JUNE 3-4, 2026 – MEETING OF THE BOARD OF DIRECTORS
PARIS, FRANCE – BOD/2026-06-DOC 10 – FOR DECISION

GPE 2030 MONITORING, EVALUATION, AND LEARNING WORK PROGRAM

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

Key issues for consideration:

- At its April meeting, the Performance, Impact, and Learning Committee (PILC) considered the GPE 2030 Monitoring, Evaluation, and Learning Work Program.
- Members praised the MEL Work Program for its clarity, ambition, and strong alignment with the GPE 2030 strategy and theory of change. They thanked the Secretariat for integrating Board and PILC feedback.
- Members emphasized that MEL outputs should assess and demonstrate GPE's value. They called for the Partnership to have strategic discussions using MEL findings to assess and show GPE's impact on learning outcomes, system strengthening, and financing.
- Members advised moving the teacher effectiveness evaluation earlier, while maintaining focus on gender equality, inclusion, financing instruments, and partnership effectiveness. They recommended integrating themes like girls' education in rural areas, climate resilience, green skills, digital transformation, AI, and EMIS into the evaluations and reviews, as appropriate.
- Members welcomed the scope and ambition of the work program but requested the Secretariat to identify risks in implementation, including due to a proposed MEL budget reduced from the previous strategy envelope.
- Members expressed their preference for selecting from a wide range of currently accredited grant agents for implementing the evaluation portion of the MEL work program. They asked to include UIS with the role of GEM in SDG4 reporting.
- Members called for stronger country ownership of learning, south–south learning and cross-country synthesis, and systematic sharing of findings with partner countries.
- Members commented on the decision language, highlighting the addition of evidence-based learning, flexible work program, and regular oversight by PILC.

Objective

1. The Board is requested to consider the GPE 2030 Monitoring, Evaluation, and Learning Work Program for its decision.

Recommended decision

BOD/2026/06-XX—GPE 2030 Monitoring, Evaluation, and Learning Work Program:
The Board of Directors:

1. Acknowledging its alignment with the core components of GPE's 2030 strategy and theory of change, recognizing the value of evidence-based learning and decisions for improved performance and of leveraging the partnership's strengths in achieving, monitoring, and reporting results;
2. Recognizing its flexible nature, approves the GPE 2030 Monitoring, Evaluation, and Learning Work Program, with regular oversight by the Performance, Impact and Learning Committee, and requests the Secretariat to begin the work outlined in Annexes A and B of BOD/2026/06-DOC 10.

Background and overview

1. The GPE Board approved a new strategic plan for the Global Partnership for Education (GPE) for 2026-2030 on December 4-5 2025. This document outlines the five-year Monitoring, Evaluation, and Learning (MEL) work program for the Board's consideration and decision. The proposed work program is aligned with the key elements of GPE's 2030 strategy and theory of change and is consistent with GPE's evaluation policy.
2. The overarching objectives of the MEL program are to support the effective implementation of GPE's 2030 strategic plan, contribute to evidence-based learning and decisions for improved performance and results across the partnership, and strengthen accountability and transparency.
3. In October 2025, the Performance Impact and Learning Committee (PILC) approved a partnership results framework, a set of monitoring information, and a set of value for money indicators. It also highlighted the partners' responsibility for collecting and reporting data for the results framework indicators and monitoring information.
4. These three sets of information – the results framework indicators, monitoring information, and the value for money indicators – together with a five-year evaluation and review portfolio and a robust data governance system will underpin GPE's MEL program, supported with an IT platform accessible to all partners.
5. In addition to monitoring and reporting on the results framework indicators, the Secretariat proposes to leverage the strength of the partnership for conducting evaluations, thereby embedding evidence-based learning and accountability

across the partnership. While the evaluation program is managed through the Secretariat, most of the work is proposed to be conducted through a grant agent who demonstrates sufficient technical and operational capacity to conduct high quality independent evaluation work.

6. The total MEL budget is set at $6.075 million, a decrease from the previous $8.049 million under GPE2025, to ensure more resources are available for country allocations. The budget will be considered by the Finance and Risk Committee for recommendation to the Board.
7. The work program in Annex A is subject to revision based on PILC and Board requests and Secretariat recommendations through the strategy period, with sufficient lead time for the implementation of revisions.

Annexes:
Annex A: Overview of work program components
Annex B: Details on work program
Annex C: Summary of input from Board discussion, December 4-5, 2025, and additional suggestions received by January 31, 2026

Annex A: Overview of Work Program Components

This annex provides summary definitions of MEL in the context of GPE. Table 1 provides an overview of the work program components alongside their main purposes and audiences, and table 2 notes the work program deliverables to PILC/Board by fiscal year.

