globalpartnership.org/content/gpe-2025-strategic-plan
(3) "N" represents the number of partner countries in the indicator sample. "PCs" refers to the total number of partner countries with data available. Where applicable, both PCFC and Non-PCFC samples are provided. "PCFCs" refers to the number of partner countries affected by fragility and conflict, and "Non-PCFCs" refers to the number of partner countries not affected by fragility and conflict. Please refer only to the category relevant to the country, noted in the first paragraph of the brief.
(4) Please see here: Draft guide for enabling factors analysis for GPE system transformation grants https://www.globalpartnership.org/content/draft-guide-enabling-factors-analysis-gpe-system-transformation-grants
(5): These are: Outcome indicators: 1) Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being; 2) Administration of a nationally representative learning assessment in grade 2 or 3; 3) Primary Gross Enrollment Ratio; 4) Gross Intake Rate to the last grade of primary education; 5) Gross Intake Rate to the last grade of lower secondary education. Service delivery indicators: 6) Pupil-trained teacher ratio, Pre-primary; 7) Pupil-trained teacher ratio, Primary; 8) Pupil-trained teacher ratio, Secondary; 9) Number of teachers by teaching level, Primary. Financing indicators: 10) Government expenditure on education as % of GDP; 11) Government expenditure on education as % of total government expenditure; 12) Government expenditure on primary education as % of GDP.
(6) Please see here: Partnership compact development guidelines https://www.globalpartnership.org/content/partnership-compact-development-guidelines-draft
(7) Please see here: Guidelines for system capacity grant https://www.globalpartnership.org/content/guidelines-system-capacity-grant-draft
(8) The 10 elements are assessed by GPE Secretariat across 7 dimensions: 1) In relation to the education sector planning; 2) In relation to the national budget and parliament; 3) In relation to treasury; 4) In relation to procurement; 5) In relation to accounting; 6) In relation to audit; 7) In relation to reporting. For details on the list of elements, view the GPE 2025 Results Framework Guidelines at https://www.globalpartnership.org/content/gpe-results-framework-2025-methodological-technical-guidelines.
(9) Indicator values will be reported for PCs eligible for Girls Education Accelerator funding at the time of grant completion. View the list of PCs eligible for Girls Education Accelerator funding at https://www.globalpartnership.org/content/list-countries-and-grant-eligibility
(10) The implementation grant overall implementation progress is on track if the overall grant implementation status provided by GPE Secretariat is rated as "moderately satisfactory" or better and the utilization rate is on track. GPE Secretariat may adjust GA's rating if there is evidence supporting the change (e.g., mission reports, Aide-Memoires, and exchanges of emails).
(11) The implementation grant met its overall objectives at completion if achievement of objectives ('efficacy') is rated "substantial" or better using GPE's grant completion reporting standards. GPE Secretariat may adjust GA's rating if there is evidence supporting the change (e.g., mission reports, Aide-Memoires, and exchanges of emails).
(12) Enabling objectives refer to support from GPE's innovative financing and cross-national partnership mechanisms. Please refer to data file accompanying the brief for overall indicator values.
(13) View the Summary of Steps for the GPE Results Framework Country-Level Data Disclosure at https://www.globalpartnership.org/content/gpe-results-framework-country-level-data-disclosure