Annual Board Document on Results will focus primarily on monitoring. Monitoring refers to the continuous, systematic collection and tracking of data against predefined indicators and targets. The program encompasses three interconnected streams — results framework indicators, monitoring information, and value for money indicators — reported annually to PILC and the Board. Its primary purpose is accountability and oversight: providing the Board and Management with a birds-eye view of GPE's performance relative to GPE's 2030 strategy objectives.

Evaluation refers to periodic, independent assessment of specific aspects of GPE's strategy and operations against one or more OECD evaluation criteria. Going deeper than monitoring, evaluations move beyond aggregate indicators to examine "why" and "how well" of specific aspects of GPE work and the degree of expected results achieved. This is achieved through a portfolio of country learning studies and program and thematic evaluations, conducted by independent evaluators to ensure quality and credibility, supplemented with quick in-house **reviews** (which provide some analytic material, but are more descriptive in nature).

Learning is the intended outcome that runs through both monitoring and evaluation and is embedded within each piece of work — it is the bridge between generating evidence and acting on it. It is operationalized most explicitly through the country learning studies and cross-case syntheses, which serve as structured learning opportunities for partners at the country level, and thematic and program evaluations that provide learning opportunities for the wider partnership. The overarching aim is to embed evidence-based learning across the partnership, so that findings from monitoring and evaluation translate into improved decisions and performance.

Table 1. Summary of MEL Work Program Components

Components	Brief Overview	Purpose + Audience
Annual Board document on results (Monitoring)	An annual technical document that provides a comprehensive but succinct overview of GPE results and performance against the GPE results framework and value for money indicators, together with relevant monitoring information.	The main purpose is to support accountability and oversight by the Board and Management. Completed every April starting in 2027 and provided to PILC in April and to the Board in June.
Evaluations and reviews (Learning embedded in use of findings and recommendations)	A portfolio of evaluations and reviews designed to answer specific questions regarding the relevance, coherence, efficiency, effectiveness, sustainability, and unintended consequences of the different aspects of GPE's work, including priority reforms, country-level partnership, GPE instruments (e.g., the Multiplier), GPE-funded global programs (e.g., Education Out Loud, Knowledge and Innovation Exchange, etc.), and other key elements of the strategy. Evaluations will be carried out by independent evaluators, while the Secretariat will perform primarily desk-based reviews.	The evaluations and reviews will have specific purposes and audiences, depending on the topic. The primary audience in many cases is GPE Secretariat management and Board for adaptations to GPE's operations and strategic decisions. A key purpose is also to support learning across partners, especially in cases where country-level analysis is included, and where thematic evaluations add operational and strategic evidence to ongoing interventions or implementation approaches.
Data governance and information management (Supporting component)	Develop, consolidate, and manage data and information systems for results framework indicators, monitoring, and value for money indicators using established monitoring, data standards, and verification processes. Ensure data is available on GPE website/IT platform. Coordinate and consolidate the provision and verification of	The primary purpose is to track GPE performance and make verified data and information available to GPE stakeholders, as part of the GPE's partnership-wide responsibility to measure and demonstrate results.

	data and information for externally commissioned evaluations. Ensure evaluations are available on the GPE website.	

Table 2: Proposed MEL Work Program Deliverables to PILC/Board, by Fiscal Year

Deliverable	July 2026-June 2027	July 2027 – June 2028	July 2028-June 2029	July 2029-June 2030	July 2030-June 2031
Annual Board document on results + SDG-4 indicators by GEM	1	1	1	1	1
Country learning studies		5	5	5	5
Synthesis reports			1		1
Program evaluations	Technical Assistance Initiatives (TAI)– mid-term			EOL - summative KIX - summative TAI - summative	Innovative and sustainable financing
Thematic evaluations		Teachers and Teaching Quality	Partnership	Inclusion and Gender	
Reviews	Mid-term reviews + status of standard indicators	Integration of climate into GPE's work	Progress on top-ups – domestic financing and learning outcomes	Innovative financing	

Annex B: Details of the MEL Work Program

The MEL program covers three main areas: 1) annual board document on results, 2) evaluations and reviews, and 3) data governance and management

Annual Document on Results

The Secretariat will provide a comprehensive but succinct technical document on results annually to PILC in April and to the Board in June (beginning 2027). This document will assess the Partnership's progress against the GPE results framework. It will cover relevant monitoring information from GPE grants (e.g., grants' focus on gender and inclusion, climate, and teachers) and summarize performance against GPE's value for money indicators. This information collectively will assess the Partnership's status with respect to its objectives as well as details on aspects of its operations.

As the PILC October 6, 2025 decision notes, the document will draw on data and information from partner countries' annual monitoring exercise. (Partner countries' reports with Local Education Group Verification of the information), grants (grant agents' reports), and Secretariat-level data. As relevant and available, the document will also summarize information from the evaluation portfolio and management actions with respect to evaluation recommendations.

To supplement GPE's document and contextualize GPE's results, the Global Education Monitoring team will provide a summary of partner countries' progress on Sustainable Development Goal 4 (SDG-4) indicators, as agreed with PILC, to monitor GPE's goal. This information will be available to PILC in October and to the Board in December.

Evaluations and Reviews

The Secretariat will manage a portfolio of evaluations and reviews to answer specific questions regarding the relevance, coherence, effectiveness, efficiency, impact, sustainability (OECD criteria), and unintended consequences of the different aspects of GPE's strategy and operations. The portfolio will address the three GPE objectives to varying degrees, depending on the questions and emphasis of the work. The evaluations will also analyze the synergies among the objectives and thematic areas to demonstrate GPE's value above and beyond the specific aspects of its operations.

The objective of this portfolio is to support more in-depth understanding (than is feasible in a results document, which focuses on aggregate indicators) of specific

areas of GPE's work to support learning that translates into operational improvements. It is also to support Board and Management oversight and strategic decisions.

The Secretariat will select a grant agent (from existing grant agents) who demonstrates technical and operational capacity to conduct high quality independent evaluation work. Principles of quality, independence, and usefulness will apply to all evaluations, per GPE's evaluation policy, approved by the GPE Board in May 2021 (subject to revision to better reflect GPE2030 stronger focus on results).

The Secretariat will conduct reviews in-house, consolidating information from GPE Secretariat data and other sources (such as compact annual and mid-term review and grant progress and completion reports) to develop a deeper understanding of the GPE portfolio and identify key issues being addressed in partner countries. The reviews may be contextualized within the current literature on the topics/countries reviewed. The reviews will generally not require the collection of additional data from countries and will be more descriptive in nature, highlighting issues that might need follow-up through evaluations, and providing foundational material for the evaluations.

The portfolio of evaluations and reviews includes:

Country learning studies. *Addresses all three GPE objectives.* This portfolio of studies (20 country-level studies and 2 syntheses) will provide in-depth analysis of issues and topics related to system reform across different Partner country contexts (selection criteria will include variables such as region, income, fragility, and types of reforms). Through country case-based studies and cross-case analyses, GPE will assess progress in key aspects of system reforms, such as access to education, gender and inclusion (with a focus on children with disabilities), strengthening of teaching and learning, learning assessment systems, and domestic financing. In addition, the studies will focus on the role of partners (including the Local Education Group) in the design and implementation of priority reforms, and the contribution of GPE grants, including top-ups, and co-financing to those reforms (e.g., the Girls Education Accelerator to gender).

Individual studies will specifically serve as independent assessments and learning opportunities for partners at the country level, whereas cross-case analyses based on these studies will provide points of reflection on how to strengthen the partnership and GPE's instruments (i.e., grants and processes) in supporting countries' reforms,

disaggregated by the core components of the reforms, including: access to education, foundational learning, gender equality and inclusion, teachers and teaching quality.

Program evaluations will provide a holistic view of the relevance, efficiency, and effectiveness of GPE's programs and innovative financing instruments. These programs include Education Out Loud, Knowledge and Innovation Exchange and the Technical Assistance Initiatives. Another proposed evaluation is of GPE's innovative financing instruments, such as the Multiplier, and their alignment with and contributions to strengthening sustainable financing and reforms at the country level. The specific questions and purposes of the evaluations will be determined in consultation with program teams, PILC, and needs for management and/or Board decisions.

Thematic evaluations will study GPE's work in specific thematic areas that the GPE2030 strategy emphasizes. These evaluations will draw on the evidence collected through the country learning studies and supplement it with desk reviews and other primary data as needed, including more targeted country-level data collection, to zoom in on the specific topic of interest. The evaluations will identify the factors that helped or hindered the design, implementation, and results of the interventions, programs, and policies focused on those specific areas. Proposed specific topics include: 1) inclusive partnership (including the function of the Local Education Groups and Grant Agent performance); 2) gender and inclusion (including disability and intersectionality considerations); and 3) teacher reforms and teaching quality.

Reviews. This set will comprise a primarily desk-based set of review studies (with limited interviews) to assess the status of GPE's work and draw lessons, using readily available data and information at the Secretariat, including information available from country-level and thematic evaluations and GPE program/grant reports. The Secretariat will conduct these reviews in-house. Proposed topics include synthesis and analysis of mid-term reviews and annual compact monitoring, assessment of standard indicators in current grants, integration of climate-related interventions in GPE's work, progress on top-ups (domestic financing and learning assessments), and innovative financing. Because such reviews can be conducted rapidly in-house, topics could also be addressed, as needed, on an annual basis.

Data Governance and Management

A final component of work entails detailing indicator methodologies and data collection procedures; establishing and monitoring data standards, benchmarks, and

verification procedures for the results framework indicators, monitoring data, and the value for money indicators; auditing, curating, and ensuring the release of the data on GPE website and IT platform (currently under development); proactively sharing disaggregated country-level data with Partner countries; and providing training in methodologies and data collection procedures to Secretariat staff, partner countries, and grant agents; and proactively releasing evaluations on GPE's website. It also includes processing and providing on-demand data and information requested by stakeholders, such as donor constituents who need this information for their internal reporting, accountability, and decisions, and for liaising with donor-commissioned and external evaluations of GPE.

Finally, this work includes coordination with the Global Education Monitoring team for presenting information on the Parter countries' SDG-4 indicators to the Board. The SDG indicators are tracked outside of the GPE results framework to monitor GPE's goal. "To accelerate access, learning outcomes, and gender equality through equitable, inclusive, and resilient education systems fit for the 21st century."

Budget and Implementation

The Secretariat has requested a budget of $6.075m million covering July 2026 through June 2031 (through the Finance and Risk Committee):

$5.3M as Global System Capacity Grant (SCG) funding. This grant (less than two percent of the SCG allocation) will: 1) leverage the strength of the partnership to implement the country learning studies portfolio and the program and thematic evaluations; and 2) support the Global Education Monitoring report team (in coordination with the UNESCO Institute for Statistics) to update the Board annually on partner countries' SDG-4 indicators. The Secretariat will utilize this budget either through a grant or through administrative contracting, whichever is cost-effective and timely for the deliverables to PILC and the Board.

$755K in Operating Expenses (OPEX). The Secretariat budget will support management of the evaluation program and implementation of in-house reviews, the annual results paper, and data governance and management.

The budget breakdown by component is as follows: $608,000 for annual results and SDG4 reporting; $5,150,000 for evaluations and reviews; and $317,000 for data governance and management. The budget allocations within the grant and Secretariat allocations are flexible.

This five-year program does not include a final strategic, summative evaluation. GPE anticipates that the Multilateral Performance Assessment Network (MOPAN) will conduct another assessment of GPE close to 2030 as part of its five-year cycle. GPE's portfolio of results documents, evaluations, and other Secretariat data will collectively provide the majority of the key information for this external assessment or any other assessment needed for the next phase of the strategy.

Risk and Risk Management

The MEL portfolio covers five years (FYs 2027 through 2031) and is ambitious in scope but within a tight budget. Key risks in its implementation include: capacity of the grant agent to undertake and deliver timely, high quality work; readiness of countries to participate in the country learning studies; high volume of work and relevance of the specific topics at specific times during GPE 2030. The Secretariat will anticipate and manage these risks as noted below.

Grant agent capacity. The grant agent selection criteria will include demonstrated performance and experience vis-à-vis delivering complex evaluation portfolios focused on learning (technical and organizational capacity), global reach, and access to substantive knowledge. In addition, the grant agreement will contain provisions for tranche payments based on factors such as quality deliverables and focus on country-level learning.

Country readiness for country learning studies. This risk will be managed by establishing additional criteria for sample selection and designing a replacement sample to draw from, while noting the potential impact of this approach on the findings.

Volume of work and relevance of topics. The work program is flexible, and therefore subject to review and revision in consultation with PILC and based on Board demand. The volume will be managed by right sizing the work, while ensuring that core issues are addressed with guidance from PILC. PILC will receive updates and Secretariat recommendations regularly about the MEL portfolio, and it will provide guidance regarding focus and scope, based on Board needs. Finally, if the budget is reduced or insufficient for the full portfolio, the Secretariat will propose prioritizing country learning studies and programmatic evaluations, because the country studies encompass all three GPE objectives and address all major GPE thematic areas, and shift thematic evaluations to lower-cost reviews.

Annex C: Summary of input from Board discussion, December 4-5, 2025, and additional suggestions received by January 31, 2026

- Members encouraged evaluations on the learning needs of children with disabilities, including invisible disabilities, and recommended assessing both pre-service and in-service teacher training for inclusive education. Suggestions also include an evaluation of gender hardwiring approach in GPE 2025 including value of GEA for gender programming (gender hardwiring) compared to countries without GEA;
- Suggestions included evaluating the effectiveness of local education group (LEG) sector dialogue processes (inclusion of CSOs/teachers/youth organizations), the impact of gender-focused initiatives, and the outcomes of the girls' education accelerator.
- Private Foundations proposed tracer studies to track the long-term outcomes for out-of-school children who are enrolled, including their development of skills and employment trajectories.
- Interest was expressed in analyzing the multiplier effects and equity of domestic finance, Multiplier impact analysis (e.g., additionality of co-financing, alignment, accessibility for different countries and co-financiers), including role of Foundation for GPE, and the cost-effectiveness of grants and GPE's role in supporting large-scale reforms.
- Members highlighted the need to evaluate the evolving partnership compacts, midterm reviews, and annual reports, especially as country eligibility changes under GPE 2030.